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THE COLLEGE NEWS

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BRYN MAWR COLLEGE

May 12, 1988



MABEL LANG SITS in what seems to be her natural habitat. She and Machteld Mellink will be sorely missed when they retire this year. BETH FUSSELL

Lang and Mellink celebrated

BY HEATHER HARWOOD

With a mixture of excitement and sadness, professors, students, alumnae and friends gathered in Goodhart Hall on Saturday, April 16, to honor two of Bryn Mawr's most prestigious, respected, and well-loved professors, Mabel L. Lang, professor of Greek, and Machteld Mellink, professor of archaeology, both of whom are retiring from their undergraduate duties this year. The day's program started off with a lecture entitled "A Protean-ProtoOdysseus?" given by Lang, reflecting her well-known creative scholarship and ingenious delivery. Following this was a luncheon held in Thomas Great Hall where old friends and colleagues caught up on each other's lives and Emily

Vermeule (Bryn Mawr graduate '50 and Ph.D. '56) delivered a eulogy for the guests of honor. The afternoon's agenda included a lecture by Miss Mellink on "Bryn Mawr Archaeologists and the Near East" and an "Anatolian Workshop"—a series of lectures on Anatolia given by Tamara Stech ('67, Ph.D. '73), Jeanny Vorys Canby ('50, Ph.D. '59) and Sevim Buluc (M.A. '67).

The high point of the day's activities was Emily Vermeule's speech, in which she compared Miss Lang and Miss Mellink to the twin sons of Zeus and Leda, Castor and Polydeuces, who, in Greek mythology and poetry are regarded as mortals and worshipped as deities—famous for their bravery and skill in fighting. Cleverly changing the gender ending of the Greek word, Vermeule entitled her speech "Dioskorai: Two stars keep not their mo-
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Harassment investigation continues

BY CARRIE WOFFORD
and GRETCHEN KREIGER

Following an administrative failure to inform harassed students of their rights, a conflict over suspects between Security's need for confidential investigations and the student need for personal confrontations, threatened lawsuits to the College by both a suspect and a harassed student, and an Administrative decision to drop the case, investigations are now back on track regarding the victims of the Rhoads South harassment (involving obscene and violent messages—see the Editorial in *The College News* issue of 2/29.)

Dean DiQuinzio told one of the victims that the administration felt there was no other option but to drop the attempts to

find the offenders. This was because the Equal Opportunity Grievance Procedure (found on pages 53-56 of the 1987-88 Student Handbook)—which is the official procedure dealing with sexual harassment in the College—has as its first step a confrontation with a suspect. As one of the harassed students said, "For this policy to work, you have to know who has been harassing you, and in this case we're not sure."

One reason for the lack of suspects has been that Director of Security Kathy Steinbeck has needed to keep her information on suspects confidential in order to investigate (and thus has not allowed the grievants to see her evidence); yet the grievants can do nothing under the Social Honor Code or Equal Opportunity Grievance Procedure without a suspect

Honor conference shows uniqueness of BMC

BY CARRIE WOFFORD

At the Princeton Conference on Honor Systems in March, I was struck by two things: that Haverford and the women's colleges were very different from all the rest in being more flexible and interpretable, and less discipline or punishment-oriented; and that Bryn Mawr's Social Code is radically different from any other in giving responsibility to individuals to work out their mutual problems (very few schools have social Codes anyway).

Within the first few hours it became clear that there is a difference between the Codes which are rigid in interpretation and application, and are evidence-oriented, with an investigatory or truly trial system (two even have law students represent the accused student in a trial (open to the entire school), and those more comprehensive in applicability, more flexible in response, and more community-oriented, as found at what are or once were women's colleges, and at Haverford. At a very basic level, the Honor Codes

at Bryn Mawr, Barnard, Connecticut College, Haverford, Mt. Holyoke, and Wilson operate out of trust, while the others operate out of distrust. (Barnard, Mt. Holyoke, and Wilson are women's schools, while Connecticut College used to be). When I expressed this to my discussion group (with representatives from Barnard, Brigham Young, Connecticut College, Duke, Gettysburg, Haverford, Princeton, Stevens Institute of Technology, Wake Forest, Washington & Lee,

Trustees hear Coalition concerns

BY DENISE TUGGLE

At 8:00 a.m. on Saturday May 7, members of the Minority Coalition, CORP facilitator Tanya Sharon, SGA President Linda Friedrich, and director of Minority Affairs Joyce Miller met with 29 members of the Board of Trustees over breakfast.

The full cast of students present goes as follows: Sisterhood Co-President Celeste Aarons, HSA member Mili Cisneros, Student Representative to the Trustees Michon Crawford, Linda Friedrich, Miya Hamera, HSA president Grisel Jimenez, Petition Co-Author Rhonda Johnson, COLOR member Lorrie Kim, Shalini Kulasingham, COLOR member Allison Louis, Sisterhood Co-President Jackie McGriff and Tanya Sharon. A variety of issues were discussed from academics to staff issues. Did it go well? Yes and no, depending on what your priorities are.

The breakfast was supposed to be informal, but the Trustee Chair, Hannah Gray, presided. The discussion was so formalized that Johnson left early in disgust. She was not alone in her impatience with yet even more bureaucratic talk. Several students felt annoyed that Gray restated/interpreted almost everything that was said, and sometimes students had to tell her, "No, that is not what I am saying, what I am saying is..."

For most of the students talk no longer inspires confidence, but distrust for a number of reasons. Sharon was most frustrated with what she termed "guilty rhetoric." She cited examples such as being told that Bryn Mawr was not the only place this is going on. First the students were told the situation was national and as discussion progressed they were told

it was global. "So what?" was the unspoken response. Those trustees who hide behind that excuse obviously hadn't read Thursday's *Philadelphia Inquirer*. We aren't like everyone else; we care, and we happen to think that Bryn Mawr does not settle for being commonplace. For once, our elitism is being put to good use. Another excuse Sharon cited and found highly insulting to students was being told that "These may not be our priorities five years from now."

Another source of disgust with more talk is Bryn Mawr's herstory for lots of talk and little results. We talked in '81 (Original Minority Task Force). We talked in '85 (Divestment). We talked last year and we're still talking. We are reassured each time that we are "making progress," and yet still it is possible in 1988 to write a 10 page petition talking about Racism and Classism on this campus, and yet still it is possible to do a three page follow-up list of demands, and yet the staff is not been "allowed" to unionize. So despite one Trustee's feeling that we have made progress, because the trustees and the Minority Coalition were actually meeting, many students are neither satisfied nor reassured. It remains that every act of progress has been initiated by students, not by the faculty, the administration nor the trustees. Students have had to fight for progress. So the trustees will have to forgive us our distrust, if they want to get beyond it.

Fortunately, it was the belief of many of the students that many of the trustees do indeed want to "get beyond it." Trustees deserving special note for their receptiveness are Delores Norton and Constance Clayton, according to every student that I talked to. When Cisneros said
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to confront. According to one of the harassed students, Steinbeck is less than open to operating under Honor Code procedures, preferring to approach the case legally: "She has very little respect for Honor Code procedure."

Moreover, the harassed students were not able to exercise their rights under the Grievance Procedure because they were not advised of them until three months after the incidents had occurred. This was due to an administrative mixup over who was to tell the victims their rights.

Recently, after being told the identity of one suspect, and after the administration had informed the harassed students of official procedure, a confrontation (the first step of the Grievance Procedure) did take place. The confronted suspect was not found by the grievants to be the culprit.

But, at one point, the confronted suspect threatened a lawsuit on the grounds that

he, himself, was being harassed by the students and Honor Board who chose to confront him.

Because nothing was being done on the case, and the administration had not taken a stand publicly, one of the harassed students informed the administration that she, too, had gotten a lawyer (through the Gay and Lesbian Task Force). At this point, administrators assured her they would continue with investigations.

Kathy Steinbeck, Director of Security, defended the current stance: "We haven't given up by any means." Security does hourly sweeps of Rhoads North 2nd and 3rd floors (although the victims live in South), and Steinbeck, with the approval of the administration, has resumed previously suspended interviews of dorm residents in an attempt to find more evidence as to the identity of the offender(s). Steinbeck insists that those involved in the case have "played out their hand" in the investigation of particular individual suspects. Checks of handwriting, fingerprints, and a possible psychological profile of the offender(s) yielded no positive results. Steinbeck states that a more intense investigation is pending.

Under legal boundaries, "menacing" and "harassment"—official terms used to describe the incidents—fall in grey areas of the law. According to Steinbeck, there is "no clear cut place in the legal system" for full-scale investigation and prosecution of such offenses; this is part of the
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Alum/Harcum Administrator questions BMC feminism

BY CARRIE WOFFORD

A harsh criticism of Bryn Mawr's brand of feminism is what you'll hear from Rose Makofske, a former Bryn Mawr College student and administrator. Makofske calls it the "single women" view of the world, an attitude which is fostered by and caters to unmarried women without families.

