Community gathers to discuss racism at Bryn Mawr

BY RACHEL PERLMAN and CARRIE WOFFORD

On Tuesday, April 19, members of the community—including students, faculty, staff, and administrators—filled Goodhart to address the problems of racism and classism at Bryn Mawr. President McPherson called this community meeting in response to the anti-racism and classism petition signed by almost 400 students and supported by about a dozen members of the faculty.

This petition was first seen by the entire community in the March 31 issue of The College News, after having been available at the Campus Center the week before for signatures of support. Minority student groups on campus joined together and created a list of demands more detailed than those in the petition.

The demands for a new coalition of all the minority student organizations, who signed the Minority Solidarity Agreement on March 30 (printed in the April 13 issue of The College News).

Many of these demands were addressed in the smaller discussion meetings regarding Admissions, Appointments, Curriculum, Staff Issues, Student Organizations, and Student Services—which followed Tuesday morning’s community convocation.

The community meeting began with short speeches from President McPherson, Secretary of the Faculty of Arts and Sciences Earl Thomas, Director of Minority Affairs Joyce Miller, SGA President Linda Friedrich, and Dean of the School of Social Work and Social Research Ruth Mayden.

McPherson’s speech: racism of the well-intentioned

President McPherson began by reading a poem by Gwendolyn Brooks, a twentieth century American Black poet. In addressing what she termed “the racism of the well-intentioned,” McPherson stated that “no one should be forced to assimilate”; her definition of racism includes the treatment of anyone in our community as a guest or visitor.

She asked the community to think about how we could move beyond the current problems. She urged people to avoid what she called the liberal sentiments which come “quickly to the lips and easily to the tongue,” but do not translate into action and relationships. McPherson advised the community that “respect for each other should be our aim,” and reminded us to “acknowledge ill-informed judgments.”

The day before the community meeting, McPherson elaborated on Bryn Mawr and Haverford’s shared commitment to building diverse communities, stating that we are witnessing a test of people’s commitment to that diversity and to our willingness to support diversity. “A lot of people think of themselves as open-minded and tolerant—and any one of us is capable of making unthinking, unsentimental, intolerant, hurtful remarks.”

She also raised the importance of responding to intolerant remarks the moment they are made, as this “tends to neutralize” them.

McPherson concluded by announcing that one point hotly debated by students on Monday was the outcome of this year’s Fullbrights.9

Earl Thomas: the education of the faculty goes on

Earl Thomas, the second speaker, raised the question of the appropriate faculty role in addressing racism. He began by saying that institutions of higher learning will play a key role in the elimination of racism and classism within both educational institutions and the United States. Moreover, this is a responsibility institutions must accept.

He stated that we need to consider what the faculty’s role will be in this responsibility, and questioned what the faculty owes to the students and to the institution. Thomas felt that he could not speak for the entire faculty, but only for himself. He emphasized that most of all, he owes the students his skills as an educator—as one who thinks clearly, shares his judgements, and educates students through dialogue.

Joyce Miller: reassigning the responsibility

Director of Minority Affairs, Joyce Miller, brought a new tone to the meeting:

Linda Friedrich: the community and racism

Linda Friedrich addressed the community as president of SGA. She reminded us not to congratulate ourselves because racism is less obvious here than it is at other places; subtle forms of racism are also intolerable. She said that we must join together and build a community where racism and classism are not accepted.

In response to student comments on racism as representative of a power structure, Linda stepped down off the stage because she wanted to address the racism as one of the students, and not as a speaker on a stage.

Students awarded Fulbrights

BY ELIZA RANDALL

Last year, three Fulbright Grants were awarded to two Bryn Mawr graduate students and one undergraduate working toward her A.B./M.A. in Russian, for a total of three for the 1987-1988 year. This year, the 1988-1989 Fulbright Grants doubled to six. Four of the six are students in the Graduate School of Arts and Sciences, one a student in the Graduate School of Social Work and Social Research, and another is presently a senior Psychology major in the undergraduate college.

The graduate students are as follows:

- Kathleen Crawford, History of Art, will be going to Vienna, Austria.
- Keith Dickey and Kevin Glowacki, both Classics majors, will both be traveling to Greece.
- Nicholas Tufillaro will be going to New Zealand for further work in Physics. Kathryn Ann Smith, ’88, Psychology major, will research Neuroscience at the Weitzmann Institute in Israel.
- Suzanne McMurphy, of the Graduate School of Social Work and Social Research, will be in Sweden to work in Criminal Justice.
- Dean Lefarge believes that this is an extraordinary year, quite spectacular.

Another piece of news which she is very excited about is the Masters’ Scholar Award, which was won by a third year graduate student in History, Adrianna Bakos. This award is awarded by the Northeastern Association of Graduate Schools, an association which includes approximately 120 graduate schools, including Harvard, Yale, Columbia and Princeton. It was given for her Master’s Thesis, and she was invited to attend the annual meeting, a formal dinner at Penn State, at which she was officially presented with the award and the accompanying check.

The Dean’s Office is very pleased with the outcome of this year’s Fulbrights.
The College News would like to express its appreciation to the following individuals, organizations, and departments who made this issue possible:

Laura Miller
Editor
Box C-744
525-2897

Elias Randall
Art Editor
Box C-1371
645-5085

Meiko Takayama
Layout Goddess
645-5161

Laurel Goggin
Photography
645-5966

Carrie Woldoff
Associate Editor
Box C-1182
645-5780

Eve Fleshman
Art Editor
645-5672

Melinday Davis
Editor
645-5775

Joey Loinaz
Assistant Editor
525-2897

Holly Arnold
Editor
645-5726

Laurel Engel
Box C-71
645-5549

Jennifer Ward
Sports Editor
525-2897

Tina Kuehn
Assistant Editor
645-5775

Carrie Woldoff
Associate Editor
Box C-1182
645-5780

Holly Arnold
Editor
645-5726

Jennifer Ward
Sports Editor
525-2897

Tina Kuehn
Assistant Editor
645-5775

The College News in a Bryn Mawr publication service the entire College community. People interested in joining the staff should contact one of the editors: Dasikia Green, email: dasikia.green@brynmawr.edu.

STATEMENT OF PURPOSE: The College News seeks to provide a forum for the students, faculty, administration, and staff of Bryn Mawr. 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.

To the Bryn Mawr Community,

I, both as an individual, and as a member of the Bryn Mawr/Haverford News staff, feel that the community was poorly served by The College News' coverage of our decision not to print the anti-racism/anti-classism petition, and furthermore, that our position was severely, if not intentionally, misrepresented by the article "Bi-Co News-Racism." Before addressing specific questions about the article, we first feel the need to take issue with the College News' handling of the issue. A quotation, attributed to me in that article, was read out of context by one of the editors of The College News during a Self Government Association (SGA) meeting. This editor took a quotation intended for publication in the context of a story, and presented it as if it were an inflammatory phrase as possible at the discussion of the Bryn Mawr/Haverford News' coverage. I made that statement in the context of an interview, but my words were used to fuel angry criticism of the Bryn Mawr/Haverford News.

