



Chairman Elsa Larsen Quits JB

Elsa Larsen, chairman of Judicial Board, submitted a formal resignation from that position to Arlene Weissman, president of the Student Government Organization, Thursday, September 24.

In a letter to Arlene, Elsa wrote, "In view of the recent developments in the relationship between the Student Government and the administration of Beaver College, I regret that I no longer feel capable of contributing anything toward the acquisition of student demands and the maintenance of a stable academic community at Beaver."

Elsa, who ran for the office of Judicial Board chairman unopposed, said, "I thought when I got involved I would find out that there are people who really do care — but the S. G. O. officers don't want to solve issues; they want them there to play with."

The resignation comes as a direct result of the recent campus actions which produced several proposals. "The immediate concerns of this campus are petty," said Elsa. "My connection with the S. G. O. got me involved in per-



Elsa Larsen

sonality conflicts and power struggles which are creating animosity instead of getting rid of it."

"The position of Judicial Board makes you no longer a person. Students look at you as something different. The attitude of the S. G. O. officers has a lot to do with it — an officer shouldn't think that she is suddenly infallible or an authority on anything."

Arlene Weissman said, "I regret Elsa's resignation. As far as procedure is concerned, I presume another election will be held."

"The problems on this campus require a little more kindness on the parts of the S. G. O. officers and the administration," stated Elsa. "My position made it necessary for me to compromise my personal goals—I just couldn't do it."

All-College Council To Have Greater Campus Authority

by Sandy Thompson

It was proposed by Dr. Edward D. Gates, president of Beaver College, that an All-College Council, composed of student, faculty, and administrative representation, be immediately appointed.

This committee, although similar in membership to Joint Committee, would have more authority in campus matters.

"Joint Committee, an S. G. O. committee, has never worked as we had hoped it would," said Dr. Gates. "It can discuss, refer, recommend — but it has no power of decision whatsoever. This committee which I am suggesting would act as a clearing house through which any proposal could be properly channelled."

"The appointment of this College Council does not imply that it is to supersede the prerogative of the S. G. O., the faculty or the administration. It simply fulfills a need at the college to formally bring the various elements of the campus together to serve as a clearing house for views and proposals and to advise the president of the college on administrative procedures necessary to deal effectively and efficiently with campus issues. Whether the Council should do more than this is a subject that would demand careful study."

According to Dr. Gates, there is no committee other than this All-College Council where administration, students and faculty can "act together with responsibility and authority." Using the issue of the Chat as an example, an issue which is not under the jurisdiction of the House of Representatives, Dr. Gates explained that since the matter is one of college property, the All-College Council would direct the question of renovation to the proper place for immediate action. "After all," he said, "we could talk about the Chat all year."

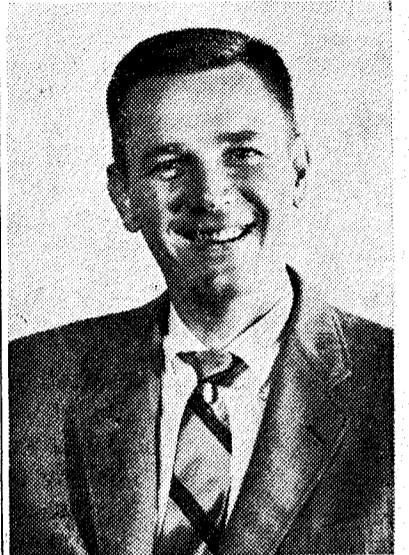
The council held its first meeting last Saturday morning to further define its membership and function and to act immediately on various proposals, pending at the college. Included as members are members of the Faculty Council, members of the administration, president and vice-president of the Student Government, a freshman representative, class presidents, Dorm Committee chairman, Day Student president, and the editor of the *Beaver News*.

After some discussion on the matter of renovating the Chat, it was agreed that Dr. Gates appoint a committee composed of Wendy Beckwith, chairman, Dr. Johnston, Mr. Ashman, and several other students to be named to prepare a definite proposal for the Chat, after consultation with the Slater Service, the Fine Arts Department, (Continued on Page 3, Col. 1)

Mr. Bruce Lundquist Named Development Vice-President

by Marcie Schatzberg

Dr. Edward D. Gates, president of the college, has announced that, as of October 12, 1970, Mr. Bruce F. Lundquist will serve as vice-president for development at Beaver. In his position, which entails the co-ordination of public relations functions such as alumnae and fund raising affairs, Mr. Lundquist will be working closely with Miss Frances Lewis, director of public relations, and Mrs. Dorothy Smith, director of alumnae affairs. His appointment culminates an extensive search begun last spring to find a man suitable to fill this position.



Mr. Bruce Lundquist

Mr. Lundquist is currently assistant to the president and director of development at Hobart and William Smith College, in Geneva, New York. He has also served as director of development at the Manlius School, Manlius, New York, and has received national recognition for his work in development.

Mr. Lundquist, a graduate of Denison University in Granville, Ohio, did graduate work at Ohio State University. Following his service as a squadron commander in the United States Air Force, he served as project engineer and systems analyst for ITE and General Electric. Presently, Mr. Lundquist is consultant for public relations and development to the president of the Camp Fire Girls of America and to the administrator of the Geneva General Hospital. In ad-

dition, he is a member of the board of directors of the Geneva Area YMCA and a member of its finance committee. He is also a member of the American Alumni Council and the American College Publication Association.