Rose Makofske, whose husband Tom worked until this semester as Bryn Mawr's Director of Academic Computing, graduated from Bryn Mawr with a B.A. in 1978, and a Masters in Anthropology in '81. She worked at Bryn Mawr Undergraduate Admissions on and off for two years ('78-'79, and through '81, and then again in '84 and '85). After an undergraduate Political Science major, the Malaysian Rose Makofske studied anthropology

to understand cultural climates. Her hope was to go into child development, and at the graduate level she studied childraising practices in different cultures.

From 1978-79, she gained practical training while working at the New Gulph Child Center. She married Tom Makofske while in graduate school, and had children in '83 after which she stayed home for a few years. The feminism she saw up until
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EDITORIAL

The American Heritage dictionary defines a trustee as "a member of a board elected or appointed to direct the funds and policy of an institution." A position with this much power over people's lives and money carries with it, especially at a liberal college such as Bryn Mawr, a moral imperative for socially responsible decision-making.

As many have stressed, the quest for financial equilibrium does not mean cutting corners; it means reprioritizing the College budget. How can we justify the allocation of untold sums to the law firm of Montgomery, McCracken, Walker & Rhoads for the purposes of "persuading" College employees not to unionize, while "lack of funds" is cited as an excuse for perpetuating the conditions of Bryn Mawr College's working poor?

Another commonly heard excuse for the abysmally low wages received by employees of Housekeeping and Dining Services is that "everybody has to make sacrifices, from Pat McPherson on down." This kind of excuse shows blatant indifference to the fact that for many employees on the low end of the pay scale, such "sacrifices" mean living near or below the poverty level even when working full-time, while for those at other levels it means taking out a loan to pay for a child's college tuition.

We students who have been steadily demanding an examination of the College's priorities believe that there is a simple standard: the highest priority should go to areas in the most dire emergency. We challenge the Trustees to demonstrate their awareness and concern in the Housekeeping, Dining Services and Physical Plant raises to be announced in June, and with other tangible evidence. ♀

Investigation

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reason that the decision was made to keep the investigation in house, rather than turning the case over to the Lower Merion Police Department.

Explaining the problems of a college grievance procedure, Dean DiQuinzio said an investigation without "good evidence" can violate the civil liberties of those being investigated: "It's a vicious circle."

Unfortunately, neither the Equal Opportunity Grievance Procedure nor traditional legal procedures have proved adequate in solving this case. Students and administration are slated to start work on a more thorough anti-harassment procedure. Students Against Sexual Harassment, a group formed in solidarity against this and numerous other recent incidents, is asking for personal accounts of any sexual harassment experienced at Bryn Mawr to be sent to box C-81. We as a community—students and administration alike—must take our protection into our own hands. ♀

To the community:

Let me be the first to admit my lack of talent for off-the-cuff public speech, vividly demonstrated at the Bi-College community emergency racism meeting last Tuesday: let me try to convey my meaning here in the newspaper, hopefully with clearer results. My comparison of methods of academic teaching with those methods of teaching about the growing concerns and flourishing problems of racism and our community's lack of effort concerning them may have seemed flip at the time, but I would like to validate that comparison here.

It is impossible to teach, educate, convey meaning or fully communicate an idea or fact using negative re-enforcement and undiluted anger: an example would be something like, "What do you mean, you can't tie your shoes? Everybody knows that. Are you slow, or what?" This response creates anger and frustration while it destroys all lines of communication. When we are taught something in a classroom, for instance, we are not usually bullied and belittled into it. Facts and information that we gather in this college are remembered and stored because we are free to remember it. Granted, this institution and some methods are flawed—that was made clear at the meeting. But teaching itself is an invaluable tool. If someone is ignorant on a point, explain your position. Find out why someone holds a different viewpoint instead of informing them of their ignorance. Everyone should be treated as individuals, and not as foreign objects. Keep the lines of communication open not with anger or hostility but with education. Anger can supplement and fuel one's desire to edu-

To all those interested in the Seven Sister Conferences:

I am frustrated with the current discussion in SGA over whether or not Vassar should be allowed to send men to the Seven Sister Conferences. I am frustrated because it seems that all the history and solution to this conflict have been forgotten, as evidenced by unanswered questions during the April 3 SGA meeting regarding whether men ever attended, and what the Conference's purpose is. I would like to share both that resolution and the history as I saw it as the 1986 feminist delegate, the 1987 Bryn Mawr delegation coordinator, and a representative of Bryn Mawr at the October, 1987 planning meeting for future conferences—at which men were discussed in depth.

1988 delegate Joannie Chang reported at SGA on April 3 that at the Radcliffe-hosted Seven Sister Conference this spring, Vassar had given an ultimatum—either let men in or exclude Vassar completely—and wished the 7 sister schools to discuss the issue.

This is frustrating because our SGA already voted to pass a proposal for Vassar's inclusion written last October at Vassar by representatives of the student governments of the Seven Sister schools (with the exception of Smith and Radcliffe, who could not travel that far, but who supported the decision).

The decision was that there be two conferences: one, a Seven College Student Government Conference, for representatives (male or female) of student organizations to discuss issues of concern, and to be held at the same time and place as the Administration and Faculty Seven College Inc. yearly meeting; and the second, a Seven Sister Women's Conference, for women only to discuss issues particular to the Seven Sisters colleges (formerly all women's colleges).

The history has been as follows: in 1987, Vassar's male student government presi-

cate others, but if left to itself, it can only suppress the voices of different opinions and close the minds of those that want to be educated on the many issues involved with racism.

I would never be so irresponsible as to compare the frightening realities of racism with a verb tense or a theory of physics. My comparison was one of education and understanding versus negative reaction and lack of communication. I am obviously not a public speaker. But my opinion, as a member of this community, had as much right to be expressed as anyone else's. I am not sorry that I spoke: I am sorry that I was misunderstood. Thank you to those who pointed out my own lack of public speaking and communication skills with acid alacrity. You gave me a chance to express my views on paper instead.

R.F. Coppleson '90 ♀

dent picked himself as a delegate for the conference at Smith. Never before had men attended the conferences since they had been re-started in 1983 (and when the colleges used to meet years ago, they were all single sex). When the Smith conference organizers (in agreement with the student presidents of all the other Seven Sister schools) forbade Vassar from sending men, the Vassar Student Association threatened to sue. In the end, the VSA President relented, but handpicked a delegation that did not meet Smith's request for a diverse representation for their conference on "Women, Race, and Class," and Vassar's organizations for women and people of Color responded by coordinating a second, unofficial Vassar delegation.

At that Smith conference (Spring, 1987), it was agreed that only women should attend future conferences. However, the Vassar student government executives of this academic year still wanted to send men, and so held a planning meeting in October. In the end, they were satisfied with the two conference plan outlined above. Therefore, I am surprised it was an issue again at the 1988 conference.

The reason for having the two separate conferences is that we want to maintain ties with the Seven Sisters Colleges, but also that we want to discuss the special issues of a women's education with women of other women's colleges—and this has been the purpose of the Seven Sister Conferences. In the past four years, the conferences have focused on feminist issues ranging from diversity of feminist perspectives, to women, race and class, to women changing society.

Perhaps, then, the co-ed Seven Sister Schools (Vassar and Radcliffe) should no longer send delegates because they no longer have a perspective on a women's education. Perhaps the representatives at Vassar last October were not thinking clearly in asking the co-ed Vassar to send female delegates to discuss women's colleges. Perhaps, what has been a conference on women's education should be opened to women's colleges outside of the elitist Seven Sister network (for instance, in 1986, Bryn Mawr invited Spelman and Goucher).

I hope the community is able to give input on the problem, now knowing the history and specific plans of this conflict. I personally feel we should keep up the Seven Sister network in the context of a student government conference, and that we should also maintain—or re-create—a forum for discussing the identity and difficulties faced by students of women's colleges.

I believe comments or suggestions are to be directed to Linda Friedrich, if you are interested in more information on the October meeting, and in more specifics of the Vassar men incident, see the December 16, 1987 issue of *The College News*.

Carrie Wofford '89 ♀

To the Bryn Mawr Community,

I am writing in response to a comment which Cheryl Kim made in her article, "Diary of a homophobe" in the April 13, 1988 issue of *The College News*. In the entry of 1/5/88, she asks: "I wonder what God thinks about homosexuality." Then she states her conclusion—"Somehow I don't think He/She/It condemns it." If she is referring to a god or goddess made in her own image, then granted that if Cheryl Kim did not condemn homosexuality, he or she wouldn't either. The God of the Bible, however, says something else, clearly, in Leviticus 18:22: "You shall not lie with a male as with a woman; it is an abomination." Despite the Bible's sexism, this statement also applies to women. God does condemn homosexuality, and also things like adultery, drunkenness, greed, and envy: people who do these things will not enter the kingdom of God. (For references, see I Corinthians 6:9, 10 and/or Galatians 5:19-21.) God is not just a holy God who hates sin, however, but also a merciful God, who provides the possibility of salvation and change, to those who want it, through Jesus Christ's atoning sacrifice on the cross.

