

beaver news

Tuesday, May 9, 1972

BEAVER COLLEGE, GLENSIDE, PA.

Volume XLVI, No. 25

Thesis Exhibit At Spruance

by Irene Heffrane

The Senior Thesis Exhibition will open Thursday, May 11, from 8 to 10 p.m. in the Benton Spruance Art Center.

Thirteen students from Beaver will display their work, which is the largest exhibit of the year. Garnetta Lovett will show African prints while Jill Goldman, another printmaker, will display her work utilizing boxes and cubes. Other printmakers are Robyn Forbes and Sandra Dadura.

The painters exhibiting their work are Madelyn Greco, Janet Nehring, Carolyn Wilhelm, and Ann Sullivan. Wendy Beckwith, an interior design major, will show her projects involving cities. Barbara Hook, Donna Gans, and Barbara Hochberg are the other senior interior design majors who will display their work. Graphic design major, Rene Schulten will have on exhibit her book covers and jackets.

Each of the student's work is the culmination of four year's study in one of the four areas of the department. Mr. Jack Davis, Chairman of the Fine Arts Department said that "much of the work is done independently. Students write research papers describing the relationship of their project to the general art historical situation and discuss the theories behind their work," explained Mr. Davis.

All faculty, students, and staff are urged to attend the opening. Refreshments will be served and the exhibition lasts from May 11 to May 12.



Ambassador George Bush Is Commencement Speaker

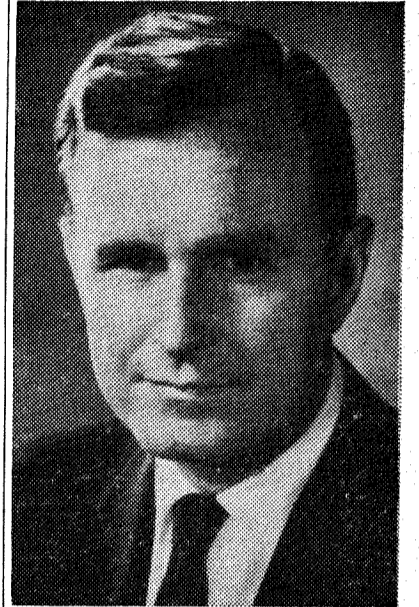
by Susan Smith

The speaker for the 1972 Beaver College commencement will be ambassador George Bush, who is the Permanent Representative of the United States to the United Nations. Mr. Bush was appointed to his position by President Richard M. Nixon in 1970.

He has done work for the United Nations in several European capitals in the fields of economics and sociology and comes from a background of politics. In 1966, he was elected to represent the seventh district of Texas in the 90th Congress. After his re-election in 1968, Mr. Bush was selected to serve on the House Ways and Means Committee. During the 91st Congress, Mr. Bush was appointed as a delegate to the Mexican-United States Inter-Parliamentary Conference by the Speaker of the House.

Mr. Bush will speak at the commencement exercises which will begin at 2:30 p.m. on Sunday, May 21, 1972. He will also be awarded an honorary Doctorate of Law degree from Beaver College.

Mrs. Florence Plummer, retiring Dean of Students, will receive an honorary Doctorate of Humane Letters and Dr. J. Arthur Campbell, Seely W. Mudd Professor of Chemistry and Chairman of the Department of Chemistry at Harvey Mudd College, will receive an honorary Doctorate of Science. Dr. Campbell is internationally recognized as one of the outstanding chemistry teachers in United States. He received the Manufacturing Chemists Award in 1962 and the National American Chemical Society Award for the teaching of Chemistry in 1972. His research interests have been supported by



Ambassador of the United States to the United Nations, George Bush, will speak at commencement on Sunday, May 21.

numerous fellowships, including a Guggenheim Fellowship (1963-64) and an NSF Faculty Fellowship (1970-71).

The invocation will be said by the Reverend Leon H. Sullivan, chairman of the board of directors of the Opportunities Industrialization Centre. His wife, Grace, is a member of the graduating class.

Dr. John H. Spahr will say the benediction. He is the minister of the First Presbyterian Church in Levittown, New Jersey. His daughter, Charmane, is also a member of the graduating class.

A reception will be held from 11:30 a.m. to 12:30 p.m. at Grey Towers Castle for the graduates and their guests. A luncheon will follow from 12:30 p.m. to 1:30 p.m.

Two Oriental History Courses To Be Offered Next Year

The government department has made changes in course offerings beginning in the 1972-1973 academic year. History 29 (Modern Comparative Nationalism) and History 32 (The Modern Middle East) will be dropped and History 15 (Chinese Civilization) and History 19 (The Modern Far East), also listed as Government 19, will be substituted for them.