In 1968, Hobart and William Smith College received the Time-Life-Sports Illustrated Award for Achievement in Publications, U. S. Steel Foundation Award for Improvement in Alumni Giving, and the George Brakely Award for Innovation in Fund Raising, largely through the efforts of Mr. Lundquist. His former successes in the area of development were instrumental in his appointment at Beaver.

Dr. Hazard Teaches Black Studies Program for Pennsbury Teachers



Dr. Patrick D. Hazard

Dr. Patrick D. Hazard, professor of English at Beaver College, has been contracted by the Pennsbury School District, Fallsington, Pennsylvania, to instruct a course entitled, "Black Studies and Beyond." The course is being offered as part of a program to provide in-service work for teachers for the purpose of enriching staff members.

The course will study the world revolution in values that poetry and English record most effectively, confronting the black culture crisis by attempting to go through it, and beyond, to an ecumenical humanism.

Dr. Hazard, who teaches "The Black Experience: Themes and Aspects" at Beaver, has been interested in Afro-American studies for some time and received an in-

terdisciplinary doctorate in American Culture, furthering his focus on minorities. In 1961, as the first director of the Institute of American Studies at the University of Hawaii, he experimented with ways of explaining Asians and Americans to each other. In 1966, Dr. Hazard attended the First World Festival of Negro Arts in Dakar, Senegal. In 1968, he served as an American observer at the Commonwealth Educational Ministers Conference in Lagos, Nigeria. He has also participated in numerous black studies conferences and workshops.

Dr. Hazard received his bachelor of arts degree at the University of Detroit, his master's degree and doctorate at Western Reserve University, and has taught at Beaver since 1962.

Theatre Playshop Will Present Updated Strindberg Productions

Beaver College's fall productions, *Miss Julie* and *The Stronger*, by August Strindberg, will be presented in the Little Theater from Wednesday, October 28, to Sunday, November 1.

Director Terrence Theodore has updated *Miss Julie* from Strindberg's original class strife theme to fit a contemporary racial theme degrading the southern aristocracy in a Faulkner-like manner. The play deals with the caustic interaction between Jean (Ron Pierce) and Kristin (Lisa Layne), two black lovers, and their employer, Miss Julie (Miriam Taylor), a southern belle. After *Miss Julie's* attempt to seduce Jean fails, the play ends as Miss Julie realizes that she is mad and that suicide is the only answer to her problems.

The Stronger, the second fall production, is a dramatic confrontation that portrays marriage as a stale institution and a confining, strangling situation. Mr. Theodore has also adapted this play to a modern setting so that the whole

production takes place in a city bar. Mrs. X (Shelly Schwartz), an unhappily married woman, and Miss Y (Elaine Foster), the silent harlot who, unknown to Mrs. X has caused the X's marital problems by seducing Mr. X, are the play's main characters. Miss Y does not utter a word during the play, but her facial reactions to Mrs. X's statements reveal what she has done. As the play ends, Miss Y is leaving the bar and is about to begin another conquest. Mr. Z (John Swanger), a married man who sat spellbound during the action between Mrs. X and Miss Y, now becomes Miss Y's next victim. Mrs. Z (Gerri Black) and the waitress (Margaret Bledsoe) are also contributing cast members.

This season's stage crew includes Diane Audorg, assistant director, Diane Taylor, stage manager, Barbara Pauli, costume chairman, Liz Harris, lighting chairman, Maryanne Amore, make-up, Jill Seltzer, prop chairman, and Diane Taylor, set chairman.

This year, the *Beaver News* is sponsoring a series of documentary and theatrical films open to the college community. To subsidize this program, the *News* has sent letters to all parents urging them to subscribe to the *Beaver News*. Students are urged to encourage their parents to subscribe to the *News* because the success of this project will determine the frequency and number of movies that will be offered.

Dr. Fredric L. Bor, professor of government, will have the honor of introducing Mr. Norval Reece, former campaign manager for Eugene McCarthy and recent contender for the Democratic party nomination for U. S. Senator, to an open meeting of interested students on Monday, October 5, at 7:00 p.m. in Kistler Lounge. Mr. Reece will center his talk on political values and the changing role of the politician.

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.

Police Locality

The question of whether or not a college should play the part of *in loco parentis* is a perennial one, and has once again come to the surface in the boiling pot of Beaver College discussions. The issue is closely related to one of the recent proposals brought to the House of Representatives, which states, "Proposed: that the presence of any federal, state, or local law enforcement officers on the Beaver College campus be prohibited, except in cases of extreme emergency, thereby granting civil amnesty to members of the Beaver College community." It was pointed out by Dr. Edward Gates at the most recent meeting of the House, that this proposal is incongruous with other proposals, such as those relating to parietals, which call for the college to lessen its "parental" influence on students; the proposal concerning police on campus is interpreted, then, as asking the college to protect us from the "bad guys" much as our parents would.

Unfortunately, many implications of this proposal were overlooked in this somewhat simplified comparison of the issues. It is necessary to examine the proposal in greater detail, for protection is indeed not the primary question at hand.

