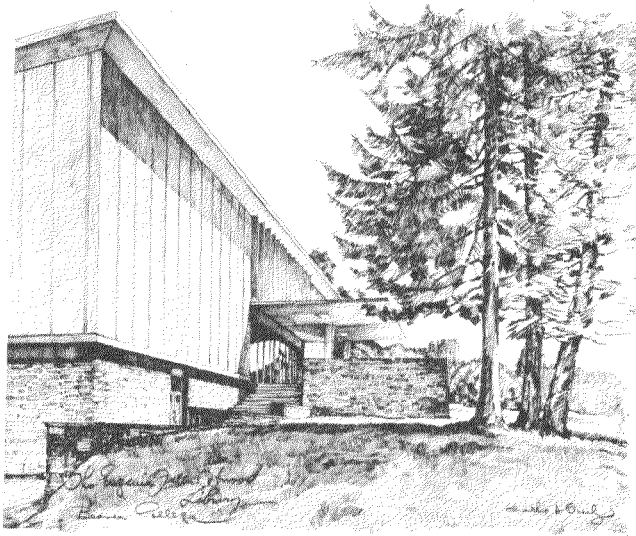


**BEAVER
NEWS**

V. 44 - 47

**1969
TO
1973**

THE
EUGENIA FULLER ATWOOD
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BEAVER COLLEGE, GLENSIDE, PENNSYLVANIA



The Weather:
Pre-registered

Beaver

News

Soc et tuum

Tuesday, September 9, 1969

BEAVER COLLEGE, GLENSIDE, PA.

Volume XLIV, No. 1

Beaver Enrolls Students For Graduate Education

by Tobi Steinberg

This past summer, Beaver College began its functions as a member institution of the Lehigh Regional Consortium for Graduate Teacher Education by having 51 enrollments in seven graduate Education courses offered here through Lehigh University. Six of the courses were taught by regular Beaver faculty and the program will be continued during the present academic year. The purpose of the consortium is to provide a master's degree program for persons who already hold regular certification to teach at either the elementary or secondary school level.

The graduate education courses being offered for the fall semester are Developmental Reading, Mathematics in Elementary Education, Linguistics in Education, Afro-American Literature, and, tentatively, Psychological Foundations of Education. Each of these courses will be offered one night per week, from 4:30-7:20, and will earn the student three semester hours of graduate credit when successfully completed. In order to take any of the courses, a student must be accepted in graduate standing by Lehigh University, the degree-granting institution. One of the policies of the consortium is that up to 15 semester hours of credit, which is normally half of the amount required for a master's degree, may be earned at one or more consortium institutions other than the one from which the student plans to earn the degree. Therefore, students who do not

qualify for full graduate standing at Lehigh may, with special permission, register for a limited number of courses at Beaver.

The Developmental Reading course, taught by Dr. Adeline Gombert on Tuesdays, is an introductory program spanning the elementary and secondary levels. Emphasis will be placed on the history of reading, basic premises in reading, the sequence of language development, directed reading activities and reading in content areas.

Mr. Richard Polis will meet on Wednesdays for Mathematics in Elementary Education. This course is designed to provide the teacher with an insight into the nature of "modern mathematics," including an examination of recent developments in the teaching of arithmetic. The content involves the concept of sets, number systems and their properties, history of numbers, solutions to simple equations, topics in number theory, and informal geometry.

The nature of language, phonetic applications, and the relationship of linguistics to instruction in language arts will all be covered in Dr. Patrick D. Hazard's Linguistics in Education course, being offered on Wednesdays. Particular emphasis will be placed on how linguistics and other new approaches to the study of language may help clarify the role of humanities in the black-identity crisis and in such communication gaps as those between (Continued on Page 4, Col. 4)

Alnwick Players Plan New Tour

Beaver College's travelling repertory company, the Alnwick Players, will take to the road again on October 20, 1969 to begin their all new 1969-70 touring season. Last year the company gave 28 performances at Delaware Valley schools, churches, and community gatherings.

Only two members of the original Alnwick Players will appear in the productions this year: Cathye Stoops and Suzanne Durand. The four new members of the company are: Janet Gauld, Garnetta Lovett, Lynn Kressel, and Marsha Pels.

The Alnwick Players will begin rehearsals for their new program immediately upon returning to school in September. On October 15, they will present a preview performance before going on the road. This preview performance will be open to the public and will be presented without charge in the Beaver College Little Theater at 8:00 p.m. on the evening of the 15th.

This year the company will tour from October 20 to November 20 and again from February 10 to March 10 of 1970. During the spring, the Alnwick Players will offer for the first time a children's program, designed for students in elementary schools. Another new element in the format of the company will be the offering of a special program of "extended improvisations," a workshop creation for audiences desiring a totally new theatrical experience.

Faculty Presents New Art Exhibit

Opening this week in the exhibition gallery in the basement of the Library will be an exhibit of faculty art work. The display includes examples of work in several areas — design, graphics, drawing, painting, and watercolors.

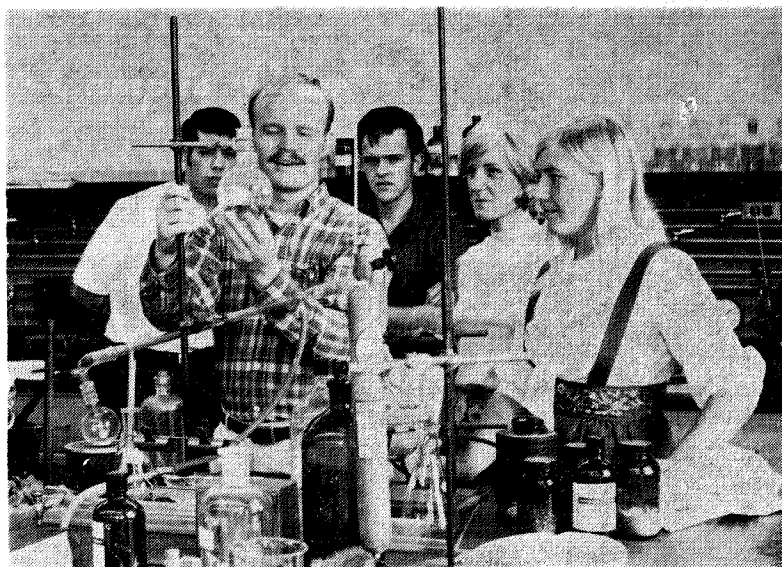
The three new professors in the fine arts department will have works in the exhibit. Mr. Harry Eaby a lecturer for the Advanced Design class, will show examples of his work in that field. Mrs. Ann Williams who will be teaching Freshman Drawing and Advanced Drawing during the first semester will have her painting on display. A lecturer this fall in Art History, Mrs. Lenore Malen will have some of her work in graphic design in the exhibit.

