



CAMBODIA — NIXON'S NEW GAME

President Richard M. Nixon announced Thursday night in a nationally televised speech that he was sending 5,000 American combat troops into Cambodia. He stated that the purpose of the operation was "to clean out major enemy sanctuaries" on the Cambodia-Vietnam border. "These Communist-occupied territories contain major base camps, training sites, logistics facilities, weapons and ammunition factories, airstrips, and prisoner of war compounds," Mr. Nixon said.

The President related the move to his announcement of the withdrawal of 150,000 additional troops within the next year in a speech given in San Clemente, California, two weeks ago. "To protect our men who are in Vietnam, and to guarantee the continued success of our withdrawal and Vietnamization program, I have concluded that the time has come for action," he stated. He called an American thrust into the Fishhook area of Cambodia "indispensable" to the protection of American lives and therefore a reasonable gamble to force serious negotiations that would thereby shorten the war.

His Own Decision

His decision was reportedly fostered by Henry A. Kissinger's National Security Council, the force on which Mr. Nixon relied all year. But the President emphasized that the final move was his own.

"If when the chips are down the United States acts like a pitiful, helpless giant," he said, "the forces of totalitarianism and anarchy will threaten free nations and the free institutions throughout the world."

Presidential aides claim the operation is a "brief, surgical exercise" linked to the Vietnam war and lasting only four to six weeks. Mr. Nixon said he would withdraw the troops from Cambodia once the sanctuaries are cleaned of supplies.

Meanwhile, North Vietnam has promised "wholehearted support to the fraternal peoples of Cambodia and Laos." United States response to increased military action by the North, as expressed by Melvin Laird, Secretary of Defense, would be "use of air power in the North."

Washington Reacts

Washington reacted to the President's decision largely by criticizing his disregard for Senate pre-

rogatives, but as far as the step itself was concerned, public reaction was mixed. Many Congressional members accepted the President's statement that to destroy Cambodia's sanctuaries was to save the lives of American troops in Vietnam.

"The logic of the President's action . . . is unassailable," said Senator John Tower, a Texas Republican. "It is not a new war . . . It is Vietnam."

Others were frankly skeptical of his logic, paralleling it to the escalation theory tried in Vietnam. Senate Majority Leader Mike

Mansfield of Montana stated, "There is nothing in past experience that suggests that casualties can be reduced by enlarging the area of military operations."

But underlying all public comment was Mr. Nixon's questionable handling of his decision to send troops to Cambodia. By his action, the President has furthered his apparent disregard for the war-making power of Congress, provided by the Constitution. Mr. Nixon neither consulted nor sought the approval of Congress before Thursday night, nor did he release such information to Congressional

leaders (including Senate Minority Leader Hugh Scott of Pennsylvania) before American intervention began.

New Ball Game

Political observers feel that Congress may retaliate by amending the military sales bill to specify that no defense funds be used for future American military activities in Cambodia without Congressional approval.

Congress, it seems, realizes that while — in Senator Mansfield's words — "Mr. Nixon may have inherited Vietnam and Laos, Cambodia is a new ball game."

Commencement Exercises to Honor Scientists

Limnologist, Dr. Ruth Patrick, and Chemist, Dr. Hubert Alyea, to Receive Degrees

by Carole Cates

"Why do I have to take a lab science — I mean, what relevance will it ever have to the rest of my life?"

Sound familiar? It should, because it's one of the most frequently expressed complaints on campus. And, until recently, the reasoning behind it seemed to make sense.

With America's realization, however, of her vast and terrible ecological situation, knowledge of basic biological theories is becoming a necessity for every American. We must be educated to understand the balanced design of our environment and the basis for the many types of pollution ruining it.

Science instruction in schools and among laymen is thus becoming a vital part of our society. In addition, the scientist, always a respected authority in his lab, is fast becoming a respected authority in national and world affairs concerning our environment and the way we live.

In light of this, it is appropriate that Beaver's commencement exercises will honor two "local" scientists who are national and international authorities in their respective fields.

As founder and head of the limnology department at Philadelphia's Academy of Natural Sciences, Dr. Ruth Patrick, our commencement speaker, is one of the top scientists now waging war on pollution in streams and rivers.

Since her work began, Dr. Patrick has investigated over 500 rivers and streams, and has served as consultant to over 100 industries and government agencies. She heads a team of about 70 pollution fighters and has supervised the graduate training of students from numerous universities, including the University of Pennsylvania.

Dr. Patrick specializes in the role played by nature's own sanitary engineers — fish, bacteria, snails, worms, aquatic plants, and other organisms — in keeping water pure. Out of this work of hers have evolved many new concepts for detecting and controlling water pollution.

Understandably, she has received many awards and honors for her work. She was a member of President Johnson's Science Advisory Committee in 1966; of Governor Scranton's SAC Panel on Pollution Control and Water Resources in 1966; of the Department of Inter-

ior's National Technical Advisory Committee on Water Quality Requirements for fish, other aquatic life, and wildlife in 1967 and 1968; of Governor Shafer's Science Advisory Committee in 1967 and 1968, as well as chairing a panel of the Committee on Pollution of the National Academy of Sciences in 1966.

