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BEAVER COLLEGE, GLENSIDE, PA.

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## Beaver's Tutorial Project Begins Fifth Service Year

by Pat Read

Each semester, 80-100 Beaver College students donate at least two hours of their time per week to help "unconfuse the world" by tutoring elementary school children from the Germantown area. These girls become active workers in the Beaver Tutorial Project which was founded about five years ago in conjunction with the Philadelphia Tutorial Project, a community service program designed to supplement Philadelphia's public school programs and help students from elementary to high school age with academic problems. Although Beaver's tutorial project is now completely separate from the Philadelphia project, both projects still exchange materials, information, and advice, in hopes of achieving their common goal: aiding as many school children who need help as possible.

The Beaver Tutorial Project is administered by a Tutorial Board which consists of seven students and an administrative adviser, Mrs. Florence M. Plummer, dean of students. Each week, Diane Burke, chairman, Artist Parker, liaison official between the board and Beaver's education department, Jill Bryan, the board's program director, Ginny Tegtmeier, who provides transportation for the tutors, Jill Murphy, recruitment director, Judy Stringer, secretary, and Nora Johnson, treasurer, meet to discuss the Project's problems, achievements, and make future plans.

Although one education course requires students to tutor for a semester, most tutors are recruited by the Tutorial Board. A volunteer must specify what subject she

wishes to teach and when she is free to tutor. The Tutorial Board then match their recruitment results with those of a Philadelphia survey which invites Germantown area parents to bring their children to the Church of the Brotherhood, a community service church, for free tutoring. Elementary school children then receive two hours of tutoring one or two times per week depending on the wishes of their parents and the supply of tutors.

Once the results of both surveys are computed, a transportation schedule for tutors is worked out. About 12-15 cars are needed a semester for driving tutors to and from the Church of the Brotherhood. Drivers are paid \$1 for each of the required two trips per week and \$2 for each additional trip, to help cover gas expenses. Drivers can be tutors or just students with cars who want to help out.

"Tutors have to be interested in their kids," says transportation director Ginny Tegtmeier. "They also have to be original, and be able to improvise from normal school methods. They have to make tutoring fun and interesting as well as educational. After all, what kid wants to go to school all day and then get tutored for two hours if the tutoring is the same thing that bored him all day? The tutor has to make her students want to come to tutoring, and learn."

In addition to tutoring, the Tutorial Board sponsors activities for all of the children who sign up for tutoring service. Each year picnics and Halloween parties are held for the children.

## Women's Board, Phoenix Plan College Parents Tea

Most of you, upon entering Beaver College as freshmen, were invited to participate in the College Parents or Home Away from Home program, which will officially get under way this year with the College Parents' Tea being held on Sunday, September 20, at 3:00 p.m. in Grey Towers. This program, sponsored by the Women's Board and Phoenix, the college inter-faith organization, puts incoming students interested in maintaining a living relationship with their religious denomination and/or desiring a home atmosphere to which they may turn regardless of religious connections, in contact with interested families in the Glenside area. The opening tea will provide an opportunity for the college parents, clergymen, and members of the Women's Board to meet the participating Beaver students.

The first such program was organized by women of Temple Keneseth Israel for the Jewish students at Beaver. Then, when the Women's Board was organized to give service to the college, that group assumed the responsibility of securing hospitable Protestant families in the area to provide worship opportunities and a family atmosphere for interested girls. At the present time, Phoenix provides this service for students of all religious persuasions, with Mrs. W. F. Metzger, Women's Board chairman, co-ordinating the program for local Protestant churches, and Miss

Frances Lewis, director of public relations and Mrs. Florence Plummer, dean of students, representing the college. Roman Catholic students are afforded the same opportunity through the Newman club, and Hillel provides a similar experience for Jewish students.

The College Parents' program has been responsible for establishing life-long friendships for hundreds of Beaver College students over the years and continues to prove valuable today. This year, a special effort is being made to offer each participating student the precise type of relationship she desires, whether it be a strong church tie in her own denomination or in an unfamiliar affiliation. Some students have indicated that they are primarily interested in having an informal contact with a family without any form of religious commitment. In any case, the concerned members of the Women's Board, the student religious organizations, and the administration have done, and are willing at any time to do, whatever will suit the needs of any student, freshman or upperclassman. You, as a Beaver student, need only indicate an interest in becoming a participant in this potentially rewarding experience — the potentiality becoming realized when you take the necessary initiative to join. Feel free to make further inquiries about this program through either Dean Plummer's office or Dr. Charles A. M. Hall, chaplain of the college.

## Miss Lewis Receives Community Recognition

by Pat Read

Miss Frances H. Lewis, director of public relations at Beaver College, was recently named a member of the Citizens Advisory Committee of the Montgomery County Board of Public Assistance. The Citizens Advisory Committee was set up for all Departments of Public Assistance by a mandate of the Governor of Pennsylvania. The committee, composed of community leaders and recipients of public assistance, will work closely with the Montgomery County Board of Public Assistance and professional personnel of the Montgomery County Department of Public Assistance. These three groups will collectively work toward creating a better social environment in Montgomery County.

The responsibilities of the committee include bringing to the attention of the Montgomery County Board of Public Assistance the needs of the community, reflecting individual and community needs, serving as a liaison between the board and the community, and assisting in the development of creative and innovative programs for the community.

"I'm interested in serving on this committee," said Miss Lewis, "because there will be direct confrontation between the committee and the people in the community who will be recipients of the organized programs. I have always felt that each citizen has a certain responsibility to take part in community affairs."

Miss Lewis, a noted community leader, devotes much of her free time to public service. In addition to serving as Beaver's director of public relations since 1951, she has been a member of the Beaver College Alumnae Association since 1942, during which time she served as second vice-president 1958-60 and first vice-president from 1962-64. Since 1958, Miss Lewis has served as chairman of various meetings conducted by the American College Public Relations Association.

In 1959, she became an active member of the Suburban Public Relations Association and served as president in 1960-61. Miss Lewis became a member of the Public Relations Society of Amer-

ica in 1964 and, in 1965, received the Philadelphia chapter's first award to a non-profit institution, Beaver College, and a citation for excellence in public relations performance. Miss Lewis is an active member of the Old York Road Area Community Council, a community service organization which unearths the needs of the community and presents them to the attention of some 100 community organizations so that constructive action can be taken. Miss Lewis was president of this organization during 1969-70.

### The First

Out of 1,000 entries from colleges and universities throughout the country, Miss Lewis was awarded two certificates of special merit in the national honors competition of the American College Public Relations Associations. She received these awards for her plans for the dedication of the Eugenia Fuller Atwood Library and for the Conference on Liberal Education and Womenpower in Science and Mathematics, sponsored by Beaver College under the Executive Office of the President of the United States, Office of Emergency Planning. This was the first time in the history of the competition that one public relations officer won two such awards in the same year.

Miss Lewis was also a volunteer consultant for the Abington Friends School Development Program and for the Soroplist Club of Glenside Scholarship Program, 1966-68. In January, 1970, she served as associate program chairman for Middle Atlantic District Meeting, American College Public Relations Association.

Miss Lewis is listed in *Who's Who in American Women*, *Who's Who in the East*, *Who's Who in Public Relations*, *Who's Who in American Education*, and the *Dictionary of International Biography*. She is a member of the American Association of University Women, the American Academy of Political and Social Sciences, the Suburban Public Relations Club, and the American College Public Relations Association. She is also listed in *Foremost Women in Communications*.

