Joint Paper Link Campus; 
Improved Quality Freschen

The desire of both the COLLEGE newspapers to produce a larger and better newspaper each week has led to an increase of one of the two papers.

It seems that by having two newspapers each week, each student can get a better and fresher newspaper in his or her hands than before.

According to the editor of the BRYN MAWR NEWS, the paper is now a much more attractive and useful addition to the campus life.

President Katherine E. McBride presented remarks on the 50-year history of the American Council on Education at a meeting held at the University of Pennsylvania on October 9-11. The president, along with Dr. John Gardner, chairman of the Board of Trustees, and Dean of the College,, discussed the role of higher education in our society.

Miss McBride's speech was well received, and she was acknowledged for her contributions to higher education.

Announcement was made yesterday by Miss Katherine E. McBride that she will retire as President of Bryn Mawr College in the summer of 1969. Her retirement comes at the end of her 20-year tenure as president.

Miss McBride announced her decision last December after a series of meetings with the trustees and directors of Bryn Mawr College. She has been President of the College for 20 years.

Course Registration Count

Showed Crowded Classes

For freshmen who came to Bryn Mawr expecting low student-to-teacher ratios and small classes, those who looked forward to small, quiet classes at Bryn Mawr were disappointed.

Official course enrollments show well over a hundred classes with 30 or more students, and six courses with more than 50. Although many classes are at intermediate or advanced levels, it is difficult to determine how well these classes are succeeding.

Among the introductory science courses, where the majority must take the same course, the enrollments are as follows: biology, 20; chemistry, 5; physics, 26; and psychology, 50. As of this week, 58 classes are taught as lectures, but close attention is being paid to the proportionate representation of students in lectures.

Problems with laboratory space were mentioned by Dr. Robert M. Wood in his speech to the faculty in the fall of 1961. The president, along with Dr. John Gardner, associate professor of government, and Mrs. Robert M. Wood, assistant professor of English, discussed the limited course enrollment to an average of 200 students. People who were not admitted to the course last year were given preference in signing up this year.

The result was that almost no freshmen were permitted to take it. Two to three times as many students tried to register for the course as 101 as could be accommodated.

Gonzales said that those who were unable to get into the course this year will be given first choice next year. In the fall, 20 classes are available for more laboratory space because of the move into the new library.

Limited enrollment has proved the only answer in cases of certain popular discussion courses, such as Urban Politics and Race Relations, in the latter. The latter Mr. Robert J. Porter, assistant professor of political science, has already excluded anyone who had not registered (last spring) as well as any who had registered.

Another solution often applied in such cases is to let in more students, particularly at the 100 level, in the creation of sections. Introductory courses in certain fields are now scheduled for three years, whether they have traditionally had severe enrollments. This, of course, involves more class hours and usually requires more professors teaching.

In at least one case, however, a professor has taken the initiative in creating and teaching a single-discipline course. Professor Robert D. West, professor of English, faced the problem of teaching 25 students in the English 207 course, which was offered for the first time in the fall of 1967. He decided to assign one hour of lecture and one hour of discussion to each student, which allowed him to reach all the students in the course.

In an attempt to increase understanding of the concept of the course, Professor West discussed the general concept of the course with the students, and each student was able to participate in the discussion. The students were able to ask questions and express their opinions, which helped to create a more engaged classroom environment.

In the case of the course in political science, the professor assigned one hour of lecture and one hour of discussion to each student, which allowed him to reach all the students in the course.

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In summarizing, the professor emphasized the importance of student participation in the learning process, and the benefits of using a variety of teaching methods to accommodate the needs of different students. He concluded by expressing his hope that the use of this approach would continue to be successful in the future.
Marriage of True Minds

The COLLEGE NEWS has often considered merging with the Haverford News. This year we are going to take action on this proposal in expectation of producing one larger and better paper each week.

It is hoped that interest aroused by this experiment will lead to greater enthusiasm toward the expansion of the paper and an increase in the size of the staff.

We feel that the two newspapers will be able to make significant contributions to one another, enabling us to publish one strong paper for both colleges.

A problem which we hope to solve by uniting with the Haverford News is that of duplication. Since classes are combined and many even identical, educational, social and political, are joint affairs, both papers have found themselves publishing articles almost identical to one another.

There are many precedents for this joint effort. Many of the organizations on campus have already combined with their Haverford counterparts. Dance Club, for example, is a joint group and the drama clubs always work together to present co-educational productions. Those which have not united attempt to plan programs which the Trends administration will not approve. Most groups make an effort at least to avoid conflict or duplication in their planning. The merger can be considered another step in the attempt to improve relations between Bryn Mawr and Haverford. The COLLEGE NEWS hopes that the decision to unite the two publications will help the colleges to work together in the future and expand the efforts toward bi-college cooperation.

