

Bryn Mawr College

## Scholarship, Research, and Creative Work at Bryn Mawr College

---

Bryn Mawr College News

Bryn Mawr College Publications, Special  
Collections, Digitized Books

---

10-21-1987

### The College News 1987-10-21 Vol. 9 No. 3

Students of Bryn Mawr College

Follow this and additional works at: [https://repository.brynmawr.edu/bmc\\_collegenews](https://repository.brynmawr.edu/bmc_collegenews)

[Let us know how access to this document benefits you.](#)

---

#### Citation

Students of Bryn Mawr College, *The College News 1987-10-21 Vol. 9 No. 3* (Bryn Mawr, PA: Bryn Mawr College, 1987).

This paper is posted at Scholarship, Research, and Creative Work at Bryn Mawr College.

[https://repository.brynmawr.edu/bmc\\_collegenews/1386](https://repository.brynmawr.edu/bmc_collegenews/1386)

For more information, please contact [repository@brynmawr.edu](mailto:repository@brynmawr.edu).

# THE COLLEGE NEWS

VOLUME IX Number 3

FOUNDED 1914

BRYN MAWR COLLEGE

October 21, 1987



Part of the March on Washington for Lesbian and Gay Rights

LEIGH WINSTON

## Bryn Mawr, Haverford, S'more students march for gay rights

by Tamara Winograd  
and Jesse Washington

The National March served as the focus for a week-long series of related events that took place in Washington, D.C. the week of October 8, including Congressional lobbying, a conference of Black Lesbians and Gays, non-violent civil disobedience action at the U.S. Supreme Court, and an AIDS memorial project consisting of a huge quilt naming AIDS victims.

Organizers of the March also presented many demands designed to advance human rights as well as to attempt to change current federal policies in order to provide money for AIDS, not for military buildup. Passage of the Congressional Lesbian and Gay Rights Bill, legal recognition of lesbian and gay relationships, repeal of sodomy laws, the right of reproductive freedom, and a presidential order banning anti-gay discrimination by the federal government are all demands sought by the homosexual community. In addition to the pursuit of civil

rights, the lesbian and gay movement realizes that "none of us will be free until we are all free," thus implying that there must be an end to all racism and sexism not only in the United States, but throughout the world as well.

The homosexual community now faces an additional concern; that of AIDS. Civil rights for AIDS victims, an increase in funding for AIDS, AIDS education and patient care are being actively sought, along with an end to discrimination against AIDS victims and those persons with HIV-antibody positive. The present administration in Washington is viewed as being ineffective and indifferent to the threat of AIDS, placing military expansion over human services on its list of priorities. Working together, lesbians and gays hope to fight the lack of concern displayed by the Reagan administration, as recently manifested in Reagan's nomination of Judge Bork and the lack of expertise on the administration's AIDS panel.

(Continued on page 5)

## Towing outrages students

by Lisa Arrellano

In the past month, there have been numerous towings on the Bryn Mawr campus. The cars have been primarily those of Haverford students; both those living at Bryn Mawr and those commuting to attend classes here.

Fords living at Bryn Mawr were allegedly informed that they would not be allowed to purchase Bryn Mawr parking permits but were subsequently towed because they were not "authorized" to be in campus lots. Radnor resident Lane Savadove was towed, along with a number of other students, under exactly these circumstances.

Outraged by the evident contradiction in policy, Savadove approached the new director of Bryn Mawr security and complained. Through a petition and a good deal of "yelling" he has since been reimbursed for the sixty dollar towing fee. Ironically, his car was towed again shortly thereafter. Since these

incidents, he has been allowed to purchase the required permit.

Allegedly, parking permits are now available for Bryn Mawr guest residents. Ms. Steinbeck calls the towings of Haverford students living at Bryn Mawr "a misunderstanding" and says that all student residents of Bryn Mawr will be allowed similar access to the necessary authorization.

For Haverford students not living at Bryn Mawr, there is no campus parking. Haverford freshman Sean McLoughlin parked in the Bryn Mawr commuter lot and arrived as Radnor Towing Company was in the process of removing his vehicle. His timely arrival saved him the sixty-five dollar fee, but he could not avoid the twenty-five dollars the company charges for arrival on a site.

Stewart Brown, Haverford senior, had his car removed from the Physical Science parking lot in early October. For Brown, the

(Continued on page 3)

## Flu sweeps BMC campus

by Rachel Winston

"It was 'standing-room-only' in the Health Center. At least seventy percent of the students we were seeing had it," comments Nurse-Practitioner and Health Services Administrator Shelley Fitzgerald on the mysterious "flu-like" illness that has swept through campus.

"This wasn't your common cold," she continues. "Nothing we prescribed was effective in treating it. I saw people again and again in follow-up and they just weren't improving."

Fitzgerald describes the illness as an "awful" upper respiratory infection, lasting as long as two weeks. "We're assuming it was viral, since students didn't respond to medication," she adds. "Unfortunately, with a viral infection, there's not much you can do but let it work its way through the body."

Fitzgerald believes "it's a cough-spread illness" transmitted through the inhalation of airborne droplets. College dormitories are notorious for the speed with which an illness may spread among residents, due to their close living arrangements.

Some dorms were particularly hard-hit. Erdman basement resident Ying Fung thought she had escaped with her health intact. "At least half of the hall came down with something really nasty. The girl next to me is sick. The girl on the other side of me is sick. I thought I was lucky, I didn't feel sick and then I came down with something right before fall break."

Breconite Andrea Carlsen was also hit with the virus. "Basically, I felt like [expletive deleted] for two weeks," she comments. "I was totally exhausted. I had a sore throat, runny nose, and was nauseated."

The infection was more annoying than serious, assures Fitzgerald. "It's probably the worst kind of illness, students will have two good days and then the next day they feel horrible." She adds, "It can be real frustrating to students when they don't seem to be getting better."

After five to six weeks of intense activity,

the virus seems to be curbing. Says Fitzgerald, "Whatever exactly it was that was here the first five to six weeks seems to have faded, which is encouraging. Either that or fall break was desperately needed."

### Mononucleosis

In the last few weeks, Bryn Mawr has also seen a small outbreak of the mononucleosis infection. As with the respiratory infection, there is no known "cure" for mono, apart from treating the symptoms, which include fatigue, swollen glands, and a sore throat.

There are laboratory tests available which look for changes in the blood as a source to diagnose the illness. However, one problem with the tests involves "false-negative" results. Says Fitzgerald, "The student may harbor the virus in her blood and still receive a negative test result. This is called a crossing-over period. It may take a week or two before her results come up positive." She adds, "However, we don't treat the student differently while waiting for a possible change in the results. We treat the symptoms, but there's still no cure besides rest and a tincture of time."

Fitzgerald estimates that eight students have been diagnosed as having mono. Several had the relatively rare symptoms of an enlarged liver and spleen. Says Fitzgerald, "We had an added concern that these students not engage in very strenuous activity. There's always the risk that the spleen may swell like a balloon and rupture, although that's very rare."

The mono virus, known as the "kissing disease" due to its spread through close physical contact, is not very contagious. Studies have shown roommates of those with mono are rarely afflicted.

Mono sufferers "should feel better after a couple of weeks with limited physical activity," says Fitzgerald. "But a full recovery may take two to three months." She concludes, "The best advice to avoid getting sick is to take care of yourself. Drink lots of liquids and eat a good, nutrient-filled diet."



The Health Center has been crowded lately because of the mysterious flu-like illness that has swept the campus.

ELIZABETH SCHUBERT

## Grad depts. appeal cuts

by Margaret Jewett

Last semester, in response to recommendations made in the Cambridge Report, Bryn Mawr decided to eliminate most of its graduate programs in an attempt to limit spending. The graduate programs in Anthropology, English and French are among those slated for elimination, but these departments have submitted appeals that their programs not be cut. With response to those appeals still pending, the French Department is concerned about the immediate and

far-reaching effects of such cuts if its appeal does not meet with success.

Last Wednesday a committee was formed for academic planning and considering the three departments' appeals will be among its responsibilities. When proposed graduate program cuts were first announced, several departments appealed to the Graduate Council. However, a decision was eventually made that the responsibilities of the Graduate Council as defined in the Faculty Rules

(Continued on page 11)



# EDITORIAL

## Speak out for Civil Rights

This Monday, Representative and famed Civil Rights leader John Lewis explained that the work of his generation allows us to take for granted the accomplishments of the Civil Rights movement, and to move on to other causes. "There are pockets of Americans who are left out, who are left behind: women, Native Americans and blacks . . . [people who] are growing up and living without any sense of purpose or hope." He stressed that the Civil Rights movement has evolved into an ongoing struggle for "all human rights."

Said Director of Minority Affairs Joyce Miller, "There are other unfinished agendas such as race, imperialism and gay rights. You don't need to totally understand the civil rights movement to move ahead on other issues." Both Lewis and Miller commended all those involved in the recent March on Washington for gay and lesbian civil rights. Lewis noted that all 23 members of the Black Congressional Caucus support gay rights.

Students can learn a great deal from John Lewis' past. At age nineteen, while attending all black Fisk University, Lewis helped pioneer the crucial student sit-in movement. Lewis was arrested over forty times, and did much of his homework in jail. Lewis went on to form and chair the Student Nonviolent Coordinating Committee, an important mobilizing force in the struggle for black civil and voting rights.

We can all learn from the commitment of young students during the civil rights struggle, who put their dreams of equality before practical personal issues, always keeping the bigger picture in view. They were, as Lewis said, "prepared and willing to put their bodies and beliefs on the line for a just and righteous cause."

Please submit all letters or questions for Ms. Hank to *The College News* at box C-615.

### ARTISTS AND PHOTOGRAPHERS

We are looking for graphics to liven up the look of the paper. If you have any photographs or drawings of scenes at Bryn Mawr and you would like to have them in *The College News*, please drop them off at Rockefeller 41 before the deadline for graphics. For the next issue, it is Sunday, November 1. We are also looking for decorative graphics (about 2"x4"), small sketches or doodles and cartoons. Clearly label all submissions by attaching a small piece of paper with your name, year, box number and the subject matter.

*The College News* is going to start a new CLASSIFIED AD SECTION in each issue of the paper. These ads will be free for the time being, but we ask students to limit them to 30 or 40 words. Sections will include "For Sale," "Wanted," "Personals" and anything else that comes up. Send ads to box C-615 before the deadline for articles (See Dates Women Make each issue).

## COLLEGE NEWS

Lillian Daniel  
Editor  
Box C-615  
645-6115

Rachel Winston  
News Editor  
Box C-285  
645-6276

Susan Brown  
Editor  
Box C-595  
645-6113

Laura Engel  
Arts Editor  
Box C-71  
645-5549

Laura Miller  
Associate Editor  
Box C-744  
645-6267

Meiko Takayama  
Photography Editor  
Box C-1519  
645-5964

**Editorial Board:** Lynne Bowers, Thida Cornes, Gina Dorcey, Beth Fussell, Amanda Hassner, Margaret Jewett, Sara Johnson, Tania Kendrick, Lorrie Kim, Kora McNaughton, Michele Morris, Charlotte Taylor, Carrie Wofford.

**Graphics:** Lillian Daniel, Gretchen Kreiger, Beth Fussell, Lynne Bowers, Susan Brown, Charlotte Taylor, Susan Crutchfield.

*The College News* is a Bryn Mawr publication serving the entire College community. People interested in joining the staff should contact one of the editors. Deadline for letters to the editor is Friday preceding publication. *The College News* is published every other week on Wednesdays while classes are in session.

**STATEMENT OF PURPOSE:** *The College News* seeks to provide a forum for the students, faculty, administration, and staff of Bryn Mawr. While articles on topical subjects will be published, each issue will seek to examine in-depth an issue of relevance to the College community. *The College News* welcomes ideas and submissions from all members of the community, as well as from outside groups and individuals whose purpose or functions are connected to those of the College.

## Honor Board elicits questions

by Gina Granelli '88  
Honor Board Representative

So, what did you think of the Honor Board synopsis? Did it aid your understanding of the Code? Did it raise questions? Did you read it? If you managed to miss out on the document of the week, please find a copy and read it. We Honor Board members immodestly save our copies and would be delighted to share them.

Some members of the community have asked us questions and commented on the synopsis, but many more have not. I hope this is because people are discussing it with other members of the community, having taken to heart the idea that there are no experts on the Honor Code, that rather each of us becomes an interpreter of the Code through the responsibility of living in a community that practices it. Since, however, many of the reactions we received concerned the workings of the Board itself, we thought that it would be worthwhile to address them in this space.

