

# beaver news

Tuesday, October 5, 1971

BEAVER COLLEGE, GLENSIDE, PA.

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## Observations On British Education

by Dr. LeLage Kaines

The trip I took last summer was a kind of busman's holiday. Finishing a school year at Beaver and then going abroad to visit colleges of education and primary schools may seem a bit much to some, but for me it was an opportunity. The British have been serious about their programs of change in education for a long time, but since World War II they have really moved. In fact, it was the lessons derived from war and its adversities that helped impel them to some of their most important insights. The Plowden Report certainly carried them forward significantly.

Three weeks in England (even with a substantial reading background) hardly qualifies one as an "instant expert." If anything, it underscored how much there is to know. Compared to the United States, England is a "tight little island," but there are differences among the residents that make any statements implying uniformity an impossibility. Even from observations made in just one county, it is clear there is no single British system of primary education.

Lesson one: the British teacher and the headmaster (called the "head") pride themselves on their independence. It is, in fact, almost a matter of principle to resist anything resembling following orders respecting educational practices.

Lesson two: the conditions of employment for teachers in primary schools in Kent may range from quite new buildings with reasonable quantities of supplies to very old buildings which are poorly equipped and far below their best standards, let alone ours.

Lesson three: bricks and mortar do not equate with good education. Teachers and children, by virtue of their relationships and interests, usually transcend the limitations imposed by inadequate facilities, lack of materials (compensated for by imaginative improvisations), large class size (40 five-year-olds are not uncommon), and low wages for teachers — an inescapable fact of life. One head told me that if the primary school can



Dr. LeLage Kaines, assistant professor of education, who traveled throughout Europe this summer to study colleges of education and primary schools.

send the child on to secondary school with his love of learning and curiosity intact, then he feels that the school will have provided him with meaningful experiences.

Colleges of education related to the University of London were those which I visited. They are involved in turning out teachers who are fundamentally concerned with the child as a human being, whose love of learning they want to foster. How to provide learning experiences which meet the needs of children occupies much of the college work with student teachers. Most remarkable among the impressions of these visits was one outstanding difference from our own colleges of education. This was the extent of the involvement of all student teachers throughout their college education in the processes and products of art, crafts, and physical movement. In fact, the product of those majoring in art was often startlingly professional in calibre. This shows up in the classroom.

Kent is a county much like Pennsylvania and the milieu seemed very familiar. A notable difference was the prevalence of grazing sheep! (Not to speak of ancient castles, churches, and 14-century houses.) My biggest surprises came with foods — strawberries that tasted like Pennsylvania's, not New Jersey's; rasp-

berries as big as cherries; and after years of thinking about heavy puddings, tough mutton, and strong gravies, the English food turned out to be great.

I had an unexpected experience with a class of five year olds who were talking about cowboys and Indians. As an American I was turned to as the expert with firsthand data to supply. They thought the western movie of TV and cinema was 1971 reality. Too bad to prick their balloons, but it seemed horrendous for them to continue with the biased and incorrect pictures they had formed. Bad enough for our own children, who are able to test these stereotypes against reality and know them as fiction. The English child does not have that test. I tried to bring them down to earth, at the expense of their fantasies, but hopefully not traumatically so.

The peaceful rural countryside of Kent and its small villages and towns present a way of life in marked contrast to London. My visits in the city were quite limited, hardly sufficient for making important inferences. It was instructive to learn that urban problems do not differ much abroad. The English are in the throes of finding solutions for educating immigrant children, for overcoming sharp manifestations of racism and negative attitudes toward these children who are of the poor, immigrant caste. Some of the colleges of education spend much time and effort on preparing their student teachers to work with children of immigrant families. After talking with some of these young teachers we felt much encouraged.

The professional highlight of my trip was the day I spent in Leicestershire with Norman Precious and Mary Brown (co-authors of *The Integrated Day*, an important book on British primary education). It was too late to visit schools in their area, but the exchange of ideas with people on the growing edge of change in one's own field makes for an exciting encounter. The warmth and friendliness of being with them in their homes made for a memorable occasion.

In such a brief visit it is hard (Continued on Page 3, Col. 1)

## Beaver Hosts International Arms Control Symposium

Beaver College, together with the University of Pennsylvania, Saint Joseph's College, the University of Pittsburgh and the Fletcher School of Law and Diplomacy is serving as a co-sponsor to the Fifth International Arms Control Symposium.

Dr. Diane Pfaltzgraff, assistant professor of history and government and a member of the Advisory Committee on the Symposium, announced that on Friday, October 15, Beaver College will be host to about 70 distinguished experts from government, academic life and the research community.

These guests will discuss various aspects of the Strategic Arms Limitations Talks (SALT) now taking place between the Soviet Union and the United States in Helsinki and Vienna. Panel members will present papers considering the implications of either a successful outcome or failure of SALT for United States foreign policy. A group of about ten students from the sponsoring institutions have been invited to attend as observers.

At the First Plenary Session, the general topic under discussion will be "The Rationale for Superpower Arms Control Agreements." Panel members will include Dr. Robert L. Pfaltzgraff, Jr. of the Fletcher School of Law and Diplomacy who will discuss "The Rationale for Superpower Arms Control: A Theoretical Framework;" Dr. Thomas Wolfe, a senior staff member of RAND, will present a paper on Soviet interests in SALT while Dr. Joseph I. Coffey, the Dean of the Graduate School of the University of Pittsburgh, will speak on United States interests in SALT.

Participants will include Dr. Donald G. Brennan of the Hudson Institute, Dr. Samuel T. Cohen of RAND, Dr. William E. Griffith of MIT, Dr. George Rathjens of MIT and Dr. Mason Willrich of the Center for the Study of Science, Technology and Public Policy at the University of Virginia.

During the afternoon session, discussion will focus on the problems of technological change and the strategic arms race. Panel members will include Dr. Benson Adams, International Security Policy and Planning Bureau of Politico-Military Affairs, Department of State; Dr. Harold Agnew, director Los Alamos Scientific Laboratory; Mr. Richard B. Foster, director, Strategic Studies Center, Stanford Research Institute; and Dr. Jack Ruina, department of electrical MIT.

On Friday evening, the Symposium delegates will attend a dinner to be held at the Franklin Institute. Speaking to the conference will be the Honorable Walt W. Rostow, formerly Special Assistant to the President for International Security Affairs under President Lyndon Johnson and currently professor of political science at the University of Texas.

On Saturday, the University of Pennsylvania will host the delegates at Paley House. At these sessions an attempt will be made to assess the dynamics of the bargaining process as they pertain to arms control as well as the implications of SALT for international stability. Finally, on Sunday, the last session will be held at St. Joseph's College where the delegates will look at the implications of success or failure in SALT for international security.

## Great Books

The Great Books Discussion will be held tonight in room 111 of Boyer Hall at 8 p.m. Students, faculty, and members of the community are invited to join.

This semester the group will be reading and discussing the selections listed under section two of "Great Books." This section includes such titles as *The Wealth of Nations* by Adam Smith, *The*

*Communist Manifesto* by Maryann Engels, *The Death of Ivan Ilych* by Tolstoy, and *Dubliners* by James Joyce.

Mr. Martin Alanoff, a Philadelphia attorney will be the discussion leader again this year with Mr. Ralph White as coordinator. For additional information see Mr. Russell McWhinney, ext. 221 or 222.

## New Provisions Under The Draft Extension Bill

With the passage by the Senate last week of the draft extension bill, the Selective Service System is once again authorized to induct men into the armed forces, but with a few strings.