Old faculty will be represented in the show also. Miss Jean Franckson and Miss Alma Alabilikian are putting design projects on display. Mrs. Ruth Lehrer's works in drawing, graphics and painting are to be included, and Mr. Jack Davis, chairman of the fine arts department, will exhibit work in water color and painting.

The show will be open to students and visitors and it promises to provide a rare chance of viewing endeavors of the faculty.

There will be an All-College Assembly today at 4:30 p.m. in Murphy Chapel. New members of the faculty will be introduced and short reports will be given by Dr. Gates and the president of SGO.

Beaver Students Work With National Science Foundation



Summer researchers Doris Wunsch ('70) and Elizabeth McFadden ('69) observe fellow workers at Lafayette College.

During the summer, two Beaver students were involved in research under the National Science Foundation Undergraduate Research Participation Program at Lafayette College. Elizabeth McFadden spent her third summer at Lafayette participating in a biochemistry project and Doris Wunsch worked on an organic chemistry project.

Under Beaver's National Science Foundation College Science Improvement Grant, Carol Grossman and Sharna Hurwitt were involved in projects in the area of inorganic transition — element chemistry. They worked under the supervision of Dr. Myrna Bair, assistant professor of chemistry. Dr. Arthur Breyer, chairman of the chemistry and physics department, supervised Carmen Chiarlanza, who

worked on a program involving paper and thin-layer chromatography.

In addition, Deborah Parks continued a study started by the psychology department last semester in co-operation with the Philadelphia School District at the District's experimental Parkway School — the school without walls. Leslie Cowen worked on a psychobiology project related to the problem of sleep, under the direction of Dr. Madeline Fiesco of the department of physiology and anatomy at Woman's Medical College. Linda Abraham did research on the effects of exposure to films with aggressive content on the behavior of children, under the supervision of Dr. Samuel Cameron, associate professor of psychology and Clinical Psychologist at Beaver.

Martha Guimond Returns From Heinz Summer Study

by Martha Guimond

Almost every traveller to England comes home with stories about how great London is and how miserable English weather is. As the 1969 winner of the Vera J. Heinz scholarship for summer study abroad, I did not dare come back with simply those observations. I spent three weeks in London. Where I took in all the sights my *Visitor's Guide to London* assured me were indispensable, from Albert Hall to Westminster Abbey. My real interest, however, was in the theatre. London is a paradise for the theatre-goer. Tickets are very inexpensive by New York standards, and there are a great many theatres that offer everything from American musicals to Oliver Goldsmith, from Shakespeare to the very experimental.

I did not, however, spend the majority of my time in the "big city." After becoming saturated with famous monuments and historic buildings, a trip to the Republic of Ireland promised a change. Indeed it was different. I did not spend much time in Dublin, but took a bus across the country to the West coast, to Sligo, Yeats's country. You have to be interested in two things to enjoy Ireland: scenery and people. There are very few famous buildings there, but the Sligo area with its rocky, bare hills, and beautiful lakes is worthy of Yeats. Down the coast is the mountainous area of Killarney, and below that is a rocky, grand area of people who speak an English the



outsider might think is some form of Gaelic. The people are warm, friendly, and ready to show themselves "ultra-Irish" for the tourist. It's one place where the American visitor is quite welcome, especially since the great majority of the people have either met John Kennedy or were related to him.

Lectures at Stratford

On returning to England, I went to Stratford-Upon-Avon for my six-week course in Elizabethan Drama at the Shakespeare Institute. As the course was actually a part of the graduate school of the University of Birmingham, we were a very varied group. There were many Birmingham students and a few students from continental and Middle Eastern universities, but the majority were from American and Canadian colleges and universities.

(Continued on Page 3, Col. 3)

Students Participate in International Programs

Beaver College believes that study abroad, when properly planned and supervised, can add a significant dimension to undergraduate liberal education. To assist students interested in foreign study, Beaver was instrumental in forming the United Colleges for Foreign Study and Exchange, which this year is sponsoring an Overseas Program at the University of Lancaster in conjunction with Franklin and Marshall College. Three Beaver students, Elizabeth Giese, Myrna Jaspan, and Sharon McQuade, will spend this academic year in the new residences of the University of Lancaster. They will be able to choose courses from the major fields of biological science, chemistry, classics, economics, English, French studies, geology, history, marketing, mathematics, computer science, operational research, philosophy, physics, politics, religious studies, and Russian and Soviet studies. For satisfactory completion of this program, a minimum of thirty credits will be awarded. For further information, contact Dr. David Gray, director of International Programs.

Sojourn in London

This fall, 39 of our students will be participating in the Beaver College London Semester program, established in co-operation with City of London College. The program, open to men and women who are juniors, seniors, or second semester sophomores from accredited

American colleges and universities, is designed to provide American students with the opportunity to pursue their college studies while broadening and enriching their education through participation in a different cultural, social, and educational environment. Courses are offered in history, government, economics, literature, sociology, and philosophy, with field trips and weekend excursions made throughout Great Britain to major sights and historic centers. Students reside in a student hostel in central London and spend one week with a British family. The Director of International Programs, Dr. David Gray, should be contacted for further information regarding the program.

