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Thursday, March 19,  
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Sponsored by the  
Sociology department

# Beaver



# News



Beaver College  
Eugenia Fuller Atwood Library  
Glenside, Pennsylvania 19038

Tuesday, March 17, 1970

BEAVER COLLEGE, GLENSIDE, PA.

Volume XLIV, No. 21

## Sandy Thompson Heads New Staff



New editorial staff for the *News*. Bottom row: Tobi Steinberg, news editor; Sandy Thompson, editor-in-chief; Jackie Manela, feature editor; Top row: Nancy Schultz, headlines editor; Jane Robinson, copy editor; Lisa Berg, photography editor.

by Nancy Schneider

The *Beaver News* must relate its readers to the world beyond the high stone walls of this college as well as to relevant issues on campus. Involvement is the key word, and an increased concern in campus, community, and national affairs is the major goal of Sandy Thompson, the new editor-in-chief of the *Beaver News*. Sandy, an English major and rising senior, says, "If it were a funny world, we'd have a funny newspaper. There's no use kidding ourselves about the world we live in today. The world is changing, and the *News* must continue to be involved in all the current issues if it is to succeed as a real newspaper."

Tobi Steinberg, presently a sophomore English major, is the newly appointed news editor. She plans to add interest to news articles by drawing on faculty and student opinions. This would give more meaning to current affairs and help to further involve the students.

The new feature editor, Jackie Manela, is a freshman member of the honors program. Jackie says that features shouldn't be merely

meaningless stories, but should be items of interest related to the news. "It is important," she says, "to incorporate news and features next year, thereby adding a new dimension to the paper . . . We must bring people in the news into a more human situation."

Jane Robinson, copy editor, is a junior in the honors program. Jane feels that the paper has been improving all along, and that it will continue in this direction because the editors are aware of it, and aware of the outside world.

Nancy Schultz, headlines editor, a junior English major, predicts no radical changes in the presentation of the news in the year to come. She agrees with the others, though, that the new awareness of the world outside has brought added stimulation to the co-curricular aspect of the college.

The new photography editor is Lisa Berg, a junior, majoring in government. "We need more pictures if we want to be able to really see and to understand the news," she says. "Pictures show the real world — in black and white."

## 'News' Sponsors SANE Anti-War Program

The local youth chapter of SANE, the committee for a Sane Nuclear Policy, will bring its concern for national priorities to the Library lecture room on Saturday, March 21, at 2:00 p.m. The group, whose objectives include reformation of draft laws, curtailment of war activities, and enrichment of education in suburbia, is comprised of students from Eastern Montgomery County.

The program, sponsored by the *Beaver News*, will introduce *guerrilla theater* to the campus. Performances of this type, also called street theater, developed three years ago when wild, unorganized mass meetings — often with politi-

cal backgrounds — sprang up on street corners and college campuses. Two films concerning draft and public sentiment will be shown at the session: *From Age 10 to Adult* and *You Could See It On Their Faces*.

Two speakers will wrap up the afternoon. Josh Markell, a staff member of the Philadelphia Resistance, will discuss the draft, and David Sands, SANE staff member, will speak on the necessity of a moratorium.

The *News* urges all Beaver students and their friends to attend the Saturday meeting. You say you care.

Class meetings will be held on Monday, March 23, at 4:30 p.m. Attendance is required.

Freshmen . . . . . Murphy Chapel  
Sophomores . . . . . Library lecture room  
Juniors . . . . . SGO room  
Seniors . . . . . Dining Room lounge

## Forum to Hold City Planning Panel Meeting

A panel discussion concerning city planning and urban development will take place tonight at 7:30 p.m. in the Little Theatre.

The panel will be comprised of Mr. Edmund Bacon, a member of the Philadelphia City Planning Commission; Mr. Richard Tager, a lawyer associated with Skidmore, Owings, and Merrill, the architectural and engineering firm currently re-developing the Baltimore highway system; and Mr. Sheldon Pollack, director of community relations of the New York City Regional Planning Commission. Dr. Norman Johnston, chairman of the sociology department, will be the moderator.

Each of the participants will discuss the ways his organization is handling the problem of urban planning. Questions such as "How are cities dealing with the rapidly growing population?" and "Who is considered first, the city or the occupant, when a city is re-developed?" will be discussed. In light of the topic, this discussion should also be of interest to those who are involved in environmental awareness (e.g. Earth Day) activities. A question-answer period will follow the discussion and coffee will be served in the lobby of the theatre.

This panel discussion is being sponsored by the All-College Forum Committee. Although the Committee is supposed to schedule only five events to comply with the attendance stipulation, it felt that it should not be restricted to that number. Therefore, attendance will not be taken at this Forum presentation.

## April Moratorium Plans Tax Rally

The Vietnam Moratorium Committee has announced plans for a three-day fast culminating in rallies at local Internal Revenue Bureaus on April 15, 1970.

The theme of the spring activities, *Anti-Tax-Anti-War*, is designed to emphasize the economic costs of the war, and to press home the need for restructuring national priorities.

From April 13-15, a fast will be observed to demonstrate the moral commitment for peace. It is hoped that the money normally spent for food during this time will be donated to the Moratorium which, in turn, will channel it into relief agencies in Vietnam.

The April 15 activities will be locally oriented with rallies in thousands of communities across the nation. The Mid-Atlantic Vietnam Moratorium Committee will be coordinating the Philadelphia area as well as all of Pennsylvania, Virginia, West Virginia, New Jersey, Maryland, Delaware, and upstate New York. Anyone interested in more information should contact Arlene Fine at ext. 286 or should drop into the office at 1001 Chestnut Street.

## English Comps Dropped

### Elective Program Strengthened

by Tobi Steinberg

At a recent meeting of the Educational Policy Committee, some changes in the English department curriculum were approved, the most crucial one being the elimination of En 72, independent study for Comprehensive Examination, and the dropping of the requirement of a comprehensive examination in English for graduation. As a special condition for having no Comprehensive, the requirements for the major were restructured to include a program of ten courses. Since the faculty at its last meeting agreed to raise the course ceiling to 13 for all departments, a balanced and interesting variety of offerings in English is now not only feasible, but most welcome.

As of 1970-1971, an English major will be required to take En 23-24, "British Writers I and II"; En 21, "Literature East & West I" or En 26, "Greek Literature in Translation"; two electives in English literature before 1800; and five additional electives, three of which must be in literature. Current majors should have no trouble adjusting to these changes, especially since Major Seminar and the Comprehensive have been dropped as requirements.

With the appointment of two new English professors for the coming academic year, to replace staff members temporarily away or retiring, a few course changes will be introduced. En 27, "American Literature," will be reinstated, covering major figures of the 19th-century. This course had been partly assimilated in "19th-Century Literature in English," which has now been replaced, together with "Literature of Romanticism and Revolt," by a new 19-

century elective to be called En 48, "Poetry and Criticism of the 19th-Century." This course will be offered in the fall by a new member of the English staff, Dr. Phyllis Rackin, who is presently a professor of English at the University of Pennsylvania.

In the total restructuring of advanced electives in English literature, the dropping of "Literature of Romanticism and Revolt" will be partly offset by another new course, "Restoration and 18th-Century English Literature." This course will be offered in the spring by the second new member of the staff, Mrs. Caroline Hunt, who is completing a Ph.D. in English at Harvard University.

In making "Literature East & West I" a required course for the major, the English department plans to slightly revamp its content to include more background in classical literature, along with deeper concentration in the masterpieces of medieval and renaissance periods. To make room for some of the additional material, most of the French literature presently included, such as works of Rabelais, Racine, Moliere, and Rousseau, will be eliminated. They will be taken up by a new course being offered by the foreign language department, "French Literature in Translation," to be given next spring, covering major works from the medieval period to the Age of Enlightenment.

In light of these changes, the English department foresees a much stronger program for the major and non-major, which will inevitably lead to increased prestige for Beaver College as a first-rate institution.

## Vienna Seminar Stresses Communist Bloc Studies

by Ann Stier

This summer, college students from all over the United States will have the opportunity to combine study and travel on the Beaver College Vienna Summer Seminar. Under the competent direction of Dr. Conrad Latour, chairman of the history-government department, these students will incorporate a study of modern southeast Europe with a field trip to the areas covered in the study: Czechoslovakia, Hungary, Yugoslavia, Bulgaria, Turkey, and Greece.