First, the draft will last only until July 1, 1973. President Nixon hopes to have replaced draft calls with sufficient numbers of volunteers by then, and the induction machinery will be put on ice in case of national emergency. After that date, therefore, 18 year olds will still have to register with the Selective Service.

Second, male college students no longer receive automatic deferments while in school. Congress, bowing to pressure from college students and others for a more equitable draft, agreed to authorize the President to end the undergraduate deferments, a step he has already promised to take.

Starting this past summer new students (not enrolled in the 1970-71 academic year) will not

be deferred, although if they have started classes they may postpone induction until the present term ends. All other students are eligible for induction after four years in college or when they reach 24 years of age, whichever comes first.

Third, lottery numbers will apply to all men with the same birthdate, regardless of the location of their draft boards. Requested by the President, this new rule will end charges that certain draft boards were "safer" than others. Thus all men with the same lottery number will be inductable at the same time.

Another provision provides incentives for more men to volunteer. Originally requested by the President last year, the \$2.4 billion pay hike (\$1.8 billion for first term enlisted men and junior officers) will go into effect October 1, unless the Cost of Living Council, which oversees the current wage-price freeze, rules otherwise.

Conscientious objectors will be given two year assignments to civilian service. The Senate-House Conference Committee emphasized that this work will "parallel in his experiences, to a reasonable extent, the experiences of the young man who is inducted in his stead."

The Mansfield amendment to require total U. S. troop withdrawal from Vietnam was approved in modified form as a "sense of Congress" title in the act. Mansfield's nine-month timetable is now stated as "the earliest practicable date" for cessation of "all military operations of the United States in Indochina," and "a date certain . . . for the prompt and orderly withdrawal of all United States military forces . . . subject to the release of all American prisoners of war held by the Government of North Vietnam and forces allied with such government and an account of all Americans missing (Continued on Page 6, Col. 1)

## Fellowships for Blacks

The Ford Foundation is offering a limited number of doctorate fellowships to black students who expect to receive a bachelor's degree before September 1, 1972 or have received a bachelor's degree since September 1, 1962; have not undertaken any graduate or professional study; intend to pursue a career in higher education; are citizens of the United States; and who plan to enter a United States graduate school, either in the summer session or fall term of 1972, and study full time for a doctorate.

Each fellowship will support full-time graduate study for up to five years if the Fellow maintains satisfactory progress toward the doctorate. The Fellow may begin study in either the summer session of 1972 or the fall term of 1972. Each year the award will cover (a) the full tuition and fees required by the graduate school, (b) an allowance of \$300 for books and supplies, and (c) a monthly stipend for living costs. An unmarried Fellow will receive a stip-

end of \$250 per month. A married Fellow will receive a stipend of \$250 per month and may also claim his/her spouse and up to two children as dependents if the gross income of the dependent is not more than \$2,500 per year. Stipends for each dependent will be \$50 per month.

Recipients will be selected upon the recommendation of a panel of distinguished faculty members in the respective academic discipline.

The deadline for submitting applications is January 10, 1972. The names of the recipients of the Fellowships will be announced on or about April 1, 1972.

Application forms must be requested by the individual candidate. No applications will be sent to intermediaries. For application forms and additional information, write to:

DOCTORAL FELLOWSHIPS  
FOR BLACK STUDENTS  
The Ford Foundation  
320 East 43 Street  
New York, New York 10017

# beaver news

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*The Beaver News is a weekly publication by and  
 for Beaver students and does not necessarily reflect  
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## Theory and Practice

Of the 591 votes cast for the constitution, there were 488 yes and 73 no votes, a tremendous mandate of faith in the new Senate. Now that the constitution has been passed, everything is in working order. The great job facing all of us now is to implement by-laws which clearly reflect the wishes of the students.

I say *us* because, contrary to what some believe, the students can yield a lot of power if they take advantage of the means available to them. The strength of the constitution lies in its by-laws; by-laws which originate from the students. The by-laws refer directly to the implementation of the constitution, the mechanics of the running of the Senate.

These should be submitted in the form of proposals to Debbie Chapman, chairman of the steering committee. This committee, made of the officers of the Senate and the chairmen of the budgetary, nominating, community services, academic affairs, and student affairs committees, is in charge of making up the agenda of the Senate meetings.

By-laws are voted on by the senators; a majority vote is needed for passage. Even though the senators do the voting, they do in theory and should in practice reflect the desires of the girls whom they represent. It is up to the students on each floor to insure that this is the case.

Since students may attend meetings as a guest of a senator, an officer, or a non-voting member, you will be able to keep tabs on your representatives as insurance that they are doing a good job. As stated in the constitution, "Any member of the Senate, after due notice, may be removed by three-fourths of the vote of the body whom she represents." (i.e. the girls on her corridor) Thus, a check and balance system is inherent in our constitution and should be utilized when and if necessary.

Thus, we, the students, have a great task before us. No one can deny that change is needed in all segments of society-at-large; as Beaver represents a part of that society, it follows that change is also needed on this campus. But, just as compromise is the only way that legislation can pass through Congress, so, too, we must be willing to subordinate our minor interests to accomplish our major goals.

— T. A. S.

## A Few Extra Hours

For the past few years Beaver students have been trying to get 24 hour parietals passed to no avail. It is evident that this is a futile attempt at the present time due to the fact that the administration is viewing the situation in a very narrow-minded fashion.

Right now male visitors are not allowed in the dorm rooms until 1 p.m. What happens, however, if a girl is expecting a visitor at 10 a.m., which is not an unreasonable hour? She can either sneak him in another door or have him wait in the lobby for three hours so she can sign him in.

In order to alleviate this problem we feel that parietals should be extended to the hours that the dorms are open. This means that men would be allowed in the rooms from 7 to 12 a.m. on weekdays and from 7 to 2:30 a.m. on weekends. These few extra hours would help eliminate the threat to Beaver security and ease the tension for the fight of parietals. It is also a compromise between the students and administration. Think about it!

— D. J. B.

## Around Town

### MUSIC

**Academy of Music, Broad and Locust Streets**  
 Tuesday, October 5, 8 p.m., David Crosby and  
 Graham Nash

Sunday, October 10, 8 p.m., José Feliciano  
**Bond Memorial Room, Swarthmore College,  
 Swarthmore, Pennsylvania**

Friday, October 8, 8:15 p.m., American and  
 Ragtime music, Alan Mandel, pianist  
**Clothier Hall, Swarthmore College, Swarthmore,  
 Pennsylvania**

Sunday, October 10, 8:15 p.m., Concertus Musicus  
 of Vienna

**Irvine Auditorium, 34 and Spruce Streets**  
 Saturday, October 9, 8 and 10:30 p.m., Kris  
 Kristofferson

### LECTURE

**Annenberg School, 3620 Walnut Street, University  
 of Pennsylvania**

Monday, October 11, 4 p.m., "It's One World  
 When It Comes To TV," by Charles Mickelson

### EXHIBITIONS

**Pearson Theater, Swarthmore College, Swarthmore,  
 Pennsylvania**

October 4 through 29, paintings by Frank  
 Dominguez

**Civic Center, Civic Center Boulevard and 34 Street**

October 5 through 17, *Men Who Make Our World*

**Fine Arts Building, 34 and Walnut Streets,  
 University of Pennsylvania**

October through 30, Rafael Ferrer

**Philomathean Art Gallery, College Hall, University  
 of Pennsylvania**

October 5 through 18, *Theatre Drawings* by Al  
 Hirschfeld

### FILMS

**Bandbox, 30 Armat Street**

October 6 through 9, 8 p.m., *Seven Samurai*

October 10 through 11, 7:15 and 10:40 p.m., *Men  
 Who Tread On the Tiger's Tail*