The Beaver students participating in the fall semester are: Valerie Andrews, Lisa Berg, Velma Bethel, Lynn Bregman, Harriette Brownstein, Barbara Bueltman, Linda Calabrisi, Carole Cates, Ellen Cooper, Dorinda Cruickshank, Martha Davison, Elizabeth Donahue, Jane Elkes, Anne Ellison, Carol Emory, Arlene Fine, Paula Gruss, Kathleen Hellyar, Dona Holland, Carol Hume, Marcia Jones, Nancy Kornblueh, Linda Lichtman, Lynn Lucassen, Carol Marder, Nancy Miers, Barbara Mills, Sally Palmer, Peggy Parke, Nancy Porosky, Linda Raider, Lois Robinson, Jan Rose, Pamela Roth, Janet Sharp, Barbara Shaw, Ann Smith, Elizabeth Tynan, and Patricia Werthan.

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Year of Change Calls For One of Development

And so, it begins again, or, for the class of 1973, for the first time. Clean slate. New pencils. Summer has, as usual, gone. But this clicking of new gears is somehow reassuring. There is much to be done.

We are returning to a new order of things. The job of dissembling we performed last year on a worn out constitution and system of social regulations was extensive. The unsatisfactory parts were destroyed, the rubble cleared. In some areas we began rebuilding. The new social regulations are genuinely in effect. The distribution requirements have been adjusted. In all directions requirements have been lessened, the duties made less arduous. We discarded May Day and Song Contest and Convocations because they were unwanted and useless, but also because there were more meaningful activities we were going to put in their place. Where are those soul-saving replacements? Was it simply lack of energy and interest which moved us to destroy?

In his commencement speech to Hamilton College last May columnist Russell Baker brought forth some thought-provoking judgments on what he terms the "educated American youthocracy." The untold affluence of his generation has created a phenomenon, a new stage of mankind. This youthocracy is composed of individuals who have enjoyed the luxury of becoming adult while retaining the sense of moral principle and the capacity for moral outrage. The plans for society of this generation are naturally different from those of the one preceding it. Each generation rebuilds to the dimensions of the builders. The idea that any societal construction is performed with another generation (even that of one's children) in mind, is ridiculous. "You talk a great deal about building a better world for your children but when you are young you can no more envision a world inherited by your children than you can conceive of dying." The society you build, you build for yourself. Mr. Baker's only wish was to have the guarantee that *something* will be built in place of the society we have condemned. "History suggests that Twentieth Century man is unsurpassed at destroying things, but peculiarly inept at improving what he builds on the ruins." Outrage is a fortunate cataclystic quality to possess. It can be explosive if it is not frizzled out on a frayed fuse. Beaver is a microcosmic society with considerable amounts of undeveloped foundations. If we begin now to discuss ideas for things like an Arts Weekend in the Spring perhaps our creation will even beat the Science building to a finish.

—C. C. O.

New Forum Committee Needs Student Support

When Convocations were required, the students complained that the speakers were beige — dull unknowns who rarely had anything pertinent to say. It was always a remarkable coincidence that the new *Time* magazines would be delivered on Tuesdays thus providing the interesting reading material that would occupy the Convo period.

When Forum existed, it tried presenting interesting speakers. But the less prominent drew minimal audiences, while the more prominent charged fees exorbitant for the small organization.

The All-College Forum Committee was created to bridge the obvious gap between interest and requirement. During the course of the summer, this newly-formed committee (consisting of both students and faculty) invited various speakers to visit Beaver during first semester. There will be two required evening lectures — Mr. Dick Gregory will be here on Oct. 7 and Mr. Russell Baker on Nov. 11. The hope is that the student body will want to hear these speakers and not feel forced to attend.

The All-College Forum Committee is now planning second semester projects. It would appreciate suggestions and enthusiasm. It would like to replace those activities which have been killed by student apathy, but it can only do so with the support of the student body. The key words must be "contribution and participation," nothing less could lead to a successful semester.

—A. K. S.

Active Process of Change Must Continue at Beaver

If a member of the graduating class of 1942 were to re-enter Beaver College this semester, she would perhaps find things almost alien to her. There is no curfew now — this was unheard of in her day; the constitution has been changed many times since she lived under its authority. Song Contest, a high point of her school year, is no longer in existence. The social honor code is obsolete — something that she never would have projected. There are many adjustments that have been made in the Beaver College Community since 1942.

But to you who are entering Beaver for the first time, things may seem as they should be. After all, you say, the American College Scene is one of progress. You may not be satisfied with Beaver as it is — you may have additions or corrections that you feel are necessary. It is this very attitude in past years that has brought us to our present position. The desire for change is by no means unhealthy — it is absolutely necessary.

But do not allow yourselves to forget what has been done here. Conditions which, in your opinion, are merely part of everyday life here, are the results of hours of thought, evenings of endless meetings, and immeasurable individual effort. We have learned that change is a difficult, time-consuming process. This change is valuable — to look back and see that our efforts have resulted in progress is valuable. To have had innovations handed to us would have less importance. Change will be a part of your educational experience. It will be your responsibility to be active in the process of change at Beaver College.

But you must be aware of efforts that have been made to bring Beaver College to its present state. You must not take for granted those small privileges which have been secured for you by others. This, too, is your responsibility.

—S. B. T.

Theatre Festival to Be Held

The Eastern Pennsylvania Theatre Council is presenting The Second Annual Theatre Festival on Sunday, September 14. Starting at 1:30 p.m., six presentations will be given at the Dutch Country Players Theatre, Route 563, Green Lane, Pa. The presentations will be: *Cat On A Hot Tin Roof* (cutting), *Not Enough Rope* (one-act play), *The Heiress* (cutting), *Play*, (one-act play), *The Ugly Duckling* (one-act play), *Waltz of the Toreadors*, (cutting).