Leaving the United States on June 15, 1970, the group, with Dr. Latour and his wife, will travel briefly through London, Paris, Zurich, and Salzburg. The study period will begin on June 23, when the group is scheduled to arrive in Vienna. Far from a strictly "academic" program, this study will include briefings from government officials, lectures by professors from the University of Vienna, cultural activities, and weekend excursions to Budapest and eastern Austria. All lectures will be given in English, but a non-credit course in conversational German will be offered. The Vienna Seminar will be worth four credit hours, or one Beaver unit.

On July 18, Dr. Latour and his wife will begin a bus tour through southeastern Europe, covering

such places as Prague, Belgrade, The Bazaar in Istanbul, Athens, and Delphi. A welcome addition to this year's tour is a week's vacation on a Dalmatian beach. After the field trip, students will have two weeks to travel on their own before returning to the United States.

An excellent opportunity to see Europe, the Vienna Seminar also provides students with insight into Europe's current problems, with special emphasis on the Communist bloc. Benefiting from Dr. Latour's vast experience and knowledge, students will gain a broader perspective of the problems and conditions of these European countries. All of the students who participated in this program before, agree that the Vienna Summer Seminar is not only a valuable learning experience, but also tremendously rewarding and a lot of fun.

Today, at 4:30 and 6:30 p.m. in the Dining Room lounge, Beaver students who took part in the program last year will be available to answer any and all questions. If you are at all interested, this will be an excellent opportunity to get first-hand information about the Seminar. Anyone who cannot attend either of these meetings may contact Ann Stier at ext. 253 for further details.



# Beaver News

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*The Beaver News is a weekly publication by and  
 for Beaver students and does not necessarily reflect  
 the opinion of the college or student body.*

## We Accept

The role of the *Beaver News* on this campus has come to be one of vital importance. Over the past two years especially, this publication has been primarily concerned, not with mixers, club meetings, and convocations, but with relevant issues both on and off campus. The *News* has become a functioning part of campus life, a strong channel of communication among elements of the college community. It is only through the generally unrecognized efforts of both students and faculty that the *News* has reached this point.

We, of the new editorial board, acknowledge these efforts. But we have been left with a tremendous obligation. We cannot allow ourselves a lesser degree of concern, we cannot condone any less involvement. To do this would be a failure to meet the responsibility that we have accepted and a denial of the efforts made by others.

This may sound ominous but it is, in fact, an exciting challenge which we are eager to accept. With a new staff, we look forward to a continuation of quality, changes in perspective, and the introduction of new ideas. With a new student government, we expect to aid in keeping the recent trend of change quite alive. We intend to serve the college in the manner we consider most beneficial.

The next year will be a full one — full of experience for us and, hopefully, full of innovations for the campus. When these innovations occur, we plan to be a part of them.

—S. B. T.

## Charity Begins at Home

"Charity begins at home" is a maxim that can have relevance today. Those of us at Beaver who are not only concerned about but terrified by the ravages of pollution have realized that there is something we can do on campus to curtail the contributions we are making to environmental destruction. In a previous editorial, we stated that, on the average, 4000 styrofoam cups are used weekly in the dining room — styrofoam cups that add to waste and pollution. Mr. Cooley agreed to stop using paper products on the condition that students not take dishes out of the dining room, or at least return these items personally if they are taken.

Economics can not be ignored; ARA cannot afford to replenish the china supply that is continually being diminished if they hope to sponsor special holiday meals, and maintenance doesn't have time and shouldn't be forced to serve as personal maids for girls who are too lazy to return dishes themselves. There is absolutely no excuse for using styrofoam cups while eating in the dining room itself; if you must take food out, it is *your* obligation to return the "borrowed" materials immediately after using them. The only way Mr. Cooley can risk this experiment is if you take it upon yourself to comply with the terms.

Survival has always been a major pre-occupation of man; if you want to live in a world that will be able to support you physically, you must do something to save the air and water from being polluted beyond repair. Not using styrofoam cups may seem an insignificant attempt to curb pollution — but it is an attempt. The effort is small, the need great. We all must do our part.

—T. A. S.

## Around Town

by Gail Pasternak

### CINEMA

University of Pennsylvania, Irvine Auditorium  
 March 18: *Romeo and Juliet*  
 March 22: *Gospel of St. Matthew*  
 March 24: *De Sade*, 7:00 and 9:30 p.m.  
 Philadelphia Museum of Art, Exceptional Films Society

April 3: *The Fool Killer*  
*Legend of Jimmy Blue Eyes*  
*Why Do You Smile, Mona Lisa?*

### MUSIC

Academy of Music, 1718 Locust St.  
 March 17: Met Soprano, Leontyne Price  
 March 22: Israeli Pianist David Bar-Illan  
 Civic Center, Civic Center Blvd. at 34 Street  
 April 3: Rock Festival with Steppenwolf, Pacific Gas and Electric, Steam, and the Insects, 8:00 p.m.

### LECTURES

Swarthmore College  
 March 17: Nathaniel Tarn speaking on the relationship of anthropology to literary criticism. In French, 8:00 p.m.

### EXHIBITS

Civic Center, Civic Center Blvd. at 34 Street  
 March 27-29: Auto World Show  
 thru March 22: Flower Show  
 Philadelphia Museum of Art  
 thru April 15: Van Gogh Display

### TELEVISION

Merv Griffin Show  
 March 19: Tom Patchett and Jay Tarses, satirists from Lancaster, Pennsylvania.

## Green-Back

I would like to make a plea to seniors.

The "great deal" of excitement about, comment on, and dedication to the impending destruction of the ecosystem is, unfortunately, not as actively powerful as it is apparently impressive. An academic environment provides the opportunity to philosophize about worldly difficulties, to discuss, study, and analyze problems, and to propose solutions to those problems. We are free and independent, for a time now — free to give all the scholarly thought we can to the screwed up things that have twisted our society, our fellow man and, more ominously than anyone even fears — our physical world.

Seniors, you have studied. Your learning will not stop on graduation day but, and I tremble to think of it, you will soon become more involved with the society's institutions. I tremble because it is the way our institutions have used the principle of competition in business, the way our society is geared to immediate gratification of any and all desires, the way Americans have learned to care for themselves to the exclusion of others, that has directly brought on the problem. Facing that is a great challenge. To face it and to correct it, one begins within, changing values and priorities. One begins *within*. Our society is monetarily based — money talks, money moves people, with enough money one can get just about anything. This is sick, but this is true.

In much of the emotional attack on environmental ruin, we haven't been paying attention to the affects of environmental repair on the economy. Economic worth and environmental worth are incomparable, yet our nation functions economically and ecological rehabilitation must become a function. Therefore, the cause, the drive, the fight, however you individually think of it, needs money. And that's the plea.

You happen to be in a unique position. You're on the brink of jumping into a rut — a rut that may mold you or that you may mold instead. You have money at your disposal to give, and this is a rarity. Channel your money to a reclamation, a rebuilding of natural land that's about to be overrun by the powerful, jingling change purse of "progress" that defines itself with concrete and land fill and department stores and gasoline stations that sell leaded gas, that the cars burn into the air, that kills the plants, that... Stick your foot in the moving gear of this kind of "progress" and place the money, provided for by the senior class gift, in the hands of those trying desperately to balance the ecology and give the earth a breath of life.

If something isn't done quickly, a huge interstate highway will "progress" right through Tinicum Marsh, one of the last tidal marshes in the east. The marsh is *essential* in a metropolitan area where, already, the air is so foul that a non-smoker simply breathes in the same as a two-pack smoker in purely fresh air. This is far more than a local problem. It is one rock in a foundation of life-or-death regrowth. And each rock in a foundation is a keystone.

*"We've got to get it together... And you know that it's right."*

—J. R.

## Letters to the Editor . . . .

### Credit Marking System Instead of Pass-Fail

To the Editor:

In response to a letter submitted to the *Beaver News* by Sarah Lang, I would like to comment and make further suggestions for an improved marking system at Beaver. As Sarah Lang has indicated, a meaningful philosophy towards marking needs to be developed at Beaver. The A to F grading system fails to provide an effective evaluation of how much a student has learned within a particular course, for grades do not tell the basis on which they are assigned. Moreover, there is wide variation among departments and among instructors in actual grading practices: one professor's A is not another's.

