Arts Council VP Takes Over; Other Elections to Commence

Replacements for Undergrad social and Greek Curriculum Committee will be elected next week. Arts Council president does not need to be re-elected because the Arts Council constitution provides for the vice president, in this case Ronnie Scharfman of the Class of 1979, to lead the group. Since former Curriculum Committee president Joan Cavallaro was due to graduate, an election for her successor took place.

The new Undergrad secretary must be from the junior class. Norman Kass of the Class of 1978, a freshman who was nominated and twice rejected, was finally nominated a third time and will be the new Undergrad secretary.

Happenings, Haverford, Harcum Victims of Freshman Hall Plays

Freshman Hall Play production is well underway this week, with the performances scheduled for Friday and Saturday nights at 8:30 p.m.

Ermraniel's "Othello," the first of the shows, is being directed by Susan Walters and will open Tuesday, October 4. The production is presented by the Junior Class, directed by Steve T., and will be a completely new, modern version of the play. Danny Kaye composer, THE Price of tickets for the dress rehearsal on Friday night will be $1.00, and the Saturday evening performance is $2.50. The plays are being presented by the Social Action Committee and sponsored by the Freshman Hall Committee.

Other campus elections are scheduled for October. The Student Government Association will hold a meeting on Monday, October 3, to discuss the new slate of candidates for the 1977-78 term. The Student Health Committee will hold its election on Wednesday, October 5, and the Student Senate will hold its election on Thursday, October 6, from 8:00 a.m. to 10:00 p.m.

SAC Elects Heed And Makes Plans For Coming Year

The Bryn Mawr Social Action Committee began the year this year in a new and organized meeting last week. A chairman, Kathy Coleman, '68, was elected. In spite of the late start, the members at the meeting seemed enthusiastic about initiating several programs right away.

The concerns of the Social Action Committee differ from year to year as the students' interests vary, and as charges inside and outside the college. But the purpose of the committee's general meetings has been to increase student awareness of political and social problems, and the trends they represent.

These problems may exist at Bryn Mawr College, in the community around it, at universities and colleges in general, and to the larger context of the nation and the world. Awareness is accomplished by learning and talking about issues such as apartheid or the draft. It is also increased by direct student action in areas where problems are being expressed.

SAC hopes to provide education and discussion on current issues this year in one way by setting up a seminar program with the Haverford committee. The seminar will involve attendance at Haverford and at Bryn Mawr, in the community around it, at universities and colleges in general, and to the larger context of the nation and the world. Awareness is accomplished by learning and talking about issues such as apartheid or the draft. The students hope to enhance student awareness of political and social problems, and the trends they represent.

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Bogie to Initiate Semester Flicks For Film Series

This year's film series, sponsored by the Bryn Mawr Social Action Council, covers a wide variety of movies, ranging from silent Chaplin shorts, which will be shown at Haverford last year and received with such tremendous enthusiasm, that it has been revived in this year's program at Bryn Mawr. The films will be shown on October 18 as a collection of Chaplin shorts, which will probably be shown at Haverford also, always if demand is great.

The film program includes an oldie Danielle Kaye comedy, THE INSPECTOR GENERAL, December 1, the classic THE BOLD ONE, THE BAILLAD OF A SOLDIER, November 20, directed by Grigor Chashkar. Also featured will be the film version of Carmen, Puccini's opulent and grandiose RASIN IN THE SUN, October 25. This film, starring Sidney Poitier and Ruby Dee, focuses on the problems of the Negro family in Chicago's South Side.

For those movie enthusiasts who would like to be more than a day in the Bryn Mawr campus, there is a vintage 1920 feature film, entitle THE WILD ONE, is about a group of desperadoes who roam the countryside, and will be shown December 6.

According to Leslie Comassar, the Class of 1978's selections are Fellini's LA STUPIDA, October 30; Gilda, October 30; Gilda, October 30; and Giulietta Masina and Anthony Quinn, and Jean-Luc Godard's Jules et Jim, October 30. The film, entitled THE WILD ONE, is about a group of desperadoes who roam the countryside, and will be shown December 6.

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The COLLEGE NEWS

Edition of November 27, 1967

Page Two

Letters to the Editor

Folk Dancing

Sleigh Farm Tours

By Emily McDermott

THE COLLEGE NEWS

Subscriptions $3.75 - mailing prices $4.00 - Subscriptions may begin at any year

Second Class Postage paid at Bryn Mawr, Pa.