Awards and critiques will be made by three professional judges, and the winner of the "Best Play" award will represent EPTC at the Eastern States Theatre Association play-off at Delaware in May 1970.

The tickets are \$2.00 for the whole day and are obtainable at the box office on Festival Day. Refreshments will be available all afternoon and evening. For further information contact Mr. Peter Moeller.

Pieces of My Mind

by Patrick D. Hazard

THE GREEN COCOON: Complacency grows on trees around here. Daddy's green stuff buys for many (in my grim moments I think 'most') students an instant cocoon for four years, a jolly little enclave from the griefs most of the world must try to endure. I make this pessimistic conclusion because if students were in college for other than reasons of status and delayed employment, Beaver's campus would not become a ghost-town on weekends. The lemming-like flight to any congregation (defined as more than two) of men is sad. A five-day-a-week college is only half a community. I think I'd lobby for co-education to stop this hegira, even if there weren't many better reasons for phasing out that academic spinsterism based on exploded Victorian sexual standards. (Edinburgh University medical students insulated the first girls trying to get into that profession by shouting obscene phrases from their dorm windows — in medical terminology, to foil the uptight 1860's police.) I think it a startling indictment of the student body that no public debate over co-education has ever taken place in my seven years here. It is unlikely that students will fight for the rights of blacks, the poor, oppressed colonials, and idiosyncratic types everywhere when they behave as if the situation of the women in American society (which I define as oppression through pampering) is tolerable to an autonomous female soul. The only reason I am violating the quiet of your green cocoons with these rude noises is my sense of waste. The only point I can see for cocoons in nature is that you crawl in a worm and fly out under your own power. If a college doesn't release the miracle of that metamorphosis, it's a fake. So worms, turn. Turn on and fly away.

* * * *

As an undergraduate, I cut classes all the time. As a graduate student, I maneuvered myself into reading courses which didn't require you to pretend to be interested in a windy fool killing your interest in a subject. Not that I'm a solipsist by nature; I like to gas more than your average *homo sapiens*. But when I could read Walt Whitman myself, what a travesty on the poet who wrote *When the Learned Astronomers* to sit supinely and hear him buried in an avalanche of irrelevant facts or exhumed in an atrociously unworthy reading aloud. These problems were perhaps exacerbated by my having gone to mediocre schools. Had I been lucky enough to go to Columbia as an undergraduate, I fantasize the pleasure of sitting before a Richard Chase, or with Perry Miller at Harvard. But from where I was (in schools much more like Beaver than those front runners), it was clear to me that reading Chase and Miller in the library was uncouth times more productive than fatuous rituals in camera. So, from way back, I've been skeptical of the classroom. (I limit myself to the

humanities which I know, although I've got opinions about the natural and unnatural sciences — as in fact I'm often told sternly I have opinions about everything). I no longer want to do anything in a classroom that can be done better someplace else. And I don't want to stay in the classroom. I look at the appalling deterioration in American life that has paralleled the short life of the discipline of American Studies which I profess. While the country was sliding dully into the crisis in quality that is now life and death, physical and imaginative, for all of us, American Studies bemused itself with frontiersmanship and American Adam nostalgia. I see this discipline through the Fulbright mechanism become a kind of global PR of a very high and cerebral kind, for the American Imperium School is for cultivating wisdom about the life one is likely to live. And a great deal of what goes on in humanities classrooms hasn't a shred of a connection with unfolding the humanness latent in everyone. So I spent the summer musing about how and when to kick the classroom. Here are some of my plans I want you to share:

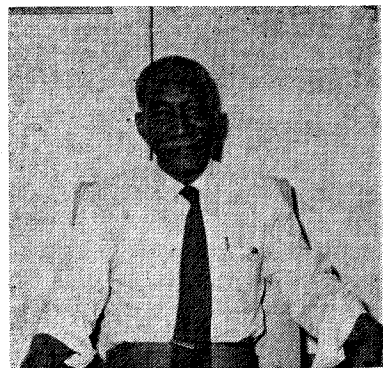
1. For English 39, Twentieth Century Literature in English, a four day tour of New England Architecture and Design. T. S. Eliot's *Preludes* is a vivid embodiment of the conviction that the modern city is sterile, a spiritual wasteland. *Reader's Digest* optimism kept American businessmen and politicians from facing Eliot's painful truths in the 1920's. But since World War II, new urban coalitions in cities like New Haven, Boston, and Hartford have renewed the facades of rotted downtowns. On Friday, September 26 at 9:30 a.m. a bus with 49 Beaver students aboard will leave Glenside to explore these New England innovations and the thinking behind them. The tour will end Monday after a visit to the Whitney Museum's retrospective of twentieth century painting and a stop at the Lincoln Center Film Festival. Students from other classes may apply for extra spaces by September 12. The estimated cost of \$25 may be put on the bookstore bill. Paying jobs are available in Mrs. Davis's office for students who want to go, but don't have the money.
2. For English 34, Studies in Language and Grammar, a tour in late October of Black Studies Institutes in the Middle Atlantic States. More later.
3. For the long Christmas break, a miniseminar in Mexico City. *Muy bien?*
4. For summer, projected seminars in Contemporary Literature in English in London (6 credits, 6 weeks, \$800, tentative.) and African Literature in English (3 credits, 3 weeks, \$500, tentative), Lagos, Nigeria. Well, how do you propose to break out of your green cocoon?

The Kinetic Art — screening print of films on the Paris May '68 rebellion and Czech repression will be shown Wednesday, September 10, at 8 p.m. in room 217 of the classroom building.

The switchboard would like to announce that after student directories are issued, no student extensions will be given by the operators.

Profile:

Mr. Horace Woodland



Mr. Horace Woodland,
Professor of Education.

by Tobi Steinberg

During the past few years, Beaver has been engaged in a rather drastic revitalization of curriculum, faculty, regulations, and general school policy. In line with that objective, Beaver has engaged Mr. Horace Woodland on the staff of the education department and his presence will undoubtedly fill some crucial gaps in the school's total make-up.