It is stated on page 73 of the Student Handbook, that "if circumstances require the prompt apprehension or arrest of a trespasser, the Cheltenham Police should be called. In other emergency situations, the Cheltenham Police should not be called unless the Dean of Students or her authorized delegate approves." Nothing is mentioned about the Cheltenham Police tucking students in each night — which is, in fact, the case. The local police are employed by the college to serve as campus guards; so, the chances are that if a student returns to campus after closing hours, it will be a Cheltenham policeman who is checking her in.

The absence of these police on campus is, by no means, a return to dependency on the part of students and calls for no greater degree of protection on the part of the college. One might even say that the degree would be greatly lessened — it is only the strictest parent who hires the local police to watch his daughter.

There is no questioning the need for some type of security on this campus. But does not Beaver College Security suffice?

The *Beaver News* urges that this matter be looked into with a high degree of concern for the college as a whole and for the quality of campus existence.

—S.B. T.

November Exercise

As President Gates intimated in his address to the House of Representatives last Tuesday, with the world around us going up in flames, with wars raging in Southeast Asia and the Middle East, we should channel our energies toward helping resolve or at least confronting these major conflicts instead of remaining within the limited scope of the problems here at Beaver. We, the editorial board, agree

Around Town

by Linda Betz

MUSIC

Civic Center, 34 and Civic Center Boulevard
 September 29, 8:00 p.m. Symphonic Wind Ensemble, conducted by Richard B. Castiglione
Electric Factory, 2201 Arch Street
 October 2 and 3, 8:00 and 11:00 p.m. Dr. John and the Night Trippers with Mungo Jerry
McCart Theatre Princeton University, Princeton, New Jersey
 October 3, 8:00 p.m. Van Morrison
Academy of Music, Broad and Locust Streets
 October 8, 8:15 p.m. Judy Collins

DANCE

Civic Center, 34 and Civic Center Boulevard
 October 2, 8:00 p.m. Arthur Hall Afro-American Dance Ensemble
Fine Arts Theatre, Rider College, Lawrenceville, New Jersey
 September 30, 8:00 p.m. African Heritage Dance and Music Ensemble
Academy of Music, Broad and Locust Streets
 September 29, 2:00 and 8:30 p.m. Moiseyev Dance Company

DRAMA

Bucks County Playhouse, New Hope, Pennsylvania
 September 29 - October 10, *The Prime of Miss Jean Brodie*
Reading Community Players, Playhouse, 11 and Buttonwood Streets, Reading, Pennsylvania
 October 2 and 3, *Celebration*
Forrest Theatre, 1114 Walnut Street
 September 29 - October 3, 8:00 p.m. *The Rothschilds*
Shubert Theatre, 250 S. Broad Street
 September 29 - October 17, 7:30 p.m. *Fiddler on the Roof*
The Theatre Company, 2601 Lombard Street
 October 1, An Evening with Edgar Allan Poe

CINEMA

Hill Theatre, 8324 Germantown Avenue
 September 30 - October 6, 7:00 and 9:15 p.m. Z
The Band Box, 30 Armat Street
 September 29 - October 6, 7:00 and 10:40 p.m. *Cotton Comes to Harlem*
 8:45 p.m. *Medium Cool*
Bandbox Living Arts, 334 South Street
 September 30 - October 3, 7:00 and 10:45 p.m. *The White Sheik*
 8:30 p.m. *Ulysses*
 October 4 - 6, 7:00 and 10:25 p.m. *Finnegan's Wake*
 8:40 p.m. *Warrendale*
Annenberg School of Communications, University of Pennsylvania
 September 30, 4:00 and 8:00 p.m. *Power to the People*

MUSEUMS

Civic Center, Museum, 34 and Civic Center Boulevard
 September 29 - October 18, Lyrical Abstraction Continuing Exhibition of Portraits of Africa
Philadelphia Museum of Art, 26 and Benjamin Franklin Parkway
 September 29 - November 22, Works of Suzuki Harunobu

wholeheartedly with Dr. Gates on this issue; we recognize the need for all of us, individually, to do whatever is conceivably possible to further, or in some cases begin, our commitment to world peace.

In light of this top priority, we strongly urge all students who are 21 or older to take the necessary steps to insure that their right — obligation — to vote in the November 3 election is exercised. This merely involves writing the respective town clerks to request absentee registration and ballot forms and then completing these forms and mailing them back within the deadline date.

Sadly enough, I have heard some girls say that "it is too much trouble" to write for an absentee ballot. I cannot pass this attitude off to sheer laziness; rather, I think it reflects a severe lack of awareness of and/or sensitivity to the crisis stage in which our country, indeed the world, is in. This is totally inexcusable.

In answer, I can only re-iterate what has been said before by countless responsible citizens; that exercising the right to vote is the most sacred and powerful force available to all citizens who are earnestly trying to solve the problems which confront us daily. It is incredibly unfortunate that more people don't recognize this fact.

On the other hand, there are quite a few people on campus who have already taken the initiative to secure an absentee ballot. Theoretically, this is an action that should not warrant congratulations or thanks; it should be they who are thankful for having this privilege. Their duty now, and the duty of those who are not yet eligible to vote, is to urge parents, friends, relatives, and even strangers, to get to the polls on election day.