With all of these achievements to her credit, Miss Lewis feels that



Miss Frances Lewis

teamwork is the most important factor in any successful venture. "It is only through teamwork and communication that anything is ever accomplished. Mrs. Caroline Bartlett, assistant director of the public relations department, Mrs. Elsie Gray, secretary, all of the student assistants, and the members of the various committees work together on every project that comes from our office. No one person ever does anything; there are always so many competent people behind the scenes. A public relations department is only as good as the product it must present to the public, and we have an excellent product for presentation. All we do is relate the good curriculum, the achievements, and the accomplishments of the alumnae, faculty, and students to the public. We project the college image to the public but the college creates the image that we work with."

### "Extraordinarily"

In view of her 19 years of dedication to Beaver College and to the community, Miss Lewis is truly an asset to both the college and community. In the words of Dr. Edward D. Gates, president of the college, "In addition to being a genuinely fine person, Miss Lewis is a nationally recognized authority in public relations in college public relations. The college is extraordinarily fortunate to have her valued and dedicated service."

## Beaver Parents Elect Chairman

Mr. James E. Hughes of Chatham, New Jersey, has been elected chairman of the Circle of Beaver Parents of Beaver College. The appointment was a result of a meeting with Dr. Edward D. Gates, president of the college, at a conference last spring in New York City. In this post, Mr. Hughes will direct the programs developed for the parents of Beaver students, such as Welcome to the New Parents, Dads Weekend and Parents Weekend.

Mr. Hughes, a lawyer and senior partner for Coudert Brothers of New York, is active as a board member of several business corporations including Thiokol Chemical Corporation, Renault Inc., and Michelin Tire Corporation. He serves as a trustee of Mills College of Education, New York City, and is former chairman of the board. He is the trustee of the Gill School, Bernardsville, New Jersey and the Far Brook School, Short Hills, New Jersey. His daughter, Barbara, is a mathematics major at Beaver College.

## London Offers Fine Arts

The Office of International Programs is pleased to announce that the recent affiliation of the City of London College with Sir John Cass College School of Art and Crafts will now make possible the offering of a full art curriculum within the framework of the London Semester Program.

The studios and workshops of the School of Art have been adequately equipped for various crafts and processes and have been planned to give students space to work freely. In addition to drawing, painting, and sculpture, provision is made for graphic design embracing advertising design and typography. Resources for experimentation and/or concentration is also available for such crafts as pottery, bookbinding, silk screen, lithography, silversmithing, jew-

elry, diamond setting, enamelling, hand and machine engraving, die-sinking, gemmology, gem diamond and metal casting. In addition, weekly lectures are given in the history of art and anatomy for artists.

Sir John Cass, founder of the School, was a man of considerable importance in London during the 17th-century. In 1902, the school was established in the City of London College, and included the School of Art which is now housed at Whitechapel High Street facing the Whitechapel Art Gallery.

Students enrolling in the art program will have a number of courses from which to choose. The drawing course will concentrate on the figure, still-life, and environment, with emphasis given to technical drawing.

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There will be an SGO meeting this afternoon at 4:30 p.m. in Murphy Chapel, at which time new officers will be introduced and plans for the coming year will be discussed. All students are welcome.

# 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.

## Just Like a Woman

"Now, Virginia, Mommy's going to a march in New York to protest my treatment as a woman, so be very good until I get home."

"But Mommy, why?"

"Because after four years at Vassar, I can still only make \$15,000 a year."

"How much does Mr. Black, the gardener make?"

"Our gardener? Well, Daddy pays him \$50 a week which is \$2600 a year, but that's different because he didn't go to college like Mommy."

"But doesn't he have kids, too?"

"Yes, Virginia, but my woman's spirit is being tormented and he gets the respect he deserves since he's really little more than a moron."

"Does it hurt to be a woman?"

"Does it hurt — well, no, not really but my liberty is being thwarted."

"Did anybody ever die of being a woman?"

"No, Virginia, but that's besides the point."

"But aren't there people who are hurt because of us and not because they're women?"

"Shut up and play with your dolls."  
 —S. B. T.

## Brighter Daze Ahead

"Without traditions, our lives would be as shaky as . . . as a fiddler on the roof!" These well-known words of Teyve were certainly true for 19-century Russian peasants, but how important is the tradition of Greenie Daze to 20-century college students? This question urgently needs answering, for in a world changing as quickly as ours, we must examine how constructively we are using our truly precious time.

With all of the relevant activities that could be held during that first crucial week when new students arrive on campus, it seems impossible to believe that freshmen really need to learn Penn's drinking song or have to be told where oh where the Greenie Freshmen are. Certainly, the individual meetings that the SGO and SDS conducted are a step in the right direction, but we feel that the entire focus of Greenie Daze must be drastically changed or else the program should be eliminated. After all, did entering students come to Beaver a week early to think up rhymes to answer the telephone with?

Since Greenie Daze activities are under the auspices of the SGO, a proposal to the House of Representatives is all that is needed to bring about this necessary change. We believe that some form of class identification is helpful for the freshmen to get to know each other and for the upperclassmen to know them, but with everybody feeling the economic pinch, we feel that the money invested in dinks — which are anachronistic and, to some, embarrassing — could be directed elsewhere.

Reactions and suggestions for action on this proposal are urgently needed. Since all of you have gone through this outmoded regimentation, you must have some feelings on the matter. For the sake of Beaver students to come and your own sense of responsibility, please let us have some feedback.  
 —T. A. S.

## Adjusted to the Darkness

America is really hurting.

America is really hurting because America doesn't know she's really hurting. America *thinks* she has open-mindedly, realistically awakened to the vastness, the pervasiveness of her problems: her racism, her ecological, moral, and mental decay, her cancerous consumerism, her dollar dementia. But, like Richard Farina, America has "been down so long it looks like up . . ."

Like a pollution-plagued pedestrian in New York City who looks up to the sky, tries to find the sun, and sees only the murky industrial and automobile fumes clouding around the buildings, so America's perspective has not broadened beyond her oil-slicked beaches. The light has been smogged over and America's eyes have adjusted to the darkness until the filth is acceptable. Since the press has trumpeted the ecological disaster and a few Ralph Nader raiders have kicked up a fuss, America now smiles complacently, clings to her history of victory in all things, and gives herself a song of praise for, once again, being the leader of the world, this time in cleaning up the environment, conquering nature. The result is that a pollution count of six, on a scale of ten, "isn't so bad"; automobile manufacturers will be required to have anti-pollution features by 1975 (after millions of cars), so that proves people "are really trying"; there are a few conservation commercials on television so "something is really being done." No fear.

So what would happen to my view when I left the country for a while, when I got outside the murky filth of the air, the blaring, sickening scream of advertisers squealing for money, when I left the sight of cars built like limousines purely for their status-snatching capacity? While away, of course, I remembered the dirt; I realized that America was trying, vaguely, vainly?, occasionally. I saw a small seaside Irish village where people flocked for a day to enjoy a walk along the sea, a swirl of cotton candy, a display of trinkets. Period. Simplicity, unclutteredness. Their appreciation of small amusements was NOT mere non-sophistication, NOT cute naivete, but perhaps non-materialism. Our society has illogically confused materialism with progress and cultural development. These people probably haven't a fully conscious realization that they have little need for external, man-made, spoon-fed entertainment, because their society never stuffed consumption down their throats; money is mute. Nor are Americans fully conscious that they are trapped and limited; but they feel it as their money talks and they materially worry their lives away. And even in a large city like London, there was more evidence of sanity: wide streets, sidewalks with trees, large green, quiet parks. It was easy to see that America was hurting, by comparing it with this different atmosphere. But now to return to my country, after a respite away.