Dr. Patrick received the Richard Hopper Day Medal of the Academy of Natural Sciences. More recently, she was awarded the 1970 Gimbel Award of Philadelphia, and was

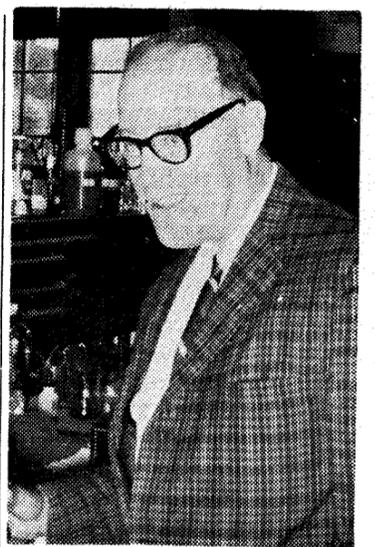


Dr. Ruth Patrick

voted one of America's outstanding women by the YWCA on its 100 anniversary.

She will receive an honorary Bachelor of Science degree from Beaver at the commencement ceremony, as will Dr. Hubert Newcombe Alyea, chairman of Princeton University's chemistry department.

Professor Alyea is perhaps best remembered at Beaver for his convection lecture in 1969 entitled "Lucky Accidents, Great Discoveries, and the Prepared Mind," an amusing and educational series of colorful experiments. He has de-



Dr. Hubert Alyea

livered this speech all over the world.

In addition, Professor Alyea has developed an overhead projection system used in demonstrating chemical experiments to large audiences. Valuable because of its low cost and simplicity, this new technique is being used here and in more than 20 foreign countries and is expected to advance the teaching of chemistry in underprivileged areas of the world.

Professor Alyea has just been awarded the American Chemical Society's Award in Chemical Education. Other awards he has received include the New Jersey Science Teacher Recognition Award, and the College Chemistry Teachers Award of the Manufacturing Chemists Association. He also has authored or co-authored more than 60 scientific papers and six books.

Beaver's commencement will be on May 17, at 10:30 a.m. Weather permitting, it will take place on the lawn, and will be open to everyone. The presence of Dr. Patrick and Dr. Alyea hopefully will underline the relevancies of the world into which the seniors are going.

Beaver Blacks Propose Wider Black Experience

by Anna Smith

Over the past year, the Association of Beaver College Blacks has been working on a proposal for a Black Studies program at Beaver to be effective for the fall. The development of the program is based on the belief that "education without opportunity to study and know the Black Experience in this country is non-functional for all students," black and white.

The objectives of the Black Studies program at Beaver, are, according to the proposal: 1) to broaden the scope of learning beyond the limitations of the present liberal arts course offerings at Beaver College; 2) to eliminate present classroom situations in which black students are constantly called upon to supply answers to problems concerning black people because of the apparent insecurity and lack of knowledge of faculty and students; 3) to provide an attraction for the recruitment of black students and to maintain the present enrollment of black students as a minimum; 4) to enlighten the segment of society represented by Beaver College to the thrust of the black conflict in the hope that this segment might help stem the racial turbulence predicted for the 1970's.

We Need

In order to fulfill these objectives, the Association made the following recommendations: that 1) broad survey courses involving the humanities disciplines be the basis for the development of a Black Studies program. Such courses, however, require intensive, long-range planning. The urgency of the situation at Beaver, therefore, necessitates the recommendation that: 2) a basic introductory course, "The Impact of the Afro-American Upon the United States in the 1960's," be instituted at the

beginning of the fall semester, 1970. This would be a two semester course; one credit per semester. It is further recommended that 3) Mr. Horace Woodland and Dr. Patrick D. Hazard of the Beaver College faculty be engaged during the current semester to plan and develop both the basic introductory course and the broad survey course; that 4) whenever possible, black faculty be hired for the Black Studies program. Emphasis must be placed on the necessity for qualified black faculty since many college and university administrators have, in their fervor and haste to find black faculty, taken measures lacking in judgment. Any faculty hired for Black Studies should meet the academic standards required of other faculty and should be qualified to teach students other than those enrolled in the Black Studies program. 5) Representatives of the Association of Beaver College Blacks should be members of any faculty-administration committee appointed to hire faculty for the Black Studies program, and specific names submitted by the Association of Beaver College Blacks should be considered for hiring. 6) A cooperative arrangement should be set up with neighboring colleges, especially Temple University, the University of Pennsylvania, and Lincoln University, for sharing black faculty.

Our Time . . . Our Goals . . .

So far, only recommendations two and three have been followed up, and have led to the creation of a course: "Themes and Aspects of the Black Experience in the 60's." As students analyze the factors of protest, literature, history, political, social and economic status, art, dance, religion, the performing arts

(Continued on Page 3, Col. 1)

strike for peace

Beaver News



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This Is It

Many questions have been raised over the past few days about the purpose of the student strike that was proposed nation-wide (that means Beaver College, too). It seems apparent that beyond educating ourselves and the community about the immediate and overall ramifications of President Nixon's military move into Cambodia, we must concern ourselves with the over-riding issue that our President has no grounds to say that "the majority of the people support my action." We, as students, have the potential to prove this assumption to be false.