N.M.

Corrections

It has been brought to the attention of the COLLEGE NEWS that there were several omissions in last week's article on Junior Show.

Pat Rosenfield is assistant director of the show, which will be performed this weekend. Connie Warren is costume head and the committee includes Chris Nichols, Judy Teutrum and Susan Ritzmiller.

Legislation has been changed to Monday, October 21. The meeting will take place at 8:00 p.m. in the Physics Lecture Room.

Questionnaire Delves Into BMC Conflicts

The Ad Hoc Committee on Student Affairs will be distributing a questionnaire to all BMC students this week.

Margery Dorey, who is organizing the project with Mindy Thompson and Vivien Schmidt, explained, "This is to try to find out how people think, what's bothering them, and what can and should be done about it.

The survey originated in Haverford's Sociology of Conflict course, but has attracted the interest of other students, who will be collecting the questionnaires in each dorm.

Anyone interested in collating the questionnaires, or in discussing any aspect of the survey or BMC life in general, should contact Vivien Schmidt in Penbroke or Margery Davies and Mindy Thompson in Shoobes.

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Junior Year Abroad Provides Fresh Outlook
Paris Year Gives Student New Political Awareness

A year away from Bryn Mawr is a good experience, as I can say from the last year in Paris, studying at L'cole des Sciences Po, rather an incredible program which I think has benefited me more than most. The most structuring course was the unknown, that is, the unknown of the culture itself. It is far more for me than just a visit to France from Jean-Louis Farcier or Roland Huyard, and talking about the school in a big city certainly has its advantages. For one, when you come out of class, you can go and meet world of taxi-drivers, crowds in the streets. I remember one night standing for a drink in a cafe before dinner, you just can't help meeting people. I'm not likely to lose for a long time. The "New York Times" looks pretty parochial compared to "Le Monde," which does a good job of showing that the U.S. is not the only important country in the world and that it's not only possible but also that this U.S. is losing the Vietnam war. And it comes from seeing the way in which aspects of American culture are seeping into Europe; I remember being surprised at the ad in the metro which has three French versions of Marbolo men modeling suits and looking bald and refined.

Secondly, Paris was a year of living life on my own. Although I lived in a dorm, I was a non-resident student, and as a result I had to get to know all of the people who I would see as a roommate, therefore I had to make a few friends or I wouldn't have gotten through a year that has one for that one has no choice at all, or the other way around.

When asked what will happen to the Democratic party of Nixon wins, his answer will be that "it will survive, and it will be modified in the direction of a new party to begin to generalize about the Democratic party in much broader terms. He spoke of the Socialists, and the Socialists, a party in contrast to the Republican party, a party of cooperation and, never a party of division."

Clark also expressed the opinion that "the convention system" of primaries is no longer meaningful, and is bound to be re-

Senator Clark . . .

(continued from page 1)

The most workable alternative, he said, was a "presidential preferential primary" system. Clark concluded with the reminder that politics demands above all, creativity and minds. "We're all working in," he said, "society is run by a minority, but there are two kinds of rule, and I think it's a mistake to explain that one kind is simply the result of the status quo. The second kind of minority, however, seems to be much more productive. It is the status quo which is the forward movement of society, and the creative dynamic approach to politics. It seems to me that the Democratic party not only permits this tradition of such creativity, but as its leadership is formed in the minds of Americans in the political minds of the country.

Mary Schopbach

Last year I studied independently at the University of Strasbourg in France. I can't say much as I don't have a year in the country to devote there, but I have left Bryn Mawr for a year and arrived at Strasbourg at the end of September, 1967. The exclusivity of the university in France, the friends I made during my stay, the French students, going out to bistros and French restaurants (although this is more common in Stras- bourg), filled the first few weeks before the university began at the end of October.

L'Envoi

When the school begins, however, a quiet, steady buzz settles over my friends and the students at Strasbourg. I, alas, was not long before I realized the reasons for this hustle. We were already becoming more stolidly coming together in the daily matters of classes, lunch, lectures, most of them dry and uninspiring, while the students eat and write, naggy saying a word, never questioning or learning.

Hadn't I had enough of this at Bryn Mawr, I would probably have left at least the academic aspect of work, I would probably have gotten more enjoyment out of the social aspects of the university. But I began to learn what my life was like and what the life of the May Revolution in France. The first day of the revolution I crossed a Salvator Mundi in the city with a professor who was going to his office. The professor said that he would not go to my classes. It was a day I have always been pleased at the turn of events which enabled him to complete his work on the revolution. The story was told of a professor of art who was asked to give a course on the history of art at the university. The professor said that he was not interested in any classes for which he was never prepared, and he was thoroughly教学, and in which he bored about 30 students for two hours a day. I am not sure what he meant by that most of the professors did not have the same type of life they taught and had accepted the dulling restriction of the university.