Mr. Woodland offers a background of experience in business, government, education, or, as he puts it — "the world of reality." He didn't come to this campus to serve purely as an academic figure. Rather, his goal is to "align students with the world of relevance or reality in education or any other area in which he has some background and a student has some interest."

Being black, Mr. Woodland feels that he will be able to serve as a communications conduit to some degree between the Beaver blacks and the rest of the college community. He senses that some type of interpreter or liaison is needed on campus to help broaden the effectiveness of the programs now operating to their maximum level.

Mr. Woodland's educational experience leaves him well qualified to handle the duties to which he has been assigned. His courses include Ed. 32, (E. and F.) Secondary School Instructional Techniques and Media; Ed. 40, Special Studies in Secondary Education; and Ed. 34, Student Teaching, in which he will be supervising the 11 history and history-government majors.

Model Cities Project

In 1968, Mr. Woodland was assigned to design educational programs for North Philadelphia schools as part of the Model Cities Project. Four of the 11 innovative programs which he set up were used experimentally this summer in Philadelphia. The Model Cities Project is not funded by the federal government, but he managed to get the Urban Coalition to sponsor three of the programs and the Office of Economic Opportunity to manage the fourth one.

For the past two years, Mr. Woodland has been director of the "Feedback Program," working jointly for the Philadelphia schools and the area-wide Council of the Model Cities Project. In that capacity, he participated in a study of seven senior high schools in the Model Cities area of Philadelphia. His aim was to test the hypothesis that the higher the degree of isolation between pupils and school, the higher the probability or incidence of institutional failure. The two variables that he used were social environment and curriculum relevancy, which are two key issues being stressed today in education courses. The results of the study, though completed, have not been released because of the tension in the area.

Before coming to Beaver, Mr. Woodland taught Race Relations and Community Structure and Organization at University of Washington. Since 1959, he has been an employee of the Philadelphia School District and from 1959-1967, he was a participant observer of English at Bok Technical High School. He received his B.A. from Lincoln University, his M.A. in sociology from Drew University, and did doctoral studies at University of Washington, initially in labor economics, then major in sociology, with minor in political science (special studies in British mandated territories in Africa). He also studied contracts at North Carolina College Law School and took course work in English at University of Washington and course work in English and social science at University of Pennsylvania.

Government Work

Outside of the educational field, Mr. Woodland has been an Industrial Relations Officer for the Urban League of Seattle, in charge of grievance hearings and an Industrial Relations Officer for the U. S. Navy, Military Sea Transportation Service. In 1955, he received the Outstanding Civilian Award for work with the Navy in settling labor disputes with civilian employees. In 1968, he was appointed trustee of the Black and Puerto Rican Youth Trust Fund of North Philadelphia. Since 1945, he has been a consultant to the Resident's Council on Fair Employment Practices. Currently, he is a consultant to the Chestnut Hill - North Philadelphia "Pipeline" organization and consultant to the Church of the Advocate, Welfare Rights Committee.

Mr. Woodland and his family reside in Delaware. His wife holds a masters degree and is employed by the Mt. Pleasant schools as a librarian and educational media specialist. His eldest daughter is a freshman at Elmhurst College in Illinois and his youngest daughter is in the eighth grade.

MARTHA GUIMOND

(Continued from Page 1, Col. 2)

Students ranged from those who already had their doctorates to a small group of undergraduate seniors.

Everyone attended two one-hour lectures four days a week. We had two new lecturers each of the six weeks. These men were from many English universities and spoke of other Elizabethan dramatists as well as the various aspects of Shakespearean scholarship. Every student was involved in one seminar in each of the three week terms into which the course was divided. These seminars met at least twice a week for an hour and a half and were kept to no more than seven or eight students each. Every student was expected to turn in a seminar report one term and a paper in the other term. This paper was written under the supervision of a tutor, and was independent of any other work. The classroom situation typical of our college simply did not exist. Professors were generally approachable for questioning, but their status was more that of an eminent scholar, declaring his views rather than a teacher opening a field for questioning.

Students were also provided tickets to the Royal Shakespeare Theatre, which added a magnificent dimension to our academic studies. The Royal Shakespeare Company is staffed by a group of brilliant young directors such as Peter Brook, Peter Hall, and John Barton. Their productions display an intelligent, imaginative approach to Shakespeare that so far has shown them capable of meaningfully interpreting the plays for a modern audience without having to adapt them, to fundamentally change their former meaning. For example, John Barton's *Troilus and Cressida* is now successfully playing in London and is as forceful an anti-war play as a contemporary demonstrator could desire. He and his fellow directors are making full use of modern staging techniques and an excellent company of actors to produce plays with a very modern air that still retain the universality that has given the works endurance.

Living in Stratford also gives one the opportunity to get to know the English countryside. Warwickshire is generally in the center of England and is full of small farms and farmers. Eccentric old ladies in rather Victorian costume keep their overfed terriers exactly as they do in old English movies, the pubs are old, well cared for, and well patronized. It's not too rare to run across a twentieth century Dogberry or Verges and the countryside is every bit as beautiful as its reputation claims.

The next time you go to England, do get out of London.

Potpourri '73

It didn't take long for the class of 1973 to unpack their bags, discover Slater food, and get fed up with tipping their dinks. But, after all — that's to be expected, for this group of new students is in many ways similar to the one's preceding it and look how well-adjusted they are!

Of the 242 freshmen on campus, 77% came from public schools, representing 179 different institutions. In addition, there are 35 transfer students. The general reaction of the new students to their first week on campus was that it was "just like being at camp." That was before classes began . . .