Most of the questions and comments centered around Rachel, the student who, while alone in an exam room with another student, asked that student for information relating to the exam she was taking. "The Board recommended that Rachel should fail her exam, but not the course, . . . [and] that she participate in a number of sessions with both her Dean and a member of the Honor Board to discuss the Honor Code and its place in this College and Rachel's life" (*Honor Board Synopsis: Rachel and Sarah*, p. 2). Some people thought that the Board's action was too strong, while others thought it was too weak. Some people asked whether Rachel knew that she was violating the Code. I was not on the Board at the time of that hearing, but the members who were said that Rachel did know that asking Sarah for the information was a violation of the Code, although she was not thinking about the Code or the consequences of her action when she was asking.

Other people wanted to know how Rachel could fail that exam and not fail the course. The Honor Board gave her a 59 on the exam, a score which recognized that the exam had been devalued but allowed her to pass the course.

We were asked why the Honor Board did not just lower the grade for the particular section of the exam on which Rachel cheated, as this would seem to achieve the same result of recognizing the violation without failing her for the semester. Amy Friedman, the Honor Board Head from two terms ago, was best at articulating the Board's understanding of the devaluation of exams, but I will give it my best shot.

The Board feels that cheating on one part of an exam devalues the entire exam. The sections of an exam are relevant for grading purposes. The Honor Board is not concerned with grading, however, but with the integrity of the exam. We judge the integrity of an exam as a whole because exams are whole things, whole experiences. It seems problematic to us to say that a violation in one part of the exam has no effect on the overall integrity of the exam.

Some people commented that when the Honor Board decides on the appropriate

## Fancy furniture

To the Editor:

While we appreciate the redecoration of Rhodes living-room, the new furniture poses some living problems. If the living-room is to be used for relaxing, the furniture should be durable and informal. The Rhodes Halloween party is traditionally held in the living-room; this year some residents are concerned about ruining the furniture and are suggesting that the party be held in the campus center instead. While we are not arguing that Bryn Mawrers or Haverfordians are destructive, in the future, redecorators might consider designing with the student need for relaxation and informality in mind.

Are we being socialized into ladyhood?  
Feminists Who Spill

action to take, it does not seem to heed the recommendations of the professors involved. The professor in this particular hearing suggested that the emotional stress on Rachel and Sarah resulting from the incident and the hearing had been enough action against them.

These questions give us the opportunity to clarify what we on the Honor Board understand as the purpose of the Honor Board and the purpose of hearings. I will try to separate from our general understanding, but individual members will correct me if I put words in their mouths. First of all, we do not consider ourselves a penalizing body. The purpose of the action we take is not to inflict an amount of suffering appropriate to each violation. We are concerned with maintaining community trust. It is with these ends in mind that we decide on an appropriate action. In this decision we take into account the student's understanding of the code, his or her situation, the harm done to the community, and suggestions from the professor and the student as to what should be done.

In Rachel's case, the Board felt that Rachel had a fair grasp of the Code, but that she had trouble putting that understanding into practice. She was taking the course pass/fail to fulfill a requirement. Although the Board felt that she should fail the exam out of fairness to the other students who had taken that exam, it felt that failing Rachel in the course would not help her learn to practice the Code and would not help the community, and that making her take a lab science again would hurt her unjustifiably. That is how it arrived at the recommendation it did.

I hope this encourages more questions, comments, arguments. The Honor Board is moving its comment board to the SGA bulletin board in the lobby of the campus center. There you will find a copy of this month's synopsis and an envelope for written comments. We will post your comments along with responses. Watch for more synopses in the coming months.

## Pink triangles explained

To the Editor:  
by Tanya Sharon  
Deborah Smith  
Jessie Washington  
Tamara Winograd

We did it in recognition of the October 11 National March on Washington for Lesbian & Gay Rights. In addition, we did it to break the institutional silence about our presence as Lesbians on campus. We thought that by covering the campus with triangles two days before the March, there would be an obvious connection. But, it soon became clear to us that many people didn't know what the triangles stood for. This actually had positive results, for it stimulated conversations about what the triangles meant and thus helped in our goal to "break the silence."

The triangle was first used in an oppressive manner by Nazis to mark homosexuals in the concentration camps. Since that time, however, Lesbian and Gay people have redefined the triangle as a positive proclamation of our own identities. Thus, placing those triangles around campus that Thursday night was a means for us to celebrate our presence as Lesbians here at Bryn Mawr. We also hoped to raise awareness about the silence surrounding our existence and our oppression, both in the world at large and at Bryn Mawr.

Lesbians are not officially negated at Bryn Mawr—we're just ignored. Thus, placing triangles around campus was also a way for us to answer the message of silence conveyed by this institution and its pressure for us to "learn to be discreet." [Mary Patterson McPherson, Fall semester 1986, on why GPA should not hold a party during Parents' Weekend.]

A final note: the materials (paint, chalk, and paper) are all impermanent and will soon be gone.





## Hepburn reminiscences reviewed

by Susan Brown

This book will tell you  
What it was like for me to meet  
John Huston, Humphrey Bogart and  
Lauren Bacall  
In London and in Africa  
For the first time.  
To work with them nonstop for about  
three months.

And why—  
Come hell or high water  
Through thick and through thin  
For better and for worst  
But not quite until death did we part—  
It was great fun.

—K.H.

Most Mawrter undergrads know the myths concerning Katharine Hepburn, Class of 1928, and her adventures at Bryn Mawr. (If you are a freshling and are still ignorant of these bits o' wisdom, ask an upperclassman—and then go to the College Archives in Canaday and ask to see a copy of K.H.'s Centennial Commencement speech to find out the truth.)

The rest of her life for the most part hasn't really become the subject of myth-mongering among Bryn Mawrters. But *The Making of The African Queen or how I went to Africa with Bogart, Bacall and Huston and almost lost my mind*, a recent release written by Miss "Swimmin'-In-The-Cloisters" herself may just change that.

The best part about this book is that it is written very much in the "Katharine Hepburn style." If you close your eyes and pretend a bit, you can hear her voice recreating those months in Africa just for you. Or at least I did.

The feeling I got was rather like listening to stories told by an older "friend of the fami-

ly" after dinner, back when I was young and impressionable and anything outside of recess fights on the playground seemed exciting. Of course the difference is that these tales actually are exciting.

Consider, for example, the following: "We tied up at our final destination, a sort of makeshift pier. We were at the foot—well, far enough from the foot of the Murchison Falls so that the dialogue was safe. You couldn't actually see the falls. But if you went ashore and walked through a carpet of crocodiles and hit the path up the hill, you could get there. . . . The edges of the water were (I say again) carpeted with crocodiles. And a crocodile is an animal simply without charm. To see one slither off the bank and under the water giving you a baleful look just before it disappears—I'll get that leg," he's saying. "It's just a question of time. . . . Shudders!" Great stuff and lots of fun to read.

Hepburn excels at wonderful non sequiturs that make flipping through the book randomly almost as much fun as reading it straight through: "Did I tell you about the water? Well, have you ever been to Atlanta, Georgia? There the water is soft. Like velvet. Well, here it's like honey. It is the most spectacular water. Dirt evaporates. You may have to pick spiders out of the tub, or ants. And flying objects attracted by the electric lights or a lizard my drop on you from above. And the inside of the tub may be peeling off. And the shower head, if there is one, may have very few openings. But what does any of this matter if the water is soft and cleanses rather than dries? Fantastic. You can have the most elaborate suite with the finest plumbing—but to what end of the fundamental liquid—the soul of the bathroom—the inhabitant of

(Continued on page 9)

## Paperworks shows student art

by Cindy Stevens

The Centennial Campus Center's Gallery is currently displaying artwork of three exceptional students of Bryn Mawr's Fine Arts Program: Kristin Fritzsche-Schwimmer, Catherine Gilbert, and Melissa Orner. The art show opened October 16 and will run until November 26.

Paperworks is an excellent combination of Fritzsche-Schwimmer's, Gilbert's, and Orner's art. The artwork displayed in the show is done primarily in black and white (although a few pieces do contain color). The basic black lets one focus on the other aspects which make each artist's work unique. The viewer can better appreciate the different styles after also reading the artist's summary of her interest in the particular techniques and subject matter which she uses.

Kristin Fritzsche-Schwimmer, a Bryn Mawr senior, is particularly interested in architecture. Her work may be described as a modern approach to the portrayal of Gothic architecture. Fritzsche-Schwimmer uses contemporary media such as pen, ink, and marker to depict the gargoyles of the Clois-

ters because, she feels, these details "add such life and character to the space." Fritzsche-Schwimmer plans to continue her study of architecture after graduation.

Catherine Gilbert, a Bryn Mawr senior, also depicts scenes of Bryn Mawr College, among other subjects. Gilbert, however, portrays more modern aspects of the College. In her most impressive work, "Four Views of Erdman," Gilbert emphasizes geometric shapes. About this and her other pieces, Gilbert comments that she "would like the viewer to admire a piece for its geometric, interrelated shapes, its flatness, and only gradually realize that 'volume,' that is, a subject, a representation is involved."

Melissa Orner, a graduate of the class of 1987, also focuses on common, everyday scenes, which is shown in her graphite drawings of her neighborhood in West Philadelphia. Orner depicts everyday scenes and not portraits and nudes "so as to avoid the depiction of women as objects" as, unfortunately, has often been done throughout the history of art. Orner says that her study at Bryn Mawr has heightened her awareness of the exploitation of women in art.

## Indian official at BMC

by Una Gandhir

The Time: Wednesday, October 7, 1987

The Setting: Ely Room, Wyndham

The Topic: India's Foreign Policy

The Speaker: Mr. K. Natwar Singh, Minister of State for External Affairs of India, and President of the U.N. Conference on Disarmament and Development

The talk began a few minutes late (as Mr. Singh remarked, "You know the virtue of time among the Indians.") after a few preliminary anecdotes about his experiences as Foreign Minister, and warning the audience jokingly that he might be "whisked away at any moment" by his security guards. Mr. Singh put aside his prepared speech, saying that he preferred to speak without it.

He began by enumerating some of the factors which influence the foreign policy of a country—its economic interests, its history, and its geography and borders, commenting that "You can pick your friends but you can't pick your neighbors." India does not subscribe to a single ideology, but rather, adheres to a policy of non-alignment, in the tradition of Mahatma Gandhi's ideal of peace and the vision of Nehru.

In terms of the United States and India, Mr. Singh was quick to point out that we have much in common. India is one of the largest democracies in the world, and has good trade relations with the U.S. In fact, India exports more than it imports. There is a lot of multi-national investment in India, which, with the exception of investment in commercial goods, is welcomed by the Indian government. 600,000 Indians have settled in the States, and the speaker joked about what the reaction in India would be if 600,000 Americans were to take up residence there.

In fact, said Mr. Singh, the main issue on which the two countries are at odds is that of U.S. military aid to Pakistan, and the strife that it causes between India and this neighbor.

As for India's relations with the Soviet Union, Mr. Singh noted that the Russians trade with India in her national currency, *rupees*, which is much to her advantage. Also, India's policy of getting along with neighboring countries makes for relaxed relations between the Soviet Union and India. Mr. Singh pointed out that the attitude in the U.S. tends to be that "if they're not with us, they're against us," while India hopes to hold a more neutral and independent position.

Finally, Mr. Singh talked briefly about the situation in Sri Lanka, an island off the coast of India. There, the Tamils, a minority who were beginning to be treated as second-class citizens by the majority, took up arms and demanded a division of the island into separate territories. Because of the large Tamil population living on the coast of India, whose emotions were deeply involved in this conflict, the Indian government felt pressure to take action and acted as a negotiator between the two factions. He also explained the controversy surrounding this situation, which continues to be of international concern today, giving his audience an idea of the many difficulties and intricacies involved in diplomatic negotiation.

The lecture ended with a question and answer session with the audience. Before being "whisked away" by security guards, Mr. Singh concluded by saying that India hopes in her foreign policy to contribute towards international peace, believing that "We will all survive together, or we will all perish together."

## Parking improvements needed

(Continued from page 1)

towing fee was not the end of his problems. In the process of removing his car, Radnor Towing Company damaged the power lock in the passenger door. McLoughlin's car was also damaged by the "jimmying" process used by Radnor.

According to Dave Matus, an employee of the towing company, there will be "no damage or minimal damage" to the cars they are involved with. If an individual feels the company has exceeded these limits, they will finance repairs to the vehicle. Interestingly, Mr. Matus claims the company has not been involved in any such incidents.

Director of Security Steinbeck feels security is being "very reasonable and very understanding" and that Bryn Mawr's parking policies are comparably "very good." Some students, however, see the problem as larger than the particulars of individual towings.

Swarthmore student Tood Bernold, also living at Bryn Mawr, was also towed for a "permitless" car, but has not had time to exact the lengthy reimbursement policy. He questions the necessity of a sixty dollar towing when no prior citations have been issued. According to Bernold, Swarthmore security issues only five dollar tickets for comparable "offenses."