Interested Professor

He answered a question on foreign policy that was not only an interesting scholar but a man known to have taught at Bryn Mawr and interesting courses. He had taught the system continuously but not openly. When we talked over a cup of coffee in a large room in Alaco (which is very limited) all his students know it would become a course in political and artclasses. When he was asked, he was a master. During the revolution he stayed with the institute with a bottle of cognac, talking to students, continually frustrated by their understanding of the life of the revolution.

To me also, although I could not put my finger on that was the great failure of the revolution -- the students unable to overcome the years of defeat, the ability of the students to be out of the protective system, even the students known eliminating exams was only a gesture.

So often ideas and plans degener- ated into petty arguments and we were afraid to step out of the protective system, even the students known eliminating exams was only a gesture.

But there were moments when I felt something happening, a feeling was being created that I could perhaps in the end, though not quickly nor in any structural way, destroy the political system. These were moments dur- ing the occupation of the buildings -- students together taking ex- citement, the bustle in the communica- tions rooms, the bravery in every face, a hum-bumping jargon- ing-upstared reports from Paris and the common feeling of horror during the Glaube demonstration as we watched it, "re- spectable" citizens hurling rocks through the windows of the university as the CSU shot and enjoyed themselves.

I often wonder what it would be like to go back now that the stu- dents are taking examinations and the year is about to begin. Will any of the ideas, the unified excitement of last spring be left? I think so. The hash, the breaking, the not-learning; this traditional picture of the university has been crackled by last spring's events. The ideas of an abstract<br>behind the revolution, Strasbourg, of all the universities, had the strongest concrete platform for a revolution in the university system.

They were first to declare the uni- versity an independent part of the Ministry of Education, and they initiated plans for a congress of all the students, faculty and administration to pro- pose plans for changes.

Yet Strasbourg also had a background of ideas for more intellec- tual, profound changes in the university and in society as a whole. The first The International Student Movement founded three years earlier, which wished to perceive all situations as arenas for creation and learning.

For example, in art this meant the end of the artist-woods relationship, and of static piles of dust on stages, of paintings being put on museum walls, of the irrelevance of art to most people. Art, creation and learning should involve all people, all situations. This wish I think was in the tradition of the unrest and dissatisfaction at the universities in France, and in universities in general.

Bryn Mawr Parallel

This wish also motivated the recent meeting on campus for the Mawr, for the situationist ideal of the undermining of authority and boredom.

I learned a great deal from thinking about the May Revolution, from seeing people try to change an obviously rotten structure. I began to understand how important my dissatisfaction with Bryn Mawr, and I began to see how this could use my discontent positively to change structures within the university and in my life within it.

I am learning to keep in mind the fact that all my college work was an attempt to arrive at a better understanding of the fundamentals of the world. I believe that it is important for each person to perceive every situation and every moment as one of change, to try to look at the "socialist" with the eyes of the students (Continued from page 1)
Friday, October 18, 1968

Prof. Kline Honored
For Vienna Address

Bryn Mawr Professor of Philosophy George Kline was honored with an address at the close of his paper in the International Philosophy Conference at Vienna in August. Kline posed the question, "Was Marx an Ethical Humanist?" Marxist humanism is a major area of the conference. At the conference, Kline delivered a paper titled "Marxism and the Future of Humanism," which discusses the philosophical implications of Marxist ideas.

FRIDAY, OCTOBER 18
6:00 p.m. "The Makeup of the President," Junior Show Dance Theatrical, Goodhart (S.75)
8:30 p.m. "The Concept," drug drama at The Theatre of the Living Arts
9:00 p.m. "The Hat," plus coffee hour with beer and light show at Swarthmore (Free)

SATURDAY, OCTOBER 19
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SUNDAY, OCTOBER 20
10:30 a.m. Jewish Discussion Group, This week's topic is "The Present and the Future," Common Room, Goodhart
1:30 p.m. Scientists in the French Dining Room, Erdman

GAMES AND SNACKS
All the Goodies for Your Thirst and Many Kinds of Tea - Cookies - Fruit
384 Locust St., Bryn Mawr
LA 5-0573

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Guide To The Perplexed

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Conce makes corduroy for pros, too.

Big fabric on campus, Cone durable press
Corduroy with KADEL Goes from early classes to evening classes without losing its crisp-tailored look. VAN HEUSEN close Corduroy - 50% wool, 50% cotton, for those belt loop slacks, Antelope, Green, Brown. Whitney Size: 34-42. Around $14.50. Cone all cotton Corduroy short by Van Heusen, around $4.00. Sizes: S-M-L. Make sure the fabric tests Cone Corduroy and go casual. At fine stores everywhere. Cone Mills Inc., 1440 Broadway, N Y C. 10018.