In the words of Edmund Burke, "The only thing necessary for the triumph of evil is for good men to do nothing."

—T. A. S.

Letters to the Editor

Dining Room Courtesy

To the Editor:

Some of us are very concerned about the present treatment of student waitresses and hostesses in the dining room, especially at dinner. It is really a sad situation when these girls, most of whom are on financial aid, have to take the kind of abuse that some of the girls in this school dish out. It seems that once we put on a yellow uniform and stand on the other side of the dinner table, we are no longer treated as "fellow" students, but as servants. Many of the students, once they walk through those doors, seem to forget that we are the same students that they go to classes with.

We don't think that we should have to answer to your every demand or be the sounding board for your gripes concerning the dining room policy. There is a Food Committee headed by Patsy Cather, for this purpose.

If you come to dinner with only eight people or you show up at 5:30 with nine people, but all the tables are full and you have to wait for re-sets, don't take your anger out on us. We can do nothing except reset tables as fast as other students vacate them. If you seat yourself, without waiting for one of the "student" hostesses' assistance, don't blame us if you have to wait 20 to 30 minutes to be served. We have a system that

we follow that almost assures you that you'll be waited on within ten minutes. If you show up with eight people and manage to be seated, you have *no one* to blame but yourself when you don't get served. We, the student waitresses, cannot serve you unless you have nine people.

Our job is actually no different than any other job on campus, it just so happens that we were placed in the dining room instead of somewhere else. If it weren't for the large number of students that ARA employs, many of those students now holding jobs on campus, who are not on financial aid, would not have jobs.

We are writing this to bring the issue out into the open to let the students know that we are unhappy, to say the least, at the present treatment of dining room employees. This includes the newly hired daytime hostess — she, too, is only doing what she was specifically hired to do.

Put yourself in our position. Would you like to be treated like you treat us?

Pat Towers
 Donna Courtney
 Carolyn DeGraff
 Gail Edwards
 Dee Dee McDonnell
 Laurie Haapanen
 Charmane Spahr
 Linda Seybold
 Debbie Solomon

The Philadelphia Hang-Up

by Dr. Norman A. Miller

Perhaps the largest obstacle to the settlement of the dispute between the Philadelphia Federation of Teachers and the Philadelphia Board of School Directors is the matter of how many hours per day the teacher must teach. Press coverage has done little to clarify the basic issue. My attempt to explain that issue follows.

Pennsylvania state law requires that elementary school pupils have at least 900 hours of instruction (not including recess, lunch, passing time, et cetera) per year. Secondary school pupils are to have at least 990 hours of instruction per year. This amount of instructional time must be spread over at least 180 school days, although the law does not require that all school days contain the same amount of instructional time. Dividing the minimum time requirement by 180, one finds that the "school day" for children should be at least five hours of instruction for elementary and five and a half hours for secondary. (Note that this minimum *daily* time is not specified in the law.)

For decades (centuries?) it has usually been taken for granted that the teacher work-day was at least as long as the pupil-day. In fact, it has traditionally been interpreted that the teacher had to be "on duty" a short time before and after school, as well as at recess, during lunch time, et cetera.

In late 1967, a new law in Pennsylvania provided that every teacher must have at least a 30-minute, "duty free," lunch hour. This was a breakthrough in thinking about the length of a teacher work-day. For the first time in Pennsylvania, a teacher's work-day did not include *every minute* of the time from before the first bell until after the last bell. Now, how does all of this cause a current negotiation problem in Philadelphia?

Since at least the 1930's, the Philadelphia school district has not been meeting the state requirement for minimum instructional time for its secondary pupils and for some of its elementary pupils. Somewhat tardily the state is now telling the school district that it *must* meet the state requirement for pupil instructional

time, or suffer the loss of some state funds.

The school board, using conventional logic, has said to the teachers that the pupil day must be lengthened, therefore, the teacher day must be lengthened. The Philadelphia teachers, using the new logic, have replied that there is no legal or logical connection between length of pupil instructional day and length of teacher work day. The teachers are quite willing to have each pupil spend added daily time in classes, but they say that no individual teacher is going to spend that amount of time in *teaching* each day.

If the new logic of the teachers' union holds up, the school board will have to employ additional staff, or pay overtime to present staff, or find some other way to make the amount of teacher work-time correspond to the amount of pupil instructional time, if they are to meet the demands of the state. Employing additional teachers or paying overtime are costly matters and the board naturally resists these alternatives.

If the logic of the Federation prevails in this instance it appears likely that two things might happen soon. First, other teacher bargaining groups across the state will also attempt to separate the teacher work-day from pupil instructional time, and thus seek shorter work-days for teachers. Secondly, as the effects of the added cost of this logic become widely apparent, the state legislature will probably set a minimum teacher work-day which will correspond to the minimum instructional day for pupils. The problem will be solved by a redefinition of terms.

Some previous school administrators or school board members in Philadelphia blundered in not seeing that minimum state instructional requirements were met. The Philadelphia Federation of Teachers has been very creative in its development of the logical assumptions which underlie the question of the length of the teacher work-day. The result is a current impasse which can probably only be finally settled by a modification of state law.

