

beaver news

Tuesday, March 7, 1972

BEAVER COLLEGE, GLENSIDE, PA.

Volume XLVI, No. 20

College Testing Crucial For Evaluation

by Esther Goldstein

The Undergraduate Record Examination will be administered on Tuesday, March 14, for sophomores and seniors, with the field tests for seniors on Friday, March 17. Both the area and field test results provide an overall evaluation of the student's basic knowledge acquired at Beaver College as well as an evaluation of the instructors employed by the school. The importance of these examinations cannot be overemphasized, for it is the most important factor in determining the effectiveness of the curriculum offered to the students at any particular school (in this case Beaver College).

According to the Princeton Educational Testing Service this is a way in which students can be directly involved in curricular evaluation and contribute to its development, previously the sole domain of the faculty. This examination provides the faculty member with the kind of information about student academic performance that can be reflected in curricular development decisions.

As institutions have grown in size and complexity, greater attention has been given to institutional research in an effort to assess the nature of the process of education and to gain some insight into its contribution and its impact on the lives of students and the community-at-large. How might the intellectual growth of students be measured from the beginning of the freshman year to graduation? How can the "value added" aspects of college experience be assessed? Have students as a group kept pace with others in the country? What local factors appear to account for their comparative

lead or lag? What is the most effective way of sharing this information with students and the rest of the academic community, and boards of control? Would information of this kind be helpful in preparation for accreditation visits? How have groups of students with different characteristics, scholastic preparation, and matriculation criteria fared? Do their relative achievement levels suggest re-evaluation of some present programs or point to the development of new ones?

Studies relating grade point averages with that of Undergraduate Records will provide students and other interested members of the college community with more precise information on which to base judgments about their progress and that of their institution.

The tests are designed to cover the basic principles of the subjects and include many questions requiring application of these principles. The tests, therefore, do not merely measure factual knowledge, but rather evaluate the student's analytical ability in using factual knowledge to solve problems, understand relationships, and interpret the type of material with which the college must deal. Questions calling for specific information are combined with questions requiring an interpretation of material presented by graphs, tables, charts, and financial statements. Students are not expected to be familiar with the entire subject matter of any test, but for the sake of insuring the evaluative validity of these tests, students are urged to take them seriously and do their best.

Beaver To Host Parents

Parents' Weekend will officially begin on Friday, March 10 with a special production of William Shakespeare's *As You Like It*. at 8 p.m. in the Little Theater.

Registration and Coffee Hour will be held on Saturday, March 11, from 9 to 10 a.m. in the Castle. After the reception, Dr. John Bunting, chairman of the Beaver Board of Trustees, will address the Honors Convocation at 11 a.m. in Murphy Chapel.

Author of *The Hidden Face of Free Enterprise* (1964), Dr. Bunting has also written numerous articles for the *Atlantic Monthly*, *Harvard Business Review* and other business and financial publications. Dr. Bunting received his bachelor of science and master's degree in business administration and economics in 1950 and 1952 respectively from Temple University. In 1969, he received his doctorate in business administration from Saint Joseph's College, and in the following year his doctorate of law at Temple University.

Dr. Bunting was a lecturer at Temple University in economics from 1956 to 1960. He was a guest lecturer for several other universities, namely the University of Pennsylvania, Dartmouth College and Franklin and Marshall College. At the same time, he was a lecturer for numerous conferences of bankers and businessmen throughout the Third Federal Reserve district. Meanwhile, he held positions in the Federal Reserve Banks of Philadelphia, and in 1962, he became vice-president. Then in 1964, he became the vice-president and economist of the First Philadelphia Banking and Trust Company, of which he became the chairman this year.

A member of various boards,



Dr. John Bunting, chairman of Beaver's Board of Trustees, to address parents at Honors Convocation.

committees and clubs, Dr. Bunting is also the director of the City Stores Company, a trustee of several universities, the Philadelphia Museum of Art, Police Athletic League and WHYY, Inc., Philadelphia affiliate of National Education Television. He is currently the president of the Delaware Valley Council on Economic Education and chairman of the board of the 1976 Bicentennial Corporation.

After the Honors Convocation, a buffet luncheon will follow from 12:15 to 1:30 p.m. in the dining hall.

"The Beaver Freshman, The Beaver Student, The Beaver Graduate," will be the topic of discussion for the Circle of Beaver Parents' annual meeting, presided over by chairman James E. Hughes. Held also on Saturday in the Little Theatre from 1:45 to 2:30 p.m., Michelle Bell, a senior and the past chairman of the student senate, will act as moderator. Other panelists are Florence M. Plummer, Dean of Students; Margaret C. Davis, Assistant Dean of Students and Nancy E. Gilpin, Director of Career Planning and Placement.

Following this, several faculty members will be giving open-house lectures from 2:45 to 3:45 p.m. in the Boyer Hall of Science

and the Spruance Art Center. Arthur C. Breyer, chairman of the chemistry and physics departments, will speak on "Pollution and the Layman;" William V. Frabizio, chairman of the music department will talk on "The Composer in Today's World," and Peter Moller, assistant professor of English and Theatre Arts, will lecture on "Visual Vertigo: Or What's Up Doc?"

Mr. Frabizio will talk on music department, will talk on "The Composer in the Modern World" in the library lecture room. During his lecture, Mr. Frabizio will define what an artist is, make comparisons of the past and present atmosphere in music and of the composers.

"We live in a complicated computer world," and thus he explains why twentieth century music could hardly be composed as "pretty." Rather, Mr. Frabizio describes modern music as "harsh," because so often that is the reality, and the reality is the composer's statement, and it is through music that he conveys his philosophy. Mr. Frabizio will be demonstrating this idea with some of his own music.

Lecturing at the same time in the amphitheatre in Boyer hall, Dr. Breyer will give a presentation of "Pollution and the Layman." He will be using "a cartoon overview of the problem of air pollution; its nature, quantity and effects." He will further "contrast nuclear and conventional power plants" and will discuss their problems. From this he will go on to "selected miscellaneous pollution problems," then finally he will be presenting "selected solutions to the problems of pollution."

"Visual Vertigo: Or What's Up, Doc?" will be Mr. Moller's topic. He will be talking in the Little Theatre.

Mr. Moller will start his lecture with a quotation from the film "My Fair Lady" — "Words, words, words, I'm so sick of words." He feels that this is precisely "the temper of the young people and temper of education today." And though Mr. Moller does agree that film is in an advanced stage, he feels that the usage of it as a media is still in its elementary levels.

(Continued on Page 7, Col. 4)

Bracy Offers Irish Drama Course

by Sue Levitsky

Dr. William Bracy, professor of English, announced that next fall he will be offering a course in Twentieth Century Irish Drama in the Major Seminar in English (En 70). This seminar is offered as either a course in literary theory or as a study of problems in literature and literary background. Irish Drama will be the special topic for the latter of the two options.

Dr. Bracy explains, "Ireland has produced, since the late seventeenth century, a surprisingly large number of major dramatists of English literature such as William Congreve, George Farquhar, Richard Steele, Richard Sheridan, Oliver Goldsmith, Oscar Wilde, G. B. Shaw, and others. But until the end of the nineteenth century they gravitated to London.

"Irish drama as a distinctive development, both in English and Gaelic, begins at the turn of the last century. The major figures are William Butler Yeats, John Millington Synge, and Sean O'Casey. Associated with them in the development of the famous Abbey Theatre in Dublin were Lady Augusta Gregory, also a distinguished playwright; William and Frank Fay, who established the acting and production styles of the renowned Abbey players; and later dramatists such as Padraic Colum, Lennox Robinson, St. John Ervine, Paul Vincent Carroll, and Brendan Behan. Northern Ireland



Dr. William Bracy, professor of English, to offer course in Irish drama.

has also produced some good playwrights in recent years, such as Brian Friel, whose plays have had success in London and New York. Since 1960 Dublin has sponsored an important annual theatre festival with one of its major objectives the promotion and production of new plays and playwrights.

"Among the special problems and background materials for seminar study are the Celtic traditions and political background of Ireland. The myths and legends of the ancient Irish people provide interesting subject matter for the drama, and the nationalist movement, revolutionary activities, and aftermaths of armed revolt still continue today. The history and background of the Abbey Theatre, open rioting at productions such as Synge's *Playboy of the Western*

World and O'Casey's *Plough and the Stars*, all add interest to the study of the dramatists and their plays," stated Dr. Bracy.

In addition to the major seminar, Dr. Bracy will be instructing the first semester of British Writers (En 23) which focuses on the major poets of English literature through the Renaissance and Age of Enlightenment including Chaucer, Spenser, Shakespeare, Milton, and Swift. He stresses its non-major appeal. "The course should not be looked upon just as a background for English majors. The importance of Britain as a major force in the modern world is reflected dynamically through the great poetry and prose of these writers. The course, therefore, should have a great deal of interest for students of history, government, philosophy, and other disciplines."

