

# The College News

VOL XLV—NO. 11

ARDMORE and BRYN MAWR, PA., WEDNESDAY, JANUARY 13, 1960

© Trustees of Bryn Mawr College, 1960

PRICE 20 CENTS

## Reviewer Praises Concert, Program and Performance

by Alison Baker

Mme Jambor and Mr. Alwyne played a concert of music for two pianos last Friday evening to a capacity crowd in Goodhart. The program was an unusual one, predominantly light in character, and as such it impressed me as exceedingly delightful, charming or satirical, but seldom really exciting. I was at first disappointed to see a program so exclusively modern and incidental, but the course of the concert itself entirely reconciled me to the choice, although, as I say, it didn't excite or move me to the extent that a more traditional program (like last year's) might have.

The Partita by Howard Ferguson (Irish), with which the concert began, seemed to me most enjoyable in the two faster last movements, where lack of harmonic interest was compensated for by very delightful themes and rhythmic patterns. At the beginning of the piece, Mme. Jambor and Mr. Alwyne seemed to be having some difficulty with the ensemble of the two pianos, but by the last movement, and progressively before that, they came together and showed the remarkable closeness of musical understanding which characterized the rest of the performance, and was indeed its chief asset. The pianos in this piece work together as a pair, and play simultaneously rather than in succession. The texture of the music was well sorted out, and except in some parts of the first movement which seemed to me a bit muddy,

the two players helped each other in emphasizing the most interesting and important lines of the music. As Mr. Alwyne explained the Balinese Ceremonial Music, next on the program, is scored for a Balinese orchestra, which includes xylophones and large and small gongs. The music, highly sophisticated, uses a five-tone scale, and has no melody in our sense of the word, concentrating rather on intricate rhythmic patterns. It was evident that in the piano arrangement an attempt had been made, quite successfully as far as I could tell, to reproduce the ringing

Continued on Page 6, Col. 1

## Butor To Replace Maurin in Spring

M. Michel M. F. Butor, French novelist, essayist, and poet, is coming to Bryn Mawr from Paris as visiting lecturer during second semester, replacing M. Mario Maurin, who will be on sabbatical leave in Europe during that time.

Widely travelled, M. Butor has taught in Egypt, Greece, and England. In the course of his stay at Bryn Mawr, he will also lecture at other colleges and universities, and will teach at Middlebury during the summer.

M. Butor is author of three novels, one of which, *La Modification*, received the Prix Renaudot and is being made into a movie. While here, he will publish a fourth novel, *Degres*, a book of essays, and a book of poems.

## Two Seniors Bound for Europe Win Rotary Fellowship Support

As part of a contingent of 121 students from towns and cities all over the world selected by Rotary International to spread good will and camaraderie to other towns and cities all over the world, Cornelia Broekhuysen and Edith McKeon will study abroad next year with all expenses—from travel to laundry—footed by Rotary.

The fellowships provide not only all expenses for a year of study (not directed toward a degree) but also two hundred dollars for petty cash and funds for travel in a three-hundred mile radius of the university; its only stipulation is that its Fellows establish contact with the local Rotary clubs abroad and fill as many speaking and luncheon engagements as are requested with talks (in the tongue of the country) promoting international amity. Once home they must again make similar contacts and be available for a year to speak about their adventures abroad.

"The way I look at it," says Nina Broekhuysen, who will spend her year at the University of Vienna, "everybody likes to talk about her trip abroad, and this gives you audiences ready made, so what could be better?" Nina will study German drama, and plans "to spend as much time in the theatre as at the university." This way she feels she'll learn much more about the Austro-German language, mores, and character—"after all, a nation's theatre is a concen-

trated expression of its life and culture."

A French major at Bryn Mawr, Nina will be studying and lecturing in German because "Vienna has always been a dream of mine—purely irrational, but I just wanted to go." After the year she will return to the States and "probably" teach German or French in high school.

At Tübingen, "a small university in Southern Germany," Edith McKeon will "study philosophy but do some music too." At nearby Stuttgart's School of Music she will continue with her study of the organ, while at Tübingen she continues with her liberal arts. "I view this as a sort of fifth year of undergraduate work—in lieu of a junior year abroad. I wanted to study in Europe but didn't want to break up the four years in Bryn Mawr to do it. This is not the beginning of any specialization, but the end of the liberal arts..."

Further study is indefinite but will probably be in philosophy, unless she "falls in love with some aspect of the German language or culture."

Edith regards the necessary speaking as something which "has its definite merits..." in that it gives an opportunity "to travel and to meet business and professional men from different areas". She sees it as "an excellent opportunity to become acquainted with more of the German country than its student life alone".

## Foundations Give Research Grants To Foster Study

Bryn Mawr College has recently received grants totalling \$26,800 from four foundations. The awards were made on the graduate level.

From the Ford Foundation Bryn Mawr received \$20,000, to go toward research in public affairs, governmental, political and public processes. Ford awarded a total of \$1,648,490 to twelve universities and colleges and to one educational study center for use in urban and regional development programs, public affairs, economic development and administration, science and engineering.

### Social Science Research

The Ford Foundation grant will be used to underwrite a program of undergraduate research in the social sciences. This program, which will get under way this coming summer, will involve students who have completed their junior year.

These students, working with a professor from their department, will spend eight salaried weeks at Bryn Mawr beginning work on an honors paper; these projects will carry over into the academic year as regular honors work.

### DuPont Grant

Bryn Mawr was one of 99 institutions receiving a DuPont grant of \$4000 to assist in the maintenance of teaching quality. DuPont awarded \$1,300,000 in all to 143 universities and colleges for fundamental research and to strengthen the teaching of science and related subjects. The grants were made for use in the next academic year.

\$580,000 was awarded to more than 100 institutions to support science and math programs or biochemistry on the medical school level; \$518,000 was awarded for

Continued on Page 4, Col 3

## Starting Feb. 15 Musicologist P. Lang Begins Flexner Music Lecture Series

Dr. Paul Henry Lang, Professor of Musicology at Columbia University will give this year's series of Flexner Lectures, sponsored by the Department of Music and entitled "Music and Christian Worship." There will be a lecture every Monday evening for six weeks starting February 15. Each will begin at 8:30 in Goodhart Auditorium.

In his first lecture, Dr. Lang will speak on "Culture and Music." The second on February 22, will be on "The Concept of Religious Music in the Middle Ages."

The other lectures will be: "Renaissance and Reformation. Reappraisal of the Musical Doctrines of the Church Fathers; Music of the Ecclesia Militans," on February 29; "Enlightenment and Pietism, The Seeds of Decline in Religious Art," on March 7; "The Romantic Age and the Present. Deterioration of Sacred Art," on March 14; and "Liturgy, Tradition, Art, versus Togetherness, Decorum, Commercialism," on March 21.

Dr. Lang was born in Budapest

## Reorganization Plan Approved; Legislature Adds Amendments

A partially revised plan of Reorganization was accepted by Legislature with the virtually unanimous approval of its members.

The plan, whose purpose is to

define the functions and relative positions of all major campus organizations is concerned basically with the reorganization of Undergrad and the establishment of its Executive Board.

Like Self-Gov., Undergrad will return ipso facto membership of all students in the college; the remaining former Big Six Members will draw their membership from those particularly interested

Particularly significant among the changes is that effected in the electorate of those Organizations losing their ipso facto membership. Voting for officers of groups other than Self-Gov. and Undergrad will no longer be expected of every student as was previously. However, because these major organizations are still supported by Common Treasury dues any student interested in the election has the privilege of voting.

Objections to this condition were voiced in regard to its application to Arts Council by its president Judy Polsky. Because of its rather specialized functions and needs Arts Council does not favor for itself an open election, and will, therefore, consider, as an alternate to the proposal, withdrawing from Executive Board and financing itself through admission charges to its programs.

A second major change is the newly acquired power of the Executive Board to retain a portion of the funds of the Common Treasury for the purpose of bringing an eminent person or persons to the campus for a substantial stay.