After an adjustment of my eyes to light, how does America's situation appear? Before leaving, the critical extent of the pollution was depressing. While away, the melancholy from remembering her poor, filthy piece of earth and air seemed deep and clearly founded. And upon return? When you've been in a chemistry lab for three hours, your sense of smell gets accustomed to the odor of sulfur dioxide, but when someone new walks in, the stench is almost unbearable to them. And I walked in on America. When I returned, she showed herself to be not only dirty and ugly, but intellectually nauseating, repulsive almost to the point of physical sickness.

Before I saw her at a distance, America's society and its by-products made me frown in depression, sigh in desperation, groan in frustration. But I've seen her a bit better now; I've seen that her limp is quite pronounced, her scars are deeper than I thought. I'm really frightened now; she makes me cry, because she is not just sick, she is dying. When you've traveled in a car for hours, days, weeks, and then sit in silence, your ears hum and ring; and so the charm of a summer of human kindness, of giving, of trust, lingers on, throbbing in my head and in direct conflict with the ticky tacky of the east coast, with the inhuman, molded automatons scurrying around the airport, banging into and bouncing off of other automatons like dodge 'ems.

Absence and distance heighten perspective. Now again in America, I have only a set of memories to assure me that humanity is alive and well and living in Wales, at least.

Self-righteous complacency may kill America: it's covering her eyes like cataracts.

—J. R.

The House of Representatives will meet Wednesday, September 16, at 4:30 p.m. in the SGO Room. Secretaries with Portfolio will be elected at this open meeting.

## Letters to the Editor

### Orientation — 1971

To the Editor:

College is a time for satisfying intellectual curiosity, for developing the ability to search out, analyze, and apply information and insights; it is a time when habits are formed, habits of thinking and habits of feelings. It is not a vacation at sleepaway camp for singing "college" songs, wearing freshman dinks, or being servants for the upperclassmen.

There are things that are known and things that are unknown; in between are doors.

JIM MORRISON

A bit more of the unknown becomes known as each door is opened. And after exploration beyond each door, it is up to the individual to choose which one best suits her. Questioning and interpreting play a major role in the decision-making.

Next year, this is where Orientation '71 should come in — forums, seminars, concerts, and films should be organized for the Class of '75 and the entire student body. The theme should be WHY? — the objective should be to provide a suitable atmosphere for lively discussions, debates, and exploration of alternatives. If this got underway, the doors would keep opening . . . wider and wider . . .

Would anyone having any further opinions on Freshman Orientation please share them with me?  
 —Arlene Weissman.

### Help Needed

To the Editor:

The time is fast approaching when American men and women will go to the polls to elect candidates to the highest legislative body in this country. The results of that election will be reflected in the domestic and foreign policies of the United States in the coming years.

Movement for a New Congress is a campus-based organization operating within the American political system to affect this election. It is dedicated to reversing American war policy and reordering American priorities by electing men committed to these goals to the Congress of the United States in November.

Currently there are about 350 local chapters of the MNC in more than 35 states. More than 25,000 persons took part in primaries through the MNC. Many more are expected to work with us in the fall.

The Movement will be active in between 60 and 70 campaigns this fall. Suitable candidates — chosen for their stands on the war question, civil rights, urban affairs and environmental concerns — will be supported where they have a reasonable chance to defeat candidates who are deemed unsuitable.

Support to candidates is given primarily in supplying volunteer workers for their campaigns. These are used mainly for voter registration and canvassing drives. They are organized by local offices in cooperation with the campaign staffs of the candidates.

The local offices, in turn, are coordinated by regional offices; of which there is generally one per state. The national office supplies expertise, advice and the names of volunteers in the area. Also available from the national office is research on candidates' records as well as detailed information on campaign tactics.

The MNC is seeking the support of students and faculty members who share its goals and favor working within the system to attain them. Any interested in setting up a local chapter or working for one in your area we invite to contact the national office, Box 810, Princeton, N. J. 08540 (609-924-7260).

Sincerely,

Robert L. Taylor,  
 Director of Public Relations,  
 Movement for a New Congress

### Ordeal on Wheels

There is increasing concern among many students on campus with regard to the parking situation. Car owning students claim they must seek parking spaces outside the campus area, which involves long walks and extra expense. Cars found on campus that do not have permits are being towed after 9:30 a.m. and students requesting permission to park are told that nothing can be done until the day students have registered.

The girls here on campus who need their cars for employment and student teaching, and studies at other campuses do not want to park illegally; nor do they want to see the Beaver campus become one mass parking lot. Students would just like to see some definite action being taken. Many have suggestions for parking areas that would not endanger the campuses appearance nor the needs of the college staff. Who do they go to?

—Chris Essler.

## Weather for September 15-22

September 15 — (that is today) There will be approximately 17 clouds in this area. Whether or not they are threatening or not will be hard to tell.

September 16 — There will be a lot of air, partly sunny and partly not, depending on whether one is a pessimist or optimist.

September 17 — Very strange, with periods of light oblivion. After 6:00 p.m. it is anticipated that the sun will probably begin to disintegrate.

September 18 — Normal day.

September 19 — Abnormal day with no classes and very little participation. About 32 clouds will be passing over the area, one of which will bring about a change in attitude.

September 20 — 37% chance of total world destruction, however nice a day it is.

September 21 — Sun will rise at 5:42 a.m. and set at 7:31 p.m. This, however, will not change or effect the typhoons in the Pacific.

September 22 — see Beaver News.



# "The Best Way to Remember..."



## Horace Woodland 1911 — 1970

by Tobi Steinberg

When Mr. Horace Woodland first joined Beaver's faculty last year, his stated goal was "to align students with the world of relevance or reality in education or any other area in which I have some background and a student has some interest." In his far-too-short time here, he made remarkable steps toward fulfilling that goal, as evidenced by the many reforms and recommendations which he spearheaded and followed through. Realizing that his being black would enable him to serve as a liaison between the Beaver blacks and the rest of the college community, Mr. Woodland made tremendous strides toward bridging some of the crucial gaps which existed and still, unfortunately, exist on this campus.

Although Mr. Woodland did not come to Beaver purely as an academic figure, his educational experience was certainly instrumental in making him such an important figure. In 1968, he was asked to design educational programs for North Philadelphia schools as part of the Model Cities Project. Four of the 11 innovative systems which he set up were experimentally used that following summer in Philadelphia; although the project was not federally funded, he persuaded the Urban Coalition to sponsor three of the programs and the Office of Economic Opportunity to manage the fourth one.

As director of "Operation Feedback" during 1968 and 1969, Mr. Woodland organized an attitude study for the pupils of seven senior high schools of North Central Philadelphia to test the hypothesis that the higher the degree of isolation between pupils and school, the higher the probability or incidence of institutional failure. The two variables that he used were social environment and curriculum relevance — variables which he continued to stress in his courses conducted at Beaver.

In addition to his teaching experience at Beaver, Mr. Woodland

taught race relations and community structure and organization at the University of Washington. As a fellow in the Institute of Labor Relations at the University, he began a study of the Negro in the work force of the Northwest. Since 1959, he was an employee of the Philadelphia School District and was a participant observer of English at Bok Technical High School from 1959 to 1967. After receiving his B.A. from Lincoln University and his M.A. in sociology from Drew University, he did doctoral study at the University of Washington, initially in labor economics, then turning to a major in sociology and a minor in political science (special studies in British mandated territories in Africa). He also studied contracts at North Carolina College Law Schools and took courses in English and education at the University of Washington and the University of Pennsylvania.