Chinese Civilization, to be offered first semester, will be "an examination of the major features of Chinese history and culture from the early dynasties to the modern period including intellectual foundations, social and political organization, and economic changes." The Modern Far East, the second semester offering, will be "a study of the main developments shaping

the modern history of Japan, China, Korea, and Indo-China. There will be emphasis on the reaction of the East to the West, the problems of modernization, institutional changes, international relations, and the impact of revolutionary ideologies."

"Since the department can offer only a limited number of non-western history courses, it is felt that the two new courses would best fill a large gap in our course offerings and, at the same time, have the greatest appeal for the students," said Lloyd M. Abernethy, acting chairman for the Department of History and Government. The department has hired a part-time instructor, Mr. Johnathan Goldstein, to teach both of the courses.

This is the last issue of the Beaver News for the 1971-1972 school year. For those seniors who are graduating, the editorial staff would like to wish you success and the best of luck in all future endeavors. To those of you returning in the fall, the newspaper will resume publication in September.

Have a Happy Summer!

Kenny Teaches Symphony Session

by Irene Heffrane

Aansen Kenny, a string bass player and Avante Garde composer, will appear today, May 9, for the 12:30 p.m. Symphony class and the college community in the library lecture room. Mr. Kenny will present statements of Avante Garde music. One of his own statements will be in the form of attaching electrodes to his head and amplifying the sounds.

His appearance at Beaver foreshadows the New Music series, one of three new concert series which the music department will sponsor next year ('72-'73). The New Music concerts will offer different statements of the Avante Garde music. The New Music and Avante Garde of the twentieth century are areas of music which are side tracks from the mainstream of contemporary music in their new combinations, devices, and techniques.

Each of the Beaver concerts will be a showcase for experimental forms and totally unheard new compositions. Avante Garde musicians such as Michael Ostrowski, and Aansen Kenny in another appearance, will appear in conjunction with the series. Milton Babbitt, although not an Avante Garde composer, will appear since he is part of the twentieth century New Music.

The second series of concerts will present modern jazz groups

in informal sessions. This series was inaugurated with the performance of the modern jazz trio on the evening of May 2. Carmen Gasparo on guitar, Buddy Spilker on bass, and Grant McAvoy on the drums comprise this trio, which will be in residence at Beaver next year.

The trio will form the nucleus of the jazz concerts. Individuals like Clark Terry (trumpet), Zute Simms (saxophone), Urby Green (trombone), Phil Woods (saxophone), Paul Desmond, and Dave Brubeck will play with the nucleus trio.

Roland Fiori, an opera conductor, will direct an orchestra and singers in the third music series. Each of the five concerts will be performed with a professional orchestra and singers from the Academy of Vocal Arts. The concerts will be pasticcios, in which unrelated and related excerpts of operas will be performed without scenery.

Each of these pasticcios will be related in historical context to time periods (e.g., Baroque and Early Classical) being studied in music classes. The parallel between live performances and classwork will better enable students to discover underlying themes and trends of particular eras of music.

These three new series of con-

certs will be added to the series of live performances by the Amado String Quartet, which also will be in residence next year.

Seltzer Wins Chem. Award

At the 37th annual meeting of the Intercollegiate Student Chemists held at Moravian College on April 22, Jane Seltzer, a Beaver chemistry major, was awarded first prize in the Analytical Chemistry Division. Her paper was entitled "Reverse-Phase Thin-Layer Chromatographic Separation of Surfactants from Waste Animal Fats."

The paper was co-authored by Marsha Fisch, a Beaver biology major now at Eastern Michigan University, and Dr. Arthur C. Breyer, chairman of the department of chemistry and physics.

Jane's first prize paper was selected out of 23 presented at the meeting. Another Beaver student, Effie Nicas, also presented a paper in the biochemistry division.



Carol Muller and Raquel Schwarz will spend next semester at the Institute for American Universities in Aix-en-Provence in Southern France, 17 miles north of Marseille. Both girls will be enrolled in a course of study centered on European Civilization. While perfecting their French the girls will study history, art, economics, political science, and literature.

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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.

Time to Move Forward

Upon entering college, freshmen are usually given advice concerning academics and social life on the campus. Most freshmen enter college with a great deal of enthusiasm for their school, and finally, four years later as seniors, when commencement is upon them, they look back in retrospect and ask with more skepticism than enthusiasm, "Was it worth it?"

In pondering this question each student must actually consider whether she herself made the past four years worthwhile. Throughout the time span from freshman to senior year, the weekly grind may have caused some to fall short of expectations, but for the most part, the effort was there in one form or another.

It is not a matter of questioning Beaver anymore, for that is not the point. Every college has its good and bad qualities. What each graduating senior must ask herself is whether she used the facilities of the school to her best advantage. She must consider whether or not she accepted the school for what is was or whether she took the initiative to try to change what she herself felt was necessary.

Looking back, the graduating class of 1972 may question Beaver as a school, but commencement constitutes a moving on and serves as a time of question when each individual must consider herself in terms of the college. It is now time to move forward.

—D.J.B.