8:30 p.m., *Woman In the Dunes*

**Irvine Auditorium, 34 and Spruce Streets**

Wednesday, October 6, 7 and 9:30 p.m., *The  
 Confession*

Sunday, October 10, 7 and 9:30 p.m., *Gimme'  
 Shelter*

**Christian Association, 36 Street, University of  
 Pennsylvania**

Thursday, October 7, 7:30, 9 and 10:30 p.m.,  
*Personna*

Friday, October 8, 7:30, 9:30 and 11:15 p.m.,  
*Shane*

Saturday, October 9, 7:30, 9:30 and 11:15 p.m.,  
*The Passion of Anna*

**Packhard Laboratory Auditorium, Lehigh University**

Tuesday, October 5, 7:30 p.m., *Each Dawn I Die,  
 Three Stooges Short*

Friday, October 8, 4, 6:15 and 10:30 p.m., *La  
 Guerre Est Finie*

8:30 p.m., *Thief of Bagdad*

Saturday, October 9, 6 and 10 p.m., *Brewster  
 McCloud*

8 and midnight, *Lost Weekend*

Tuesday, October 12, 7:30 p.m., *Spellbound,  
 Charlie Chase Short*

## The Empire Builders

by Cindy Artiste

"*The Empire Builders* is an avocado; a musical skit with no music as a boy sees it through a dog's eye." This somewhat cryptic statement was made by Sam Serkow, a spokesman and member of the cast of Bucks County Community College's upcoming production of Bertolt Brecht's *The Empire Builders*.

Serkow, a theatre major (coincidentally, all of the members of the cast are theatre majors) went on to say that in his opinion the play is "a black comedy about today in the absurdist point of view . . . whatever that means."

Although he would not mention specifics, Serkow promised that *The Empire Builders* would be subject to certain experimental technical changes. These changes plus the "fast-moving pace and heavy, cryptic dialogue" of Brecht's play should make *The Empire Builders* a play you will not walk out of at intermission but you will want to," according to Serkow.

The play is being directed by David Dean, head of the theatre department at Bucks County Community College and should premiere October 18, however, at present, certain technical problems make it impossible to set a definite date.

Admission is free; transportation from Beaver to Bucks County Community College will be \$1.50. Bus leaves from Heinz at 6:45 p.m. sharp on the 18th.

## Ghost Riders

A survey taken last year by our department indicated a large number of students were interested in instruction in horseback riding. We have been able to make this available to you; however, enrollment in the course has been poor. Anyone who is interested in taking riding please contact me immediately (ext. 370). You do not need to take it for course credit. We need your support now if we expect to be offered use of the facilities for the spring semester.

## Letters to the Editor

### A Discouraging Incident

To the Editor:

"An informal reception will be held on Sunday, September 26 at 4:30 p.m. in the Eugenia Fuller Atwood Library for the unveiling of the oil portrait of Eugenia Fuller Atwood . . ."

Upon reading this in the September 21 issue of the *Beaver News*, we as students planned to attend the said event. At 4:30 p.m. on September 26 we went to the library appropriately dressed, only to be informed that students were not permitted to attend. The article did not state or imply that this was a closed ceremony. Since the administration claims that they encourage student participation in Beaver College activities we find the action taken deplorable. One can well understand why students rarely get involved in campus events when such discouraging incidents occur.

We are beginning to wonder if Beaver College is run for publicity's sake only!

Barbara Danin  
 Chris Hibbard

### A Misunderstanding

To the Editor:

It has been brought to our attention that two Beaver students were not admitted to the unveiling of Mrs. Atwood's portrait on Sunday, September 26.

This was most unfortunate, as all members of the college community were more than welcome to attend this event. No cards of admission were issued limiting guests and also the affair was scheduled at 4:30 p.m. specifically so students, faculty and guests attending the College Parents program at the Castle could be present if they so desired.

The library was closed only for the purpose of study until 7 p.m. We sincerely regret that this incident occurred and can only attribute it to the lack of clarity of instructions regarding the admission of students to the library for study purposes. If other students were turned away our sincere apologies.

Sincerely,  
 Frances H. Lewis,  
 Coordinator for  
 Atwood Portrait Ceremony  
 Russell McWhinney,  
 College Librarian.

### Poor Choice of Speakers

To the Editor:

This past Tuesday evening, I thought I was going to spend an educational evening at the first Beaver College Lecture Forum. The speaker, Miss Martha Randall, a former "teacher" at the H. Rap Brown Freedom School, was to speak on "The Effects of Racism on Today's Women: Both Black and White." As Miss Randall slowly strutted to the podium, one could tell that the evening should prove to be quite interesting. Shortly after getting the attention of her audience, Miss Randall proceeded to define, in very uncertain terms, the problem of racism on today's women. Unfortunately, Miss Randall did not seem to realize that she was speaking to an educated audience that demands facts to back up her obtuse generalities. For example, the eminent speaker started to define her concept of racism and then jumped to such extraneous subjects as motherhood, the moral legality of birth control, venereal disease, how the modern woman can't communicate with her next door neighbor; never even scratching the surface of how racism affects today's women. Miss Randall's unpolished speaking style only supported my very unfavorable impression of her. For instance, Miss Randall's constant use of the saying, "Do you dig where I'm coming from?"

Slang expressions such as this only serve to downgrade a speaker, not make her attractive to an audience.

I was dismayed to think that Beaver College would contract such a person to speak here. Miss Randall's obvious ignorance of the basic fundamentals of public speaking were so evident that they could not possibly be overlooked by anyone who invited her to speak. It is an unfortunate consequence that good money was spent in such a haphazard fashion.

Debbie Reaback

### A Lack of Information

To the Editor:

I no longer have Sandy Thompson's letter of September 14 in front of me, but I do have Mr. Schuster's letter of rebuttal. Both letters deserve thoughtful analysis by members of the Beaver community. I am moved to do a little of this and hope that others may continue this process of introspection, for our mutual benefit.

I did not know Sandy Thompson except through her periodic acidic comments in the *Beaver News*. My impression was that Sandy enjoyed writing *News* articles needing the College administration. I don't remember ever hearing that Sandy had done anything constructive to improve conditions at Beaver College, therefore, I assumed that she wrote her *News* articles out of a sense of duty, as an active member of the *News* staff. It appears, however, that Sandy really did dislike something about Beaver; so much so, that several months after her graduation she was still so upset that she took the time to spew out one more blast at "alma mater dear." Her letter wasn't very helpful, though, because she wasn't specific in her criticism.

Sandy's broad charge that Beaver is dying reveals a surprising lack of information and insight. On almost any criterion that I can think of it cannot be logically concluded that Beaver is dying. In each of the past two years, for example, we have had a record enrollment even in the face of declining enrollments in numerous other women's colleges. Furthermore, we concluded the 1970-71 fiscal year with a deficit of only about \$30,000. This was significantly less than in the previous couple of years. Numerous other colleges and universities across the country concluded the year with seriously large deficits and a few institutions were forced to close. Beaver definitely is *not* dying, in terms of enrollment or finances.

Is the Beaver organization dying in terms of the *people* who are choosing to associate with it? I think not. In each of the past two years there has been widespread comment from both upperclasswomen and faculty about the generally serious academic nature of the entering freshmen. I can personally vouch for the high quality of about half of the transfer students in recent years. As for the faculty, I have no way of measuring the teaching merits of most of them, but in terms of academic preparation Beaver has a much better prepared faculty than most other institutions in its classification.