Many Congressmen, including members of the crucial Foreign Relations Committee, were horrified with the President's blatantly arbitrary decision. We, as American citizens, must direct all of our energies toward educating Nixon and his cronies that, not only do we have the same reaction, but that we will not allow ourselves to be dragged into another Vietnam. We must force him to realize and accept the fact that we are fed up with his rhetoric and ridiculous rationale — the "vocal minority" demands and deserves an immediate end to the escalation and prolongation of the Indochinese crisis.

The President, in speaking of student protestors during a recent Pentagon visit, referred to us as "bums, you know, blowing up the campuses." Are we going to accept this categorization? Certainly, it does not apply to us at Beaver. Now is our chance to constructively act to change images (of students in general and Beaver students in particular). Now is the time for us to become individually and collectively powerful. This is why we are striking — so that we can do what must be done.

The time has come for all good people to come to the aid of human beings.

—The Editorial Board

Goals

by Barbara Moldt

"The time has come for all good people to come to the aid of human beings."

That is the strongest plea that can possibly be made for immediate community action. As a delegate to the Mid-Atlantic Regional Steering Committee, composed of approximately 20 universities, I fully support the four goals we have adopted:

1. to end all forms of repression and oppression in the United States.
2. immediate withdrawal of all troops in Southeast Asia.
3. cessation of all university ties to the military-industrial complex.
4. the reconversion of the war economy.

The majority of students seem to be in agreement with goals no. 2 and no. 3 for many reasons, one of which is their humanitarian concern for the welfare of the people in Southeast Asia. If we are willing to work and sacrifice to help these oppressed people, it is only rational that we are willing to work and sacrifice to help the oppressed people in our own country (and, unfortunately, there are too many).

To do that, we need money — money which is now being spent on war efforts. To do that we need concern, sympathy and support from all of us. We must care about the entire human race. The most effective solution is to strike for community action and support the goals of the Regional Committee.

JUSTICE, FREEDOM, PROGRESS AND PEACE!

It Can't Happen Here

After you've committed yourself to a cause and you find yourself becoming worn out and bored because of your commitment, you begin looking for a way out. There are a number of alternatives: No. 1, you can say "forget it" and walk away (but this method tends to be bad for your image and is generally used only as a last resort); No. 2, you can wait for the first sign of defeat and then walk out, claiming that the matter is closed; No. 3, you can become so dogmatic that you make everyone nervous and are eventually asked to leave the cause.

Now, let us take a hypothetical example. Suppose that a small women's college is involved with a matter of general concern — parietals, perhaps. And suppose that after a lot of hard work and hard thought and hard frustration on all sides, the final answer is "no." And imagine that answer coming at the end of the academic year when spring fever and exhaustion are at their peaks. It would probably follow that a lot of the students at this particular college would immediately use either method No. 1, No. 2 or No. 3 to be released from the somewhat flea-bitten cause.

What would logically follow the sudden drop in student support (of the probably student-initiated cause) would be the conclusion on the part of the others involved that the students must not have sincerely desired their goal, else it would not have been so quickly deserted.

This is only a hypothetical example but, *insane* as it may seem, the same thing *could* happen here. If conditions were right, any issue that we may be concerned with could be just as easily covered with dust and neglected — until someone should someday, by mistake, find some old proposals lying crumbling in the S. G. O. files.

This is perhaps impossible to envision on a campus like ours. And it probably won't happen. But one can never be too cautious when principle is involved, can one?

— S. B. T.

In Limbo?

With the institution of the new calendar, our summer vacation will be longer than any of us have ever had the opportunity to relish since we've entered the educational syndrome in early childhood. As responsible individuals, we should not let these precious months slip by idly. This pertains to students, faculty, administrators, and trustees alike. Too much effort has been expended on all fronts to let the well-directed attempts at change to be buried in the sand.

Our academic strain in limbo, we can be even more conscientious in our endeavors. The priorities of ending the Southeast Asian crises (it is significant that during the moratoriums, only Vietnam was considered — situations *can* change fast), extending parietals, protecting The Environment, and broadening academic freedom can still be contended with.

Those of us who wrote letters about saving Tinicum Marsh learned that the "higher-ups" do sometimes take notice of irate constituents. The students participating in the numerous meetings with members of the administration and Board of Trustees realized that personal confrontation can lead to productive edification. The Earth Day protagonists discovered that propaganda can be constructive. And the student-faculty committees managed to introduce some important reforms by earnestly following through on proposals.

These means for effecting change have proven themselves to be extremely productive. They should not and must not be abandoned during the summer months. Needless to say, our world is not perfect — each one of us, no matter how wrapped up we are with ourselves or with our immediate concerns, must stay attuned to the numerous unsatisfactory conditions that constantly surround us and are threatening to strangle us. We mustn't become, or remain, stagnant. Keep talking, keep learning, keep doing — but keep cool.

— T. A. S.

RALLY — Friday, May 8 - 12:00 noon
INDEPENDENCE MALL

Speakers to discuss four proposals of Middle Atlantic Regional Strike Steering Committee.