Sabina I. Rascol '90 ♀

Laura Miller
Editor
Box C-744
525-2897

Laura Engel
Editor
Box C-71
645-5549

Carrie Wofford
Associate Editor
Box C-1182
645-5726

Lorrie Kim
News Editor
Box C-1035
645-5561

Eliza Randall
Arts Editor
Box C-1461
645-6478

Lisa Lee
Asst. Arts Editor
Box C-1373
645-5085

Jennifer Ward
Sports Editor
Box C-847
525-2897

Meiko Takayama
Photography Editor
Box C-1519
645-5964

Liz Trowbridge
Graphics Editor
Box C-838
525-2897

Holly Arnold
Circulation Dir.
Box C-1210
645-5775

Joey Loinaz
Asst. Circ. Dir.
Box C-160
645-5672

Jennifer Williams
Advertising Dir.
Box C-1549
645-5181

Editorial Board: Priya Alagiriswami, Lisa Arellano, Lynne Bowers, Mili Cisneros, Thida Cornes, Beth Fussell, Amanda Hassner, Margaret Jewett, Cheryl Kim, Ipeleng Kgositile, Rachel Perlman, Elizabeth Skokan, Cindy Stevens, Beth Stroud.

Layout Goddess: Justine Comer.

Photography: Beth Fussell

Graphics: Deborah Smith.

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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.



Students march for staff rights

BY SIA NOWROJEE

Taking a concrete step away from much of the unfortunate rhetoric that has been the result of the anti-racism and classism activities on campus for the past three months, 150 people—staff, faculty and students—marched on campus last Tuesday for higher wages for Housekeeping Staff. The issues pertaining to Staff were discussed late last week by the Board of Trustees, and hence were singled out as a primary focus to reveal the racist and

"We have heard it said that workers like working here because when there is a job opening they can fill it with their relatives. This is not an acceptable excuse for keeping things the way they are. The fact is jobs are hard to come by. There is a word for treating workers badly because jobs are hard to come by, and that word is EXPLOITATION."

—Denise Tuggle, spokesperson for the Minority Coalition and member of Sisterhood

classist forces at Bryn Mawr. The protestors gathered at Perry House

and then silently marched through campus, carrying posters calling for change in the college's staff policies. The march ended outside Taylor, where the marchers formed a circle, and listened to two statements.

Linda Friedrich, SGA President, criticized Bryn Mawr's hypocritical stance as a proclaimed "family." Because of the exploitation that occurs here, she stated that "unfair and unequal treatment exists among siblings in the Bryn Mawr family." Alternatively, Friedrich said, if Bryn Mawr is not a family, and is viewed purely as a business, fair and adequate wages should still have top priority.

Addressing students and faculty, Friedrich called for an end to "intellectual snobbery" which invalidated all work that was not academic. Assuring housekeeping Staff of continued solidarity, Friedrich stated the demands which include a \$2 raise across the board, over and above the annual 4 percent increase, nametags for all staff or for none at all, and improved representation of Staff on the Staff Association and policy making committees.

Denise Tuggle, a member of the Sisterhood, spoke about the urgency of wage increases and better conditions for Staff members who have to support families on very low salaries. Quoting Sweet Honey in the Rock, Tuggle echoed the spirit of the march, saying:

"We shall not bow down to racism. We shall not bow down to injustice. We shall not bow down to exploitation."

The gathering ended with the chant of

"At Bryn Mawr we have allowed ourselves to accept intellectual prejudices toward labor. We turn up our noses at neighboring colleges and scoff at 'blue collar' work. We must stop thinking of intellectual pursuits as more valuable than other work. We must view all work as equally valuable. We must recognize that cleaning a dorm is as important as writing a journal article. All of us, faculty, staff and students are equals. We must accept our differences and our equality so that we can change Bryn Mawr together, for we cannot change it separately."

—Linda Friedrich, SGA President

"Change Now," as staff, students and faculty together called for the necessary action to substantiate this institution's liberal rhetoric. □

Responses from trustees

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she would like to see a written plan of action, these women agreed. Clayton went on to add that even though trustees only allocate money, she felt that trustees could also urge progress on by stating their concerns and making suggestions in the various committees. Gray also said that the trustees should take a leadership role in raising more funds for Anti-Racist and Pro-Diversity projects that had been suggested. The trustees also let the students know a very interesting fact as far as funding is concerned. Financial Equilibrium does not mean that the school is broke. It means that the school is working toward balancing the school's budget. We have as much if not more money than we have ever had before. Who do you suppose started that other rumour?

Friedrich said, "I thought the response was very positive, because I have been on the board for a year and I know how slowly they can move." Miller thought that it was good for the trustees to see and talk to the students "in the flesh, rather than as something on paper."

Trustees were much better on academic issues than on staff issues. Regarding weekend work, one trustee is reported as having said: "They knew when they took the job that weekends were part of the job. They didn't have to take the job if they didn't want to work weekends, there are lots of other people who want the jobs." Students were too aghast to respond, but I will quote my speech made on Tuesday, May 3, at the protest: "There is a word for treating the workers badly because jobs are hard to come by, and that word is EXPLOITATION." Friedrich expressed her concern over that sentiment, saying, "I don't think that we can view the staff as interchangeable. We must always remember that they are human beings and deserve to be treated with respect."

The true shocker, however, came when the students produced documentation regarding Montgomery, McCracker, Walker & Rhoads, the firm that the college hired this fall to unionbust in Physical Plant. There followed what can only be described as a loooooonnnngggg silence. Then a woman responded that yes, the firm was hired, and yes, their "counseling services" were applied to the potential of unionization of Physical Plant. What was decided was, "We don't need a union to solve our problems." Well, that is true. The trustees don't need a union to solve their problems, but Physical Plant, Housekeeping and Food Service might!

The students were told that Montgomery, McCracker, Walker & Rhoads were regularly consulted on all sorts of issues, and they would be hired again if anyone tries to unionize. All of this is true, but "we don't like to call them unionbusters." To be cliché, a rose by any other name is a rose. The woman then apologized to the members of the firm that were present. Would they have revealed their presence otherwise?

There is little doubt that both students and trustees came away from this breakfast much the wiser. Many trustees now recognize the importance of becoming better informed about what is happening on campus and many students better understand the mechanisms of power on this campus. The following is a composite of reflections by some of the students who attended the breakfast, but most statements shall remain anonymous to preserve academic safety.

It was frustrating to be told by the trustees to go to the faculty for curriculum changes. This entire semester we have been getting the runaround. The administration says go to the faculty. The trustees say go to the faculty. The faculty say go to the administration, and when that fails, we don't have the money, go to the trustees. Kim said, "The trustees appeared surprised at what we expect of them. I think we were misled into thinking that the trustees had a lot more power in the decision-making."

The roots of power on this campus end most times with the faculty and faculty com-

mittees. Even if the trustees do make the final decisions, they don't draw up the plans, faculty and administration do, and even President McPherson is limited. She usually only has one vote or can cast a tie breaking vote, but there are committees on which she has no representation at all. On the other hand, "most of the committees that make the decisions that change the way this college runs consist of or include members of the faculty." Kim said, "We have got to stop scapegoating the administration and trustees."

The main impediment to our progress toward acceptance of difference is our very own professors. It was the faculty who didn't pass the Diversity Requirement, curriculum is almost totally in the hands of the faculty, and hiring of new faculty is handled by departments. Unfortunately, "it is risky to directly confront the faculty because of the power they hold over our grades and lives." What makes the situation worse is that the very "professors that students know well enough to confront are the ones that hold the most power over our grades."

One student feels that the faculty view the students as both constant and interchangeable. Constant, in the fact that "there will always be students. If this batch doesn't work out, wait until they graduate. All problems will pass. . . . As students, our individuality is only of superficial importance."

Well, we have come a long way this year and have overcome a lot of naivete. Our conclusions are becoming both more unshakable and more surprising with every passing event. Is it not interesting that the more we know the less we can view the problems as simple, having simple solutions? □

To the Editor of The College News: Radicalism on the Cheap, or, The Paedagogical is the Political

A letter published in The College News of April 28, 1988, headlined "Faculty Gets Involved," supports the Minority Coalition's demands and urges immediate action and no stalling around. According to this letter, the primary aspect of racism and classism to be addressed by the faculty is that of hiring "minority faculty and faculty who teach in areas of minority and non-Western studies." The means to achieve this that are suggested are familiar and, I think, laudable: faculty support for targeted searches, timetables, and regular public review, the main fear expressed in the letter is much less to the point; it is the Bryn Mawr faculty's familiar bogey, the threat of 'inter-institutional cooperation.' Co-opting the Minority Coalition's demand list to serve the cause of Fortress Bryn Mawr, in opposition to bi-college cooperation, is an interesting example of radicalism on the cheap.

An increase in the non-Western presence at Bryn Mawr is important, and targeted searches and a variety of other measures—most importantly, faculty initiative and energy in searches and hiring decisions—will be required to achieve it. But that is only one part of the problem of racism and classism at Bryn Mawr, and surely not the only one that faculty should address. Just as important for us is the question of the relative position of the faculty and the housekeeping and maintenance workers at Bryn Mawr. In the last few years—as is generally the case in Reagan's America—the income gap between the highest and the lowest paid employees of the College has steadily increased (this is, I think, true both of the distance separating senior from junior faculty and that dividing faculty as a whole from the service staff). If "classism" in the demand list is to have some meaning relative to the situation of the College and its mission, it must lead to efforts at closing unjustified income and duty differentials among members of the College. Otherwise, it looks like a childish admonition—a vague gesture at some soft and trendy Marxism.