Theresa Tensuan, Haverford junior, ques-

tions the fairness of the bi-college parking policy. Mawrters are guaranteed access to the Field House parking lot while Fords are confined to the minimal parking available on Merion Avenue and other public streets surrounding the campus.

For students with tight schedules, like Stewart Brown, driving is not a luxury, but a necessity. The Blue Bus, for all of its conveniences, is not adequate in every situation for complete bi-college schedule balancing.

Lane Savadove questions the "justice" in faculty members occupying the majority of choice on-campus parking spots while students are faced with multiple fifteen or twenty minute walks to campus from remote parking locations.

Last, but not least, there seems to be a general consensus that the thirty dollar permit fee is an unnecessary expense on top of the already exorbitant cost of a Bryn Mawr education.

Obviously, there needs to be a improvement in campus parking policies, or at the very least, a more comprehensive statement of those policies that currently exist. According to Katherine Steinbeck, "It is too early in the semester to tell" what changes, if any, are going to be made. For the time being, however, students should be aware of the likelihood that they will be towed and park accordingly.



Parking is a problem for Haverford students living at Bryn Mawr.

ELIZABETH SCHUBERT



# Pink triangles offensive or symbol of gay pride?

## Student confronts symbolism

by Beth Posner, BMC'89  
Commentary

As a student in the English department, I am trained to confront symbols, to examine, to interpret, and to determine whether they hold up in a larger system or context. Often we find remnants of ourselves in symbols; we find the political; and we find beauty.

These past few weeks I have felt confronted by symbols which profess to speak for me, which are certainly political, and which I find far from beautiful.

*I found that these triangles made assumptions about an entire community of lesbians on this campus, trivialized the lesbian experience. . . .*

I am speaking of the pink triangles which appeared all over campus the week prior to the Gay Rights March on Washington. I found that these triangles made assumptions about an entire community of lesbians on this campus, trivialized the lesbian experience, and, remaining unexplained and anonymous, did little to raise community consciousness, bridge the gap between gay and straight women — quite the contrary, I felt that they offered a view of Bryn Mawr's lesbian community as an insidious group — everywhere: on the pavement, in your home, maybe your best friend, your roommate, your customs people, your hall advisor — everywhere, but you don't know who we are; we're proud but not proud enough to explain ourselves and reveal our identity.

The anonymity and lack of explanation behind these symbols presents, for me, both a danger and a misrepresentation. The danger, as I've already stated, exists in the threatening, confrontational, and insidious tones of anything which appears mysteriously at four o'clock in the morning all over our campus. The misrepresentation is a little more difficult to explain. The lack of any one person or group claiming responsibility for the triangles allows for the assumption that the entire gay community is responsible and implies that there is unity in the gay community. I'm not so sure I would feel comfortable making such a claim. Until we are ready to admit to and examine the factions in the lesbian community and bridge the gaps, communicate, discuss our experiences in a unified way no one has the right to speak for us as a group. The pink triangle, being an accepted universal symbol of gay pride, signifies universal agreement.

This brings me to another point which I feel should be discussed. That is the symbol itself. I don't think everyone realizes what a horrifying symbol it is, what it represents and reminds us of in the grand scheme of things. The pink triangle was originally used, like the yellow star of David attributed to the Jews, to brand in Nazi Germany. It was a brand for gay men who, along with lesbians, were one of the groups Hitler sought to exterminate in his quest for a perfect race. The pink triangle has been appropriated to signify gay pride, but maybe we should examine the reasons behind this and the good it is doing. I can't do that in the confines of this column, but I can say that not enough people seem to understand or know this story and through the over use of this symbol it seems that the monstrosities which occurred under Hitler have become trivialized, even forgotten. Symbols often obscure; that is their function. When realism is too bleak we turn to symbols and often we forget their initial meaning and the thing itself.

I wish I could say that I am not talking about lesbianism or gay rights in this column, but rather the use and misuse of symbols. Such a claim, however, would deny the political and if I deny the political I really haven't learned anything these past few years. Nevertheless, if we, as a community, don't re-examine the appropriation of a Nazi symbol and if those responsible for the symbol's appearance all over campus can't come forward and explain themselves and their intent, then the pink triangle will become in-

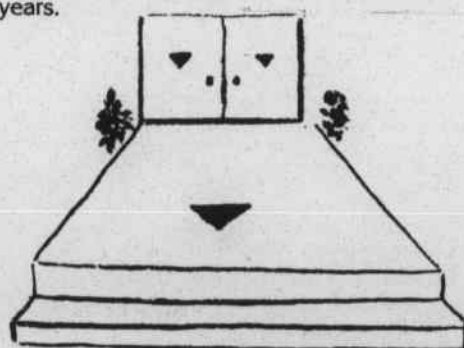
effective — will become a dead symbol.

As a child growing up Jewish, I was told never to forget about the Holocaust and every Passover I am thankful for the Exodus from Egypt. I accept the oppression of my people and confront my feelings daily. As a lesbian I do the same. The horrors I know through reliving the histories of these groups are a large part of my identity. I will not have those horrors trivialized and go unexplained. And I will not, nor will I have other people walk on top of a symbol without understanding its meaning.

I would like to relate an important part of my culture to explain my feelings on this issue. The Torah reverberates the need to pass down the story of the Jewish Exodus from Egypt. The traditional telling of this story takes place on Passover and discusses four different types of people who ask different questions and can hear only certain responses. The wise person asks, "What are the precepts, laws and observances which our God commanded us?" To that person we explain the observance of Passover completely. The wicked person asks, "What is this observance to you?" Saying "to you" rather than "to us," this person rejects the unity of community essential to my faith. The simple person asks, "What is this?" To that person we give a straightforward answer such as, "With a mighty hand God freed us from Egypt, from the house of bondage." Finally there is the person unable to ask and for that person we must begin ourselves "to awaken the need, to give the will."

As lesbians, we have experienced oppression and we must demand our rights but there are many people to whom we should explain ourselves. I understand that it is easy to become tired of having to teach and answer questions especially in a world which is so violently opposed to homosexuality. Bryn Mawr, however, is not a confrontational environment. We are all here to learn and to teach. I feel that we must begin to hear the questions of those around us whether they be wise, wicked, or simple. If we can't do this then we are silencing many women who are unable to ask, who don't have the vocabulary or the courage or the awareness. The pink triangles didn't perform any useful function as I see it. They did nothing for the wise; they perpetuated the you/me dichotomy of the wicked; they baffled the simple; and they eluded the silenced.

This has been a difficult column for me to write. It is always difficult to examine yourself and your loyalties within a political discourse, but it is essential. I risk, in writing this column, the criticism of my peers — I risk being told that I have in some way sold out, compromised, embraced heterosexist privileging. For this reason, I have felt compelled to share parts of myself which I consider very special and private in order to make it clear that I am speaking from an informed perspective. With the printing of this column, I have shared my religion and my sexuality with a larger community than I had ever anticipated because I refuse to have my experiences reduced to a symbol on the pavement. I encourage other women to do the same. We must all feel free to make choices, speak about our choices, and raise questions about our choices if these are to be profitable years.



Bryn Mawr College banner at the March on Washington for Lesbian and Gay Rights.

LEIGH WINSTON

## Triangles' presence defended

by Tamara Winograd, HC'90  
Commentary

In the bi-college community, the term "being aware" carries the connotation of being "P.C.", or belonging to that group of individuals devoted to raising social consciousness and promoting liberal doctrines in as Quakerly a manner as possible. Ideally, or as I was led to believe while I was applying to Haverford, awareness and consensus are the positive forces that allow the bi-college community to maintain its special environment

Europe, homosexuals were marked with pink triangles, which have since become a symbol of identity and strength for the homosexual community. Since heterosexual relationships are daily discussed and displayed in the media, the pink triangle serves as a silent way of expressing relationships that still tend to be considered taboo.

Several Bryn Mawr lesbians and myself, though a Ford, were surprised when we mistakenly assumed that the pink triangles covering the campus were recognized for their significance; only after the triangles

*Since heterosexual relationships are daily discussed and displayed in the media, the pink triangle serves as a silent way of expressing relationships that still tend to be considered taboo.*

of trust. Certainly the bi-college community is more open to diverse ideas than many other U.S. colleges; yet, I am concerned that many students are unable to question their personal beliefs, revealing a disturbing lack of toleration.

As involved as bi-college students can be when directing their energies toward, for example, opposing U.S. aid to the Contras, intolerance becomes apparent when students are faced with issues that hit closer to home. Sexuality is an extremely confusing topic that many heterosexual people are likely to face by means of preconceived notions and dirty jokes. Homosexuality, therefore, is treated in the same rigid way by many heterosexuals, leaving homosexuals to deal with not only discovering the meaning of their own sexuality, but also to face the fear, hatred and misunderstanding expressed by some heterosexuals. Ideally, the pink triangles that appeared on Bryn Mawr's campus on March 9 were designed to attempt to raise consciousness in the bi-college community that freedom from prejudice begins by first examining personal beliefs, rather than just belonging to a group labelled "P.C." in order to justify one's actions. More specifically, the triangles were meant not only to raise awareness and recognition of the lesbian community at Bryn Mawr, but also to promote the National March on Washington, D.C. for Lesbian and Gay Rights which took place on October 11.

Although homosexuality is now recognized by some people as an alternative lifestyle, historical references to homosexuality are often viewed as reasons for the destruction of civilizations, and, therefore, for the discrimination against homosexuals. Bigots name Sodom and Gomorrah and Rome as examples of cultures ruined by decadence which they believe resulted from homosexuality. In the concentration camps of Hitler's

were in place did we realize how few students actually know what they stand for. Ignorance such as this merely shows how far the homosexual community has to go in order to be understood and accepted. Yet, we can also say that we indeed did meet our goal of raising awareness when we consider the numerous questions generated by the sudden appearance of the triangles. On the other hand, the malicious removal of some of the paper triangles placed on dorm doors displays the extent of intolerance that we feel exists at Bryn Mawr. Certainly destruction of our symbol was not in keeping with the bi-college spirit of community trust, painfully reminding us that even in a supposedly enlightened college, distrust and hatred is in existence, even if obscured by the fact that we attend a "liberal school."

Finally, in defense of the act of "enhancing" the Bryn Mawr campus with bright pink triangles, I want to juxtapose the symbol of the triangle with that of the yellow Star of David worn by Jews in Hitler's concentration camps. While attending Hebrew school at age thirteen, my Rabbi asked my class if we would wear a yellow Star of David on our chests into public school for one day. We were appalled and refused since we realized how self-conscious we were concerning our identities as Jews, not to mention the anti-Semitism associated with the star. Looking back, I can understand why we were so shocked by our Rabbi's request—we did not want to be singled out for ridicule—yet, I did not realize at the time that the Star of David around my neck also carried the dual message of pride along with being a reminder of the Holocaust. I feel that the pink triangle symbolizes the same two concepts as the Star of David, by being a symbol of identity and power needed to unify a diverse group of individuals as well as being a symbol of injustice and intolerance.





The Trustees met at Wyndham on Oct. 9th and 10th.

ELIZABETH SCHUBERT

## Trustees consider new issues

by Lynne Bowers

With the vote on the Plan for Financial Equilibrium behind them, the first Board of Trustees meeting of the '87-'88 academic year proceeded smoothly on the weekend of Oct. 9-10.

One of the first changes instituted by the new chairman, Hannah Holbourn Gray, was that the graduate and undergraduate reps who sit on the Student Life Committee now are to report to Dean Meyers a week or so in advance to discuss what exactly will be presented during the meeting. At first, this caused a bit of concern on our part, not being sure of the role of an intermediary when before we simply dealt directly with the trustee who runs the Student Life meeting, Chris Philpot. However, the new policy translates simply into having an agenda drawn up and distributed before the actual meeting.

The problem with the Student Life Committee presentation, which is the only time when we have the floor to ourselves, is that there is only enough time for the student representatives to present the items on the agenda. If an issue is raised, as often happens, there is not enough time allotted to actively come up with a solution. And some issues, such as mailboxes for graduate students, certainly seem to be manageable topics. We are currently working on a way to allow for solving problems and not simply announcing them.

In the report from the Dean's Office, Dean Meyers introduced Joyce Miller, the new Director of Minority Affairs, and Katherine Steinbeck, Director of Security, and announced that the two top priorities for this academic year were security and minority affairs.

The undergraduate contingent present, Mili Cisneros, Lynne Bowers, and Linda Friedrich, talked about the following topics: Alcohol and drug policies and the problem of reaching quorum; changes in dorm life including the new roles of HAs and dorm presidents and the recently instituted dorm discretionary fund; new groups and activities on campus, namely the Peer Education program still being formed, The Hispanic Students' Association, Broadway South, and White Women Against Racism. A run-down of current political activities talking place on and off campus was also provided.

