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Realizing the dream: Perry House library opens

BY CHERYL LEE KIM

Thursday, September 28, the Perry House Library was officially opened. Amy Ongiri, Co-President of Sisterhood opened the ceremonies by quoting Marcus Garvey: "A people without a knowledge of their history is like a tree without roots." The absence of a library which connects Black students with their history has been glaring. Ongiri continued, "Today is a solemn moment for Sisterhood members. We are here to realize a dream. We didn't get here on our own. Many of our sisters before us envisioned this dream, and we stand here today with pride to say 'Welcome.' The history of African-American students at Bryn Mawr has been as a tree without roots. Today we are planting those roots."

Approximately 150 students attended the opening. Mary Patterson-McPherson, the dean, and faculty members were also present. The Bryn Mawr Gospel Choir performed the Black National Anthem, and President McPherson then ceremonially cut the ribbon to the library.

Kim Watson and Daniela Ballard, as Coordinators of Perry House, were instrumental in arranging the opening. Efforts for the library began two years ago. Denise Tuggle (BCM '99), initiated the position of Perry House Coordinator, and during her term began the task of collecting and cataloguing the books. The separate position of Perry House Library Coordinator was begun the next year, and was held by Jennifer Woodfin. The work has been continued by the current Library Coordinator, Tamara Beauboeuf. The library has been compiled through donations, and currently contains approximately 500 volumes.

Ongiri noted, "A lot of books which are considered 'classics' aren't in the library [Canaday] - for example, Wretched of the Earth by Frantz Fanon which is a classic in African-American literature."

The books are catalogued using Library of Congress numbers. The Library Coordinators had to generate their own cataloging system. Beth Mann, a staff member at Canaday generously donated her time and knowledge.

The Perry House Library is open to all members of the Bryn Mawr community. The check-out period for books is two weeks. Because the books are not readily available at other locations, it is vital that the circulation be rotated frequently. For the same reason, fines will be levied for late and lost books.

The expansion of the library is dependent on continued donations from the community. If you have any books, you'd like to donate, please contact Tamara Beauboeuf (Box C-180).

Women's Studies experience major difficulties

BY LAURA VAN STRAATEN AND GRETCHEN JUDE

The beginning of the autumn semester is often filled with the excitement and anticipation which accompanies the return to study of subjects truly loved. For a number of eager Bryn Mawr students, however, the beginning of the semester held only frustration, competition, and disappointment.

It has been several years since Bryn Mawr became officially committed to offering significant course-work in Women's Studies. The first independent Women's Studies major was awarded by Bryn Mawr College in 1985; a Women's Studies minor has been offered at Bryn Mawr since 1987. Each year more students apply for the minor and each year more students pursue an academic plan.

Yet despite the obvious enthusiasm for Women's Studies on the part of the students, there are only seven upper-level classes in the b-i college community this semester which are explicitly devoted to gender issues. Four 300-level (three of which have limited enrollment) and three 200-level. Three of these seven classes are at Haverford. One course, "Contemporary Women Writers," was closed to Women's Studies majors, and only available for English majors. Another 300-level course, "Topics in Social and Political Philosophy," has been complained about because of overcrowding, and because the alleged gender focus in the class has been slighted for more focus on issues of religious exclusion. In addition, two of the 300-level courses meet simultaneously.

Having so few courses for Women's Studies students means fierce competition to get into classes. One example is English 356, "Women of Talents," a literature course taught by Professor Katrin Burlin. At the first class, approximately seventy students lined the stairwell of the English House, each waiting for the brief interview which would determine who would be one of the fifteen chosen.

Even classes without limited enrollment are often open only to seniors and juniors with the concentration on major. This creates a vicious cycle for underclasswomen: they can't get in because they don't have the prerequisites, and they don't have the prerequisites because they can't get in. In addition, people who seek challenging classes focusing on gender issues as electives, are often disappointed or forced to continue on page 7

Choice March in Harrisburg

BY LISA ANN AreLLANO

On Tuesday, September 26, The Bryn Mawr chapter of NOW and the Bi-College Coalition for Choice braved a wind and poured rain to march in Harrisburg for a statewide lobby day for Choice.

The day began with a rally on the Capitol steps. Speakers included Molly Yard, national coordinator of NOW, and Representative Karen Ritter, House sponsor of the Reproductive Freedom and Health Package. Contrary to threats of rain, the sun was shining and the steps and sidewalks were well populated (an estimated 5500). Many Choice advocates carried balloons, signifying the support of individuals who were unable to be in Harrisburg.

After the morning event, the time came to organize and approach the legislators; the Supreme Court decision in Webster vs. the State of Missouri left decisions regarding reproductive rights in the hands of elected state officials. Before turning the would-be lobbyists loose, members of the ACLU (American Civil Liberties Union) and the full-time Choice lobbyist in Harrisburg held a briefing section. Explaining the finer points of current legislative activity around the issue and how lobbying works as a process of political change, they stressed above all the importance of being non-confrontational when speaking with representatives or senators, and "building bridges" rather than creating more hostility.

The newly introduced "Reproductive Freedom and Health Package" was the central focus for the lobbying efforts. The package is a set of nine bills ranging from the Reproductive Privacy Act (prohibiting government interference with a woman's choice of abortion or delivery) to Day Care and WIC Nutritional Funds. Although a co-sponsorship of the package in its entirety is preferable, adamantly anti-Choice officials are lobbied to sponsor some of the bills.

The Bi-College choicers concentrated their efforts on the Representatives and Senators for the Bryn Mawr and Haverford voting districts, most notable among them being House Republican Stephen Freind. When the budding activists arrived in Freind's office, there was already an energetic crowd gathered in his office, his reception area, and the hall. With a bit of luck, they were the last group to get an audience with Freind in his office, as opposed to becoming part of the mass questioning group in the hall. Lea Conley, the outstanding spokesmanship of Jessica Bass, the group ran through the Package, and discovered that Freind was, indeed, anti-choice, but that he was, liberally supportive of childcare, WIC nutrition funds, and family planning providing...
Pill a pre-conception birth control device
To the Editors:

For the most part, I was extremely pleased with the extensive coverage of reproductive rights and reproductive options in the article "The College News," however, rather dismayed to see the pill classified among "methods of contraception that function after conception" in the article "Webster v. Missouri." What does it bode for "Choice?" When contraceptives are defined as working after conception in some instances, I feel that the statement made is far too permissive.