I do know, from several years of experience with dozens of colleges and universities in Pennsylvania, that President Gates, Vice-president Gray, Dean LeClair, Dean Plummer, and Registrar Stewart, are five of the finest administrators in any college. It is easy to criticize them when we disagree with a position that they take, but a review of their consistently sound decisions over the years should easily convince an objective researcher of the thor-

(Continued on Page 6, Col. 2)



# Reflections of A 1970 Graduate

by Matey Brister

*Ed. Note: The following paper was presented at the American Psychological Association meeting on September 4, 1971 as part of the symposium: Undergraduates Evaluate the Psychology Major.*

When I entered Beaver College in the fall of 1967, I had not yet declared a major, but my extensive volunteer work and a good general psychology course in high school had convinced me that I would eventually choose a career that involved working with people.

As an entering freshman, I could choose only one elective, and I easily narrowed the choice to "Psychology I" or "Sociology I." Looking back, it is difficult to determine why I chose psychology, but I can honestly say "it was the difference," for had I selected "Sociology I," I probably would have been a sociology major.

I do not want to make it sound like this was the critical decision that determined the course of my life, for that would be quite an exaggeration. But after completing a semester of psychology, my interest was sufficiently aroused to convince me that psychology would be the most appropriate major for me. The two major factors responsible for this decision were (1) the tremendous personal appeal of my psychology I instructor, Dr. Leila Cohen, who was young, attractive, energetic, intelligent, and female — and definitely not the stereotyped college professor; and (2) the genuine personal interest the psychology department took in all its students, including freshmen.

Although not a staunch supporter of women's lib, I feel I must emphasize the influence this professor had on all of us in the psychology department at Beaver. With this woman as a model, it was impossible to conceive of psychology as a "man's profession." This modeling effect has been continued with the addition of new and capable women professors, and I honestly feel this factor is partially responsible for the high rate of students who continue their education at the graduate level. We have seen that it is not incompatible to be a woman, a wife, a mother and a psychologist.

## BRITISH EDUCATION

(Continued from Page 1, Col. 3) to get into the life of a country but I succeeded sometimes. As often happens to travelers, I overtaxed my energy with sightseeing after long and intensive days of professional visiting, and succumbed to a bug from one of the members of the group. It gave me a ghastly sore throat, chest cold, and a golden opportunity! Off I went to the nearest doctor, Dr. Halfpenny, and had a good sample of the British medical service. His diagnosis was to the point, his prescription was specific and effective, and the medications cost about one-fourth of what they might have cost at home. I had a chance to talk to other sick people waiting for their medicines at the chemist's, and found again that despite the disagreement with many of our government policies (the Pentagon Papers were the big news during my visit), individual Americans were received warmly.

My visit to England closed with a marvelous visit to Wales. As a resident of Gwynedd Valley, near North Wales, Pa. it was nostalgic to see the land of the original settlers, the place names so familiar but with pronunciations you wouldn't believe. (Would you believe Betwys-y-Coed? I've probably forgotten how to say it by now.)

All this was prelude to ten days in France — but one could go on and on and on . . .

It is impossible to describe the department without describing the faculty and peers, for the latter have a definite influence on the former. Since Beaver College is quite small, (800-900 girls), it follows that the psychology department will be small. In my class, 11 girls graduated as psychology majors, with many divergent interests within the field. But fortunately, the faculty reflects equally divergent interests, and no attempt is made to make them conform to a specific tradition.

## Rigorous Curriculum

In the past, our curriculum has been geared towards the psychology majors, and consequently most psychology courses were offered for majors only. This was a very rigorous curriculum with high standards and expectations, which included two semesters of "Advanced Psychology I" (which included experimental psychology, physiology, motivation and perception) and two semesters of "Advanced Psychology II" (which included personality and social psychology). These advanced courses included weekly lab periods with individual written reports in standard APA form, a self-paced, student-proctored course in descriptive and inferential statistics, and an independent research project. The senior year was devoted to a major independent research project or field work experience with weekly seminars on various topics of interest to the students and faculty. An elective was offered in "Abnormal Psychology" and, when there was sufficient interest, an advanced seminar was conducted in developmental psychology. However, it was possible and highly recommended to choose electives outside the department that would relate to your major areas of interest. These might be in education, biology, or, in my case, sociology.

## Valuable Experience

As I progressed through the established curriculum, my career goals, as well as my areas of interest in psychology, became more specific. By the beginning of my junior year I had decided that I wanted to work with a "normal" population, possibly children; by the beginning of my senior year I had chosen social work for my career, and within the past year I decided to specialize in school social work.

As your specialized areas of interest develop, you begin to discover the strengths and weaknesses of a small school. Perhaps the most valuable experience during my four years at Beaver was my field work training under a psychiatric social worker at Norristown State Hospital. Through this traineeship, I was able to participate in group therapy, individual therapy and routine hospital administrative tasks. Although I decided I would prefer not to work with this type of population, this experience aided in crystalizing my career choice. But of equal importance, I was able to see firsthand how psychology could be applied outside the laboratory — a seemingly ridiculous revelation to most of you, but a most rewarding experience to the average undergraduate psychology major who considers herself most fortunate to conduct an experiment on the general population rather than with animals or her roommate, but never considered directly applying her findings.

To the student, I say, don't hesitate to show what you know. Although I was at first very hesitant to engage in discussions with my supervisors, fearing anything I might say would be considered trivial, I soon discovered that my courses had adequately prepared me, and it was possible to communicate with the staff in a very meaningful way. To the staff and supervisors, I say, don't underestimate our capabilities, but at the same time, don't worry about losing your job. As I became more involved in the hospital activities, the more I learned and the more I realized just how much I had to learn. Hence, the decision to continue my education at the graduate level was not forced upon me by a poor job market. And by this point, I should hope no professor would doubt the merits of such experience.

## A Universal Problem

But as I became more interested in social work and realized my areas of weakness, I also encountered the problems of a non-major trying to enroll in major courses. Even with the academic course qualifications, I did experience some resistance from the sociology department, as well as an attitude of resigned reluctance from the psychology department. I do not mention this for sympathy, but be-

(Continued on Page 5, Col. 1)

## Mind and Man

FREE CHRISTIAN SCIENCE LECTURE

BY

Joseph G. Heard, C.S.B.

Member of the Board of Lectureship of  
The First Church of Christ, Scientist, in  
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FREE PARKING

# Beaver Sponsors Sixth Annual Dad's Weekend

Beaver College will sponsor its sixth annual Dad's Weekend on October 16 and 17. Dad's Weekend began in 1965 when the Athletic Association and the Circle of Beaver Parents decided to organize and sponsor an annual weekend for Beaver students and their fathers. Since the first Dad's Weekend in 1966, attendance and activities of each successive weekend have increased. This year's event promises to be the biggest and most active weekend of all.

Dad's Weekend activities will officially begin on Saturday morning, October 16, with registration in the Castle from 9 to 10:00 a.m. followed by a coffee hour in the Rose Room from 10 to 11:00 a.m. A talent show will be held in Murphy Hall from 11 a.m. to 12 noon.

A picnic lunch on the Tower's Green will follow the talent show from 12 noon to 1:15 p.m. Afternoon activities will include softball, archery, horseshoes, volleyball, bridge, pool, kite flying, touch football, tennis, table tennis and novelty relay races. Two old movies will be shown in the Little Theatre from 1:15 to 3:30 p.m. and from 3:45 to 5:00 p.m.

A wine and cheese party will be held from 5 to 5:30 in Dilworth-Thomas, second floor lounge. Students are reminded that this ac-

tivity will be held in accordance with the college statement on alcoholic beverages which stipulates that students must be 21 years old to drink. Punch will also be served at the party.