Another English course designed primarily as a non-major elective for students interested in an introduction to world drama with a combination of reading and writing will be the Studies in Drama (En 7) also offered by Dr. Bracy. Such great plays as Sophocles' *Electra*, Euripedes' *Trojan Women*, Shakespeare's *Hamlet*, Brecht's *Mother Courage and Her Children*, Shaw's and Anouilh's *Saint Joan* plays, Ibsen's *Ghosts*, Chekhov's *Cherry Orchard*, and Williams' *A Streetcar Named Desire* will be studied.

Bank Recruiting Service To Visit Here Tomorrow

by Dawn Govan

The First Pennsylvania Bank's recruiting service will be visiting the Beaver College campus tomorrow, March 8, in search of senior mathematics majors interested in assignments in management training and development. The jobs are available in Philadelphia.

The Bell Telephone Company of Pennsylvania recruiters are visiting the Beaver College campus on Thursday, March 16, with an interest in interviewing junior mathe-

matics majors for summer employment in Pittsburgh, Harrisburg, and Philadelphia.

Bell Labs is interviewing senior mathematics majors with a strong interest in computer programming on March 16. Job locations are in Whippany and Holmdel, New Jersey.

Persons interested in any of the above interviews should sign up in Ms. Gilpin's office of Career Development and Guidance.

William Stafford To Read Poems

Another poetry reading will soon take place at Beaver. On April 13, at 7:30 p.m., William Stafford will read selections of his poetry in the Mirror Room of the Castle.

Mr. Stafford is best known for his book of poems *Traveling Through the Dark*, for which he won the National Book Award in 1963. His most recent poetry ap-

pears in his book *Allegiances*. At present, Mr. Stafford is teaching at Lewis and Clark College in Oregon.

Other poets who have given readings at Beaver are W. S. Merwin, W. D. Snodgrass, and Adrienne Rich.

The poetry readings are sponsored by the English department.

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.

Getting Down to Basics

After reading all of the superbly written letters urging that Peter Moller be re-instated (see pages four and five), I didn't feel that there was anything I could add. Yet, in thinking it over, I find myself feeling terribly proud of the students who wrote these letters, signed the petition, and have persistently been working behind the scenes. In my four years at Beaver, I have never seen such loyalty and devotion directed toward any professor, and I think the greatest possible tribute has been paid to Peter.

Even though I maintain that his re-instatement is of tremendous importance, the more over-riding consideration is how the English department and the administration will react to the outpouring of concern on the part of the student body. One of the most fundamental assets of a school such as Beaver is that all parties be receptive to the needs of each other — students to faculty, faculty to administration, administration to students, faculty to students, administration to faculty, etc.

Yet, up to now, this very receptiveness and responsiveness has not taken place. All of the people involved with this decision have been personally approached by me and several other students. The entire administration and English department are fully aware of how the students and many faculty members feel. But these overtures have, by and large, been ignored, and no positive action has been taken by anyone.

I have seen too many programs and desires of the faculty and administration be realized to buy the line that "there's nothing I can do." The act of re-instatement cannot and must not be left to chance. The sentiment repeated in all of the letters is that Beaver has too much to lose if it loses Peter. The college has been forewarned. I hope, for its sake, that it considers the prophecy seriously.

—T. A. S.

A Chance to Evaluate

Time after time, Beaver students have been known to complain about not getting the opportunity to evaluate teachers. Yet, when we are offered the chance to assist in the selection of the recipients for the Lindback Awards by giving appraisals, we pass up the chance by strewing the evaluation sheets all over the mailroom.

Today and tomorrow are the last days to submit evaluations for the Lindback Awards for Distinguished Teaching. These awards, to be given in amounts of not less than \$500 nor more than \$1000, are given to individual members of the teaching staff and are presented at Honors Convocation during Parents' Weekend. Dr. Gates, who will make the final decision, has asked for student-teacher evaluations in order to aid him in his selection. Any teaching skill may be described: a good lecture presentation, a specific assignment, or any teaching that assists in gaining understanding and meaning of the course.

Students who have already discarded their evaluation sheets may anonymously assess a teacher on a plain sheet of paper and send it to the president's office in a sealed envelope via the school mail.

This is an important decision. Help Dr. Gates make it.

—D. J. B.

Anyone wishing to send a get-well card to Mrs. Ethel McIntosh, college operator, can address cards to her c/o Frankenfield, 910 Limekiln Pike, Doylestown, Pennsylvania 18901.

Around Town

by Linda Betz

MUSIC

Academy of Music, Broad and Locust Streets

Tuesday, March 7, 8:30 p.m., Daniel Barenboim, pianist, and Pinchas Zuckerman, violinist

Friday, March 10, 8 p.m., *Carmen* by the Philadelphia Grand Opera Company

Sunday, March 12, 3 p.m., Andres Segovia, classical guitarist

Tuesday, March 14, 8 p.m., *Tosca* by the Philadelphia Lyric Opera Company

Hollinger Field House, West Chester State College

Wednesday, March 8, 7:30 p.m., The Mahavishnu Orchestra with John McLaughlin and Taj Mahal

McCarter Theatre, Princeton, New Jersey

Friday, March 10, 8:30 p.m., *Street Scene* an American opera by Kurt Weill

Field House, Villanova University

Friday, March 10, 8 p.m., Bread and Butter & Rodney

Spectrum, Broad and Pattison Avenue

Friday, March 17, 8 p.m., Beach Boys and It's A Beautiful Day

DRAMA

New Locust Street, Broad and Locust Streets

March 7 through 19, *Play Strindberg*

Shubert Theatre, 205 South Board Street

March 7 through 11, *The Selling of the President*

Walnut Street Theatre, 9 and Walnut Streets

March 7 through 12, *The Rivals* with Imogene Coca

Manning Street Theatre, 1520 Lombard Street

March 7 through 12, Moliere's *The Misanthrope*

Society Hill Playhouse, 507 South Eighth Street

March 7 through 31, *Our Town* by Thornton Wilder

Bucks County Playhouse, New Hope, Pennsylvania

March 11, 18, 24 and 25, 8:30 p.m., *Once Upon A*

Mattress

LECTURES

Du Pont Lecture Room, Swarthmore College

Thursday, March 9, 6 p.m., "Marxist Economics: An Introductory Course" by Lyn Marcus

Friday, March 10, 4 p.m., "Embryology and Neurobiology" by professor Jack Cowan, of the University of Chicago

Bond Memorial Room, Swarthmore College

Thursday, March 9, 7 a.m., "A Black American Looks at Angela Davis" by Jay Parker

YM/YWHA, 401 South Broad Street

Sunday, March 12, 8 p.m., lecture and reading by Kenneth Koch

Barton Hall, North Park and Berks Malls, Temple University

Monday, March 13, 3:30 p.m., "On Q.E.D." by Dr. Kurt Haller of the University of Connecticut

College Union Theatre, 20 and Olney Avenue, La Salle College

Tuesday, March 14, 12:30 p.m., "The Pentagon Papers and the Centralizing State" by Neil Sheenan, who obtained the Pentagon Papers from the *New York Times*

EXHIBITIONS

Wilcox Gallery, Pearson Theatre, Swarthmore College

March 7 through 17, paintings and drawings by Valerie Hollister

McCabe Library, Swarthmore College

March 7 through 31, ceramics by Kit-Yin Tieng Snyder, member of the art department of Swarthmore College

Philadelphia Museum of Art, 26 and Benjamin Franklin Parkway

March 7 through 16, "Dutch Masterpieces" March 7 through April 30, Latin American Graphics

Civic Center Museum, 34 and Civic Center Boulevard

March 7 through 19, Philadelphia Water Color Club

The Custom Frame Shop and Gallery, 528 South Fourth Street

March 7 through April 30, paintings and drawings by Joseph Tiberino and Ellen Powell Tiberino

FILMS

Packard Laboratory Auditorium, Lehigh University

Friday, March 10, 7 and 9:30 p.m., *Genesis IV*

Saturday, March 11, 6 and 10:15 p.m., *Alice B. Toklas*

8 p.m., *Inherit the Wind*

Tuesday, March 14, 7 and 9:30 p.m., *Planet of the Apes*

Bandbox, 30 Armat Street

March 8 through 11, *The Stranger and The Organizer*

March 12 through 14, 7 and 10:25 p.m., *Mandabi*

8:40 p.m., *Antonio Das Mortes*

Parkway

Saturday, March 11, 11 a.m., *Grapes of Wrath*

Fels Planetarium of Franklin Institute

Saturday, March 11, 7 and 9 p.m., "Cinema in the Sky"

TELEVISION

Channel 12

Saturday, March 11, 10 p.m., *The Rules of the Game* by Jean Renoir

Letters to the Editor

To the Editor:

For several years our office has had a problem of seniors failing to show up for scheduled appointments with employers visiting our campus to interview prospective employees. This year it has been a major problem. We have had six to eight instances of students "forgetting" about an appointment which they themselves scheduled at their own convenience.