The following are suggestions for addressing the issues of racism and classism at Bryn Mawr by radically redistributive policies. I think all of them reinforce the traditional aim and reason for being of the liberal arts college, the education in living as free and thoughtful human beings:

- 1) In order to raise staff salaries and provide overtime pay for weekend work, there should be a salary freeze for all full professors and senior administrators (or perhaps the top 10 or 15% of salaried employees).
- 2) To the same end, undergraduates whose parents earn in excess of \$100,000 a year (or whose total wealth is more than half a million) will be asked to pay a 50% surcharge in addition to regular tuition and fees.
- 3) To reduce arbitrary class divisions (i.e., ones unrelated to the purpose of liberal education), all members of the community will be required to contribute a certain number of hours of work on a regular basis (perhaps eight hours a month) to performing unskilled maintenance and service chores. This should not be done if it resulted in laying off present employees, but as a long-term policy it would have great merit.

Exceptions to these policies could be granted as necessary for equity in particular cases, just as scholarship aid is granted now. But consideration of these or similar measures may provide a constructive beginning for appropriate reform.

Sincerely,
Stephen Salkever
Political Science

□

"VISION thru ART"

An Annual Exhibit of Excellence by Visually and Otherwise Disabled Artists

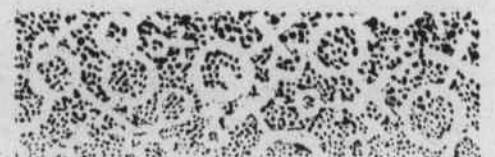
—Honouring—

Roy T. Peraino

1988 Recipient of the Laura Goodman Humanitarian Award

University City Science Center Gallery
3624 Market Street, Philadelphia, Pennsylvania

May 6 thru June 30
Monday thru Friday, 9 a.m. to 5 p.m.



Mary Pat gives consoling advice

To the Bryn Mawr Community,

As examination time approached, your editors in some distress, looked about for ways to provide succour, encouragement, and amusement to the readership (and incidentally to find ways of filling their columns with guest artists).

Now at this time of year college presidents enjoy considerable leisure. It is the season in which final budgets are due, we prepare for the final Board meeting of the year, end of year giving must be assured and the admissions process completed — clearly a season in which to be jolly, catch up on one's sleep, and enjoy the fifty or so end of year parties that loom. There is plenty of time, therefore, for writing additional prose, a poem or two, or to begin, perchance, a novel.

Looking about me, I see smiling faces, healthy, energetic, well-fed undergraduates who appear not to have a care in the

world. This is good. You should never let anyone see that they may be getting to you, wearing you down, boring you to extinction or being unduly demanding. It would seem that at Bryn Mawr one of life's important lessons is being well-taught.

There is a gamesmanship about exam taking of course. You can rush into the room late (but not breathless), casually but tastefully turned out, and ask in an ordinary voice if anyone has a pencil or pen you can borrow.

You can sit in an examination room clutching blue books on a day when you are not taking an exam, and an hour into the session, rise, walk slowly towards the wastebasket tearing up the blue books as you go. Deposit them in the basket and walk, head held high, to the door (do not slam it).

You can tell half the people in your hall that you will have everything completed and in by the end of the reading period,

and the other half that you always take maximum advantage of the time afforded by the examination period and that you will be taking a plane home on the 13th.

Seriously, moderation here as in all things, alas, is probably best. Sleep, minimum shots of caffeine, exercise each day, and time off for relaxation will probably provide the sane, if dull, route to success.

But then in each collegian's life, at least one all-nighter, one total panic — "I have not read one-half of the required, let alone suggested, readings." — and one real surprise on the grade card, must be experienced. They are all part of this great rite of passage in which we gloriously indulge ourselves twice each year.

Good luck and best wishes for health, happiness, and success, and have a good summer.

Cheers,

Mary Patterson McPherson

♀



A Man's Gotta Do What A Man's Gotta Do

All young men have one responsibility in common. They have to.

A public service message of this publication and Selective Service System



the moon phases

DJ

Compiled by Thida Cornes with special thanks to roomie Carrie Hendricks who put up the sign.

You know you've been at Bryn Mawr too long when . . .

- you refer to Bryn Mawr as home and your parents don't notice.
- you make a wild guess as to a mystery salad dressing and you get it right.
- you call your sister in junior high a "woman."
- you refer to Aristotle as "he/she."
- you think lettuce is grown underwater.
- you go home and you miss your friends back at school.
- you want to add, not drop, classes.
- you eat two peanut butter and jelly sandwiches and mushrooms for dinner (and enjoy it).
- you think that you've flunked all your courses, because you read the column of credits instead of the other one with your actual grades.
- your parents call Bryn Mawr your home.
- you pause for a poignant, reverent moment with six or so of your friends standing in a gentle snowfall at 9 p.m. around the Cloisters pool, a spot well known for its romantic ambience, and you . . . all discuss *Chemistry*!
- you dismiss tuna as a patriarchal construct.
- you take home doggie bags from Erdman.
- when you decide to shave, you have to buy a razor.
- you try to stop a friend from telling a prospective about the AP French exam, because its against the Honor Code.
- going to the bathroom is a study break.
- when a button you're wearing leads to a lengthy philosophical discussion.
- the highlight of your weekend is making animals out of your organic chemistry molecule kit and discussing which molecules they represent.
- you start writing rough drafts of your napkin notes.
- you feel guilty for sleeping.
- you get insulted if you are asked a trick question and you don't find it funny.
- you try to use your i.d. at the MAC machine.
- you pull out your MAC card at Erdman.
- you almost correct small children for calling their peers girls instead of women.
- the thought of graduating is terrifying because you don't want to leave home.



INCOMING HAVERFORD FRESHMAN Abraham Ward meets Mary Pat and is overwhelmed. "She's so tall!" he barked.

LAURA MILLER

Harlequin Romance Awareness Week is here

BY HOLLY ARNOLD

It's Harlequin Romance Awareness Week. You may not have realized it, but here at Bryn Mawr we have romance writers, working late at night, alone in their rooms, behind closed doors, spinning wildly imaginative and fantastic tales of fateful loves: the trials, tribulations, and triumphs of finding the perfect soulmate. One of my friends is one of these writers here at BMC, and she graciously let me interview her for this article. Her name is Tristan Averett, a Bryn Mawr frosh from San Francisco. She has been reading romances from about the time she was 12, and in 10 seconds she was able to come up with a collection of 27 books, although, as she explained to me, many of her books are out on loan at the moment. Here are excerpts from the interview:

Q. Why did you decide to write a romance?

A. I'm writing this for absolutely no reason at all. I don't have a publisher or buyer or anything. I don't know if I'll even sell it when I'm done . . . it depends on how good it is. Common practice is to write a chapter or two, send it in to a publisher, and see if they want you to write more. All you need is an imagination and a publisher . . . The real reason I'm writing this is because . . . well, they're Harlequins . . . but a lot are really tacky . . . too many flowery phrases . . . you can only read "throbbing flesh" so many times . . . they're all so alike.

I'm not intending to do this for a living. I don't want anyone to think that at all. I don't just write trash . . . I also write

poetry, short stories, I paint . . . as you know, I'm a physics major. It's really important that people take me seriously as a science major . . . this is just for fun. I'm not accusing the people who do write all this stuff as being airheads, because I write them too. I'm not going to judge them on writing Harlequins because I don't want to be judged on writing Harlequins.

Q. What does it take to write a romance?

A. Well, you have to read a lot of them. In fact, I think it's because I've read so many that I'm writing one . . . it's an exercise to see if I can.

Q. What is the one you're writing now about?

A. The one I'm writing is about younger people, like college students. Not many are written about younger people — they're like, all spinsters. 20-year-old college men can be just as exciting as 36-year-old businessmen. As you know, college students have exciting lives . . . [laughs] Why, there's the Harlequin on the floor next to the physics books . . .

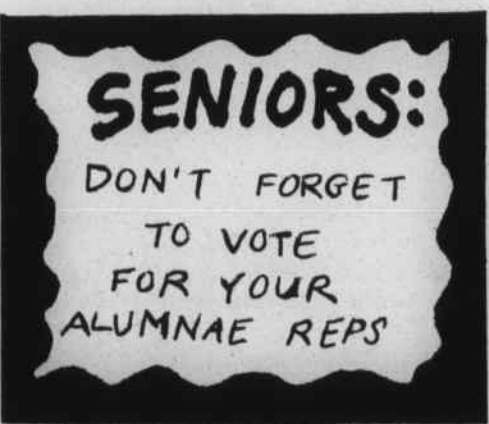
Q. How would you deal with people seeing your name on bookcovers?