I suggest that a credit-no credit marking system be initiated at Beaver. This would not be comparable to the pass-fail grading practice in which a student can "pass" by "just getting by" with D-level work. Instead, the line of division between the granting of credit or no credit would be set at the level of mastery of all the course objectives. As explained by Benjamin S. Bloom, professor of education at the University of Chicago, most students can achieve a high level of mastery of a particular subject given enough time and proper quality of instruction for their individual needs. (*Evaluation Comment*, U.C.L.A., May, 1968). The professor should individualize the objectives of the course according to each student's ability upon entering. Upon completion of a course, the professor should make a written evaluation of each student's performance. With such an evaluation, the student can receive an explicit assessment of the degree to which she has mastered a subject.

Undoubtedly, people will be con-

cerned whether the absence of letter grades could jeopardize a student's chances for admission to graduate school. This problem was studied by the Education Policy Committee at Antioch College before a credit-no credit system was successfully put into practice two years ago. ("Antioch Abolishes Grades," *School and Society*, November, 1968, p. 391.) The committee decided that such a system would not be detrimental to a student's acceptance to graduate school. There are other criteria, besides grades, by which graduate schools can evaluate a student for admission. A college's reputation, faculty recommendations, and a student's score on the Graduate Record Exams are all considered. As pointed out by the committee at Antioch, graduate schools are learning to interpret new forms of evaluation as several prestigious schools are initiating new marking systems. Recognizing the inadequacy of the present grading system, many colleges and universities are adopting a marking system more completely and unambiguously expressive of a student's performance. I think Beaver should do this also.

Carol Weisgerber

### Dr. Mausner Protests Freud Pilgrimage

To the Editor:

I should like to protest in the strongest terms the article on my recent venture in last week's *News*. I cannot conceive of so profound a misunderstanding. Anyone who knows me is aware that I am radically neutral about Sigmund Freud and could not conceivably want to make a pilgrimage to his stamping grounds. I hope that an apology will be forthcoming.

Bernard Mausner

*Ed.: Apology!? Wait until next week.*



Caroline Otis, former editor-in-chief, shortly before her sudden demise. Her untimely death followed a power struggle among staff members of the *Beaver News*. The disconsolate reject was approached by concerned fellow students as she made her last trek to the Rose Room for brief meditation. One student attempted to offer sympathy, but a repeated cry of "Aaugh!", alternated with full eyeball rolls, was the only response.

In honor of Caroline, the cafeteria will stop serving coffee for one full day (date to be announced). Instead, Caroline's well-loved blue mug will be on display next to the iced-tea dispenser. It is asked that all contributions to Earth Day be made there. Caroline was carrying her mug as she finally made her way to Murphy Chapel where she sent her soul to the big copy room in the sky.



## Mr. Stephen Miller Publishes Critique on Zbigniew Herbert

by Nancy Croup

On first looking into Mr. Stephen Miller's neatly-kept office, one would not immediately assume that it was the hideaway of a member of an exclusive cult of creative writers. Isn't it always said that the mind of creativity flourishes in chaos? Perhaps this association is out-dated; or so it seems, for behind the wire-rims and friendly smile of a refreshingly honest instructor, thrives a talent for writing.

A sample of this talent will be exhibited this summer with the publication of *Festschrift*, a book of essays written in honor of Francis Furgeson, noted theatre critic and professor at Rutgers University. Mr. Miller, having been invited to write one of the essays to be included in the collection, chose to write about the recently published Polish poet, Zbigniew Herbert. When asked why he elected to write about this particular poet, Mr. Miller replied, "Certain poets can be read in translation whose major quality is their intelligence and wit."

According to Mr. Miller, Herbert is a poet who "writes political poetry which is not polemical, which manages to be deeply-felt, but not simple-minded." This is no easy task for, although Herbert, in writing about his homeland, often describes the horrors of 20-century politics, the poet "doesn't become hysterical in response to the nightmare of totalitarianism," Mr. Miller says.



Mr. Stephen Miller

Mr. Miller feels that the poetry of Herbert is classical, in that it remains impersonal by exercising restraint, yet it salvages a sense of the modern world by seeing 20-century life in terms of a myth. It is in using this technique, he contends, that Herbert's "poems manage to be profound without being pompous or pretentious." An example of this style skillfully draws an analogy between the poet and a pebble:

*"Pebbles cannot be tamed;  
to the end they will look at us  
with a calm and very clear eye."*

## "Elementary Games" — Therapeutic Education

by Carole Cates

Imagine yourself back in the days of college tours. Then imagine walking into Beaver's gym and hearing a student instructing her classmates, "All right, children, now let's hold hands to make a circle and take a GIANT step backwards. That's right!" Would it make you question the intellectual level of Beaver girls? That's what those of us in "Elementary Games" wonder, too, when high school "tourists" visit our gym class.

With all the benefits we get from the class, however, we really shouldn't worry about what others think. What other class provides an opportunity to slug your classmate if she angers you? Or what other class lets you get by with cheating? "Elementary Games" is the only such one I've had.

Organized this year, "Elementary Games," taught by Mrs. Elizabeth Ruch of the physical educational department, provides elementary education majors with instruction in how to handle a gym class full of elementary school-aged children, what physical, emotional, and intellectual needs must be met in elementary gym classes, and what games and exercises are

recommended. To those of us who had always had a classroom teacher and a gym teacher in elementary school, it came as a shock to find that, in many elementary schools, the classroom teacher alone is responsible for her class' physical education. With each week, however, the idea of teaching gym becomes a little less terrifying.

At least once a week, each of us is "teacher" for one game or exercise. The remainder of the week we are children — and heaven forbid that any of us ever come up against such monsters! After growing up as obedient little machines, we all find it moving to sass a teacher, trip a classmate, start a fight, or try to win dishonestly. Cries throughout Murphy of, "She hit me!" and "Na na na Naa na!" constitute a normal class period. You can always tell which girls were the perfect "teacher's pets" because they are now the biggest troublemakers.

So, in addition to being extremely educational, "Elementary Games" is therapeutic for its students. We all leave it with fewer frustrations and a little more knowledge about the children we'll be teaching. That's quite a combination.

### BOOKSTORE BALLOT

In an attempt to revamp its selection of current literature, the bookstore is anxious to stock material of most interest to students. Here is your opportunity to express your literary desires. Below list 3 authors and/or specific works of fiction and non-fiction you would like to see on the bookstore shelves. Return to Box 816.

#### Fiction

1. ....
2. ....
3. ....

#### Non-Fiction

1. ....
2. ....
3. ....

## Library Expands Black Literature

In response to the recent criticism among some students concerning the lack of black literature in the library, the librarian, with the help of Jackie Harrison, is presently compiling a bibliography of the college's holdings in African studies. The topics in the first list will include: Afro-American history; Afro-American literature; African literature; Sociology of the Afro-American; Afro-American religion and church; Race relations; Blacks and the establishment: law, politics, and the courts; Black nationalism; Psychology of the black American; Education and the Afro-American; Economic status of black Americans.

Subsequent additions to the bibliography will include books on African history and culture as well as biographical material of prominent black personalities. In addition, a monthly supplement of new acquisitions in black studies will be forthcoming. Copies of the bibliographies will be available for the asking in the library.

New additions of black studies books will be on permanent display on the rack in the center of the library and will be available for circulation.

This service is being performed in response to a request from a group of students on campus and will be made available to any other bonafide special interest group.

Any suggestions for changes or improvements in the library are always welcomed.

## Anti-Draft Week Rallies Planned

March 16-22 is Anti-Draft Anti-Recruitment Week in Philadelphia. Tomorrow, March 18, a sit-in is being staged at the Jenkintown Draft Board, 533 Greenwood Ave., at 3:30 p.m. Cars will be leaving from Beaver at 3:15.