FOUNDED IN 1842

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What ABOUT Calamity Jane?

Asks Hygiene Lecture Audience

By Emily McDermott

The phrase "somebody in the audience" may not approve of our looks, but someone else does. Ellen Kaye, from WOMEN'S STUDIES, introduces Miss Kaye during the September 22 lecture at 8:00 p.m. in the College Center. "Real girls" who would all like this corrected. It's hygiene lecture time again, and interesting questions or teachings were about to come, but that was only necessary since I was already awake. Thus I was introduced to the series and through the Sleigh Farm's project sponsored by League. In this Civic "Real girls" would select a special committee to supervise the work of altering the self-confi- dence of women who have suffered from the last, but spent most of my research experience and sums up by Miss Kaye as "that very lecture series, which was merely a case deep in Philadelphia's Main Line." Help.

Veritas Dilexi?

Next week the Educational Goals Committee will open its exploratory program on "The Meaning of Education at Bryn Mawr." The slate of speakers eloquently proclaims faculty and administration interest. Students, however, raise their concern and give the semblar a chance for maximum success.

Earl Blount is the executive concern of all college community members, and the student perspective is fundamental for a thorough analysis. Campus concern should be as arduous as it is necessary for the college to be able to function effectively. With their first weeks of classes behind them, new students are in the process of forming their own opinions about college existence. For older students, these sessions provide an easy outlet for the views nurtured by BMC careers and usually reserved for a limited audience. The students have the opportunity to ask Earle Blount, the skeleton until general participation investigates the topics introduced by the speakers. Just as the process of education demands student involvement, so an effective analytic project must receive thoughtful response to achieve valuable results. If Earle Blount is an ironic commentary on a Bryn Mawr education if an exciting forum failed to spark the campus interest vital to its goals.

We encourage your attendance.

Breakthrough

Although we receive most of our college education within the confines of the Bryn Mawr campus, the community outside is becoming more and more available for our researches. We are finding that our work with the faculty can be supplemented, and hence our sphere of humanity extended, by researches outside our campus related to the college.

An excellent example of this tendency is the art appreciation course at the Barnes Foundation (see page four). The chance to see the Barnes collection, let alone take its class in art and aesthetics, is well worth the students' time. The students enrolled in this class will be extending their art awareness into the field of art appreciation.

That is not even a credit course speaks well for those who are taking it. It also speaks well for the faculty of the class who let his daughters read anything at all, on the theory that "something is better than nothing." It is a great way to start the world. It is seemingly on this principle that Bryn Mawr (lightly concerned with our health, education, and safety) chose "The Gift." The first to be introduced in the "class," it seems as if it were agreed that "teenagers" need a "class in hygiene lectures"

The "class," as it were, is divided into two lectures on mental health and two on physical health. The lectures are organized into two parts: "pressing health problems." The first of the series -- a lecture devoted to the theme of "Teenage Girls" -- is given by Tempest -- offers little hope that (for more) the audience will live up to the contents.

To give Dr. Tempest her due, it must be next to impossible to give a good lecture on the topic of sex in a class at hand. The information dealt with is so basic that a listener would be lucky to pick up one piece of new information. Dr. Tempest deals with a child's preparation through oral, anal, and phallic "prerechurch." (Bryce, page 45) stages in order to keep the audience, especially when the audience listens with scarcely-concealed disinterest. But then, who can blame them when they have to sit through such utterances as: "Sometimes, sometimes, a child seems to be interested in the most embarrassing thing that she hasn't been interested in before." Why was she relieved only by the annoyance occasioned by outlookward psychological, biochemical, and sociological perspectives on the alternate roles of hydrogen and electricity? The one role, however, was left out completely. For instance, the totally unconscious and pre-existing bias of what about Calamity Jane was left unanswerable -- much to the audience's dismay, and what exactly was penny, I mean penny? If so, expect us to read books with titles such as "The Hopeless Youth..."

HURRY UP, PLEASE, IT'S TIME.
Mr. Kyle Phillips of the Bryn Mawr Archaeology Department led an expedition to an Etruscan dig in Italy this summer, and excavated one of the earliest temples perhaps ever uncovered in Tuscany.

A one-half life-size terra cotta head found at the excavation.