A. If I had one published I'd do it under a pen name. I wouldn't want bad associations with my name. I don't think many of these authors use their real names anyway. I think a lot of people are leery about hearing their friends are writing Harlequins because the stuff in the book . . . well, it doesn't come out of nowhere . . . they're afraid they could end up in the book. Obviously some of it comes out of your own experience and that of your

friends . . . I'm writing about college students, not my roommates, but these are life experiences that influence your writing. I don't want anyone to think they're reading about my life because they're not going to.

You know, everyone has always wanted to write something, like the Great American Novel . . . and if this gets published, I get money . . . that's why I would publish it, not for fame or anything.

Tristan recommends *Wanton Surrender* by Zebra Romances for further reading, because it's really a cute story, like not offensive to most women or anything. They really do love each other throughout the story, not like a lot of them . . . it's kind of interesting, and anyway, it's really cute!"



Senior remembers ye olde Bryn Mawr of 1984

BY JUSTINE COMER

Whenever a senior class graduates they take a little bit of Bryn Mawr with them (which is only fair since Bryn Mawr has taken more than a little out of them). This year, though, the class of 1988 will leave with more than just rose-colored memories of their four years at Bryn Mawr, for when this class departs there will be a whole chunk of Bryn Mawr's history which no remaining class will remember.

When the class of '88 matriculated in the year 1984-85, it was something of a turning point. The Centennial Campaign was in full swing and Bryn Mawr demolished and constructed and never looked back. One stunning example of how well the college got rid of the old and brought in the new that year concerns the Computer Center and the College Inn. Never heard of the College Inn? Well, it once stood behind Helfarian and it was considered a possible site for the new Computer Center. When estimates for renovation came to \$1 million, they decided to construct a new building instead. So when all the students were safely away for the summer that year, the College Inn was demolished. And they did a good job, too. Many a student who returned that next year doubted their own memories when they passed the area which had miraculously grown a lush covering of grass and even had a small tree growing there. Since it was also instantaneously removed from all maps of the college, it's hard to prove it was ever there. Once this year's seniors leave, the plan will be complete and no students will ever be sure it really existed. Very clever.

Many professors used to eat lunch at the College Inn until it was torn down in the Summer of 1985. At that point the establishment was moved to Denbigh where Afterwards operated at night. Yes, believe it or not, we didn't always have the Campus Center and Cafe with its fruit and cheese and special coffee blends. Instead, prior to the 1985-86 year, we had Afterwards where there was always the chance that when you ordered nachos you might get potato chips with cheese on them because they were out of tortilla chips. The element of surprise notwithstanding, Afterwards in Denbigh was missed by many a student who didn't feel that the ultimate '80's Cafe could ever compete with the ambience of wood-

panelled walls and a scarce copy of *The College News* (which at that time seemed only to be found there). Some students were appeased when it was said that our meal cards would be valid for a certain amount of food each week at the Cafe. What? You didn't realize that you could be eating a Glenmede instead of meatless chili? Well, that's because before we could even get our first Publisher's Clearing House entry forms in our new combination lock mailboxes the deal was buried.

That was another change the Campus Center brought along with it—centralized mail delivery. It was a sad side-effect that when the mail room was moved from the basement of Merion to the Campus Center our mail followed it, right out of our convenient dorm boxes. No class left after this year will remember when you could check your mail in your slippers, or in some dorms, read the magazines that were left out rather than put in people's boxes. What joy to check your mail every time you went through the lobby and to not have to remember a combination number but just have nimble enough wrists to check for letters all the way at the back of some of the boxes that seemed to stretch back as far as the Twilight Zone.

The Campus Center not only moved the mailroom that year but also the bookstore, from its previous, cramped quarters in Rockefeller. We used to stand in line in Rock Arch just to get into the store. But those days are, mercifully, gone. It was sort of fun, though, to browse through the little side room in the old bookstore which housed all uncategorizable items such as cookies, non-dairy creamer and tampons.

The Campus Center was not the only building under construction in the 1984-85 term. The Centennial Campaign which wound itself up that year financed the beginning of the Computer Center and the resulting seemingly bottomless pit that was dug for its foundations that we were warned to stay away from. We were also banned from Pem Arch for a period when its vaulting was being refurbished and the area was being renamed the McBride Gateway. A quiet controversy ensued that year when it was rumored that Katherine McBride had specifically requested that nothing at Bryn Mawr be named after her, but as soon as she died the McBride Gateway project was underway. While we could not walk through Pem Arch for a time that year, we were allowed to walk down the roadway that runs in front of Taylor to the Arch. This

was less of a delight then than it is now, as it was at that time no more than a mud path with a bit of gravel that made rubber hip-boots a tempting fashion statement. Of course, they would've had to be worn with skirts or else the men who were in trenches all over campus working on some pipe problem back then would have had no reason to live.

The Centennial Campaign and celebrations made many newly matriculating

students in 1984 believe that the next four years would be filled with excitement and joy, and while they were not as painful as one would like all incoming freshmen to believe, they were a far cry from the festivities we experienced our first year. That fall there were fireworks on Merion Green complete with an ice cream truck which gave out Choco-tacos. And it was naively thought that every May Day there

continued on page 8



SENIOR STREAKERS will remain nameless. You know who you are!

BETH FUSSELL

Cynthia Ozick to speak

Convocation ceremonies for Bryn Mawr College's graduating seniors, recipients of advanced degrees, families and friends will be held on the College's Merion Green, Saturday, May 14, at 2:30 p.m. The ceremonies will be highlighted by novelist, essayist and literary critic Cynthia Ozick, who will present the Convocation address.

Ozick's powerful storytelling and mastery of language have earned her a reputation as one of today's best and most original writers. Her style has been compared with that of Conrad, James and Lawrence. *The Messiah of Stockholm*, her most recent novel, is a nominee for the PEN/Faulkner Award for best American fiction of 1987.

Cynthia Ozick's writing is influenced by her knowledge of Jewish myth and folklore. She views this kind of knowledge as essential to the American Jewish novel. In a *Newsday* interview she explained, "The only possible future for the American Jewish novel lies in writers dealing with specific themes of Judaism,

such as religion."

Concurrent with the Jewish themes in Ozick's writing are feminist themes. When *Newsday* asked her whether she perceived a contradiction between feminism and traditional Judaism, which is patriarchal, she responded by explaining that although Judaism was "until recently . . . indifferent or hostile to the aspirations of women . . . women in Jewish culture probably had better opportunities than most. The restricted Jewish housewife is a purely American, and very recent, invention."

Cynthia Ozick's other books include *Art and Ardor*, *Cannibal Galaxy*, *Levitation*, *Bloodshed and Three Novellas*, *The Pagan Rabbi* and *Other Stories and Trust*.

Ozick has been a frequent visitor to Bryn Mawr. She has participated in the Women Writers Series and her daughter, Rachel Sarah Hallote, graduated last year. For further information call 645-5134 or 645-6300.

Excerpted from a press release by the Office of Public Information. ♀

Maddie M. bids farewell

I have spent four years on the Health Center Student Liaison Committee (HCSLC); only one year shorter than the time this group has existed, and as my final duty as head of that illustrious group, I wish to share some of the knowledge I have gained.

Bryn Mawrtys take themselves very seriously. We work hard, play hard, and manage to get very sick. When the HCSLC came into being, there were several major concerns on campus regarding the quality and consistency of health care on this campus. Over these past five years, we have seen many an excellent change come about. The new administration under Dr. Kay Kerr, by imposing mandatory checks and balances within the system, has reduced student complaints about inconsistent care to a minimum. The construction of private consult spaces for nurses and doctors has made maintaining confidentiality a constant rather than the chore it once was. The availability of contraceptives and condoms has made difficult situations less difficult for students. The major problems that still exist, as I see them, are time allocation, educational resources and the lack thereof, and the increasingly worrisome physical plant of the structure itself.

As regards time allocation, students cannot control when they get sick, but they can control voluntary visits to the Health Center. I consistently receive praise for the female physicians and nurse practitioner, and concern in dealings with the male residents. Yes, women doctors are socialized from birth to the needs of

their female patients. But if we as patients concerned with these issues assiduously avoid the male residents, leaving to them the less sensitive among us, we condone their actions and further the cycle. You as a patient are also a teacher. These people are still third-year residents, and relatively new to dealing independently with patients. Just as it is your right to ask questions of a caretaker, it is also your right to tell her or him things about how you are to be treated as a woman. If a speculum is cold, don't write to me about it a week after the fact; ask the examiner to warm it up. Report any pain, even if it is expected, to the caretaker so (s)he can learn how much pressure is too much.

We use confrontation skills within the Honor Code; it's time to take these skills beyond the halls of academe, and exert them in our world.

The problems of physical plant and educational resources are intertwined. Even with the unmitigated support of the administration in what is obviously a difficult time for the college financially, the Health Center has not been able to simultaneously cover the costs of its many services, maintain the ailing Infirmary structure, and have excess funds sufficient to build up an on-site educational center, devoted to the study of personal health and larger medically related issues. Pending the assignment of specific funds to this end, and a windfall to the college earmarked for a new building, neither of these issues will be addressed to the extent that all involved could hope for. We have made great strides in the hiring of

an NP, but there is much to be done, and the money just is not there.