As I understand it, there are two types of birth control pills, one which contains only progesterone, and one which contains a combination of both progesterone and estrogen. The first type works in three ways: by preventing the release of ova from the ovaries, by keeping sperm from reaching any egg that might have been released, and by making the uterus less receptive to any ovum that might have been fertilized. Only in the last instance could this method of birth control be described as "functioning after conception." The second type of oral contraceptive, the one containing a combination of progesterone and estrogen, works by preventing the release of eggs from the ovaries; it does not, therefore, take effect "after conception." While I do appreciate how easy it is for such an oversight to occur, I feel that it is extremely important that we keep facts as clear as possible when dealing with an issue as sensitive as that of reproductive options and reproductive rights.

Jessica Jermigen '93

Environmental issues for sale at BMC/HC

To the community:

This letter is being written in response to Bryn Mawr-Haverford's "Non-Credit Environmental Issues for Students," held on Wed., Sept. 27. There were three speakers present, all spokesmen from major corporations. Philadelphia Suburban Water Company, Waste Management, Inc., and Pennsylvania Power and Light. The latter two of these companies are notorious for their disregard of environmental safety and their powerful and effective use of legislative pressure. The third, Philadelphia Suburban Water Co., is far too active in promoting water safety.

The lecture, rather than providing an opportunity for learning, provided the speakers with a medium for disseminating propaganda and public relations misinformation for their respective companies. (Of course, we had expected no less.) The content of each speaker's talk focused on his company's activities and "successes" with regard to protecting customers and the environment. We were shown company statistics, cheap products and company policies, and assured that water safety, environmental protection and energy conservation are and have always been priorities, regardless of public or legislative pressure. Thomas Vobeit, of P.S.W.C., went so far as to describe the Clean Water Act and the Clean Air Act as "knee-jerk legislation resulting from misinformed public pressure." The Clean Water Act was one of the first and most fundamental pieces of national legislation passed by Congress to ensure water safety. It regulates the amount of waste companies can discharge into our water by requiring all companies to obtain a discharge permit, and by fining those that violate these permits. The Act also provides federal funding for the construction and maintenance of sewage treatment plants. The Clean Air Act restricts the amount of waste that can be discharged into the atmosphere.

Elizabeth Knapp

Submissions, articles, letters, etc., for the next issue of the semester:

DUE SATURDAY, OCTOBER 21 AT 10 AM IN THE ROCK OFFICE.
Please submit on Mac disk. We reserve the right to cut late articles.
After tuition, Bryn Mawr still eats money -- in small bites

BY JESSIE WASHINGTON

One good thing about Bryn Mawr is that once you have taken care of the bill at the beginning of the year, you really don't need to pay for much else. Concerts, lectures, parties are all free. This year I noticed a change. Even though my bill was paid, I still owed money for SGA dues and telephone services.

There is probably some good reason for this, but at this point I am still not certain why these payments can't be added to the total as a single account. I was too scared to go back and ask my parents for another $567.50, so I paid it myself. This amount of money would have been unnoticeable to them, but I sure did put a dent in my pocketbook.

At this point, I am terribly annoyed, but even more than that, I am scared of what may come next. What if we had to pay our own utilities bills? Each dorm would have a separate bill which would be divided by the number of dorm residents.

Can you imagine if we had to pay to use our dean's a similar manner that we pay for counseling at the Health Center? (Neither of which is really worth paying for.) The senator had paid enough, but meanwhile I dread the day when they will pass a basket around at convolution and take up a collection.

Bi-college Coalition for Choice presents memorandum

This is the following excerpt from the lobbying memorandum drafted by the newly formed Bi-College Coalition for Choice. This memorandum was presented by the approximately seventy-five Bryn Mawr and Haverford students to Pennsylvania state legislators in Harrisburg, November article, this issue. This excerpt seems an apt way to inaugurate what will be an ongoing Reproductive Rights Column in The College News.

We, the Bryn Mawr and Haverford Colleges Coalition for Choice, believe in

...certain undeniable reproductive rights. These rights include a woman's right to choose an abortion for any reason and any stage in her pregnancy; and the right for women in all circumstances to be able to make choices about their own reproductive lives. These rights are protected in Pennsylvania under The Reproductive Privacy Act, introduced by Representative Karen Ritter.

This column will serve as a commentator and as an informational forum, with news about campus, regional, and national, especially reproductive rights. Please send suggestions and inquiries to Lauren van Straaten, Box C-209, Bryn Mawr, or Margot Hipwell (C-1346, x7554) for more information regarding the Bi-College Coalition for Choice.

Harrsbug article continued here from page one.

continued from page 1

that didn't mean groups like Planned Parenthood that consider abortion a viable option.

The group was unable to resist bringing up Freind's now infamous rape-

...continuing. In fact, he expressed confusion or ignorance of some circumstance to Medicaid what he said that he was not in the

uncommunicative, implying that once you have taken care of the bill at the beginning of the semester you really don't need to pay for much else.

...Abom (clearing of throats that have not had coffee for at least...two hours). There's this tradition called Lantern Night and it's kind of when freshpeople get these lanterns that have these owls on them and everyone wears these black batfrocks and sings these indescribable Greek songs. It's really nice. The End.

...and may be addressed to either Mandy Jones (C-1346, x7554) or Margot Hipwell (C-1329, x7525).

...at least accountable to his constituency for his legislative acts. In fact, he expressed confusion or ignorance of some of the bills which left the group dissatisfied with his lack of participation in the Lobby Day, and respecting the fact that at least Freind had seemed prepared for questions and rebuttal comments. The trip was sponsored by Representative James Clark, who was also civil and thoughtful (possibly after paying for the $567.50 he owed).

...the metalwork. Because of the great expense involved in this practice, it was

...To this day a set of gowns. (For some strange reason, this part was missing when we were doing a country dance.)

...when the20'/< discount you'll receive on

...returns the day after

...20h time. Lantern Night is October 22nd at 7:00pm. Rain date the 23rd. Participants must attend two of the first set of rehearsals, two of the second set, and the dress rehearsal.

...Signs-outs for freshmen (and those who've missed sign-outs the day before) will be from 10:00 to 5:00 on the third floor of Taylor (towerside).

...way to go back and ask my parents for

...the place of the original poplar tree, but the known as the Thomas Library took the

...merchandise. We will need you to bring their ID's to the ceremony to avoid
evening.

...tickets. We thought it inappropriate to give the lanterns under the trees in daylight, they decided to present them on the night that the freshmen received their caps and gowns. (For some strange reason, this event was called "Cap and Gown Night.")