On Thursday, March 19, a rally and sit-in are planned at the Philadelphia Induction Center at Broad and Cherry Streets. Groups will begin assembling at 7 a.m. and a number of people will perform selective non-violent civil disobedience, moving into the draft board or chaining themselves to the doors. A rally in support of this action is planned. At 10 a.m. the demonstrators will march to J.F.K. Plaza where there will be speakers. For further information contact Caroline Otis, ext. 269.

## Faculty to Begin Earth Day Plans

At the last faculty meeting, the following proposal was passed: "That one hour of 'prime time' be assigned on April 22 for an all-college assembly; that the President appoint an *ad hoc* committee of the faculty to work with students on the program; that the committee select the hour at which the assembly is to be held; and that the faculty be requested to utilize some class time during the week of the observance for consideration of issues involved in the environmental bind."

There will be an open Judicial Board meeting tonight at 6:30 p.m. in the S.G.O. room. Issues to be discussed include the setting of precedents for parietal cases which have developed over the past year due to changes in regulations, and cases involving leaving the dorm after hours. Students are urged to attend.

## Local Discovery Center Develops Natural Skills

by Joanne Trachtenberg

Where can you see three-year-olds performing in television shows that they direct, using tape recorders, and punching the keyboard on a computer? These are only some of the activities going on weekly at the Discovery Center in the lower level of Cedarbrook Mall. The Center, which opened in November, is privately run by the Universal Education Corporation. It was developed to take advantage of young children's natural ability to learn. Only two- through six-year-olds are accepted at the Center because of the directors' theory that learning habits and capabilities are established before the age of six.

By paying the fee of \$36 a month, a parent can bring his child to the Discovery Center for a two-hour session each week. There are two specially trained supervisors for every ten children. They encourage the children to use the materials in the Center and they are available to answer questions and stimulate interest. The unique learning materials were developed to teach the children listening,

drawing, and measuring skills, besides problem-solving, using numbers, and getting along with others.

The Discovery method strongly recommends the total involvement of the parents in the child's learning experience. Parents are given a verbal report of how their child is developing each week. The children are given special toys designed for play at home, accompanied with directions for the parents. Each month, the parent is given a more detailed written report on the child and can discuss his progress with the Center's educational director, a highly qualified psychologist.

Presently, there are ten Discovery Centers in the United States, mostly on the east coast. They hope to greatly expand and, with government aid, open up in disadvantaged areas.

Beaver students are welcome to visit the Center and observe the youngsters using microscopes, films, and typewriters, among other devices, in a most delightful way.

## Ambler Campus Holding Environmental Study Week

The Ambler campus of Temple University is sponsoring an Environmental Studies Week, which began yesterday and will run through this Friday, March 20.

Lectures, seminars, teach-ins, and films will probe various aspects of pollution, from its epidemic history to ecological projections for the year 2000 A.D.

This morning, discussions will cover responses to urbanism and industrialization. Dr. Sidney Halpern, a history professor at Temple, will investigate "The Politics of Perversion: The Case for Pollution."

"Ecology and Oil in Alaska" and "Population and Transportation" are the topics for Wednesday morning, March 8. A lecture entitled "Epidemics in History" will also be given by Dr. Halpern. Ambler sociology students will conduct seminars in the afternoon on such subjects as organization of pollution control, water pollution, birth control, and a projection for the next century.

On Thursday, March 19, the

United States conservation movement, as well as the "Law of Conservation of Matter and Energy," will be discussed. Mr. Hans Zutter, a member of the horticulture department, will explain how pesticides are used on food crops, and Mr. George Ladd of the religion department will speak on Taoism as an "Ecological Religion." Both of these lectures will be held in the afternoon.

The Environmental Studies Week will end on Friday with an informal discussion on the role of the individual in pollution control. Also on the agenda for March 20, is a lecture by English professor George Deaux on "Epidemics, Pollution, and Overcrowding in the Middle Ages."

In addition to these topics, there will be guest speakers, special films dealing with ecology, and displays on low-pollution cars.

Special buses will be running from the main campus of Temple to Ambler. See Sandy Thompson, ext. 272, for a further details on schedules of times and events.

## Mr. Polis Plans Publication Of Math Education Textbook

by Joanne Trachtenberg

Mr. Richard Polis, of the education department, has recently co-authored a math textbook to be published by Harper and Row. His old college roommate, Earl Beard, who is presently a professor at Bates College, edited Mr. Polis' book.

The textbook, as yet untitled, is designed for prospective elementary education teachers. It is the only book of its kind based on explicit behavioral objectives. Each chapter begins with approximately 100 instructional objectives which the student should meet through studying the material in the chapter. Pre-tests and post-tests have been designed to measure the student's proficiency before and after accomplishing the objectives.

The book covers the standard content for a university math course primarily aimed at elementary teaching. In addition, a co-ordinated manual for the professor using the text in his course



Mr. Richard Polis

is being planned. Also on the drawing board are two more books written at the junior college and general university level.

Mr. Polis believes that his book is extremely readable. Hopefully, he will complete his writing by September and the book will be on the market by September, 1971.



## Dr. Johnston Edits Text On Sociology of Crime

by Jane Robinson

The criminology reader presently being used by Beaver sociology students is so hot-off-the-press that it's surprising that the ink is even dry yet. As a matter of fact, no one else in the world, not even two of the three editors, has a copy. The volume is the second edition of *The Sociology of Punishment and Correction*, edited by: Dr. Norman Johnston, chairman of our sociology department; Leonard Savitz, professor of sociology at Temple University; and Marvin E. Wolfgang, chairman of the sociology department at the University of Pennsylvania and director of its Center for Studies in Criminology and Criminal Law.

Dr. Johnston and his colleagues began working on the book when they were together at Penn. The first edition was published in 1962 and is the leading text for sociology, used by undergraduates across the country and the world. The University of Moscow uses a translation of the text. Dr. Johnston describes this as "quite a compliment, but not really because the subtitle is 'Selected Bourgeois Theory.'" It's the thought that counts.

### Inside and Out

This world-renowned text is touched by Beaver, inside and out. Dr. Johnston tells of receiving the publisher's preliminary art work for the book's cover and being somewhat dissatisfied. Apparently it was, in fact, rather pathetic. He showed it to Miss Jean Francksen, of Beaver's fine arts department, at lunch one day and she whipped up a sketch on a placement. Dr. Johnston sent the placement back to the publisher and — right — behold, the new cover of this edition. This is true.

This volume deals with legal process and a second volume will soon appear entitled *The Sociology of Crime and Delinquency*.

Yesterday, Dr. Johnston met



Dr. Norman Johnston

with three other prison experts at a planning session for prison films dealing with the purpose of corrections in the last half of the 20th century. The four men met with the producers of the films, who were contracted by *The American Foundation*, and several prison officials, to discuss what subject matter must be contained in the films.

The other very interesting experts included Judge Edmund Spaeth of the Philadelphia Courts, Professor Norval Morris of the University of Chicago, and Judge David Baezlon of Washington, D.C. Dr. Johnston noted that Judge Baezlon has made several landmark decisions including ones which "set new precedents for the interpretation of insanity by amplifying the original criteria." Judicial professionals have always created law by re-interpretations in exactly this fashion.

Dr. Johnston's expertise in sociology is revealed in the world-wide success of the text of which he is an editor, and by his presence at this session with other eminent men in the area. He is obviously a tremendous asset to the field of prison concerns and criminology, not to mention an inestimable contribution to the sociology department of Beaver College.

## "Such a Sleepy Little Place"

by Jackie Manela

Community involvement may be a worthwhile project in many areas, but white, upper-middle class Glenside just ain't the place for it, baby. This epitome of suburbia, which Beaver students pass through on their way to take the train to Philadelphia, knows little about the school and cares to know less. But then, how many Beaver students know who the mayor of Glenside is?

"The college is remote; it's part of the countryside," said Sue Franklin of Lismore Ave. "I've grown up with the college but I've never really been aware of it."

"I'm not too conscious of Beaver," admitted another Glenside woman who refused to give her name. "I'm afraid I don't know enough about the community."

"They could make it more of a community thing," Mrs. Lucy Bobb of Tyson Avenue felt. She noted that the announcements of speakers and exhibits in the local newspapers brought several area residents to participate in the college functions.