Dr. Cameron: Anonymity and Academics: Greatest Stress Producers



Dr. Samuel Cameron

by Jacqueline Manela

"When I was a freshman," a senior recently said, "the resident assistant on our floor kept telling us, 'if you have a problem, go see Dr. Cameron; if you need someone to talk to go see Dr. Cameron.'"

Each year, about five per cent of the student body does make appointments to speak to Dr. Samuel M. Cameron, associate professor of psychology and clinical psychologist to the college.

"We find that this number usually works out well," he said. "At the beginning of the school year — like right now — things are pretty slow. Around midterms there is one crest and another around finals."

A clinical psychologist at Norristown State Hospital, Dr. Cameron said that his strong background in family therapy is unrelated to his counseling duties at Beaver College. "Very few of the girls here have what is traditionally called a diagnostic emotional disorder. Consequently, I don't see their problems in the same light as I see those of the Norristown patients. Here there is more counseling than therapy, but it's really hard to separate the two."

"The largest category of problems at Beaver falls into this class: internal feelings about oneself," he explained. "The area in which the person may be having outside difficulties could be parents, schoolwork, or boyfriends, but the student is really looking for identity, self-worthiness, self-esteem."

According to Dr. Cameron, the problem which finally sends a girl to him may be evidence of deeper, longer-lasting difficulties. "On the other hand, a girl can have a specific, concrete problem, such as she's afraid she's pregnant," the psychologist admitted.

The school offers counseling on a strictly voluntary basis. "There is no coercion. Dean LeClair or

ALL-COLLEGE COUNCIL

(Continued from Page 1, Col. 3)

Dean Plummer, day and resident students (as the committee deems necessary) and report at the next meeting of the College Council.

Regarding a gynecologist on campus, it was agreed that Dr. Gates appoint a committee of students with Dean Plummer as chairman (College health service is administered through the Dean of Students' office) to prepare a proposal, including costs, for the next meeting of the Council.

Regarding the suggestion that special class arrangements be made in the academic schedule, in order that students may participate in pre-election activities, it was agreed that any proposal on this subject approved by the House of Representatives should be forwarded to the president of the College for referral to the faculty.

The next meeting of the Council will be held in approximately two weeks.

Dean Plummer can't say, 'Well, you have to go see Dr. Cameron.' Clients can be referred, however. Dean Plummer, Dr. Faris, a resident assistant — they can suggest that a girl come in, but it has to be her decision. The biggest source is self-referral."

"One thing I want to stress," Dr. Cameron continued, "is the confidentiality of the relationship — even the fact that someone is coming to see me is not reported. The only exception would be if there were danger and I had to take some sort of action to protect the girl."

The session's confidential nature is emphasized when a client realizes that the psychologist is not transferring her thoughts to either scratch-papered shorthand or miles of recorded tape.

"I usually make some brief notes in the beginning — just a few sentences to remind me of the situation and background. Then I may jot down some progress notes later, but basically I rely on my memory," he said.

Dr. Cameron agrees that the college experience at late adolescence acts as a catalyst toward the problems of students. "The whole idea of being in a situation where a student is responsible for herself, added to social and academic stresses, would create problems anywhere. This is not unique to Beaver."

"In many ways Beaver has less cause for problems, because in larger schools the anonymity is greater and the academics more rigorous. Not to say," he quickly added, "that Beaver's academic program is necessarily light for the students enrolled here, but many other schools are more ferocious, more competitive places." He called anonymity and academics the two greatest stress-producing factors at college.

As for his counseling, Dr. Cameron said simply, "I try to help people realize their problems. Because I've had a lot of experience, I may know right away what sort of conflicts a person has. We all think we're unique, but our individual problems are really similar to those of others. Sometimes I'm at a loss and just have to feel my way until I can come to an understanding of the problem. Sometimes I just have to say I don't know. I'm not a miracle worker. I can't make believe I know all the answers."

"I have to allow a person to make her own decisions," he concluded. "Asking questions and pointing out ambiguities help. The solution can't only be for the immediate problem; it has to be for long-range ones as well. I can't provide answers by saying 'this is what is wrong with you — a, b, c, d, — and this is what you have to do — e, f, g, h.' First of all, no one would believe me. I have to allow the client to grow in situations. It may sound like a lot of garbage, but that's how I feel."

"Gargoyle" Accepts Fall Submissions

In an attempt to improve the quality of the college art and literary magazine, changes have been made to allow for more artistic experimentation and to reflect a wider range of student thought.

Gargoyle will now be issued once a semester. Also new this year is the idea that both the art and literary staffs will consider original submissions from any students. In conjunction with this idea, the art editors have selected an art staff which will select and reject submitted material and handle some of the technical aspects in preparation for press.

Art and literature are being accepted by their respective staffs. Literary work (prose, poetry, etc.) may be submitted to Diane Mack, Box 214, by October 23, 1970. Art work in any media (photographs, drawings, prints, etc.) may be submitted to Joanne Moore, Box 350, or Susan Allen, box 785, by October 18, 1970. (Any size work may be submitted, but no work will be reproduced larger than 10½" by 10½").

College seniors wishing to take the Graduate Record Examination on the first test date of Saturday, October 24, must have their registration form at Educational Testing Service Office, Princeton, New Jersey, no later than Friday, October 9. The deadline for registration without the \$3.00 penalty fee is October 6.