A Quiet Library

An interesting thing happened at Beaver College on May Day. That was the day on which a new policy was instituted by the Atwood Library. It is a policy of exceptional note because it makes things a little bit easier for Beaver students during the week of final exams.

The new policy restricts high school students from extensive use of the library during the May 1 through exam week period. As a result, there are no longer giggling groups of roaming would-be Juliets searching for their boisterous, juvenile Romeos, seen (or heard) in our library. With these distracting elements removed, Beaver students are free to study in peace. Another advantage is that Beaver students will no longer experience frustration at discovering that a much needed book is in use by a high schooler.

Finally something has happened at Beaver which should make every faction of the college community join together in a numerous expression of appreciation.

—P. D. N.

Letters to the Editor

To the Editor:

I would like to share with my fellow students a very rewarding experience that I had this year. After floundering about in various campus activities which left me dissatisfied, by chance, I became involved in volunteer work at Philadelphia State Hospital. Two other Beaver students and I went every Tuesday afternoon. Not having any psychology background, I was afraid that I would not be much help. However, I quickly discovered that just giving a little of yourself and a few hours of your time a week can mean a great deal to people forgotten by others. The hospital staff also showed their appreciation for our assistance.

If you would like to do something truly worthwhile and rewarding, sign up as a volunteer.

Thank you,
 Kathy Cole '74

To the Editor:

The glee club concert which was held jointly with Rutgers University Gree Club marked a new phase in the development of Beaver's vocal corps.

The most striking performance and the number which seems to best characterize the new spirit of the club is that taken from "Thoroughly Modern Millie." It was bright and energetic and best of all it was fun. The new spirit was also seen in many of the old numbers. It was prevalent enough to change a not too aeger listener into an avid and proud fan.

To the Beaver Glee Club: now that you've got that brightness and shimmer hold on to it. It really does become you.

Sincerely,
 Patricia D. Nichols '73

Around Town

by Linda Betz

MUSIC

Academy of Music, Broad and Locust Streets
 Wednesday, May 10, 8:30 p.m., Marilyn Horne, soprano
 Friday, May 12, 8:30 p.m., *Swan Lake* a Kirov Ballet Film
 Sunday, May 14, 3 p.m., Horacio Guiterrez, pianist
 8 p.m., John Sebastian and Cheech and Chong
 Tuesday, May 16, 8:30 p.m., Isaac Stern, violinist
 Friday, May 19 and Saturday, May 20, 8:30 p.m., *Mikado* by the Savoy Opera Company
Spectrum, Broad and Pattison Avenue
 Thursday, May 11, 8 p.m., Jethro Tull
 Friday, May 12, 8 p.m., Stephen Stills

DRAMA

Society Hill Playhouse, 607 South Eight Street
 May 9 through 20, *No Exit* and *Hope Is the Thing With Feathers*
Cheltenham Playhouse, 439 Ashbourne Road, Cheltenham
 May 9 through 27, 8:40 p.m., *Lysistrata*
Walnut Street Theatre, 9 and Walnut Streets
 May 9 through 14, *Only Fools Are Sad*

EXHIBITIONS

Friends' Historical Library, Swarthmore College
 May 9 through June 5, Early Swarthmore
 May 15 through Fall 1972, John Woolman exhibit
Philadelphia Museum of Art, 26 and Benjamin Franklin Parkway
 May 9 through 14, Theodore Gericault
Civic Center, 34 and Civic Center Boulevard
 May 14 through June 11, Young In Art

FILMS

Van Pelt Auditorium, Philadelphia Museum of Art, 26 and Benjamin Franklin Parkway
 Saturday, May 13, 11 a.m., *The Caine Mutiny*
 Saturday, May 20, 11 a.m., *The Castle*
Whitaker Laboratory Auditorium, Lehigh University
 Friday, May 12, 6 and 9:03 p.m., *You Can't Cheat An Honest Man*
 7:30 and 11 p.m., *Pierrot Le Fou*
 Friday, May 19, 6 and 10:15 p.m., *The Prime of Miss Jean Brodie*
 8:15 p.m. and 12:15 a.m., *Pumpkin Eater*
Packard Laboratory Auditorium, Lehigh University
 Saturday, May 13, 6 and 10:15 p.m., *Rosemary's Baby*
 8:30 p.m., *The Committee*
 Tuesday, May 16, 7 and 9:30 p.m., *Take the Money and Run*
 8:30 p.m., *The Frankenstein Saga*
 Saturday, May 20, 7 and 10 p.m., *2001: A Space Odyssey*
Walnut Street Theatre, 9 and Walnut Streets
 Monday, May 15, 7:30 p.m., *The Shop Around the Corner*
 9:30 p.m., *The Philadelphia Story*
 Monday, May 22, 7:30 p.m., *It's A Wonderful Day*

TELEVISION

Channel 12
 Saturday, May 13, 10 p.m., *Our Daily Bread*
 Saturday, May 20, 10 p.m., *Yojimbo*

The English department has approved giving six credits for Twentieth Century Literature in English from Modernism to New Voices Since World War II which is given in London during the summer. The course is offered through the Lehigh Regional Consortium for Graduate Education and is taught by Dr. Patrick D. Hazard.