Concern was also voiced on the physical conditions of, and overcrowding in, the residence halls. Apparently, Physical Plant is working on analysing the entire amount of living space available. Though a large concern on students' part, it was not an issue brought up by the Buildings and Grounds Committee when it made its report in the General meeting.

Parking, security, and the lack of both, were brought up by each of the three repre-

sentative factions. There were a number of good suggestions given for security improvement such as creating an escort system on campus, emergency training, and posting a weekly list of incidents.

Mark Miller is the new rep from the Graduate School of Social Work and Social Research, and will prove to be a vital link in the changing situation there. He presented, among other subjects, the structure of the Social Work Student Govt. Association, which at the core is comprised of a four-member elected steering committee.

Highlights of the general meeting on Saturday, when each individual committee presents to the board the current topics and when any voting or passing of resolutions is officially done, were that the faculty announced the creation of a long-term academic planning committee that will have three student reps and will begin within the month, also students' concern about the continuation of discussion about diversity in the curriculum was aired, and the announcements that Bryn Mawr now has all investments out of South Africa.

Also interesting was the complete absence of mention of physical plant's threat of unionization after it received banner headlines in the most recent issues of both the *College News* and the *Bi-College News*.

## March unifies

(Continued from page 1)

Commentary

More than 100 faculty, students and administrators from the tri-college community participated in the March. A significant number of those would not have been able to attend had it not been for the support of various offices and organizations in funding transportation. When the buses arrived in suburban Washington and our group of tri-college students boarded the crowded Metro, we experienced an incredible feeling of unity. This was accentuated by the lavender bands that we were wearing. One Bryn Mawr student recalled the joyous feeling of seeing a single lesbian board at a later stop. But realizing that she was not alone, a mutual smile appeared on their faces. This feeling of being a part of a majority for once was empowering to the extent that people felt comfortable displaying affection publicly, especially in light of our own pressure to "learn to be discreet."

We would like to thank at Bryn Mawr: The Office of Minority Affairs, the office of the President, the Sisterhood, CAWS and LBSG; at Haverford: The Feminist Alliance, the Office of Minority Affairs, and the Gay People's Alliance; at Swarthmore: The Alice Paul Women's Center, the Bisexual and Questioning Circle and the Gay/Lesbian Union.

# Eyes on the Prize reviewed

by Beth Fussell

"We are still in a [Civil Rights] movement. It may be less of a movement, but one's presence in this institution is a continuation of that movement," said Hortense Spillers at the Faculty Panel discussion of "Eyes on the Prize" as a Portrait of the Civil Rights Movement. This statement set the tone for the discussion of "Eyes on the Prize," a documentary about the Civil Rights Movement. Both students and faculty involved in the discussion had a consistent concern with how students today view the Civil Rights Movement and how they might continue working for equal opportunity and the eradication of institutional racism in American society.

The faculty members on the panel were Paul Jefferson of the Haverford History Department, Bob Washington and Judy Porter of the Bryn Mawr Sociology Department, Joyce Miller, Dean of Minority Affairs at Bryn Mawr, Marc Ross of the Bryn Mawr Political Science Department and Bryn Mawr Coordinator of the Peace Studies Lecture Series, Xavier Nicolas of the Bryn Mawr English Department, and Lucius Outlaw of the Haverford Philosophy Department. Judy Porter spoke for most of the panel members when she said, "The Civil Rights Movement was a seminal moment in our lives." The panel members agreed that they wanted their students to understand how important the Civil Rights Movement was, and that seeing the documentary was one way of understanding it.

Though the documentary was generally applauded as one of the best portrayals of the Civil Rights Movement, there was some criticism of it. Hortense Spillers criticized that "the documentary gives the sense that it is all over now." Lucius Outlaw pointed out that the documentary sees the Civil Rights Movement as having finished with the 1965 Voting Rights Act and the Civil Rights Act of 1964, whereas the movement did not actually have these as their ultimate goals, and

therefore it is not accurate to say that the Civil Rights movement ended with the passage of these Acts. Panel members often implied that students today are not aware of the Movement and therefore don't have the same appreciation for its achievements.

One student replied to this by addressing the "gap between people who have gone through [the Civil Rights Movement] and today's students." After seeing the documentary he said that "Younger people have been taught to be disturbed by [the discrimination during the Civil Rights Movement] and not think about it . . . but seeing [Eyes on the Prize] was a big step forward for [him]."

Haverford senior Lisa Hodges made a further distinction of the generation difference between the panel members and the students explaining that her parents were raised in the 50's with a less political way of seeing racial discrimination. She explained that parents of black students today might not present to their children such a confrontational way of dealing with racial discrimination.

Faculty members pointed out that the issues have changed but there is just as much reason to continue. Lucius Outlaw emphasized that students have to see the Civil Rights Movement as a "lesson instead of a monument." He recalled the protest in all-white Forsythe county last year when students from all over the country came to protest the residential segregation of that town. Often students said to him that this was their turn. His reply is that, "This attitude is a danger because this is not the same piece of history. [Students should] learn from us but not make us the paradigm."

The faculty conceded that they did not know the best ways to address racism at this point in time. They left that for students to figure out. As Marc Ross said in his closing words, "The discussion is not over. We are just taking a short break."

# Bengali women silenced

by Eun Min and Becky Carpenter  
Commentary

My original title for this paper was "The Handling of Eroticism in Bengali Women's Writing" but it occurred to me that "handling" was itself an erotic gesture. I changed the title to "The Treatment of Eroticism in Bengali Women's Writing" and realized that one could just as well say "the non-treatment."

Professor Nabaneeta Dev Sen prefaced her talk, "The Treatment of Eroticism in Bengali Women's Writing," on October 15, with these words. Professor Dev Sen, a Bengali poet, novelist, and short story writer heads the comparative literature department of Jadavpur University in Calcutta. This lecture was the first in a series of lectures in women's studies, co-sponsored by the English department and by the BMC Faculty Committee on Feminism and Gender Studies.

Professor Dev Sen began by explaining the social context in which the Bengali woman writes. In Bengali culture, writing is a male gesture, inasmuch as an "act of intellection" belongs to male territory. The approved female gestures cater to the senses; a woman's space is limited to the bedroom and to the kitchen. "A woman who paints is a painter; a woman who cooks is a cook; but a woman who writes is not a writer; she is a woman writer." A woman who writes becomes a trespasser, constantly committing acts of transgression and aggression.

For a Bengali woman, silence, modesty, reservation, and a sense of shame are essential virtues. This means small steps, small mouthfuls, lowered voice, lowered eyes. These physical restrictions translate themselves into controlled and reduced mental space. Mental space is curtailed by curtailing knowledge and thus, constraining the power of self-expression. (Traditionally, the language of instruction for men was Sanskrit, the language of the scriptures, while for women and for the lowest castes of society, the only language of instruction was a

broken tongue, Prakrit.)

Men have the poetic license to defy social codes and familial responsibility. Women, on the other hand, must conform. "The mother tongue stands guard over the woman writer," making it impossible for her to explore and experiment with language. For this reason, a number of Bengali women writers have chosen to write in English. Professor Dev Sen pointed out, however, the paradox of "trying to express yourself, be yourself through a colonial language that does not allow you to be you"; "You move from a smaller prison to a larger one, for more people."

When a woman writes, her writing is seen as part of her female gestures, an extension of her body. Her name and her personal life become integral parts of the text. Her erotica becomes pornographic (of course, sexual material treated by a man is art). This is particularly demeaning as pornography does not challenge but "reiterates the dominant conservative ideology." "Society becomes the moral guardian of the Bengali woman writer." This is further compounded by the fact that the only feedback she receives is from critics and reviewers who are always men. Female readership is numerous but constitutes a "silent majority." What emerges, then, is a contract between the woman writer and the male reader.

A decade ago, a young unmarried woman was bold enough to publish an erotic poem about oral sex in a small journal. Her life became public property. Professor Dev Sen, herself, received numerous letters of harassment after publishing an innocuous travelogue. ("Are you a crazy woman? How do you expect to find husbands for your daughters?")

We find it very unfortunate that Professor Dev Sen stopped writing poetry when her personal life was so impinged upon. We hope the Bengali women writers will break these shackles and find greater freedom in the future.



# Faculty alums reminiscence



Dean Karen Tidmarsh (BMC '71), first came to work at Bryn Mawr in 1979 as a half-time replacement for an assistant dean on maternity leave. In 1986 she was promoted to Associate Dean.

ELIZABETH SCHUBERT

## Laveran can't get away from BMC

by Kathleen Crowther and Linda Henigin

Dede Laveran can't seem to get away from Bryn Mawr College. She received her undergraduate degree here in 1965 and went to work for the admissions office the following year. In 1978 she received her graduate degree from Bryn Mawr's school of Social Work, and for the past five years she has worked for the Health Services as a counselor. She is now the Coordinator of Bryn Mawr's counseling services.

Laveran's undergraduate experiences were unusual in that she was married during her junior year and gave birth to her first child as a senior. She intended to take time off but the administration was very supportive and convinced her that she could combine education and a family.

Although Laveran felt somewhat isolated from the other students and was not as involved as they were in college life, she does have some vivid memories of what Bryn Mawr was like twenty-six years ago. She says social life was largely centered around the dorms, which tended to remain stable year after year since room draw was not mandatory. Once a student got a good room she kept it. Each dorm had its own dining hall so there was little chance, outside of classes, to

meet people from other dorms.

The college used to have a 2:00 a.m. curfew, but each student could take unlimited "overnights" and stay out all night. Students who decided once they were out that they would not return had to call and report to a permission giver within the dorm. The permission giver, a student herself, would then change her status to "overnight." Students who came in after the curfew had to call the lantern man and have him unlock the door, and then they had to report to the warden why they were late. Laveran's warden was Mary Patterson McPherson, then a graduate student at Bryn Mawr.

Another rule was that if you had a man in your room you had to keep the door open and three feet on the floor. Although these rules seem stringent to today's Mawrters, they were considered quite lenient. In fact, Laveran says that one of the reasons she chose to attend Bryn Mawr was that it was the most liberal of the seven sisters.

Laveran recalls that there were no customs groups when she attended the college. She believes that there is more of an attempt to help the freshmen get to know each other and the college now.

Laveran sees many similarities between the Bryn Mawr she attended and the one today. Food was then, as now, the focus of complaints. However, when Laveran was a student, there was only one main dish served at each meal instead of a choice of dishes, and students were served by table, not cafeteria style as they are now.

The relationship between Haverford and Bryn Mawr was much the same as it is now. Mawrters looked over there for social life, then complained. The two colleges' administrations have grown closer together. When Laveran was here, students could not live on the other campus.

While today's Mawrters are concerned with Contra Aid and apartheid, Laveran's classmates were interested in the peace movement and devastated by John F. Kennedy's death. Laveran believes, most importantly, that the academic rigor and standards of the college have remained consistently high since she was a student. "I really loved my education, and I loved my classes," she said.

Laveran finds it hard to compare the present students with her classmates, but thinks that homesickness, depression and stress are as common today as when she was a student. Eating disorders are more apparent now, but this is partly due to increased awareness. The counseling staff was not as large when Laveran attended and was not as freely used. She believes there is more support for students now.

Laveran said that she and her classmates felt isolated, worked hard, were under a lot of pressure, and had no social life, but that is all part of Bryn Mawr and never will change. "You can get mad, be disgruntled at Bryn Mawr, but it's hard to get away; something pulls you back," she said.

## Dean Tidmarsh remembers Bryn Mawr of the 70's

by Lorrie Kim

Associate Dean of the Undergraduate College Karen M. Tidmarsh recalls some classic reasons for deciding to attend Bryn Mawr College as a member of the class of 1971. "My mother had gone to Wellesley, so I was familiar with the Seven Sisters—I'd grown up close to Wellesley, studied in its library. I liked Bryn Mawr's size, and it was very important to me that it was near a city—Philadelphia was totally new to me. I liked the relationship with Haverford. . . [Bryn Mawr's] values and personality appealed to me. It seemed like an intellectual kind of place, the individualistic approach, like it would tolerate eccentricity in a way that appealed to me."

Bryn Mawr did not disappoint her expectations. "Freshman year, yeah, I was happy here. I loved it. I mean, not every day—but I was intellectually stimulated, I was working harder than I ever worked before, I found the community welcoming and interesting. And diverse. I was far less diverse than it is now, but for the kid from Dover, Massachusetts. . .!"

Although she had been quite seriously interested in the sciences, with an eye toward medical research, a semester or two at Bryn Mawr convinced Karen Tidmarsh to switch her focus to English. She names Freshman Composition with Sandra Berwind as the one class that most influenced her thought, which is one reason why she enjoys teaching it now. It gave her "the strongest sense that I was learning to read and write and think, in ways that I had never done before." She also found anthropology "terribly exciting—really an introduction to whole concepts, ways of coming to think about the world." Bryn Mawr's academic approach inspired her to trust in her own power in a new way: "Through my four years I discovered my own mind and my own voice here."