Finally, there are other forms of responsibility that students need to take if they intend to maximize the efficacy of the health care with which they are provided. On one of our highly communicative bathroom walls, I saw something this week that disturbed me greatly. In response to some lesbians' remarks, someone wrote (Profanity excluded here) "Let's spend the rest of our lives wildly having sex with as many men as possible without condoms. What do you uptight b-----s think of that?!" Well, I'll tell you, if you put yourself in that kind of situation where you are highly at risk to get AIDS, that's your own problem, but to put all of your subsequent partners and their future partners at risk to that extent is tantamount to murder. By acting irresponsibly in this situation, we proliferate a disease that is, when all is said and done, preventable. YOU DON'T HAVE TO GET OR SPREAD AIDS! If right now we all stopped having unprotected sex, stopped sharing and or using needles, and trusted no partner to know his or her own history, we could prevent the spread of AIDS. What

about blood transfusions? If you always look both ways before crossing, and wear helmets on bikes and safety belts in cars, and never drive drunk, the amount of blunt trauma which often leads to needs for transfusions would drop. It all comes back to you and responsibility.

Last but not least is our responsibility for feedback. Ashley Varner, the new head-designate of the HCSLC, has begun her work by updating the comment forms distributed by the health center. Please fill out and return these questionnaires with all experiences, good or bad, that you wish to record. The information received therein does lead to direct changes in policy at the Health Center. Without you, we have no one to represent.

I want to thank all those who have helped me these four years. This committee is my legacy to Bryn Mawr, and I want it to continue to be a thriving and effective resource for the college. For all she has given me, I hope I have given some little bit back. So take care of yourselves, be true to your school, and HEY! LET'S BE CAREFUL OUT THERE.

Madeline Marcus, HCSLC head
1985-1988 ♀



Fond Memories

continued from page 1

tion in one sphere." She honored her subjects in the customary Greek fashion by pouring a libation and singing a hymn for each "mortal deity"—Lang's appropriately versed in Linear B and Mellink's with a Hitite refrain.

Vermeule's speech eloquently fused the poetic with the comic (at one point she gave Lang a mask of a "proper Quaker lady" to wear as she sang her praises), but I am sure that I was not the only member of the audience who was also moved to tears by her words. She artfully wove together an image of each of these women in earlier days on excavations abroad (Lang in her "red pedal pushers" and Mellink playfully imitating various personages in the archaeological world) with a more familiar picture of each of them working and teaching at Bryn Mawr. She recalled the awe and admiration she felt in the presence of Mellink's astounding knowledge and memory for detail, and the way her heart pounded as she "walked down the second floor corridor" to Lang's office, never sure what the tone of the response would be when she knocked.

I remember vividly the first time I experienced this Bryn Mawr ritual. I was a prospective, interested in studying Greek and so innocently asked my guide if I might visit Lang in her office. "Are you really sure you want to?" she asked, looking at me incredulously. Yet unaware of Lang's legacy, I knocked and introduced myself as a prospective, interested in Greek, but before I could finish the speech I had planned, she blurted, "Do they let you walk around by yourself these days?" I explained that my guide was waiting out in the hall and she smiled, offering me a seat and began asking me all about myself, interjecting friendly, encouraging advice as we talked.

This was my first contact with the paradox of Lang—what I now know to be the essence of her success as a scholar and a teacher. As I sat in Thomas on Saturday I was suddenly overcome, as I have been many times during my four years here, by the feeling that I was a part of the lyrical cycle of traditions that mark our odyssey through Bryn Mawr. Surely nothing can ever replace the loss Bryn Mawr will feel as these two stars leave our orbit, but we can all feel blessed to have been able to move, however briefly, within their shining spheres. ♀

Differing honor codes

continued from page 1

Codes, and that expulsions are rare.

To give you a sense of the differences, here are some specifics: at Princeton, if you cheat, you are investigated by the Honor Committee, without your knowledge (they ask other students in the class if they saw you, and examine your test/paper). Then, based on the "evidence" collected, they suspend you for one year, two years, or three years, or they expel you—without telling you even what crime you have committed. This approach assumes that there is concrete and damning evidence to be found, and that the confidentiality to protect you is not that of the accused student, but rather of the informing students (you are never told the identities of your accusers).

I challenged my male peers that they might kick someone out of school who had not done anything; that in their

Prof. Mellink departs BMC with class of '88

BY CLAUDIA B. OCELLO

In May, the College will not only be saying goodbye to graduating students, but also to an enthusiastic, longtime supporter of the College, when Professor Machteld Mellink retires from teaching in the Department of Classical and Near Eastern Archaeology.

Professor Mellink has been teaching at Bryn Mawr since 1949, and it was through her initiative that the curriculum was expanded to include Near Eastern Archaeology.

An Anatolian specialist, Mellink has excavated extensively at sites in Turkey and holds many honors, degrees and awards in both the national and international fields. It is in fact these aspects of her character and career which her colleagues cited as being her most valuable contributions to the department. By including Near Eastern Archaeology, the size of the department (from two professors to five) was increased, as well as widening the spectrum of study of the discipline, making Bryn Mawr the strongest center for the study of Anatolian archaeology in the United States. Her activities, prominence,

and visibility in the profession have also brought prestige and recognition to the department.

Mellink cited the students as the most enjoyable aspect of her career here at the College. The willingness of the students, their desire to learn, participate, and "put their minds to things" were the characteristics she referred to as being the most exciting and rewarding aspects of teaching at BMC.

During her career at Bryn Mawr, Professor Mellink amongst many other activities chaired the Department of Archaeology from 1955-1983, was a dean of the Graduate School of Arts and Sciences in 1979-1980, and is currently President of the American Research Institute in Turkey. Despite her seemingly busy schedule, she was noted by colleagues and students to be both a good organizer and administrator as well as a willing listener and eager to offer support. Although always a forerunner, her students also cited her ceaseless work behind the scenes to further the interests of Bryn Mawr and its students. In setting such a high standard for them, she encourages them to constantly challenge themselves. Her colleagues commented on her keen

ability of foreseeing the future of the Department, and regarding this, Mellink explained her idea (which is shared by others on the faculty as well) for a type of "institute" within Bryn Mawr which would pull together all the colleagues and books of fields affiliated with archaeology into one area or one building on campus.

Professor Mellink's incredible vision for the future of the Department and archaeology in general, her sense of humor, her generosity, and her boundless energy will certainly be a great loss to the department and to the College. Not to be overlooked is her great pinch-hitting: in the whiffle ball game at the Archaeology Department's recent celebration of Greek Easter, Mellink hit a double and drove in two runs—another new accomplishment to be added to her ever-growing list. ♀



Mabel Lang in warm retrospect

BY NADINE WEIDMAN

I first met Miss Lang many years ago. Well, five. It was when I was a prospective visiting Bryn Mawr. I remember the experience vividly. I was sitting in on a Baby Greek class, vainly trying to be inconspicuous in the back of the room. Miss Lang, naturally, spotted me the instant she walked into the room, and on finding out what I was, handed me a text and sat me in the front row.

What other course was there for me in life, then, than to come to Bryn Mawr and major in Greek?

Since then, I have tried to determine what it is exactly that makes Miss Lang such a legend. Is it that her career has been so closely connected with and directive of the history of the college? Is it the tales circulated about her that are some indeterminate mixture of myth and truth? Is it her worldwide renown as a scholar? Why does she inspire such awe?

Of course it is all of these things. But there is still one essential element missing from this formulation that only us few Greek people can really ever realize: Miss Lang is an unbelievably gifted teacher. You can't really appreciate it until you've witnessed it. She directs a class seemingly effortlessly, but with such organization, with such a view toward integrating the work of the whole course, with such an ability to spark discussion and involve everyone in it, that she is very much like—to borrow a phrase from Euripides—an experienced and skilled helmsman directing a ship down a river. She teaches with imagination, balance and structure, and that is a rare combination. This must be the result of experience: her mastery must come from years of experiment and observation, but somehow it is difficult

to believe that she was otherwise. The belief that she must have always been like this is, in turn, a result of her well-known personality: could it be possible for someone who can fix you with the wry gaze of her blue eyes and remark "Would God I were a tender apple blossom" to teach Baby Greek students contrary-to-fact conditions in any other way? Her personality is itself a rare combination of toughness and gentleness, of detachment and absorbed attention: she listens to her students with undivided concentration and respects their ideas, but there is always the possibility that she will comment gruffly: "If you translate the passage any more slowly Miss Weidman, it will not naturally make any sense."

Last summer, when I came down from New York to have weekly conferences with her about an independent project I was working on, I was—let us say—kept extremely alert. When I walked into our first meeting, she looked me up and down and said, "Is that how people travel?" Part of the inimitable eloquence of these remarks is that there is absolutely no way to respond to them. As is everything else she says, they are direct and pithy, each word packed with meaning. They help keep Miss Lang on her own plane, to remind you that there is a certain distance between her and you.