The dig is located 15 miles from Siena, and the expedition was sponsored by the college, with the permission of the Florence Archaeological Museum. Funds were donated from several sources, notably the America-Italy Society of Philadelphia and the Italian Consul General in Philadelphia. These funds were to help defray some of the transportation and living costs.

The site is called Morin, an Etruscan and Roman town formerly thought to date from 600-50 B.C. But according to this summer's excavation, the site dates from the first half of the sixth century B.C. and no later.

The archaeologists partially excavated a large public building, probably a temple. Among the discoveries were also frieze plaques and terra cotta figures (acroters) -- that is, parts of the whole decorative scheme for the temple.

The purpose of the expedition was to gain access to the archaeological town rather than a tomb site. It was especially successful in that it will provide much needed material for studies of ancient town and house plans, and for plastic arts, such as terra cotta and pottery.

Said Mr. Phillips in reference to the finds of the summer, "There is nothing quite this early in the Florentine Museum."

Members of the excavation crew were unable to take any of the material they dug out of Italy due to certain Italian laws. The group consisted of Mr. and Mrs. Phillips, a Bryn Mawr graduate student, Sevin Bulog; Tim Gantz, a Swarthmore student who had been at the Intercollegiate Center in Rome; a Swarthmore instructor and two University of Pennsylvania graduate students.

There was no physical work for the students during the three-month period; they were largely responsible for recording information. Gantz, for example, was in charge of photography, drawings, and cataloging the trenches.

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1966-67 SAC Agenda Features
Seminar Groups, Reading Shelf
(Continued from page 1)

one will take place Sunday afternoon, October 9, at the Merion showcase, and will deal with the subjects of "New Directions in the Negro Revolution." The committee would appreciate suggestions for topics and speakers for later sessions.

Along with the seminar program, educational material will be made available. In the next few days a reserve shelf should be set up in the library, right outside the reserve room, with literature on many subjects, including information on summer jobs involving social action. Book and pamphlets will be sold under the SAC bulletin board in Taylor, and possibly distributed through the dorms.

As far as direct social action goes, SAC may be able to arrange some sort of discussion group with kids from a Negro area in Philadelphia or in Ardmore. Families may be drawn in for "talk-ins." The program of girls' week, pledging some weeks a week to the Newark Community Project, will run under Student for Democratic Society, will probably be continued this year.

It is also possible to arrange weekend visits to the project to observe community organization methods and to talk with members, if anyone is interested. Of course there will be conducting local rallies in the area during the year. The Committee for Non-Violence Action in Philadelphia has a draft resistance day scheduled for October 15. Fund raising drives may also be started when issues occur.

In all these projects, Bryn Mawr SAC wants to cooperate with the Swarthmore Social Action Committee with the SGC Chapter at Swarthmore, and with Penn action organizations.

Basicallly, SAC is still collecting ideas. It needs more, and it needs people who are interested in doing some-thing about them. Anyone who would like to become involved is invited to come to meetings and to watch for publicity about SAC-sponsored or supported functions.

New Catholicism
Topic of Lecture
Interfaith will present the Rev. Canon Leo H. O'Connor, Ole., lecturing on the topic "Quo Vada... Church of Rome?" October 5 at 7:30 p.m. in the Common Room.

Father O'Connor is a Benedictine from the Welborouigh School in New Jersey and currently serves as the Vicar for Catholic Studies at Mary's Abbey. He will discuss the new position of the Catholic Church since the close of the Ecumenical Council.

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Barnes Foundation Art Course

Aims for Aesthetic Appreciation

by Cookie Poplin

At a Curriculum Committee meeting last spring, the suggestion was made of a problem that has bothered a number of Bryn Mawr students—unless one is sufficiently inspired artistically to come and study at the Barnes Foundation in Merion, one is left out. The idea of J. A. Barnes's open studio, the only way for a girl to study here is through the courses given by the History of Art Department. While some courses are excellent, they are geared primarily for future art historians and less for the simply curious who are looking for some direction in their enjoyment of art.

Last year two juniors found one alternative at the Barnes Foundation in Merion—they took a course there called "Philosophy and Appreciation of Art" and found it so worthwhile that they interested two more girls in the first year course and have themselves gone on to the second level.

The Barnes Foundation, a museum of late 18th and early 19th century paintings, including several masterpieces of the Pre-Raphaelite school, is known for its Impres­sionist collection; it is said to have introduced American art historians to Post-Impressionist and early Modernist works.