Secondly, and equally disturbing, was the failure of The College News to live up to the promises made to me by the writer of the article. Because of the sensitive nature of the issue, before it was interviewed, I asked that my quotations be read to me and made suggestions on publication before publication.

By the time I was given a copy of the article, no such alterations were possible. Upon seeing the article as it appeared in The College News, it was clear that the editors had added editorial comments, and that the writer and the editors had not given me the opportunity to respond to the misstated views of me and the statements of some of those involved in the petition.

It is these false statements that I hope to address, to give the community a clearer idea of our position on the issue and to demonstrate the difference between those involved in the petition and the Bryn Mawr/Haverford News. The article includes a statement by Rhonda Johnson stating that I was not aware of the fact that the petition was submitted by Jennifer Johnson. This is not true. I was an author of the petition and that Ruthie Polk asked Jennifer Johnson to edit the petition without consulting the author.

The petition was submitted by Jennifer Johnson and therefore we felt that she was the proper person to talk about the petition. Ruthie did ask her to edit the petition, but the implication that she wanted Jennifer Johnson to edit the petition without the authors' knowledge is false. Once again, because Jennifer Johnson submitted the petition, Ruthie talked to her about the editing. We made no official policy about who had the authority to edit the document.

More disturbing is the willingness in the article to attempt to describe the interaction between the two groups solely from the point of view of those involved in the petition. The article have chosen to use a personal shouting match instead of the kind of constructive personal dialogue that both campuses' Honor Codes espouse.

The article states "Several members of the Minority Coalition spoke with her [Ruthie Polk] to convince her of the necessity of printing the document." This passage is indicative of an attempt to slant public opinion against the Bryn Mawr/Haverford News. The implication of the statement is that these members of the coalition tried to discuss the situation rationally with Ruthie, but she refused to have a dialogue.

Some members of the Minority Coalition called Ruthie that night. They demanded that the petition be held in full and refused to edit it, despite Jennifer Johnson's statement to Ruthie that she thought editing it would not be a problem. The implication is that the minority coalition and Ruthie Johnson disagreed and it is not the case. The phone was passed to the same of the other students in the room, all of whom refused to identify themselves continued on page 3

PROSPECTIVE CLASS OF '92 meets faculty and students during a tea held on prospective weekend.

To the Bryn Mawr Community,

I confess to reading your paper rarely, for I am not in its intended audience. An article in the March 31 issue of The College News by Denise Tuggle, "Racism in Bryn Mawr," was brought to my attention, though, and quite honestly I was so disgusted by it I felt compelled to respond. The article's intent—to warn that racism should be rejected—is debatable, but that the author seemed to disregard her own advice.

It is pointless for one to deplore racism in others while embracing it oneself. For instance, the 'genocidal tendencies of White Culture' is a racial phrase. While the facts upon which it is based may be universally accepted, its tone is repugnant and does little to garner sympathy for the author's thesis. Another part of her letter refers to me in an hypothetical audience, "some of whom were racists and child molesters." What percentage of men who attend lectures might have committed either crime? One must not make general assumptions on the basis of insignificantly derived data. I think that the article is racist and should be rejected.

Even the most militant nonwhites must admit after careful reflection, that whites are the sole possessors of racial prejudice. "White people must accept the challenge to become Anti-Racist, and until they do, we will have to survive them." Who is to be swayed by this lamentation? Nonwhites who already see whites as racists surely do not need to be reminded of this fact. Nonwhites who see some racism in everyone will not be swayed by such a closed-minded accusation. Whites who are racist will disregard the entire article, while those who are not will feel justifiably persecuted themselves.

No paragraph in Miss Tuggle's article is without a generalization which all but invalidates her points. To be called racist because I am white by a nonwhite who has not justified his or her statements is the kind of bigotry that affirm strength and experience; wear something that makes you feel beautiful. The food-and-drink menu will contain ingredients known to strengthen the spirit, ward off evil and purify the blood, such as as Natural ginger beer, as well as other natural flavors.

The world is an unfair place, a fact for which we are all somewhat to blame. In attempting to rectify this, one cannot combat bigotry with bigotry.

Christopher Palmer

Emily Altemart was selected as a Truman Scholar from Pennsylvania. She was one of 100 in the nation. She is a sophomore majoring in Political Science. The Truman Fellowship is for students intending to enter into government service and provides funds during the junior and senior years and two years of graduate school.

To Jim Eichner and the Bi-College Community:

The manner in which the Bi-Co News handled the petition is inherently racist. The deliberate misrepresentation of those directly involved in working on the goals of the petition is only a tactic to cover this racism. I therefore challenge Jim Eichner and the staff of the Bi-Co News to an open contest of the actions on both sides can be fully exposed. I understand that Sarah Davis gave Jim a tape of the interview on which she based her article in The College News. I would greatly appreciate your bringing the tape to the forum, since I do feel that I was quoted out of context.

In peace,

Rhonda Johnson

To Women of Color in the community:

On Wednesday, May 4, starting at 3:30 p.m. at Perry House, COLOR will hold a Healing Meeting for women of color so that we can rest and recover from the damaging effects of constant racism. Please bring poetry and prose to read aloud that affirms our strength and experiences; wear something that makes you feel beautiful. The food-and-drink menu will contain ingredients known to strengthen the spirit, ward off evil and purify the blood, such as as Natural ginger beer, as well as other natural flavors.

The Circulation Desk in Canaday Library is in need of volunteers to staff the shelves from late April through June 3rd. Work just a few hours a day or full time. In preparation for an intensive barcoding project, every volume in Canaday must be returned to its correct location in the stacks by June 3rd. No experience needed. We will train you, just bring a willing mind and a strong back. Any student who would like to make some extra money between the end of exams and their summer commitments should contact Anne Denlinger, circulation librarian, Canaday Library, extension 5276.
To the Bryn Mawr Community,

The article in the Bryn Mawr College News last week was clouded by the controversy over its authorship. I, as a student at Bryn Mawr, believe that the principle of "unnamed reporting and uncoronaded publication," as stated in the By-News College News refusing to print the anti-racism petition, is the most thought-provoking topic. It is important in terms of objectivity. The reason I was appointed to write this article had nothing to do with whether I was white or black, male or female... We had to decide who could best put it together, fairly and objectively, and I was appointed to do that.

My statement reveals the simple contradictions and deep-rooted racism.

Eichner’s argument that a black man’s race and sex affect her perceptions, but that a white man’s race and sex do not affect his perceptions simply does not follow logically. Is it that the question of racism in the petition should only affect black women, and therefore a white man is able to stand back and report objectively on the situation? Eichner’s statement says this, and in doing so exposes his privilege and racism as a white man. What Eichner clearly implies is that white male is equal to objectivity, and is therefore representative of the experiences being reported on.