...The Lantern Night event was called "Cap and Gown Night." That night, each sophomore of the class of '01, marched from the Pembroke Arch to a place under a big spreading poplar tree where the class of '01 waited. Each class had written a song, which they sang to the other, and then the lanterns were given. The next year when it was '02's turn to give the lanterns, they sang their lantern song and a new one called "Pallas Athena." This became a traditional song for the sophomore class, and from 1914 until 1924, the traditional新鲜men song was another top ten-Dick Clark chart buster, "Over the Way to the Sacred Shrine." But pop music being the fickle thing, it is, they found even an easier, yet catchy tune by the same name. Transposed from Pericles' funeral oration as relayed by Thucydides, the actual music is from "OF MYSTICAL SUPPER," another toe-tapping melody from A.F. Lovett's Russian Church service. To think that the beautiful songs and solemn and graceful ceremony we know today all evolved from one lone fleshed. What elegant and tasty beginnings.

Traditions

BY MANDY JONES AND MARGOT HIPWELL

(Traditions MISTRESS?)

This is our Lantern Night Article. It's even in the morning that we only have

...eight hours to finish it. We have these really neat games that we want to play, and they sound kind of gross, but they are disgusting.

...Harrisburg, 185 per that's really not need to pay for much else.

...in the original campus, are asking for

...support the research, importation, and

...to Pennsylvania state legislators in Harrisburg, October 13th, to Mandy Jones, Box C-1346. A limited number of reservations will be made available for anyone who wants to bring their ID's to the ceremony to avoid excess confusion. Reservations forms are available from the Bi-\-College Coalition for Choice, Jocelyn Taylor Hall, on the bulletin board in Stokes, and by the stairs at the Dining Center. Forms are due by the time he leaves.

...now, a rather large building

...your families. Of course, those with the great expense involved in this practice, it was
BY THIDA CORNES AND
CHERYL LEE KIM

This column is a space for all women of Color. One of the goals of the column is to create a space wherein the diverse experiences of women of Color can be shared and their voices heard. To facilitate this, the column will have a rotating authorship.

Last year, the column In Technicolor became closely identified with one woman, Denise R. Her contributions to articulating strong, controversial, and at times incendiary. Her contributions to this community were vital.

However, the plurality extant in the experiences of women of Color cannot be expressed through a lone speaker. It is up to individual women of Color to represent themselves in this column and indeed in all other arenas. If you are a woman of Color, this column is a forum for your voice. We invite all women of Color to write for this column. The topic, length, and tone are completely open. The deadline for the next issue is Saturday, October 21 at 10 a.m. Please contact one of us for further details.

(Thida Comes, C-215, x5782/Cheryl Lee Kim, C-1299, x5794)

BY JESSIE WASHINGTON

Kilson lured to Bryn Mawr

Robin Kilson comes to Bryn Mawr with much to offer our community. She was born and raised in Boston. She attended Harvard/Radcliffe University where she received a B.A. and M.A.; she expects to earn a PhD by May 1990. Bryn Mawr had to do some serious negotiating to lure her away from M.I.T.

Kilson holds the honored position of Helen Taft Manning professor for British History. She is equally interested in African and Afro-American history. When asked about Bryn Mawr, Kilson said, "I'm getting used to it, though it was a little strange at first." The history department at Harvard has more than fifty professors; MIT has 15. Bryn Mawr has 7 history professors.

Despite its small size she feels the curriculum is more than adequate. Kilson feels that there is a need for coverage of third world topics like African and Latin American history.

Professor Kilson used words like compelling, refreshing, delightful, enthusiastic, eager, and interested to describe Bryn Mawr women. She also says that they were a major factor in her decision to leave M.I.T.

Because M.I.T. is such a big university, they had the resources to offer her many benefits which Bryn Mawr simply could not afford. However, our administration has been supportive of Professor Kilson in other ways.

For example, they are permitting her to teach a reduced load in order to complete her doctoral work. This semester she is teaching a course on the British Empire. The course she will teach next semester will focus on race relations in London from 1945 to the present.

Kilson has strong feelings about single-sex education. She went to a high school for young women, and also feels like she attended Radcliffe as much as she attended Harvard. With regards to Bryn Mawr, she says "This is a place where one can be a woman academic without feeling a compelling need to prove one's self."

With regard to her role in the college community, Professor Kilson said "My main interest is furthering the cause of diversity at Bryn Mawr and Haverford." She adds that in the future it would be nice to develop a minor or concentration in ethnic studies.

Professor Kilson hopes that she will become familiar with more students, both inside and outside of the classroom. If you don't feel that a history class is in your future, go and talk to her anyway. I'm sure that she would welcome inquiries into her past as a high school anti-war rebel and a rock music critic. And make sure she tells you the stories about John Lennon and Bruce Springsteen.

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October 4, 1989

The Honor Board and UNCHECKED POWER—how many times have you heard those two phrases linked in the same sentence? It came up at every forum last year, we discussed it endlessly at PMAs and it featured in numerous dinner conversations. It is perhaps the most frequently cited complaint against the Honor Board and, yetIronically it is one of the most in accurate. For the Honor Board has no back bone—they talk about it. This is a testament to the workings of the Honor Board. It was decided that a hearing was kept completely anonymous. Members of the Board, yet ironically it is one traditional questions we have about the workings of the Board and the workings of the Honor Board—two radically disparate versions of the Honor Board—two radically disparate versions of reality are seen to exist. Either people seem to think that the Board runs around late at night randomly expelling people and doing other unspeakable unlabeled things like marking certain records, policing the alcohol policy and painting bathrooms; or alternately, people say the Board has no backbone—they talk about resolution and closure and other nice things. For there appears to be a very specific Board members and their writing lengthy abstracts, we have instead instituted the practice of including statements of checks and balances that institutionalize our accountability. This accountability comes in the form of scrutiny of Honor Board's activities by various other members of the community. First, there is the addition of four other members to the core six students which comprise both the academic and social boards in the case of hearings. At such hearings, the use of a consensus model of decision making is another check as ten minutes is required agreement on those points made. Additionally, both academic and social decisions are subject to appeal procedures. Lastly, the responsibilities of the Honor Board to produce synopses of past cases allows the community access to the workings of the Board and provides (yet another) opportunity to critique our decisions. In the last few years this process has been markedly altered, and instead of writing lengthy abstracts, we have adopted a more a more rapid and less time-consuming practice of writing synopses in the College News, we hope to allow the community better access to the workings of the Board and consequently the Code. We also hope that our newspaper provides community consciousness for the exploration of such fundamental issues as academic freedom, social norms and possibly also instituted the practice of including two critiques of the case, written by Board members. The Board, or at least the Board felt that Frieda this was necessary as it was in keeping with procedure and would be the usual practice in order to arrive at the best solution. A hearing was, therefore, convened.