Forgetting to keep a scheduled appointment with *anyone*—employer, faculty member, or administrator is simply bad manners. In the case of employers, however, there are greater ramifications. For one thing the student will probably not be employed. In addition there is the embarrassment to our office and to the college in general. The recruiting program is sponsored by our office as a service to help our graduating seniors find employment in school districts, business or government agencies. It is very difficult to interest employers in coming to a small women's liberal arts college. Once an employer has come to the college, it is unlikely that he will continue his recruiting visits when met with such rudeness and inconsideration. In effect, future Beaver College graduates seeking employment with that organization will suffer.

The incidents in question are examples of a serious problem at this college (and possibly all colleges): an abdication of responsibility on the part of students. College students have relatively little responsibility compared to what they will have later on in life. If a student cannot fulfill the few responsibilities she has (including appearing for all appointments), how can she possibly be ready upon graduation to handle the much greater responsibilities of a job and (perhaps later on) a family?

I think much of the blame falls on parents, faculty, and administrators. Do we let students experience the consequences of their actions or decisions or do we protect them from those consequences? The saddest fact of all is that it is the student who suffers in the end. If she has never learned to accept responsibility (and maybe even seek it out) before graduation from college, she will probably fail somewhere, in her job, in her marriage, in her relationships with others. I have seen it happen among our own graduates and it is sad to see. Many of you reading this may say to yourselves, "but it is only a minority of students, only a few." And yet this is the most disturbing fact of all. The minority is ever-increasing.

Sincerely,

Nancy E. Gilpin,
 Director,
 Career Planning and Placement

To the Editor:

As an alumna of Beaver and an admissions representative for my area, I receive and read the *Beaver News*. I have become increasingly disturbed at the tone of many of the articles, editorials and letters.

Having three teenage daughters, one of whom is a college sophomore, does not make me an authority on all of the problems and issues facing the youth of today. However, several times I have observed in your paper what I would refer to as emotional immaturity in print. The negative attitudes amaze me. I have the impression that the students aren't going to be happy at Beaver unless they have their own way. Does the desire for 24 hour parietals make it attractive for abortion purveyors to advertise in the *Beaver News*? People don't advertise unless they have reason to believe there will be a demand for their product. Do

your parents allow you the privilege of entertaining men in your rooms at home?

Why shouldn't the Board of Trustees have more to say in running the college than you? You are there to get an education, not to run an institution. I have been contributing to Beaver since graduation, and so has the corporation my husband works for so maybe we should have a say in the policies of the college. For that matter, your parents contribute to your education so let's add them to the group.

The Beaver campus is not unique in the aforementioned attitudes but why not try and see some of the good things in life, laugh at yourselves once in awhile and have some fun. You chose Beaver.

Sincerely,

Peg Carnahan Keeler, 1947
 (Mrs. Owen Floyd Keeler, Jr.)
 390 Merriweather Road
 Grosse Pointe, Michigan 48236

College Court Questioned

To the Editor:

With 24-hour parietals being an important issue among the student body, I found myself faced with the reprimands resulting from the lack of their presence within our social code.

Tuesday night, one of my male friends came over for what was supposed to be a brief social visit. We began talking and watching T.V. and completely lost track of time. At approximately 12:30 a.m. I realized that he had overstayed the allowed time limit. Quickly he departed from the dorm, with me acting as escort. He checked the dorm door to make sure it was locked and drove off, only to be stopped by the Beaver security guard. The guard inquired as to who my friend was visiting under the pretext that I would be kept anonymous.

On Thursday morning I was summoned before the College Court presided over by Dean Plummer, Dean LeClair, Mr. Klockars, Dr. Pfaltzgraff, Cathy Cole, Linda Seybold, and Jackie Davis. There I was interrogated with questions which ranged from: "Do you realize what you did wrong?" to "What were you watching on T.V. on the night in question?" I was appalled by both the questions asked and the mediocre treatment I received. It reminded me of a kangaroo court often seen on many T.V. soap operas.

It amazed me that the court was asked whether or not there were any questions without inquiring whether or not I wished to ask anything. In the end the penalty was handed down to me without any considerations given to my opinions.

Hopefully, in the future, the College Court will ask more relevant questions and give more consideration to the student on trial.

Beth Sedlak

The Fanny L. M. Hawkins Memorial Scholarship program is now accepting applications for scholarship funds. The scholarships of \$200 per year which were created by the Main Line Business and Professional Women's Club, is available to any qualified woman, who desires additional education to further or develop her business career, and is preferably over twenty-one.

To secure an application, persons interested and eligible should send a written request to Miss Claire Strycharz, Chairman, Box 35, Port Kennedy, Pennsylvania 19463. Completed applications must be postmarked no later than April 1, and will be screened and personal interviews will be scheduled for qualified applicants. Scholarships will be awarded in June.

Student Teachers Facing Dilemma

by Irene Heffran

Approximately 20 Beaver College student teachers do not know where they will be living, and 37 do not know where they will be dining during the second week of spring vacation, April 3-7.

The girls, involved in the internship program of the education department of Beaver College, must return one week early from spring vacation. Most of the public schools where the interns are practicing teaching have only the week of March 27-31 off. The education department does not believe that the continuity of the student teacher's lessons should be disrupted by the second week of the Beaver vacation.

In former years, interns were permitted to have a full spring vacation. The co-operating teacher took over the intern's lessons while the intern was vacationing.

The problem of residence and dining facilities arose when interns objected to plans laid down by Dr. Norman Miller, chairman of the education department. The memorandum, sent to the interns on February 14, said that during the week of April 3-7, security risks

demand that only Heinz Hall could be used for housing purposes. The 24 interns living in dormitories other than Heinz were to either "bunk over" at a day student's home for the week, or live with an intern who rooms in Heinz.

Arrangement of meals was called "stickier" than that for the rooms. Dr. Miller suggested that the "easiest option from the college viewpoint would...be...to secure...meals off campus, as the dining room staff would be preparing only the noon meal for employees who work here during vacation. If dinner were to be provided, a charge would be necessary.

The interns object to all of the proposals in the memorandum. Kappa Delta Pi, the education honorary society, held an open meeting to air the grievances of the involved interns. The result of the meeting was the drawing up of four proposals: (1) interns would stay in their own rooms, (2) food service would be provided, (3) a doctor would be on call, and (4) Dr. Miller would provide a solution to the problem by March 1, the first day of student teaching.

Wendy Galston, president of

Kappa Delta Pi, and one of the involved interns, said that the girls recognize their responsibility to the children in the classroom. But, they also feel that they are students and want their vacations. Since the student teachers must return early from vacation, they feel that they are entitled to the accommodations to which they are accustomed during the rest of the school year.

The girls were unaware of the shortened vacation period when they chose the semester they would student teach. They were not informed of the living and dining accommodations until the February 14 memorandum.

The girls must comply with the ruling of the college and the public school vacation period. They are bound by a contract, the Internship Agreement, which says that the individual will obey the regulations of the involved institutions.

Wendy Galston said that it was "irksome" that spring vacation was so near and that nothing yet has been decided upon. She and the other 36 interns think that the problem should have been planned out before it arose.

Planned Parenthood Offers College Series on Sexuality

The Planned Parenthood Association of Southeastern Pennsylvania will be presenting a series of "College Workshops on Human Sexuality" during March and April, every Tuesday.

These workshops will be divided into two parts. The morning sessions (10 a.m. to 12 noon) will be general lectures and open to all, without charge. The afternoon sessions (1 to 3 p.m.), offering techniques, skills and experiences in effective communication with others, however, will require a pre-registration which includes a \$20 fee. Furthermore, this core group will be limited to 20 people.

The program includes:

- 1) Psychosexual Development, March 7, Penn Morton Colleges, MacMorland Center, Red Lounge, 14 and Chestnut, Chester
- 2) Relationships: Intimacy and Lifestyles, March 14, Philadelphia College of Art, Main Building, Conference Room, Broad and Pine Streets
- 3) Human Sexual Response, March 21, University of Penn-

sylvania, Harnwell House, 3820 Locust Walk

- 4) Religion and Human Sexuality, March 28, Drexel University, Drexel Activities Center, southwest corner 32 and Chestnut Streets
- 5) Birth Control and Sterilization, April 4, Planned Parenthood, 2402 Spruce Street
- 6) Abortion and Problem Pregnancy, April 11, University of Pennsylvania, Harnwell House, 3820 Locust Walk
- 7) Venereal Disease, April 18, Planned Parenthood, 2402 Spruce Street
- 8) Sexual Concerns of College Students, April 25, Temple University Counseling Center, Sullivan Hall, Park and Berks Mall

Pat Smith, director of residence, who is participating in the afternoon sessions, will use the information for the Resident Assistants Program in which the girls concerned will be given as much information as possible involving their future positions.