But along with this crusty side, there is also the kindly side of Miss Lang, the side that always makes her willing to listen to you and give you help, the side that occasionally lets slip something about her private life, the side that made her say to me before spring break: "You have yourself a proper vacation, now." At last, I thought, a remark to which I can respond! Okay, Miss Lang, and you have yourself a proper retirement. ♀

systems, they do not leave room for the confronting and confronted students to check their perceptions against each other. Most people in the room had never thought of perceptions; they had never realized what is fundamental to our system: that two people can see things very differently, and that only by talking, and exchanging their perceptions can they reach the "truth" of what may have happened.

I also challenged the secret investigations as very unfair to the confronted student. The response which came back was that because the assumption in each case was that the student had cheated, there was no point in protecting the student, or in giving him/her a chance to present his/her point of view, or to ask exactly what the accusers had seen.

This raises the other major fear I had of this system: that the Princeton (and other) Committees never tell the student what s/he is accused of; and in the past they have had students in the room who con-

fess to the wrong crime, or who are kicked out of school never knowing what they supposedly did.

My peers at some military institutions challenged the Bryn Mawr and Haverford basic trust as unrealistic, or idealistic. They became especially disbelieving and disapproving when Dawayne Judd, of HC Honor Council, suggested that as Quakers, the Honor Council does not feel comfortable "judging others' actions" and so works out a penalty or response with the confronted student.

I left impressed with the fact that women's colleges and Haverford are different in not treating students as potential criminals to be investigated and punished. Were the early Quaker and feminist ideals perhaps the influence?

Lack of Social Codes

Additionally, most Honor Systems are built on notions of objective right and wrong. Not only is there no room for individual human perceptions, but there

also cannot exist a non-academic situation in which neither party is wrong and can be assigned the blame. In the first place, very few systems include Social Honor Codes, and those that do are very different from Bryn Mawr's.

The list I came up with of schools with Social Codes is: Brigham Young University, which has a Mormon "Purity Clause" within the Honor Code; the Merchant Marine Academy and West Point, in which cadets receive demerit points for lying or stealing (their codes are very simple and specific: "A cadet/merchant marine shall not lie, cheat, or steal" [and West Point's includes the non-tolerance clause: "nor tolerate those who do"]); Duke University, in which students can bring non-academic complaints against each other before an Administrative Hearing (the equivalent of Chuck Heyduk would judge the case); Connecticut College and Haverford—at which students confront each other and bring complaints against each other to the student Honor Committees.

Thus, in each case, the approach to a Social Code focuses on specific behaviors which can be judged as "dishonorable" and punishable.

Never before had I realized how radically different Bryn Mawr's system of confrontation and mediation is from all other schools (including Haverford—which we always claim has a Code essentially identical to ours). I think it is important for us to recognize how much more human and sensible Bryn Mawr's is.

At any other school, a fight with one's roommate translates into one person being at fault and being punished, whereas, at Bryn Mawr it means that two people with equally valid perceptions and feelings have a mutual problem which they, themselves, need to work out—neither one being the cause of the problem, but rather both taking on responsibility.

This is not to say that we never have Social Hearings in which just one student is assigned blame, because we do. However, they are extremely rare, and occur only after numerous attempts at confrontation and mediation (confrontation with a Board Rep or Dorm President to facilitate the discussion and resolution). They also usually involve suggested changes of behavior for both parties—as often each is doing something the other dislikes, although there have been cases (e.g., sexual harassment) in which just one student is penalized.

I believe that our Social Code assigns much more responsibility to the individual, and expects us to act as mature responsible adults, who must listen to and respect the opinions of others in our com-

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A R T S

Crutchfield and Hodos harmonize

BY LISA LEE

Susan Crutchfield and Tamar Hodos are what music is all about. They are two musicians graced with that rare ability to magically reach an audience by bringing each note to life and conveying the embodied meaning of every lyrical passage.

In a joint recital held in Goodhart Music Room on April 24, Crutchfield and Hodos presented a charming selection of pieces from the period of Romanticism. Crutchfield, a soprano, who is also one of the winners of this year's bi-college Concerto Competition, began the recital with a passionate interpretation of Franz Schubert's "An Die Musik" and "Gretchen Am

Spinnrade." Her confident, buoyant voice entranced the audience.

Hodos, a pianist with the unique ability to interpret music enchantingly, continued the program with "Intermezzo in E Major" by Johannes Brahms. The delicate, melodic mood of the piece was artfully brought out by Hodos's tender rendition. Fredric Chopin's intense and demanding "Nocturne in F# Minor" and Aleksandr Scriabin's "Etude in C# Minor" further illustrated Hodos's talent.

The Recital's finale, Louis-Hector Berlioz's "Les Nuits D'Été," was spectacular, and truly displayed the beautiful voice and extraordinary talent of Crutchfield's musicianship. ♀



BRYN MAWR'S OWN VIRTUOSO soprano Susan Crutchfield performed two weeks ago with pianist Tamar Hodos, another Bryn Mawr star. BETH FUSSELL

One-acts explore creativity

BY GÜL ÖZSEVEN

Between the 21st and 23rd of April, the spring One-Act Festival took place. Two plays were performed: *Another Way Out* by Lawrence Langner, a contemporary playwright known for his plays on satirizing modern marital courtship mannerisms, and *D.D.* by Lane Savadove, a psychology-theatre double major whom we saw in *Woyzeck* and *Waiting For Godot*. After the reaction to the unconventional black satire of today's society in the *Line*, performed in the fall one-acts, the spring festival seemed to be a timid counterreaction from the artist's point of view.

Another Way Out is an attempt to ironically portray the American image of creativity which has become industrialized and lost the true spirit of artistic creativity: writer sells words, artist produces images. A couple (a sculptress and a writer) that decided to live together without matrimony now becomes imprisoned in the society's rejection to accept this relationship by pinning them together as if they were wife and husband. Their maid acts as the preacher of Christian moral values and the wedding march played on the piano next door as the ultimate joiner when they at last decide to get married to be free. The linear progression of the play consists of two separate lines in which the sculptress and the writer in turn try to court the first person they meet.

The red flowers that do not fit the room are the buried passions of an author whose books are "all but exaggerations." The French artist who comes to ask the author for an advertisement and the salesman that comes to sell a dictionary without the word personality in it, present easy utilizations of lifeless prejudiced societal classifications. So do the never ending last chapter of the so-called writer and the so-called greek body of the salesman the sculptress admires. However, classifications are hard to act, overemphasizing the spoken which becomes monotonous and unconvincing after a while. Thus acting was detached and lacked involvement in and between the actors.

"It is a play about breaking boundaries,

categories," once Savadove said about *D.D.* In fact, although from a noticeably male attitude, *D.D.* makes a more perceptive statement about the autonomy of the artist against the authority of conserving rules. It is a play about the conflict between an outsider to the world and the world that labels him as "schizophrenic." The world is represented by one female and one male doctor who then become the masks for other characters in the mind of the outsider. The male doctor becomes "schizophrenic" towards the end but then is "cured."

The ambiguous character of sanity is paralleled in the fluctuations these two

outsiders go through from childhood to manhood. In a world with strict gender and identity roles (you are a patient—you are my boy), affection and love have been transformed into "Doctor Davids Doctor Davids not Eileen." This role confusion of males in a male dominated society that has repressed the woman creates a double repression in man resulting in a negative image and rejection of the woman. As Savadove said in *Woyzeck*: "stab stab the Woyzeck woman to death."

Working through repetitions, the play has an unpredictable organic structure that surprises, teases and alienates the audience. There is a melodramatic hopelessness, however, burdened by lengthy monologues and an abundance of clinical explanations which slows down the pace and requires the actors to put extra strain to keep up with the highly emotional trend. The street dance brings only a temporary relief and stood awkwardly apart from the rest of the play.

The playwright's direct involvement with the play (like clapping his hands, shouting pause, helping with the props on the other hand, was a positive attempt to break the dramatic boundary between the audience and the stage. The auras created by torches from time to time on character's faces can be interpreted as a device to reflect the ambiguity of the society's attitude toward insanity by first making all the characters into products of an all-powerful mind in pain (why "powerful" not "unique"?). And then without and discrimination—any difference between them except the light coming from within, they unknowingly allude to the divine inherent in them. The end was a return to sanity—a "happy" ending where we are at last confronted with ourselves and with our unsatisfied nostalgia of unclear origin. "I am not creative" is the last thing that the ex-doctor-schizophrenic says. However, at this point he seems to be asking for sympathy devoid of any hope. Is there really no hope?

When the internal masks become transparent through self-analysis, escaping the forced extinction by the external masks, they melt in the same pot with the unmasked, that which once originated from them. This is when the voices inside match the voices outside.

Let us hope that new festivals bring more new songs to sing by the birds in the forests of human faces. ♀

Student, faculty talent amazes

BY LISA LEE

The Student-Faculty Chamber Music Series is a serendipitous find for music aficionados. On April 15, 8 p.m. in Goodhart Music Room, the Chamber Series performed their last concert of the year to a well attended audience.