A middle-aged man who identified himself only as "a businessman" said that he was generally unaware of the college except when happening to drive past the campus. "It's a beautiful place. The castle is impressive."

A personnel worker who — typically — wished to remain anonymous, told a *News* reporter that she "couldn't find anything wrong" with Beaver. "It's not a working man's school, like Temple," she confided.

The suburbanites seemed confused at what the primary function of a college education was.

"I guess to teach anything the students want to major in. If you

go in, you major in something, don't you?" asked Mrs. Bobb.

At Beaver Drugs, a pharmacy in Glenside, named for the college, Mrs. Sylvia Schween decided, "College teaches students how to live with people. Students grow up by coming into all different situations." The petite, heavily made-up woman rang up the cash register. "I have two kids of my own away at college; I think all young people should definitely go away to school."

"That all depends," said the businessman. "College prepares men to be successful — to have a profession. Girls go to college to learn about the better things in life. And to catch a good husband." He chuckled.

Mrs. Anne Scurria of Fenton Road in Philadelphia vehemently disagreed. "Oh no, you go to college to learn to educate yourself continuously throughout life, not just to get a good job."

Assistant Postmaster Wallace King, of the Glenside post office, responded slowly and thoughtfully to the reporter's question. "Why, to educate younger people," he said, "college should give them an ability to study, to learn. They should develop a sense of independence."

But the majority of interviewees stressed job opportunities open to college graduates.

"College mainly trains students for what they want to do in the immediate future," one said.

"It provides a good education for business," said the personnel worker. "One certainly wants to be qualified in the type of work he's interested in."

Irv Hartman, the pharmacist at

(Continued on Page 5, Col. 4)

## Alumnae Will Hold Student Workshops

Nine Beaver alumnae who have scattered to such diverse sports as California, Colorado, and Georgia, will return to the site of their college years Thursday, March 19, and Friday, March 20. They will be meeting as the Beaver Alumnae Representatives Workshop.

These women act as part-time representatives for Beaver in their home locales, interviewing prospective students among other infrequent functions. They have been invited back in order to be brought up to date on the present situation of their alma mater, meeting primarily with faculty and administration. A student panel will be formed to speak with the alumnae as well. The alumnae will be presented with an overview of general conditions now prevailing at Beaver, and will be particularly enlightened on internship and apprenticeship programs such as the Washington program.

The workshop meetings will be held March 19, from 3:30-5:30 p.m. and 6:30-9:30 p.m. in the Rose Room and Mirror Room and on March 20, from 9:30 a.m. - 3:30 p.m. Although these will be closed sessions, the representatives will be speaking informally with students around the campus.

## Penn to Hold Talks On Political Justice

In order to examine how the political process is really related to the judicial process, the "National Conference on Political Justice" will be held at the University of Pennsylvania, March 19-21. Knowledgeable and interested individuals will be brought together to try to gain some perspective as to what is happening in the courts today. The speakers will include attorneys, defendants, prosecutors, and others concerned with moral and legal questions.

The Conference has been organized around four main themes with panel discussions dealing with each of the four topics: war dissent, military justice, blacks and the judicial system, and the counter culture and the judicial system. In addition, there will be small, informal seminars dealing with many of the same topics.

Following a general opening session on Thursday evening, March 19, will be the symposium dealing with military justice on Friday morning. Friday afternoon will feature the symposium on war dissent. Black justice and counter culture's relationship with the law will take place Saturday morning and afternoon, respectively. In addition, Orson Welles' film version of Kafka's *The Trial* will be shown.

Speakers participating in the conference will include Henry di-Suvero, lawyer for the Fort Dix 38; James D. St. Clair, lawyer for William Sloane Coffin; representatives of the Justice Department; Charles Garry, lawyer for Bobby Seale; Black Panthers; William Kunstler, lawyer for the Chicago 7.

The conference is sponsored by the International Affairs Association, a non-partisan student organization at the University of Pennsylvania.

The German Club and Lit. East-West film series is co-sponsoring the presentation of Kafka's *The Trial* on Monday, March 23, at 7:30 p.m. in the Library lecture room. Be there!

## Subconscious Insecurity: El. Ed. Major's Disease

by Carole Cates

Hang-ups — It seems that every person, place, and thing has at least one hang-up today. Among the many varieties at Beaver is one called the "elementary education inferiority complex," and because, as an elementary education major, I had been its victim on occasion, I went looking for its roots.

The "disease," however, is not actually an inferiority complex, for among all the elementary education majors I interviewed, not one admitted feelings of inferiority to anyone on campus. "But sometimes when people tell me how dumb I am and how easy it is to be an elementary education major, I really feel down," is how one girl put it. Another concurred, "People think that when you sign up for elementary education, you're signing up for fingerpainting."

So, my first hypothesis was that perhaps non-majors had no respect for us. Naturally, I couldn't speak to every non-major on campus, but among the first twenty-five I spoke to, not one showed any lack of respect for the elementary education major, in general. "I think they're the greatest people on campus." "I respect them more than anyone else — I know I couldn't put up with kids." "Elementary school teachers are as important to the community as doctors are — people have to realize an elementary education major's importance."

In addition to students, I also spoke to faculty in the education department. One commented, "With all of the education requirements, I don't think a girl would go into elementary education unless she was interested." Another said, "The presidents of the senior, junior, and sophomore classes, as well as three of the five SGO officers, are elementary education majors. That doesn't indicate a lack of respect to me."

### "Rinky-dink"?

So, at first, no one seemed at all antagonistic toward us. We all seemed to think that people hated us, yet no one admitted to it! Where were the people who had led one girl to say, "People gave me such grief about being an elementary education major, that now I just say I'm an education major"? Were we making the whole complex up? Did it occur only in our minds? Did it echo our subconscious insecurities? Perhaps this was some of the problem.

However, I decided that perhaps I was letting my own bias, in favor of elementary education, show during my interview, and was therefore talking people into making favorable comments about it. So, I tried interviewing people who were unaware of my major. Then I began to get responses I'd expected. Believe me, it took a lot of self control to listen calmly to some of them.

"They all smile and treat you like a kid, which is really annoying when you know you're smarter than they are."

"Of course, elementary education majors don't compare intellectually with, say, English majors — their diplomas aren't even equivalent because the elementary education courses are so rinky-dink. I mean,

the work load and mental taxation just aren't the same. How hard could a reading course be?"

"Sure lots of elementary education majors make Dean's List, but how much does it mean because of the easy courses they take? All they can get is an A or B for doing a little work."

"Either you can teach or you can't. Girls who came here to learn how to teach are wasting their time if they already know how — and those who don't, can't be taught. So they all just stay here and take those kiddie courses and beat the rest of us out of good grades."

### Fact

As in any conflict, this antagonism is based on misconceptions and lack of knowledge about the education department and its majors. As the AT&T ads say, "To communicate is the beginning of understanding." Similarly, I'll attempt communication of some facts about elementary education in hopes of clearing up some misunderstandings. Perhaps if more people understood the principles behind the education department, both we enrolled in it, and those who criticize it, would have one less hang-up.

Of any major here, elementary education majors get the broadest liberal arts background. The education department requires at least five science/math courses, of the education department and the math and science departments, and at least six humanities courses plus others in the education category. Of course, it is necessary for an elementary teacher to be versed in all subjects, but, besides that, these requirements do put a strain on the elementary education work loads.

In addition, the elementary education major has at least three semesters of field work working with children before student teaching. This includes tutoring, observing, or actual teaching. This experience is invaluable to many who discover that they do better with children than they suspected, as well as those who find that teaching is not for them. At least when we student teach we are not facing children for the first time.

Further, the elementary education courses themselves are not "rinky-dink." In fact, "Reading," Ed. 21, is one of the toughest courses in the curriculum. For four weeks, juniors make an intensive study of what constitutes reading readiness, reading problems, normal and abnormal reading, and how to teach reading. Then, once a week, each girl tutors an elementary school student who has reading problems. It may seem easy to create a game for a child learning to read, but it isn't when you consider the importance of every little thing you do. Wrong color usage, faulty instructions when giving the game, or a game that stresses the wrong thing, can damage or hamper the child learning to read from them.

What can be "rinky-dink" is the manner in which elementary education majors treat these courses.