After graduation she went on to teach secondary school English for three years, spent a year in Cambridge doing research, and participated at the University of Virginia as a professor as well as a Ph.D. candidate. The topic of her doctoral dissertation, science in the works of 19th century English author George Eliot, embodied some of that

"own voice" discovered at Bryn Mawr by involving both of her interests.

She first came to work at Bryn Mawr in 1979 as a half-time replacement for an assistant dean on maternity leave, and the following year took on a full position as the Associate Director of Admissions. "I had never thought about working in (college) admissions," she admits in retrospect; "I wouldn't have done it anyplace else. I wouldn't have thought it was something I'd be good at, or I would have enjoyed. . . but I believed in the institution and what it stands for, and what it could do for people." Her genuine faith and enthusiasm about Bryn Mawr, along with her enjoyment of making matches between the college and high school students who had much to benefit from it, led her to do a job that is still remembered with respect and admiration by the other members of Ely House.

Following a two-and-a-half year academic leave of absence, Karen Tidmarsh returned in 1983 to work as an assistant dean and to teach one English course a semester (a few of these courses: 015/016, The Lyric, and next semester's Advanced Composition). In 1986 she was promoted to Associate Dean. Her current duties include the Curriculum, Student Life, Alcohol and Drug committees, many non-academic programming services for students, organizing the annual Human Sexuality seminars, working with residence hall issues, and being the Deans' Office liaison with the teaching certification program—in addition to being the dean for students with surname initials P through T.

Much of her experience as an undergraduate prepared her for the position she now occupies in the life of the college. She was active, serving as a hall vice-president and then president (of Denbigh—students then lived in the same dorm all four years); she volunteered to work with the Children's Reception Center in Philadelphia for neglected and abandoned children, and served as a student representative to the dean search committee that chose Mary Patterson McPherson. On a more intangible note, she adds, "I made very good friends while I was here—they are still my closest friendships. And I learned a lot about living in a community and getting along with

others."

On the other hand, "It wasn't all perfect. I was very critical of the place while I was here, and I still am." For instance, she finds that "students can in some ways be too passive in their education here"—that there exist too many courses where students come to class unprepared because there was too much reading, or don't speak in class and lack any sense of involvement and participation. She recommends that students be more active inside and outside the classroom, and make more demands where their education is concerned; "faculty and administration could do something about this too, it's not always the students' fault. There are a lot of really bright people with lots of things to say, not saying them, not fully engaged."

Another criticism concerns the diverse makeup of Bryn Mawr's student body, which Dean Tidmarsh finds greatly exceeds the actual evidence of diversity in the instruction. "On one level they (groups of different backgrounds and interests) interact, but there are many individuals or groups of people who don't feel at all a part of the school." She finds that because the school does not officially support divisive or exclusive racial or religious stances, not much is done to address some important issues—"people are very polite about it," instead of confronting and resolving the issues. Such observations reveal the sure grasp of the undergraduate community that makes Karen Tidmarsh an insightful, sympathetic advisor.





# see about Bryn Mawr



Elizabeth Eames with boyfriend John Huang (HC '87) by McGill Library in 1977  
COURTESY ELIZABETH EAMES

## LSD, The Rolling Stones and bell bottoms

by Laura Miller

As a visiting professor of Anthropology at Haverford, Elizabeth Eames '78 is frequently reminded of her undergraduate experience at Bryn Mawr. While many things have changed since her five-year stint in the bi-college community, Eames feels that some of the major issues remain the same.

When Eames entered Bryn Mawr in 1973, "the sixties students were still there." Long hair and bell-bottoms abounded, along with many "sixties" issues. She remembers that the year before she came, there was a major confrontation at Haverford involving the Black Student League (BSL).

"As early as '72 'diversity' was a big catchword. The focus then was on having a diverse group of students. The BSL was asking how you can bring people in [to the bi-college community] from diverse backgrounds and just expect them to homogenize. . . they wanted to know how the honor code would work with 'diversity,'" Eames remembers.

During her freshman year, Eames lived in Pem West with roommate Caverlee Cary whom Eames says, "I'm still best friends with. As a matter of fact, she's happily mar-



A birthday party in Barclay in 1977.

COURTESY ELIZABETH EAMES

ried to a Ford who she met through me when I moved to Haverford."

Eames lived in Gummere her sophomore year, and then took a year off. When she returned junior year, she "surreptitiously lived in a co-ed suite in Leeds." Eames explained that co-ed suites were a big issue that year: "Some of the people that were supposed to be living in the suite were actually living in Rhoads. It was really illegal and at the end of the year, we wrote a smug letter to the newspaper saying that we lived in a co-ed suite all year and it worked out fine." Her senior year she was supposedly living off-campus, while she lived in HPA with her boyfriend and his roommate.

She remembers walking around campus hearing the Grateful Dead, the Rolling Stones, the Who and Jefferson Airplane blasting out dorm windows. The late sixties influence was still going strong in '73, and Eames said that "hallucinogenics were real big. Nobody did coke or anything like that." She remembers that the Infirmary sold amphetamines because "they thought it was better to sell the kids clean stuff than have them get it off the streets." Eames remembers a bunch of people who did LSD for four days straight while they were writing their finals, because they had to stay awake and they couldn't get any sleep. Said Eames, "It was pretty silly. Things written on 'acid are just not going to come out like you think they're going to come out."

Eames remembers Bryn Mawr's May Day as much the same as it is now, although Haverfest was a bit different. Haverfest, which was then called Rites of Spring, was Haverford's counter-celebration to May Day, always held the day after. Eames remembers most students going to both. "The bi-college cooperation had a different tone when Haverford was still all men. You knew that any woman was a Mawrtyr and any man was a Ford. I don't know why, but that made it very different," Eames explained.

Eames also described various groups of student on Bryn Mawr campus. "There was every extreme in the book at Bryn Mawr. There was the 'God squad,' who all dressed in floor-length granny dresses and walked around campus playing the recorder and trying to convert people."

Eames continued, "Then there were the Harlequin Romance Readers, who were just this enormous group of people who were addicted to reading Harlequin Romances and had a whole barter and library system. The Trekkies were also a big deal then, because Star Trek was still on TV nightly. A bunch of people would gather in the dorm living rooms every night and say all the lines with the characters, like Rocky Horror Picture Show. There was also a contingent of women who hated Haverford. They would

print things in the bi-college newspaper like 'Haverford could blow up off the face of the earth and no one at Bryn Mawr would bat an eye.' It was hard to understand their motives, because they seemed to have nothing to do with feminist or gender issues."

Looking back, Eames feels that feminism at Bryn Mawr has changed a great deal in the last ten to fifteen years. Eames said that when she was in school, "there was a self-consciously feminist rhetoric in the air. . . it was dress for success feminism. Everyone seemed more interested in playing the game better than men instead of redefining the rules of the game itself." Now she sees very little of the supervivality of feminist attitudes that was rampant at Bryn Mawr in the seventies, and feels that feminism at Bryn Mawr has matured.

Eames now realizes that she took very little of it seriously until she arrived at Harvard and faced a situation in which she was the only woman in her class taught by a faculty 100% male. "I realized that I had passively absorbed a lot of feminist rhetoric at Bryn Mawr, but it was really driven home at Harvard." During her second year at Harvard, she worked on the Women Students Coalition of the Graduate School of Arts and Sciences, and was one of twelve women that did a survey on sexual discrimination at Harvard published by the *New York Times*.

Eames noted that she had a very different undergraduate experience than if she had lived at Bryn Mawr all four years. She lived at Haverford for three years because she felt "the atmosphere was freer at Haverford." For her, Bryn Mawr was a pressure-cooker. "Bryn Mawr was more individualistic than Haverford. There was an underlying message to be a 'lonely scholar.' I think there was more academic pressure at Bryn Mawr than at Haverford, in terms of social pressure to study," Eames continued; "I don't think it's changed much. The very same thing that I couldn't handle as a student, I love as a professor."

Eames feels that this pressure served her well in the end. "Bryn Mawr is a strange phenomenon. They knock you off your feet, give you an impossible load, then you feel like you're failing. Then you graduate, and suddenly you're a success," Eames said. "If you can get through Bryn Mawr, you can get through anything."

Eames, who did her Harvard graduate work in Economic Anthropology focusing on Gender and West African Studies, says that she was better prepared than anyone else in her class. She says that her reading load at Harvard was significantly lighter than in her junior and senior years at BMC. Eames ended her reminiscing on an encouraging note: "Harvard was a breeze after Bryn Mawr."



Jenny Sayre Ramberg (BMC '87) and Susan Messina (BMC '86) are two of several alumnae working in Admissions.  
ELIZABETH SCHUBERT

## Messina joins admissions

by Beth Stroud

Susan Messina, a 1986 graduate of Bryn Mawr, is the most recent alumna to work full-time in the Admissions Office.

While a student here, she majored in anthropology and minored in French, was involved in feminist activities, and edited the *College News*. Now, she recruits applicants to Bryn Mawr from three regions: the Southeast, New York/northern New Jersey/eastern Connecticut, and Ohio/Indiana/Michigan/Kentucky.

When interviewed, she said that there was a big difference between serving as an administrator and being a student. Asked what the difference was, she replied, "I have to dress nicely."

She added, however, that she now experiences a different relation to Bryn Mawr; she is still close to the school, but feels she has gained a much needed distance by living in Philadelphia. She has had to learn about all aspects of the college, some of which, such as the science department, she may not have been well acquainted with as an undergraduate.

Also, she understands students' complaints but now sees the "bigger picture" and understands how difficult it is to meet everyone's needs in the college community.

Messina sees her work here as part of her vision of "trying to change the world and make it a healthier place for men and women." She feels very strongly that Bryn Mawr is a good place for women.

She said that "questions get asked" about roles and stereotypes, and about the ways in which society is structured.

She also emphasized the academic support Bryn Mawr provides, noting as an example that the percentage of women completing science majors here is 2/3 greater than at any coeducational college.

She admires the many female role models available for students: professors, administrators, and fellow students. She said that students here have the opportunity to impact policy through representatives to the Trustees and to Admissions, for example, and through the Honor Board, and that they have the opportunity "to see women running an extraordinarily complex place."





## Film portrays odd couple in art world

### REVIEW

*I've Heard the Mermaids Singing*  
by Lillian Daniel

"I've Heard the Mermaids Singing," now playing at the Ritz in Philadelphia, combines the story of a young woman's search for focus, a perfectionist and ambitious career woman's fear of growing old, and a harsh critique of the art world. And after all this, the movie still manages to be extremely funny. While the themes are serious, and the humor often pathetic, the end result is a perverse movie that keeps you laughing, without letting you stop thinking.

At thirty one years old, the young protagonist, Polly, still wears white knee socks to any job she can get through her "Person Friday" temporary agency. She has uncombable orange hair that had to be a result of a hairdressing school's accident. And due to what one employer called her "organizational impairment," she usually gets fired within a few days.

Yet Polly, finely played by Sheila McCarthy, has a secret hobby that she pursues from water towers, her bike seat and tree tops. Polly is fascinated with people and spends all her free time photographing them. She lives a reclusive life in a little apartment covered with her photographs. Polly appears to be perfectly happy spending her days shuffling from dark room to kitchen, eating cold peas out of a can.

All this changes when she gets a job with a sophisticated curator of the Church gallery in Toronto, and is thrust into a world of pretentious art criticism, flamboyant artists, Japanese food and sexual intrigue. Polly soon begins to worship the attractive curator of the museum who is everything Polly is not. Gabrielle dresses in flowing silks with a cool, understated chic that belies her steam-

ing ambition and all the insecurities that accompany it. For some reason, Gabrielle decides that the fact that Polly can't type a paragraph without polishing off a bottle of "White Out" is not an essential part of her clerical skills, and takes her on as her permanent secretary.

Polly's job is inestimable and her adoration for the curator grows. Polly imitates her boss' French accent while riding home from work on her bike, and even goes so far as to try to eat Japanese octopus in order to impress her. (This effort falls disastrously short when Polly has to actually look at and wrestle with the raw gray entree.) So great is Polly's childlike admiration for her boss, that throughout the movie she addresses her as "Curator" instead of Gabrielle.

What makes this movie so appealing is that most of us have felt like or met people like Polly before. She lives her life like someone standing at the door of a party where she has just realized everyone inside is speaking a foreign language. She is the ultimate sympathetic character, for she is unthreatening, good at heart and has a modestly undiscovered talent to boot: a generally likeable, albeit unoriginal, combination. But it is Polly's interaction with the other characters that gives this movie its real fascination.