Executive Council of Undergrad, whose responsibility it will be to coordinate and initiate the functions of Undergrad will be comprised of the officers of Undergrad; the presidents of the former Big Six, Self-Gov., Arts Council, and the four classes; the representative to the National Student Association, the editor of the College News, The Common treasures and the chairman of the Curriculum Committee. It will also be responsible for the collection and allocation of Common treasury dues.

Rules for the election of Undergrad officers themselves unaffected by the reorganization have been added to the revised plan.

### Notice

The News is pleased to announce the election of:  
Marion Coen, '62 Editor-in-Chief  
Sue Nelson, '62, Copy Editor  
Sue Szekely, '61, Make-up Editor  
Isa Brannon, '62, Associate Editor  
Judy Stuart, '62, News Editor

### Lectures in Prospect

REMINISCENCES OF A SHAKESPEAREAN PLAYGOER—Memorable performances he has seen in his lifetime, and changes in production of Shakespeare's plays during that time, will be the subject of Mr. Arthur Colby Sprague's informal talk, to be given in the Common Room, Tuesday, January 19, at 8:00. Mr. Sprague, whose specialty is Shakespeare as performed on the stage, is the Mary E. Garrett Alumnae Professor of English at Bryn Mawr and author of *Shakespeare and the Actors, Shakespeare and the Audience, and Shakespearean Players and Performances.*

THE COLLEGE NEWS



FOUNDED IN 1914  
Published weekly during the College Year (except during Thanksgiving, Christmas and Easter holidays, and during examination weeks) in the interest of Bryn Mawr College at the Ardmore Printing Company, Ardmore, Pa., and Bryn Mawr College.

The College News is fully protected by copyright. Nothing that appears in it may be reprinted wholly or in part without permission of the Editor-in-Chief.

EDITORIAL BOARD  
Editor-in-Chief ..... Betsy Levering, '61  
Copy Editor ..... Lois Potter, '61

Reorganization: Comments

As reported on page one of this issue, the Legislature, Monday night in the Common Room, passed the plan which Coordinating Council presented for reorganization virtually without alteration.

The major change involved voting rights; the Legislature guaranteed every student interested a vote in Big Seven elections, feeling that students contributing to the support of various organizations through Common Treasury dues should have the right to elect the leadership if they so desire. Such an arrangement is only equitable.

Arts Council, however, has voiced an objection to open elections, threatening to relinquish her right to Common Treasury funds and her seat on the Executive Board. Such an action would be regrettable. Receiving no Common Treasury funds, Arts Council would be forced to charge for any and all services it performs, including concerts and lectures. In addition, the ticket agency, which has been such a welcomed convenience for many students, might face dissolution. That the campus as a whole would suffer from such action is undeniable, but Arts Council would lose much by isolating itself from the rest of the campus activities.

The new election system offers many advantages if administered properly. To have each one of the Big Seven place a ballot box in every hall would represent no appreciable progress from the old "election-a-day-for-seven-days" system; many of the evils from that system would be incorporated into the new one as a result. It would be better to establish a central polling place, Goodhart preferably, where all those interested could congregate specifically for the purpose of voting.  
F. K.

Design

Have you ever tried to draw a really accurate swastika? It is very difficult; the pen sticks somehow. The pen and a lot of other things. You never really understood how demanding is the exactitude of history until you tried to draw a swastika. History takes a turn at each right angle and if you look very hard you can see millions who were left for ash-heaps at each of the turns. Look now, a doodle with the pencil and the angular symmetry of events is fished up wherever it is that history hides between airings, between appearances at ghetto gates and synagogue windows and church doors. Blow tin horns at New Year's and usher in a New Decade and wonder what is so new about it. Swastikas are as old as man. And they are very hard to draw.  
E. A. E.

Bryn Mawr to Go on College Bowl

On the screen you see before you, battling to stay there next week, East Podunk University and Bryn Mawr College. This will be a tense match, with two fine groups of students, and we don't have much time so we'll start right in. —You all know the rules? —General nods of assent. —All right, here's our first question. What is the date of the French Revolution? —Frantic buzzing at a Bryn Mawr station, quickly echoed by Podunk U. —That question goes to Bryn Mawr. What's your answer, Miss? —Well, it's a difficult question. You could say that it began with a storming of the Bastille, and I suppose literally it did, in its violent aspect, but actually I don't think it would be unjustified to take it back as far as at least the middle of the eighteenth century. You see, it was really a revolution of the Western World, to my mind at least, and . . . —Your time is running out, Miss. I didn't get your answer. Just a date, now. Will you please state it. —Well, as I say, I hate to fix any one date; but if you insist, just arbitrarily I'd set about 1780 at the latest. —Meanwhile Podunk U. has been buzzing continuously and frantically. —Wrong. The question then passes to Podunk —1879. Help! No! I mean 1789. Right on the second try. Our next question is to give the title and author of this bit of poetry. "Water, water, everywhere, and all the boards did shrink; / Water, water, everywhere / nor any drop to drink." A pause, then buzz from Bryn Mawr. —All right, Bryn Mawr; have a try at the question. The author and name of the poem it comes from. —"The very deep did rot: O Christ! / That ever this should be! / Yea, slimy things did crawl with legs / upon the slimy sea. / About, about . . . —Stop, Bryn Mawr, stop! Your time's running out. Please just answer the question. —Um, I never could get that man's name. Wasn't it Sam; Samuel, I mean. Other Bryn Mawr contestants signal wildly to coach her, meanwhile Podunk U. buzzing furiously. —I've got it! Samuel Taylor Coleridge, The Rhyme of The Ancient Mariner. —Right for Bryn Mawr. You were lucky there. The time was just about to run out. Next question now; let's move along a little faster; take your time now. What is the date . . . —Outburst of buzzing from Bryn Mawr. —January fifteenth, nineteen sixty. —Bryn Mawr, if you would please let me finish reading the question. What . . . —Loud and prolonged buzzing from Bryn Mawr. —I haven't even read the question yet! Please wait until its conclusion. —A member of the Bryn Mawr contingent mysteriously hunched over and tugging at something on the desk in front of her. —I'm sorry, I can't help it. I got my knitting needle caught in the buzzer. It won't go off. —Pandemonium broke loose; one girl fainted with the strain. There was a brief intermission.

Of course we realize that a college education is more than just a knowledge of facts. Well, yes, but let's get on with the show.  
A. B.

'The Warm Peninsula' Found Appealing, Witty

by Toby C. S. Langen

On January 2, "The Warm Peninsula," a comedy by Joe Masteroff starring Julie Harris, closed in New York after a run of eleven weeks. For a year previous to the New York run Miss Harris had toured coast to coast with the play, being received everywhere warmly by her audiences, somewhat more coolly by the press. Almost all the critics said that Miss Harris was delightful, but asked why she was wasting her time in such a play. When the play reached New York, it reaped the same comment from all reviewers except the one for Cue. The New York critics almost thoughtlessly labelled the play "shallow" and "empty."

"The Warm Peninsula" is a good play. The man from Cue was not the only one in New York who thought so: surely more than the twelve people I met went to see the play because, in spite of the bad reviews, friends had said it was worth seeing. Julie Harris and Manning (Gurian) chose to initiate Gurian-Harris Enterprises with this play: they felt it worth doing.

The play is concerned with learning, and failing to learn. Ruth (Julie Harris) has not much confidence in or satisfaction with herself as a woman; she uses her commonsense to shield herself from situations she fears she cannot handle. All the same, she begins to wish to try the risk involved in letting another person have an effect on one and in responding personally. She goes to Florida for a vacation, and through a series of relationships with people she meets there, relationships all of them disastrous in a way, but fruitful also because of the use she makes of them, she comes to realize

that she, not others, controls her own value as a person and as a woman. The ideas in the play are sound and the characterization, true. The very matter of the play precludes any label of froth or vacuity.

