

**BRYN MAWR COLLEGE:  
REPORTS OF THE  
PRESIDENT FOR  
THE YEARS 1970-1977**

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Bryn Mawr College: Reports of the President for the Years 1970-1977 by Various

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**VARIOUS**

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**BRYN MAWR COLLEGE**  
**1970 - 1973**  
**REPORT OF THE PRESIDENT**

**THE LONGER ROAD**



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## THE LONGER ROAD

Report of the President 1970-1973

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BRYN MAWR COLLEGE  
REPORT OF THE PRESIDENT  
1970-71, 1971-72 and 1972-73

*To the Directors of Bryn Mawr College:* I have the honor to present a report on the College for the three years 1970-1973.

As Bryn Mawr approaches its tenth decade, which will begin in the year of the nation's bicentennial, fundamental questions are facing the College, not unlike those before the country. Are its founding principles and purposes true for today's world? What is its present state? What will be required to fulfill its promise?

The answers are not self-evident, for the College or the country. This report offers some answers and proposes some questions for the College's continuing search.



## I. THE URGENT AND THE IMPORTANT

When the end of the Vietnam War was announced, students rang the bell in Taylor Tower for twenty minutes. They seemed to be ringing out a decade of national and international death and destruction. They were not sounding a return to the high optimism of the early 1960's, but there was hope in the air.

Throughout the country, student concerns for peace and justice had been deeply stirred by the events of the Sixties, yet their efforts to achieve these perennial goals proved frustrating. Much was learned in that decade of tragedy, but it was a form of Socratic learning, a growing recognition of what was not the answer, not the way—and for many it was a hard and painful dialectic. Few of the lessons were those of the classroom; indeed in most colleges and universities it was not a very good time for classroom teachers or traditional studies, whose authority and relevance were widely challenged.

As so often in history, the urgent had become the enemy of the important. If liberal and professional education is important, the urgent in the form of great issues drawing students off campus into public action, sometimes into the streets, was on many occasions its enemy.

Now in the early 1970's there are widespread signs of a renewed acceptance of the longer road—the road of books and teachers, education and research. Once again their importance is being recognized by those seeking to turn social concern into effective action,