Let's Keep Wennberg

To the Editor:

In the past few months I have been increasingly alarmed by the rumors spreading across campus about professors being forced to leave next year because of lack of tenure. I am especially concerned because Dr. Wennberg, chairman of the foreign language department is leaving — no rumor. I don't understand why and I feel helpless to do anything because I know that no one in the administration will listen to me or offer any other explanation than "professional ethics" or financial reasons.

It is sad that Beaver College, instead of improving its academic reputation, is ruining its chances of doing so by making Dr. Wennberg and other invaluable professors leave. It is even sadder that students can only watch from afar in despair as their particular department dwindles down to little or nothing.

As a French major, I feel qualified to speak intelligently about Dr. Wennberg's teaching ability. He is one of the very few professors at Beaver College who makes me think and experience my education, not just in the classroom, but outside as well. He exposes students to "relevant" issues and relates whatever the class is studying to today. He is concerned with me as an individual and every other student here, regardless of her major. Students that have taken honors colloquia or special seminars with him certainly feel that he is more than qualified. Dr. Wennberg makes Beaver College a little more bearable for me, and it will be a tragic loss if he leaves.

But I'm tired of crusading for each good professor that is facing this situation. Why aren't there students on committees that can have a say as to which professor stays or leaves. At least a say in who says! Who knows better than the students which teacher is valuable or "irrelevant"? Other colleges and universities have the decency to consult the students and listen to their wishes. After all, we are the ones who have to sit in class. I'm not proposing that only students should evaluate and decide on each professor, but as it stands now, we are like sheep herded from one administrator to another without getting any answers, much less solutions. I was shocked to hear that we came so far with Mr. Moller.

As a student interested in a liberal arts education, I want the best that Beaver can offer. And if this is Beaver's best, then I would seriously reconsider staying here, as so many students have already done. And I certainly would reconsider what I would tell future students about Beaver College.

I know that what I have said is nothing new to anyone. We all know what Beaver is like now, and how it will be in a very short time. If Beaver is foolish enough to let professors go right and left, without student consideration, then I expect to hear shortly that Beaver's academic rating is comparable to a community college.

Sincerely,
 Laurie Haapanen

To the Editor:

As members of Dr. Wennberg's Honors Colloquium, we wish to voice our protest at his dismissal from the college faculty. As a professor, Dr. Wennberg manages to transmit his own interest in his subject to every member of the classroom. His efforts to make his courses interesting result in a real desire to learn on the part of his students. His encouragement of the exchange of ideas convinces each member of the importance of her own contribution to the class, through individual research as well as through discussion, through participating rather than simply "absorbing."

Dr. Wennberg has an equal enthusiasm for learning that takes place outside the classroom. Consequently, he has encouraged attendance at presentations given by the school and by the outside community. Watching the rehearsal for a local production of "The Imaginary Invalid" formed part of our introduction to the comedy of Moliere; similarly, we were made aware of relevant plays, productions, and lectures by other departments, and the times of class meetings were changed, when necessary, so that we could take advantage of these.

This lack of restriction to the atmosphere of the classroom has also been evident in Dr. Wennberg's willingness to help the individual student, and to offer suggestions if she would like to do further work on her own. His goal seems to be the development of an interest in the subject matter that will continue after the course is over. We feel that this is an attitude toward learning to which Beaver hopes to expose all of its students, and therefore that Dr. Wennberg is too valuable an asset for the college to lose.

Susan Rushmore
 Kristina Jansson
 Wilma Dellaffar
 Susan Boulmetis
 Jerilynn Parker
 Eve Enslar
 Jackie Manela
 Lynda Rich

To the Editor:

As a Senior of Beaver College, I find it only fitting to reflect back upon and evaluate my years at Beaver. I ask myself, as perhaps many seniors — What have I gained most from my education at Beaver?

My response tends to be very concise: "Beaver has taught me how to think." And when I speak of Beaver, my mind can't help but be reminded of the many fine professors which I've had over the past years, yet my mind seems to focus particularly in on a man whom I shall always greatly respect and admire and whom, at the same time, I'll always be able to call my friend. This man is responsible most for having instilled in me the desire to learn and to think.

THANK YOU DR. WENNBERG!!!