In addition, students preparing to teach may take the National Teacher Examination on the first test date of Saturday, November 14. The deadline for registration for this exam is Thursday, October 22. The results of the test are used by many large school districts as one of several factors in the selection of new teachers and by several states for certification and licensing of teachers.

Prospective teachers should contact Mrs. Nancy Gilpin, director of vocational guidance and placement, for specific advice on which examinations to take and on which dates they should be taken.

The following is a list of the other dates throughout this academic year on which the GRE and NTE will be given.

GRE

Test Date

Saturday, December 12
Saturday, January 16
Saturday, February 27
Saturday, April 24

Registration Deadline

Tuesday, November 24
Tuesday, December 29
Tuesday, February 9
Tuesday, April 6

NTE

Test Date

Saturday, January 30
Saturday, April 3

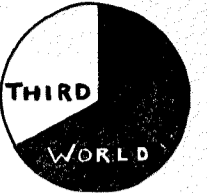
Registration Deadline

Tuesday, January 14
Tuesday, March 18

GRE and NTE forms are now available in the office of vocational guidance and placement.

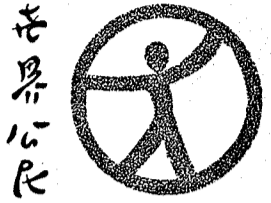
At the request of Mr. Jack Davis, chairman of the art department, studio hours have been extended to 11:30 p.m. on Saturday and Sunday, under the conditions stated in the Student Handbook on page 79.

That Other Two-Thirds



IDENTITY CARD

N° 20122



विश्व-नागरिक

ГРАЖДАНИН МИРА

CIUDADANO DEL MUNDO

WORLD CITIZEN

Worldcitizenship implies the right to vote for a direct representation to a Peoples' World Assembly.

by Patrick D. Hazard

Next month, the old battered UN celebrates its silver anniversary — for all the prematurely grey hairs of the hard heads of its Secretaries-General. I don't know how Beaver can celebrate the anniversary. What are your suggestions? Mine is to hold a one-day convo some day near (alas for our week-endless college) the Saturday — October 24 — with local high school students invited to hear our faculty members explore the toughest issues facing our emerging world community. For that's what all this grief could be for, if we're lucky — and committed to helping reason and compassion prevail.

I like to think that British constitutional government's notion of shadow governments should be applied to that potential world government we just must not become too Realpolitik-y not to believe in. Consider us the Loyal Opposition to Anarchy, that monomarch of Violence and Disorder. We want to vote him out of power. That's why I don't get too discouraged about the UN's failures. There it is, on the East River, and in Cyprus, Congo, Gaza, wherever, getting us used to the slowly dawning notion that national sovereignty has had it. Hasn't it? So we must do everything we can to get young people used to the idea that the "my country, right or wrong" style is Global Kamikaze, heroic but suicidal.

In fact, I'd like to talk to you now as World Citizen No. 20122. Last summer, the Manchester *Guardian* carried an ad urging people to sign up (for \$2.00) at their World Citizens International Registry, after having accepted the principles behind a "World Citizen's Pact."

The text:

Registration as a world citizen is the basic step for the individual who recognizes that the time has come to organize the world as a whole and undertakes to work for that new world.

The world citizen is a person who feels his solidarity with all men, who is convinced that world security cannot be assured by rival sovereign nations and who be-

lieves the only way to save humanity is to substitute world order for the present international disorder.

TO THIS END, HE DEMANDS:
— world laws to guarantee to individuals and peoples their basic needs.

— world institutions to draft, enact and enforce these laws.

— a peoples' world convention, democratically elected by the peoples of the world, with the responsibility of defining and establishing the first world institutions.

THE INTERNATIONAL REGISTRY OF WORLD CITIZENS is the only institution in the world that has the right to distribute world citizen identity cards through the national centres it has approved; it is a prefiguration of a world identity service.

As a World Citizen, conscious of your responsibilities in the growing World Community, represented by this first institution — you are invited to make an annual voluntary contribution, equivalent to half a day's wages (or income), to help the International Registry to carry out its work effectively.

The World Citizen Identity Card is not a membership card in a movement. It is valid for life. In case of loss or accident, however, it may be replaced.

Please see to it that the *World Citizens Pact* is read as widely as possible, as the expression of all the fundamental rights every man on earth may claim.

WORLD CITIZENS' PACT

As future World Citizens, Faced with the preparations for destruction which are being organized before our eyes, and with the confessed helplessness of the nation-states, of the blocs, of the United Nations, in order to defend our lives,

We declare every man, every village, every city, and mankind itself in danger.

We declare that the whole of mankind has a right to defend itself against any sovereign state, any ideology, or any propaganda which claims to justify war.

We declare the world community in danger.

Before it is too late:

(Continued on Page 4, Col. 1)

IDENTITY

| | |
|----------------|---------------|
| Surname | H A Z A R D |
| First Name | Patrick David |
| Date of Birth | 8.2.1927 |
| Place of Birth | |

This card certifies that the holder is registered as a world-citizen. He will try to recognise his responsibilities as a member of the World Community.