(Continued on Page 5, Col. 4)

## History-Gov't Offers New Courses

Several innovations have been made in the curriculum of the history-government department. Three new courses have been initiated, which will be introduced next year.

Germany, a major modern seat for power, will be the subject of one of the new courses, alternating with the existing Russian history course. Dr. Latour will be teaching both courses. The new Germany course will cover the period from 1648 through the Weimar Republic, the Third Reich, and post-war Germany. It will be a wel-

come addition to the history-government department, as it expands the selection of courses dealing with contemporary world forces.

A semester of independent study in history and one in government will also be offered. These courses, History 17 or Government 17, may be taken with the approval of the instructor and the department chairman. A student interested in a particular field or area in either of these subjects now has the opportunity to make a concentrated study in that field.

## News Reviews:

### Temple Produces 'Falstaff'

by Kathy Hellyar

The Temple University Opera Workshop presented Giuseppe Verdi's *Falstaff* on the evening of March 7, in their Mitten Hall auditorium.

The opera is a lyric comedy in three acts based on the Shakespearean play, *King Henry IV*. Sir John Falstaff, the main character, is a large, rotund knight who, as usual, is short of funds. He plans to replenish them by approaching, with romance as the excuse, two charming ladies of Windsor, Alice Ford and Meg Page, whose husbands are rich. The opera tells the story of how the ladies outwit Falstaff and in so doing teach Mr. Ford a lesson in tolerance and forgiveness so that at the end, all can sing together, "Let us enjoy our folly."

Because the acoustics in Mitten Hall leave much to be desired, the opera orchestra drowned out the voices many times. This was most evident in the case of Daniel Eby, the baritone, who over-acted and under-sang the role of Falstaff. His interpretation of the character was extremely over-emphasized and his voice hardly penetrated through the orchestra, whose total sound was by no means loud.

Among the characters worth mentioning were Mr. and Mrs. Ford. C. Evans Clough, who played Mr. Ford had the voice of the evening. His superb baritone voice, as well as his acting ability, far surpassed that of most of the other characters. Victoria Villamil also succeeded in portraying her role of Mrs. Alice Ford, and in her fine vocal ability. Her light, soprano voice could be heard through the fortissimo passages of the orchestra.

The bass baritone who played Pistol must also be mentioned; even though his part was small, his voice was tremendous. Stephen Neeren, a 20-year-old opera student, has the potential and the ability of becoming a fine artist. His few lines brought him much praise backstage after the conclusion of the opera.

The turnout was small and likewise the applause, except in the cases of Mr. Clough and Miss Villamil for whom the audience applauded vigorously. The success of the opera was largely due to the fine performance of these two singers and, of course, to Temple's magnificent orchestra conducted by Mr. Keith Brown.

### The Life of a Great Orchestra

by Janet Heuman

*Those Fabulous Philadelphians* by Herbert Kupferberg, Charles Scribner's Sons, New York, 1969.

After 70 years of service to music lovers, it seems that the Philadelphia Orchestra is quite deserving of a "mass biography" recounting the stories of its conductors, members, and loyal supporters. Herbert Kupferberg has undertaken this difficult endeavor and has succeeded magnificently in his new book *Those Fabulous Philadelphians*. His extensive research in cooperation with the orchestra officials has resulted in a highly readable history of "the life and times of a great orchestra."

Mr. Kupferberg focuses principally on the past 56 years of the Philadelphia Orchestra under their two great conductors, briefly discussing the first 14 years of the group's existence. He covers the exciting years of growth and ex-

perimentation under Leopold Stokowski, during which time the character of the orchestra was formed, and the subsequent years in which Eugene Ormandy carried on the Stokowski tradition and further mellowed the wonderful instrument he had inherited.

The reader will undoubtedly be entertained by Mr. Kupferberg's portrayal of the antics of Dr. Stokowski with his intolerant, conservative Philadelphia audience, and warmed by his representation of the pleasant, understanding personality of Eugene Ormandy in his interactions with his famous orchestra.

Herbert Kupferberg's easy-going style of writing adds to the enjoyment of the great story he tells. His book is a must for anyone who loves the Philadelphia Orchestra, or simply for anyone interested in reading the fascinating history of a group of fabulous Philadelphians.

### 'Motiveless Malignity'

by Janet Heuman

*Motiveless Malignity* by Louis Auchincloss. Houghton Mifflin Company, 1969.

Louis Auchincloss offers no apology for adding *Motiveless Malignity*, his collection of essays on Shakespeare's characters, to the multitude of Shakespearean commentary. He feels that Shakespeare is entitled to the opinions of every author coming after him. "Writing about him has become like writing about life — and consequently about oneself. Shakespeare, at least," he says, "has nothing to lose."

Mr. Auchincloss is attempting, in the pages of *Motiveless Malignity*, to clarify two of his opinions about Shakespeare's characters. First, he believes (along with many other critics) that analysis of Shakespeare's characters cannot be confined to a discussion of their importance to one age, but rather that there are elements in each that may be related to the world of the present as easily as they may be related to the world of the

Elizabethan or to the world during any other period. Second, and most important, he has chosen to discuss a common lack of apparent motivation among some of Shakespeare's principal characters. The interesting part of Mr. Auchincloss' interpretation of the missing motivation, is that he feels, "it is a reflection of Shakespeare's sense of the perverse and irrational in human nature."

Mr. Auchincloss, in his 15 brief essays, covers a range of Shakespeare's characters from Othello and Hamlet, the most tragic, to Falstaff, one of the greatest clowns. He ponders the reasons for Macbeth's killing of Banquo, for Hamlet's procrastination, for Prince Hal's unnecessary cruelty to sympathetic Falstaff, and for Iago's destruction of Othello. In his search for these "motives," Louis Auchincloss brings out some new and controversial views on the personalities. His book will be valuable to any reader interested in sampling a new commentary on Shakespeare's characters.

### 'Cousin' Cast Selected

The final production of the Theater Playshop will be *Our American Cousin* by Tom Taylor. The director of this play, Mr. Terry Theodore, has selected his cast and crew. They include:

Mrs. Mountchessington ..... Mary Anne Amore  
Florence Trenchard ..... Cheryl Hopkins  
Mary ..... Cathye Stoops  
Augusta ..... Paula Gruss  
Georgina ..... Shelley Schwartz  
Sharpe ..... Laurie Tober  
Skillet ..... Cynthia Villanueva  
Lord Dundreary ..... George Fine  
Asa Trenchard ..... Nathan Kurland  
Sir Edward Trenchard ..... Robert Davidson  
Captain DeBoots ..... Frank DePace  
Harry Vernon ..... Bud Young  
Abel Murcott ..... David Gregson  
Mr. Coyle ..... George Spelvin  
Mr. Buddicombe ..... William Gray  
Mr. Binny ..... James McCune  
John Wickens ..... George Spelvin  
Musical Accompaniment ..... Janice Rubin  
Kathy Hellyar  
Assistant Director ..... Cynthia Villanueva  
Stage Manager ..... Diane Audorff  
House Manager ..... Linda Seybold  
Publicist ..... Kay Salz  
Set Chairman ..... Diane Taylor  
Lights Chairman ..... Debbie Roy  
Costumes and Props Chairman ..... Mary Anne Amore

Students are invited to attend all rehearsals. All that is requested is silence.

The play will open Wednesday, April 29, 1970, and will run through Sunday, May 3, 1970.

### PACEM Plans Draft Education

by Nancy Croup

PACEM, the Peace Action Coalition of Eastern Montgomery County, will sponsor a forum on March 19, aimed at educating parents and their children with regard to the draft law.

The meeting will host a speaker from the Philadelphia Resistance, a legal counselor on the draft law, and a member of the draft board. Mr. Edgar Schuster, of Beaver's English department, explained that PACEM is "trying to educate people on political issues," and that its members "feel very strongly that most youngsters are not well aware of what their rights are, what the legalities and illegalities" of the draft actually involve.

The forum will be open to discussion and the public is urged to attend. It will be held at the Abington Friends' School, 1220 Greenwood Avenue, Jenkintown, at 8:30 p.m. this Thursday.