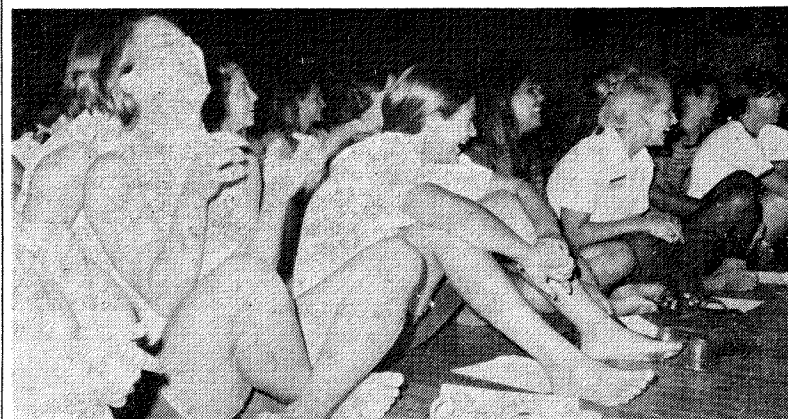
The Ivy League schools didn't manage to snatch *all* of the top students. Six girls were exempted from freshman English, 16 were given advanced placement credit in 21 different areas, and 11 were accepted in the Honors program.

Even though most of the entering students registered under the new system, more than 75% are taking a language, which is no longer a required course.

Six foreign students joined Beaver's college community this fall, coming from such places as Taiwan, Venezuela, Italy, Mexico, Canal Zone, and Bolivia. One foreign transfer student, when asked why she chose to come here, said she picked a girl's school "to study." That might not be the most typical answer, but she quickly added that she is "terribly distracted by boys." That sounds more like it!

Beaver's public relations must still be in good standing, for nine alumnae daughters have registered, along with 11 alumnae sisters and seven alumnae relatives.

The class of 1973, from all indications, seems to be headed for a successful college career.



Greenie Daze began with the arrival of the Freshmen on Sunday, August 31. Resident Assistants and Student Counselors entertain freshmen with skits.

Profile:

Mrs. Margaret Davis

by Nancy Schultz

Sunday was a particularly hectic day for everyone involved with freshmen registration. Frosh arrived, said hello to new faces and goodbye to old ones. The day was unbearably hot, feet hurt, and exhaustion set in by noon.

If you were in this circus atmosphere on Sunday, upperclassmen, you may have noticed a cool, smiling, and new face in the crowd. This face belongs to Beaver's new assistant Dean of Students, Mrs. Margaret Davis. She arrived here in July following Miss Ohanesian's departure to Rider.

Mrs. Davis received her A.B. from Hollins College and her M.A. from Georgia University. Upon graduation, she taught psychology at West Georgia College. There, she was the youngest person in the classroom, most of her students being ex-GI's.

When she was only 23 she was offered the position of house mother at Duke University. She said she had no trouble even though she was only a few years older than most of her students. Only occasionally did it take a little while to convince an unwilling date that she really was the housemother and it was time to leave.

Mrs. Davis was also assistant to Beaver's Mrs. Florence Plummer when they both worked at Salem College in North Carolina. It was through this contact with Mrs. Plummer that she was eventually offered the position at Beaver. They kept in touch while Mrs. Davis moved to Virginia and worked



Mrs. Margaret Davis, Assistant to the Dean of Students.

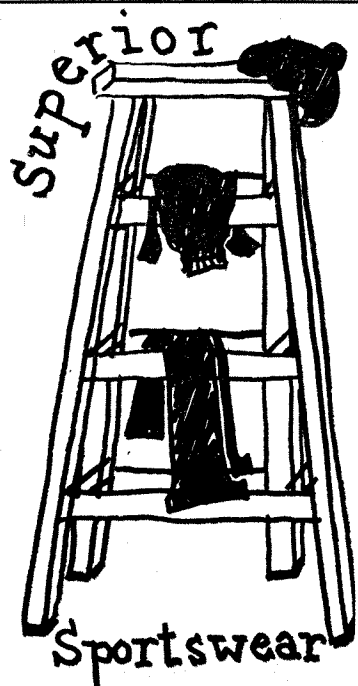
in psychological testing.

She came here in the spring of last year and, after talking to Mwill Plummer and Dr. Edward Galt, she walked around Beaver's campus. "That is what really made up my mind," she said. "Every girl stopped to say hello and offered to show me places. Everyone of the girls have been so friendly, the whole atmosphere of Beaver is pleasant."

She said that Beaver has a good academic reputation and is looking forward to meeting her new students. She will be especially involved with the freshmen, being their class adviser. Freshman orientation meetings, have been done away with this year, but she hopes to help the new freshmen during class meetings. Mrs. Davis also wants to encourage Beaver students to visit Philadelphia and its many attractions. She likes the Philadelphia area very much and is now living in Flourtown with her three children Cheyney, Mark, and Andrew.

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NEW APPOINTMENTS TO BEAVER COLLEGE FACULTY 1969-1970

Associate Professor

Mr. Horace Woodland, Associate Professor of Education

B.A., Lincoln University
M.A., Drew University

Formerly: with Philadelphia School District as teacher of English; designer of educational programs for Model Cities Project; Acting Director of Philadelphia Urban Institute.

Assistant Professors

Mr. Colin C. Dickson, Assistant Professor of French

B.S., Amherst College
M.S. in Physics, M.A. in Romance Languages, University of Pennsylvania
Ph.D. candidate in Romance Languages at the University of Pennsylvania

Formerly: Physicist at Frankford Arsenal; Teaching Assistant at the University of Pennsylvania; Instructor of French at the University of Delaware.

Dr. Gerardo Rodriguez, Assistant Professor of Spanish

B.A., Normal Inferior, Mexico City
M.A., Normal Superior, Puebla, Mexico
Ph.D., Universidad de Madrid

Formerly: Instructor in Spanish at Douglass College

Miss Mary Anne Sullivan, Assistant Professor of Psychology

A.B., Smith College
Ph.D. candidate, Brooklyn College of the City University of New York

Formerly: Lecturer and Research Assistant at Brooklyn College of C.U.N.Y.