Outside of the educational field, Mr. Woodland served as Industrial Relations Officer for the Urban League of Seattle and the U. S. Navy, Military Sea Transportation Service. In 1955, he received the Outstanding Civilian Award for work with the Navy in settling labor disputes with civilian employees. Through his work with the Urban League, he organized and directed career clinics for black high school students and persuaded private employers, government agencies, and labor unions to accept Negroes for employment. Since 1945, he was consultant to the Resident's Council on Fair Employment Practices and from 1968, served as trustee of the black and Puerto Rican Youth Trust Fund of North Philadelphia.

Mr. Woodland is survived by his wife, Vernice, and two daughters. The Beaver College community will long remember the tremendous collective and individual contributions which he so generously extended to those he touched.

I hereby invite everyone who knew Horace Woodland, students and staff and others, to write a paragraph or two to Mrs. Vernice Woodland, telling her something personal about your relationship with her husband. Put the final draft of your statement on a sheet of 8½" x 11" bond paper. Leave a left-hand margin of at least 1½". Bring it or send it to the Education Department office, C-216A, not folded, if possible. When your statements are all in we will have them bound and will present them to Mrs. Woodland as a remembrance of what his friendship meant to us. Do it now, lest you forget. Thank you.

Norman A. Miller

## No "Moments of Silence"

The best way to remember a man who stood well for the same things you try to stand for is to try to keep moving — in the same right direction he was going. So for me, no "moments of silence" for Woody, but days, months, years more of the loud clear actions his life was. We dreamed together how we could change this complacently decent, "God-fearing" community for the better, and through it the larger sick, credit-card-competent society outside that makes our too tiny lives possible.

For a start, I'm requesting the Business Office to deduct ten percent of my monthly salary beginning September 29 (American Indian Day) to a fund for Third World studies and programs to be administered by the Association of Beaver College Blacks. I want it called the Malcolm X Fund, to remind myself that Brother Shabazz and I grew up unequally and separated in General Motors Michigan. I remember my mother telling me in hushed tones (on our lily white beach 165 safe miles north of Detroit's Paradise Valley black ghetto) that a cracker farmer, part-time carpenter who helped build our summer cottage, belonged to the Black Legion. What she didn't tell me, even though as a teacher in a Detroit ghetto she had a professional obligation to learn it, was that the same Legion had murdered Malcolm Little's father by having him cut in half by a Lansing, Michigan streetcar, because he was too much of a *Mensch* to tolerate the North's amiable racism; amiable, that is, until a black man insisted on claiming his American manhood.

This fiscal memorial to Woody, by the way, is given out of justice, not charity. When LeRoi Jones spoke in Murphy in 1965, he looked at the thin black line of cleaning ladies and assorted "help" standing at the back of the auditorium and asked Beaver's then almost wholly white student body by what right they were sitting down and learning, while their black sisters were standing up and working. His answer — structural injustice, a rancid black burden of our racist history — is close enough to the truth for me. So my docking my wages is, so to speak, back taxes for all those colored cleaning ladies at our house, for all those black maids who straightened up my bombed hotel rooms, for the boot-blacks in all the airports of America who shined my shoes because that's the way things were in an America that took for granted its underclasses.

No one knew better than Woody, however, that money alone would not excise the cancer of racism from the heart of a muddled America. Time, energy, and love are much more important than money — an elementary lesson that Soulless honkey America lost somewhere back in the days of Cotton Whigs and ante-bellum plantations. That Huey Newton's call for a socialist reconstruction of the United States drives Rizzolanders into such a frenzy is further evidence, if any were needed, of how heavy a psychic toll the Establishment's divide and rule tactic of anti-Communism has taken on the supposedly common sense American. Ghetto blacks are too close to the margin of survival to accept such lies: America at the present moment is a mixed up economy, instead of a mixed one, in which private enterprise for the poor coexists uncreatively with socialism for the rich. The Federal Housing Author-

ity subsidies for a racist housing industry and the \$40 billion interstate "defense" highway system for Detroit and the trucking industry don't even make it necessary to go into the Military-Industrial Complex to see how what Senator Fulbright called the arrogance of power abroad works at home. A national character which has put individual monetary success ahead of community health and stability is what ails America. What the Black Panthers say about the insane priorities of our superpolluting economy is so obvious that only a "successful" Big Middle worrying about where to buy a second vacation home when not "playing" (obscene metaphor) the stock market can kid himself so completely into believing the oppressed are unreasonable.

In many ways, Beaver looks like it's wholly out of it, when I decide what I think the overprivileged third of the world is up against. And yet just when I start sliding into a pessimism, something like what happened on the Vince Edwards News appears: the new chairman of Beaver's Board of Trustees and head of Philly's biggest bank, lecturing his peers on how important it is to get unrepresented voices (blacks, women, young) on bank boards of directors heretofore dominated by wealthy old men. There are a lot of things wrong about the Christianity I see around here, but one good thing is how it keeps people examining their consciences. There is in man, as Gerard Manley Hopkins put it, "a dearest, deep down freshness," — a perennial capacity for renewal. Woody and I shared the crazy dream that we could unleash new energies from the old Beaver. Even if time proves us both wrong, I want to work as hard as he did trying to prove we were both right: Beaver is finished being an expensive finishing school; it's about to tackle, as women liberators, America's unfinished business.

—Patrick D. Hazard,  
Labor Day, 1970.

## More Than A Token...

I anxiously awaited the first day of class when I was to be taught by Beaver College's first black professor. Before meeting Mr. Woodland I tried to assure myself that he would not be a token at Beaver, and rejoiced to discover his personality and goals did not fit the description. As a teacher, I found him to be one who steers, guides, and channels. He did not think of himself as the superior teacher, like many, who tells us what to learn and when it must be learned. Mr. Woodland tried to guide us in the right directions, and tried to make us question, think, and decide for ourselves. As an elementary education major, I went to see Mr. Woodland numerous times with questions and problems pertaining to the education field; he was my resource person.

As the year progressed I saw Mr. Woodland several times a day. Outside of class we were both involved with the Association of Beaver College Blacks and the Human Relations Committee. For many students there are times when we hit sour notes; when that happened to me, I went to Mr. Woodland for inspiration, and received much more.

Being a black at Beaver is not easy, and Mr. Woodland was also involved in the struggle. As a reflection of our past, present, and future, the course he was to teach this year was to be the peak of our endeavors. It is now for us to continue with his fight and hopes, and to let his spirit live...

"and my soul whispers ever to me, saying, Not dead, not dead, but escaped; not bound, but free."

W. E. B. DuBois

—Nora Johnson.

## Human Dignity... The Goal of Men

At this time, I feel great pride in paying tribute to a "man" who kindled my consciousness that this is the era to be young, gifted, and black... the era to show the many facets of the black experience both beautiful and distressing with dignity and pride.

Together, Mr. Woodland and the Black Studies Committee of the Association of Beaver College Blacks explored the dynamics of the life of the black man. We found that there had been many mistakes in previous black studies courses. They were usually isolated subjects which consisted of many unrelated facts. It was felt that this could have been one of the reasons that white America had difficulty in accepting or believing in black studies. Here, we witnessed an unconscious or maybe conscious act of reducing the meaningfulness of black studies. In light of this, Mr. Woodland suggested that our black studies course should have a humanitarian approach in order to assure ourselves that there was a total picture and continuity and should also focus on the overt signs of the black experience — those of the sixties. Mr. Woodland also worked diligently with Dr. Hazard in order to construct a detailed outline for the black studies course entitled

"Themes and Aspects of the Black Experience."