Clubs Hold Induction For New Members

At a dinner on February 15, the Beaver College Mathematics Honorary Society inducted five new members: Wendy Miller ('72), Vickie Nelson ('73), Ann Bingham ('74), Cindy Haun ('74), and Vicki Ovis ('74). Each inductee was given a certificate and a copy of the Society's constitution.

Michele Weinstein, president of the society, spoke about the club's project for this year. The members of the society are planning to take a survey of the math alumnae from the past four years. Questionnaires will be sent inquiring about the alumnae's present jobs, the training from their jobs, and whether the Beaver math program provides adequate preparation for employment. This information will be compiled and be available to senior math majors seeking employment after graduation.

Each of the members was chosen by the society on the basis of their

qualifications. To be eligible, each had to have a 2.0 average in math, 1.75 overall cumulative average, and had to have or must be presently taking Calculus III (Math 24).

Present at the dinner to honor the girls were three faculty members of the math department — Dr. Moulton, Mrs. Moulton, and Mr. McLean — and the members of the club.

NEW MEMBERS OF PSI CHI

At a dinner held in the Faculty Chat on February 22, the Psi Chi National Honorary Society initiated eleven new members into the group.

The new members are: Shelley Marged, Susan Grandt, Marla De Mesquita, Rayna Moskovitz, Joyce Dukes, Martha Chavis, Ellen Banash, Jan Marks, Mickey De Graff, Agnes Slevin, and Andrea Stein.

The advisor for this society is Dr. Barbara Nodine.

Beyond Flatulence and Satiety

by Stephen Miller

I was recently granted an interview with the noted Rogius professor of digestion, S. O. Bummer, who is warden of All's Dull College, Oxford, and author of the controversial book, *Beyond Flatulence and Satiety*.

Question: Dr. Bummer, how did you arrive at your theory? I mean scientists, we all know from the recently published memoirs of Hilda Apfelfcart, Albert Einstein's masseuse, are of course human beings, heh-heh, not robots, and they often arrive at their discoveries accidentally, as it were, so to speak.

Answer: Exactly! I mean of course there is a human and personal side to my arrival at objective truth. Seven years ago, on a Friday afternoon, I had been working all day with my rats and mice and was very tired when I arrived home late for dinner and saw my family — that is, my wife and three sons — eating their meal. Nothing remarkable about that, but they were eating spaghetti and were having a terrible time of it: my wife had some sauce on her left earlobe, two of my sons had sauce on their ascots, and my third son had just dropped a forkful of spaghetti into the vase of freshly-cut tigerlilies. How disgusting, I thought, and what a waste of time! And from that time on, Sir, I devoted myself to discovering a way in which man could be prevented from eating.

Question: May I ask you if it's possible for you to explain your theories about the prevention of eating, Dr. Bummer? I realize that it might be difficult to explain such things to the average barber, state senator, or taxidermist, not to mention your ordinary run-of-the-mill philotelist.

Answer: Well, I will try, but, understand, this is only an explanation for the layman; we scientists are required to use three-syllable words to explain the same phenomena. I have invented what I call, in all modesty, the Bummer Box, named after my greatgrandfather Elijah Bummer, who invented the portable doorknob. In this box a person is reinforced, a highly technical term that is difficult to explain, so that he will grow to dislike food. Briefly, when he gets hungry he presses a button that supposedly will bring him food, but all he sees are pictures flashed on the wall of his box, pictures of people puking, belching, eating spaghetti like my three sons, and other rather disgusting sights that I'd rather not mention. I'm rather squeamish, you know. He will soon give up pressing this button and will turn to another which, when he presses it, will offer him a variety of pills that he can swallow with a glass of water. These pills will relieve his hunger and will also satisfy his body's minimal daily requirements as determined by Messrs. Kellogg and Wheaties in their famous experiments at Battle Creek, Michigan.

Question: Thank you, Dr. Bummer. But why, if I may ask, is eating really so bad, aside, of course, from the way it wastes time? Don't you think that you might have over reacted to that spaghetti? Surely the eating of kumquats doesn't produce such a mess.

Answer: Yes, you have a point there, although I'm not too familiar with the literature on kumquats. But the worst thing about eating is not its, ugh, basic disgustingness but the fact that it will cause either an ecological disaster or a political catastrophe. And it may even cause a worldwide epidemic. Let me explain. Ecologically, we are devouring our planet. Of course, many things grow back again, wheat, alfalfa, the maraschino cherry, but what about all the boxes, tin cans, and bottles that are used to package this food? And what about all the fuel that is used to heat this food up?

Question: You have a point there, Dr. Bummer. Listen, I cook with sterno. How much more sterno is there left in the world? But I suppose that's not your field.

Answer: No it isn't and if I may continue, please! Politically the ingestion of food is a disaster because cultures hate each other as a result of their different food habits: the rice-eaters hate the wheat-eaters, the beef-eaters hate the pork-eaters, the wine-drinkers look down on the pepsi-drinkers, and so on.

Question: Yes, that's true. I can't stand people who drink martinis with their cream of wheat.

Answer: So you can see that all these contrary and confusing eating habits make for a chaotic world. And also for a world that is al-

(Continued on Page 6, Col. 1)

Yes, there are a lot of good reasons for women to quit smoking.

Find yours.

- () That "Smoke Pretty" ad makes me furious. Whoever made that up knows where the money is—fewer women than men are quitting. But they won't get rich over my dead body.
- () I want to be a teacher. How can I discourage kids from smoking when I smoke?
- () I know my father's been trying to quit. How can he with me still puffing away?
- () I want to wake up feeling fresh and clean again. I've had it with nicotine hang-over in the mornings.
- () The thing that appeals to me most is: If you quit for good, in most cases it can be as if you never smoked.
- () Somewhere in the back of my head I've been nursing the illusion that smoking is really only dangerous for men. I've just seen the latest statistics. The death rate for women who smoke is more than 20% higher than for women who don't. We've come a long way baby, but I'm not going any further.

Now all you need is help and encouragement. Send a postcard today to: Women and Smoking, Rockville, Md. 20852. And we'll send some free booklets to help and encourage you.

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"Hell No"—We Don't Want Moller To Go!

To the Editor:

I write this letter with regret that it has become necessary and with the hope that it may give a few people some more things to consider before they make the final decision to replace Mr. Moller. When I learned that Mr. Moller had been given a terminal contract and would therefore be leaving at the end of this year, I was stunned. Since then, I have been asking everyone I could for an explanation and quite frankly, when the buck wasn't passed to someone else the rationalizations I received were not satisfactory.

The first reason given me was lack of money. If that was true, then why are others being interviewed to fill the position Mr. Moller will be vacating? This was evaded with the answer that in order to hire someone to fill Mr. Theodore's empty position, someone in the English department had to be cut and Mr. Moller was elected. The necessity of cutting Mr. Moller from the English department in order to hire a replacement for Mr. Theodore is absolutely ridiculous because Mr. Moller is presently doing Theodore's job and better, I venture to add, then the prospective replacements now being interviewed probably could.

The next reason given me was that Mr. Moller is not qualified to run the theatre department. Two words constitute my reply to that, but I'll be polite and present my reasons for believing such an explanation to be ill founded. First of all, I don't know how anyone acquainted with the University of Pennsylvania's Annenberg School of Communications, from which Mr. Moller received his master's degree can question his academic background in the communications arts. Annenberg offers one of the most rigorous communications programs in the country, I know this because I've considered applying there for graduate study. I only hesitate to apply there because I'm reluctant to go to a school with so overwhelmingly academic an approach to communications studies and so it seems especially ironic that Mr. Moller's academic preparation should be questioned. True, Mr. Moller has no doctorate, but in a field like theatre arts, practical experience is far more important than academic preparation. As for practical experience, I'm only touching the surface when I mention that Mr. Moller has won playwrighting awards for his own plays, he has had experience doctoring plays in need of help on their Philadelphia trial runs, and has worked with many community theatres in the area both as a director and actor, in addition to having been president of the Theatre Association of Pennsylvania. Besides his experience in live theatre, Mr. Moller has worked in radio and on documentary films for television. All of this experience has kept him vitally in touch with what's going on today in the theatre and in the mass media. I think a teacher, like Mr. Moller who, instead of being merely a student of what others have done in the past, and has been personally involved in other media as well as traditional theatre, is an invaluable asset to Beaver's theatre department because contemporary theatre cannot be understood without an awareness of the impact made upon it by film and television.