### RADIO

A very sad thing has happened to the *Beaver News* staff. Our radio has been stolen. It is not the fact that it is gone that makes us sad. Its disappearance makes us not sad, but furious. Knowing that someone has taken it upon herself to remove something that belongs to us, was paid for by us, is maddening. If it is a joke, it is a sick one.

What makes us sad is thinking that someone is able to make a decision like that, able to walk away without a second thought.

We would like it back. It is not too late to return it. Please take it to the mailroom and have it delivered to us. We are not going to track you down, whoever you are. We are going to depend upon your conscience to act for us.

PLEASE.

### SUBCONSCIOUS INSECURITY:

(Continued from Page 4, Col. 5)

The value of any course depends on what the student and teacher want from it—what they both put into it and what they both get out of it. Girls who are in elementary education to take "gut" courses expect little from their courses, put little into them, and consequently get little or nothing from them. I have seen this happen in classes of every subject, but for some reason, because they are actually being trained to teach, the fact that elementary education majors do this seems terrible. They are wasting their time, their teacher's time, their father's money, and, above all, if they plan to teach, they could mar the education and lives of their pupils.

#### Gripes

Why, then, some people asked me, aren't girls more closely screened before entering the education department? The education department feels that these girls should be screened no differently than any girl entering any major. Everyone is free to choose her own major. The department feels that it is not fair for them to judge a girl's teaching capabilities until she is observed student teaching. On occasion, in fact, the department has not certified girls to teach, but it happens rarely.

Perhaps the biggest gripe concerning the elementary education major is the Education's A, B, or F system. In theory, it is a beautiful idea: because she must be proficient in all subjects, an elementary education major must get at least a B proficiency in a course (even if she must keep trying and trying for the grade) or she will fail the course. If she does work beyond what's required, she gets an A.

#### "SLEEPY LITTLE PLACE"

(Continued from Page 4, Col. 2)

Beaver Drugs for six years, also took a practical position. "College gets you a nice future with higher earnings," he said. Mr. Hartman later qualified his statement, adding, "It does give you a broader mind, and prepares you for life." Many Glensiders favor the prospect of Beaver's becoming a co-ed school because, in Miss Franklin's words, they feel "it might make the school have more of an influence on the community."

"The times are changing," Mrs. Schween said, "I think the girls want a co-ed college." Although she admitted that Beaver had made "many changes in the six years I've been with Beaver Drugs," she felt that co-education would have an even greater effect on the school.

"I don't think it would change drastically, but it might pep things up a little," the anonymous personnel worker decided.

"It's up to the individual, but I've heard the girls seem to want a co-ed school. I can't blame them," said Mrs. Bobb.

"I think men would bring a more active atmosphere to the campus — it's such a sleepy little place," another felt.

Mr. Hartman, a resident of northeast Philadelphia, was skeptical of any changes that might result, but he favored the trend toward co-education at many colleges. "Co-education teaches about life," he said.

Mr. King agreed, "When you get out into the world you meet all types of people, not just one kind. I feel the same way about co-education that I do about schools for students of only one religion." He took a firm stand. "I think all colleges should be co-ed."

Then they all returned to whatever they had been doing — working, shopping, dusting, walking the dog. Beaver College became the distant castle again, not to change unless some other busybody freshman decided to explore community relations within the suburb.

In reality, however, it meets with complaints on every side. Non-majors don't like competing grade-wise with girls who can only get A's or B's; the education department doesn't like giving grades at all, and majors often feel unmotivated in such a system. Further, many argue, if it is such a great system, why doesn't the whole school adopt it? Or, one girl suggested, if the education department remains the sole ABF department, why not create a College of Education (separate from the College of Liberal Arts)? Then students could compete within and not between colleges.

The fact of the matter is that there are only two ABF courses in the education department; Math and Language Arts.

Why, you may ask, shouldn't an elementary education major get a C or D if she cannot grasp concepts without retesting? How, I answer, could I tell a third grade class, "Sorry kids, we can't learn factoring because I never quite caught it in college?"

Of course, as in any major or profession, you'll find insincere people in elementary education. You'll also find people who are using the major as a stepping stone to something else such as child guidance, politics, or educational filming. But these girls aren't any less sincere in their goals than those who only want to teach. And according to statistics of the past few years, over 75% of the elementary education graduates do teach, with few difficulties in getting positions.

Almost every person I interviewed said something about elementary teachers' importance in "molding the minds of tomorrow."

Maybe, if just to keep our own sanity, we should do a little more "mind molding" today!

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## Religion Broadens Elective Courses

by Dr. Charles Hall

The Department of Religion and Philosophy faces a twin challenge in the teaching of religion at Beaver College in 1970-71. On the one hand, the end of the religion requirement will probably shift the center of gravity in course elections within the department. In the second place, the chairman of the department, Dr. Robert L. Swaim, will spend the academic year 1970-71 in London, where he will be teaching the course "Living Religions of the World" each semester and will be helping to administer the Beaver London Semester on the scene.

The present academic year, in which the religion requirement has been broadened to include Religion 14, "Living Religions," and Religion 25, "Modern Religious Thought," has produced real enrichment in learning within the department. Religion 25, which works in the period from 1919 to the present, offered many fresh approaches and vistas for the development of the relevant study of religion today. The students in the course were particularly appreciative of the opportunities to study the existentialists; the Church Struggle against Hitler; science, Vatican II and the theology of reconciliation, the Marxist-Christian dialogue; and the theology of the 1970's: Black Theology, theology of the Spirit and theology of Hope. Especially stimulating were contributions such as those by existentialists Paul Tillich, with his theology of the New Being, Martin Buber, with his dialogical relationship of I and Thou, and Nicholas Berdyaev, whose theology of freedom and the spirit is so relevant to still future developments. The exploration into alienation by such "atheistic" existentialists as Heidegger and Sartre were suggested as invaluable for the theology of reconciliation at work in the ecumenical movement and especially Karl Barth.

In addition to Barth, the work of Dietrich Bonhoeffer, as seen in

his *Letters and Papers from Prison*, proved how much is learned in crisis situations where a "demonic" institution like the Nazi state pushes institutional existence to its viable limits and reveals what the essence of state, church, and social structure really are. The same dynamics are operative today in the struggle for black identity in a hostile, uncomprehending, or indifferent milieu. This makes it possible for thinkers like Joseph Washington (*The Politics of God*), James Cone (*Black Theology and Black Power*), and white Roman Catholic layman Michael Novak (*Theology for Radical Politics*) to reveal so much about the true essence and future of religion.

Many of the students who took the course were interested in the relation of theology to science. The universal evolutionism of Teilhard de Chardin offers an exciting beginning which can be profitably expanded. However, the strongest and most frequent suggestion by students was to expand the areas covered into the problems of personal, social, economic, and political ethics which concern us so directly today.

As a consequence of this immediate need, Dr. Hall will be offering Religion 13, "Present Day Religious Problems," in the first semester of 1970-71 as a study of religious resources for solving ethical problems. The classic problems of interpersonal relations, peace and war, and problems of racial and social groups will be set in the overarching context of population and environmental concerns. Paul Ehrlich in *The Population Bomb* suggests that not only the second horseman of the Apocalypse but also the third and fourth horsemen released at the opening of the third and fourth seals in Revelation 6, pose an immediate threat to the survival of the human race. The population bomb is a far more inevitable danger than the nuclear bomb because it adds famine and plague to war as its destructive

potential. All of this means that we must do radically new thinking about the classic human dilemmas in a radically new setting in religious ethics today.

The course in "Modern Religious Thought" attempts scrupulously to exclude material before 1919, but in order to do this it must presuppose the vast world of prior human achievements. Therefore, the course will be given in the second semester of 1970-71 and Religion 24, "History of Christian Thought," will be taught by Dr. Hall in the first semester. Since this course is preparatory both to work in modern religious thought and contemporary religious ethics, it will be taught with two emphasis. On the one hand, the religion-culture dimension will be examined by setting religious thinking in what Franklin Le Van Baumer calls *Main Currents of Western Thought*. On the other hand, Christian theology and Christian ethics can well be viewed as a history of the western understanding of love (*agape, eros philia and caritas*).