The museum has also developed a school designed to introduce students to a new approach to art which can be readily adapted to any other form of creative expression—they call it "the objective method." The first year course, "Philosophy and Appreciation of Art," deals with the problem of "Art," according to the girls, it concerns "the process by which an artist makes art," and by the essence of a painting lies not in the fact that it reminds one of a particular period or style but in the artist's biography, but rather that it is an attempt by the artist to communicate to the viewer his own unique conception of the subject. A work of art is evaluated in the course only in terms of its success in achieving what the artist wishes to express. Artistic traditions are of course important but only insofar as one can see how in artist changes or adds to them for his own purposes. The second course, in fact, deals with these traditions more systematically. In both courses teachers vigorously oppose the "myths" that an art work can be "beautiful" or that it is too esoteric for the layman. The first year course is organized around lectures on subjects like "unity and variety" or "relation­ship," or those people who even do not know of art or history—whether they have even had a college education or not. The second course is a course in art history neither is it a course in classic art, but a series of projects as proposed by some art schools. Artists in the course second year students are required to do "works in progress" and the sequence thus seems to be a course in art appreciation, in the broadest sense of the term.

Apparently one of the most sur­prising features of the course is the composition of the class. Art for the average student means, as the class meet from 1:30 to about 4:30 on Tuesday afternoon, 100 people at­ tend regularly. Most of these people are adults, men as well as women. There are also art students and local artists, only as yet a handful of college students. The second year class is broken into three divisions of about 30 students each, who meet on Monday, Wednesday and Thursday after­noons and are taught by local artists. All four courses use the resources of the museum extensively. On the advanced level there are seminars where half a dozen students apply the principles they have learned to other areas—art, to architecture, to antique furniture, even to literature. No Bryn Mawr credit is given for these courses—there is some reading, but no papers, no exams. The only require­ment is that people be sufficiently interested to attend all the lectures. The courses are free, and application, which in­volves two recommendations and an interview, should be made in the spring. Further information may be obtained from Andrea Stark in Erdmann.

Dr. Jacqueline Sterner, Dean of Women at The University of Arkansas, has become Bryn Mawr's second "academic intern" under the American Council of Educa­tion's Academic Internship Pro­gram.

The purpose of the program is in the words of the U. of. A. TRAVELER, "to aid and encourage capable administrators to develop their administrative potential to the fullest." To this end, Miss Sterner will be sitting in on faculty, staff, committee and trustee meetings, she will work with deans and program directors, and with the president, Miss McBride has asked her to write first drafts of reports on certain college affairs. The internship program, which is sponsored by the Ford Founda­tion, began in 1966 and is known for its "broadening experience or sheds light on the artist's biography, but rather that it is an attempt by the artist to communicate to the viewer his own unique conception of the subject. A work of art is evaluated in the course only in terms of its success in achieving what the artist wishes to express. Artistic traditions are of course important but only insofar as one can see how in artist changes or adds to them for his own purposes. The second course, in fact, deals with these traditions more systematically. In both courses teachers vigorously oppose the "myths" that an art work can be "beautiful" or that it is too esoteric for the layman. The first year course is organized around lectures on subjects like "unity and variety" or "relation­ship," or those people who even do not know of art or history—whether they have even had a college education or not. The second course is a course in art history neither is it a course in classic art, but a series of projects as proposed by some art schools. Artists in the course second year students are required to do "works in progress" and the sequence thus seems to be a course in art appreciation, in the broadest sense of the term.

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there are 41 this year, and Miss Sterner says that from 50 to 50 are expected next year.

The duration of Miss Sterner's internship will be nine months, from September to June, at which she will replace her duties at "B." Mr. J. R. H. University of Arkansas. Miss Sterner has served as Assistant Dean of Women at the State University and at Texas Technological College. She earned her bachelor's and master's degrees at the University of Indi­ana, and her Doctorate of Philo­sophy at Ohio State. She came to the University of Arkansas in 1961.


daorm, Ty-Bank House, Carolyn Monks described it as basically a "frightened fairy tale with some pure corn in it." The note notes along with the various language houses and tem­porary "dorms" have managed to create a funat of dramatic at­tempts ranging from the psyche­logic and weird to the straight­faced.

A.A. Events

1 Sun. - Faculty-Student Tennis
3 Mon. - Recreational Tennis 9-9 p.m.
4 Tues. - Hockey vs. Swarth­more A

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