For this reason, someone with the type of experience Mr. Moller has had is much better equipped to prepare theatre majors for theatre work outside than someone with a more traditional background in

theatre and there's a lot more to theatre than Ibsen, Chekhov and Stanislavski's method of acting. I've been told that the English department wants to let Mr. Moller go in favor of someone who could teach a course on styles in theatre. Such a teacher will doubtless have shortcomings elsewhere in his qualifications and it seems to me you don't need a professor with a doctorate to tell you that the direction and acting for Ibsen's *Hedda Gabler* requires a completely different approach than that for Genet's *The Balcony*. Such a course doesn't need to be taught separately because it's already an inextricable part of the modern drama, Shakespeare, play production and acting technique courses. Losing someone with Mr. Moller's creative talents and dedication to Beaver's theatre department is an awfully big price to pay for a style in theatre course and I honestly don't think the English department will be able to find someone else with Mr. Moller's solid academic background and wide range of practical experience who will also be as perceptive a teacher and have the same rapport with the students that Mr. Moller does. I wonder if his prospective successor will be so good that over half of the students on campus would sign a petition and many others would care enough to talk with and write letters to the administration, the English department and Ms. Atwood in an attempt to keep him.

Some of the people I've talked to have said "Yes, we all know that a fine teacher doesn't amount to a hill of beans when weighed against a doctorate." It doesn't seem right, however, that a few people who have never seen a teacher in action in the classroom can tell the students who have learned a great deal from him that he's not qualified. It's the students and ultimately the whole English department who will suffer if Mr. Moller is replaced by a real turkey who looks great on paper but can't teach his way out of a paper bag.

I feel very fortunate that I was able to take three courses with Mr. Moller and to tell you how much I learned from those three courses would require another letter the length of this one. Maybe those who feel that Mr. Moller isn't qualified to run the theatre department weren't impressed with his knowledge and creative manner of teaching, but I was. In high school I absolutely hated English, but I enjoyed Mr. Moller's English I so much that I have since taken twelve English courses. From talking with friends, I know that I'm not the only one who was similarly influenced.

Another important example of Mr. Moller's contribution to the department was the huge enrollment in his film course last semester. Contrary to what some people believe, most of the students who signed up for film did so because of their interest in such an important and interesting subject and on the strength of Mr. Moller's reputation for being a terrific teacher, not because they thought it was going to be easy. Indeed, anyone who has ever had a course with Mr. Moller knows that he's not easy. If the English department is concerned about its dropping enrollment due to the decreased requirements, then I think it should seriously consider the fact that there are probably more non-English majors who have taken courses from Mr. Moller than from anyone else in the department. Indeed a glance at some of the names on the petition will show that if the English department lets Mr. Moller go, it will be doing a

disservice not only to itself, but to Beaver College as a whole.

Something else that should be considered is that Mr. Moller is a one man public relations office for Beaver. One of his students in the contemporary theatre course wrote a paper on community theatres and in writing it, contacted many community theatres in this area — the minute she said "Beaver College" they asked about Mr. Moller and were very enthusiastic in praise of his work. From practical experience, I know how surprised and impressed members of the faculty and students from my high school were with the really "right on" (for there's no other word to express it) performance given there several years ago by Mr. Moller's Alnwick Players. Unfortunately, Beaver still hasn't shaken its old reputation in this area as a tea party school, but if Beaver hopes to overcome that image, I think it's almost suicidal to let a man like Mr. Moller go, who, through his personal involvement in the Philadelphia area, has done more to change people's notions of Beaver College than all our catalogs and brochures ever could.

Those are but a few of the reasons why I feel that Mr. Moller is not only qualified to run Beaver's theatre department but, also an important asset to the whole school. There are more but I'm getting tired of writing as I imagine you're tired of reading what you already know.

When I expressed my dissatisfaction with the financial and professional explanations for Mr. Moller's being given a terminal contract and again asked "why," I was told "it's confidential." It seems it's not only in Kafka's world that all "whys" are answered with "it's confidential" or silence. What is most terrifying to me about this whole thing is that even at a small college like Beaver, as in Kafka's world, everything has been reduced to paper and the human factor left out.

This is my last year at Beaver. If it is to be Mr. Moller's last as well, then I'll leave greatly disillusioned with the priorities of a school which has given so little to a man who has given so much. I hope he'll leave at least knowing that his students cared enough to write these letters but most of all, I hope he'll stay.

Sincerely,

Linda Kowall

* * * *

To the Editor:

There are very few things a person at Beaver College feels "moved" to write the *Beaver News* about. More often than not, the moment passes or one usually finds another person's letter says all there is to say plus some.

However, in the "Case of Peter K. Moller," I want to add my two cents to the already burgeoning pile of letters on your desk.

I had Mr. Moller's film course last semester, the only other English course I have elected to take past the two required Literature and Expression courses my freshman year (and I always have liked English courses). I can unequivocally state it was one of the very few courses I have taken at Beaver College which was interesting, informative, and vital to today. Surprisingly, it was a course where the material itself counted, not the professor's select

opinion. Sure, we knew what Mr. Moller's "approach" to film was, but he asked us, in his own quiet way, to formulate our own "approach" to film. In other words, we learned a lot and were allowed to think on our own, a novel experience at Beaver College. That is a hell of a lot for one course and one professor to do in one semester.

For my money, an education ought to mean more than an ivory-towered doctor's parting the waters and leading the uneducated masses to the promised bachelor of art's land, then rushing home after their three classes. Beaver College happens to be too small to entertain such grandiose and frankly outdated notions. This is not Cambridge, Oxford, or some mammoth computerized circus called a university. Therefore, the implications of replacing (or something to that effect?) a fine professor like Peter Moller, the very essence of whose teaching is student-teacher interaction, are clear for the future of Beaver College as an educational institution.

Finally, some of the people reading this letter will automatically assume that I know Mr. Moller well and that personal friendship is what prompted me to write this letter. I want to dispel that notion. A professor need not be a personal friend to gain respect from a student. It is there by virtue of his performance as a teacher.

Sincerely,

Ann Stier

* * * *

To the Editor:

This letter is written in appreciation to a really fantastic professor and friend, Mr. Peter Moller. Hopefully Beaver College will realize what it is losing if Mr. Moller leaves. I can only speak for myself, but thinking it over, the relationship most important in a small college like Beaver is that one-to-one relationship of student to instructor. That is what the following list is all about:

1. Knowing my interests in singing and writing, Mr. Moller had reviewed my poetry and polished my writing.

2. In my acting technique course, Mr. Moller taught me the importance of stage presence.

3. In the Germantown Community Theatre production of *The Innocents* (an adaptation of Henry James' *The Turn of the Screw*) directed by Mr. Moller in 1970, I received my first tastes of thematic music composition.

4. Mr. Moller was responsible in recommending me to WFTL's the *World Around Us*, a daily children's television program. Through his help and interest, I worked as a singer and songwriter for two years. This job helped me to finance my way through Beaver. (Mr. Moller has also recommended me and has been responsible for other singing engagements I have obtained).

5. Mr. Moller was responsible for recommending me to the Philadelphia production of *Man of La Mancha*.

6. Even though I am not an English major or theatre major, Mr. Moller has acted as my faculty advisor in my individualized major (international studies) and in the Honor's program. Time and again he has given me beneficial advice in my course selection, course work, and school activities.

7. Good friends of mine took Mr. Moller's course in film, and since that time they have not let me watch a television film in peace without interrupting with comments about technical changes, for example "fading in and out." When a student can utilize classroom knowledge outside of the classroom, without effort, she has obviously learned the subject well.

8. Et cetera.

9. Et cetera.

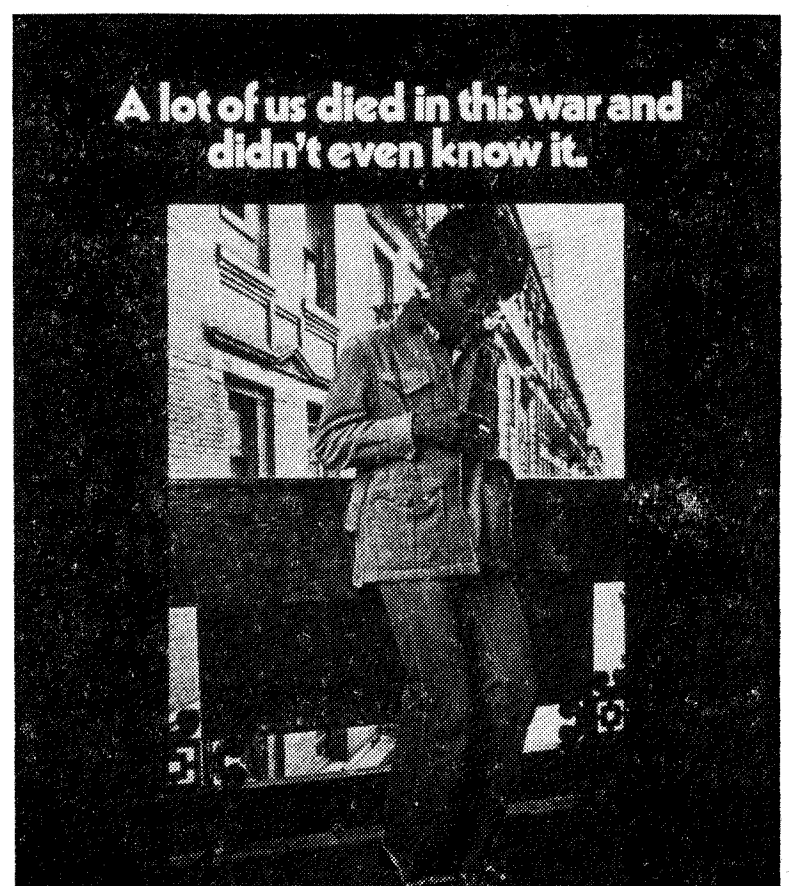
10. Et cetera.