"... and the livin' is easy"

Picture yourself in a summer-type situation a month or two from now:

There you go, gleefully to the beach (mountains, farm, city) with your friend(s) and some soda (sandwiches, candy, beer) for a nice suntain (hike, rest, party) and some fun (fun, fun, fun). With a shining sun (green forest, quiet field, bright lights), will you be thinking of the waste (litter, pollution, ruin) of the soda cans (sandwich paper, candy wrapper, beer bottles?)

Will it be . . .

It's hot and it's a drag to wash dishes — let's use paper plates and styrofoam cups; they're easy. It's hot and it's a drag to walk or ride a bike all the way to the store — let's take the car. The sun is shining, this beach is clean (this forest is green, this field is untouched, this party is not the rest of the world) . . . let's forget about The Environment just for now. Blah.

Distance from a problem increases negligence, negligence we cannot afford . . . not now, oh my, not now. A lazy, hazy summer makes lack of awareness so easy. Now that we've appraised and studied the issue, let us act, let us individually ACT.

— J. R.

"Once there were green fields . . ."

Letters to the Editor

"Big Business" Affects Parietal Decisions

To the Editor:

Recently, I have been hearing much talk about the "military-industrial complex" with regard to Vietnam. At the same time, I have discovered something much closer to home with similar implications. Perhaps an education-industrial complex.

On Sunday, April 25, I had the opportunity to attend a meeting of Beaver College's trustees with the purpose of answering questions concerning 24-hour parietals. Unfortunately, this opportunity turned out to be a disappointment. I was suddenly suppressed by the idea that any action we take as students of Beaver College involves either the gain or loss of money for this seemingly academic community.

Our administration and trustees gave me the impression of being extremely cautious in their discussion of parietals as well as a number of larger issues. Why? The only answer I can see is *Money!* They seem to fear that the granting of such liberal permissions as 24-hour parietals will mark Beaver as "radical," and result in the loss of prime capital sources. On the other hand, not granting 24-hour parietals may cause severe student unrest, possibly concerning more issues than parietals. This, too, could change Beaver's "quiet girls' school" image, and again result in the loss of capital for the school.

We certainly are faced with solving problems much greater than security, safety, privacy, and morals when we ask for 24-hour parietals. We are asking for, not only the chance to answer questions for our administration and trustees, but also for a guarantee that those hours we spend asking for the type of academic community that we want, will not be put aside for the type of college that our capital sources would like to see Beaver become instead.

Dr. Gates suggested at the meeting on Sunday that Beaver has been a pioneer in student participation in decision-making. Perhaps this is true; but must we be stopped at the Mississippi simply because we can't afford a steamship to take us across. Bridges have been built without the help of "big-business?"

Do we at Beaver want to live and study under an education-industrial complex?

—Elsa Larsen

Record Thieves Repent

To the Editor:

Mrs. Miriam Weiss, acting head librarian, just ordered some great records. She really likes the idea of supplying us with rock and folk records, but too many people are misusing this privilege AND are

stealing records from the library. If this doesn't stop, Mrs. Weiss will not order any more records.

Please, if you have records that don't belong to you, return them.

—Claudia Arkush

P. S.: That goes for any other books and periodicals!

Campus Pollution Needs Attention

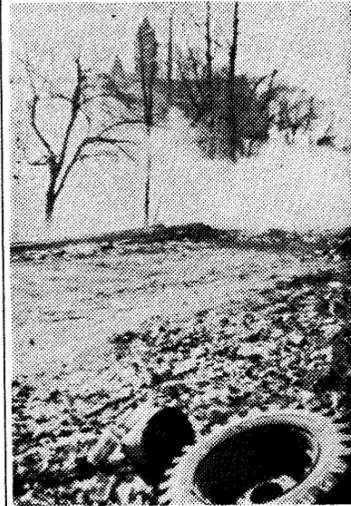
To the Editor:

Now that Earth Day has come and gone, and people are more aware of pollution and will hopefully take measures to curb pollution and clean up, it is time for Beaver College to do something.

On the agenda for Earth Week was a mobilization to clean up Cedarbrook Mall. A number of us were curious as to why someone would want to clean an entire shopping center, when the campus could use a good cleaning, too.

There are often papers strewn all over the place and other small messes. However, as the picture reveals, the worst place is behind the Little Theatre and Murphy Chapel. The stream back there is a mass of paper and tin cans. There is a junk pile that breeds big, furry rats, and wonderful smoke is given off every once in awhile. Why don't we clean up our own campus before taking on the world?

—Kathy Burke, Julie Houston.



Large Club Budgets Abuse SGO Funds

To the Editor:

I was recently informed that the burden of deciding the tentative budgets for next year fall on the SGO president as well as the treasurer. I honestly don't think the numerous campus organizations actually realize what an "inflationary spiral" the SGO is in. Being a math major, I find it literally impossible to divide approximately \$22,000.00 among clubs and publications requesting a total of

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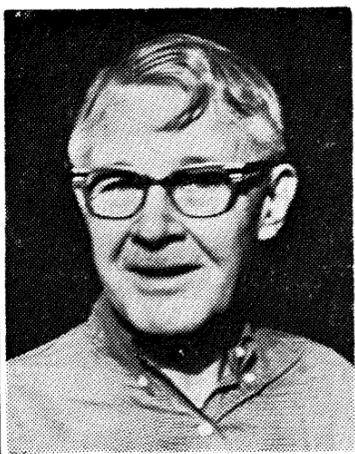
Mr. Ted Moore: Beaver Loses Stage Artist

by Tobi Steinberg

Beaver is losing several talented, exciting faculty this year, through retirement, family obligations, or endeavors into broader spheres of interest. We are also going to be deprived of a remarkable man who has often remained obscure, "behind the scenes," as they say in the trade. Mr. Ted Moore, who has been in charge of set design for a decade of Beaver's theatre productions, will no longer be making his imaginative contributions to the efforts of Theatre Playshop.