As a Woman of Color I reject his claim to, and also his position of authority. He is not representative of my experience, and contrary to his statement, his whiteness and maleness come through clearly in his writing. There is no such thing as an objective viewpoint as Eichner tries to define in it terms of "fairness and overall viewpoint," especially in matters of oppression. His writing defines it differently: objectivity means white male opinion.

This is indicative of the colonial attitude that has perpetuated the misgendering of People of Color all over the world, as the colonizer pretends to speak for an author.

By not printing the anti-racism petition in its entirety, and assuming that a white male could "fairly and objectively" report on the issues being discussed, the Bi-College News is actively participating in the oppression and silencing that the petition cries out against. As the author of the written word is enormous, and is especially evident to those who have been oppressed. It is right to speak for ourselves, and represent ourselves in the manner that we choose that is intrinsic to our struggle against racism. LFT

Sia Nowroji ‘89

Meeting format and responses continued from page 1

would take place.

The issues they raised were: institutionalized racism; the Minority Coalition demanded that students "examine and question your misconceptions regarding color, or, culture," and called for the faculty to show dedication by passing the diversity requirement; the difficulty in communicating in an atmosphere of hate; the fact that no person involved in writing the petition was on stage, thereby reinstitutionalizing the power structure of racism.

Meeting format: reinstitutionalizing racist power structure?

Several minority and other students pointed out that after the meeting that the structure of the community remained unchallenged. The smaller discussions merely reinforced the current power structures; by choosing to meet with professors to use their power; and the fact that no person involved in writing the petition was on stage, thereby reinstitutionalizing the power structure of racism.

Meeting format: institutionalizing racist power structure?

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One student expressed concern that too many rumors about our handling of this issue or any other issue related to the paper. A glaring example of the need for my having been given a copy of and having had the opportunity to comment on the article is that part of the petition attributed to me that "if we had sought out a black woman to write this article, that would have been a serious problem in terms of objectivity. The reason I was appointed to write this article had nothing to do with whether I was white or black, male or female... We had to decide who could best put it together fairly and objectively, and I was appointed to do that.

The way the quotation is presented, while technically accurate, makes no attempt to give the reader an appreciation of the context. The quotation was in answer to the question, "Why didn’t you ask a woman of color to write the article?"

Sent in this light, it is clear that the intent of the quotation was not to say that it would have been wrong to have a woman of color write the article, but that to pick a woman of color, simply because she is a woman of color, would be journalistic mispronon and professional and racist. Moreover, the decision that I could best present a balanced view was a result of my position as political editor, not my identity as a white male.

There are many small inaccuracies in the article, but I will be content to address just one more large bit of misinformation. The implication that I tried to interpret the petition without the Coalition’s input is misleading. We repeatedly, in the previous week, as well as the week the article finally appeared, attempted to put together an article on the issue, and the Coalition flatly refused to cooperate, making covering the issue difficult if not impossible.

The night we decided not to print the petition, I personally offered to sit down and write the article with the input of the Coalition and the others of the Coalition who were present, and I promised to work with them as long as it took to form an article that was acceptable to everyone. Not a single member of the Coalition accepted my offer. It is fair to say that I interpreted the petition and therefore silenced the Coalition. I made the offer to the Coalition an unusually large amount of input in the article.

The point of this letter is not to open old wounds or rehash old points of debate. But the College News article, because it made no effort to represent both sides equally, forced me to discuss the way this issue has been handled by others in the community. I don’t ask that members of the community agree with our decision not to print the petition. I only ask that members of the community question the choice of personal attacks and slanted articles over direct communication. Please, if you hear one of the number of rumors that are going around the bi-College community about our staff or myself, or have a problem with my actions, talk to us and hear our side before repeating or acting on these rumors or complaints. Dialogue and not personal attacks, leads to progress.

As a newspaper staff and as individuals deserve the same respect as everyone else in this community. Community standards cannot simply be disregarded when dealing with the Bryn Mawr/Haverford News. By all means hold people responsible for their actions, but make an effort to really listen to both sides, and do it respectfully.

Jim Eichner, HC’90

Editor’s Note:
The College News fully supports Sarah Davis’ article "Bi-Co News sparks outrage." April 13, 1988. The editor of The One News wishes to apologize to Jim Eichner for whatever may have seemed to be a personal attack.

continued from page 2

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Meeting format: institutionalizing racist power structure?

Several minority and other students pointed out that after the meeting that the structure of the community remained unchallenged. The smaller discussions merely reinforced the current power structures; by choosing to meet with professors to use their power; and the fact that no person involved in writing the petition was on stage, thereby reinstitutionalizing the power structure of racism.
The Beat Goes On... 
Many of us, including gay and lesbian students, or some "thought to be" gay or bisexual students living at Bryn Mawr have been subjected to a barrage of brutally obscene and vicious phone calls and statements and pictures slipped under their doors. Some of the written comments were racist and anti-Semitic as well as sexist and homophobic.

Most recently, someone decided to mail Robin Bernstein's excellent article in the April 13 issue of The College News to Robin's parents. It was sent anonymously, of course. Mailing this article is yet another intentional attempt to hurt a valuable member of this community.

The aggressive defacement of pink triangles, symbols of the gay and lesbian struggle to live free from persecution, and the destruction of properly posted notices requiring often no more than one blow to destroy their family, RECORD'S, are coping, reaffirming their love and trust, and the relief of resolving at least one of her dichotomies is more important to Robin right now than her anger. But I am angry.

In this instance, Robin was lucky. Her parents are coping, reaffirming their love and trust, and the relief of resolving at least one of her dichotomies is more important to Robin right now than her anger. But I am angry. In fact, I'm furious. Such a deliberate act could have sabotaged any number of other people: destroying their family, jeopardizing their education, and endangering their lives. I am APPALLED that callousness of such a degree could exist within the bi-college community. The integrity and respect that the honor code exemplifies has been violently disregarded and an individual's right to make her own decisions ignored.

There can be no recompense for such an act and apologies are not sufficient. But on behalf of a great many of my friends, both gay and straight, I would like to offer Robin our rage, our support and our empathy.

Yours in sisterhood,
Genevieve Bell '90

To the Bryn Mawr Community,
We have just finished reading, front to back, the April 13th edition of The College News; we applaud, we cheer, we jump up and down! The articles were thoughtful and well-written, and the spread on Gay Awareness week was quite well done. It was nice to see a true celebration of gay pride rather than merely a solemn recitation of how far we have we have to get. Of course, there are aspects of this, too, which must be addressed at this time, but without an element of joy, we are only struggling and not climbing. A friend of ours prays: "May there be jubilation of Gay and Lesbian Awareness Week. Please be aware that there are a lot of happy gays and lesbians out there.'

Selena Shuman '88
Theresa O'Malley '89
Julian Carter '90

We should all know by now that lesbians and gay men who "come out of the closet" risk economic catastrophe, physical violence, and social and political discrimination. In a college community, we shouldn't need to be told that gay and lesbian students risk being thrown out of their families and losing their education.