If anyone thinks this list is too individualized and doesn't apply to Beaver in general, they're right. But as I said before, individual interest and attention are supposed to be characteristics of a small college.

— And the amazing thing about all of the above is that I am but one of many who Peter Moller has helped in so many ways.

Peace,

Lisa R. Layne



A lot of us died in this war and didn't even know it.

To the Editor:

Over 500 students and faculty members have signed the following petition to express their concern about the action which has been taken involving Mr. Peter Moller. Copies of the petition have been presented to Dr. Gates, Dr. Gray, Dr. Hinton, and Dean LeClair. Although they all expressed great concern, we have received no response. May we have an answer now?

—Jill Seltner, Iris Berman and Diane Taylor

We, the undersigned, feel that the fact that the contract of Mr. Peter K. Moller was not renewed is unjustified in light of his qualifications, his dedication to and interest in the students and the college, the high regard with which he and the courses he teaches are held by students and faculty, and the contributions he has made to theatre on campus. We feel that the loss of Mr. Moller would be highly injurious to the future of the theatre department. We also feel that students should be involved in the decision-making processes of this college that involve them.

Jill Seltner
Diane Taylor
Iris Berman
Vivien Niwes
DeVida Jenkins
Susan Stewart
Elizabeth St. John
Leigh Schulten
Billie Krakovitz
Mona Rothbaum
P. J. Smith
Randy Tymon
Betty Ann Norton
Lynne Kovinow
Kathy Meier
Susan Campbell
Chris Vickers
Barb Buncutter
Joanne Bonnell
Nancy Malkin
Lesley LaBove
Jane Uhrig
Tobi Steinberg
Ellen Banash
Irene Heffran
Candy Weaver
Maria Juihaceh
Lynn Cohen
Marty Mackey
Sandy Barns
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Bissy Latoff
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Shelley Shafer
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Sue Brotz
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Nancy Croup
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Bonnie Brene
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Debbie Richter
Debbie Fish
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Sarah Tyner
Karen Barker
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Marilyn Raffin
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Martha Tomich
Sarah Kelley
Vicki Adamitis
Nell Bushnell
Jill Steinwick
Cindy E. Artiste
Brent Adolf
Sandy Rodde
Barbara Bell
Rosalind Ambler
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Susan Boulmetis
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Judy L. Chu
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Kristina Jansson
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Edna Feenstra
Gayle Friend
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Heather Fairbairn
Kathy Driver
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D. Tibbets
A. Byer
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Letters Reflect Feelings Towards Peter Moller

To the Editor:

As students in the Honors Program, we are extremely upset over the English department's decision to replace Mr. Moller. It is our understanding that the English department is replacing him because it feels that he is not as qualified to teach the courses in Beaver's theatre department as well as someone with a doctorate and a more traditional background of studies in theatre. Each one of us has taken either a theatre course or an Honors Colloquium with Mr. Moller, indeed some of us have taken many courses with him, and we certainly don't feel that he was not qualified to teach us. In fact, we consider ourselves lucky to have had the opportunity to take courses with such an excellent teacher who always has something special to offer his students, either in the way of creative projects to puzzle imagination over or the many perceptive observations he makes to touch off and keep class discussions going.

One of the main problems the Honors Program faces is the difficulty of finding enough faculty members who can offer courses which spark the interest necessary to attract good students and who are versatile enough to lead colloquia comprised of students from such varied fields, Mr. Moller, in having taught five very popular colloquia, deserves a great deal of the credit for making the Honors Program the success that it is. The success of the Honors Program, to which Mr. Moller has contributed so much, is essential if Beaver hopes to be able to compete with other schools for the best students. Therefore we urge the English department to reconsider before it trades a man who has proven himself to be a valuable teacher and who, in giving so much of himself, seems to have received so little.

Sincerely,

Karen Gullyes
Tobi Steinberg
Theresa Heinz
Sue Moyer
Lisa Layne
Alice Margarida
Susan K. Frankel
Jody McPhillips
Alice Marie Platt
Emily Goldberg
Linda Kowall
Robin Sue Landsburg
Christine T. Essler
Marjory Ackerman
Mona Rothbaum
Gina Razzo
Sharlene Hymson
Maxine Williams
Laureen Ovelette
Lily Yee
Liz Asch
Anita Tiamberg

To the Editor:

Over many months, students have been working quietly for the retention of Mr. Peter Moller. Most of these efforts have been either dismissed by those in authority or ignored in an impersonal bureaucratic labyrinth, the existence of which is shocking for an institution as small as Beaver. As a result of this, it seems that support for Mr. Moller must be brought to the attention of the entire Beaver community.

In my opinion and in the opinion of many Beaver students, Mr. Moller is an inspiring instructor and an innovative director. Any one who doubts his qualifications should examine his record of practical experience and results. If it is his methods that are being criticized, then it would appear that professional individualism is being discouraged on Beaver's campus. For I believe that an instructor is like an artist; there are so many ways

to the same end. When he was my instructor in freshman English, Mr. Moller often made me angry; but he always made me think. Through his individual approach, Mr. Moller has succeeded as an educator. He has achieved the major objective of education: the stimulation of thought. Beaver's educational quality and integrity as an institution of higher learning would suffer with his departure.

Sincerely,

Jocelyn Doyle

To the Editor:

Seniors seem to develop, over three years of shared reactions to their good, bad, or indifferent academic experience, quick and lethal means of communicating course and professor evaluations. Shrug and smirk equals gut course; nod with raised eyebrow probably means a tough curriculum worth sacrificing a few weekends for; while a grimace denotes a "don't waste your last semester hassling over it" attitude. Mr. Moller's film course paralyzed many in the midst of their body language — how to express unqualified excitement about a fascinating course, and interested teacher, with dismay over the fact that neither may return to spur seniors — or sophomores, for that matter out of an often justifiable academic apathy.

"Introduction to Film" is the only course I've had with Mr. Moller. I regret not having had him for theatre or communications, because the primary result of my semester in his class was the development of a curiosity about the subject, beyond what we discussed and learned in our meetings; so I consider the course a first and essential step in a learning process, for which I now have the basics to continue research and interest on my own. While many professors act to discourage enthusiasm about their topic, Mr. Moller, by his careful and studied answers to questions, by his own provoking questions about film and its relation to our phenomenal twentieth-century lives, and through his clear logical presentation of material, served to ignite real concern about the cinema, a subject which we in the "film generation" had generally taken for granted.

I think it highly regrettable that potential students at Beaver may be turned into shruggers by Mr. Moller's absence. I protest the replacement of Mr. Moller, or any professor of his quality.

Sarah Lang, 1972

To the Editor:

We are freshmen who have worked closely with the Theatre Playshop this year, and are deeply concerned with the future of the theatre department. Mr. Moller is an excellent teacher of theatre arts, and has had many years of experience in theatres and summer stock.

The administration should be more concerned with the demonstrated ability than with the written recommendation and qualifications of any other candidate for the position. Considering the facilities and the number of interested students, we feel that Mr. Moller should be greatly commended for his work in the Little Theatre.

In conclusion, we recommend that you reverse your decision about Mr. Moller, and expand the theatre arts department, so that more high school seniors will apply to Beaver for its theatre arts department.

Sincerely,

DeVida Jenkins
Susan Stewart
Vivien Niwes

Acting Doth Waste Talents Of Shakespeare and Moller

by Esther Goldstein

With all the excitement of a Broadway play, *As You Like It* opened on Wednesday night at Beaver College's Little Theatre. This superb comedy written by the famous William Shakespeare will be performed this Thursday, Friday, and Saturday at 8 p.m. in the Little Theatre.

One cannot comment on the content of the play as it remains a Shakespearean classic. The dialogue is brisk and refreshing with crisp wit intertwined within each scene which raised the quality of the play even higher. It is because of this classic finery that I wish to congratulate Mr. Peter Moller on the fine direction of the play.

The production of the play is done with the utmost of finesse. The lively singing accomplishes the "days of yore" mood. The stage decorations and costumes, as usual, are very imaginative and blend in well with the mood the play requires. In summary, all three accomplish the goal set before them.

The acting, however, wastes much of Shakespeare's, as well as Mr. Moller's talents. As emotion is the most important factor of the

play, it is ironic to find that a number of the actors remain emotionless throughout its progress. They give the impression of the presence of cue cards somewhere in the obscure wings of the stage. This lack of emotion is further superceded by the constant stumbling and tripping over words. This play is difficult, understood, but this sloppiness leaves the viewer more than a bit hopeful for the approachment of the final scene.