...For growth requires more than blind adherence to a code of conduct, it requires reflection--reflection upon our actions and how our actions affect those with whom we share the community.

Such reflection is only possible when one's judgement is trusted.

Before I ran for the Board I was concerned about whether or not the position was worth it. I was uncertain about what motivated me to run for the Board. The synopses published by the Honor Board are not always the exercise of the Board's "power" and they concerned me in basically two ways. First, it seemed to me that the contravened individual was always found "guilty." I wondered if the Board was careful, open, and fair in its assessment of whatever evidence was presented and if a confrontated student had, quite frankly, a snowball's chance in hell when confronted with THE BOARD. It struck me, therefore, as a problem that it seemed to come not only to all sorts of conclusions about a student's moral development but it also served to morally isolate and to morally enhance those with whom we share the community. Such reflection is only possible when one's judgement is trusted.

Frieda had not deliberately taken the exam open book. Indeed, Fontaine also felt that Frieda's willingness to admit the second violation was a very significant mitigating factor. She noted that Frieda had been absent when the status of the exam had been finally determined. The Board questioned Professor Fontaine about whether she marked her exams "open book" or "closed book." Fontaine said that it was her customary practice to mark exams only if they were "open book." When asked how she handled the situation, she thought it appropriate for Markers to re-examine the Fall of when confronted with THE BOARD. It occurred to me that it was not only to all sorts of conclusions about a student's moral development but it also served to morally enhance those with whom we share the community. Such reflection is only possible when one's judgement is trusted.

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Challenging the classical curriculum

Diversity requires academic canonicization

BY CHERYL LEE KIM

Advancing the mere tolerance of difference between women is the grossest refinement. It is a total denial of the creative function of difference in our lives. Difference is not merely tolerated, but seen as a trend of necessary polarities between which our creativity can spark like a dialectic. Only then does the necessity for interdependency become unthreatening. Only within that interdependency of different strengths, acknowledged and equal, can the power to seek new ways of being in the world generate, as well as the courage and restlessness to act where there are no charters.

DIVERSITY. It's become well-worn word. What does it mean to have a diverse curriculum?

Institutional diversity consists of something more than putting race, ethnic groups, nationalities, and races in an enclosed environment and hoping that they will "interact," "integrate," "become assimilated," or create a commitment to a pluralistic curriculum. We cannot place it in the fringes of the academic enterprise. We must have an ongoing, deliberate, and planning commitment to a pluralistic curriculum. Diversity Day — all of these are stop-gap attempts at eradicating a huge, complex void. Like the old, Biblical example given into the "female experience" in three hours or less.

One of the most common myths about the nature of prejudice is that educated individuals tend to be free of the ignorant beliefs and misconceptions which nurture irrational fears. Unfortunately, education which is limited only to a sphere fundamental to the establishment — difference cannot touch the roots of the self. Until we have a solid understanding of other worlds, experiences, and ways of being, we cannot effectively examine ourselves, our beliefs, our perspectives. We have not developed a dialectic in which to discuss difference.

The most damaging facet of "western," "classical" education is that it negates the existence and validity of other ways of being. Words and phrases like "less advanced," "friviliious," and "underdeveloped" intertwine with conceptions of Otherness and Center. West-centric education creates a "center" and a "margin." Center as defined by the existing academic white, western, male, and upper class. Obviously, the range of experiences thus represented is limited.

As long as academic curricula demonstrate second-class citizenship in the "normative," "intellectually significant," and "valuable," all those who exist outside the "center" are involved in a process of exclusion and denial of our existence denied by absence. This includes women, people of Color, sexual minorities, religious minorities, and the list could go on and on. There is a reciprocal relationship between the academic canonization of experiences and the devaluation of "normative" and "valid." What is canonized cannot be marginalized and Other.

If we, students and faculty, continue to blithely ignore these real problems in our curriculum, we are colluders in our own oppression.

In the past few years, we at Bryn Mawr have carried on a consistent insidious development of a diversity requirement. While such a requirement is vital and of great importance, it is not, by itself, enough to build a structure without the foundation stones.

A diversity requirement without the courses and the faculty to support it is counterproductive to the desired end: to infuse within students the knowledge of multicultural perspectives, to provide them with the tools to become enriched, rather than threatened by difference. Bryn Mawr College needs to make a commitment to actualize diversity in its curriculum and in its faculty.

Integral to an effective diversity requirement are professors who have in-depth knowledge of the subject, not just enough knowledge to "get." To whatever, for example, a course in Latin American history from a white colonialist viewpoint does little to advance understanding.

Difference can be enriching - challenging us to think and be in different ways. To reject it, to deny it, is to cut off parts of ourselves, of our potential growth. Pluralism and diversity are difficult tasks involving an evaluation/evolution of the deepest parts of ourselves. It cannot be done in the absence of a framework — we cannot construct and create with paper thin wisps.

Andree Leorde 1

Students' initiative on curriculum

BY CATIE HANCOCK

I keep thinking the hit "Closer to Fine" by the Indigo Girls and the title of the middle of the song that I am - sure - cut to marrg a Mawrter's heart when she first heard them:

"He graded my performance, he said he could see through me."

And I was free.

It needs to true to this College...prostrate to the higher mind, get my paper. And I was free.

Prep's college, a place where we often conceive our lives here. And I think we know it.

Sometimes we don't mind it, this scholar

ship mentality. This working scene of it. Leaving aside for now the other images that come before these particular lines in the sort, at the least for the sake of all Philosophy majors and professors in the immediate vi-

cinity, myself included - look again at the

matters and professors in the immediate vi-

cinity, myself included - look again at the

matters and professors in the immediate vi-

regions, academic of the last year and particularly that of the now historic "graffiti forum". This item's note: Last year, a small group of faculty, staff, and students, including President McPherson - painted over col-

leagues. This discussion was the "graffiti forum" in which Catie Hancock rivalry, was accused of taking cover in Volume by.

Thomas and the Campus Center as a protest against the racist and homophobic graffiti already present. This group invited the community to an open discussion in a few days later. This discussion was the "graffiti forum" in which Catie Hancock rivalry, was accused of taking cover in Volume by.

Women's Studies --a major

continued on page 11

continued from page 1

take less challenging lower-level classes in their attempt to push to more advanced courses. Even more frustrating are courses open only to departmental majors, leaving students without choices. Anything but time, students have complained, fall in the cracks between departments at a college strictly divided along disciplinary lines.