We find it hard to believe that those who have been so destructive can continue their repeated assaults in complete secrecy. Perhaps because we, as an entire community, have not forcefully enough condemned this harassment, those who may know may be afraid to talk for fear they too will suffer. We must remember that condoning or ignoring violence hurts us all.

In Germany they came first for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up.

—Martin Niemoeller

We must support the lesbians and gay men for their courage and their work to educate the community. We must make it clear that all who harass are behaving in a manner that is unacceptable.

Student furious at malicious act
To the Bryn Mawr Community,
I'm merely prompted to write to you. I, too, am aware of the destruction of properly posted notices, requiring often no more than one blow to destroy their family, RECORD'S, and are coping, reaffirming their love and trust, and the relief of resolving at least one of her dichotomies is more important to Robin right now than her anger. But I am angry.

In fact, I'm furious. Such a deliberate act could have sabotaged any number of other people: destroying their family, jeopardizing their education, and endangering their lives. I am APPALLED that callousness of such a degree could exist within the bi-college community. The integrity and respect that the honor code exemplifies has been violently disregarded and an individual's right to make her own decisions ignored.

There can be no recompense for such an act and apologies are not sufficient. But on behalf of a great many of my friends, both gay and straight, I would like to offer Robin our rage, our support and our empathy.

Yours in sisterhood,
Genevieve Bell '90

To the Editors:
Robin Bernstein: I'm your roommate and my friend. In the last issue of The College News, she wrote a highly personal article about organizing Gay Awareness Week. She wrote about her parents not knowing she is bisexual, focusing on a telephone conversation with her mother in which she had to hide her excitement and plans for the week. Someone at this school had the audacity to send a copy of the article—anonymously, of course—to Robin's parents.

I speak about Robin with a definite and undeniable bias: she's a person I care about a great deal. But what angers me most is that anyone in this community would so completely violate someone's trust. "Social honor code violation" is a petty term for this appalling breach of trust. This act put someone in this community at an incredible risk. Robin's parents could have pulled her out of school, disowned her, beaten her up. What the hell kind of college do we have if people actually put each other at this kind of risk? Someone's cute little trick could have left another member of this community without a family or an education, NIcolas.

Robin doesn't think anyone who knows her well would have done this. She has no idea who would endanger someone else this way. "What if it's someone I smile at when we pass on the green? I'm not going to stop smiling at people." She's not getting after this horrible liberty someone has taken with her trust. She can only continue to put trust in this community and hope its members can at least respect her for it.

Robin's lucky. She'll be okay. Her parents—who she wanted to come out to some time—will most likely not be upset, but they'll be okay. Someone had the audacity, however, to spread Gay Awareness Week to Brooklyn and upset an entire family. Three cheers for Bryn Mawr's open, caring community.

Rebecca Greco '91

Writer's trust betrayed
To the Bryn Mawr Community,
Imagine someone on the streets of New York, impoverished, alone, alienated from her family and friends. Imagine someone who has dropped out of college because her parents refused to have anything to do with her.

Sounds like something from a melodrama, badly written novel, you say? Any of these things might have happened to Robin Bernstein. Why? Because she had the courage and generosity of spirit to share her experiences as a bisexual woman with the Bryn Mawr community.

Robin wrote an article entitled "Why We Need Another Awareness Week" for the April 13th edition of The College News. In it, she expressed her ambivalent feelings about coming out to her parents. Some incredibly insensitive, unsympathetic person mailed the article home to her parents.

The person who mailed the article deprived Robin of the right to choose when and how she should share her story. It was a personal attack on Robin and her personal and social experiences as a bisexual woman. The Mailroom's actions are NOT ACCEPTABLE AND WILL NOT GO UNCHALLENGED.

Cheryl Kim '91

To the Editors:
Robin Bernstein is my roommate and my friend. In the last issue of The College News, she wrote a highly personal article about organizing Gay Awareness Week. She wrote about her parents not knowing she is bisexual, focusing on a telephone conversation with her mother in which she had to hide her excitement and plans for the week. Someone at this school had the audacity to send a copy of the article—anonymously, of course—to Robin's parents.

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Robin doesn't think anyone who knows her well would have done this. She has no idea who would endanger someone else this way. "What if it's someone I smile at when we pass on the green? I'm not going to stop smiling at people." She's not getting after this horrible liberty someone has taken with her trust. She can only continue to put trust in this community and hope its members can at least respect her for it.

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Student speaks for triangles

The following letter is a response to the calls to remove the pink triangles that were painted at HC. Several letters were recently written by students who have been so supportive of the issue of Lesbian and Gay Awareness, I would like to personally applaud them for appearing everywhere in the HC/BMC/GPA, thank the many who have been so open-minded.

To the Members of the Bi-College Community,

As many of you have noticed by now, pink triangles were painted on the ground at Haverford last Sunday night (4/10). Unfortunately, though many people are now calling for the removal of these signs of freedom and liberation under the pretense of "vandalism," I am outraged because I believe that this is a hypocritical, bigoted lie.

First of all, to those who say that the measures (pasting the pink triangles) were unnecessary, I say, WAKE UP! The measures were necessary. Why is it that most of the women's and men's poetry that was put up in and around Haverford for Gay and Lesbian Awareness Week was torn down? Why is it that Bryn Mawr still reffered to us as "girls" last week? Why are notices announcing lesbian and gay events vandalized and often torn down in the Bi-College community? Why are there some people so reluctant to discuss openly how they feel about gay and lesbian issues? Why did some members of Drinker feel the need to have to sneak into a gay men's Tri-circles with slashes around the triangles? Why do some violent individuals feel so threatened that they have to go beyond the symbol of a triangle and attack people? And why is much of the graffiti in many of the bathrooms so blatantly homophobic (with such messages as "kill all faggots and dykes")? The point is that when people have been generally confronted by the issue of homosexuality (on both campuses) they have either (1) ignored it, (2) spoken against it, or (3) destroyed it. Even now, people are still trying to destroy the triangles by placing notices announcing lesbian and gay awareness, I would like to remove the pink triangles that were painted in and around Haverford because I believe that this is a pretense of "vandalism." I am outraged personally, and as a representative of the Lesbian and Gay community. When sexual minorities de-

Thoughts on Bi-co awareness

NAME WITHHELD BY REQUEST

Normally, the word "man" is used to refer to people in general. I am expected to find myself in the word. Normally, we are expected to be happy people. Some are understanding enough to realize or pretend that the triangle, and then rubbed the beer into it. What is harmful about this behavior is not the beer, but the smashed bottle. The implication is that if the week wasn't called Gay and Lesbian Awareness Week, the week's title was chosen because "Gay" seemed the more passive, referring to Gay people, Lesbians, Bisexuals, and happy people. Some Lesbians felt excluded, and that's really disgusting, because a better title can be found for next year.