Besides his extraordinary efforts at Beaver, Mr. Moore has provided set designs for over 500 plays in theatres throughout the country, including 80 presentations for the Green Hills Summer Stock Theatre in Reading, Pennsylvania. While working with the Philadelphia Playhouse in the Park during 1962-3, he designed both costumes and sets; in fact, Mrs. Anastasia Karnow, who was in charge of costuming for *Our American Cousin*, took a course with him in "Play Production," where they spent most of the semester studying costume design.

Mr. Moore devotes much of his time to the Philadelphia Drama Workshop, Stage I, as an instructor of acting. He is more than qualified to handle any and all of the assignments that have come his way over the years. After completing his undergraduate study at the University of Pennsylvania, he attended the Philadelphia Museum School of Art, the Hedgerow The-



Mr. Ted Moore

atre School, the American Foundation School of Dramatic Arts, the Columbia University Theatre School, and the Lester Polakov Studio of Stage Design.

Through the years, Mr. Moore has received several awards from the Philadelphia Art Alliance Stage Model Contest, for such plays as *Lysistrata* and *Androcles and the Lion*. He is presently designing sets for the Reading Civic Opera Society's production of *The King and I*.

Mr. Moore once admitted that "Nobody ever paid money to see a good set." It is the sad truth that talents such as his are rarely given their due recognition. Perhaps now that he is leaving, the college community will truly appreciate his excellence.

'Gargoyle' Elects Members to Staff

The *Gargoyle* meeting on Tuesday, April 28, utilized two methods of selecting its new members for the 1970-71 staff. It enabled girls who had not necessarily submitted to the *Gargoyle* this year to make their interest in the *Gargoyle* known and to prove their ability to criticize the merits of a poem placed on reserve in the library. Two girls were chosen under this method: Mab Nulty and Marcie Schatzberg. Other members were chosen not necessarily by the quality of their submissions to the *Gargoyle*, but by the interest in poetry or prose which their submissions demonstrated.

Editor-in-Chief will be Maddy Waxman. Other new members chosen are: Joyce Dukes, Julie Houston, Lily Nwaka, and Gail Joralemon. Diane Mack will be next year's Literary Editor.

Senior Art Exhibit Highlights Students' Individual Themes

The efforts of four years of hard work will be brought to light as 16 senior art majors display some of this semester's work at the Beaver senior art show. The exhibit, which opens this Thursday, May 7, at 8:00 p.m., will include separate presentations in interior design, painting, and printmaking. The senior independent projects to be shown are creative works expressing a theme of the student's choice. Accompanying the works are theses which explain the aims and objectives of the projects.

Though this exhibition may bring four years of college art study to a close, it opens up an entirely new world to these girls involved. As fine arts majors, they are not only talented artists, but learned ones. An exhibition of this kind is an opportunity for us to share this knowledge with them and to enjoy their talents.

Interpreters and critics of the material.

There will be a lot of films, at least one or two a week. Possibly, people will come in to talk with the class. These will be ordinary people: welfare people, gang members, delinquents, and mothers of juvenile delinquents. There is also the possibility of field trips. Mr. Woodland even indicates a chance to go to the real place, a Holiness Church, to hear gospel music and the prayers which Mr. Woodland considers a fantastic metaphor to the Black Experience.

The class enrollment will be limited to 20 people to facilitate maximum interaction and participation. The Association of Beaver College Blacks' Black Studies Committee wrote the proposal that was referred to in the beginning of this article. The following is a statement from some of the members of the committee. "The committee has worked diligently on the course throughout the year. Because of the limitations which have been placed on 'Themes and Aspects' in terms of enrollment, and to assess the total Black Experience, we saw the need for a course on the 'Black Man in Africa and in the New World' in addition to 'Themes and Aspects.' We feel the need for a black professor to teach this course. Thus far, however, we have no tangible evidence that the administration has done anything about this."

Both

There has been some question on the campus as to whether or not the course will be open to white students. It must be emphasized that the program was designed to broaden the scope of both black and white students. The Association hopes that as many people as possible will take advantage of this opportunity.

AAUP Seeks Academic Freedom For College Students and Faculty

by Jane Robinson

Few students are aware of an association of which 85% of Beaver's faculty are members, and fewer know what are the primary functions and policies of that association. Some of the most important facets of the mood and manner of Beaver College may be influenced by its connection with this organization.

Dr. Norman Johnston, chairman of the sociology department, was Beaver's delegate to the convention of the American Association of University Professors, held April 23-26 in Los Angeles. The AAUP is a professional organization "devoted to improving higher education, setting standards for teaching and procedures for relations between the administration and faculty," as Dr. Johnston put it.