From 9:30 to 10:30 p.m., a father-daughter dance will be held in the castle. Music will be provided by Bob Stowe and his four piece musical ensemble. At the dance prizes will be awarded to look alike fathers and daughters, winners of the dance contests, the winners and losers of the novelty relay races, and to the fathers who have attended the most Dad's Weekends.

On Sunday, October 16, breakfast will be served from 9:30 to 10:30 a.m. in the cafeteria. At 11 a.m. a non-denominational worship service will be held in the Little Theatre. The theme for the service comes from line 30 of Psalm 69 which states, "I will praise the name of God with a song." Lisa Layne and the Castle-aires will sing during the course of the service and the text of the service will come from various traditional and contemporary songs.

Students who are planning to attend Dad's Weekend should contact Kathy Burke as soon as possible.

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## News Review

## Jack Nicholson . . . Today's Peter Pan

by Cindy E. L. Artiste

As a novel by Jeremy Lerner, *Drive, he said* is the simple story of a young basketball player at an Ohio University where sexists, basketball players and campus rebels (in that order) make up the ruling class. The basketball player becomes involved with the wife of a faculty member and later discovers that the woman is pregnant and that he has the clap. Even with a few interesting complications thrown in — the basketball player's roommate has a bum trip at the induction center, rapes the pregnant woman, sets loose the animals from the zoological department, etc. — the story is still pretty simple (minded).

As a film produced and directed by Jack Nicholson, *Drive, he said* is not quite as simple. Instead, it is disturbing, depressing, and thought provoking and probably not for the reasons Nicholson intended.

As the latest in a line of "youth films" that followed *Easy Rider*, *Drive, he said* is a stale comment on how little the "counter culture" has evolved in the last few years.

The characters in the film —

Mr. Super Cool, Mr. Anti-establishment, and Mr. Hip Professor — far from coming across as clichés or humorless caricatures seem surprisingly real. The surprise is that it's not merely the brilliant acting of newcomers William Tupper (the basketball player), Michael Margotta (the roommate), and the talented Karen Black (the pregnant wife and rape victim) that creates the illusion of reality. The illusion is within us. The fact that we accept such stereotyped characters as real and representative of the "counter culture" points out that the "counter culture" is stereotyping itself. We're all part of one great big happy cliché! (Hurrah.)

Perhaps I'm being too hard on *Drive, he said* because I expected more from the 32 year old Oscar nominee of *Easy Rider* and *Five Easy Pieces*. Perhaps I expected Jack Nicholson to use his talents to speak out against the great injustices we (the youth) are committing against ourselves by willfully superimposing our present on our past (which is exactly what we do when we refuse to evolve) and by denying a future all together.

(It's sad that in that process we also dam a pool of pure creativity accessible to us only now while we're young.) But Jack Nicholson refuses to acknowledge the problem and therefore denies it only to become part of it.

That knowledge makes it impossible to take *Drive, he said* for what it is — a beautifully photographed, well-acted, ingeniously directed, very entertaining film. (See Cindy. See Cindy put foot in mouth.)

But *Drive, he said* will go on, and bigger (budgeted) and better (clichéd) "youth films" will follow and the problem of our culture will remain static as it has for the past few years.

John Lennon saw this phenomenal wave of nothingness coming, but all he did was cut his hair. A group of concerned people acknowledged it by turning on to religion — we call them "Jesus Freaks." Now even Mick Jagger admits that it's very tiresome doing the same thing even if that same thing is "hip." But Jack Nicholson . . . aw, he just wants to be Peter Pan.

## NSF Fellowships Announced

As one means of promoting the progress of science in the United States, the National Science Foundation plans to award approximately 1,500 Graduate Fellowships for the 1972-1973 academic year. Approximately two-thirds of these awards will be made as renewals or continuations of Graduate Fellowships now held; the remainder will be awarded to unusually able beginning graduate students.

The NSF Graduate Fellowship Program is being restructured for the 1972-1973 academic year. Applicants must be beginning graduate students by the Fall of 1972, or must not have completed more than one calendar year of full-time or part-time graduate study by the Fall of 1972. Subject to the availability of funds, new fellowships awarded in the Spring of 1972 will be for periods of three years, the second and third years contingent on certification to the Foundation by the fellowship institution of the student's satisfactory progress toward an advanced degree in the sciences.

These fellowships will be awarded for study or work leading to master's or doctoral degrees in the mathematical, physical, medical, biological, engineering and social sciences and in the history and philosophy of science. Awards will not be made in clinical, education or business fields, in history or social work or for work leading to medical, dental, law or joint

doctorate-professional degrees. All applicants must be citizens of the United States and will be judged solely on the basis of ability. The annual stipend for Graduate Fellows will be \$3,600 for a twelve-month tenure with no dependency allowances.

A recipient of a 1972 three-year award must begin his fellowship not later than the beginning of the Fall term 1972, but may use the remaining two years of support within the following four years. This will permit him to engage in other institutionally approved activities that contribute to his training.

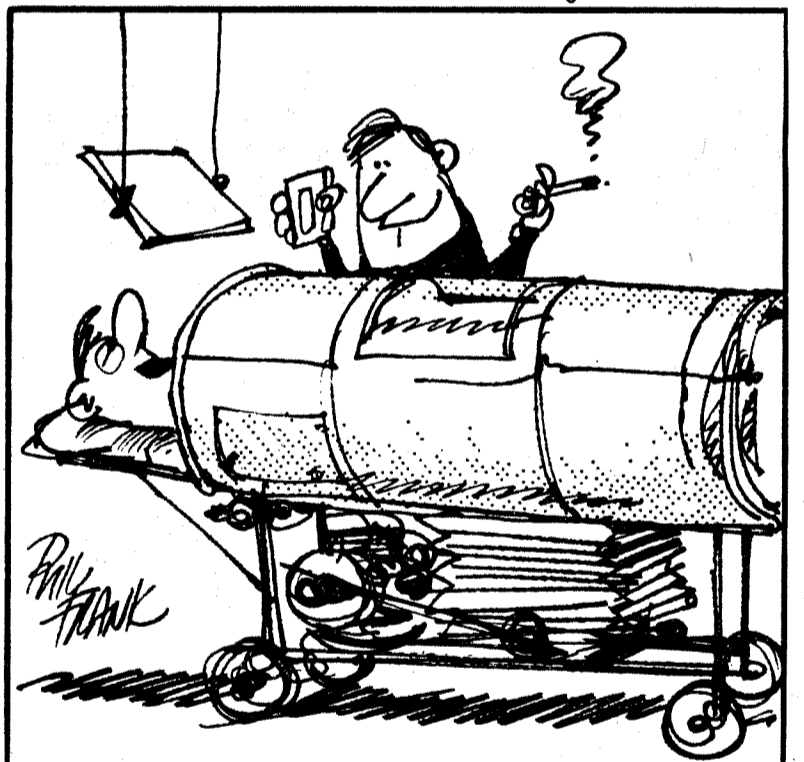
Applicants will be required to take the Graduate Record Examinations designed to test scientific aptitude and achievement. The examinations, administered by the Educational Testing Service, will be given on December 11, 1971 at designated centers throughout the United States and in certain foreign countries.

The deadline date for the submission of applications for NSF Graduate Fellowships is November 29. Further information and application materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, N.W., Washington, D. C. 20418.

On March 15, 1972 the National Science Foundation will notify all applicants by letter of the outcome of their applications.

## ASHES TO ASHES

by Phil Frank



'SURE I SAVE THE COUPONS - THAT'S HOW I GOT THIS IRON LUNG!'



IT'S A MATTER OF LIFE AND BREATH

## Male Nurse Charges Sex Discrimination

A male nurse recently accused Washington's Sibley Hospital of discrimination in not permitting him to attend female patients.