Amidst this desolation, there is a little gem. It sparkles like a diamond among dull pieces of glass. That little gem is Susan Boulmetis. It is her refreshing talent that holds the viewer's attention throughout what seems to be a rather sluggish attempt at a classic play. Her acting, incorporated with a few fleeting moments of other fellow actors, are the life savers of this "sinking ship."

I have often heard that time heals all. I most certainly hope that it will heal (or cure) this play. Perhaps the last performance will truly be what all the rest should and/or could have been.

BEYOND FLATULENCE AND SATIETY

(Continued from Page 3, Col. 5)

ways on the brink of an epidemic: trichinosis, botulism, whatever, even Montezuma's Revenge. Can you imagine what would happen if there were a world-wide epidemic of Hong Kong Acne, a notoriously disagreeable disease? So what I propose is that the United Nations set up a series of Bummer Boxes all over the world to reinforce people against the eating of food—FOR THEIR OWN GOOD, of course. We can't let this repulsive state of affairs continue. I myself have given up food and eat

seventy-three different pills a day. To make this intake reasonably pleasant I vary it with either hot or cold water. On holidays I swallow the pills with a glass of seltzer.

Question: What, if I may presume to ask, does your family think of all this?

Answer: My family? I have none. My wife divorced me and she and my three sons have gone into the frozen lasagna business.

Question: Thank you, Dr. Bummer, for a highly salivating, uh, I mean stimulating interview.

Renewal applications for P.H.E.A.A. scholarships for the 1972-73 academic year will be mailed directly to the home address of students currently receiving state scholarships. Mailing will begin March 15, 1972.

Current Beaver students who are Pennsylvania residents and who are not receiving state scholarships may pick up applications in the office of the financial aid director after March 27.

They Said It Couldn't Be Done

by Cindy Artiste

A musical adaptation of Joe McGinnis's best-selling novel *The Selling of the President*. Half of the world said it couldn't be done. The other half agreed. But now it has been done and everybody's saying it shouldn't have been done. That may be true. But judgment of the musical should not be based on the novel. It's not impossible to appreciate the musical after having read the novel, if one realizes and respects the idiosyncrasies, limitations, and differences of the two mediums.

The Selling of the President has as its basic theme the effect of the media on the public's choice for political offices — in this case, the political position is (obviously) the presidency. Although the election year is 1976 and a few new wrenches have been thrown into the political machine (such as voting by telephone), the situation is as unfresh and ununique as the blush on a forty year old virgin. Any structure built on so decrepit a base has got to be shakey, and so it is with *The Selling of the President*.

There is very little action or movement in the play as the television studio is the base from which Mason, (the candidate) conducts his entire campaign, and time lapses are indicated by memos from one department head to another within the studio. In fact, the atmosphere of the television studio is brought home to the audience by the appearance of Johnny Olson in his usual role of "warm-up man" who actually tries to place the theatre audience in the role of a television studio audience.

A basic problem of the play is that it moves too slowly. With the limitations on time and place so strictly defined, the musical numbers which hold the show together should be presented like machine-gun fire, or as something in the style of the Laugh-In "quickie" — with music. Instead, the structure of the musical is loose and casual — one might even say sleepy.

The whole of the political train is presented on stage: the cam-

paign manager, the press agent, the advertising executive, the boy-wonder with a new "system," and the presidential nominee and his wife.

In an attempt to imbue the musical with universality, the co-authors, Jack O'Brien and Stuart Hampdon, have very obviously and purposely stereotyped all of the characters, events, and musical numbers — mercilessly.

The presidential nominee, Mason (Pat Hingle), is portrayed as little more than a collection of corny, pseudo-moral, ironic, pseudo-humble remarks on nearly everything.

On his beginning: "I've come a long way from a little Methodist Sunday school in Broken Bow, Nebraska." (*pseudo-humble*)

On running his campaign: "We're going to take this election right to the people." And: "I will not barricade myself in some television studio and let technicians run my campaign." (*irony*)

On his opponents' campaigns: "You get something good and everybody wants to get on the bandwagon." (*corn*)

On defending his lack of commitment: "The trouble with quick answers is that we think we've heard something when we really haven't." (*pseudo-philosophy*)

On moral issues: "I only got one moral issue: to be President. If you told me the devil was to swear me in, I'd say, 'If he can get his horns under a homburg, I'll be there.'"

I don't think it's accidental that Mrs. Mason looks like an anemic Pat Nixon. Her one big function is to serve tea and sympathy to the big bosses of her husband's campaign and stay out of the spotlight as much as possible.

The outcome of the play is that after repeatedly denying the dependence of his campaign on the media, Mason spends 38 million dollars advertising himself to the public. His opponents catch on and try to equal his lavishness when suddenly (gratefully), Mason's top advertising agent (Karen Morrow) decides to place Mason in dramatic contrast to his opponents by mak-

ing the campaign as simple as possible. On the eve of the election, after spending 38 million dollars, the picture that Mason and his wife present to the public is one of solid respectability and sheer simplicity (or what is known in political circles as "the just-plain-folks-game").

That's pretty heavy irony and it runs throughout the play as evidenced by the dialogue above. But it is not the irony or the dialogue which enliven the musical. It is not the music or the songs as both are achingly commercial and forced.

What saves the musical, and, in fact, makes it quite entertaining, is the vivacity of the minor characters, all of whom are young and enthusiastic. For many of them, this show will be their first on Broadway if the show lasts (Philadelphia is a first-run for this musical). These sparkling, lively youths manage to put a lot of spirit into even the most trite dialogue and the most meaningless of songs.

In the end, the show turns out to be enjoyable, but only if you don't look back and ask yourself why.

The Golden Slipper Club is one of Philadelphia's outstanding philanthropic organizations, which offers residents of metropolitan Philadelphia awards ranging from nominal sums to full tuition. Factors considered in selecting recipients are financial need, ability, academic record, and sincerity.

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Discrimination Binds Women

by Susan Stein

Undoubtedly discrimination was the single factor which brought six Germantown women together to form a consciousness-raising group, the cornerstone of the Women's Liberation movement. The key to consciousness-raising is the sharing of an experience or an idea with others, resulting in the expansion of the group's awareness. The shared experience of this new group of women was discrimination and oppression in both overt and subtle forms.

Joan, inspired by a David Susskind show (one of the most celebrated male chauvinist pigs) featuring Susan Brownmille and Germaine Greer, decided to organize a consciousness-raising group. She contacted many of her friends. All of the married ones refused with revealing comments like "I'm really interested, but Jimmy wouldn't understand" or "that's a great idea. It's too bad, but Wednesday is Tom's night to play cards and I don't have anyone to stay with the kids."

Young, single women, however, responded quite differently. Diane (another person instrumental in the group's formation) and Joan were compelled to limit the group in its early stages to six members. A graduate student in psychology, Pat served as advisor because of her experience with another group.

The first meeting was relatively quiet. Each person shyly presented an introduction of herself to the group, stating name, occupation, interests, and particularly the motivation for joining a consciousness-raising group. The occupations ranged from a psychiatry resident to a secretary, a graduate student, to an elementary school teacher, a black president of a management consultant firm and a student.

Ideas were shot across the room. Ann, 29, a psychiatrist, confessed that she came to the meeting out of curiosity. "People are always asking me if I'm interested in Women's Liberation and I say 'yes,' but I really haven't done anything about it. I guess I'd like to do something." Beverly agreed. Intelligent, articulate, and successful in business, she told a story which explained why she wanted to get involved. "I've never been discouraged about myself. When I formed the company (of which she is president) no one would listen to me and my ideas until I re-

cruited a man to attend conferences with me. As soon as a man was known to be in the organization, we received more contracts, despite the fact that he is merely a figurehead."

"Has anyone here ever worked for a corporation? The bank that I worked for had unfair hiring practices which discriminated against women. Whenever there were any openings for management personnel, men with college degrees and no experience were immediately placed in management trainee positions while women with the same credentials and experience were interviewed for secretarial or dead-end jobs. The few women who managed to get ahead had to work at least ten times as hard for a promotion. No female held a position beyond the middle management level."

The group readily agreed that educated women pursuing careers on a par with men are the exception to the rule. The fact remains that women are taught at an early age that a happy woman is either a housewife with three blonde haired children piled into a station wagon who also lives in a spotless split level and uses feminine hygiene spray regularly or is a Playboy centerfold with a bunny size brain.

Sherry pointed out that she was tired of being thought of as an object, particularly in sexual terms. Women need not be thought of solely as enticing morsels for the male appetite. Unfortunately, the group established the reality of job-hunting in a male world, you're more apt to find a job if you look like Raquel Welch than if you're Margaret Mead's double. How many women students have experienced rejections from law school, medical school, and graduate school because of an unjust quota system?