It's no surprise that many heterosexuals were furious. When sexual minorities de-

Empathy for victimized writer

To the Bryn Mawr Community,

I was so pleased with the last issue of The College News, and your handling of the articles related to Gay Awareness Week, that it only served to increase my horror when I learned of the unspeakable vic-

I learned of this horror on Tuesday, and although I didn't know Robin well, I'm sure she was not "out" to her parents, and bravely discussed some of the problems which arose from that fact. She ended her arti-

"Tomorrow I will submit this page to The College News. And I will pray, because I am deter-

Perhaps she was so foolish to add that "I am just so happy that the thing which had been so close to her heart..."

A few days after that article was printed in the April 13th issue of The College News, in the middle of the Gay Awareness Week organize in order to help ; educate this com-

The following are graffiti from Canadian women's bathrooms

-Anyone who has sex with a woman is gross... it's abnormal. God created sex for reproduction, not for women. Can't. Therefore it's perverted.

-kill me. I can't believe you checked your preference... kindly let others make their choices without your influence. Find your partners, you who have made a decision already.

-try loving a man... MEN WON'T HURT YOU, FIRST GIVE THEM A TRY.

- were all you Bryn Mawr girls militant lesbians before you got here?

-try loving a man... MEN WON'T HURT YOU, FIRST GIVE THEM A TRY.

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Faculty reminded of responsibility

BY BETH POSNER

The following statement was read at the Faculty meeting of April 20 by Beth Posner as she stepped down from her two year position as Rep to the Faculty.

My position as Rep to the Faculty began in November at 1986 at a meeting where a draft of the diversity requirement first came to the faculty, was first rejected, and was first sent back to the curriculum committee for revising. The end of my time here is at a particular significant point when once again students are calling upon the faculty and administration to make a tangible commitment to combat racism and classism on this campus through admissions, appointments, and curriculum among other things as broad and important as the entire time of this college, the treatment of staff, student life, and what we can call our community. On November 12 of 1986, on behalf of my peers, I supported the diversity requirement by remarking that a failure to adopt the requirement would send a negative message to students of non-western cultures who were expressing a need to be represented by the curriculum. I was rightfully intimidated at that first meeting and was not prepared to combat arguments against the requirement using my own curriculum which, to me, was the most significant and most profound an issue of power. The aim of the diversity requirement is not simply to broaden our perspectives or to deepen our self-knowledge but is rather to grant an institutional space and to formalize a commitment to the study of those cultures and peoples which have traditionally been excluded and marginalized. The argument is that simply different from one another there are people who are oppressed and there are people who oppress. Diversity may be a matter of representation, but we should not forget that representation is ultimately a question of power. This is where we are now. And now I do understand what that student meant by power. Racism is ultimately a question of power and how one chooses to use this power is a political decision. As far as I know, professors make decisions daily before they enter the classroom and in the classroom. You choose what you will teach, and I do believe that this is rightfully your choice depending upon your training and your interests. You also choose how to teach these courses which is usually from the inescapable Western bias. But you choose whether or not students understand that course and its contents are presented from a western bias by either laying bare your pedagogy from the outside or keeping it concealed and taking it for granted; you choose whether or not your students understand the power dynamics in the classroom; you choose who speaks in your classes and who is silenced; you choose whether or not you are interested in your students as gendered, racialized individuals and who have different histories and preparations for your classes; too often you rely on the dean’s staff to be interested in these “problems.” This is your power: this is your authority, and this is the control that you ultimately have the right to loosen; students don’t feel that you do.

The only power students have is to recognize when they’re uncomfortable, to recognize when their power is non-existent, to call upon you, but most often the administration, to make things right again. Unfortunately, students often don’t even recognize the problems and power to stand your power, don’t understand power at all. This is what frightens me the most. I think that I do have an understanding of your power and of some of your political beliefs which are implicit in your classrooms only because I have seen you here and have watched issues such as diversity and financial equilibrium pass between you and the administration. I feel that I have been privy to more explicit manifestations of power than my peers and I feel that this power and your politics must be made explicit in the classrooms. I also know that I could never and will never be able to explain this to my peers adequately, but it is something that you must explain to them in the context of their studies. I am further frustrated that students must constantly be called those issues to the front, as though it were our responsibility to dictate what we learn, to instinctively know what kind of questions to ask. I think it is ironic that the students, clearly the disempowered in the classroom, must demand something of the faculty, the empowered. I would like to ask that you take on this responsibility. I have little hope that we will have a diversity requirement but I do have hope that young people will not forget that representation is not fair.

Karen Smith ’88

To the Bryn Mawr Community.

With all the talk of financial equilibri-

um, there seem to be some strange bal-

ancing acts now on campus. Of course I am referring to the name tag and uniform policy, new this semester. With all our financial problems, why is anyone shell-

ing out bucks to give labels to people we

know, and uniforms that are not needed?

But I don't care about money; I care about people. The housekeeper in Rock.

Lavern, is one of the nicest people you could meet. And it really bothers me that I tell her what to wear and required that I have a nametag (and with only my first name, as if I'm everybody’s buddy)!

I agree with this biased practice. Or, if money is no object, get name tags and uniforms for all students, administration, and faculty. But don’t make the people who keep this place go-

ing alienated and uncomfortable. It’s just

not fair.

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not fair.

Karen Smith ’88
Community meeting time for action

Faculty gets involved

To the Editors of the Bryn Mawr College News:

We are pleased to see that the Bryn Mawr community is willing to acknowledge openly the problems of racism, classism, and other forms of discrimination that exist on our campus. Over the years, many of us have participated in other springtime discussions, forums, and committee meetings that have specifically addressed these issues. Past experience shows that dialogue alone is not enough and has the danger of becoming merely symbolic and cathartic in function. Such discussions usually originate from students and result in recommendations for action. In the past these recommendations have not been adequately implemented. Too often they are simply buried in committee reports. We endorse the Minority Coalition’s list of demands and suggestions and urge that they be acted upon immediately. As faculty, we are understandably concerned that the financial priorities of the college be directed toward adequate staffing and curriculum development. The lines mentioned by the students. The highest priority must be placed on recruitment of minority faculty and staff who teach in areas of minority and non-Western studies. Publicized goals, targeted searches, timetables, and regular public review with respect to the implementation of the Minority Coalition document will provide leadership in actually implementing solutions as well as in simply facilitating discussion.

We encourage faculty and administration to assume their obligations under the Plan of Government and to take a more active role in addressing those concerns that fall within their particular spheres of power. In this way, we believe that the Bryn Mawr administration will provide leadership in actually implementing solutions as well as in simply facilitating discussion.