Verne Wilson, 30, filed a suit in United States District Court, Washington, charging that the hospital regularly discriminates against male members of his profession.

Wilson, who says he is a member of the Professional Nurse Registry, a private nurse employment service, was referred to Sibley on two occasions, but was turned down by the hospital because he was male, according to the suit.

## 25 Volunteer For Byberry

The following Beaver students have volunteered to work at the Byberry State Hospital in Philadelphia: Pamela Saltzman, Susan Trimble, Kathie Driver, Cathy Adler, JoAnn Goldstein, Sharlene Hymson, Vivian Niwes, Jean Gemmer, Sarina Rosner, Melissa Russell, Claudia Bartolf, Norma Finkelstein, Emily Greenfield, Susan Schneider, Linda Collier, Patricia Richards, Kerry Noll, Patricia Roberts Pisklak, Beth Lieb, Barb Bunoutter, Christine Marsh, Christine Schulten, Carol Von Berg, Eileen Moran, and Dorrit Hale. These girls will spend a few hours a week visiting with elderly women at the hospital.

## Intern Program in Theatre Given at Annenberg Center

A new intern program, designed to provide on-the-job experience for newly-graduated theatre students and those who have worked in educational or regional theatres has been announced by Dr. Robert Scales, technical director of the University of Pennsylvania's Annenberg Center for Communication Arts and Sciences.

"The purpose of the program," explained Dr. Scales, "is to give selected interns practical experience in professionally-oriented theatre. Since one of our major goals at the Center is to experiment in new technology for the stage, the environment is ideal for young men and women with a good educational background.

"Our interns will work free of a textbook atmosphere, no degree or credit is granted and will function in every facet of the Center's operation. The emphasis of the program will not be on the tried and true. We are searching for new solutions to the theatre's technical problems, including the use of plastics and other materials and adapting industrial techniques to theatre use."

One of the advances already scored by the technical department at Annenberg is the harnessing of compressed air for moving heavy pieces of scenery. A 15,000-pound ramp, filled with 30 actors, was moved by one man for *St. Joan of the Stockyards*, the Center's first professional production. The huge device moved on a thin cushion of air, an idea borrowed from the aircraft industry. Compressed

air is also used to power staplers and other tools.

Annenberg's interns will rotate through every part of the production department. They will develop their abilities to function as carpenters, electricians, stage managers, scene-painters and property handlers. In addition to learning the intricacies of building and operating a production, they will be trained to operate the building and to manage a show.

"We are not going to be training these people to be specialists," stated Dr. Scales. "The emphasis will be on versatility, yet at the same time each of the skills the interns perfect will hopefully qualify them to meet the highest demands set up by producers when the interns apply for jobs after leaving here. If a producer needs an electrician, or a propman, each of our interns will be able to handle the post."

"Such a system," remarked Dr. Scales, "would give students what they need most: practical, everyday experience, rather than merely abstract training alone."

The motivating idea behind the Annenberg Intern Program is the concept of affording students of theatre the practical opportunity to work under a certain craft in the theatre, very much in the fashion of the Medieval Guilds system. Each professional position in a theatre would have an intern assistant assigned to work with an experienced and skilled professional.

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# Profile: Miss Nancy Kirby

by Sue Levitsky

In today's society, there has been a great trend to speak about those people and groups who are characterized by apathy. This reflects the impression that the age we live in is one of indifference and unconcern for our fellow man. But there also exist many people who are interested in the welfare of other people and desire to help them resolve and prevent their problems. A new member of the sociology department, Miss Nancy Kirby, is one such person.

After receiving a bachelor's degree from Bennett College in Greensboro, North Carolina and a master's degree in social work from Bryn Mawr College, Miss Kirby became a chief social worker at Temple University Hospital. Her first position was as a case worker in the obstetrics and gynecology department. Her duties consisted of counseling pregnant teenagers and mothers of premature babies. Following this she began coordinating social services for outpatients in addition to impressing upon medical students that patients are more than biological beings. "My duty was to make the students aware of the social, emotional and personal aspect of medical care," Miss Kirby explained.



Miss Nancy Kirby, assistant professor of sociology.

Her most recent occupation before coming to Beaver was as the director for social services for Planned Parenthood. In this position she organized counseling services for people whose problems ranged from fertility control to human sexuality.

When questioned about her views on population control, Miss Kirby replies that she believes a better name for it is a situation and not a problem. "I think population control is something we have to be concerned with but the situation is not the magnitude we make it to be," said Miss Kirby. "A reallocation of human resources not merely in this country but in a nation to nation kind of thing could alleviate the situation."

Miss Kirby plays a dual role on campus. Besides instructing introductory sociology and a seminar in social welfare, she acts as the counselor for black students at Beaver. She refers to her job as counselor as a supplement or "added dimension" to the already existing services. "I am not intended to replace either the academic or resident advisor," commented Miss Kirby. "However, there are perhaps certain areas in which I may be more helpful to a black student more so than the other advisors."

## REFLECTIONS

(Continued from Page 3, Col. 3)

cause I feel it is a universal problem for students who choose a career that "lies between departments." Perhaps more attention should be given to the benefits an individual would receive from specific courses, regardless of their departmental classification, rather than considering the status involved in tagging a student "ours" or "theirs."

I feel the above point is an important one, for there are many students, particularly at a liberal arts women's college, who plan on vocations requiring little or no graduate work, and most of these vocations lie between two academic majors. To the dismay of most professional social workers, many caseworkers are practicing with only a bachelor of arts, but, nonetheless, this is a profession necessitating a strong background in psychology and sociology, which our colleges should be able to adequately provide. Other vocations which tend to draw more graduates every year are special education teachers, kindergarten teachers and mental health workers. Although perhaps less academic than other traditional pure psychological professions, these vocations fulfill a critical need in our society, and psychology should be an integral part of their training.

But if I were to re-enter Beaver as a freshman this fall, the college requirements and departmental offerings would be *totally* different than they were when I entered. If I were asked to advise a freshman whose interests are similar to my own, I would recommend that she declare a double major (which is now permissible) — psychology and sociology — to gain the confidence and optimum benefits of both departments. I would also recommend that she take the new advanced seminar in psychopathology, and take advantage of all possible field-work opportunities.

In retrospect, there are many aspects of the psychology program at Beaver which I can praise, and some which I can and have criticized. But perhaps the best evaluation of any department is whether or not it is meeting the needs of its students.

## Seminar-Exhibit In Boyer Hall

The Beaver College administration has approved the instrumentation seminars sponsored by the Anaspect Division of the Varian Corporation. Arrangements for the two day seminar program are being coordinated by Mr. Walter Kostenbader of the Varian Corporation and Dr. Arthur C. Breyer, chairman of the department of chemistry and physics. The program scheduled for the afternoons and evenings of Monday, October 18, and Tuesday, October 19, will be held in the Boyer Hall of Science in the amphitheater room 117 and room 215. The seminar-exhibit will cover the principles and operation of the new teaching mass spectrometer, nuclear magnetic resonance spectrometer, and electron paramagnetic resonance spectrometer. It is presently planned to have concurrent sessions on each instrument each afternoon from 3:30 to 5:30 p.m. and each evening from 7 to 9 p.m.

Beaver students are welcome to attend the seminars. Invitations have been extended to interested professors and research workers from over 60 colleges and research organizations. The Varian Corporation is considering providing dinner for our guests but this is not final as of this date.

Perhaps some students would be interested in serving as hostesses. It might also be in order to supply each participant with a Beaver College public relations folder including the new calendar, without the solicitation envelope. Any suggestions would be helpful.