Mr. Woodland is not just remembered for his contribution to Beaver's black studies course. I remember him because he gave me impetus to strive and work to my greatest capacity. For me, he was like a father who helped instill a sense of worthiness. He understood the pressure and alienation that I often felt being a black on a predominantly white campus. My feelings were neither new or unique to Mr. Woodland. He often told me he would like to make the social environment at Beaver one in which there would be very little anxiety for blacks and whites. The initial step toward this environment was namely through education, mainly, the black studies course; and secondly, through practice: the Human Relations Workshop. Mr. Woodland constantly remarked, "what every man feels and strives for in his life is human dignity and a man without it fights for it."

Yes, Mr. Woodland is gone and will always be missed, but I know that he will dwell in my memory and in the memory of many others forever. For he was a great black man.

—Priscilla Hambrick.



## Reflections on a Gentle Man

It was my good fortune to meet Mr. Woodland in the fall of 1968. At that time he spoke to Dr. Claire Fox's class of elementary education students from Beaver, explaining the problems encountered in teaching in the urban schools and how to overcome them. All of us who heard him were much impressed — first of all by his knowledge and insight of the situation — but most of all with the man himself, with his understanding of people, both black and white, and the ease with which he seemed to emerge as a friend. Instinctively, we felt that here was a person whom we wanted to know better.

This opportunity came a year later when Mr. Woodland arrived on the Beaver campus. Although plagued by ill health, he never spared himself in working toward the fostering of racial understanding both on and off campus.

Last spring, although working under pressure to develop the black

studies course before the close of the term, Mr. Woodland unhesitatingly agreed to speak to a group at our church. Once again others were impressed with his knowledge, and felt, too, the impact of his personality. As a result of this meeting, and with no thought for the added strain on his health, he voluntarily offered to present the black studies course to two community groups in the area.

The news of his passing came as a shock to many of us. On all sides one heard: "... a fine man"; "... truly loved people"; "... a real gentleman"; "... a beautiful man"; "... a gentle man."

For me, the privilege of knowing and working closely with him, feeling his genuine compassion toward all, and his dedication and unswerving diligence to fostering the understanding we all need so desperately, has been unforgettable. He was my friend.

—Mrs. Josephine Charles.

## Someone From Home

Mr. Horace Woodland was a friend to the Association of Beaver College Blacks. A very good friend.

Since the inception of our organization, one of our primary objectives has been to get this racist institution to modify its anti-black policies to the extent that black faculty and administrative people could be hired in significant numbers. Mr. Woodland was a good beginning in the realization of that goal; a very good beginning. To those who hired him, he may have been a possible pacifier, just a token, to show that they were solving their problem. But to us Mr. Woodland was a brother, someone from home.

The Beaver College community is overwhelmingly WHITE. We, the young black women at Beaver, are trying very hard to get our thing together, but this alien environment produces many problems that can hinder our progress. Having as many sisters as possible enrolled here helps. But what helps just as much or more is having black people in Beaver's hierarchy. Mr. Woodland was our link within that hierarchy while he was with us. He provided a black point of view

concerning what was going on within the higher ranks. When you are black, you oftentimes mistrust whites and give more credibility to a brother's point of view. It also meant a lot to have someone older to talk to about the endless problems we have, problems that we found difficult to talk to white teachers about. It was just good to know that he was here to give support if and when we needed him. Moral support was and is very important to a young and growing organization such as ours and Mr. Woodland provided much of it. Somehow he left us with something that will give us strength for a long time to come.

This school lost a lot when Horace Woodland passed away. It lost the large doses of blackness and truth that he will no longer contribute to this white world. No one can take Mr. Woodland's place, for he was the first one and to us here that meant a lot. But blackness and truth were not the sole properties of Horace Woodland and he knew that just as well as you and me. The point here is more than clear.

—Vernell Beamon.

## To Lift Up . . . Not Cast Down

It was a joy to know Horace Woodland. He was always cheerful and smiling, though he must have had periods of discouragement as we all do.

On one of his first visits to the Beaver campus I met him. Later I had the privilege of arranging for him to meet the black students. His unusual ability to relate favorably to others was evident as he greeted the students.

One of Mr. Woodland's talents was a keen understanding of people. In his short time at Beaver College, students, faculty, and administrators sought his advice and counsel. There seemed always to be a feeling of empathy between him and any person or group. He was completely present in any discussion, entirely involved, not listening with a fraction of his mind. Though many, probably most, of the conferences he had with others were on serious topics, his unfailing sense of humor always kept them in perspective.

*"To be a friend a man should strive to lift people up, not cast them down;*

*To encourage, not discourage;*

*To set an example that will be an inspiration to others."*

Such a man was Horace C. Woodland.

—Mrs. Florence Plummer.

## Impact of a Man

As with most people who knew Horace Woodland well, it is difficult for me to put into words the peculiar impact of the man. Behind the gentleness was a firm will and an intense dedication to his many constructive interests. One sensed his feeling that the time for his physical presence in our midst was running short, for the will appeared to strengthen and the dedication to intensify. The gentleness and broad love of humanity, however, never diminished. Had he, like Martin Luther King whom he admired so much, been to the mountain top? Our feeling is yes, and that he therefore determined to leave with us a legacy of fine scholarship and rich human understanding. He succeeded admirably and it is now the challenge to the Beaver College campus and to the many lives he touched to carry on in his fine tradition.

—Etta S. Bullock,  
Advisor to the  
Association of  
Beaver College Blacks

## Life—A Positive Reaction

Horace C. Woodland was recommended to us by Dr. Claire Fox. He had the academic qualifications and the kind of teaching experience for which we were looking. He seemed to like Beaver College, so we mutually agreed on his employment. I didn't actually see Mr. Woodland nearly as frequently as I would have liked, although I talked with him on the phone quite often. (Due to his heart condition, he asked to have his office on the ground floor in Heinz Hall instead of on the third floor of the classroom building.)

Before many weeks elapsed he had become "Woody" to many members of the staff. And because he was so easy to meet and to know, students and staff members alike flocked to his office to "ask some questions" which they had bottled up for a long time. Being the first and only black professor on campus thus resulted in a tremendous additional drain on Woody's time. These many students and staff persons eagerly and sincerely sought his views and advice with regard to racial matters that were of concern to them. Woody was concerned too — that the press of all the informal counselling activity would detract from his basic teaching duties. He talked with me about this problem several times. Eventually, as the questions were discussed, and as time passed, the informal counselling lessened to the point where it was not an excessive burden, and I feel sure that Woody believed that in fact it was one of his finest contributions at the College.

In the eight years that he worked for the Philadelphia school system, Mr. Woodland made dozens of friends and built up a wide background of experiences. These

things served him and his students at Beaver exceedingly well. He was able to provide numerous excellent, first-hand experiences to his students that few other persons could have done.

Woody didn't have many students in his classes so he was able to practice to a great degree the wide-open approach to teaching which he so strongly advocated. The freedom which he provided, coupled with his gentle guidance toward examining personal values and attitudes, tended to shock his students at first. Once the shock wore off, however, nearly every student reacted positively. Here is a brief quote from three of his students, when they wrote about his first course:

"It was the first time . . . I was forced (in a non-aversive manner) to look at my own value system . . . Although the course is in the education department . . . I frankly believe that a course with this type of emphasis . . . should be offered to all . . . of the college community."