Students Virginia Nez, Brittany Orlebach, Ashley Hill and Marit Danielson combined their virtuoso with talented faculty members Paul Melvin, David Reibstein, and Frank Mallory. The

program consisted of chamber pieces written by three of the great composers of the Romantic Era. Felix Mendelssohn's "Quartet in D Minor," Ludwig van Beethoven's "Ghost Trio" and Johannes Brahms "Clarinet Quintet" were brilliant display pieces for each musicians' strong command of their instruments. The essence of good chamber music, the balanced treatment of individual parts and the exclusion of virtuosic elements, was skillfully conveyed.

Especially noteworthy were pianist Virginia Nez and cellist Paul Melvin. Their obviously exceptional talent was evident in their tone and musical presence which magically entranced and left the audience breathless with admiration and awe at their musical ability.

An unexpected "Flight of the Bumblebee" also left the audience breathless. A humongous bee zoomed over the players during the Mendelssohn quartet and finally landed itself on Paul Melvin's C string. Gracefully, Paul Melvin finished the movement, and to the amazement of the audience, Dean Myers whacked the bee off the cello.

The Student-Faculty Chamber Series is a great opportunity for students and faculty of the bi-college community to communicate and express themselves through music. Brittany Orlebach, one of the student violinists especially appreciates the chance "for students and faculty to interact outside the world of academia." The Chamber Series is open to any musician at Bryn Mawr or Haverford, and all are encouraged to participate. ♀

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SENIOR IN SENIOR WEEK

Lacrosse team looks great

BY LISA KING

On Saturday, April 23, the Bryn Mawr College Varsity Lacrosse Team, after a small...well...not so small "detour," arrived in Maryland to play Washington College. The team started out looking its best yet, with nice connections, and lots of TEAMWORK. By half-time the score was 6 to 4 BMC. The second half play was not as intense for Bryn Mawr, but they held it together for a 9 to 8 victory. Varsity also played Philadelphia Textile at home on Wednesday, April 27, and Glassboro away on Thursday the 28th. The season ended with an alumnae game on the following Saturday, April 30.

The JV team played their last game of the season, also on Saturday, against Frostburg College's Varsity Team. While they didn't win, they found they could hold their own against a more experienced team. Their ending record, 5-2-1, demonstrates the hard work the players put into the season, and the potential that next season holds for them, and the team as a whole.

As the season comes to a close, the team congratulates its MVP, Shushma Patel, and thanks Kerry Williams for all her help. It also wishes the very best of luck to its Seniors: Lauren Suraci, Melissa Shusterman, Katherine Sherk, Kari Nordhoy, and Paula Anderson. □



COMPETITION WAS FIERCE during the Maypole dancing. As usual, the seniors lost, being too hung over from the previous evening's celebrations.

BETH FUSSELL

Bryn Mawr feminism alienates

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Harcum was mostly the "women's lib" of the generation before her own—which she saw as impacting mostly divorce and women's pre-professionalism.

Working at Harcum, as Director of Continuing Education, has given Makofske perspective on Bryn Mawr. Makofske sees Bryn Mawr as classist in our disdain for Harcum Junior College and for women who have to work (she pointed out that 40% of students in the U.S. attend two-year colleges); and she, herself an ardent heterosexual, criticizes the Bryn Mawr notion that "only failures marry" as unhealthy, unrealistic (financially), and myopic given the number of married alumnae.

Offering a re-definition of feminism not as leadership by single strong women, but rather as the helping of underprivileged women, Makofske says, "If I was ever a feminist, I was one at Harcum and not at Bryn Mawr." She picked Harcum when she wanted to return to the work force after raising her two children (day care for two under six years would have cost more than her salary would have covered). The work to be done at Harcum appealed to her "at a basic level," and she also felt it would be "less taxing than Bryn Mawr."

After about nine years as Director of Continuing Education (for women in "fairly desperate" shape returning to the work force at age 30 or 40), she began working in training for specific careers.

Harcum students, Makofske describes, are overwhelmingly the first generation of their families to attend college, and nothing in their backgrounds would ever get them to college: They tend to be from lower middle class, blue collar working families (a group "the women's lib move-

ment never touched"). "There but for the grace of Harcum, they would be at Burger King." Harcum, the only private Junior college in the state, and a women's college, was founded in 1915 by a Bryn Mawr professor and a Shipley teacher—two sisters who wanted to combine career skills training with a liberal arts education, and located it across the street from their two schools.

Makofske "gets a lot out of convincing a kid" of the long term benefits of a college education in helping her become financially independent. Makofske's success results in a student body "of women who are not unbright, but have been told they are not good enough for college, and yet are determined to get there and to be independent." She has to constantly struggle with the students she advises, who resist every class which they do not find directly related to their career. Makofske, advocating Harcum's practical *raison d'être*, answers that they need options in case their job ends. And in the process, they are exposed to the beauty of literature or some humanities, which they might later in life be able to afford to pursue. In comparison to Bryn Mawr, Makofske is quick to point out that Harcum "doesn't pretend to be seriously academic. It offers the skills... to get them on their feet so they can go [out and work]."

In direct contrast to the single women administrators and attitude at BMC, Harcum is also more family oriented: the President is a grandmother who "really cares about her kids while at work." Makofske found at Bryn Mawr an assumption of wealth, exemplified by surprise that she did not have a housekeeper. Makofske points out that those same criticizing women praise a husband for staying home with a kid—thus denying women the support they need, and fawning all over men. Overall, Makofske finds men more sympathetic and women more watchful about mothers who work. Is this a woman-oriented attitude or college?

Why for instance is there no day care at BMC (as there used to be at Harcum)? And why do Bryn Mawrers look down on married women, when it is impossible to raise children without two incomes? "Primarily, because single women are running this institution," Makofske answers her own questions. In her view, all the top administrators went to school here—an occurrence which breeds loyalty, commitment, and dedication, but which does not give an objective view of the institution. In fact, she finds it "not particularly healthy." Her main concern about BMC is that she does "not want it to become the institution that serves the cause of single women," and if it does, Makofske feels Bryn Mawr should go co-ed. Given that many alumnae are concerned about families and marriage, Bryn Mawr feminism of the single women is ironic and myopic.

Makofske is pleased that Michele Myers—the newest member of the administration—is married and with children, as it gives some balance. She thinks it is too bad that Myers is criticized for being too heterosexual, as Makofske found.

In 1978 the saying that "only failures marry" was really serious and not used in jest, as it may be now. This insult, she feels was reflective of an identity crisis

Bryn Mawr students faced at the time. Although she was attracted to Bryn Mawr first by the quiet confidence of an alumnae representative, she found Bryn Mawr students fairly insecure resulting in their not taking advantage of their brightness, working hard but not being particularly confident, and not getting involved in anything.

She shed light on being a Bryn Mawr undergraduate and graduate student in the latter part of the '70s: "It was not a political time; we were always criticized for being apathetic in comparison with the graduates of the '60s and early '70s." Her classmates were a very pre-professional group, and "everyone had a personal agenda [which fostered a time when] no one, outside of the Sisterhood [which was limited to Afro-Americans—excluding Indian women] and Gay Alliance, could band together politically or socially... [we] were self-absorbed and studious."

Makofske, who worked with the Bryn Mawr undergraduate Office of Admissions, asserted that her class ('78) was, statistically, the brightest and most financially needy class to enter BMC in many years. This meant that she and her classmates needed to get out into the world and work (hence the interest in professional schools rather than in academic graduate

Memories of '84

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would be an elephant in attendance. Well, we can always hope for an elephant this year and then the almost departed seniors won't leave behind a group of classes that don't know of that simple joy of large animals on Merion Green. □

work).

She asserted that it was a time in which it was still considered prestigious to date a Princeton man (Haverford being the next best), and homophobia seems to have been strong at Bryn Mawr. Makofske, herself, found the new signs of lesbianism "obnoxious"; she saw the new "aggressive showing of preference" for women as a desire to recruit freshmen.

Now, Makofske feels a real sense of "defiance of Bryn Mawr for having anything to do with Harcum." She feels that BMC needs to take technology seriously, and be more pragmatic and practical in our approach to careers. From an Admissions point of view, while our standards are not dropping, our selectivity is, and this may be a result of Bryn Mawr's falling short in technology. (In contrast, Wellesley College has moved ahead in high technology from a Carnegie Foundation grant).

Makofske recently left her job at Harcum to go with her husband to his new job at Connecticut College. □

Conference

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munity. I like our Board which helps with the use of the Code a lot better than the secret investigatory police squads of other institutions.

I also much prefer our definition of honor, which I believe leaves room for individuals to have their own senses of what is right action, and to find compromises. The notions of cooperation and compromise were completely alien to these men (all co-ed schools had almost entirely male Honor committees).

I would like to end with two challenges presented to us at the beginning of the conference by Nicholas Katzenbach, Attorney General under Presidents Kennedy and Johnson: "What does Honor mean? ... Do not think you have the corner on honor ... A lot of injustice has been done in the name of Honor." He noted the Nazis; he urged us to consider that Colonel North saw himself as honorable.

He also suggested that we be wary that our procedures not try to use the U.S. Criminal Adjudicatory system, and that we be careful with and not abuse our power (as Honor Board members). I think his points serve to remind us of the importance of recognizing perceptions, the interpretability and, thus, our applications, of Honor and Honor Codes—as Bryn Mawr does, but others do not. □

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