Gabrielle, beautifully played by Paule Baillargeon, is the successful woman in the art business who longs to create something herself. With each new artist she presents, her self hatred grows until she lapses into self indulgent patronization when she drunkenly tells Polly, "You are so lucky. You have such simple needs."

This banter between the women sums up one of the main themes of the movie, for clearly Polly's needs are no more simple than Gabrielle's. The tension between those

who do and those who dream runs throughout the movie, as does the eternal search for self esteem and self identification all the women seem to be going through. Predictably, the appearance of self assuredness comes to mean nothing. We watch Polly become disillusioned with Gabrielle and her opinions, and become more adventurous herself.

Unfortunately, the movie leaves many things unexplained. We are expected to just accept Gabrielle's sudden liking for Polly, though all we see Polly do around her is stutter, drool and drop boxes. This strange choice of a receptionist for her fashionable gallery does not fit with the sharp image Gabrielle herself presents. Mary, Gabrielle's beautiful young lover, played by Ann-Marie McDonald, is given a few brief speeches, but these do little to clarify the nature of their relationship. Mary remains a figure skulking around in the backdrop, looking glamorous, but adding little to the movement of the plot.

However, this is not a movie about the characters themselves, but of cheerful axioms. The message, "Be true to yourself" is couched throughout in clever parodies of the movie's pseudo-intellectual setting.

The best scene in the movie may be when the skillful Gabrielle talks an art critic into liking what he started off hating, through a series of word plays about "external and internal manifestations" of this, that, and the other thing. Everyone has at times been impressed by the smooth talk of an educated sophisticate, so it is satisfying to see them fall under each other's spell.

Occasionally the film does lapse into what an art critic in the movie calls Polly's photographs: "trite personified," but the message of the movie is that that's just fine. When the characterization lapses into cliché, the humor holds the movie up on its own.

Despite the writers' constant jabs at the art world and those who consider themselves judges of other's work, "I've Heard the Mermaids Singing" was received so favorably by critics at Cannes that all four extra showings sold out. American distributors fought over rights to show it in this country and the team of director and writer Patricia Rozema, and producer Alexandra Jaffe are suddenly famous.

All the hype over this phenomenally low budget "sleeper" is well justified. It is not often that movies about women are able to so astutely make fun of their characters without losing an underlying warmth and affection that makes this movie so comfortable to watch. If you're tired of dwarves in space ships, giant blood sucking rats and serial killers with a strangely unentertaining penchant for the female sex, take a trip into Philly to the Ritz; for something a lot more original and thought provoking.

## "If I can't go to Bryn Mawr..."

I.

Once there dwelt capiously a stern papa,  
Likewise with him sojourned daughter  
and ma,  
Daughter's minority tritely was spent,  
To a prep boarding-school glumly she went.  
One day the crisis came, outcome of years,  
Father and mother stern, daughter in tears.  
With her progenitors hotly she pled,  
Lined up her arguments; this is what she said:

Chorus.

"I don't want to go to Vassar,  
I can't bear to think of Smith,  
I've no earthly use for Radcliffe,  
Wellesley's charms are merest myth;  
Pray don't send me to Ann Arbor,  
Leland Stanford's much too far:  
I don't want to go to college  
If I can't go to Bryn Mawr."

II.

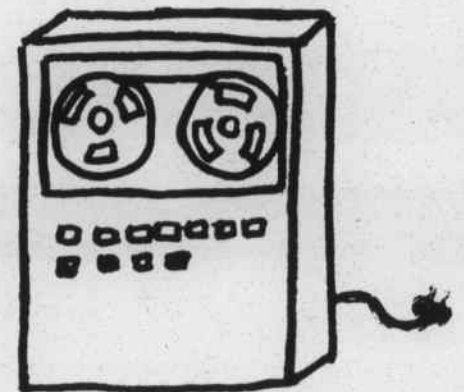
Once in a college town over the sea,  
Six nice young gentlemen took a degree.  
Quoth they: "From learning's path we'll not digress,  
Now that we've trained ourselves let us profess."  
One day the summons came out of the West,  
"Get Ph.D.'s and come," ran the request.  
Quick they bestirred themselves at this command,  
Lined up their arguments, took up their stand:

Chorus.

"We refuse to teach at Vassar,  
We can't bear to think of Smith,  
We've no earthly use for Radcliffe,  
Wellesley's charms are merest myth,  
Only spooks go to Ann Arbor,  
Leland Stanford's much too far;  
We won't teach at any college,  
If we can't teach at Bryn Mawr."

C.R.F. '95, M.H.R. '96

(Lantern Night Song of 1895)



## Dear Mrs. Hank



Dear Ms. Hank,

I am a freshman woman who, despite all advice to the contrary, turned around and looked at my lantern during Lantern Night. I had an itch on the back of my leg that I tried not to scratch but finally gave in to. I caught sight of my lantern but I didn't worry about it.

What a fool I was. Since then, I have lost sight in my right eye, the computer ate my freshman English paper (which was already four weeks late) and a giant man-eating cockroach has been following me to social events. It ate the guy I had a crush on at a Drinker party, and I have since been banned from all bi-college parties.

What can I do to get ride of this horrible curse?

Sincerely,  
Hexed

Dear Hexed,

At least you are sorry for what you have done. For all the freshman women who think they can just disregard tradition, this is a fine example of what happens when you succumb to the pleasures of the flesh during as solemn an occasion as Lantern Night. You may be a mawrtyr in the true sense of the

word.

But there is one thing you can do to alleviate this curse. First prostrate yourself in front of Pallas Athena in Thomas Great Hall during the next three coffee hours, and beat yourself on the head with a cream doughnut until you are senseless with remorse. Then ask your dean, depending on what letter you last name begins with, to pour coffee over your head while reciting the dinner menu for Tuesday night. Finally, call your mother and ask her to send a large check to the College News.

All this will absolve you, but make sure you have learned your lesson. Just in case Pallas Athena is not appeased, come and help at lay out every other Monday night if you want to see your prospective significant other alive.

Sincerely,  
Ms. Hank

Dear Ms. Hank,

I am a freshman woman and i have a lot of stereotypes of Bryn Mawr, Haverford and Swarthmore women thrown at me every day. Bryn Mawrtys are supposed to be intellectual fashion plates or hermits in Canaday. I'm told

that Haverford women are the faces you see on Life cereal boxes and the Swarthmore women are the contents themselves. Are we really so different? Don't you think all this is a little ridiculous? I kno I don't fit into any of these categories. Do you?

Sincerely,  
Trying not to categorize

Dear Trying,

Feel free to categorize, but first get the right categories. There are in fact two types of women I have noticed and here they are. First there are people like me. They are charming, sensitive and play well with others. These I have always assumed are the Mawrtys. Everyone who is not like me, I assume goes to Swarthmore or Haverford. Unfortunately, by my calculations, Bryn Mawr presently has four students. This is no doubt part of the great devastation wreaked by the Cambridge Report and I urge everyone to hold prospective teas in their hometowns and invite all the people like you you can find.

In solidarity,  
Ms. Hank

P.S. Death to the patriarchy!

disregard  
for  
traditions

Freak Accidents, loss of  
hair, molestation by varmits.





Katherine Hepburn during the filming of "The African Queen."

ELIOT ELISOFON, LIFE MAGAZINE © TIME INC.

## Adventures recaptured, Hepburn style

(Continued from page 3)

the pipe . . . is, as it is in most cities — London, Paris, Rome, Chicago — a drying liquid guaranteed to remove skin if it removes dirt and to turn hair into straw. Here it is sheer heaven . . ."

And every so often there is a hint of the Mawrtyrliness that we all know so well: "I have a reputation for being highly intellectual — something about my manner and the shape of my face. Or I am confused with the

reputation of my father or mother. Actually I am quick, but not much memory and not really well informed. I could always get by."

So take a little time to procrastinate—I mean, relax—this semester by finding a copy of *The Making of The African Queen* (published by Alfred A. Knopf), settling into a comfy eggshell chair in the Quita Woodward room, and enjoying the adventures of Bryn Mawr's unique and most famous alumna.

## Dr. Seuss classic retells legend with imagination

### REVIEW

by Amanda Hassner

*The Seven Lady Godivas*, by Dr. Seuss. 70 pages. Random House. \$9.95

After almost fifty years, Random House publishers have reissued Dr. Seuss's book, *The Seven Lady Godivas*. Yet it is not a re-issuing of the traditional legend of Lady Godiva, but a retelling of it, as it has never been told before. As the author states in his introduction, his "historical research" had led him to discover that the "true" figure of Lady Godiva was not that of a woman who rode naked on horseback, covered for discretion by her long hair, and who was followed by the notorious Peeping Tom. According to his story, there were seven daughters of Lord Godiva. After the death of their father in an equestrian accident, they vow that before they will marry, as each are betrothed to one of the seven brothers Peeping, they will each make a contribution to the society's knowledge of the horse, a very dangerous animal at that time. Their contributions, known in the story as the Horse

Truths, are some of the sayings that we have heard since we were able to read *The Cat in the Hat*.

The seven sisters Godiva "wasted no time upon frivol and froth. No fluffy-duff primping, no feather, no fuss. They were simply themselves and chose not to disguise it." In the familiar illustrations of Dr. Seuss there is a great deal of a peachy-pink flesh color and bold black lines portraying well-rounded rumps. Yet their lack of attire is not important, "for the seven daughters of Lord Godiva had brains." After all, they were determined to accomplish something significant before getting married. This was probably not the usual goal for a young woman (much less seven) in the ninth century, when this story takes place.

The results of the quest undertaken by Arabella, Gussie, Lulu, Mitzi, "Teenie," Dorcas J., and Hegwig, are the origins of horse-related proverbs such as "you can lead a horse to water but you cannot make him drink," "never change horses in the middle of a stream," and phrases such as "a horse of a different color." Each chapter is dedicated to each Lady Godiva's adventure in her re-

search into the essence of the ornery and stubborn horse. Of course, their findings, as we use them today, have nothing to do with horses. Dr. Seuss creates an awareness of the language within the constructs of the language-dulling cliché.

Dr. Seuss also gives a freshness to the idea of history. This treatment of the Lady Godiva story reminds us how easily we can tend to take legend for truth. Why shouldn't the "truth" be challenged by the imagination?

Theodor Seuss Geisel has awakened the imaginations of millions in his literature that has aided in teaching children how to read. This book and *You're Only Old Once!* are the only two books claimed to be written for adults. Yet in the reading of some of the fine and popular works in children's literature, such as Dr. Seuss's, one may wonder whether they were not only written for children, but for the adults who read to children, especially adults who have an appreciation for language. *The Seven Lady Godivas* is a wonderful example of Dr. Seuss's mastery of subtle alliteration, witty asides, and a tongue-in-cheek tone. It would be a joy to read this book aloud, to a child of any age.

## Novel examines lesbian horticulture

by Elisabeth Kushner  
Review

*Accommodation Offered*, by Anna Livia. London: The Women's Press, Ltd. 1985. 182pp.

It is difficult to talk about Anna Livia's *Accommodation Offered* without wanting to quote the whole book, just to show how good it is. A mere synopsis of the plot doesn't come near to doing it justice, and may not even be the best place to start.

A general list of themes might be better: *Accommodation Offered* is a novel, set partly in London and partly in a botanical heaven called Hortus about; lesbianism, the London housing situation, feminist scholarship, whites in Africa, foreigners in England, pornography, imperialism, socialist men, gardens, buses, insanity, Ireland, classism, buddleia trees, and what to do when your lover leaves you, the stair carpet is blue, the furniture is too big, and all you can do is iron the satin sheets, and despair.

Such is the dilemma, at the novel's opening, of Polly (one of the three central human characters) when she unknowingly interrupts The Liberty Boddesses of Hortus (a bunch of plant goddesses in a sort of horticultural Mount Olympus) with her unseemly lack of all hope. The Lilac Buddleia is dispatched to discover what her problem is, and remains in her garden for the duration of the novel, providing commentary for the other Boddesses.

While the humans never become aware of the stir they are causing in Hortus, they do manage to have occasional conversations with the Buddleia, without ever seeming to notice the incongruity of a speaking (not to mention lesbian feminist) tree.

This dual perspective accounts for the novel's occasionally confusing structure, in which we are given background sometimes through the characters themselves, sometimes through the Boddesses, and usually out of chronological order. (In her acknowledgements, Anna Livia thanks different people for reading the third, fourth, fifth, and sixth drafts; it is easy to see why she needed to write so many.)

The constant shifting from Earth to Hortus also makes for a whimsicality which keeps the author's strong political statements from becoming didactic or boring; you feel more as if you are watching a three-ring circus than reading a lecture.

To return to the earthly side of the novel: Polly, as mentioned above, despairs when she loses her lover and is unable to write her thesis, and advertises for lodgers to share the flat which she rents from her ex-husband. Kim and Sadie, the two women who move in, each bring their own set of dilemmas and assumptions.