Sincerely,

Jane Caplan
David Karen
Richard Jordan
Joyce Lewis
Toba Kerson
Susan Yatso
Lenard Kaye
Tobia Kerson
Philip Kilbride
Myra Love
Michael Krausz
John Ludden
Robert Robinson
Marc Ross
Jane Korn
Mary Kraus
Nancy J. Kirby
Katherine Richmond
Bill Yosburgh
Jane Korn
Mary Lurie
Joyce Lewis
Philip Lichtenberg
Myra Low
Steve MacGawen
Marcia S. Martin
Carolynn Needham
Harriet Newburger
Xavier Nicholas

President discusses plans

The prejudiced mind

To the Editors:

I am writing to raise some questions about the term “classism,” since I think the apparent analogy with terms like “racism” and “sexism,” one thing we mean is that we consider it wrong for biological differences to be the basis for social inequality. We can distinguish between “race” and “sex” as relating to physical differences, on the one hand, and “classism” and “sexism” as relating to social and cultural inequalities, on the other. But what does the distinction between “class” and “classism” mean, if “class” itself refers to the social and cultural structuring of inequality?

Does opposing classism mean the abolition of inequalities based on wealth and the establishment of a classless society? Or is it a question of urging greater sensitivity to and appreciation of the experiences and values of people from different or less advantaged socio-economic classes? Is current talk about classism essentially talk about elitism and social snobbery?

Do we view social class differences, as compared to social differences associated with race and gender? We often talk in more or less retain the attitude to the latter two, saying that the attributes and values of different groups should be respected equally. We may even argue for the superiority of groups that have been treated as inferiors in the past. What does it mean to talk about elitism? We might say that some values associated with less advantageous classes are superior to those of more advantaged classes, but we would probably not want to travel too far down the path of relativizing wealth and poverty.

Sociologists point out that there has been a shift from political movements like those of the 60s, where the goal was structural change in the economy and in the political system, to cultural movements where the goal seems to be a change in values, lifestyles, and interpersonal behavior. We need to think about the relationship between changes of the first kind and changes of the second. Something critical reflection to the way a term like “classism” has come to use can lead to a clearer sense of what our goals really are and how we believe we can achieve them.

Judith Shapiro
Professor of Anthropology and Academic Deputy to the President

Minority Affairs

I shall ask this Board to come together at least once each semester to review the goals set and the progress achieved in the various areas of College life. The Board will be asked to advise me on future directions for increasing the effective participation of members of African American minority groups in the life of the College. Our institution must be one in which a highly diverse group of people can live in harmony and mutual respect.

Lorrie Kim expresses personal views on racism and classism at BMC

Viewing classism

To the Editor:

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Judith Shapiro
Professor of Anthropology and Academic Deputy to the President
Minutes from racism and classism discussions

The following is a summary of notes taken at discussion groups of April 19, 1988.

Admissions
Minority applicants are interviewed by alumnae who are not sensitive enough to their needs for minority recruiters. There is a need for workshops which address minority concerns.

The committee recommends information to give to student prospectives and there should also be more minority tour guides.

A required minimum of minority representation in the admissions office may be indicated. There are advantages to quotas as well as disadvantages. These quotas would help to define the differences between minority and non-minority students, which is essential for recruitment. At the moment it is difficult to emphasize one's racial status on the application.

Minority students should be recruited from all classes and classism should disappear.

Financial aid. Questions were raised about how we would continue to meet the financial needs of minority students as federal aid is cut.

How has the summer program failed and what should it ideally be? Whether it should include only minority students, include all minority students, be an opportunity for social bonding, a sort of catch-up to eliminate need for an introduction to college-type work.

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

A minority recruitment program drafted by the Minority Affairs Council was presented. Betty Vermeys helped the proposal and verbally accepted it. The proposal is on page 9.

Appointments
1. What is the College Affirmative Action Program? What should it be? Shoudl diversity in the faculty be considered an institutional priority? Should diversity in the college be considered a function of diversity in the curriculum? What is the relationship between the need for diversity in the faculty and diversity in the curriculum?

A minority faculty recruitment program drafted by the Minority Affairs Council was presented. Betty Vermeys helped the proposal and verbally accepted it. The proposal is on page 9.

2. Search. We need a clear policy of how affirmative action is implemented in searches. What should be the role of the Minority Affairs Director be? The Affirmative Action Officer? The Appointments Committee? Departments? Student representatives? Other minority faculty members of the College? Aggressive recruiting and networking, including alumnae networking, are important for increasing the pool. We should target students, not just majors, can discuss curriculum issues with the students?

3. What should be the function of the Minority Affairs office? Should the Minority Affairs office be a full time job? Should there be a faculty affirmative action officer separate from the Director of Minority Affairs? Should there be one minority faculty member on the Appointments Committee?

4. Should there be anti-racism workshops? How should the minoriy faculty be more comfortable? Would it be possible to switch non-tenure track positions for existing minority faculty? Is there a tendency to hire minorities to non-tenure track positions? Is the administration using financial problems as an excuse for not making long range minority commitments?

5. Strategies. We should work out new strategies for bringing minority faculty to the College. Possibilities include:

- by installing diversity requirement?
- by diversifying faculty through targeted appointments?
- by establishing minority faculty search committees?
- by creating mechanisms by which all students, not just major courses, can discuss curriculum issues with the students?
- by providing faculty with stimulus and suggestions for diversification in the form of conferences?
- by increasing the pool?

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

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Curriculum
1. How can greater curricular diversity be increased?

- by installing diversity requirement?
- by diversifying faculty through targeted appointments?
- by establishing minority faculty search committees?
- by providing faculty with stimulus and suggestions for diversification in the form of conferences?
- by increasing the pool?

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

A minority recruitment program drafted by the Minority Affairs Council was presented. Betty Vermeys helped the proposal and verbally accepted it. The proposal is on page 9.

2. Searching for minority groups:

- by having all students, not just majors, can discuss curriculum issues with the students?
- by providing faculty with stimulus and suggestions for diversification in the form of conferences?
- by increasing the pool?

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

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3. Honor Code

- by establishing a core course on racism to be required of all freshmen?
- by eliminating faculty in all departments to create and actively exploit some opportunity for the study and discussion of racism and prejudice within their curriculum?

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

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Student Organizations
1. Bi-College News

- by installing diversity requirement?
- by diversifying faculty through targeted appointments?
- by providing faculty with stimulus and suggestions for diversification in the form of conferences?
- by increasing the pool?

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

A minority recruitment program drafted by the Minority Affairs Council was presented. Betty Vermeys helped the proposal and verbally accepted it. The proposal is on page 9.

2. Funding for Minority groups:

- by including some focus of diversity in all English 015 courses?
- by restricting Mellon Fellows appointments to the purpose of diversifying the curriculum?
- by requiring all departments to hold open meetings with interested students to plan course offerings and making staffing decisions each year?
- by encouraging all professors to hold 'in-progress' discussions of content and approach in each course during the semester?
- by energetic exploration of sources of outside funding for initiatives in curricular diversification?
- by identifying or creating a College Committee appropriate to stimulating and maintaining constant oversight in the matter of diversifying the curriculum?
- by creating a diversity requirement?
- by establishing emergency funds for clubs which are underbudgeted?
- by raising a sample budget form?

Other things needed: a brochure on minority experiences at BMC and a minority weekend to be open to all minority prospective students.