As recourse, more and more Mawrters are looking beyond even Haverford, to Swarthmore and Penn, to get the Women's Studies classes they need. Students have explained their shame and dismay: "I will not take a course with a Mawrters' students face parallel setbacks, and do not "Compulsory Heterosexuality," and Maxine Hong Kingston's The Woman Warrior are

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nalistic classes which satisfy requirements for departmental majors. There are no courses that would satisfy requirements for departmental majors. There are no courses that would satisfy requirements for departmental majors. Therefore, some departments do not develop Women's Studies courses, which tend to have mostly "non-

nondamental" course content. When asked whether any departments have been particularly resistant to developing Women's Studies courses, Professor Hedley replied, without hesitation, "Psychology." Virginia McCann could not have taught courses in Women's Studies, but didn't have the time... [and] she was here for four or five years. To teach a Women's Studies class is a "luxury," noted Hedley.

Professor Hedley was also cited as a department, which could easily lend itself to advising the Women's Studies Program, which was thought to be watered down. Professor Hedley did acknowledge that the liberal Modern Languages have been quite good at keeping Women's Studies in their offerings, noting especially the tenacity of Myra Love, a professor in the German department. However, students have complained that the French department could expand its commitment to include courses in French
This year, there are thirteen seniors and thirteen juniors pursuing independent majors at Bryn Mawr, in subjects ranging from folklore to semantics. They may keep a low profile especially in academic circles as they don’t know who they are or what they are studying, yet they are an interesting facet of the college’s academic life and an example of the academic freedom we are given here.

The arena of all major program was begun ten years ago when it was decided that Mawrters, who could then take independent majors through Haverford’s program, would be better equipped to handle all these issues. The program has since grown at a rapid rate: a few years ago there were only four or five a year, in comparison to this year’s twenty-six.

Among independent major programs, Women’s Studies traditionally sees the greatest growth number, and the ’90-’91 academic year is no exception: twenty percent of this year’s independent majors are in that area.

Other departments, such as theater, creative writing, medieval studies, and East Asian studies, also have a tradition of Mawrters pursuing independent majors from her fellow Mawrters? Laura van Straaten ’90, a Modern Languages major, has greater academic freedom and opportunity than other majors but they also have less of a support network because they are not attached to a specific department. Dean Tidmarsh said that there was a “fair amount of isolation for the independent major” and that consequently the student-advisor relationship was crucial. Often, said Tidmarsh, “many of those facing differing expectations about what the advisor should be and the commitments involved, which can lead to confusion and disappointment on both sides. A letter of introduction to all faculty to clarify the role of an independent major advisor and give them, as Tidmarsh put it, “a clearer sense of what they’re agreeing to and what they’re not.”

The idea of a support group for independent majors in addition to faculty advisors is being discussed. Counseling by the deans and faculty is already available, but is dependent on student initiative. They are not disinterested or overwhelmed, independent majors do also have options for changing their major but these vary widely with the types and number of courses they have taken.

There are no certainties in taking an independent major, but there are not enough disadvantages to outweigh the opportunities. Although the independence can also be isolating, the independent major, according to Robin Bernstein ’91, a creative writing major, is “it gives me the time, mainly, to do what I want.”

French department as well as a member of the Committee on Academic Priorities, she feels that “the merger of that department in particular as so positive on both the practical and philosophical levels.

Practically speaking, Haverford had just lost two of its French professors, and it made sense to have one unified and strong department than a strong department at Bryn Mawr and a floundering Haverford department. However, professor Hedley noted, in a more forceful manner, as was stated, it was “not simply opportunism.” The theoretical reasons were also compelling—of promoting strong and financially sound departments and joint curricular programs, as we have made decisions about merged departments with a co-ed institution in order to feel confident in what Bryn Mawr can offer.

Economics professor Steven Stavins, who feels that “we’re negotiating away a lot of our independence.” She points out the importance of the interaction between the two campuses, and preserving our sense of the two campuses. “Bryn Mawr ends and Haverford begins.”

Another interesting question about joint curricular programs is the new areas of study are formed as co-ed college concentrations. This includes East Asian Studies, Women’s Studies, and Computer Science. The new Hispanic Studies program now in a formative stage will almost certainly be co-ed college as well. Three of the above areas are ones that would serve to diversify the curriculum, which is an interesting pattern to note in light of the current concerns over the diversity and lack thereof in Bryn Mawr’s curriculum.

Mawrters, as expressed in the Self Study Report done for the Middle States evaluation, is “maintaining an ambitious range of programs for its size.” While this can certainly be seen as consistent with our goal of providing excellent education specifically for women, there are also genuine concerns about our commitment to being a women’s college and filling the educational needs of women’s colleges fill, there are more realistic than what departments and programs we have to offer. Study after study supports the idea that women’s education is more co-ed college than what departments and programs we have to offer. Study after study supports the idea that women’s education is more co-ed college than women’s colleges, and that the single-sex academic environment is particularly conducive to the success of women.

As we have made decisions about merged departments and joint curricular programs, we have been the more co-ed college than women’s colleges, and that the single-sex academic environment is particularly conducive to the success of women.

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With the VCR, it's never too late to see The Year My Voice Broke and other films past

BECCA BARKNARTH

As the title suggests, The Year My Voice Broke is coming to your living room, but is it not your average, run of the mill frustrated boy lusting after voluptuous young girl. It is a funny and serious and gentle and main production.

The story takes place in New South Wales; the year is 1962. The main character, who in my opinion is a dead ringer for Lou Diamond Phillips in La Bamba, is Danny, an average, hyper-hormonal teenager. He is hopelessly infatuated with his best friend Freya. He and Freya suspect who may clear them, but they were small, but now adolescence has come between them. Of course Freya is not sexually interested in Danny; she is attracted to Trevor, an older teenager and a star on the school football team. Trevor is not interested in Danny, but is a local biddy's Mercedes and driving it around the racetrack. Danny tries to emulate him and the older boys; he around innuendos on Sam's part and around the ivory tower atmosphere getting on your nerves? See this film, a hit, and it is a timeless 86 min. of color.

To extend the metaphor of film to the tomato, which it always did to entertain, to a certain extent this same film is served up until the present. In addition, this particular show handles the first show up until the present. In other words, the show has its hits and misses, but it has always had an audience and a regular following.

The movie that asks you to "witness the repulsive exploits of the filthiest people alive." Directed by the oil-for-oil John Waters, who was once scorned by mainstream film critics but is now hailed by all as a "twisted genius" and "a patron saint of filth", this film is a perfect example of how the show has touched onto a certain element in our collective psyche that has enabled it to capture that special place in the hearts of the American viewing audience.