The dialogue of "Warm Peninsula" is appealing, witty and, as speech, convincing.

The sets, costumes, staging impressed everyone—even critics—favorably.

Aside from "The Warm Peninsula" itself, critical objections seemed to center on this: what is a great actress doing in a play that is not great, but merely good? Evidently Miss Harris is now expected to appear only in great plays; she is to be given no chance to develop and to learn, but must produce something spectacular every time she appears. To expect such a thing of an actress is as unrealistic as it is unfair. Great performances must be the result each time of increased maturity; they must come after more quiet periods of growth. Playwrights, too, must be allowed time to experiment and develop. Broadway, where the critics' powerful gauntlet threatens, where soaring box office gross barely keeps pace with soaring cost of original investment and operating net (a play doing \$20,000 business a week may nonetheless fail), is evidently not the place for an artist to develop: an actor must appear only in great performances or the very value of his taking up space on a stage will be questioned. Under such conditions it is impossible for careers to make progress. Miss Harris' tour may herald the acceptance by artists of this fact and their ensuing attempts to find a better system under which to cherish their careers.

Complete Reorganization Text

To the Editor:

I would like to thank the members of Coordinating Council and the Legislature and all students either on or off organizational boards who worked on and gave time to the formulating of this Plan.

The plan below is the one voted upon and accepted by the legislature on Monday, January 11. The Undergraduate Association is going to have copies of this plan mimeographed and sent to every student.

Thank you again; we all hope it meets with everyone's approval.

Marcy Tench,

1. Purpose of this Plan: To establish the relative positions and distinct functions of all college organizations
- II. Ipso Facto Organizations
  - A. The Bryn Mawr Students Association for Self-Government
    1. All undergraduates are Ipso Facto members of the Bryn Mawr Students Association for Self-Government
    2. The purpose of the Bryn Mawr Students Association for Self-Government is the government of the Undergraduate Student body
    3. There are no recommended changes for the structure and function of this Association
  - B. The Bryn Mawr Undergraduate Association
    1. Definition: The Undergraduate Association provides for the representation and reception of undergraduate feeling and opinion; provides a liaison between the undergraduate body and the other areas of the college (e.g. administration, faculty, Alumnae Association, graduate school); provides for the administration of undergraduate activities on campus.
    2. Membership
      - a. All undergraduates are Ipso Facto members of the Undergraduate Association. Undergraduates are, therefore, no longer Ipso Facto members of any other organization (e.g. Alliance, League, Interfaith, Athletic Association or the small clubs) other than the Bryn Mawr Student Association for Self-government and the Bryn Mawr Undergraduate Association
      - b. Because the structure of the Undergraduate Association offers the opportunity to each undergraduate to enter the activities of her choice or enjoy the benefits of any club, organization or social activity, and because as a member of a class she may participate in any class activity or tradition, she is an Ipso Facto member of the Undergraduate Association, which membership she may not relinquish.
    3. Structure
      - a. Executive Board
      - 1). Membership
        - a). President of the Undergraduate Association
        - b). Vice-president of the Undergraduate Association
        - c). Secretary of the Undergraduate

- Association
  - d). President of the Self-government Association
  - e). President of the Alliance for Political Affairs
  - f). President of the Athletic Association
  - g). President of the Interfaith Association
  - h). President of the League
  - i). President of the Arts Council
  - j). Common Treasurer
  - k). Editor of the College News
  - l). The four Class Presidents
  - m). The National Student Association representative
  - n). The Chairman of the Curriculum Committee

Note One: Self-government jurisdiction shall not be infringed upon by the Undergraduate Executive Board.

Note Two: The organizations and classes shall remain autonomous in all matters concerning their internal structure and function.

Note Three: By a vote of the legislature, the membership of this body can be changed.

- 2). Voting Procedure
  - a). All above members may vote except for the Secretary, and the Chairman may only vote in case of a tie.
  - b). Any vote requires a two-thirds majority.
- 3). The President of the Undergraduate Association will chair all meetings of the Executive Board
- 4). Purpose and Powers of the Executive Board
  - a). Purpose: The Executive Board will coordinate and initiate Undergraduate Association activities at the highest level
  - b). Powers
    - 1)). Budget
      - a)). The Executive Board has the power to specify and collect Common Treasury dues in accordance with the budgets submitted by the member organizations; to determine the common treasury budget.
      - b). The Executive Board has the power to grant itself adequate funds which will be used to bring an eminent person or persons to the campus for a substantial stay
    - 2)). Legislature
      - a)). The President of Undergraduate and Self-government may call Legislature or by a majority vote of their boards, may Legislature be called.
      - b)). If 10% of the Student Body sign a petition, Legislature will be called

Continued on Page 5, Col. 1

# Courbet Exhibit Is Applauded, Despite Modern Criteria

by Polly Larson

"We shall not discuss M. Courbet's doctrines; we shall consider only the results, and we find that he is systematically throwing away a real talent for painting . . . and . . . we continue to believe that M. Courbet, under the pretext of realism, calumniates nature horribly."

This quotation expresses the general opinion about an exhibition of Gustave Courbet's paintings a little more than a century ago. At that time there were two prevailing schools of art: idealism and romanticism. Courbet reacted to both of these. When visiting the excellent Courbet exhibit, which will continue until February 14 at the Philadelphia Museum of Art, it is interesting to consider the initial reaction to his work, and recognize the changes of criteria that have taken place since then.

## 'Realistic' Subjects

The paintings themselves do not appear to be very revolutionary, but his choice and portrayal of common, realistic subjects shocked the French public. Gustave Courbet (1819-1877) was an egoist and painted what he saw as he saw it. He believed in his values and would not paint to please a critic with preconceived ideas. He strode through life, a bohemian of Paris, painting voluminously.

A magnificent selection of Courbet's paintings is on exhibition. They are very ordinary paintings to our eye, which has been confronted by impressionism, cubism, and many other later-isms. But Courbet can be seen to be a good painter in his own right.

There is an unusual variety of subject matter which is a testament to his versatility. This exhibition is composed mainly of portraits, seascapes, landscapes, hunt



"Fringe of the Forest", c. 1856

scenes, and flowers.

The portraits are excellent. There are several self-portraits as well as many paintings of his contemporaries such as Hector Berlioz, Louise Colet, and Pierre Joseph Proudhon. In these and other portraits Courbet seems to capture his sitters unaware. Their expressions are straightforward and candid. Often the faces are illuminated while the remainder of the head and body fade mysteriously into the canvas. The penetrating eyes add to the intense relationship with the observer.