Is it not one of the goals of a college institution, such as Beaver, to try and produce young, intelligent women who will strive to become increasingly more cognizant of the world around them? I have never found cause to degrade Beaver as an educational institution, for I have always believed in and supported her ideals, but the time having come for the release of some of Beaver's finest educators, I ask — is it also not the time for reflection and reconsideration on the part of the administration and faculty as to the future of Beaver College? My main complaint lies in the fact that Beaver students' opinions and suggestions are not received seriously (although we are led to believe they are). Are not college students mature enough to serve on decision-making committees along with faculty and administration members? Students are expected to respect administration and faculty opinion, (despite the fact that at times they appear irrational and unjust) yet is the student opinion so inferior with respect to professor evaluation? Does it not seem somewhat unrealistic to think that an administrator or faculty member is more knowledgeable as to what type of instruction actually goes on in the classroom? This seems to me to be the students' role. And if the student isn't of adequate maturity to evaluate her course and professor, then she is not in my opinion, college material.

The distressing "Case of Dr. Wennberg" has also greatly pro-

(Continued on Page 5, Col. 4)

Senate News

The April 17, 1972 meeting of the Senate was called to order at 4:30 p.m. in Boyer. The minutes of the last meeting were approved by the Senate.

The Senate elected new members to the Forum Committee. These members are: Wendy Alexson, Susan Campbell, Jayne Osgood, Janyce Shatz, and Melissa Yanover.

The By-laws for Beaver Log and Beaver News were passed. Discussion on Car Committee was postponed until further information is obtained.

The meeting adjourned at 5 p.m.

Sounds Of Concern For Dr. Wennberg

To the Editor:

I began this letter with mixed feelings of dismay and hope — dismay over the fact that Dr. Wennberg is being forced to leave because he wasn't granted tenure and hope that this terrible decision will be reversed. That a professor of Dr. Wennberg's quality should find himself looking for another job is an obvious indication that something is wrong with Beaver College. Whether the fault lies with the students, the administration, the faculty or all three, I am not certain. Certainly we as students should do more to make our evaluations of each instructor known before things reach a crisis stage, as they have now. But communication is a two-way street; in order to exist, it requires honesty on the part of all those concerned. Several things lead me to believe that this honesty is missing at Beaver.

The cloud of secrecy covering the decisions of the Promotion and Tenure Committee has made it virtually impossible for the students to know the truth about anything. Every time we try to learn the reasons for a decision, we are told that to give a reason would require a breach of professional ethics. For students to even learn that a professor is being forced to leave requires a breach somewhere of professional ethics. Thus it is quite possible for valuable instructors to be quietly hustled out without the students' knowledge and, by the time they do learn what has happened, it's too late to do anything about it.

Those who asked why Dr. Wennberg is leaving were told that to answer this would be embarrassing to him. Such an excuse for the lack of an answer would lead anyone not knowing Dr. Wennberg to believe that any further questions would force the faculty and administration to divulge the horrible truth that nine bodies were discovered in his cellar in addition to the 16 found in his garden. No doubt cases occur in which a faculty member not granted tenure would find it detrimental to himself to have the reasons for his leaving disclosed. However, in the case of a professor such as Dr. Wennberg, who has nothing to hide, such a policy of secrecy can hardly be considered a favor, even though it's passed off as such to those who ask questions.

I recognize the need for a professional code of ethics, but I believe that to say professional ethics permit no explanation for decisions which endanger the livelihood of a professor and the education of his students is to defeat the very purpose for which this code of ethics was created — or am I wrong in assuming that the purpose of a college is to provide its students with the best education available and its professors with some degree of academic freedom and security?

Two rationalizations were finally given for Dr. Wennberg's failure to receive tenure. The first was that there are already too many members of the language department with tenure. It seems ridiculous for the number of people who already have tenure to be a deciding factor in whether or not an excellent professor, not to mention the chairman of the department, is kept on the staff or forced to leave.

That boils down to statistics and statistics should never be a reason for failing to keep a professor who has many valuable contributions to make to his students and his college. Interestingly enough, at the same time that Dr. Wennberg was denied tenure for this reason, he was asked to recommend two other members of the language department for tenure — if there's any sense in that, I find it.

The other reason given was that Dr. Wennberg is not a good teacher

er — the fact that he was voted by the students to receive the Lindback Award for Distinguished Teaching would seem to say that he is a good teacher. It astounds me that a few people who have not had the day to day experience of sitting in a professor's class can presume to tell the students who have learned a great deal from him, that he is not a good teacher. How do they determine this — by what they hear through the grapevine or by the kind of small-talk he makes while gulping down his lunch? This must have been the case with Dr. Wennberg, for I don't see how a man with his wide range of experiences, academic background, and demonstrated ability as a teacher could have been denied tenure if his credentials, which are quite impressive, had been seriously considered.

What many will perhaps regard as a minor point, but which I see as rather important is the fact that Dr. Wennberg left another job to come to Beaver on the basis of a gentleman's agreement that he would be granted tenure. He has since learned that such was not to be the case. Unfortunately, after the run-around I have gotten and have seen others get when they tried to object to a professor's leaving, I am no longer so naive as to believe some people's word to be worth very much. Perhaps Falstaff was right when he said, "Honor is a mere 'scutcheon,'" for people like Dr. Wennberg, whose lives exemplify their own idea of personal integrity, come to expect the same from others and find themselves out in the cold. I only hope this is kept in mind the next time a discussion of the Honor Code comes up and students are instructed on the meaning of "honor."