Academic freedom in the classroom is the primary goal of its actions. The functions of the AAUP, in attempting to achieve all goals to which it is devoted, take various forms and pervade the entire college environment, in which, as in a natural environment, one rotten spot can influence the rest of the whole. For instance, when a college or university fires faculty members without sufficient reason, the AAUP will investigate the issue. If the school's administration is found to be at fault, the AAUP will publish its name on a "blacklist" appearing in the AAUP bulletin periodically under "Censured Administrations," humiliating the school before its own community. When that administration corrects its procedure of handling the faculty with "disregard," its name is removed from the list. A case in point is St. John's University's "flagrant" dismissal of about 40 faculty members. The AAUP not only put St. John's on the censure list, but added a note saying that members of the AAUP were advised not to accept positions at the school. This is a purely legitimate method of controlling what a school can do to its faculty.

Further, the AAUP works toward lower course loads, uniform salary scales and publishes studies on schools in order to gain ends of improvement. Dr. Johnston ex-

plained, "Sometimes the trustees of a school refuse to change, refuse to listen to people." By its publications, by its investigations, by its maintenance of a well-informed organization of professors, the AAUP exerts an influence on colleges and universities, protecting the rights of faculties, and preserving an uninhibited intellectual atmosphere.

Of special affect on the ideology of a school are the principles accepted by the AAUP and published in the hope that schools will adopt them. This would create a uniformity of beliefs from within the higher education community, an area where politics, economic interests, social prejudice, or other biases must not affect the basic function: open-mindedly given, open-mindedly received education.

Particularly relevant to this time of national student unrest are principles recently published by the AAUP and formulated by the Committee on College and University Government. For example:

"B. Student Regulations

Students should have primary responsibility for the formulation of clear and readily available regulations pertaining to their personal lives, subject only to such restrictions as may be imposed by law."

The closing works of this publication of principles on "Student Participation in College and University Government" are:

"Meaningful participation in college and university government is not guaranteed merely by the presence of students on committees; in some cases, indeed, this may inhibit free student expression. Such expression may well play an important role in institutional affairs through the campus newspaper, published evaluations of courses, or discussion programs on the state of the institutions which bring different constituencies together. In any case, the informal exchange of opinion, like the formal participation in the processes of institutional government, should involve students, faculty, administration, and governing board in a continuing joint effort."

Dr. Donald L. Tibbetts Named to Science Staff

by Dr. Arthur Breyer

The vacancy on the chemistry-physic staff which resulted from the resignation of Dr. Myrna Bair has been filled through the employment of Dr. Donald L. Tibbetts. Dr. Tibbetts graduated from Worcester Polytechnic Institute in 1965, received his doctorate in organic chemistry from the University of Illinois in 1969, and is currently a postdoctoral fellow at the Massachusetts Institute of Technology. His research interests are in the areas of coordination of metal ions, nuclear magnetic resonance, nitrogen fixation, and oxidative additives to metal complexes.

His research advisors describe him as "a skillful experimentalist and a knowledgeable theoretician." Dr. Tibbetts has had two years experience as a teaching fellow with undergraduate chemistry students and is currently involved in teaching laboratory and conceptual ideas to several Ph.D. candidates in his laboratory at M.I.T.

Three articles in the *Journal of the American Chemical Society* have stemmed from Dr. Tibbetts' doctoral thesis and he is currently involved in the co-authorship of

several additional publications based on his postdoctoral research.

Dr. Tibbetts was chosen from approximately 240 persons who applied for the position. In addition to his impressive scholastic record, he was judged on teaching skills demonstrated in a lecture at Beaver, and interviews with chemistry staff, students, and administration. He accepted the position at Beaver in preference to one offered him by the University of California at Berkeley.

A native of New England, Dr. Tibbetts is married and has one child. His extracurricular interests include model railroading, tropical fish, and astronomy.

During the 1970-71 academic year, Dr. Tibbetts will be teaching "Quantitative Analysis" (Chemistry 72), "Instrumental Analysis" (Chemistry 34), and the laboratory sections of "Freshman Chemistry" (Chemistry 1-2). He will also be actively involved in the senior seminars.

Understandably, the chemistry department is looking forward to this new addition to its teaching staff.

BEAVER BLACKS PROPOSE

(Continued from Page 1, Col. 2)

on the stage and through the electronic media, education and its relationship to the nation's legal system, they will search for the elements that formed patterns earlier in the 20-, 19-, 18-, and 17-centuries in American life, or the 14-, 13-, and 4-centuries in the Afro-American's West African background. After all aspects of the culture are identified, a synthesis and interpretation will be made. The 60's are being used as a time framework because it is felt that this is where the bulk of information can be found. It was also the time of most protests.

The course has four basic goals: 1) to focus, for empirical study, the Black Experience in the United States; 2) to identify the Afro-American attitudes, beliefs, and opinions toward the Black Experience; 3) to identify the impact of institutions dominated in the United States by the W.A.S.P., Catholic, and Jewish elements of the population; further, to define the beliefs and opinions reflected from their institutions toward the Afro-American; 4) to define the impact of the Afro-American upon American cultural institutions in the 1960's.