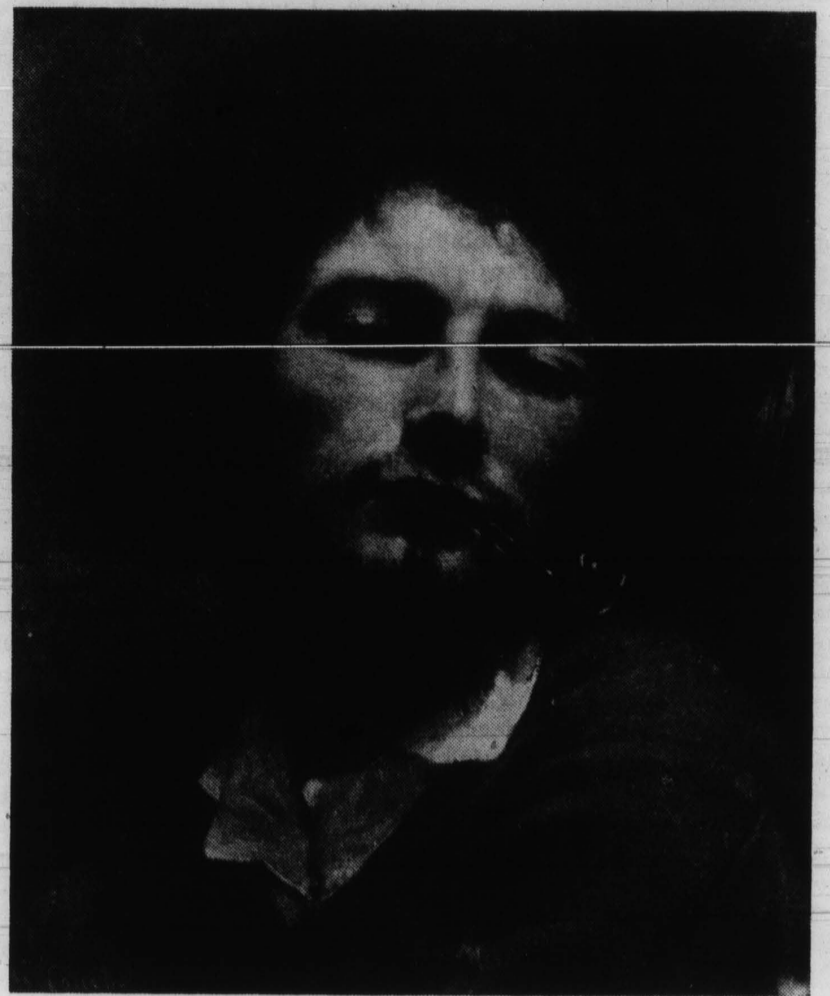
These were very different from the conventional nineteenth century portraits which were very proper, showing the sitter as he would like to appear in public. Courbet's ideas are not completely new, but he takes older ideas from other painters, such as Rembrandt whose qualities can be discerned in several portraits. It is the new

combinations of these particular ideas at this time that is revolutionary.

Courbet loved the out-of-doors and painted many seascapes and landscapes. "Seaside at Palavas" illustrates his sentiments as he is said to have exclaimed, "Oh seal your voice is tremendous, but it will never succeed in drowning out the voice of Fame as it shouts my name to the whole world." He respects nature, but he is master of it.

## Landscapes 'Quiet'

His landscapes are very quiet and beautiful, with deep greens and browns telling the idyllic story of the forests and hills of his provincial home. "The Great Oak of Ornans", "Stream in the Forest", and "The Fringe of the Forest", are among those landscapes that show how Courbet would take an ordinary scene, "a scrap of nature",



"Man with Pipe", (Self-Portrait)

and create a lovely painting.

The hunt scenes are fair, but I think that he did better to paint landscapes without including animals or hunters. "Hind Forced Down in the Snow" is a fine painting, however, showing that he was able to convey an idea well even if the technique is less perfect. It is a good winter painting. "Deer in Covert, Winter" is another well executed snow scene with the deer in the middle ground fitting nicely into the landscape.

Courbet's bouquets of flowers are beautiful splashes of color. The colors, as is true in most of his paintings, are deep with low values. The rich reds complement the dusty pinks and lavenders, with a frame of foliage of a particular Courbet-green.

The flowers are not formally arranged, but are masses of freshly-picked blossoms. In one painting, "Young Girl Arranging Flowers", they are still growing on the trellis. Another, "Flowers on a Bench", has a mass of blossoms carelessly heaped on an outside

bench, with a tree in the background both balancing the composition and explaining the picture. The flowers are not yet spoiled by human arrangement in a vase, but the colors fall naturally into a brilliant harmony. In these flower compositions, Courbet's mastery of color and versatility as a painter are well shown.

While it is important to see Courbet's significance in the history of painting, his art can be very much appreciated today. He was an excellent craftsman as well as inventive. This exhibition contains eighty-six of his paintings, a rare and wonderful opportunity to see so many canvases of one artist. Over half of them have been brought from Europe and it may prove to be the most important collection of Courbet to be shown anywhere at one time. He is considered to be one of the great artists, not merely of the nineteenth century but of all times, and Philadelphia is indeed fortunate in having this meritorious show.

## 'Academically Talented' Pose Challenge

All Bryn Mawr girls are "academically talented", at least by definition of the Carnegie Foundation for the Advancement of Teaching, since their "capacity for performance in the so-called 'academic' subjects is sufficiently great to carry them through a good four-year college." Yet not all the high schools which sent them here fulfilled the particular needs of the "bright" student. This problem of the "education of the academically talented" is becoming more and more newsworthy, and the printed summary of the Foundation's discussion of it at their annual meeting in 1958 has created a great deal of interest in educational circles.

"A basic aim of our society is to help each individual to fulfill the promise that is in him," and our educational system is the chief means to this end. Schools must realize that children differ, and that special programs for academically talented students are not "privilege", but a "consequence of our commitment to provide every American youngster with educational opportunities suited to his level of ability."

Before these opportunities can be provided, the bright student must first be sorted out from his fellow classmates. This has always been a touchy problem, and a "cautious and humane" approach is necessary. The first real decision about a child's ability should be made in the eighth grade, but the appraisal should be the result of a continuing process of diagnosis over several years, based on many kinds of evidence: tests, grades, teachers' and counselors' reports.

School advisors tend to concentrate on the slower student and his problems, but the job of indicating the variety of opportunities open to the academically talented student and helping to stimulate him to develop on as broad an intellectual plane as possible is equally important.

The motivation of the capable student is the concern of teachers and parents, and is crucial to society. Our nation needs all the qualified men and women it can get, and only by demanding a great deal of the above-average student in an educational system which will only be fine if society values intellectual achievement highly, can such leaders of the future be developed. In addition to these noble ideals, the Foundation offered a familiar and delightful suggestion—turn the student loose in a library full of good books.

"If we are serious about helping each individual to develop his potentialities (and there are few things Americans are more serious about), then the educational system has no choice but to provide differential treatment for different levels of ability."

Each school must have as its objective a program through which the academically-talented student will be able to go faster, dig deeper, be challenged, and "explore the range of his own intellectual abilities." If it does not make some attempt to reach this goal, it is not fulfilling its job.

The two ways suggested to accomplish this are acceleration and ability grouping. Highly criticized by many, "skipping" must be decided on an individual basis. Certainly in higher grades, as for example, in the Advanced Placement program, this method is sound. Ability grouping, with different sections in each subject so that a student may be in advanced English and average mathematics, or vice versa, seems the happiest solution. If handled well, differential treatment need not make any group feel either privileged or slighted.

The Foundation made some definite suggestions for a basic curriculum to include four years of English, preferably with at least half of the time devoted to composition; three years, hopefully four, of mathematics; three or four years of history and social science; three years of science; and at least three years of one language, with the fourth year strongly suggested as well as a second language for those whose talents lie in this direction.

However, all of these subjects are only as valuable as the school and the teacher make them, and what is most important is to give the student "a love of learning and a good grounding in the basic intellectual processes."

The educators at the meeting considered the relation of high school and college extremely important. These two worlds have common problems, but rarely encounter one another. It is wrong to consider college as a mere extension of high school, but the two should be in close communication. With the help of college professors, the leaders in their various fields, the course content and the textbooks of high school courses may be profitably revised. Through summer courses colleges can help lower school teachers to keep up to date in their fields.

"Important benefits would ensue if elementary, secondary, and college teachers felt themselves a part of the same intellectual community."

Certainly as ex-high school students and nearly adult members of our society, we are in the midst of this problem, and more and more frequently we will hear this question asked, perhaps by us, of our high schools, "What specific steps have you taken to insure an adequate education for the academically talented student?"

## Letter to the Editor

### Laundry Quandary, Bubbles Troubles

To the Editor:

A fact of Bryn Mawr daily life which is not generally emphasized by the campus guide is the state of our laundry facilities. If a naive or particularly embittered guide were to describe this fully to the prospective freshman, it is possible that Bryn Mawr's undergraduate enrollment might return to its former and smaller size. Or again, New York's Unwashed Generation might lose its present air of anti-intellectual snobbery and, deciding that we are, after all, kindred spirits, descend on us in droves.