Another student said: "This course has . . . revolutionized my ideas on the teaching/learning situation." And a third one said: "I think that Education 40 accomplished in eight weeks what many schools fail to accomplish in four years: to develop sensitive, questioning people, people no longer satisfied with the status quo in education."

The passing of a person who stimulated reactions such as these in so short a time indicates that present and future Beaver students and staff have truly suffered a personal loss. We all sincerely mourn this beautiful human being.

—Norman A. Miller.

## Intense Personal Confrontation

*Some men see things as they are and say, why. He dreamed things that never were and said, 'why not?'*

In all the private talks and planning sessions I've ever had with Mr. Woodland, I always came away with renewed determination and with an outlook that things can really work if only people would get together and try. To him, the idea of blacks and whites coming together on Beaver's campus to discuss problems that were growing in magnitude and intensity was not impossible. He believed it was good; *why not* channel our efforts to constructive, meaningful ends? He worked hard. He talked. He gave so freely to its formulation and to those who struggled initially with situations that were uncomfortable and strange. It grew and so did our relationships with each

other. Out of it came the idea of a workshop to include some 30 colleges and universities in the Philadelphia area. Again, Mr. Woodland's response to this was, "Why not?" — we've begun at Beaver, let's share it with others. Let's get at the problems that confront our entire Beaver Community and many others. He gave guidance and encouragement. He showed such excitement over our plans and our progress.

What he gave us individually and as a group is not easily expressed. He served as a catalyst sparking people and new projects. He offered encouragement as we tried to carry them out. Because of him many good ideas are emerging and beginning to take form. His being and spirit will be sadly missed by all who knew him.

—Helene Evans.

## Personal Reverence . . . A Way of Life

Mr. Woodland made a significant impact on the college community during the year he served Beaver, and readily won a warm and respected place in the hearts and minds of his students and his colleagues. We will surely miss him and extend to Mrs. Woodland and his daughters our sincere sympathy.

I am told that Mr. Woodland regarded his experience at Beaver as the "culmination of his career" and that he was doing here what he had always hoped to do. I know that he found great satisfaction and personal reward in working with his students and his fellow faculty members.

It is said that that which makes Christianity Christian is "reverence for personality." This "reverence for personality" is also, I believe, the essence of Judaism. Indeed, our Judeo-Christian heritage at its best is demonstrated when there is respect for the dignity of the individual in faith and in action. Horace Woodland, it seems to me, understood this well and expressed it in his life and teaching. Thus he is an inspiration for us all and we at Beaver, who had the privilege of knowing him in his relatively brief time here, will always be grateful that his life touched ours.

—Edward D. Gates.

*The Horace Woodland Memorial Fund has been established to further the Beaver College Black Studies program. Exactly how the fund will be divided is yet to be decided, but it is to be spent in continuing Mr. Woodland's work at Beaver. Anyone wishing to contribute should make checks payable to Beaver College and direct contributions to the Development Office in Kistler.*





## News Review:

### Holy Moses

by Sandy Thompson

There is a definite, orderly progression to the public exposure and acceptance of a good recording artist — not of the AM variety, but rather the FM type: first, a few of his better cuts are spasmodically sprinkled among the better known sounds, although at this point, his name is either not mentioned at all or is a mumbled lead-in for the weather. Next, his songs are played more often and his name, style, etc., are mentioned *before* the music is played. Finally, there is a five-minute lead-up to anything he is connected with and every ten minutes there is a commercial for his latest album or for the spot where he will soon be appearing in person.

Within the past year or so, such artists as Roberta Flack, James Taylor, John Sebastian, Joni Mitchell, Laura Nyro, Van Morrison and a lot of other singles have gone through this routine (groups somehow seem to hit all at once a lot of times). And now everybody has their albums and all is well.

But there is something extremely satisfying about finding one of these people *before* he reaches step two, before he is really anybody.

Elton John is now somewhere between steps two and three. Most music lovers are still not sure who he is, but he can be very much heard on FM radio at the moment and will soon be a well-known. Having found him while he was just barely on step one, I feel almost possessive about his music but would still like to spread it around.

Elton John is a hard-hitting piano player with incredibly soft songs and a large amount of voice control that is either gutsy or gentle, depending on the particular song. His album is evenly divided between loud and fast and soft and slow. But even his loud and fast songs are soft in lyrics and extremely refreshing in meaning.

The first song on side one, "Your Song," is one of those songs that, when heard, would probably draw an "I know that, but I didn't know he sang it" from a new listener. (In fact, his entire album has been

lying around radio studios for a few months and is more familiar than most people think.) Like a number of his other cuts including "The King Must Die," "I Need You To Turn To," and "Sixty Years On," "Your Song" is arranged with a build up from piano to violins to drums and everything just there and good. On all of these songs, Elton John's rather smooth and young voice perfectly carries out a corresponding build-up that is just there and good. Great, in fact.

"The Border Song" is probably the best known of Elton John's compositions (lyrics by Bernie Taupin) since it has been recorded by a number of other recording artists. It is probably also one of his best compositions in general. There are so many many songs on the market today dealing with loving-your-brother and let's-not-worry-about-color, and let's-be-free and why-can't-life-be-easier and all that commercial social work, that this song is a real surprise — simply because somehow, and I'm not sure how, Elton John has done this song so well that one cannot anticipate the words or the message or the type. Using his quite effective piano-orchestra-drums-and-everything build up, adding a choir for emphasis, Elton John has hit the listener right over the head.

In all of his songs, Elton John's incredible presentation of the material is what hits the hardest. The music is arranged so perfectly that the words and music are almost inseparable — one is the other in meaning. It would seem apparent that a lot of thought has gone into each piece, but on the other hand, each song sounds like it couldn't possibly be any other way, so what's to think about?

In a musical world that tends to go through phases and from time to time becomes monotonous, Elton John is very welcome. Because it is possible to say that he sounds a little like the early Stones or that his voice is a little like Van Morrison's or Jose Feliciano's but it is not wise to do so — because Elton John sounds like Elton John. And that sounds very nice.

#### LONDON OFFERS FINE ARTS

(Continued from Page 1, Col. 5)

niques of representation and creative procedures. The painting projects will be designed to introduce both figurative and imaginative values; students electing print-making will work primarily with lithography and silk-screen. In addition, a three-dimensional design course will be offered, concentrating on projects in various materials and clay modeling from the figure.

Besides the "Masterpieces of British Art" course which has traditionally been given to incorporate the art treasures, cathedrals, and other architectural monuments in Great Britain, an art history course dealing with Pre-Raphaelite and 19-century English art will also be offered. Instruction for both selections will be co-ordinated with field trips and visits to art galleries and museums and will include formal analysis of the works of art studied in terms of their relationship to art history and other European masterpieces.

A stipulation for electing the fine arts program is that it be an all or none procedure; in other words, students must stay within the pro-

gram outline of two studio courses, one course in art history, and one course offered by a Beaver College resident professor — they do not have the option of choosing courses from the other areas included through City of London College. However, this set-up is an excellent opportunity for Beaver fine arts majors to take advantage of the London Semester Program and it is anticipated that many students heretofore excluded because of course requirements will welcome this expansion.

Sometime in the near future, Dr. David Gray, Director of International Programs, will hold a meeting with all students interested in study abroad. It is important to remember that deadlines for applications come up quite early in the semester and students should start planning now to complete distribution requirements so they will be free to participate in the Program. At this meeting, to be announced in the *Beaver News*, Dr. Gray will explain all of the possibilities open to Beaver students for inclusion in our programs and affiliate programs.