And this tradition of humor and wit promises to continue at least until the end of this year. Based upon the first two episodes which aired over the past two weeks, Cheers continues to use the same methods which it always did to entertain, while shedding some light upon the human condition. One of the biggest developments which fans of the show are eagerly anticipating has to be the nature of the relationship between Sam Malone, Cheers' womanizing, "legend in his own mind" bartender, and Rebecca Howe. Yet, on the other hand, Rebecca does fill the gap created by Diane's absence quite admirably. Yet Rebecca Howe, the corporate climber who has been placed through corporate America's endless bureaucracy and sausage factory to become a "replacements" for those who were they to walk into this bar, they think that this is, in part, due to the fact that each member of the cast is a talented actor who adds to the overall high caliber of the acting, writing, and production, as well as to the ensemble nature of the show. The actors work together as a group, and really do complement each other, which in turn allows each performer the freedom to have a lot of dramatic and comedic moments without the scene-stealing common to some sitcoms today. They are also able to play off of each other extremely well, and the closeness of the cast really comes through in the audience, making us feel as though we are almost a part of this group. The fact that the actors work so well together certainly accentuates the humor and the overall quality of the show.

I think, perhaps, that another important reason which lies behind the show's popularity can be found in the writing, which has been consistently funny from the first show up until the present. In addition, this particular show handles the loss of key characters extremely well. New members of the ensemble are introduced as individuals, never truly serving as "replacements" for those who have moved on. Nobody could ever equate the lofty and intellectual Diane Chambers with brassy, career-oriented Rebecca Howe. Yet, on the other hand, Rebecca does fill the gap created by Diane's absence quite admirably.

Happily, this year Cheers will continue to show as much promise as the first two episodes have, and we will all be looking forward bar itself, and the nature of the interaction between the characters is essentially the same as it was in the past. Yet the show remains fresh despite the passage of time, and I think that this is, in part, due to the nature of the show. The actors work together as a group, and really do complement each other, which in turn allows each performer the freedom to have a lot of dramatic and comedic moments without the scene-stealing common to some sitcoms today. They are also able to play off of each other extremely well, and the closeness of the cast really comes through in the audience, making us feel as though we are almost a part of this group. The fact that the actors work so well together certainly accentuates the humor and the overall quality of the show.

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Look

Too many memories—
her fingers touching the white lace curtain
to open a stage for the rain
or her hair swept back by a liquid breeze.

Eyes never mattered—they were lost in the valleys and the hills,
the green fields and wheat fields
of her ripened skin,
and the spring of thought from her bitterness

The train inhales—I reach through the sealed glass window,
searching for grayish and mottled reds,
for her and the farewell she promised
never give.

We are departing.
Important matters await me,
atone, and apologies to a close.
I stare through the smoke of a nearby cigar
for two precious stones set in a mask of goodby.

Childwoman

Patrons on the bed
in your wedding-waiting-room— you sit.

Virgin doll in red silk.

Looking at pointless decorations—vision imprisoned by a blur of tears.

Looking down—flaring, cumbersome gold bangles
throat punctured with fear—
no comforting word drunk all day.

Your face contorted into a mask of docility.

The name you've married enters and leaves.

Silk painlessly disarrayed—
your body burns with a wearying fever—

Your face shot to a close.
I will share your nightmares.

—Maia Whang

Send submissions to Gia Hambury, box C-1031. Please include your name and phone number. Names will be withheld on request.

BY JAMIE TORTORELLO

The most amusing picture that comes to my mind while listening to MC Lyte's new album Eyes on This is of Public Enemy's Chuck D fleeting from her. She doesn't need to catch him...I wouldn't

BY NANCY YOO

John G. Bullock: An American Vision is a retrospective exhibit of Bullock's work currently being shown at the Comfort Gallery. Although Bullock was a vital figure of the early American (pre-World War I) photography scene, until recently, his figure of the early American (pre-World War I) photography scene, until recently, was lost on the American摄影 scene. After the discontinuation of these exhibits, Bullock joined Alfred Stieglitz and ten other photographers in 1901 to form the Photo-Secession. The Photo-Secession's basic aim was to recognize photography as an art form. Bullock's work was included in every Photo-Secession exhibition. In the 1920s and 30s Bullock became the corresponding secretary curator at a historical society and the time he spent on photography became limited.

John Bullock: An American Vision consists of one hundred photographs, 70 modern platinum prints and 24 vintage prints. Although a few portraits and urban shots are included, Bullock's photographs were predominately landscapes with small human figures in the foreground. In these landscape photographs, Bullock seems to express the desire to either incorporate humans into Nature or emphasize how insignificant humans are in comparison to the immensity of trees, hills and roads that lead to nowhere. A particularly striking example of this is "Far as the Eye Can See," 1900, which is a photograph of huge black rocks next to the sea with a small figure of a woman looking out into the vast distance. Another photograph, "By the Still Waters," 1897, which depicts a woman reading a little boy underneath a tree on the bank of a still stream, evokes the picturesque quality of a Monet. As the photograph spans the years from 1891 to 1911, the viewer can see where the shifts in Bullock's work occur. For instance, "The Coke Burner," 1900, a photograph of a man surrounded by geyser-like formations which cannot definitely be identified as steam, is evidence of Bullock's connection to the allegorical realm. There is an infinite stillness and a quality of timelessness in Bullock's work. Bullock's mastery of contrast between light and shadow is clearly evident in all of his photographs, particularly in his "Wedding Journey." 1888. Finally, Bullock's structural sense is consistently historical and beautifully intact.

John G. Bullock will be at the Comfort Gallery for one more weekend only. Take a trip back over there—the exhibit is well worth the ride!

New album is worth a listen

BY ANDI DEDOLPH

Melissa Etheridge? Never heard of her. (That's what living in Montgomery, AL for two years will do to you.) So, I listened cautiously to her new album, Brave and Crazy, not at all sure what to expect. I was pleasantly surprised with what I heard. The woman ain't bad—matter of fact, she's pretty damn good.

The music itself is an excellent combination of rock, country, and blues. The greatest part of the music, aside from her fantastic guitar, is her voice Deep, throaty, and raspy, it gives the music rugged quality. Lyrically, the album is mostly melancholy, cliched love songs. The theme of most of the songs runs along the line of "I love you, you love me back" or "I really don't, and never did, love you." One song that really distinguishes itself from the pack is "My Back Door." The song discusses growing up and leaving behind the naivete of childhood without being sappy, a rare feat.