The course is basically designed for two semesters; however, a student may receive course credit for taking one semester.

Dr. Hazard and Mr. Woodland will be teaching the course. Dr. Hazard will be treating the humanities and the fine arts, and Mr. Woodland will be treating the social sciences with emphasis on economics, social psychology, and political organization.

Solid Messages

As you can see, there will be an interdisciplinary approach to the course. It will start on a continuum, with protest on one end and song and satisfaction on the other.

To understand protest, the course will explore the social sciences. But problems will not be the only area of examination. Mr. Woodland says: "We will be talking about music, about the dance, possibly the fine arts. We'll be looking for messages here . . . We are going to talk about values and contradictions of values which cause rage . . . We will be talking about protest as a theme." He ties the humanities into this by saying, "You know, it's not an accident that the blues are a part of the Black Experience . . . What we have done in the dance is to release tension . . . joyful music comes from the ability to live with the condition . . . This has been our survival, the fact that we can move with a situation of unadulterated joy in our music, our dance, to prepare ourselves to go right back tomorrow to that situation created by the blues. In some ways I think this is the Black Experience." Mr. Woodland also emphasizes that the course will try to build good, solid scholarship in the program, not propaganda.

In dealing with literature, Dr. Hazard will probably bring in such writers as James Baldwin, Lerol Jones, Eldridge Cleaver, Malcolm X, and Langston Hughes. Dr. Hazard will be emphasizing black media as well as drama, poetry, and novels. All the texts used will have been written in the '60's. He said this about the course, "I think this course will be made or broken on its experimentalism. If we're interested in liberation, we must start liberating in the classroom." He sees community involvement as crucial to this.

Filled Full For Fulfillment

The class will be run like a seminar, with interaction and interpretation as the most vital part. The instructors will serve as in-

This Friday, May 8, the Summer Student Art Show will open in the Library Art Gallery. The show will include an exciting composite of the paintings, prints, interior design and graphic design projects of the junior fine arts majors. It will be open to visitors and students all summer — for a change of pace during the hot months, visit the air-conditioned library and take in the exhibit.

Profile: Dr. Myrna Bair

by Gail Pasternak

"Tremendous!" was her hearty response to the contemporary crusade for cleaner air, cleaner water, and just generally, a cleaner earth. And Dr. Myrna Bair, chemistry professor who has taught Beaver students for four years, may have a bit of time to ponder the fascinations of man and his environment as she leaves Beaver to attend to her earthly duties as a wife and mother.

Dr. Bair, who received her master's degree from the University of Wisconsin, continued to expound her ideas concerning the ecology movement saying that students have "done a great deal to bring it to the attention of the adult world," and that the problem has reached the second stage of a three-stage progression of conquest; the first stage is awareness, the second is education, and the third is action.

Such interdisciplinary courses as the one named "Environment, Man, Science," to be offered here next year, are the beginning, she continued, stressing that next year's course will weigh heavily on the pollution crisis. On the action level, she sees as paramount the necessity of law enforcement of anti-pollution and waste laws. This must be done at a national level, she said.

Speaking as a chemist, Dr. Bair touched upon the possibility — as have many ecologists — of re-channelling wastes into energy. She cited one known example of an acidic waste product of steel production that can be recycled instead of being dumped into the air or water. This would be one of the best ways of handling industrial wastes, she said.

Learning about man and his environment should be an integral part of any liberal education, added Dr. Bair. And thus the conversation took a turn toward the ideas of academic reform and change. Relevant science should interest any student, for the "fact that you're living and breathing is a scientific phenomenon." She cited exemplary college curriculums as those which offer science courses for the non-science major. She has



Dr. Myrna Bair

watched the development of such programs progress since she did graduate work at the University of Wisconsin.

Just as a relevant science course should be included in a student's course of studies, Dr. Bair also supports the idea that, although a student should be free to choose his courses, the courses should be confined to specific disciplines. A college should educate people so they are not narrow in their knowledge.

Thus, Dr. Bair was an enthusiast for the curriculum change that Beaver underwent last year. The new system kept her idea of distribution while allowing the students freedom in choosing the individual courses.

Dr. Bair is not such an enthusiast for Beaver's going co-ed, however. Although she feels that it is inevitable, and though she admits that the sciences only stand to gain from such a radical change, she is afraid that it might spoil Beaver's uniqueness in being a special type of girls' school. She'd "hate to see it end up as an ordinary kind of place."

And so, Dr. Bair, who does not at all remember any discrimination in being a woman chemistry major at the the University of Cincinnati, will observe Beaver's activities and changes as one who has been involved in the "special type of girls' school." And we hope that's not where it ends.

Plans and Programs Committee Discusses Campus Development

by Judy Kellum

The question of coeducation at Beaver is now being studied by a group of trustees, administrative officers, faculty, and students under the auspices of the Committee on Plans and Programs, a standing committee of the Board of Trustees. Throughout this year, the committee has discussed the important aspects of college life related to coeducation, such as curriculum, residence halls, academic facilities, faculty and staff, library, athletic facilities and programs, student financial aid, and maintenance.