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Discussion minutes continued from page 5

dealing with the past, the group can be included in the future and the past can be dealt with differently. At the meeting to compile the suggestions for action, members of the Commission agreed to a plan to establish a University-wide Committee on the Elimination of Racism. The plan includes the following steps:

1. **Establish a committee** by adding members from each of the institutions involved.
2. **Review the existing policies and procedures** to identify areas for improvement.
3. **Develop a comprehensive program** to address racism on campus.
4. **Implement the program** in a timely manner.

Chairpersons: the five faculty and seven staff members to raise their concerns. "We urge those present to remember the importance of student recruiters because they are able to relate to students on campus and go through the college admission process." and to effectively increase the application pool of minority students.

2. **Provide training for students** on how to interact with minority students.
3. **Establish a Minority Student Recruitment Program** to attract and retain minority students.
4. **Provide financial aid** to minority students who meet the criteria.

Minority Coalition's admissions plan

Proposal for Minority Recruitment Program

1. **Recruit minority students** for admission to the college.
2. **Establish a Minority Student Recruitment Program** to attract minority students.
3. **Provide financial aid** to minority students who meet the criteria.
4. **Develop a comprehensive program** to address racism on campus.

Community meeting continued from page 6

one. Rubin also was disturbed by the neglect of the country and the country's failures over the weekend, so that Housekeeping staff could be at home with their families. Celeste Aaron, co-President of the Sisterhood, urged that we remember to include Dining Service workers in all discussions regarding staff.

Outcome

The minutes recorded at the smaller discussion meetings, along with a letter from President McPherson compiling the suggestions for immediate and long-range action, are included on pages 7 and 8 of this issue of The College News. A public reporting at the fall convocation on the progress made over the summer, periodic reviews of the progress, and more effective communication between the admissions office and the college admission process.

• "students on search lists" To work closely with the representative committee in the assign-
**Honor code indoctrination discussed**

**BY GINA GRANELLI**  
**88 HONOR BOARD REPRESENTATIVE**

Those Princeton people are sneaky. The first thing we did upon arriving at the Princeton conference on honor systems was our four workshops scheduled for the last day. We frowned over the titles: “Institutional Systems in an Adversarial Culture” (what do they mean? “Adversarial” sounds good but “non-tolerating”? The words stick in a politically correct Mawter’s throat.) Then, finally, we saw “Honor Education: Indoctrination, Habituation, Teaching Ethics” (Aah ... education, ethics, that’s what our code is about. We’ll worry about the “indoctrination” part later.) Workshop #4 made it to the top of our lists.

And so, though we’re not proud of it, we found ourselves in an environment of men and women in uniforms and dress-for-success suits, we panicked a little. Before seeking out a chance to learn the shortcomings of dishonorable situations, we found out first for that first hour, to what we thought was the familiar. But a funny thing happened on the way to the “Honor Education” workshop Carrie Wofford, Dean Trimarch and I attended back with a presentation from a cadet at West Point. They described what it was like to succeed in making the participants consider a variety of systems and points of view.

Cadet David Wilkie, Chairman of the Cadet Honor Committee at West Point, gave our group a slide presentation of the Committee’s four-year honor education program, which began in 1985. He said the program’s goal is for cadets to learn to commit themselves to the standards of the West Point honor code, which reads: “A cadet will not lie, cheat, or steal; nor tolerate those who do. The Committee tries to explain the reasons for the code as well as the obligations and benefits of living under the code, and the people who cadet said that cadets have been shown to have a strong effect on the behaviors of others, as well as on themselves.”

Carrie asked whether it was the ambiguity of response or the care expressed by the second girl’s parents (i.e., “we will be very disappointed”) that was important. Professor Cooper said he separates the two aspects of their response because he worries that sometimes “the structure of the situation can override the values that have been brought to the behavior.” He cited the behavior of individuals who followed the orders of the Nazis as an extreme case. What are the implications of the professor’s story for honor systems? First, his view suggests that the values and attitudes expressed by our institutions’ codes are more likely to remain with us after we leave the institutions if we take responsibility for acting on those values. Also, Professor Cooper suggested that honor codes (academic and social) that are ambiguous about consequences and leave room for interpretation tend to make it more difficult to allow individuals to take responsibility for their actions and make their own judgments. Second, he said that non-toleration, non-toleration, clauses make it more difficult to violate the honor code to tolerate someone in the community regardless of the code. This is because behaviors reflect on the community. The ideal would be non-toleration that “has some ambiguity around it” yet still produces the behavior, he said. Someone in the group, a newly hired administrator, spoke of the frustration of working at a college where, in her opinion, the students are treated like children and act like children. She said that the administration was trying unsuccessfully to impose a nominal academic honor code on unwilling students. Can students be expected to act with honesty and integrity, she asked, when the administration deals with them dishonestly and as though they were incapable of mature judgment? She said that she was coming to think that honor codes work only when the values they represent are already rooted in a community. Are honor codes that encompass everything, resist discipline and punishment. The split follows the division between small women’s colleges and military academies. Eep! A man in uniform. Military. Run away. Oh! It speaks and it listens. Okay. I’m impressed. And I even got my own name tag! All this money and they still can’t stop the bloody rain. And then there was more discussion.

Eventually, we shut up. People were so surprised by our code, our privileges and our responsibilities. They just couldn’t believe that students would rather work in a system that worked. By the same token I couldn’t believe some of what I heard. One institution had a “transgender clause,” another could only expel, Princeton had investigative teams and Gettysburg had a “transgender clause.” And then we had another speaker, who was unexpected. (A front runner for a private interest group concerned with socially responsible finance. She advocated divestment, the ERA and paid child care. We liked her. And then we had dinner at the Princeton Community Center. F...!! What do I wear? More black, I guess. Polite conversation. Bleeding red meat on the...*

Male honor at Princeton

**BY GENEVIEVE BELL**  
**90 HONOR BOARD REPRESENTATIVE**

Building: gray post-modernist concrete. Men: badly dressed. Chins receding. Endowment: well, BIG. Politics: is this the last male bastion or what?

4 March: and I’m at Princeton . . . scary place, Princeton. Superficially it looks a bit Mahnker: old grey-stone build- ings, arcways, lead-light windows, courtyards, squirrels—but don’t let appearances fool you, because this is NOT Bryn Mawr. Somewhere, someone goofed, and they goofed majestically. They’ve let me off campus in “big bad dyke mode” (castrating bottles & lots of this). Princeton just isn’t ready. This conference should be interesting. I think. My god, they’re all in suits. Stockings, skirts, argh. Police corners. Subdued lighting: distinct absence of alcohol. Conservatism oozing out the walls. But at least there’s freedom.

Dinner was an experience. Three men from Washington and Lee where they’ve just gone co-ed, who flinched at the word “liberal,” and spent a lot of time looking at me like I was an exotic but completely unexpected bug that had landed in their collective soups and wasn’t leaving. They were fun. The keynote speaker was old, white, and male but he managed to con-
Homophobia looms

continued from page 5

women and minorities in general, and even these views are still present. One does not have to be black or gay to support the idea of equality for all; why should this be any different?