ADDRESS

| | |
|------------|----------------|
| Street | 8 Longford |
| Town/Place | PHILADELPHIA |
| Country | (U.S.A. I9I36) |

Patrick D. Hazard
Holder's Signature



Profile:

Mrs. Lelage Kanés

by Barbara Berger

"Technology is here to stay so we must find a way to use it," says Mrs. Lelage Kanés, assistant professor of education at Beaver. Mrs. Kanés sees great potential for the computer in education because, "the computer permits individualizing of instruction where live teachers aren't available. Computer sciences are a separate field from using the computer in instruction."

Mrs. Kanés believes that television provides a limited relationship where computers present immediate feedback. "A well-designed computer-assisted instruction program," says Mrs. Kanés, "can individualize instruction; however, television will educate us whether we like the method it uses or not."

A former Philadelphian, Mrs. Kanés received her bachelor of arts and master's degrees from the University of Pennsylvania, where she is now a candidate for her doctoral degree. For her thesis, Mrs. Kanés is studying computer assisted instruction comparing two teaching strategies. The research for her dissertation evolves from her opportunity to work with children. At the Intensive Learning Center in Philadelphia, Mrs. Kanés studied and worked in an innovative program keyed for children's math instruction. From these two programs, the Individually Prescribed Instruction and Computer Assisted Instruction, Mrs. Kanés was able to gather many facts and theories for her thesis.

Mrs. Kanés' former occupations include industrial work during World War II and involvement in the Trade Union movement, later she became office manager of a children's agency. "This experience with children in foster homes influenced me to consider education as a career," says Mrs. Kanés. After her experience at the children's agency, Mrs. Kanés worked in a camp for emotionally disturbed children. From 1959 to 1967, she was an elementary teacher, and from 1967 to 1970, Mrs. Kanés served as a supervisor and later curriculum author for the Computer Assisted Project in elementary mathematics at the Philadelphia School District Division of Instructional System which was headed by Dr. Sylvia Charp.



Mrs. Lelage Kanés

Mrs. Kanés has been a guest speaker on the values of programmed instruction at the University of Pennsylvania Dental School.

As an education professor at Beaver, Mrs. Kanés is interested in developing "innovation instruction" in her classes. "I believe in using individual instruction as much as possible, including field trips for children." She further believes that life experiences help people develop needed insights. "One can react with his own insight; I believe that the conventional, traditional approach to education is disadvantageous to children." In her education courses at Beaver, "Contemporary Science," "Social Science," and "Evaluation and Feedback," Mrs. Kanés encourages future teachers, "to have more lab experiences and much more involvement with children. I also feel that participation is important because different objectives require different approaches."

Mrs. Kanés is also involved in several peace groups and civil rights organizations. "I believe that a teacher remains a citizen and has an obligation to take part in the issues of the day." Mrs. Kanés is in favor of the liberation of women in the U. S. but adds, "I'm not ready to support all of the activities of any organization, nor am I ready to give a blank check to anyone. There's no contradiction between women developing to their full capacity and seeing themselves as successful women."

THAT OTHER TWO-THIRDS

(Continued from Page 3, Col. 5)

We want a common system of law and a FEDERAL WORLD POWER able to enforce it.

We ask that we, the people of the world, the only true sovereign in the crisis, be democratically consulted, and that we organize for ourselves elections to a PEOPLE'S CONSTITUENT ASSEMBLY, and at the same time, the FIRST WORLD TECHNICAL ORGANIZATIONS to guarantee our food, our security, and our service of public information.

To the first representatives elected to the Peoples' Assembly, we assign the imperative task of mediating between the two world blocs a 30-year truce, which will permit all people to recover their strength and to develop mechanical production to the maximum for peaceful purposes.

Convinced that the time has come for every man to give his active service to mankind:

We call on the most outstanding representatives of science and learning, to accept their responsibility in order that men may cease to live in fear.

We call all men to new and heroic acts, acts of refusal, courage, and hope, on which our common future now depends.

We call on all men everywhere

to mobilize for peace, so as not to be mobilized tomorrow by their Government for war.

We intend to count our forces, ignoring frontiers, by accepting a card common to all citizens of the world.

We shall remain watchful and active until the people of the world assemble to give the world a Constitution.

Convinced that governments will not hear our voice unless we are tens of millions strong, and that there can be no world community unless a new confidence is born between each man and his neighbor:

In place of Pacts between Governments, we offer this Pact between Men!

To obtain your world citizen identity card, ask the International Registry of World Citizens for the registration application form.

Maybe, indeed, this pact could be the basis for a Conference on World Community. Is it crackpot idealism fit to be mocked? . . . or is it what the Marxist sociologist C. Wright Mills called an alternative to the crackpot realism that has so messed us up? Citizens of the World, unify. You have everything to lose if your brains are in chains to nationalist cant.

Faculty, Administrators Receive Outstanding Educators Awards

by Pat Read

Four members of Beaver College's faculty and administration, Mrs. Florence M. Plummer, dean of students, Dr. David M. Gray, vice president of administration, Dr. Charles E. Moulton, chairman of the mathematics department, and Dr. Adeline W. Gomberg, associate professor of education, were recently named Outstanding Educators of America for 1970. Each year, the Outstanding American Foundation, a non-profit organization dedicated to recognizing the abilities of outstanding Americans, asks presidents of colleges, superintendents of schools, and other heads of public and private institutions to submit nominations to the Outstanding Educator of America Committee, which is designed to honor those men and women who have distinguished themselves by exceptional service, achievements, and leadership in the field of education.