The process by which the three learn to

accommodate each other, and learn from each other, is neither steady nor predictable. Like real life, it happens in small moments, in flashes, in bits of conversation, through crises, while the characters aren't thinking about it.

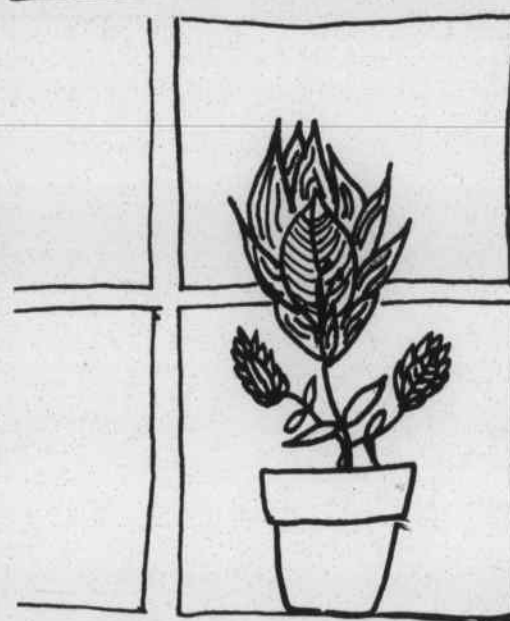
By the novel's end we and the Boddesses have learned not only why Polly's lover left her, but (among other things) why Kim fled her mixed house for Polly's flat, and why Sadie, who grew up in Africa, tries to retreat from a reality which, to her, is itself schizophrenic.

Although Sadie's breakdown is the crisis around which the novel turns, and around which Polly and Kim must suddenly base their own lives, it isn't really what *Accommodation Offered* is "about."

It is equally about Kim, who works as a bus conductor and spends her breaks at the laundrette just so she can be alone to think, and about Polly, who leaves first her wealthy family in Ireland, and then her socialist husband in a search for a definition of "human" which will include her. And, of course, it is about the Liberty Boddesses, who can finally leave their human charges to their own fates. (Not to give anything away, but there's a romance in it too.)

*Accommodation Offered* is a good read; it's also a good way of finding out about the lives of women in a different, though similar, culture.

(Continued on page 12)



## Vermey describes '91

courtesy Office of Public Information

Elizabeth G. Vermey, Bryn Mawr's director of admissions, has compiled several noteworthy facts about the class of 1991. The 347 freshmen are the largest class ever to enter Bryn Mawr; 15 of them are citizens of 10 foreign countries. Over one quarter of the class has already earned college credit through high scores on the advanced placement, International Baccalaureate, or A-level exams.

The freshmen come to Bryn Mawr from 305 secondary schools; 71 percent from public schools, and 29 percent from independent and foreign schools. The College's science department attracted 28 percent of the class. Many expressed interest in the social sciences, particularly political science and economics.

The ages of the class range from five 16-year-olds to one 20-year-old; the median age is 18 years. Sixty-five percent of their mothers have earned a bachelors degree or higher; 36 have doctoral degrees. Seventy percent of their mothers work for pay. Among them, are 55 teachers and professors, 71 in business, a priest, 14 medical doctors, and a store detective.

In extracurricular activities, many of the freshmen excel at tennis, swimming, field hockey, and soccer. A considerable number were class and student body presidents, newspaper editors, actresses, singers and ballet dancers.



# The Dates Women Make

- Wednesday, October 21**  
 College News Editorial Board meeting. Room 210, Centennial Campus Center, 9pm.  
 Lesbian Bisexual Support Group (LBSG). CCC, Room 210, 10 pm.  
 Haffner Italian Table. 11:30-1:30.  
 Haffner Spanish Table. 11-1.  
 Student Investment Committee. CCC, Room 210, 7 pm.  
 French Film Festival "Les Ripoux." CCC, Room 105, 7 pm.  
 Women writers at Bryn Mawr: Josephine Jacobsen. CCC, Room 105. Reading: 1:15, open workshop: 2:30.  
 Writing clinic. Thomas 251, 7 pm.
- Thursday, October 22**  
 History Department lecture: "From Weimar to Hitler" German documentary films. Thomas 110, 4-6:30 pm.  
 BMC Film Series: "The Bicycle Thief." Thomas 110, 7:30 and 9:30 pm.  
 Hillel Foundation film "Beyond the Walls" and discussion. CCC room 105, 7:45-10:30 pm.  
 Writing clinic. Thomas 251, 7 pm.  
 Residence Council meeting. CCC 200, 9 pm.  
 Women's Studies lecture: "Post-Modern Theory: Feminist Post-Modernism in the United States." Toril Moi. Thomas 110, 3:30 pm.  
 Peter Arnott, puppeteer, presents Aristophanes' *The Clouds*. Goodhart Auditorium. Sponsored by the Greek Dept.
- Friday, October 23**
- Saturday, October 24**  
 BMC Parents' Day, including Bryn Mawr/Haverford Symphony and Chamber Singers Parents Day concert. Thomas Great Hall, 8 pm.  
 1987 Seven Sister Field Hockey Invitational Tournament. On soccer and field hockey fields. BMC plays at 10:30 am and 3:30 pm.
- Sunday, October 25:**  
 Finals, Seven Sister Field Hockey Tournament. Morning.
- Monday, October 26:**  
 Field hockey game vs. Cabrini College. Field hockey field, 4 pm.
- Tuesday, October 27**  
 CAWS meeting. BMC Women's Center (in the CCC), 10 pm.
- Thursday, October 29**  
 White Women Against Racism (WWAR) meeting. CCC, Room 210, 9 pm.
- Saturday, October 31**  
 HALLOWEEN  
 College News articles due in Rockefeller 41.
- Sunday, November 1**  
 SGA meeting. CCC, Room 105, 7 pm.  
 College News graphics and photos due in Rockefeller 41.
- Monday, November 2**  
 College News Lay out in Merion coke room. 4-9 pm. All are welcome
- Tuesday, November 3**  
 CAWS meeting. Women's Center. 10 pm.
- Wednesday, November 4**  
 "Macfest" sponsored by Academic Computing and Apple Computer. CCC 11 am to 4 pm.

The "Paperworks" exhibit in the campus center gallery, room 204, will be on display until November 25.

IF YOU WANT ANYTHING INCLUDED IN "DATES WOMEN MAKE," DROP MEETING TIMES BY ROCKEFELLER 41.

## LECTURES IN WOMEN'S STUDIES

Sponsored by the BMC Faculty Committee on Feminism and Gender Studies

Friday, October 23

Toril Moi

Director, Center for Feminist Research in the Humanities, University of Bergen, Norway  
 Visiting Professor, The Graduate Program in Literature, Duke University  
 author of *Sexual/Textual Politics* (Methuen, 1985)

Post-Feminist Theory: Feminist  
 Post-Modernism in the United States

3:30 p.m. in Thomas 110

Co-Sponsored by the English Department

Thursday, November 12

Marifeli Perez Stable

Assistant Professor, Program in Political Science, SUNY, Old Westbury

Women and the Struggle for Equality  
 in Revolutionary Cuba

4 to 6 p.m. in Thomas 110

Tuesday, November 17

Lila Abu-Lughod

Assistant Professor of Anthropology, Williams College

Modest Veils and Subversive Songs:

Bedouin Women and the Problems of Powerlessness

4 to 6:00 p.m. in The Computer Center, Room 210

For further information contact Patrice DiQuinzio,  
 Coordinator of Women's Studies, Bryn Mawr College (645-5374)

## Asian Awareness Week events

Oct. 26

Principal Speaker Ida Chen, Esq. speaks on Asian American Women. Campus Center Rm. 105, 8 pm

Oct. 27

Documentary films "Talking History" and "Four Women." Campus Center Rm. 210, 8 pm

Oct. 28

Panel Discussion on "The Interaction between Minority Groups in the U.S." Panelists include: Ed Nakatawase, Daryll Jordan (American Friends Service, Phila.), Matt Hamabata (Director of Minority Affairs, Haverford), Joyce Miller (Director of Minority Affairs, BMC), Professor Holaday (Haverford), Professor Washington (BMC), Patricia De Carlo (Norris Square Civic Association, Inc., Phila.), Srilata Gangulee (Director of Financial Programs, Alumnae Assoc., BMC). Campus Center Main Lounge, 8 pm.

Oct. 29

Culture Night—presentations by students. Thomas Great Hall, 8 pm.

Oct. 30

Party—"The Wave." Erdman Living Rm., 10 pm—2 am.

Questions? Contact Eun Min (x5463), Olivia Sye (x5650).



COURTESY ARTS PROGRAM

## WOMEN WRITERS AT BRYN MAWR SERIES OF LUNCHTIME READINGS

presents

JOSEPHINE JACOBSEN

Wednesday, October 21, at 1:15pm, Campus Center, Rm. 105

Open workshop follows

We are happy to present Baltimore poet Josephine Jacobsen as our first reader in the 1987-88 Women Writers at Bryn Mawr Series.

In 1982, Ms. Jacobsen, on receipt of an Award in Literature, was cited as follows by the American Academy and Institute of Arts and Letters: "Her works arise from springs of wide experience, deep feeling and keen perception. She shows penetrating insight into all of nature, human and inhuman. To read a work of hers is to be mentally and emotionally nourished and refreshed, and to taste as well the rare mint of art."

Ms. Jacobsen has published six collections of poetry, most recently, *Chinese Insomniacs* and *The Sisters* (1987), in addition to two books of criticism (*The Testament of Samuel Beckett* and *Ionesco*) and *Genet: Playwrights of Silence*) and two of short fiction. She has served as a consultant to the Library of Congress and as a panelist for the National Endowment for the Arts.

## STUDY SKILLS FOR EXAM-TAKING

- a mini-course covering
- notetaking and reviewing
- time management
- reading and remembering

Nov. 9th and 16th 6:45-8:15  
 Campus Center 101

LIMITED ENROLLMENT—CALL 5375 TO RESERVE A SPACE



## Selby and Quartet reviewed

REVIEW  
by Marit Danielson

The Endellion String Quartet performed last Thursday with pianist Kathryn Selby for an almost full house in Thomas Great Hall. The program consisted of Mozart's Piano Quartet in G minor (K.478), Bartok's 3rd String Quartet, and Dvorak's Piano Quintet in A Major, Op. 81. This diverse program challenged the performers to change styles completely and with ease from one piece to the next. This they accomplished successfully.

The Mozart was light and airy while the Bartok, which immediately followed, was forceful and energetic. The program culminated with the beautiful execution of Dvorak's Piano Quintet. The Mozart is most difficult in its lyrical passages while the Bartok demands absolute ensemble dexterity. Dvorak combines both lyrical line and complex ensemble. The Dvorak is also the most difficult of these three works in that all parts are of equal importance. The melody passes to all instruments.

Thomas Great Hall is not the most suitable place for chamber music performance. Acoustically it is very live, making note articulation difficult. This problem was most apparent in the Mozart which demands crispness in order to achieve the appropriate classic style. The Bartok was more fitted to this hall and was even enhanced by it. The emphasis in this twentieth-century piece lies in dramatic chords which are all the more effective when they reverberate. Upon playing the Dvorak the performers seemed to have mastered the quirks of the hall and thus achieved a perfect balance.

I spoke with one of the performers following the concert and he commented on the difficulty in attaining this balance in Thomas Great Hall. Due to the acoustics of his hall, the cello was at several points swallowed up by the bass line in the piano. The hall is frustrating for the audience in that only the first row can actually see the performers. Again the musicians agreed, noting that a platform is necessary. This concert was very enjoyable and I hope to hear these performers again in the near future.

## Cuts in French Department

(Continued from page 1)

did not include considering such appeals.

According to French Department Chairman and Graduate Council representative Grace Armstrong, the Graduate Council did not feel authorized to distinguish among departments as to the quality of their programs. Since some representatives to Graduate Council were from affected departments, the task would have been even more difficult.

In the interest of fairness, the Graduate Council decided that it would be best to pass the second round of appeals on to another committee with more impartial members who would be chosen with the task of considering the appeals in mind. However, since the academic planning committee has just been formed, it will probably take some time for the committee to consider the appeals and respond to them. In the meantime, the departments of Anthropology, English and French can not accept new graduate students into their programs for the '88-'89 academic year.

Since the French Department can not consider new applicants to its graduate programs at this time, Armstrong is concerned about the possible resulting interruption in admissions to the graduate program in French. Even if the graduate program is reinstated, there probably will be no new students entering next year. Also, since the graduate program is currently suspended, Armstrong is hesitant to send information about it to prospective applicants.

These necessary hesitations on the part of the French graduate program might cause some confusion among future applicants, possibly resulting in a decreased applicant pool. Armstrong says that the French Department has had "a strong crew of entering graduate students" this year and last year, and that it seems a shame that the cuts are coming now, when the department has such momentum.