In relation to the study, Dr. Samuel Cameron, Beaver's clinical psychologist and a faculty member on the committee, has done research on the problem of fear of achievement in women. He found that studies conducted at the University of Michigan proved that most women have a fear that success in a competitive situation will have negative consequences, such as unpopularity and loss of femininity. The fear of success for women is greater in competitive situations, especially when women must compete against men. A girl who is motivated to achieve is defying society's belief that the essence of femininity lies in repressing aggressiveness and intellectuality. Dr. Cameron believes that these results prove there is still a place for the women's college because it eliminates male competition and thus reduces the inhibition of achievement motive.

The Plans and Programs Committee was established three years ago by the S. G. O. to "serve as a forum of discussion for all matters brought before it by its members." Last year, the committee presented a recommendation to the Board of Trustees and to the faculty regarding Beaver's affiliation with the Presbyterian Church. The result of this recommendation was the elimination of the required religion course. The committee has no definite plans for studies after the completion of the coeducation study.

Dr. William Wefer, a member of the Board of Trustees, is chairman of the committee. Other members from the Board of Trustees are Mrs. Harry A. Alsentzer III, Dr. E. Jane Carlin, Mrs. Ruth W. Miller, and Dr. Allen H. Wetter. The administrative officers on the committee are Dr. Edward D. Gates, Dr. David Gray, Dean Margaret LeClair, and Dean Florence Plummer. Faculty members include Mr. Jack Davis, Dr. Samuel Cameron, and Dr. Robert L. Swaim. The alumnae representative is Miss Bettie Ann Howard from the class of 1966. This year there were five student representatives: Mary Ann Cook, Deborah Parks, Sherry Veshnock, Helene Evans, and Jill Lang. The student members for next year will be Arlene Weissman, Priscilla Hambrick, Carol Cates, Carolyn Dixon, Jayne Osgood, and Sandy Thompson.

LETTERS TO THE EDITOR

(Continued from Page 2, Col. 5)

\$35,000.00. This major problem has resulted because, over the years, the clubs have constantly been "blowing up" their requested budgets and causing a tremendous amount of momentum to be attached.

I personally feel that some way has to be found to prevent the constant abuse of this SGO privilege of allowing each club to handle its own finances. However, the various chairmen should not sit back and just expect us to satisfy all their extravagant needs. The SGO should be there, in many cases, merely for assistance, not total support. Have you ever heard of ways of raising some extra money; e.g. dues, car washes, cake sales or getting "free" films to be shown? These really do exist! If each person would begin to put herself out a little more, Beaver could become the community many of us have visions of.

Many of you don't realize that we could have gotten James Taylor in concert on our very own campus, an event which would have affected us all. Instead, the SGO is hung up giving all its money to clubs, many of which are almost completely restricted or "closed" to groups or cliques. I really think a lot more consideration should have been given to the budgets before they were turned in to us.

Remember: "Money is like manure. If you spread it around, it does a lot of good. But if you pile it up in one place, it stinks like hell." All I can say is that I do not wish to sacrifice many of our little clubs just to aid the larger publications and organizations which quite often never stick to their allotted budgets.

—Arlene Weissman

Janning Sites

To the Editor:

According to page 56 of the Student Handbook: "The sun deck between Thomas and Dilworth, the slope between Towers and the Library, and the slope in back of the Villa are the *only* places where sunbathing is permitted."

Nowhere is the west side of Heinz Hall mentioned. Those girls who have been sunning there have been a constant source of annoyance to those who want (or need) to study during the afternoon. As exam week approaches, more will need to utilize their afternoons studying, but it is practically impossible to do so with all the noise from the sun bathers.

In addition, the bathers have been leaving their empty cups and cigarette packages behind; it's incredible how a few pieces of litter can spoil an attractive lawn.

So please, if you want to sun, use the Castle lawn or the sun deck; there's plenty of room for all. And please pick up your trash when you are through.

—Joan McKenty

'69 Grads Reflect Changing Trends

by Joanne Trachtenberg

Well, it's about that time again. The members of the class of 1970 will soon enter that cold, cruel world on the other side of Beaver's protective walls. So, seniors, before you embark, it might be interesting to note where the class of 1969 ended up.

Through questionnaires sent out and compiled by Mrs. Nancy Gilpin, director of vocational guidance, it was discovered that new trends are emerging for Beaver graduates. Those in the class of '69 who were humanities majors (English, speech-theatre, fine arts, foreign language, music, philosophy, and religion) have a larger percentage in graduate schools than any previous year. Fewer of these majors have become teachers, as was once the trend.

Exactly the same tendency is true for those who were social science majors (history, history-government, psychology, and sociology). Those who have sought out employment have entered positions in state governments and

non-profit organizations.

The natural science majors (biology, chemistry, and math) have chosen jobs in industry over graduate school which is opposite from the previous trend. An over-all look at the class of '69 found more girls from all majors working for industries and fewer teaching. However, the average starting salary for teachers was \$6554 versus \$6567 for women working in industry, so money cannot be the reason for this changed inclination.

The state of Pennsylvania attracted most of the graduates, with Philadelphia being the most popular city. A poll of the married women found that generally they are combining marriage and gainful employment.

The class of 1969 reversed many of the trends which had been true for Beaver graduates. Are these changes reflective of the "new women" in American society? It's up to the class of 1970 to determine that.

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