At present, there is approximately one washing machine to each 120 students. Even if we exclude half the college, presuming that it attains cleanliness in some other manner, this leaves 60 girls sharing one machine. Actually, the numbers are even larger than this, for it seems that at least two of the machines are invariably out of order. Moreover, the hopeful laundress must attempt to wash her belongings between the hours of 8:30 a.m. and 5:00 p.m. On weekdays, this is often impossible because of lack of time, what with classes, labs, meetings, teas, etc. On weekends it is impossible because of the long lines of other people who have also put washing off till then. Even if a girl is both lucky and crafty and has managed

at an opportune moment to insert her laundry load into a functioning machine, she has no place to dry her clothes but in the already bedizened bathroom or in her own room—two equally unattractive alternatives.

What I should like wistfully to suggest is that the students of Bryn Mawr be provided with the opportunity to be clean. At least the laundry rooms might be kept open till 9:30 or so at night, giving girls with busy schedules a chance to launder during the week. Three or four more machines, three or four dryers, a clean location for them—this seems too fanciful to be more than a dream. Still, one can't help but wonder if there might not be some place on campus where the wiring would not collapse with the extra electrical burden. The machines are not much of an expense; in one or two years I am sure they would pay for themselves. Still, I would hesitate to suggest that the Administration pay for this; they seem to be kept busy with further polishing of Batten House and heating our numerous swimming pools. Perhaps Undergrad might take it in hand. Their function is to tend to the welfare of the student body—what about its covering?

Unwashed but unbowed,  
Alice K. Turner '60

# Westinghouse Helps Scientific Student

by Marian Davis

The Westinghouse Science Talent Search occupies a unique position in the U.S. Though it is a nationwide science competition offering five scholarships as the top awards, its primary purpose is not to give scholarships to a few individuals, but rather to stimulate scientifically-minded students to undertake original projects and to demonstrate to the public what the high school student is capable of doing in science. Unlike the science fairs, it does not attempt to introduce students to science, but encourages those already familiar with it to attempt original research. Though at first glance a competition would not seem necessary to induce students to take this step, the Talent Search performs a useful function in encouraging original research at a relatively early age and in insuring that the projects will be carefully planned and brought to a reasonable conclusion. Modern science, unlike the humanities, requires more equipment, literature and assistance than most libraries and schools can provide. The student who is backed up in his efforts by a national organization is more likely to be well treated by local museums, laboratories and hospitals than is one who is forced to strike out independently.

Having worked as a volunteer

at our local hospital for several years, I was fortunate in being able to carry out my experiment in the hospital laboratory. Though the experimental design was my own, without the equipment, literature, and aid which I received, the experiment could not have been attempted. The experiment itself concerned the long controversy between the theories of adaptation and spontaneous mutations in explaining biological changes. The theory of spontaneous mutation has now replaced that of adaptation in most cases; however, experimental procedures have been devised which seem to demonstrate that bacteria can develop a resistance to a lethal drug by gradual adaptation. Since other techniques of producing resistance can be used to prove the theory of spontaneous mutation, it seemed possible to render two substrains of a single colony of bacteria resistant to a drug using two different experimental techniques, each supporting one of the theories. A comparison of the morphological and biochemical changes accompanying the development of resistance in each case might suggest that both theories were correct, that there are in fact two different mechanisms by which bacteria can become resistant to a drug. The best that I could do was to attempt to produce resistance to streptomycin by growing the bacteria both in

the presence and absence of the drug, and then comparing the two resulting strains for concomitant biochemical and morphological changes. Since my efforts were not wholly successful, the results were necessarily inconclusive. Slight differences in resistant colonies and differing rates of the development of resistance indicated the importance of individual variation in yielding to cellular changes, but whether there were actually two different mechanisms of change could not be determined from my results.

The five-day Washington trip awarded to the forty finalists is as valuable an experience as the project itself. Although the final awards banquet is generally regarded as the climax of the trip, throughout the five days the prevalent spirit was one of excitement and enthusiasm at forming friendships, not fear of competition or anticipation of the banquet. For everyone it was both a humbling and inspiring experience to spend five days in such a compatible group. Thus winning, rather than being a reward for past efforts, was more an inspiration and forward push. Through publicity it is hoped that some of this enthusiasm will be passed on to the nation as a whole and that the capabilities of the high school student will be proved to older scientists, educators, and the general public.

## Letter to the Editor

### Alumna Views Art Career Realistically

Dear College News:

You have asked me to write "about being an artist . . . and the routine, discipline, drudgery or pleasure it involves." Was I interested in it, you ask, when I went to Bryn Mawr and what did Bryn Mawr contribute towards my becoming an artist? Have I any advice for undergraduates who are thinking of art as a career or "even dabble happily with it in secret"?

Long before I went to Bryn Mawr I wanted to "be an artist" without having the slightest idea of what that means and without really knowing anybody who could show me. I might have discovered what it means sooner if I had gone either to an art school or to a college where painting and drawing are part of the curriculum. On the other hand, Bryn Mawr did contribute towards my becoming an artist, for one learns there to recognize and respect art, as well as the joy of using one's mind and the discipline of hard work.

It took me a number of years after graduating to discover that painting isn't something you can do in your spare time—at least if you want to "be an artist." Perhaps the most difficult thing about it is to impose a discipline on yourself that dictates rules for your whole life. I don't know how many people have said to me that I'm terribly lucky to be doing what I want to do and that it must be "such fun" to paint. It is only fun at first when a happy self-satisfaction and blindness to one's faults prevents one from seeing all the difficulties ahead; if it weren't for this one would certainly stop at the very beginning. But as one progresses one's sights go up and one feels less pleasure, more frustration and a sense of guilt, because the artist's life is necessarily selfish and it cannot be reconciled to the American ideal (for women, at least) of being useful in the community. And if you are

the kind of artist who needs to be isolated, you must also reckon with well-meaning friends who think that isolation is unhealthy and that what will really help your work is "seeing people."

As a career, painting is peculiar, since it depends almost entirely on the fickleness of public taste. In this country, taste moves so fast that painters become popular only to find themselves ignored a year or so later. (And others who have been ignored for years suddenly become part of a new fashion that sweeps over the whole world. In general, painters begin by having to make their living in some other way, often by teaching. So if I have any advice for undergraduates who are thinking of art (not commercial art) as a career, it is that they should realize how precarious it is likely to be. As for dabbling—one should try to dabble without vanity and without the conviction that it is art. As I said before, one is protected by a blindness in beginning anything and by delightful daydreams. It takes a long time to realize that one will always be at a new beginning and that one's gods get no closer—and at this very point one wonders if one is justified in going on. Perhaps it is only then that one can honestly answer the question "Can I be an artist?" If something doggedly answers yes—that is the justification.

Sincerely yours,  
Mary Meigs

## "Challenge" Dispels Apathy

A group of students at Yale, "no longer content to remain within the accepted perspective which they felt, forced them to view the world in an abstract, isolated and thoroughly unproductive fashion, teaching only a glib sophistication," last spring initiated CHALLENGE, "a program to confront with realistic concern and responsible action the crucial issues of today's world." CHALLENGE's purpose is to "awake students from indifference and self-centered apathy and provide a vehicle through which college students can re-establish contact with the dynamic forces of the present and the future."

### Accept Responsibility

CHALLENGE calls upon students as Americans to accept a responsibility to the world. "As Americans we are symbols of a 'way of life' but we wonder not only what it is that we symbolize but also whether we can give to that symbol the vitality and dynamism which will continue to make it meaningful to ourselves and to others." CHALLENGE has put its ideas into action through a vigorous expanding program that has found immediate and wide interest and enthusiasm among students.

The success of the program is described in lavish superlatives by all who participated in the fall program. The fall topic, "The Challenge of the Nuclear Age" was first considered through weekly talks, informal discussions between students and professors, and an explosive debate on nuclear tests and disarmament between Norman Thomas and William Buckley, Jr.

### Frank Included

Speakers following included Jerome Frank, a noted psychiatrist, who viewed the psychological problems of easing the cold war, James Warburg, a political analyst who discussed America's vested interest in the arms race, and Professor Walter Berns, who argued that world government would destroy democracy.