Mr. Terry Theodore, Assistant Professor of Theatre Arts

B.A., Wayne State University
M.A., University of Southern California
Ph.D. candidate, University of Michigan

Formerly: Instructor of Drama, Speech and English for the Los Angeles and Detroit Boards of Education. Past year and a half at the University of Michigan preparing for doctorate.

Lecturers

Mr. Harry Eaby, Lecturer in Fine Arts

B.F.A., Philadelphia Museum College of Art
Instructor, Graphic Design Department, Philadelphia College of Art

Owner of Cypher Press, custom typography and printing company

Partner in Cypher Associates, graphic design and art service

Dr. Alice M. Isen, Lecturer in Psychology

B.A., University of Pennsylvania
M.A., Ph.D., Stanford University

Research Associate in Psychology at Swarthmore College

Mr. Carl B. Klockers, Lecturer in Sociology

B.A., University of Rhode Island

Ph.D. candidate at the University of Pennsylvania — Ford Foundation Fellowship

Has worked summers and part-time as Research Analyst, Adult Probation Department, City of Philadelphia

Mrs. Richard Malen, Lecturer in Fine Arts

B.A., Skidmore College

his M.A., University of Pennsylvania

ne Ph.D. candidate at the University of Pennsylvania

Teaching Fellow (Survey of Art) at the University of Pennsylvania

Mr. John J. Mulvena, III, Lecturer in Sociology

B.A., University of Minnesota

M.S.W., University of Pennsylvania

D.S.W. candidate at the University of Pennsylvania

Instructor, Undergraduate Social Welfare Program, Temple University

Dr. Barbara F. Nodine, Lecturer in Psychology

A.B., Bucknell University

M.S., Ph.D., University of Massachusetts

Formerly: Assistant Professor at Chatham College

Dr. Richard H. Schuster, Lecturer in Psychology

B.A., Columbia University

Ph.D., Harvard University

Formerly: Teaching Fellow at Harvard University

Currently with Johnson Research Foundation at the University of Pennsylvania Medical School

Mrs. Ann B. Williams, Lecturer in Fine Arts

A.A., Colby Junior College

B.S., University of Michigan

M.F.A., Tyler School of Art

Teaching Assistant at the Tyler School of Art

Mrs. Pat Wilson, Instructor in Self Defense

Brown Belt in Combat Karate

Represented U.S.A. in All-Japan Karate Tourney, 1966, Tokyo

Navy Blue Belt in "Yukido" (highest rank in self defense for women)

President of "Yukido Teachers Federation"

Brown Belt in Judo

Participant in National, Regional and State Tournaments for Japan Karate Club, and East Coast Karate Association

Formerly: Self Defense instructor at Drexel, Immaculata and University of Delaware

Around Town

CINEMA

Theatre of the Living Arts, 334 South St., WA 2-6010

Sept. 9-11: *Funeral In Berlin* and *The Deadly Affair*

Sept. 12-13: *Elvira Madigan* and *Sundays and Cybele*

Sept. 14-15: *Bonnie and Clyde* and *The Roaring*

The Art Museum, Parkway at 26th St., PO 5-0500

Sept. 10: *Ashes and Diamonds*—6:00 p.m.;

Kanal—7:45 p.m.

La Salle College Union, VI 8-8300

Sept. 12-13: *The Wild One*—7 & 10 p.m.;

Sahara—8:15 p.m.

Beaver College Black Culture Film Series,

Rm. 217, Classroom Bldg.

Sept. 9: *Heritage of the Negro, Black Music in Transition, The Poor Pay More*—8:00 p.m.

Sept. 16: *Now is the Time, The Weapons of Gordon Parks, The Young Great Society*—8:00 p.m.

THEATRE

Jimmy, Forrest Theatre, 1114 Walnut St., WA 3-1515.

A new pre-Broadway musical about Jimmy Walker, starring Frank Gorshin.

Fiddler on the Roof, Shubert Theatre, 250 S. Broad St., PE 5-4768.

MUSIC

Electric Factory, 2201 Arch St., LO 8-3222

Sept. 9-11: *Tyrannosaurus Rex* and *James Taylor*

Sept. 14: *Fats Domino* and *Edison Electric*

Main Point, 874 Lancaster Ave., Bryn Mawr, LA 5-3315

Sept. 11-14: *Len Chandler* and *Dave Bromberg*

Academy of Music, PE 5-7378

Sept. 18-19: Philadelphia Orchestra; *Piston's Toccata for Orchestra, Hindemith's Symphony*

"Mathis de Maler," Khachaturian's Concert-Rhapsody for Violoncello and Orchestra.

Civic Center Museum To Present "Masada"

The Museum of the Civic Center of Philadelphia is running an exhibit called "Masada: Struggle for Freedom," through the month of September. It is a visual chronicle, an archeological exhibition, of one of history's most dramatic events; the three year stand a band of Jews took against Roman invaders at the site of King Herod's fortress-palace, Masada, overlooking The Dead Sea in the year 73, after the fall of Jerusalem. When defeat was near they committed suicide rather than submit to slavery.

The exhibition is based on excavations directed by Professor Yigael Yadin of Hebrew University in Israel. Over 200 objects unearthed at Masada will be displayed at the Civic Center — pottery, weapons, coins and scrolls. In conjunction with the exhibit there will also be a film series throughout the month. Sept. 13 and 14 at 1:30 and 3:30 *A Promise to Masada, This Is Our Farm*, and *Israel Today* will be shown. September 14 at 2 and 3:30 *A Journey to Jerusalem*, the Leonard Bernstein concert given three weeks after the Six Day War, is the presentation.

Tuesday evening concerts will also be presented: Sept. 9, *Program of Jewish Music*, traditional and modern, presented by Gratz College; Sept. 16, *America — Israel Cultural Foundation Concert*. All concerts will be at 8 p.m. Finally, the Philadelphia Gas Works will present a Culinary Arts Series at 1:30 p.m.: Sept. 17, "Israeli Delicacies;" Sept. 24, "Jewish Holiday Cuisine." The general admission to the exhibit is \$.75. For further information call the Civic Center, Civic Center Blvd. at 34th St., EV 2-8181.