Out of curiosity I dusted off my catalogue to see what Beaver College regards as some of its aims. I ran across an interesting statement which reads: "Faculty are chosen for their teaching ability, their personal interest in students, and their dedication to undergraduate liberal education. The college seeks to attract and retain faculty who exemplify the ideas of liberal education in their lives."

If the Lindback Award is not regarded as a sufficient indication of Dr. Wennberg's teaching ability, then I have doubts as to whether the many letters written by his students will be either. Let me just say that I have had French Literature and Honors Courses with Dr. Wennberg and was quite impressed with both his creative manner of teaching and his unusually wide range of knowledge. Besides his immense contribution to the language department, his versatility and dedication to teaching have made him an especially valuable asset to the Honors Program which needs professors like Dr. Wennberg if it is to be successful.

As for "personal interest in students" just ask any of his students how Dr. Wennberg rates on this and they'll tell you he deserves an A-plus. Student complaints that we don't have enough opportunities to just chat with professors do not apply to Dr. Wennberg who is always interested in talking with students. If Dr. Wennberg didn't take a personal interest in his students, I don't think he would bother to invite us into his home by holding his Honors Colloquia there. Many little things I've noticed have led me to believe that Dr. Wennberg's personal interest in his students extends to the point of sincerely "caring" (a word which seems so trite when I write it out in comparison to what I mean it to represent). If it were not true that Dr. Wennberg truly cares about his students, we would prob-

ably not care so much in return.

Dr. Wennberg is also one of the most dedicated professors I know, dedicated to learning for learning's sake — and isn't that the meaning of a liberal education? In his classes, he stresses not so much the mere learning of facts as how to evaluate them. Into his French courses and Honors Colloquia he brings the insight gained from his many and varied personal experiences and relates what we are studying to the immediate world. When I try to think "faculty who exemplify the ideals of liberal education in their lives," Dr. Wennberg is really the first person who comes to my mind — the man is interested in everything. Rather than just going through the mill and taking the courses necessary for his degrees, Dr. Wennberg had the interest in learning for its own sake to audit all sorts of courses in such areas as anthropology and science. Another demonstration of Dr. Wennberg's interest in education and more specifically, education at Beaver, is the fact that I have probably seen him more often than any other professor at such things as guest speakers, theatre productions, panel discussions, debates...

In the four years that I have had Dr. Wennberg as an adviser and professor, I have been continually amazed by the many fascinating things he's learned and done. The benefit from all of this experience has gone to us, his students.

There's so much I'd like to say about Dr. Wennberg and why I'll remember him long after I've left Beaver, but that would take many more words, words whose meaning is diminished in the saying. I will merely finish by saying that if the qualities listed in the catalogue are due qualities Beaver professes to look for in an instructor, then I suggest it either keep Dr. Wennberg or else change the catalogue — for in losing him, Beaver will be losing more than it can ever hope to gain.

Regardless of what happens, I hope that Dr. Wennberg will know that those of us who have had the privilege of knowing him care and that we'll never lose what he has given us. I only wish there were something we could give him in return.

Sincerely,
Linda Kowall

To the Editor:

Anyone who has ever taken a course with Dr. Wennberg knows the expression "l'honnête homme" — honorable man. Truly this is a perfect description of Dr. Wennberg himself. Can the same thing be said about the "administration"?

I think not — not in the light of the underhanded events surrounding the decision not to grant tenure to Dr. Wennberg. I must speak of "administration" in quotes because the names of the people responsible for this decision have been withheld from publication.

Anyone who dares to question the reason for this decision is told that it would be a breach of professional ethics and embarrassing to the professor. This kind of evasiveness implies some fault with Dr. Wennberg. This is not the case — unless you define a fault as inspiring students to think for themselves and to apply knowledge from the classroom to everyday life.

As a French major, and more important as a Beaver student, I am very disturbed that a man with the knowledge and ability to teach on a level that helps a student grow mentally, philosophically, and emotionally is deemed unworthy

of remaining on the Beaver faculty. However, I can see Dr. Wennberg's case as a paradox: in fact, it is not Dr. Wennberg who is unworthy of Beaver, but Beaver who is unworthy of Dr. Wennberg.

Yours truly,
Beverly Barr

To the Editor:

A few years ago, Beaver's Foreign Language Department consisted of a small but competent staff that lacked a strong department chairman who would be innovative in his approach and highly competent in his administration. The College was fortunate enough to find such a person in Dr. Benkt Wennberg.