The program culminated in a huge colloquium at New Haven on December 4-7. Fourteen thousand students representing more than 40 colleges heard such outstanding

speakers as Ambassador Carlos Romulo, General James Gavin, Dr. James Crow, and Senator Hubert Humphrey. Topics included 'The Non-Nuclear Nations in a Bi-Polar World', 'A Definition of National Security', 'The Genetic Implication of Increased Radiation Exposure', and 'The Economics and Politics of Disarmament'.

The colloquium was announced a definite success, in making students not only aware of, but actually concerned with the issues which the fall program attempted to define. August Hechscher, coordinator, summarized by saying, "You have made a commitment to yourselves and to your generation."

### Spring Subject Announced

The subject for the spring term is 'Twentieth Century American Democracy: Myth or Reality?' The colloquium will be on March 11-13. Senator Barry Goldwater, A. Philip Randolph, of the A. F. of L.—C. I. O. and Thurgood Marshall have already accepted invitations to speak, and invitations have been sent to Congressman Chester Bowles, Justice Hugo Black and Dr. Harold Taylor, former President of Sarah Lawrence.

Though their topics are not yet final, the colloquium is expected to consider such problems as the place of the Negro in labor and politics, encroachments upon the free enterprise system, segregation in the North, the practicality of democracy in the modern world, democracy and mass culture, and America's sense of national purpose. The colloquium will be open to all.

CHALLENGE plans, by arousing interest and enthusiasm among students, to spread the movement to colleges throughout the country. Already there are such organizations at Yale, Smith, Stephens, Antioch, Wisconsin, Reed, Chicago, Oberlin, and Princeton.

### Notice

Anyone who purchased (or received) a Finding List earlier in the fall may now pick up the supplement free in the Public Information Office.

## Recent Gift

Continued from Page 1, Col. 3

research in the sciences; and \$250,000 in capital grants for facilities.

The Woodrow Wilson National Fellowship Foundation awarded a subsidy of \$2000 to 75 colleges and universities in the U.S. and Canada for each Wilson Fellow currently enrolled. Bryn Mawr received \$2000.

Of this sum, \$1500 is to be used "for assisting beyond the first year any students genuinely interested in a teaching career, whether or not they earlier received Wilson fellowships." The remainder is "available at the discretion of the institution, for strengthening its graduate program."

The Wilson Foundation awarded \$1,984,000 in grants for use during the current academic year to "strengthen graduate programs in general."

The Fundacion Creole in Venezuela granted \$800 in recognition of the current enrollment of Miss Ildiko von Fenyes, a research assistant in Physics who is sponsored by Creole.

The award was a collateral grant to supplement tuition fees. Creole sponsors 58 Venezuelans who are studying in the U.S.

**JEANNETT'S**  
Bryn Mawr Flower Shop  
823 Lancaster Avenue  
Flowers For All Occasions  
Member Florists Telegraph  
Delivery Ass'n



**TOPS FOR TWO**

**HARLEY-DAVIDSON**

**TOPPER**

Low cost transportation—up to 100 mpg. Safe . . . because it's so easy to ride. Automatic transmission. Go the fun way—ideal for school, outings and errands. See the TOPPER at . . .

**PHILA. HARLEY-DAVIDSON CO.**  
857 N. BROAD STREET PO 9-1100  
5613 WOODLAND AVE. SA 9-4747

Start the New Year Right  
With an outfit from  
**JOYCE LEWIS**  
Bryn Mawr

### MAKE

**YOUR PARTY A SUCCESS!**

Now Available For  
All Social Occasions

### THE GREAT MARCO

MAGICIAN-HYPNOTIST  
240 Rivington Street  
New York

## BRYN MAWR DELICATESSEN

We specialize in ay sandwich you name  
Snacks to take back to your Room or Dorm  
**PIZZA PIES**  
**OUR SPECIALTY**

We Deliver too  
Open 10 AM to 10 PM  
Every Day  
The Site of the Old  
"Hamburg Hearth"  
839½ Lancaster Ave.  
LA 5-9352

### MARCO BIANCO JEWELERS

GIFTS OF DISTINCTION  
814 Lancaster Avenue

Bryn Mawr, Pa.  
LA 5-4597

RELIGIOUS ITEMS, TOO

Phone: Lawrence 5-9488

**SHEAR ARTISTRY**

AT

**MARGO NICHOLSON**  
BEAUTY SALON

872 Lancaster Ave.

Bryn Mawr, Penna.

### BRYN MAWR COLLEGE INN

Open To The Public

Breakfast . . . . . 9:00-11:00 A.M.  
Luncheon . . . . . 12:00- 2:00 P.M.  
Afternoon Tea . . . . . 3:30- 5:00 P.M.  
Dinner . . . . . 5:30- 7:30 P.M.  
Sunday Dinner . . . . . 12:00- 7:30 P.M.

OPEN SEVEN DAYS A WEEK  
SPECIAL PARTIES AND BANQUETS ARRANGED

Telephone  
Lawrence 5-0386

Lombaert St. and Morris Ave.  
Bryn Mawr, Pennsylvania

## Complete Text of Reorganization

Continued from Page 2, Col. 5

ed at their request.

- 5). The President of the Self-government Association and the Undergraduate Association shall represent the college at extra-college functions where the presence of the Student Body President is requested.

### b. Activities Board

- 1). Membership
  - a). President of the Undergraduate Association
  - b). Vice-president of the Undergraduate Association
  - c). Hall representative to the Association
  - d). Class Presidents
  - e). Class Representatives to the Association
  - f). Secretary of the Undergraduate Association
  - g). President of the College Theatre
- 2). Function
  - a). The activities board shall coordinate and carry out the social activities, traditions, club activities, committee appointments, and the election system
  - b). The Vice-president acts, as she presently does, as the coordinator and representative of the smaller clubs.

### III. Elections

- A. Date: All elections shall be completed by spring vacation
- B. Procedure
  1. The Vice-president of the Undergraduate Association shall organize and run

the elections.

2. The candidates for President of organizations sitting on Executive Board may have dinner in the halls
3. Order of voting
  - a. First week

- 1). The President of Self-government shall be elected on the first Monday
- 2). The President of the Undergraduate Association shall be elected on the first Tuesday
- 3). The Vice-presidents and Secretaries of the Self-government and Undergraduate Associations shall be elected on the first Wednesday
- 4). The first junior and first sophomore to Self-government and the Undergraduate Association and hall presidents shall be elected on the first Thursday

Note: Member of the Self-government boards have, therefore, been elected before the elections within the major organizations.

### b. Second week

- 1). Monday—election of hall vice-presidents
- 2). During this week all organizations will hold their elections

### C. Voting privileges

1. All students will vote for those members of the Ipso Facto organizations that have formerly been all college elected
2. Any person who has an interest in the Athletic Association, the Alliance for Political Affairs, the League, Interfaith or Arts Council may submit nominations and cast a vote for the president

## Many Drawbacks Hinder Appreciation Of French Film 'Les Visiteurs du Soir'

by Mary Ann Amdur

A French-club-sponsored film was shown in Goodhart Monday evening. "The Castle of Sin" was the name greeting the unsuspecting viewers who knew no French. The more subtle title *en francais* was "Les Visiteurs du Soir". Somewhere between the two, lies an accurate introduction to this film.

The plot—that of the visit of two of the devil's disciples who disrupt a forthcoming arranged marriage, the rebellion of one of these apprentices, and the devil's own inability to triumph over love—is a familiar one. The setting of a medieval castle with its customs and diversions provides an entrance for the evil-doers and instruments for their acts.

Dominique and Giles gain entry to the castle in the guise of two errant musicians to play at the banquet honoring the engaged couple. Their master, coming later to set things right (or is wrong more accurate?), was a chance traveller seeking shelter in a sudden storm (which, of course, he caused).