All in all, I liked the album a lot musically, but got a little bored listening to it lyrically. So if you're looking for good music and the words aren't that important, this album is for you.
Dear Ms. Hank,

I am a prospective student. I’ve been admitted to Harvard, Princeton and Stanford, but Bryn Mawr is my first choice. However, I rely on a wheelchair and my family doesn’t have a lot of money, so I can’t explore every campus I’m interested in. We only have enough for me to visit a few colleges that are very good bets. Another friend said she read your column in the school newspaper (advocacy journal? feminist paper?) and suggested I ask your sage advice. What should I do? I can’t believe that a women’s college would question the feminist intent (and content) of this women’s college, your college with feminist intent isn’t wheelchair accessible—how backwards!

Dear Disbelieving,

Disillusioned,

a disbelieving prospective student

Dear Disbelieving,

Although there are those who would question the feminist intent (and content) of this women’s college, your question is a good one. It is true, if you come to Bryn Mawr, you will only be able to visit friends on the first floor of Edman or maybe Radnor, if you’re the coed type. You will have to go through a contemptible amount of hassle to have a ramp set up for you anywhere else — although for most of Bryn Mawr’s collegiate Gothic campus, a ramp is not a remedy.

Although the Campus Center, Computer Center and Thomas Library are wheelchair-accessible, you’ll have to go through the back way to get into the Thomas and the Campus Center. In Thomas you will encounter a myriad of tunnels as you wander through the basement — exciting but certainly not convenient. The excitement is, of course, contingent on whether you can figure out a) where to find these entrances (there are no signs) and b) when to try them (they’re usually locked).

In case you had a shred of belief left, it gets worse! Most classrooms, dorm rooms, the Administration (including the deans and the President, safe in their ivory offices), Financial Aid, the Comptroller’s Office, Student Payroll, Dining Services, Physical Plant, Housekeeping — the list goes on, but you get the picture — are inaccessible to you, dear Disbelieving. You can only get them by telephone. Perhaps you, wise women that you are, chuckle at the fact that you wouldn’t even have to go to the Dark Place [Ed. Note: This is Haverford College, the place that the Blue Bus goes, because you couldn’t get on the Blue Bus. But consider the fact your course options would be cut in half, indeed, nearly eradicated if you are looking for Women’s Studies!]

Dear Disillusioned, I hang my head in shame, for even I have no answer to your question. How can a college priding itself on its diverse aspects exclude women simply because they have physical abilities that differ from the majority? None of us — not even our most esteemed tallest of tall, who shall yet remain but an allusion in the Mac of Ms. Hank — no, none of us is safe in our physical "ability." This is the most puzzling thing of all; in the construction of our campus, as in the construction of our ableist society, we erase the fact that we are all, if physically able, only temporarily able-bodied.

Death to the Patriarchy and an End to Ableism!

Ms. Hank

Jennifer Spruill, ’80

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The BrynMawr Paper-Doll Collection

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The College News

October 4, 1989

Confessions of Honor Board--On Our Honor con't

Continued from Page 5

procedures are designed so that all relevant information about a situation can be explored, especially apparently hidden or irrelevant information, by a number of uninvolved individuals so that the most appropriate and constructive solution can be found. Such procedures are actually crucial protections of both the individual student’s “rights” and they also serve to preserve our system of self-governance by insuring a student dominated decision making process with concern centered on students. Lastly, it would be in bypassing these procedures that the Board would be exercising dangerous “powers” of selection. In fact, I feel a quote of that oh-so-quotable Code coming on—“We recognize that in our interactions with members of our community, problems and conflicts do arise. We have developed procedures by which such problems can be resolved—procedures which are based on the principles of self-governance and the need for communication.” The Board and our activities are central to these procedures and protections.

Jennifer Spruill, ’80
continued from page 6

but that she would go so far as to suggest that one main dish would be enough for two people to be satisfied on, what with the rice and all, especially if you get an appetizer or something.

Let me tell you what I just ate. We

November 16: What’s Up, Tiger Lily? (1966, 80 min.)

You’ve never seen anything like it—the only Woody Allen film that doesn’t star Allen but does star his voice... Allen bought the rights to a Japanese spy thriller and then doubled over his own dialogue, transforming it into a James Bond takeoff. Hilarious, one of his earliest and funniest. You’ll regret it forever if you miss this chance to see it.

November 30: Variety (1984, 97 min.)

Made by American independent filmmaker Bettie Gordon, this is level-headed film about the right of women to sexual fantasies without punishment or degradation. Christine sells tickets in a porno cinema, thinking of the time she worked at Bryn Mawr on the subject.

But I don’t think it should be ours, necessarily. If anything can be gleaned from these images I have been rehearsing here— from the Indigo Girls to the graffiti Forum to Beth’s article—it is the great and overwhelming emphasis we have placed as students on the personal approval and sanction of the Faculty and Administration of Bryn Mawr to the extent that it has defined our role as active contributors or as students to the classroom's curriculum and mission. The drive again and again for a faculty- institutionalized diversity requirement in all of its versions and implications—have them say en masse Yes! to our idea of proper education—has distracted us from the personal and responsibility of creating alternatives or supporting policies on the student government and individual students. Paul Robeson didn’t we also think of instituting and supporting the faculty's curriculum and mission. And we will spend four years prostrate to the higher mind, get our papers and that will be it. We are better than that, deserve more, and can deliver it.

We (the students) were the ones making the demands, thinking of the right questions to ask, and ultimately becoming aware that the educational two percent of the United States was in fact biased.

It was time, I believe, we all thought, that our faculty begin teaching us to ask those questions, to examine what was going wrong in our classrooms and our curriculum. It was time that they not only begin demanding the civi-

Blogs down on your left will be this little paradise. Take my advice and succumb.

That’s right, I am coming to take on the role of educator.

The classroom is a place where we play out all our expectations of human relationships and interactions. It is the most obvious hierarchical setting we have in college. It is an intimate, familial type setting where we are expecting to learn and be challenged.

I want to spend four years prostrate to the higher mind, get my paper and be educated. Or, as four Brits once put it, please, please me.

In many ways, it was Beth’s last state-

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statement at Bryn Mawr on the subject.

But I don’t think it should be ours, necessarily. If anything can be gleaned from these images I have been rehearsing here—from the Indigo Girls to the graffiti Forum to Beth’s article—it is the great and overwhelming emphasis we have placed as students on the personal approval and sanction of the Faculty and Administration of Bryn Mawr to the extent that it has defined our role as active contributors or as students to the classroom's curriculum and mission. The drive again and again for a faculty-institutionalized diversity requirement in all of its versions and implications—have them say en masse Yes! to our idea of proper education—has distracted us from the personal and responsibility of creating alternatives or supporting policies on the student government and individual students. Paul Robeson didn’t we also think of instituting and supporting the faculty's curriculum and mission. And we will spend four years prostrate to the higher mind, get our papers and that will be it. We are better than that, deserve more, and can deliver it.