Biographical sketches of the nominees are submitted to the committee and the outstanding educators are chosen on the basis of their civic and professional achievements. Annually, some 5,000 American educators receive national recognition on the basis of local standards of excellence.

Mrs. Florence Plummer joined Beaver's administration in 1953. In addition to her 17 years of service at Beaver, she has been active in community affairs and has served on national and state educational committees. She has been a member of the Pennsylvania Association of Women Deans and Counselors since 1953 and has served on its executive board from 1956 to 1961 and again from 1967 to 1969. In addition she was chairman of its membership committee from 1959 to 1961.

Mrs. Plummer is a member of the National Association of Women Deans and Counselors and has served as chairman of the Pennsylvania deans. She joined the American Association of University Women in 1961 and has been on the board of directors of the Philadelphia Tutorial Board since 1966. Last year, she arranged a program for the Pennsylvania Association of Women Deans and Counselors which was held at Beaver. Recently, Mrs. Plummer was asked to be a member of an Advisory Council for Consolidating Drug Programs in the Philadelphia area.

Mrs. Plummer is currently listed

Class meetings will be held in their respective locations this Monday, October 5, at 4:30 p.m. Attendance is requested.

in Who's Who in the East, Who's Who in American Education, Who's Who in College and University Administrators, Who's Who in American Women, and the Dictionary of International Biography. She received her bachelors of science degree from University of New Hampshire and her master's degree from Teachers College of Columbia University. Before coming to Beaver, Mrs. Plummer was dean of Salem Academy and The Emma Willard School. She has also received a teaching fellowship from Curry College.

Dr. David Gray has been a member of Beaver's administrative staff since 1964. In his six years at Beaver, Dr. Gray has served as assistant professor and director of International Programs, assistant to the President, and vice-president of Administration.

Dr. Gray has also held various positions on Beaver committees, including chairman of the International Program Committee, and chairman of the Faculty By-Laws Committee, and has served as faculty parliamentarian from 1964 to 1968. He is a member of the Middle States Self Study Committee, the Calendar Committee, the Financial Aid Committee, and the Trustee Committee on Plans and Programs.

Dr. Gray was a Penfield Scholar of the University of Pennsylvania and a member of the American Council on Education's Academic Administration Internship Program. During the summer of 1964, Dr. Gray served as a political commentator for WCAU, Philadelphia, and during the summer of 1965, he was an International Political Consultant for the National Bank of Detroit. He is currently on the Board of Directors of the Spruce Hall Community Association.

Dr. Gray received his bachelor of arts, master's degree, and his doctorate from the University of Pennsylvania. Prior to coming to Beaver, he was an instructor at the University of Pennsylvania, a professor at Drew University. He has also received a research fellowship from the University of Pennsylvania.

Dr. Charles Moulton joined the Beaver faculty in 1966. Very active in the research and practical

aspects of computers, he has led panel discussions on CUPM, has served as a Consultant at Midwest Conference on Mathematics for Elementary Teachers, and has been a Consultant at the Midwest Conference on CUPM for pre-graduate learning in 1963. Dr. Moulton was chairman of the lecture committee for the Middle West Colleges in 1964, and in 1967, he received the Lindback Award for Distinguished teaching from Beaver. Recently, Dr. Moulton was invited to lecture on the IBM 36075 computer and serve on the Princeton committee which evaluates the advanced college placement tests for mathematics. Dr. Moulton received his master's degree from the State University of New York and did graduate work at 11 universities around the country.

Before coming to Beaver, Dr. Moulton was chairman and assistant professor of mathematics at Shurtliff College and chairman and professor at MacMurray College.

Dr. Adeline Gomberg has been an associate professor of education at Beaver since 1961. She is an internationally known educator and has participated in the Third World Congress in Sydney, Australia, and in the Indian Fine Art Society of New Delhi, India. Dr. Gomberg is a member of the American Association of University Professors, the National Education Association, the International Reading Association, the Keystone Reading Association, and the National Association for Young Children.

In 1964, Dr. Gomberg developed a unique clinical program for Beaver education majors. She received the Lindback Award for Distinguished Teaching from Beaver in 1964 and was awarded a life-time membership in the Delaware Valley Reading Association for "outstanding contributions" in 1969 and is presently serving as president of the organization.

Dr. Gomberg received her bachelor of arts degree from Brooklyn College and her master's degree from Teachers College of Columbia University. She did graduate work at the University of California and Washington University.

The Cultural Affairs Committee will sponsor a German film, *The Broken Jug*, tonight at 7:30 p.m. in Heinz Lobby.

On Thursday, September 24, between 1:30 and 2:30 p.m. a black and gold, kaleidoscope, open face Berel cocktail watch with a black and gold band was lost on the steps in front of the classroom building during the sprinkler fight. If anyone picked it up by mistake, will she please return it to Trish Werthan, 347 N. Heinz or put it in box 642. No questions will be asked. The watch has great sentimental value. Thank you.

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