Le Diable, always an exciting and challenging character part, was excellently portrayed. Unfortunately, this was not true of the majority of the other personages, whose performances seemed quite stiff and invraisemblables.

However, this may be a hasty judgment, as the audience in Goodhart faced certain conditions which created great disadvantages in the appreciation of this film. First, an old projector and the usual acoustics combined to render the French sound track almost inaudible. This might have been compensated for by the English subtitles except that these, as usual, were inadequate and often inaccurate. Furthermore, whenever they were most needed, it seemed that key words were obliterated, having been strategically superimposed on a glaring white wall or a field of equally white daisies, neither of which provided adequate contrast as a background.

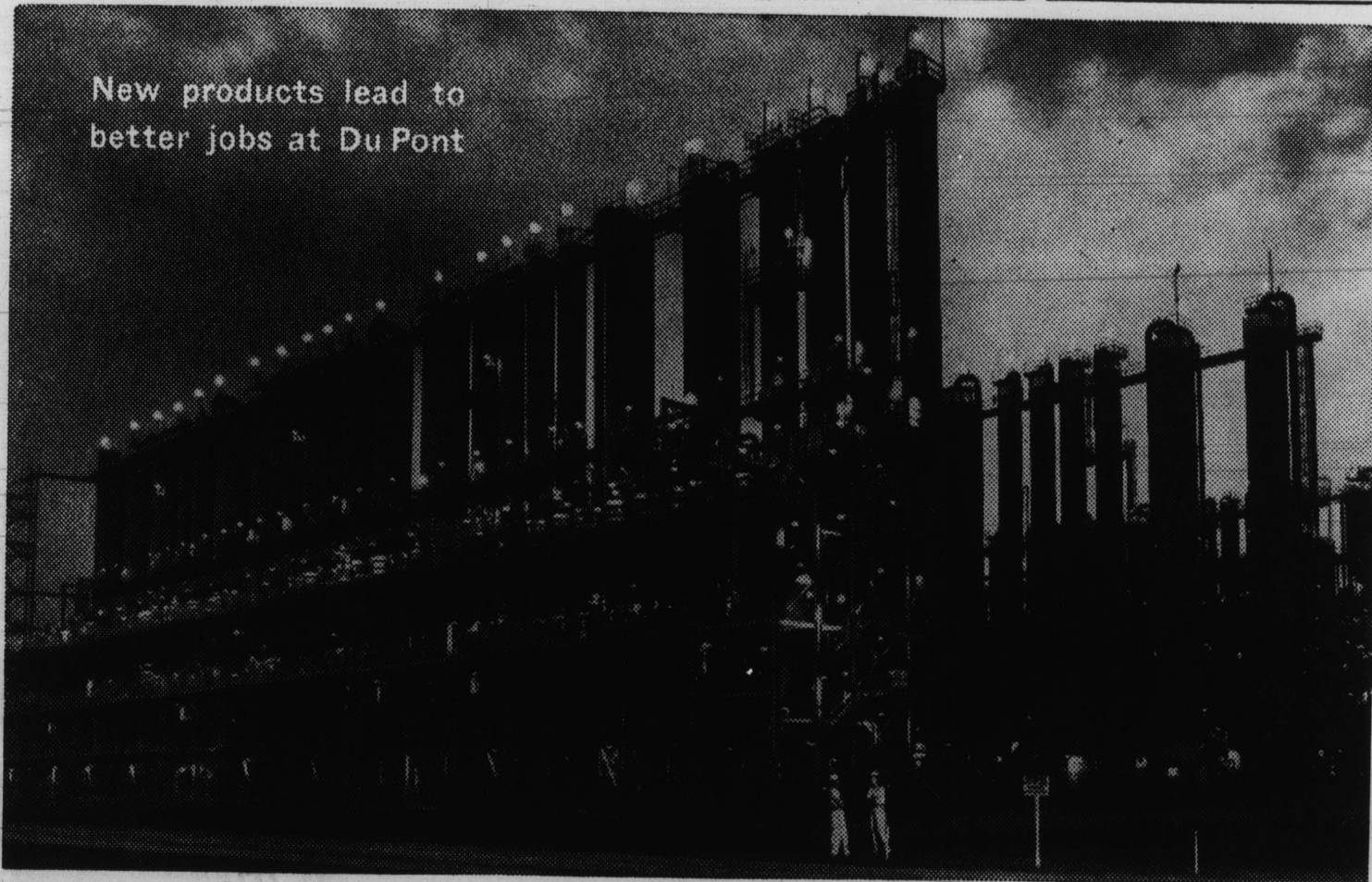
Despite its drawbacks, this was quite a pleasant, if ordinary melodrama.

## Logic Prof Ends Sabbatical Leave

Mr. Hughes Leblanc, Associate Professor of Philosophy, has returned to Bryn Mawr this year after a sabbatical during which he was granted the Eugenia Chase Guild Fellowship.

This fellowship, established in memory of a former student of Bryn Mawr College by her parents, is granted to young people in the humanities. It is designed to enable them to spend a year writing and doing research in their field by reimbursing them for the salary they would normally receive during that year.

Mr. Leblanc, under this fellowship, spent last year writing a first draft of a book on inductive logic and completing several papers on the topic. He has taught at Bryn Mawr for the past twelve years with a two-year interim when he was granted a Fulbright to study in Belgium. At that time he completed his work on deductive logic.



New products lead to better jobs at Du Pont

## ATOMS IN YOUR FUTURE?

You are looking at a photograph recently released by the Atomic Energy Commission. It shows the Commission's heavy water plant near the banks of the Savannah River in South Carolina. It is but one unit of an atomic energy project that covers more ground than the entire city of Chicago.

This vast installation was built by Du Pont at government request in 1950 for cost plus \$1. Still operated by Du Pont, it stands as a bastion of strength for the free world. Equally important, here are being expanded horizons of nuclear engineering which will eventually lead to better living for all of us.

Like hundreds of other Du Pont research projects, probing the mysteries of the atom has led to all kinds of new jobs. Exciting jobs. In the laboratory. In production. In administration. Good jobs that contribute substantially to the growth of Du Pont and our country's security and prosperity.

What does all this have to do with you?

For qualified bachelors, masters and doctors, career opportunities are today greater at

Du Pont than ever before. There is a bright future here for metallurgists, physicists, mathematicians, electrical and mechanical engineers, and other technical specialists, as well as for chemists and chemical engineers.

Perhaps you will work in the field of atomic research and development. But that is only a small part of the over-all Du Pont picture. Your future could lie in any of hundreds of areas, from the development of new fibers, films or plastics to the exploration of solar energy. Or in the sale and marketing of new products developed in these and many other areas. In any case, you will be given responsibility from the very start, along with training that is personalized to fit your interests and special abilities. We'll help you work at or near the top of your ability. For as you grow, so do we.

If you would like to know more about career opportunities at Du Pont, ask your placement officer for literature. Or write E. I. du Pont de Nemours & Co. (Inc.), 2420 Nemours Building, Wilmington 98, Delaware.



BETTER THINGS FOR BETTER LIVING... THROUGH CHEMISTRY

## Gibbs girls get top jobs

Gibbs-trained college women are in demand to assist executives in every field. Write College Dean about Special Course for College Women. Ask for GIBBS GIRLS AT WORK.

BOSTON 16, MASS. . . . 21 Marlborough St.  
NEW YORK 17, N. Y. . . . 230 Park Ave.  
MONTCLAIR, N. J. . . . 33 Plymouth St.  
PROVIDENCE 6, R. I. . . . 155 Angell St.