#### ORMANDY

On Wednesday, September 16, the Academy of Music will sponsor its gala opening concert, featuring the Philadelphia Orchestra under the direction of Eugene Ormandy. Rudolph Serkin will highlight the all-Beethoven program which begins at 8:30 p.m.

## That Other Two-Thirds

by Patrick D. Hazard

The crisis squeezing all of us with the courage to stay tuned in to it is a crisis of moral imagination. As we do our personal equivalents of sipping a third martini on our undefoliated patios, most of our minds are simply still too narrow to accept My Lai, favelas, Bantu separate development. We apprehend the noises, not comprehend the meaning. And those short hand phrases for the monstrous anguish in the Third World will remain sterile abstractions until our selves are quickened. It is surely more than humanistic special pleading to insist that it is precisely at this point of moral and imaginative underdevelopment that the old literary stock in trade, "vicarious experience," is the key to instant if not unlimited progress.

#### Our Petty Deserts

Our literary establishment so easily conned by Stalinist popular front shenanigans, partly indeed because of its own facile expatriate hangovers and hangups in the 1920's, has inflicted a Southern agrarian illusion of apoliticalness on literary studies for almost three decades. That this structural myopia is about to end seems clear from an absolutely crucial essay by that unperplexable Poohbah! of Berkeley, Frederick Crews, "Do Literary Studies Have an Ideology?" PMLA (May 1970). The trick is not to keep literature out of politics; it is to keep dehumanizing politics out of the writing and reading of literature. Crews shows to my satisfaction that the American academic establishment is corrigibly innocent of its own implication in the corruptions our imperialism has blundered onto a sorely suffering world. It is a truism that the Vietnam War has been the most reported, least empathized conflict in the history of warfare. National administrations that have flaunted their Disneyland Decent styles in the face of genocide abroad and racist complacency and complacency at home are literally incredible. But the poets have kept plugging away, trying to reduce the endlessly repetitive Bonnie-and-Clyde-type-tale film to the scale of one epidermis scalding with napalm, one Biafran belly twisted toward kwashiorkor, one Havana Hilton where going straight in the absence of North

American expense accounts. This is to say, the crisis is not, as quick-"thinking" Police Commissioners tend too shallowly to feel, one of pacifying militants by preventive detention. The violence around us is the legacy of fathers (and sons) who denied their egalitarian beliefs by their behavior, massively, just as the Czarist's dances towards the midnight deadline of the Romanovs (see the TV film, *Nightmare In Red*) exacerbated Russian's transition to socialism. Because we have not yet blown our minds open enough to the ecumenical winds of the first globally human era, we suffer in our petty deserts. Literature traditionally detaches one from parochialism of time and space. The now pain is the imperative to transcend all time, all place, all class, almost all at once. Given the sad incubus of Ichabod Craneism which intervenes between most Americans and serious literature, the media are probably where most Third World epiphanies will occur in the immediate future: film, TV, and, never forget, radio.

We have such a mess of a radio system (abandoned for the most part after the TV Klondike) that we tend to forget how civilizing a medium it has remained in the Mother Country, where major playwrights use the farm system presided over by historian-critic Martin Esslin to pioneer their ideas and perfect their styles. The audio-cassette system (which I used all during the summer of 1970 in London) could not only revolutionize teaching in the humanities — most of us English teachers tend to be ear more than eye people — but Third World communicators should beseech a black Think-tank like the Institute of the Black World in Atlanta to prepare a black paper on how the insights of Frantz Fanon's essay on the role of the transistor in Algerian's revolution can be updated to the needs of American liberation. Keeping the costs of change down accelerates change in both societies and cirrhia. Poems, of course, are the cheapest art forms there are: when you can't afford a printer, one mouth and a set of ears will do — even the poet's own in a pinch.

#### A Beautiful War

In my kind of utopia, films of all the world's poets are freely used

by all the teachers of the world's literature (our responsibility doesn't end with English anymore, if ever it did). Two such exemplary films have come out of London Weekend Television recently, displaying the benign competition towards mutually reciprocating excellence with the BBC, which corporation's benchmark telerecordings, "Tyger, Tyger: Inquiry into a Well-Known Poem," "Auden: Poet of Disenchantment," and "Dante's Inferno" I screened for the New Trends group at the Milwaukee convention of the National Council of Teachers of English in 1968. The new films are in color, "Heaney in Limboland," home thoughts by Belfast's best poet, Seamus Heaney, this year a visiting poet in residence at Berkeley. Heaney is not a political poet in an agit-prop way, let's praise that thar happy tractor gal on the fender way. But everything he writes digs deeply into the turf of modern alienation, the dignity of identity, the need to purge one's self of the illusions in which have bred the crazy weeds of nazism, maoism, stalinism, Afrikaanism. The second film is from a series, "Londons," in which current inhabitants of that glooal city present an intellectual or imaginative ancestor to advantage. Adrian Mitchell (he translated Peter Weiss's *Marat-Sade* for Peter Brook) carries on his salutary love affair with William Blake in a way that amplifies to great effect his remarks in "Tyger, Tyger." Blake is indeed alive and well loved in London, and films of this kind make universally accessible the object and rationale of Mitchell's first love. Mitchell is himself a political activist, and the unkind would argue that his love for Blake comes on much stronger than his own verse. But I still think "Tell Me Lies About Vietnam" is a worthy poem, and I'm for having all shades of activism in poets, as long as they repay the privilege by letting others, including Tory losers, have their full say. We need to shift human warfare from megatons to anapests anyway, beginning with black-white warfare.

#### Decent Diversity

Nick Aaron Ford (Morgan State) recently pointed out in devastating and depressing detail the phenomenon of excluding black writers from the anthologies used in American schools. This pattern, all of us vaguely knew, began with

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## Dr. Bor to Discuss Opportunities of Law

"Law Schools and Legal Careers" will be the topic of a discussion meeting to be held on Thursday, September 17, at 4:30 p.m. in Heinz Lounge. The discussion is sponsored by Dr. Fredric Bor, new member of the history and government department, and the Office of Vocational Guidance and Placement.

Dr. Bor, who is also a student at Rutgers University Law School and member of its Law Review, will lead the discussion which is open to all interested students. He will discuss careers in law, not only the opportunities available in large law firms, but also in areas of public interest law such as consumer remedies, legal aid, and public defender.

Dr. Bor will serve as pre-law adviser for students interested in going to law school. He will be able to answer such questions as when and where to apply and which law school program will best meet the student's needs.

The Law School Admission Test will be given on October 17. The deadline for applications to take the test is September 25. The test booklets and law school catalogs are available in the Office of Vocational Guidance and Placement, room 7, classroom building.

The Admissions Office of Beaver College is sponsoring the third of a series of Admission Representatives Workshops on Thursday and Friday, September 17 and 18. At this time, alumnae will have the opportunity to meet with students, faculty, and administrative members to gather pertinent information which will be helpful when admission representatives meet with prospective high school students in their home areas. The workshop will train 40 to 45 alumnae from 17 states in recruiting procedures for prospective students.



Welcome back.

# "L" for LURK

The hallowed hollow halls of mighty Murphy and the third floor of our ivy-covered classroom building are buzzing with science professors getting ready to depart their departments into the giant concrete "L" rising on the distant plain (lacrosse field maybe).

"How do you pack rats?" Even the scurrying furries will help to unhollow the science edifice. Who knows what mad scientists will lurk in those unknown laboratories?

Can we trust in Dr. Eddy eekatomically enough to feel safe in the thought that Beaver will one day NOT become a huge mushroom?