The results of a conference held in New York city last year were discussed with much distress. Most rapists are never convicted of their crimes and many rapes are not even reported to the police. Some women even related tales of police abuse after enduring the agonies of rape, beatings, and slashings. The surprising truth is that many rapists are released and handed suspended sentences, especially if they are men with families.

Most of the evening's discussion was centered around the problem

of why women accept their roles as second class citizens and particularly why women acknowledge their own supposed inferiority. Sally learns at age 10 that she shouldn't beat the boy next door in a ping-pong game. A worthwhile woman is one who has an Mrs. in front of a man's name and sprouts a diamond from a finger. Invariably, the class valedictorian ends up typing letters while her husband finishes law school.

Naturally all the members of this group have very different ideas of what they want to accomplish in their lifetimes. None the less, each person stressed the fact that she wants the opportunity to select a career without being discriminated against. The ultimate realization for a female college graduate is to get a job and learn that a man doing the same job at the next desk is being paid twice as much.

The direction which the group will take remains to be discovered. The members really aren't sure what they want to explore or accomplish as a group. If the first meeting was any indication of the future, the consciousness of each person is guaranteed growth and increased sensitivity. The catharsis and reinforcement gained is well worth the effort.

Music Department Increases Importance of Applied Music

by Susan Smith

The music department has made a few adjustments in an area of increasing importance, applied music. Applied music is a term used for the teaching of private lessons, with most of the students studying piano, but voice, organ, and orchestral instruments are also taught.

Applied music consists of one lesson a week with students invited to participate in a monthly recital. Each semester carries one quarter of a unit in credit, which makes this course a curricular one rather than an extra-curricular course.

Next fall semester the string quartet will be teaching. This will hopefully establish student groups of the chamber medium in each instrument category. These different groups would then become the nucleus for an orchestra.

Listening rooms are being built in the basement of the music building which will be similar to the language laboratory and the students will be able to listen to tapes and recordings which have been assigned. This should relieve pressure from the library facilities. It

is hoped that in the future these listening rooms will be installed in the dorms, for the students' convenience, because the most important aspect in any music course is to hear the music.

The music department will be trying in the future to schedule some concerts on Friday evenings and Sunday afternoons and evenings. There will be a jazz competition in April on a Friday and a string quartet concert on a Sunday. The department is open to any suggestions from the students for these weekend programs.

Mr. William Frabrizio, chairman of the music department, feels that a large function of the music department is to be a service organization, not only to the campus, but to the community as well. He was commissioned this past fall to be a clinician for Selmer Musical Instruments Corporation. This semester he will make six different trips to the New England states and will set up all day clinics with musical educators from different high schools. This will be extremely beneficial in encouraging high school musicians to become interested in Beaver.

BEAVER TO HOST PARENTS

(Continued from Page 1, Col. 5)

Following the lectures, there will be a "Glow Hour" where cocktails will be served in the Castle.

The last program of the day will feature the Beaver College Glee Club, directed by Dr. Dorothy Haupt, associate professor of music. Part of their program consists of "Every Night When the Sun Goes In," an Appalachian folk song; "I Couldn't Hear Nobody Pray," a spiritual, with a solo part sung by Dorothea Blenk Graham; and "Summertime" by Porgy and Bess. The Lafayette College Glee Club, directed by Dr. John Raymond, will include in their program "Old Man Noah" by Bartholomew, "Jesu, Joy of Man's Desiring" by Bach, (this number will be done

with flute accompaniment). There will be a trio with 2 guitars and a string bass called the "Just Three," and the Beaver Dam Six will sing. The Concert will also include a joint singing of the "Gloria of the Lord" and the "Hallelujah Chorus" from Handel's "Messiah" by the two clubs in the Murphy Chapel.

On Sunday morning at 11 a.m., the Phoenix Club will sponsor an ecumenical worship service in the Little Theater.

Dr. Robert Swaim, professor of religion and chairman of the department of religion and philosophy will develop his theme on man's responsibilities towards himself

and others by a quotation from *Hamlet* — "What a piece of work is man."

Jacqueline Manela, president of the Phoenix Club, is in charge of the service. Carolyn Booth will lead the hymn singing, and other student participants are Carol Hoidra, Liz Asch and Barb Davidson.

To wind up Parents Weekend, the Amado String Quartet, artists-in-residence of Beaver College, will give a concert at 8 p.m. in the Castle.

During all this time, there will be a student art exhibition in the Art Gallery of the Atwood Library. This will be open to the general public and all are welcome.



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Auditions will be held for Theatre Playshop's Spring Production:
The Trojan Women

Auditions: Monday, March 13 and Tuesday, March 14, at 7:30 p.m. in the Little Theatre.

There are 12 female and three male roles available. Interviews for all technical committee chairmen and stage manager will be held in room 108 of the classroom building on March 15 and March 16 from 3 to 5 p.m. If a student is interested in chairing a committee that she has chaired before, she can notify Jill Seltzer, Box 504, and will not have to have an interview.

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AMPLE PARKING

March 1972

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		7 Career Program for Sociology Majors, Rose Room, 5 to 6 p.m. Lecture: Student International Meditation Society, Heinz lounge, 7 p.m. Coffee House, Heinz lounge, 9 p.m.	8	9 As You Like It, Little Theatre, 8 p.m.	10 Student Art Exhibition through April 10, Atwood Gallery As You Like It, Little Theatre, 8 p.m. Film: Who's Afraid of Virginia Wolf? Amphitheatre, 8 p.m.	11 Honors Convocation, 11 a.m., Murphy Chapel Faculty Lectures, 3 p.m., Boyer Hall and Spruance Art Center Glee Club Concert with Lafayette, 8:30 p.m., Murphy Chapel
12 Ecumenical Worship Service, 11 a.m., Murphy Chapel Newman Club Mass, 12:15 p.m., Faculty Lounge Film: Who's Afraid of Virginia Wolf? 2:30 p.m., Amphitheatre	13 Dormitory Committee Meeting, 7 p.m., Heinz Lounge	14 Student Life Committee, 4:30 p.m., Boyer 112 Guidance Council Program, 6 to 9 p.m., Mirror and Rose Rooms				

Civil Service Offers Summer Employment

by Dawn Govan

The Commonwealth of Pennsylvania State Civil Service Commission offers a summer employment program with a bi-weekly salary of \$245 for college students who are residents of Pennsylvania. The program is limited to seniors going to graduate school and persons completing their junior year. Students interested may secure applications from Ms. Gilpin in the career guidance office. Applications should be notarized and all students must indicate student aide. Ms. Rabinold in the business office will notarize all applications free of charge.

To be further qualified, a state-wide written test will be given on a conditional basis. Applications will be reviewed only if the written exam is passed, if these requirements are not met, the written exam results will not be counted. All applicants must have completed at least three full years of study in an accredited college or university prior to July 1, and be currently enrolled in a full-time undergraduate or graduate program in an accredited college or university. They must presently be in good standing and must be returning to college in the fall of 1972. Applicants must be Pennsylvania residents, of good moral character, and physically capable of performing the duties of these positions.

To obtain information about the testing centers, please contact Ms. Gilpin.

The Commonwealth of Pennsylvania has made provisions for the summer employment of college students to introduce them to the many career fields in state government. Employees in student aides perform a variety of duties in a planned work program designed to provide skills and experience and to stimulate interest in one of these fields. They work closely with technical superiors in an assigned occupational specialty or program area such as management and administrative services, social welfare, mental health, employment services, and business regulation. Work involves the participation in training and orientation sessions related to the assigned occupational specialty or program area or to the organization and management of state government, and is performed under the immediate supervision of a technical superior who assigns projects, gives preliminary instructions, and reviews work in process and upon completion for quality and adherence to established standards.

For any further information, please contact Ms. Gilpin in the office of Career Guidance and Development.

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Library Notes

During the spring holiday, the hours of the Atwood Library will be as follows:

Friday, March 24

9 a.m. to 4:30 p.m.

Saturday, March 25 and

Sunday, March 26

closed

Monday, March 27 through

Thursday, March 30

9 a.m. to 4:30 p.m.

Friday, March 31 through

Sunday, April 2

closed

Monday, April 3 through

Friday, April 7

9 a.m. to 4:30 p.m.

Saturday, April 8

closed

Sunday, April 9

1 p.m. to 11 p.m.

Monday, April 10

Regular hours resume

The sociology department is sponsoring a dinner program on Tuesday, March 7, and inviting juniors and seniors to get acquainted with recent graduates of Beaver College who majored in sociology. Any vacancies will be filled by appointed sophomores. Cocktails will be served in the Rose Room from 5 to 6 p.m. and dinner will be served in the Faculty Chat from 6 to 7 p.m.

For further information, contact either Dr. Johnston or Ms. Gilpin.

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A Coffee House, organized by the resident hall committee, will be held tonight from 9 to 11:30 p.m. in Heinz lobby. Admission, refreshments, and entertainment are all free.

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