Religion 10, the "Judeo-Christian Heritage," will be offered each semester. In the first semester, the emphasis will be upon the "death" "resurrection" or "rebirth" of the images of God within the heritage. This recalls the approach used in the second semester of 1968-69 when students produced much of the "Arts of Ultimate Concern" which, together with works of art from Religion 25, will be exhibited in the Spruance Art Center soon after spring vacation. In the second semester of 1970-71, in Religion 10 will again emphasize the resources for the Biblical tradition for solving contemporary ethical problems.

Finally, the current interest in Religion 14, "Living Religions of the World," has been so great that in spite of Dr. Swaim's absence this course is being announced as open for election in 1970-71, with the instruction to be arranged if there is sufficient demand.

## Russell Reveals the Absurd

by Chris Hatch

I admit it. I'm a Bertrand Russell fan through and through. If he'd written a sonata, I'd have listened and marvelled, even if I couldn't stand the sound. If he'd endorsed Bertie baseballs, I'd have bought one. But, thank heavens, Bertie stuck to writing, for reading his works is often a delightful, rib-tickling experience. Or haven't you heard, for example, about his penchant for revealing the absurd? Well then, read on. Phi Sigma Tau is here to enlighten you.

One of the best places to look for Russellian humor is an article he once wrote called *An Outline of Intellectual Rubbish: A Hilarious Catalogue of Organized and Individual Stupidity*. Here are three sample paragraphs from that informative essay:

1. "St. Thomas Aquinas, the official philosopher of the Catholic Church, discussed lengthily and seriously a very grave problem, which, I fear, modern theologians unduly neglect. He imagines a cannibal who has never eaten anything but human flesh, and whose father and mother before him had like propensities. Every particle of his body belongs rightfully to someone else. We cannot suppose that those who have been eaten by cannibals are to go short through all eternity. But, if not, what is left for the cannibal? How is he to be properly roasted in hell, if all his body is restored to its original owners? This is a puzzling question, as the saint rightly perceives."

2. "... I am sometimes shocked by the blasphemies of those who think themselves pious—for instance, the nuns who never take a bath without wearing a bathrobe all the time. When asked why, since no man can see them, they reply, 'Oh, but you forgot the good God.' Apparently they conceive of the Deity as a Peeping Tom, whose omnipotence enables Him to see through bathroom walls, but who is foiled by bathrobes. This view strikes me as curious."

3. "Is not man an individual of the species *homo sapiens*? Alone among animals he has an immortal soul, and is rational; he knows the difference between good and evil, and has learnt the multiplication table. Did not God make him in His own image? And was not everything created for man's convenience? The sun was made to light the day, and the moon to light the night... The raw fruits of the earth were made for human sustenance. Even the white tails of rabbits, according to some theologians, have a purpose; namely, to make it easier for sportsmen to shoot them. There are, it is true, some inconveniences: lions and tigers are too fierce, the summer is too hot, and the winter too cold. But these things only began after

Adam ate the apple; before that, all animals were vegetarians, and the season was always spring. If only Adam had been content with peaches and nectarines, grapes and pears and pineapples, these blessings would still be ours."

### Solemn?

But don't ever think that all of Russell's other works are solemn and erudite. Here's an excerpt from the first volume of his autobiography:

"It would be misleading to suggest that my childhood was all solemnity and seriousness. I got just as much fun out of life as I could, some of it, I am afraid, of a somewhat mischievous kind... On Sunday, when the Park was crowded, I would climb to the very top of a large beech tree on the edge of our grounds. There I would hang upside down and scream and watch the crowd gravely discussing how a rescue should be effected. When I saw them nearing a decision, I would get the right way up and quietly come down."

To round out this sampling, we have another example for you, this time taken from *Portraits from Memory*. One of the chapters describes George Bernard Shaw. George and Bertie were friends, and one day they decided to go bicycle riding, with this result:

"At this time he and I were involved in a bicycle accident, which I feared for a moment might have brought his career to a premature close. He was only just learning to ride a bicycle, and he ran into my machine with such force that he was hurled through the air and landed on his back, 20 feet from the place of the collision. However, he got up completely unhurt and continued his ride, whereas my bicycle was smashed, and I had to return by train. It was a very slow train, and at every station, Shaw with his bicycle, appeared on the platform, put his head into the carriage and jeered. I suspect that he regarded the whole incident as proof of the virtues of vegetarianism."

There are so many other things we could point out, but hopefully these examples of Russell's wit will make you curious enough to explore his writings on your own. (P.S.—If you ever see a "Bravo for Bertie" button, will you tell me?)

## Need for Sex Education Continues at College Level

by Patricia Werthan

Beaver College is becoming more aware of her strengths, her weaknesses, and her obligations to the students. Our strength is concentrated in the minds and active participation of 800 women. Our weakness lies in the lack of recognition of the potential energy available for expanding and re-vamping programs at Beaver. Our obligation to ourselves, each other, and the school, is to uncover and promote recognition, evaluation, and instigation of ideas and events on campus.

Opinions of many students concerning Beaver's capacity for dealing with sexual problems, pregnancies, and information, reflect a general dissatisfaction and absence of authority. However, nothing has been done to correct this lack of communication on a topic that is discussed all over the campus.

In an effort to provide such desired advice, men and women at Smith College and Amherst College have jointly formed an experimental course entitled "Topics in Human Sexuality" to bring informed speakers onto the campuses. This is an attempt to alleviate ignorance and provide and provoke modern discussions on such topics as: Human Sexuality and Psycho-Sexual Development, Male-Female Relationships, Anatomy, Physiology, Sex Techniques and Responses, Contraception, Abortion, Pregnancy, Birth and Natural Childbirth (with panel and film), Love, and Female and Male Liberation.

The course procedure includes lectures held in the evening, after which seminar groups of about 15-20 people meet and discuss the ma-

terial presented by the lecturer and present their various points of view. Seminars are conducted by a doctor, a clergy member, an adult, or a student; when they are without a leader, the seminars are opened for group discussion.

A list of readings is presented to each participant in the course for personal use. Also, the Clergy Consultation Service provides a list of members who offer counseling to women with problem pregnancies. Phone numbers are given, along with directions for calling one of these members for a consultation.

The fee to cover the costs for their speaker, the film, and various mimeographed materials was approximately \$3.50. A student at Smith, when asked how the students received the course, replied, "This program is in its second year and is extremely successful."

These schools have realized that education, if it is going to assimilate facts and apply them to living situations, must admit that sex and sex education are necessary and important factors in our society. When high schools are conducting classes in sex education throughout the country, the colleges should also satisfy the continuing need for information as the personality experiences different situations.

We, at Beaver, no matter how secure our existences may seem, are facing important personal decisions that could be made with more assurance and knowledge by creating such a course, panel, and source of authority-based discussion.

## Dinner in French

by Jackie Manela

The dining room became a veritable United Nations (Tower of Babel, at least) when France's tricolor flag appeared at dinner last Tuesday for the first time this year. It directed girls to the French table, which now joins the Spanish and German tables in enlightening Beaver students and confounding their waitresses.

"Students should not feel handicapped by the rustiness of their French," said Mr. Colin Dickson, associate professor of French and adviser to the French club. "Everyone who is interested in improving her French is welcome."

The next club-sponsored French table will be tonight, and each Tuesday thereafter, at 5:30 p.m. Mr. Cooley cannot promise anything more exotic than meats "au jus," but after breathing h's and garbling r's a while, you may feel as though the dining room is 3000 miles away.

### CLASS ELECTION RESULTS

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President ..... Carole Cates  
Vice President .... Anna Smith  
Secretary ..... Patti Meadow  
Treasurer ..... Muffie Davison

#### 1972

President ..... Carolyn Dixon  
Vice President .. Barbara Hughes  
Secretary ..... Kathy Burke  
Treasurer .... Shelley Isenberg

#### 1973

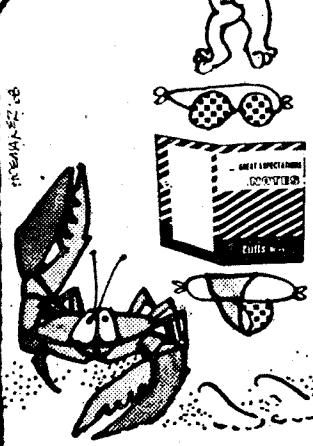
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