Will Dr. Breyer ever put Beaver

off the map with his cunning chemical capers as he carefully combines carbolic acid with hydrogen sulfide to find the true clue to you and I and the way to climb our DNA stairway?

What margantorrendous organ will creep in Dr. Sturgis' ecological corner?

What will be fed to the female-college-student-eating Venus fly-traps that we all know Mr. Matthews grows with hand-wringing pleasure?

And will the math department learn enough new things about humanity to be able to integrate us?

You never know with a huge concrete "L" on the horizon.

## THAT OTHER TWO-THIRDS

(Continued from Page 5, Col. 5)

the emergence of a national book industry after the Civil War: in deference to Southern sensitivities (and Northern evasiveness!) an ungentelemanly agreement slowly congealed into an unquestioned rigidity. For example, in the 1880's, the most popular historian of the Gilded Age — John Fiske — was shaken by a New England type righteous indignation when his Ginn and Company editors — to appease the Southern salesmen for the firm — blue pencilled totally noncontroversial allusions to Preston Brooks' caning of Charles Sumner on the Senate floor and mere mention of John Brown's raid on Harper's Ferry. Fiske made a flurry, but deep in debt for advances, he succumbed — to turn soon to immigration restriction politics to keep New England clean of more Irishmen and Italians. In the 1970's, we have the task of repairing the damage that thousands of little sins of omission and commission at every level of our educational system, K through G (for graduate school), have caused. It is possible to become too hysterical about this situation, but impossible to become too concerned. Conflict, exploitation, timidity, insolence — that is not the patented invention of American democracy; it's the story of the human race — as it is also the subject matter of literature. The greatest danger at the moment is that black militants and white compassionates alike may accept the letter of black liberation instead of the much harder to achieve spirit of human freedom in a decent world community.

So we must begin with black studies but end with humane studies of the most ecumenical kind. I first envisioned a pattern for renewing English curricula on a world basis when studying the materials which came out of the 1965 Commonwealth Arts Festival in London. For fifteen days, poets

from all over the English-speaking world spoke to each other of universal human themes (including black liberation — and brown, and yellow, and white — for none is as free as we deserve to become): first a Welsh poet, then a Nigerian; later a Canadian, followed by a Jamaican; Australian, and Kenyan; Malaysian and Scotland; from Singapore and Newcastle, Christ's Church and Columbo. There, in the literary transfiguration of Britain's dying political ideal of the Commonwealth, is the matrix of a world frame for English as a world language and literature. The epigraph for such study is John F. Kennedy's modernizing of Woodrow Wilson's ideal — to make a world safe for diversity. Bland, Lawrence Welked American suburbanians, by the way, have a great deal more to learn and value in American black studies than blacks. And, ironically, blacks haven't nearly made use of the resources for liberation in the classic moderns like, say, D. H. Lawrence, Joseph Conrad, Theodore Dreiser, Ezra Pound, William Carlos Williams. But the burden of proof for that is on the white or black teacher who already possesses those universal liberators.

Renewing English in a world frame is much easier than it sounds. Using Abraham Chapman's *Black Voices* as a *vade mecum* in a twentieth century literature course is as simple a way as one paperback, to incorporate black American liberation in established curricula. Or playing LP's like Melville's *Benito Cereno*, Dubermann's *In White America*, or tapes like *Marvin X at the Countee Cullen Branch* or *LeRoi Jones at Beaver*. Or films like the local (WFIL-TV) *1747 Randolph Street*, or NET's *The World of Piri Thomas*, or CBS' *Black History: Lost, Stolen or Strayed* (Bill Cosby starring). Or TV like WGBH's ten part series for the fall of 1969, *On Being Black* (WHYY).

The Gargoyle is eager to share and celebrate your creativity. Pleare express, explore, and invent. Art, poetry, and prose are being accepted for the fall issue. Submit manuscripts to Diane Mack, Box 274.

## Museum to Display Dali Etchings

With center city Philadelphia only 24 minutes from Beaver College by train, every student should take advantage of and benefit from all of the modern and cultural facilities that Philadelphia offers. In addition to the large department stores, small exclusive shops, movie theaters, and well known restaurants, Philadelphia also offers a tremendous amount of free cultural knowledge and entertainment to the interested student or tourist.

The Philadelphia Museum of Art is just one of the many Philadelphia museums that offers a combination of old world culture and modern happenings within one building. This month, just as any other month of the year, the Art Museum has a huge variety of art collections on display ranging in

style and design from student art dealing with psychedelic and optical illusions to etchings by Salvador Dali.

Through September 20, students who attended the Art Museum's summer art program are exhibiting their work in the Tea Room Corridor. Also in the Tea Room Corridor through September 20 are two exhibits dealing with American prints. The first, "Machine Garden," deals with the social themes contained in American prints up to the 10-century. "Portrait of the Arts," the second exhibit, deals with portrait prints and their evolution since 1840. Also on display through September is a collection of 20 paintings recently acquired by the Museum. All of these paintings have been inspected by various Philadelphia art critics and dealers. This collection includes two Victorian canvasses.

Arthur B. Charles, a native Philadelphian, is showing his collection

of pioneer obstruction prints and brilliantly flowered canvasses in the Museum's West Corridor until the end of September. "The Mind's Eye," a student exhibit delving into the field of illusions, will also be on display until the end of September. This collection in the Student Section of the Museum features a 50 foot mirror tunnel constructed out of mirror sections placed at different angles.

From September 25 to October 18, the Museum will feature an Art Sale and Rental Exhibition, composed of newly acquired works from New York City, among which will be etchings by Salvador Dali.

Starting October 1 and continuing through November 10, a collection entitled "Products of the Environment" will be shown. This exhibit has been selected and arranged to show the potentials of the best residential furniture designed within the last five years.

## Rotary to Sponsor Drug Abuse Forum

The first in a series of community forums on drug abuse will be held this Thursday, September 17, at 8:00 p.m. in the North Campus Theatre of Abington High School. The program will include speakers and discussion leaders from the Gaudenzia House staff of Philadelphia, "one of the most effective groups in the prevention and treatment of drug abuse" in the area.

The series, offered free of charge, was planned by the Rotary Club of Jenkintown, in response to recommendations of the Abington Township Fact Finding Committee on Drug Abuse. The community forum is co-sponsored by Abington Hospital Mental Health Center, Abington School District, Abington Township Commissioners, Crestmont Half-Way House, Eastern Montgomery County Ministerium, Girl Scouts of Philadelphia, Glenside Kiwanis Club, and the York Road Council.

For further information, students are urged to contact members of the S. D. S. or call 885-4000, extension 413.

Tomorrow is the deadline for returning the information forms distributed by the Admissions Office to all returning students. The answers to the questionnaires will help Miss Darling and her staff set up a well balanced schedule for tour guides and student recruiters. Your cooperation will be appreciated.

Modern Dance Club meets every Tuesday at 7:15 p.m. in Murphy gym. It can only be as good as the participants make it. All are welcome. No experience necessary. Bring dance togs, records, ideas, and a friend. Make the sun dance inside her, too.

The German club will present *Das Wirtshaus in Spessart*, a film adaptation of Wilhelm Hauff's novel about robbers and a count's daughter who joins a gang in disguise, this evening at 7:00 p.m. in CB 120. The color film stars Liselotte Pulver and Carlos Thompson.

All of you activist athletes — this is your big chance to "get at" the faculty. On Wednesday and Thursday, September 16 and 17, beginning at 6:00 p.m. on the lawn, the annual student-faculty Volleyball Intramurals, sponsored by the Athletic Association, will be held. Bring your volleyball rackets . . .

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