## Opportunities In Counseling

Temple University's department of counselor education and counseling psychology offers the master's and doctoral degrees. The master's program is a two year full-time program with speciality offerings in elementary school, secondary school, college or community and rehabilitation counseling. Certification as a school counselor in the State of Pennsylvania is granted upon the successful completion of the elementary or secondary program. No teaching experience or undergraduate degree in education is necessary for certification as a school counselor in Pennsylvania. The doctoral program is a full-time program consisting of a minimum of 60 semester hours beyond the master's degree.

Counselor training focuses on the process of helping children and adults to achieve their potential as effective human beings. Typical areas of life adjustment in which counselors offer assistance include social or emotional concerns, academic or educational difficulties or vocational decisions. Counselors work with individuals and groups and coordinate the specialized help that community resources can offer. Counselors also communicate with parents, teachers and employers of the people with whom they are working to facilitate maximal growth.

The goal of the program at Temple University is the development of both attitudes and techniques among students who wish to work in either urban or suburban settings. To accomplish this goal, students concentrate on academic work but also have practical experiences among which are a practicum and an internship. For these experiences students are placed in schools or agencies (depending upon their area of concentration) while continuing their course work at the University. Students will be paid for their ser-

vice during this internship by the institution to which they are assigned in so far as is possible.

Throughout the program there is an emphasis on the practical application of knowledge under staff supervision. Opportunities exist for students to integrate their personal attitudes with their theoretical knowledge by means of elective courses in other departments throughout the University and informal meetings with classmates and faculty members.

Students who receive their master's degree from Temple University are qualified to counsel in elementary and secondary schools, colleges and universities and a variety of community agencies. A master's degree is required for many positions in the counseling field. The demand for trained people is increasing, due to the pressures of a complex society, more people seeking help and an emphasis by community leaders on the prevention of human problems before they reach a critical level. The number of helping agencies and the staffs of existing institutions are expanding rapidly.

For more information and applications contact:

- Chairman
- Department of Counselor Education and Counseling Psychology
- Temple University
- Philadelphia, Pennsylvania 19122

## Environment: The Issue

Who can doubt that, at least in some important ways, things are getting better on the environmental front?

More people are aware of environmental problems and are taking halting steps towards improvement, more laws and local ordinances are being enacted, more lawsuits are being filed, more corporations are, if not actually improving, at least evidencing guilty feelings about environmental degradation.

But is it enough? Even the most casual utilization of even the most deadened senses shows that it is not. There are many reasons not to be an alarmist on most public issues because there are many legitimate and diverse points of view which must be considered.

But saving the environment is *the* issue upon which survival itself depends. While debate continues on alternative approaches, time runs out. Thus, in this instance, to be an alarmist is to be rational.

A recent article in the *News* advertised yoga instruction for Beaver students on Monday nights at 7:30 p.m. for \$20. The time and day is correct; however, there is *no charge* for instruction. A small donation is requested but not required.

## Lily Yee Completes Summer Psychology Study

by Sharlene Hymson

Lily Yee, a Beaver College sophomore, spent this past summer on campus conducting an independent study in psychology, under the auspices of a National Science Foundation summer fellowship. An independent second semester last year with Dr. William Carr, professor of psychology, and Dr. Mary Anne Sullivan, assistant professor of psychology, was her inspiration to stay at Beaver throughout the summer and carry out the study, for which she received no credit.

Working with Dr. Carr, Lily attempted to discover exactly what role odor plays in the regulation of the social behavior of rats. For the last 15 years, Dr. Carr has been conducting research in this field, and this year Lily had the opportunity of participating with him in three experiments.

The first area of investigation asked the question of whether or not a rat can discriminate between his own body odor and that of his cagemate. The second experiment dealt with the discrimination of

rats between the odors of a strange rat and his cagemate, and the third inquiry dealt with the preference of a male rat for receptive females over non-receptive females.

Although the analyses of the data accumulated are not complete as of yet, Dr. Carr has expressed the feeling that the results are "equivocal." This has not discouraged Lily, however, as she is open to other projects and would especially like to delve into a different field of endeavor.

Lily believes that this past summer at Beaver was rewarding in many ways, and she said, "I would like to thank the psychology department for the opportunity to do the projects. Specifically, I would like to thank Dr. Carr for his encouragement and guidance. I enjoyed working with him. His dedication is rather unique."

## El Paso Elation

Tense? Nervous? Irritable? If a University of Texas biochemist is right, the best cure might be to move to El Paso, Texas.

Dr. Earl B. Dawson recently told a meeting of the American Medical Association that he has found that the El Paso area has very high levels of the chemical element, lithium, in its drinking water. Correspondingly, he noted, the admission rate of mental hospitals in the region is extremely low. Lithium is used in mental institutions to calm manic depressives.

According to Dawson, the lithium "calms people in El Paso, makes them more cheerful and gives them a more tranquil attitude toward life. As a result, they're less apt to have a psychogenic episode that would require mental hospital admission."

## Science Students Plan Lectures

Science Students Together, formerly known as the Science Club, has started a new year with the hope of enrolling many new members. The club is not just for science majors; anyone can join.

Present officers of the club have started to make plans for the year. For example, former Beaver science majors will return here to speak to interested freshmen about their experiences after college. Some are enrolled in medical schools and others are employed in various science-related fields.

Other tentative plans include a lecture by an open-heart specialist, and the hope of initiating a student tutorial program where students who have completed a science course can aid those who are just beginning the course.



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## Holmes Advocates Preventive Medicine

by Pat Read

"I have always been interested in physiological systems. I enjoy learning about how things function but to determine how something functions one must first study its structure," said Dr. Mary Holmes, assistant professor of biology at Beaver College.

Dr. Holmes received her bachelor's of art's and her master's of science degree from the University of Illinois. She received her doctorate in physiology from Jefferson Medical College in Philadelphia. Dr. Holmes is presently doing post-graduate research in biomedical engineering at Drexel Institute of Technology. In this type of research biological, chemical, and engineering principals are all combined.

"Right now we are testing force transducers," said Dr. Holmes. "Our force transducer measures the mechanical activity of the heart. Up until now many doctors have contended that use of an electrical cardiogram (EKG) is sufficient to determine the physical condition of any heart. An EKG measures the electrical activity of the heart. In our research we have found that sometimes the measurements of electrical activity doesn't correlate with mechanical activity, thus illustrating that an EKG doesn't necessarily measure the true activity rate or condition of someone's heart."

In an era which gave birth to heart and extensive internal organ transplants, Dr. Holmes feels that preventive medicine rather than transplants is the answer to man's medical illnesses. "The use of heart transplantation by cardiologists is similar to the use of analysis by psychiatrists, both techniques only help a few people. The surgical techniques have not been perfected, there is a great rejection rate within the body when a foreign organ is transplanted and sometimes a personality change may occur as the result of one transplant," commented Dr. Holmes. "The organism must be considered as a whole entity. The surgical implantation of a foreign organ will effect the other organs in the body. The central nervous system is extremely sensitive to any such change, and a personality change may result



Dr. Mary Holmes, assistant professor of biology, presently engaging in research in bio-medical engineering at Drexel Institute of Technology.

from this new source of irritation."

"I think that preventive medicine is needed. If an illness can be detected early enough it can be treated before it reaches extremes," explained Dr. Holmes. "Hopefully there will be a time when people will be able to have check ups and the results will be recorded in a computer so that the tapes can be reviewed and certain illnesses can be detected through the trends that appear on the tapes."