## Have a WORLD of FUN!

Travel with SITA  
Unbelievable Low Cost

Europe  
60 Days steamer from \$675

Orient  
43-65 Days steamer from \$998

SEE MORE SPEND LESS

Many tours include college credit

Also low-cost trips to Mexico \$169 up, South America \$499 up, Hawaii Study Tour \$598 up and Around the World \$1898 up

27th Year  
SITA WORLD TRAVEL  
38 Rockefeller Plaza  
New York 20,  
CO-5-7078

### Jambor, Alwyne Concert

Continued from Page 1, Col. 2  
 quality of the Balinese instruments. The intervals used are themselves very sonorous, using sympathetically sounding tone combinations. I found the piece interesting and pleasing on a first hearing, although at least to the untrained ear, the music is rather too monotonous to be entirely enjoyable in any but a short piece such as this was.

The *Quatre Danses Exotiques*, by Jean Francaix, included three Portuguese dances, Pambiche, Bajao, and Merengue, while the last one, Rock and Roll, Mr. Alwyne described as the American Rock and Roll seen by a Frenchman through Portuguese eyes. Both dances and performance were charming. Mme. Jambor particularly seemed to be enjoying their complicated and lively rhythmic upsets, and the fading off at the end of each dance. She did this without making too much of or over-loading the music. The Rock and Roll had all the monotony of its American source, but was relieved by ornamental flow and ripple.

On the second half of the program, Medtner's *Knight Errant* (Don Quixote) Op. 58 No. 2 provided for the first time in the evening an opportunity to hear the two pianos differentiated one from the other. On the whole they stood the test exceedingly well, and managed to achieve almost identical interpretations in imitative or answering passages.

Milhaud's *Scaramouche*, as explained by Mr. Alwyne, deals with a stock character of the seventeenth century Commedia del Arte. Milhaud treats the subject in a very satirical fashion, particularly in the second movement. In the first movement (Vif) it is Scaramouche's braggart aspect which predominates. The music seems to suggest folk song melodies, which are then unexpectedly perverted. In the second movement (Modéré) Mr. Alwyne didn't seem to

have a fineness of expression quite correspondant to that of Mme. Jambor, the only time in the performance where this seemed the case.

Rachmaninoff's *Fantasia* (Tableaux), Op. 5 is very Romantic in character. For me it provided a climax to the concert. Rachmaninoff makes use of individual tones dropped into a wavy background, of a theme drawn in large strokes in the middle voice and surrounded by rippling accompaniment, particularly in the last two movements the two pianists worked together to attain great variety and also great heights of expression.

As an encore, much demanded by the enthusiastic audience, Mme. Jambor and Mr. Alwyne played some more Rachmaninoff, this time a Waltz.

### Symmetry Lecture

Continued from Page 1, Col. 4  
 four in the three dimentions respectively.

The lecture was the first of three presented by the Sigma Xi, the Honorary Scientific Society. The other two will be given in late February or early March, and in late April or early May, by visiting speakers.

BEAU and BELLE  
 Breakfast — Lunch  
 Dinner — Late Snacks  
 Excellent Banquet Facilities  
 Open Seven Days  
 Next Door To Bryn Mawr P.O.

HAIR STYLE CUTS  
 \$2.00 AT  
 RENE MARCEL  
 French Hairdressers  
 853 Lancaster Ave.  
 Bryn Mawr, Pa.  
 LA 5-2060  
 LA 5-8777

## Trash-Can Treasures: 'Review' Rejects

by Lois Potter

*Editor's Note—Below are printed fragments of several opuses (opi? opera?) submitted to the REVUE this year. In accordance with its new policy of publishing only the best, REVUE did not accept them. The News feels the campus should know what it is missing.*

**Hiawatha meets Ogden Nash**  
 Bitter taste of Pembroke coffee  
 Stinging her as she ran,  
 Ran with her coffee throat  
 Choking on bitter fear,  
 Ran on from Pembroke Hall,  
 Climbed steps in taste of fear,  
 Bitter, stinging, choking fear—  
 Ten minutes after nine.

**Opening of Unfinished Opus**  
 Another shriek came down the  
 asylum corridor, blended with the  
 odor of cigarette butts and disinfectant.

"What's going on in there?"  
 Greerly peered into the murk of  
 Room 12.

"Nothing serious, thank you,  
 doctor. He tried to slash his wrists  
 again."

One of the younger nurses was  
 sobbing. "Don't worry, honey,"  
 Greerly assured her with a Freudian  
 leer. "We have at least one  
 of those every day."

"It's not that," she said, taking  
 her thumb out of her mouth for a  
 moment. "But I'm afraid he scared  
 that sweet little green snake under  
 the bed."

### Poem

it  
 essence of itself  
 as in  
 ens  
 or soi  
 self essence of it  
 is itself in it  
 it qua it

### Dialectical Reasoning

Wal, there we wuz, Ma and I,  
 pickin' huckleberries down by the  
 creek. We-uns allus done liked  
 pickin' huckleberries. And as we  
 wuz workin', up comes a pretty  
 gal from the road and asks us  
 where's Washington. Wal, she  
 don't fool me none. I sez, "Just  
 a minute, ma'am. Does you mean  
 Washington Bridge, or does you  
 mean George Washington?" Wal  
 then - - -  
 (the rest is unfortunately lost).

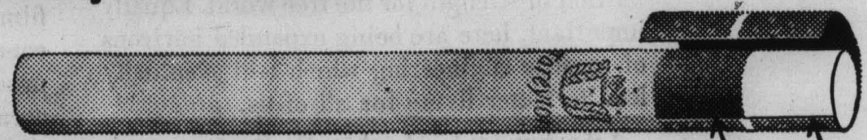
### Elementary Hemingway

This is Dick. Dick has a gun.  
 See Dick shoot. Oh, oh, now Dick  
 is dead. Funny, funny Dick.  
 See, see, see Jane. Jane is mak-  
 ing love. Obscenity, obscenity, ob-  
 scenity. Funny, funny Jane.

# DUAL FILTER DOES IT!



Filters as no single filter can...  
 for mild, full flavor!



Here's how the Dual Filter does it:

1. It combines a unique inner filter of ACTIVATED CHARCOAL...definitely proved to make the smoke of a cigarette mild and smooth...
2. with an efficient pure white outer filter. Together they bring you the best of the best tobaccos—the mildness and taste that pay off in pleasure!

NEW DUAL FILTER **Tareyton**  
 Product of The American Tobacco Company "Tobacco is our middle name" (© A. T. Co.)

### Be a PRIVATE SECRETARY HIGH PAY, PRESTIGE FOR COLLEGE GIRLS

Add business training to your college knowledge! Let Peirce prepare you for a top secretarial job in the field of your choice—advertising, law, TV, medicine. Enroll now for a short, intensive course designed especially for college women. Write, come in, or call PE 5-2100 for brochure.

**PEIRCE**

SCHOOL OF BUSINESS ADMINISTRATION  
 1420 Pine Street, Philadelphia 2, Pa.



Accredited by The Accrediting Commission for Business Schools, Washington, D. C., as a "Junior College of Business"

### COLLEGE WEEKS in BERMUDA

8 glorious days of mid-semester fun and relaxation in sun, sand and surf! Enjoy swimming, cycling, water skiing, sailing, skin diving, dancing, parties, cocktail hours and other exciting activities.

#### 2 ALL-INCLUSIVE PLANS

BUDGET TOUR—\$205\*  
 DELUXE TOUR—\$260\*

#### 5 SATURDAY DEPARTURE DATES

March 26, April 2,  
 April 9, April 16, April 23

\*New York and Boston departures. Departures from Washington, Chicago and Detroit at slightly higher rates.

Tours include round-trip by air via luxurious 4-engine airliners, accommodations, meals, sightseeing, entertainment, and many extras.



For full details contact Miss Golden  
**U. S. NATIONAL STUDENT ASSOCIATION  
 EDUCATIONAL TRAVEL, INC.\***  
 20 West 38 Street—New York 18, N. Y.  
 OXford 5-5070

\*A non-profit corporation serving U. S. students from coast-to-coast.

U. S. N. S. A. — 20 West 38th Street, New York 18, N. Y.

Gentlemen:

Please send full descriptive information and itineraries of BERMUDA

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

COLLEGE \_\_\_\_\_