I have known Dr. Wennberg for four years. He is one of the finest teachers I have ever had, devoting a great deal of his time to constantly improving his courses and to introducing new and fresh material of interest to supplement the course work. He is a person who, regardless of his full schedule, will always welcome students and try to be of assistance. And, perhaps most important, his outstanding courses and his successful efforts to improve the department have been instrumental in drawing students to major in a foreign language. I am one of them.

Dr. Wennberg was also partly responsible for designing and implementing the Honors Program. Judging from his preparation, the time and effort he contributed to insuring an excellent seminar were maximal.

After all he has accomplished, Dr. Wennberg is being forced to leave.

I challenge the administration to provide legitimate reasons for their decision not to rehire Dr. Wennberg. Their silence in the matter only serves to convince me that their decision is unfounded. I challenge them to realize their mistake and to rehire Dr. Wennberg, because if they don't, it will be everyone's loss — especially the College's.

Sara Little Sundheim ('72)

To the Editor:

It has been brought to my attention that some inane decision is being banded about concerning the dismissal of Dr. B. Wennberg.

As a teacher, he has proved to be unusually dedicated, knowledgeable and above all, interesting. How many teachers can you say that about? As his student, I kicked and struggled under a tremendous

work load, "climbed out on tree branches and was sawed off," learned a great deal about French literature, and gained an initial insight in coordinating 18 century thinking in France with 20 century American problems.

I would like to presume to advise these decision makers that they ought to listen carefully to what the students are saying. We are the ones attending classes, either being bored into oblivion, or being entertained and learning some meaningful lessons. I think the Beaver Deciders should in Voltaire's words: "cultivate your own garden." Hang on to the small percentage of really great teachers. We desperately need them!

Yours truly,
Terry Archer

To the Editor:

Some time ago I learned that Beaver College had decided to cut Dr. Wennberg from the faculty. Hoping that such a rumor would prove to be false or that Beaver College would see fit, to realize its grave mistake, this letter becomes a necessity — not that it will rock the world — just send a comfortable, grateful thank you to Dr. Wennberg and send a slightly uncomfortable twitch to the administration.

Such a learned and concerned professor as Dr. Wennberg is indeed a rare specimen. Beaver was lucky to have found him in the first place, and would be downright stupid to let him go. Here is a professor who possesses a storehouse of languages and an understanding of the international environment. As an Honor's student, my independent study on the individual in international relations was written under the guidance of Dr. Wennberg, and I never ceased to be amazed at his versatility in the social sciences as well as the humanities.

Beaver, you need Dr. Wennberg and your students need him. You need him for his untiring teaching skills and attention, for his ability to consolidate the various disciplines, for his ability to debate, discuss, and help students to clarify their ideas. In the long run, can you afford such a loss? I think not.

Sincerely,
Lisa R. Layne

President of Pi Delta Phi 1971-72

An Expression Of Gratitude To Wennberg Supporters

To the Editor:

For over a year I have been seeking the *real* reasons for denial of tenure to me and termination of my contract at Beaver College. By every means, and through academic channels, I have tried to have the decision reversed, as I believe it to be unjust.

I left the State University of New York at Stony Brook (after five years), *knowing* that I had a letter of guarantee of tenure and sabbatical leave after one more year's service there, but *believing* that by coming to Beaver College my educational background and experience as a teacher would have greater expression and influence. Not until a year ago was I told that I did not meet the requirements for continuous tenure at Beaver College.

In the original negotiations for

my position, I was led to believe that I had a very definite part to play in the future of Beaver College.

I have served the College for nearly five years. When I sever connections with Beaver College, I do so with a clear conscience that I have given my best and that I have nothing to hide.

I commend the students of today for searching for realities. They are looking for people with a purpose in life and institutions with a goal. Furthermore, they seem to be saying that we no longer can operate without mutual understanding and trust.

It is with gratitude, therefore, that I receive the confidence and support of many students and parents in the present situation.

Sincerely,
Benkt Wennberg

The Specifics Of The College Woman's Search For Equality Of Opportunity

Editor's Note: The following article was reprinted from The Chronicle. It clearly points out the discrimination against women in education.

The anger and the discontent of women are sharpest in academia. Although women have been allowed to attend institutions of higher learning for more than a century, many institutions have still not got used to the idea. To some degree, most colleges can be described as a vast men's club where women are at best tolerated as foreign visitors, but never admitted as equals, for education is designed as though the only people who ever attended school were young, single, and male. Women are not seen as serious students but as pleasant decorations on the campus, to brighten young men's hearts and perhaps find husbands for themselves.

What women are asking for is equality of opportunity. Now certainly everyone agrees to that. But what does equal opportunity really mean?

It is more than asking one's colleagues if they know a god man for the job, and then after the man is hired, saying, "Of course, I'd have been glad to hire a qualified woman if I could have found one."

It is more than saying, "We want the best students we can find," and then turning away young women who are better qualified than the young men accepted.