When she is not teaching or doing research, Dr. Holmes enjoys traveling. She has visited every continent in the world except Africa. "My favorite place was Bali, a small island off the coast of Java," said Dr. Holmes. "It is one of the most beautiful and varied islands in the world. The island is volcanic and eruptions frequently occur. Because of this, the island has developed in steppes. The people are descendants of the Indians so they are Hindus but they have added some of their pagan customs into the religion."

"The Balinese believe that each person is made up of three basic elements; fire, water, and air," said Dr. Holmes. "When someone of a wealthy family dies, the body will be embalmed and on view for three days to two weeks. During this time a funeral pyre is built and then a feast is held for several days while the body is burned. The ashes are then taken and some are spread in the water

while others are tossed in the air," commented Dr. Holmes.

If the family is poor the body is embalmed and buried. The family then has five years to save enough money to hold the feast," explained Dr. Holmes. "If after five years, the family has not saved enough money to hold the feast, there is no chance that the body's spirit can get into heaven. The spirit is believed to become a witch who will haunt the family and keep it from advancing to a higher caste."

"They don't use money unless they have to, and then they use Indosian money because they don't have their own currency," remarked Dr. Holmes. They operate under a barter system. The families don't live in separate homes, they live in compounds and about four families live in one compound. They have separate houses for cooking, sleeping, and eating. A compound might have several of these special houses depending on the number of people. Each compound has its own temples or shrines. In the capital of Bali 10,000 of these shrines were located within a 100 mile radius."

"The Balinese have their own special form of drama. "All of their plays consist of the fighting which goes on between Rangda, the witch, which represents evil and Barong, the lion, which represents good. In the plays it always seems that good is going to win, but as the play ends, good and evil are in an inevitable draw," concluded Dr. Holmes.

## Letters to the Editor

(Continued from Page 2, Col. 4)

oughness and compassion with which each of them carries out his responsibilities.

Does the make-up of the Board of Trustees remind one of arteriosclerosis? My own answer is a resounding "no!" It would be difficult to find a more effective and prestigious board chairman than Dr. John R. Bunting, Jr. Numerous veteran board members have worked long and hard to sustain Beaver and they continue to do so. And, recently, several outstanding new trustees have joined the board, including Mrs. Susan Smythe Armiger, a 1969 alumna whose vigorous support indicates her belief that Beaver is not only not dying, but that it is in pretty good health, and that her four years here were not wasted.

There are numerous other fine people whose daily hard work seem to me to reveal a dedication to a living, thriving organization. And what is "Beaver College" if it isn't people? There is no such "thing" as Beaver College, that has an existence apart from the students,

faculty, administration, staff, and board. The people who make up Beaver College, as indicated in the preceding paragraphs, are largely dedicated to the organization and its purposes, therefore I believe there is a very low probability that the organization will soon cease to exist.

Please notice that I have not claimed that all is well with the Beaver organization. I personally believe that all elements of the Beaver community should carefully review the purposes or goals which the organization is intended to achieve. Then we should take action to see that the purposes or goals are consistent with the times and that the improved goals are effectively and efficiently attained.

Perhaps this is what distressed Sandy Thompson so much. She may have disagreed with the goals toward which the college impelled her, and no matter how many carping articles she put in the *News*, the goals didn't seem to change. If this was the case, it is unfortunate that Sandy's energy

## Profile:

### Miss Landman

by Sue Levitsky

To transmit the same fervor to students that a professor feels toward a subject is a talent that too few educators possess. Yet a newly added member of the sociology department, Miss Bette E. Landman, seems to have been gifted with such a quality. Perhaps the appeal of her lectures can be attributed to her enthusiastic presentation or perhaps to the interesting content, but whatever, her friendly personality never ceases to filter through.

Originally from Ohio, Miss Landman, has made Philadelphia her home for the past few years. Graduating summa cum laude from Bowling Green State University, she continued on for her masters degree at Ohio State University. Miss Landman came to Beaver after having taught at Worthington Public School in Ohio, Springfield College in Massachusetts, and Temple University in Philadelphia.

Miss Landman feels an introductory cultural anthropology course can be very beneficial to the student, not only by acquainting her with what anthropology is, but by helping her to understand the life style of people in other societies. "In this way a student's own life style can be put in the proper perspective," Miss Landman said. She hopes that her students will acquire an ability to get out of their own life ways and feel how other people live. "Anthropology offers the opportunity to get outside the ethnocentric and emotional involvement one has in one's own society," explained Miss Landman. "Since a person in a cultural setting other than his own is somewhat removed from its expectations and structures, he is better able to observe through unprejudiced eyes."

Miss Landman, soon to be a recipient of a doctorate in anthropology from Ohio State University, wrote her dissertation on the family and community life in Canouan, British West Indies. The great controversy over Daniel Patrick Moynihan's *The Negro: The Case For National Action* prompted her to study the child-rearing practices in a foreign culture. In his re-



Miss Ellen Landman, assistant professor of anthropology.

port, Moynihan describes a family without a father as a disorganized nuclear structure. Miss Landman set out to find whether an absent father necessarily constitutes a case of disorganization or merely a different model of family organization. Since the men on the island of Canouan are away on shipping expeditions for the greatest part of the year, Miss Landman believed this to be an ideal place to examine the effects of the absent father. After spending nine months on this island, she concluded that the family, as we know it, that is, father, mother and children is just one of the many possible definitions of the word. She observed that the people in Canouan have managed to come up with a family structure which circumvents many of the problems associated with an absent father. However, Miss Landman believes that since the population of the island is only 630 people, her report must be validated by other studies of larger populations.

Although having acquired much information and experience from this field work, Miss Landman attributes the new perspective in which she sees her life as being the greatest gain. She labels it as being "a gift from the Canouan people." But Miss Landman assures, "You don't have to be an anthropologist to experience this. Go anywhere where people are different and just listen and look."

This Thursday, October 7, at 7:30 p.m. Barbara Rowe of the Planned Parenthood Organization of Philadelphia will lead a discussion on birth control in room 112 of Boyer Hall. The discussion is being sponsored by the Student Referral Service.

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### DRAFT EXTENSION BILL

(Continued from Page 1, Col. 5)  
in action who have been held by or known to the Government or the forces."

The title also urges the President to negotiate with North Vietnam "a ceasefire by all parties," the withdrawal date contingent on POW releases and the accounting of MIA's and withdrawal of United States troops from all of Indochina.

The Senate passed the compromise bill by a vote of 55-30 on September 21. The House vote on August 4 was 297-108.

wasn't administered specifically to the levers that cause change. If Sandy was mired deep in the feces of academic bovines it is indeed unfortunate that she and others didn't work more vigorously to establish systematic course evaluations. That might have been one way to curb the diarrhetic flow and to direct criticism at one important source of organizational malfunctioning.

Actually, I am surprised that Sandy Thompson stayed at Beaver College for four years. If it is true, as some people claim, that each of us chooses to do that which we want to do, then Sandy must have chosen to remain at Beaver and (in retrospect) to waste four years of her life. Those of us who remain at Beaver should carefully consider this point. Why did we fail to help Sandy see the incompatibility between her personal goals and those goals which the college organization could help her achieve? Or, if there was no such incompatibility, why did we fail to help Sandy attain her personal

goals, if they were actually within the set of purposes which the college is designed to promote? Or — are there some other possibilities?

It seems to me that one of the purposes of a college like Beaver ought to be to help students attain personal goals within a carefully specified range of goals. Entering students should be fully apprized of the kinds of goals which the college is designed to help them attain so that a Sandy Thompson will not, after four years, find that she has wasted her time. Do we do a good job of this? Could we do a better job? In what ways?

Norman A. Miller

Today's *Civilisation* presentation will be *The Great Thaw* shown at 4:30 and 8 p.m. in Murphy Chapel.