Still, though, there are some who feel that it will simply take time for all groups—especially including homosexuals—to be accepted, and that all that is needed is time. Apparently, what is overlooked is the fact that while we applaud sit-ins and walkouts to get 'hit with the spirit,' people are being discriminated against daily. Both in the larger world and in the immediate community, people are showing their resistance and reluctance to accept the views of other minority views. If we wait, nothing will be accomplished. People do not want to accept the fact that homosexuals exist, that until the 1970s, women, Mexicanos, blacks, Jews and the poor (no offense to those whom I have left out) are equal people.

Lesbians and gays are scantily, scarcely, sporadically and inadequately protected in terms of employment, housing, and adoptions, to name but a few areas in which these people are discriminated against; there is little legal action a homosexual man or woman can take if she is fired from or denied a job or evicted from or denied housing or if...
Rugby triumphs

BY JENNIFER WARD

The Bryn Mawr—Haverford Women’s Rugby Team returned home from the Rutgers rugby tournament held over the weekend of April 23-24, as the holders of the national championship game. They played four games in the five-team tournament, and although they lost the championship game, in kick-off against Shippensburg, they have the distinction of being the only team in the tournament to have had no tries scored against them.

After holding their position on Morgan’s end of the field for the majority of the play, the Toads finally scored the only try of the game off of a lineout 15 meters from Morgan’s try line when flanker Jen Ward broke through the ball and burst through the defense to touch it down for four points. There was no conversion.

The by-college ruggers next faced Hofstra. The first half saw them almost definitely hopping. For the future, with their numbers, with the schollies, with the experience, with the team morale that comes with success, the Horned Toads have nowhere to go but up.

In spite of excellent team work, both in back play in tough kicking and mauling of the pack, no tries were scored in the first half. However, outside center Louise Nielson made a penalty kick for three points.

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The best rugby ever. Each victory was a result of both on and off the field. Unflagging class and tempers in spite of harassment from both on and off the field.

The Toads played their game, maintaining class and temps in spite of harassment from both on and off the field. Unfortunately, in spite of the fact that the Toads dominated the entire game, rarely letting Shippensburg leave their own end of the field, at the end of the regulation time the score stood at 0-0. The teams then entered a ten minute sudden death overtime.

The ten minutes passed and still there was no score, bringing the decision to a kick-off between the two teams. Kaitlin Nelsen filled in for Nielson in this high pressure situation, making the first kick but missing second row player Carla Tohtz, who refused to let their pack’s hard work go to waste.

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The bi-college ruggers next faced Hofstra. The first half saw them almost exclusively within their opponents’ 22, but although they dominated the entire half, they were lacking that final push to punch the ball through.

In the second half, the Toads got hungry and made their hard work pay off by scoring three tries. The first try was scored when fly-half Andra Lutz was there to pick up the ball spoiled by the opposing scrumhalf, slip on the try line and score. Nielson took the conversion for two points.

The second try was a classic play by the green pack on a five-meter scrum. Number eight Maria Schweicher held the ball in as the green scrum drove Hofstra over the line with scrumhalf Daniela Brancaforteh touching the ball down for the team’s first ever push-over try. Fullback Jen Wilson, who has been a successful conversion specialist from training on more than one athletic field, converted the try.

Audrey Driver scored the third try, taking the ball from Lutz and diving over the line to put it down just inside of the touch line. The game ended with a 16-0 victory for the Horned Toads.

The team went home on Saturday not only undefeated and unscorched upon, but with the highest number of cumulative points (23) scored during the tournament. The team returned Sunday for the championship game in a kick-off against Shippensburg. It was a tough game, but true to their record the Toads played tight, hard rugby, dominating the game and winning 6-0. The try was scored by Lutz, with a conversion by Driver.

When Hofstra failed to show up, Shippensburg received a by and faced the Toads with a fresh team. This game marked the low point of the tournament, not because of any let-up in the green team’s play, but because of the dirty play and general sportsmanship exhibited by Shippensburg.

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This tournament saw the Horned Toad’s best rugby ever. Each victory was a result of strong team unity. Every player was supportive, every player was thinking about where they were and where they should be next. In all four games, both the strategic kicking of Lutz and the unflagging support of Ward on both offense and defense were invaluable to the team’s success. Spectators and referees alike went out of their way to compliment the coach on the team’s skill and discipline, admiring especially their strength in rucking, mauling, and tackling. Coach Peter Nolen said of the team’s performance in the tournament, “That’s the best I’ve ever seen women’s rugby played.”

The Bryn Mawr—Haverford Women’s Rugby now has a season record of 6-2-1. Following the fall season’s record of 0-7, this is evidence of how far the team has come. After struggling for two years to get into the tournament, the Toads have nowhere to go but up.

Cold fails to hold back runners

BY SHANNON HEATH

The Mawrters bravet cold temperatures and strong winds to run successfully at Kutztown State College on April 18, and at the Columbia Invitational on April 25. The blustery winds did not slow Bryn Mawr’s top distance runner, Catherine Payne, as she ran to a second place finish in the 5000 meter event at Kutztown. The following week, while fighting off the flu, she still managed to equal her best time in the 3000 meters (10:53). Fellow freshmen, Margie Zeller, ran a personal best in the 1500 meters, a time which she improved upon by an additional nine seconds the following week at Columbia to run 5:22. Senior Michelle Schasberger, competitor of the last meets of her college career, equalled her best time in the 3000 meters (12:29) in her home city of New York.

The sprinters fared equally well in both meets. Coach Casey Bradley has expressed concern since the cold weather had prevented the short distance specialists from training on more than one occasion. Bradley noted that sprinters are much more susceptible to injury than the distance runners, particularly in cold temperatures. Despite these difficulties, Lauren Baier achieved her season-best in the 400 at Kutztown to run 58.41. A week later she was only a second slower. Angela Johnson and Denise Patterson sprinted to top times in the 100 meter dash at Kutztown with times of 14.7 and 14.8, respectively. At Columbia, Johnson dropped 2 seconds off of her personal best in the 200 meter event. This much off a time drop is highly unusual for such a short event.

Training under Coach Bradley has also proved beneficial to those in the field events. During workouts she has been emphasising the importance of technique. Freshman Lakshmi Sadasiv’s performance against the stiff competition at Columbia showed the benefits of Bradley’s approach. Sadasiv finalised in the discus throw at the meet. In general, the entire team has shown consistent and large improvements in their performances throughout the short season. When one reflects back on the fact that Bradley only began coaching the team after spring break, the improvements are nothing short of phenomenal. Before that time, the runners had just been trying to do some training on their own. Although driving with Casey, particularly in New York, is like playing Russian roulette, she has helped Bryn Mawr’s track club to start off their first season with a flourish of successes.

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