Through her participation in Graduate Council and while preparing her department's appeal, Armstrong has reaffirmed her opinion that the French Department at Bryn Mawr is quite strong and an asset to the College. The Graduate Council as a whole, after reviewing the first round of appeals last spring, seems to agree with her.

In their response to those first appeals, they noted with interest that in the past two years the French Department has had paying graduate students, thus costing the College very little. Armstrong stresses that the department continues to attract highly qualified graduate applicants, citing as an example several past applicants holding the prestigious Whiting Fellowship.

While Armstrong feels that the French Department presents a strong case for appeal at this time, she is concerned about the long-term effects on everyone involved in

the department if the French graduate program is eliminated.

Undergraduate students taking French, especially students in advanced courses, would be directly affected by the absence of graduate students. There are both graduate and undergraduate students in 300-level French courses, and the graduate students make important contributions to class discussion because of their previous preparation at a wide variety of institutions. Graduate students bring many insights and approaches to class discussion which undergraduate might not otherwise encounter.

Armstrong also worries about the effects of graduate program cuts on the B.A./M.A. program, in which undergraduates can receive both degrees after four or five years of combined undergraduate and graduate study. Although the program could continue after the elimination of the graduate program, Armstrong feels that in that case the M.A. degree "would not represent the same thing that it does now." For these future B.A./M.A. students, graduate courses filled with more experienced students would have to be replaced by tutorials or 300-level courses with additional work, which would not allow for the exchange of ideas between graduate and undergraduate students that now exists.

Since relatively few institutions offer a B.A./M.A. program, Bryn Mawr now attracts some undergraduate students with exceptionally strong backgrounds in French. If the B.A./M.A. program were eliminated or weakened at Bryn Mawr, these students might begin choosing other institutions. This process, especially if duplicated for other departments discontinuing the B.A./M.A. program, could hamper Bryn Mawr's attempts to increase undergraduate enrollment while not lowering expectations for incoming students' preparation.

(Continued on page 12)



Unfortunately, Jane was deep in thought alone and the world never saw her reflections in print.

## Student Ethics Quiz

by Lillian Daniel  
Commentary

### ETHICS QUIZ FOR THE EIGHTIES

Have you ever been accused of having no sense of right and wrong, or of being unethical? Or are you just tired of having our generation maligned? Many theorists claim that we are now living in a period when the social consciousness of the sixties and seventies has disappeared while "Yuppies" give first priority to personal career goals and gourmet snacks after work.

Well, in order to combat this poor image, I issue this quiz. It is full of terms that our generation will find comprehensive and, most importantly, unthreatening. I hope this will put to rest, once and for all, the fears that we as a generation do not care about current issues. Take this test and see how you do.

A note on test taking: If you believe you are deep, you probably are. If you aren't, we have several personal growth seminars we can recommend.

#### Question 1: Insider trading is . . .

- a) illegal and immoral.
- b) way too risky and too hard to figure out.
- c) passe.
- d) something I will not try again.

#### Question 2: What bothers me about the Iran Contra Scandal and the diversion of funds is . . .

- a) the complete disregard for the checks and balances built into our government.
- b) those "Oliver North for President" tee shirts.
- c) the fact that soap operas were cancelled during the Oliver North hearings.
- d) the fact that many people bought "Oliver North for President" shirts who are not serious supporters of his campaign.

#### Question 3: If what I know of the Vietnam war has convinced me of anything, it is that . . .

- a) US imperialism bears within itself the seeds of its own destruction.
- b) it has caused many dreary movies to be shown this summer.
- c) the brains of young college students were softened by fluoride in the water, which in turn made them more susceptible to communism.
- d) the Vietnam war was a liberal plot.

#### Question 4: The US invasion of Grenada was . . .

- a) a sham and an embarrassment.
- b) a heroic moment in the battle between the forces of good and the forces of evil.
- c) an unfortunate but no doubt necessary destruction of parts of my favorite vacation spot.
- d) a movie I don't think I've seen

#### Question 5: If I were financially independent, had lots of free time, the unquestionable support of all of my friends and my parents' friends, and the racquetball courts were all booked, I would get involved in this political cause on weekends . . .

- a) the violent overthrow of the patriarchy.
- b) mediation and sensitivity workshops for both the players and management of the NFL.
- c) the establishment of an American aristocracy whose members would be appointed by the Daughters of the American Revolution.
- d) union busting within the NFL

#### Question 6: The most serious problem facing us in the eighties, that I would strongly urge people with more time than I have to work on, is . . .

- a) imminent war in the Middle East.
- b) the buildup of nuclear weapons.
- c) the fact that many popular records reveal messages from Satan when played backwards.
- d) Michael Jackson's secretiveness about his personal life.

#### SCORING:

First give yourself one point for every question you answered. Good for you for taking the time out to address such important issues. Clearly you are already in the top percentage as far as ethics go for your generation. Thanks for sharing.

Second, give yourself a few points for how you were feeling about yourself while taking the quiz. Did you feel good about yourself? Good, 4 points. Did you feel any guilt? That's just not healthy, but give yourself a few points anyway. Was taking this quiz part of any work you are doing in your therapy? Give yourself 10 points.

Well, that's the end of the scoring. If you are feeling dissatisfied because there are no particular scores for particular answers, shame on you. Lose one point. You are assuming there are any right answers and our generation is just not into that. It's called being judgmental, and it is probably indicative of narcissism on your part. But don't feel bad. Do something about it. (Aerobics always works for me.)



# SPORTS



The BMC Team Triathlon on October 18 attracted 54 racers and over 20 volunteers to help out.

ELIZABETH SKOKAN

## Cross Country pulls together

by Shannon Heath and Elizabeth Skokan

Triumphing over its former running mates, the Bryn Mawr college cross-country team earned its first win on October 3 against Haverford at a tri-meet hosted by Albright College.

Although our Haverford rivals were suffering from the injuries and illnesses of several of their top runners and the Bryn Mawr team lost to Albright at the meet, Coach Ousey called the first win a "noteworthy beginning." He said the same of the team's performance at the Seven Sisters meet on October 16 hosted by Columbia.

As a consequence of delays on the Pennsylvania Turnpike, the runners arrived in New York only 45 minutes before the race was to begin and had no time to preview the course. The late arrival was disconcerting for all of the harriers, as a preview allows one to prepare for the course mentally and to plan one's pacing strategy. Although the Mawrers took seventh overall of the seven teams competing, Coach Ousey was pleased with the team's ability to race together. He also commented on the potential shown by several individual performances at both meets.

In particular, Coach Ousey notes that the freshmen have been showing strong races. Catherine Payne led the pack at the tri-meet in early October, taking first place against the Albright and Haverford teams. At Seven Sisters she took tenth overall. Despite a taped ankle in both races, Margie Zeller has been proving consistently her fortitude as she placed 6th overall at the tri-meet and was Bryn Mawr's second runner at Seven Sisters. Elizabeth Skokan showed fortitude representative of the entire team, as she ran in the Seven Sisters meet despite a sinus infection which had kept her out of training for the three weeks immediately prior to the meet.

Michelle Shasberger, a senior from New York City, has been racing well also. She was Bryn Mawr's third runner in both races, earning a particularly low individual time over the familiar course at Van Cortland Park in New York. After the Seven Sisters meet, Larise Karpovics, also a senior, described why she has enjoyed the team: "Running complements your work. It makes you more confident about everything you do." Coming from a student who would be taking the LSATs the following morning, this comment is particularly significant.

## Soccer routs

by Tanya Sharon

After a 7-0 route of the Princeton soccer club last week, the Bryn Mawr varsity soccer team played a tough game against Swarthmore last Friday, with the score remaining a tie 1-1 after an extra half hour of overtime play.

The Swats scored first, in the first half of the game, but Bryn Mawr rallied and came back with a goal by senior Veronika Tiebeck within three minutes. Commented Coach Ray Theran, "We had our chances and we're missing by inches."

Co-captain Lisa Goekjian said, "Basically we played a really consistent game, with really good passing and good support. The finishing off is just not happening. It'll come."

The team has four more games to go in the season, including a home match against LaSalle today (Weds.) at 4 p.m.

## French Dept.

(Continued from page 11)

Armstrong believes that French professors would also miss graduate students' contributions to the department. She finds that in her own research she is often inspired by the new ideas and approaches graduate students bring to class. In fact, hiring new faculty members might prove more difficult after the elimination of the graduate program.

Two years ago, the French Department graduate program stopped awarding the Ph.D degree except in unusual cases. Since then, Armstrong has noticed that some professors have lost interest in the prospect of teaching at Bryn Mawr because they consider teaching at the graduate level an important part of their work. One professor who was offered a position in the Bryn Mawr French Department two years ago chose instead to teach at another institution whose graduate program seemed to have a more definite future. Another French professor left Bryn Mawr around the same time—while Armstrong says that he left partly for personal reasons, she also felt that he was concerned about the future of the graduate program. If the French graduate program were cut entirely, it seems likely that it would become more and more difficult for the department to attract professors of the same quality as those who have taught here so far.

Armstrong stresses that she finds her work with both graduate and undergraduate students rewarding, and that it is the interaction of both groups of students that now

## Triathlon: hours of fun

by Laura Stamp

Sunday, October 18 dawned bright, crisp and beautiful. As fifty-four athletes scampered down to Bern Schwarz Gymnasium at 8:00 am, their thoughts ran along the lines of "What a beautiful day to do a triathlon." Lucky them, for this day marked the occasion of the second annual team triathlon.

The event began with an informational meeting in the gym. The atmosphere was charged as the teams gathered together. The reality of competition, after weeks of training (or days, or maybe hours, or maybe just thoughts of training), was beginning to hit, and people were getting psyched. The bikers stretched out, the runners jumped around nervously, and the swimmers headed for the pool for a little warm-up.

Finally, at 9:00, after long minutes of agonized waiting, the triathlon officially started with the 50 lap swim, and the crowd went wild. The swimmers stroked the 50 laps, two or three to a lane, cheered on by their teammates. As soon as the swimmer finished, the biker of the team grabbed the team tag, and took off for a 15 mile ride up and down the scenic hills of Western Pa. This is when the adventures began.

Despite a very well marked route, some bikers got lost, taking a wrong turn at the one corner where there was no guide. Another biker had his chain fall off a couple times, on top of getting lost. Elizabeth Skokan's bike got a flat tire a few miles from the finish line, so she, being the dedicated cross-country runner, ran the rest of the route. At this point, all the swimmers and runners and various friends of athletes were hanging out near the finish line, cheering madly whenever any biker finished and runner started on his/her 4.5 mile jaunt.

Karen Lewis, organizer of the triathlon, commented, "It's excellent to see so many people out here—there are 54 people racing, plus 20-some people who volunteered to help out. It's great to see so many people psyched and screaming and having a good time—four hours of fun!"

Even after most of the runners and bikers had finished, people still stayed around, cheering for every last person who sprinted across the finish line. Official comments from participants were "This is great—everyone's so supportive," "This is so mellow, everyone's just here to do it and to have a good time," "I'm exhausted, but this was fun!"

The morning ended with an informal awards ceremony. There was a raffle, where several people won things ranging from funky water bottles to t-shirts to little pink bags for their bikes. Then finally, the first and second prizes for each division (women's, men's, mixed) were awarded.

First prize overall went to a mixed team: Leanne Yanabu, Matt Bloch, and Adam Chase, who finished with a time of 1:26:53.

The first place women's team was Kate Lowerre, Emma, and Zana Bryant, with a time of 1:51:43, and the first place men's team was J. Scott Curlee, John Capen, and Barry Gilbert, who finished in 1:28:27.

The second place women's team was Meredith Miller, Shannon Heath and Sarah Elsing; second place mixed team was Karen Lewis, Chris Breen and Janet Lewis, and two teams tied for second in the men's division: Cay Bradley, Andy Cohen and Eric Marsh, and Paul Anderson, Mark Longstreth and

makes the French Department such a strong and lively one. However, the elimination of one of these groups of students would detract significantly from the learning experience of the students and professors who would remain.



Jim Skeath.

Everyone who participated had a good time, and, speaking as one of the participants, it was a great atmosphere to compete in. For those of you who missed it this time, start training now for the individual triathlon next spring.

## Livia novel: a good read

(Continued from page 9)

Anna Livia has written another novel, *Relatively Norma* (published by Onlywoman Press, another British feminist publisher) and a collection of short stories, *Incidents Involving Warmth*, but this one is my favorite. (It also enjoys cult status in England: what can you say about a novel which has inspired women all over London [well, at least two] to plant buddleias in their gardens?)

It may not be generally available here, but try Giovanni's Room in Philadelphia, or any women's bookstore. As a last resort you could borrow my copy, but you'd have to be very careful with it; I want to read it again.