Research Associate

Dr. Judith Mausner, Research Associate in

Psychology

B.A., Queens College

M.D., New York Medical College

M.P.H., University of Pittsburgh

Assistant Professor of Epidemiology, Women's Medical College, Philadelphia

Administrative

Mrs. Margaret Davis, Assistant Dean of Students and Financial Aid Director

A.B., Hollins College

M.A., University of Georgia

Formerly: Librarian and teacher, Sussex County Public Schools Virginia

Psychological testing, Virginia Methodist Children's Home, Richmond, Virginia

House counselor, Duke University

Assistant Dean and Instructor in psychology, Salem Academy and College, Winston-Salem, North Carolina

Mrs. Nancy E. Gilpin, Director of Vocational Guidance and Placement

B.A., University of Pittsburgh

M.Ed. candidate at Temple University

Formerly: Placement Counselor at Temple University

Overlooked Philadelphia Deserves Looking Over

by Caroline Otis

Philadelphia suffers from an inferiority complex. Between the frenetic fervor of New York and the quiet gentility of Washington she has sighed slightly and withdrawn, almost embarrassed, it would seem, to assert the qualities of charm and warmth and good taste which she and her patrons know her to possess. People like W. C., "I went to Philadelphia but it was closed" Fields don't help matters. Nor do visiting New Yorkers, (the worst offenders) who regard the city as the world's largest open-air market and a good place to get pretzels, add to Philadelphia's self-confidence. Because it takes time and interest to discover the city, it is possible (as generations of Beaver girls have proved) to spend four years virtually at the city's gates and never know what is inside. An incredible waste of time.

There is, first of all, the history which your parents were so glad you would have a chance to view, first hand, which is three-fourths of the reason you've already decided to skip it. Don't, as they say, knock it. I am the first one to agree that the Liberty Bell and the first Congressional Hall, etc., are strictly for tour groups from Des Moines, but there are beautiful old homes and town houses which can be seen (ask Dr. Patrick Hazard of Beaver's English Department), and narrow, cobbled streets along which to wander. The Ben Franklin Institute is well worth the \$1.25 entrance fee. It is filled with the see-and-do sort of push-button displays for children which make the worlds of chemistry, physics, astronomy, and biology surprisingly fascinating to the most inveterate scorners of science. You can take an unforgettable junnerving trip through a cardboard human heart to the accompaniment of a loudly throbbing heart beat; watch a spectacular set of model trains on display which run every hour as well as light shows which would put the Electric Circus to shame. The Art Museum has some very fine collections and every once in a while some superb temporary exhibits are presented. Wednesday nights the Museum has a free movie series.

Fairmount Park, in the northeast of the city, is one of Philadelphia's greatest assets. Sunday afternoons in the spring and fall often bring kite-flying contests or free outdoor concerts. On the strip of park along the Schuylkill River lined

with cherry trees and lovely gardens, there is bicycle riding and Sunfish and Sailfish for rent at \$5.00 an hour.

Interests for Everyone

The Pennsylvania Ballet, a relatively new company, is being discovered and acclaimed all over the country. It is an exciting company to watch and it will, as usual, be at home this winter at the Academy of Music. Eugene Ormandy is also at the Academy throughout the year and missing Eugene Ormandy and The Philadelphia Orchestra in Philadelphia is like driving over the Golden Gate Bridge with your eyes shut.

The University of Pennsylvania is a very good place to know as there is *always* an interesting visitor, exhibit, play or activity somewhere on its campus.

There are two repertory companies in the city; The Society Hill Playhouse and The Theatre of the Living Arts where performances can range, in all fairness, from ghastly grim to exceedingly excellent. There are legitimate theatres, too, where pleasant surprises often arrive as pre-Broadway trial runs and to which also come road companies of Broadway's best.

There are always the movies and through October the Theatre of the Living Arts is sponsoring a very reasonably priced (\$1.50 Mon.-Fri. \$1.70 Sat and Sun.) film series of Movie Greats.

There are curious little shops like *Second Hand Rose*, 727 South Street, where an antiquarian can spend hours browsing among antique clothes, feathers and fans, parasols and paraphernalia which Rose has collected. One can find specialty restaurants like Snockey's on 8th and South Streets, where the cherry stone clams are good and inexpensive or the Middle East, with Greek belly dancers and the cuisine which makes them move that way.

For night life, The Electric Factory (rock and blues psychedelic discoteque) is amusing once and again only if the entertainment is extraordinary. The 2nd Fret. (jazz, folk and rock coffee house) is popular and very accessible. Not far from Philadelphia and certainly worth mentioning here is The Main Point, a folk coffee house which is pleasant and almost always worth the trip to Bryn Mawr.

The best discoveries of all are the ones you will make on your own. Take the time to probe Philadelphia. You will not be disappointed.

GRADUATE EDUCATION

(Continued from Page 1, Col. 2)

tween professionals and laymen, young and old, religious and secular. This course, open for undergraduate credit, is listed in the Beaver catalogue as En 34, Studies in Language and Grammar.

Dr. Hazard will also be teaching a course in Afro-American Literature on Tuesdays. He plans to cover Afro-American literature from the beginnings of slavery to the present, starting with Frederick Douglass, continuing through W. E. B. DuBois, James Weldon Johnson, and the Harlem Renaissance, and ending with the full maturity of black writing in Ellison, Bald-

win, and the later militants. Use of film and recordings will be stressed in class presentations.

A course in Psychological Foundations of Education is tentatively scheduled to be given by Miss Darlene Heinrich on Thursdays. This will be a study of the empirically or logically derived relationships between psychological factors in the school environment such as intellectual ability, motivation, the structure of ideas already in the learner's mind, the "style" of the teacher, and those behavioral outcomes that are reflected in the aims of the school.

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