We (the students) were the ones making the demands, thinking of the right questions to ask, and ultimately becoming aware that the educational two percent of the United States was in fact biased.

It was time, I believe, we all thought, that our faculty begin teaching us to ask those questions, to examine what was going wrong in our classrooms and our curriculum. It was time that they not only begin demanding the invisible western bias (and perhaps male bias or their pedagogy) that they also challenge our general plans of study, our major plans, our course decisions.
Horned Toads: Women's rugby is tough, not brutal

BY KAREN SOLOMON

What exactly is the image that comes to mind when someone utteris or perhaps mutters the word combination "women's rugby"? Women without sense, scales, or skirts? Now may I ask, have you ever watched the Bryn Mawr/Haverford women's team play? To clarify one of the bigger misconceptions, rugby is a game where you're at the most danger to yourself and others if you haven't learned the game, and it's a complex game. Unlike football, rugby is a game played by a bunch of brutes out for one purpose only: to kill each other. Although the end result is similar—to touch the ball down in the try (similar to the end) zone—what happens between the kickoff and the try is quite different. But you'll have to come see a game to find out what happens there. I won't even mention here. With fifteen players to a side each team is broken down into the scrum, who has the ball in possession; the fly half, who kicks the ball; and the back, who runs with the ball in an attempt to score try.

Amlong the Horned Toads (that's right), the scrum consists of ever-rucking Martyn Felicity O'Herron, Carla Tothiz, Sarah Gill, Rachel Gilman, and Shannon Ross, and Ford Andrea "Toosey" Hubbard. New to the scrum are Martyn's Jess Reid, Giulia Melchior, Val Patton, Sarah Gidian Mellk, Val Papaconstantinou, Alix Frisby, with newcomers Emma Barinas, Martyn's Andhra Lutz, Seanna Melchior, Hannah Kim. The team is lead by co-captains Andhra Lutz and Karen Solomon, and with the consistent coaching provided by Oscar Mathews with help from John Trueman, a new hope has been sparked for future success and longevity of a team which has had its ups and downs. Whenever it is revealed that I do in fact subscribe myself to this sport as I quite willingly for the past three years, I am usually asked the same questions. Don't you get hurt? I usually reply with the note that I knew a woman who gave herself a concussion in swimming by doing a flip-turn and head butting the wall, but in answer to the question, everyone gets their share of the usual bruises, but those you usually don't feel until the day after the game or that night, when, and if you take a shower. Another common misbelief is that you have to be big, I, being of average size relative to the rest of the team, am a towering 5'3", and weigh a bulldozing 135 pounds. Yes, we do play against some rather sizable women, but unless you've somehow mastered inertia, big doesn't always mean fast. And you what? You tackle people? Oh, I could never do that. Well, reply, if you were to play you would tackle, because we all tackle, the biggest and smallest of us. Another story I like to tell here is from the days when I was playing international rugby (actually while I was studying abroad my university just happened to have a team), and a woman from my team of similar stature to myself did a flying tackle on someone who, considerably bigger than herself, to put it simply, did her wrong. And she walked away unharmed. The skills we learn last a lifetime.

If I've held the person's interest this long, usually the next question is when do you practice? Monday, Wednesday, and Friday, from 4 to 6 at Havenwood (on the pitch rugby lingo) down by the lower parking lot by the field house. Coming out to practice does not mean that you have to sign for life, but I haven't met a person yet who has played in a single game and, if able, stop playing. For someone who hasn't played I can't put the attraction to rugby into words, but somehow it just gets to you and stays. Even for the person who, out of her right mind, would never consider playing, we have games on most Saturdays, with four home games currently scheduled. All home games are at the Haverford field starting at 11 AM. This Saturday, October 7, we'll be playing Princeton at home. Our advice is: if after watching the game you still are undecided just what it is about rugby that we so adore, stick around a little while after the game: 'nuff said.

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Bryn Mawr soccer team kicks off to a whopping good start

BY LAURA HART

Heading into October with a 3-2 record, BMC soccer is riding on the momentum of two-high scoring shutouts and a strong performance at the Seven Sisters Tournament. The return of seniors Mary Scalia and Sam Tarlton from junior year abroad and a turnaround of an exceptional number of talented players has transformed the team into one that does not seem to understand the concept of losing.

Forgetting their past tendency to be a low-scoring team, Bryn Mawr opened their season with a 5-0 trouncing of Muhlenberg on September 12. Strong performances were shown by freshmen goal keeper ZE Bormann, forward Erin Adamson, and half back Elizabeth Hogan as Bryn Mawr effectively shut down Muhlenberg's squad. Riding high in this win, the team traveled to Mount Holyoke College in Massachusetts on September 15 for the Seven Sisters Tournament.

After a heart-breaking loss in overtime to Wellesley in the first game, Bryn Mawr went on to defeat Haverford and Swarthmore and seize fifth place. Backed by a strong defense led by keeper Bormann, captains Hart and Severy, senior Christine Ching and sophomore Alexia Webber, Bryn Mawr soon dominated the Haverford game. Goals were scored by seniors JoAnne Meyer, Mary Scalia, and sophomore half-back Pearl Tessler, leaving the final score 3-1.

On Sunday, Bryn Mawr faced Swarthmore. After taking an early lead of 2-0, Bryn Mawr showcased visible fatigue from the long weekend and allowed Swat to come back with two goals at the end of the game. The squad held on fiercely in overtime, however, and went thirty more grueling minutes without giving up a goal. The game ended officially with a 2-2 tie, but for tournament purposes, penalty shots determined the winner. Severy, Meyer, and Adamson put three shots past the Swarthmore keeper while Bormann held the opposition to an incredible two goals. Bryn Mawr took home fifth place, and the same record as the second and third place teams.

After a disappointing 4-1 loss to Kutztown on September 21, Bryn Mawr rebounded against Gaucher on September 28. Once again the squad came out in full force, defeating Gaucher 6-0 and giving Bormann her second shutout of the season. Bryn Mawr gave their fans quite a show at the first home game of the season, completely dominating the flow of the game on a beautiful sunny afternoon. Most of the rest of the games of the season will be played a Bryn Mawr, with nearby away games at Haverford (October 4), Swarthmore (October 12), and Penn (October 21).

Solution to Page 4 Crossword puzzle

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