Equal opportunity is more than saying, "We believe in equal pay for equal work," and then paying a woman less because she is married and doesn't need as much, and paying another woman less because she's not married, and therefore doesn't need as much.

Equal opportunity is more than saying, "We treat women fairly, the same way we treat men, but we don't want young women in our department because they get married. We don't want a married woman because she'll probably have children. We don't want a woman with young children because she can't possibly be committed. And as for the woman who waited until her children were older, she's much too old for work or study, and isn't it a pity that she's been out for so long and didn't start sooner."

What women are asking for is to be free of the myths that are used to deny them the opportunities that are the birthright of their brothers.

The percentage of women graduate students is less now than it was in 1930. The expansion of faculty in the post-war period was largely one of male expansion; the proportion of women faculty has dropped continuously over the past 100 years, from a third of the positions in 1870, to less than a fourth today. Many institutions have a lower proportion of women faculty now than they did in 1930.

Numerous studies have clearly documented that women earn less on the campus even when identically qualified. In one study that examined a variety of factors such as number of papers given at professional meetings, honors, publications and the like, a woman's sex, even when identically qualified, cost her on the average about \$845 per year.

What women are asking for is essentially the jobs that men now hold. They are tired and angry about being the cheap labor force of the academic community, of being the last hired and the first fired. They want to become associate professors, full professors, department chairmen, deans, and yes, even college presidents. Right now the best way for a woman to become a college president is to get herself to a nunnery. Were it not for the Catholic Sisters, the number of women college presidents would be far less than the number of whooping cranes. Perhaps the first affirmative action we should take is to declare women college presidents an endangered species.

Grievance procedures concerning discrimination are going to have to be developed, for on some campuses, there is no way for a woman to go through university or college channels if she feels she has been discriminated against on the basis of her sex. Numerous women who have been actively fighting sex discrimination have lost their jobs and literally have no means of redress.

Tenure rules can be revised so that women (and men) can obtain tenure even if they work part-time. Already, at Harvard, Princeton, and Stanford, part-time faculty can ascend the tenure ladder to full professorship, albeit at a slower rate.

Child-care centers are going to become a part of the campus, although the need for them should have been obvious long ago to those who held that women were poor risks because of motherhood. These centers should be available to the children of both male and female faculty, staff and students. For those who wonder where the money will come from for these centers, women are quick to point out the lovely golf course, and the expensive athletic facilities that many institutions are able to finance.

Fringe benefits are coming under a good deal of criticism. TIAA and other retirement plans, based on actuarial tables, pay women less (16 per cent less under TIAA), even though women contribute the same amount as the men they have worked alongside. The rationale is that women live longer. However, the mortality gap between whites and blacks is far greater than between men and women, yet we would all be up in arms if insurance compa-



Susan Abbott

DRAWN FOR THE CHRONICLE BY SUSAN ABBOTT

nies were to have differential rates based on race rather than sex.

Maternity-leave policies are going to have to be revised. On some campuses wives of faculty members can get maternity coverage on their health insurance, but women faculty members cannot get the same benefit. In other places women cannot use sick leave for childbirth, nor do they retain their jobs if they leave, even for a short period for childbirth or child-rearing.

Nepotism rules need to be revised. Recently Stanford, Oberlin, and the Universities of Maine, Michigan, and Minnesota have revised or abolished their nepotism rules so that husbands and wives can work in the same department, provided both meet the standards of employment and that neither is involved in making employment decisions about the other.

Part-time work is going to have to be paid at a rate comparable to full-time work, prorated. Fringe benefits for part-timers can be prorated as necessary.

Like it or not, we are going to see numerical goals for hiring women. This is required under the executive order of federal contractors, along with timetables and plans for the achievement of these goals. Goals are very different from quotas, for quotas are fixed and exclusionary by definition; in contrast goals are flexible and are an attempt to increase the number of a previously excluded group. Under numerical goals, no employer is ever forced to hire an unqualified person; if the institution honestly seeks to find women and cannot meet its goals, there is no penalty — if it has indeed made what is called a "good faith" effort. The goals are merely targets which the employer tries to attain.

At the student level, nothing short of open admissions for women in all coeducational institutions can suffice. There is no rationale for admitting students on the basis of their reproductive organs rather than on the basis of their abilities. Essentially many institutions place a ceiling on the number of qualified women students they will admit, while permitting admittance of men with lower qualifications. Girls need higher grades and higher test scores to get into college. Although the percentage of women undergraduates has been increasing since the 1950's so that it is now 41 per cent, it is still less now than the percentage of women undergraduates that we had in 1920, when girls were 47 per cent of the undergraduates, or in 1899 when 53 per cent of all undergraduate degrees went to women. About 75 to 90 percent (depending on the particular study) of the well-qualified students who do not go on to college are women.

No longer will women weep when discrimination hurts. No longer will women grow bitter when denied the opportunities that are the birthright of their brothers. For women have something else to do. They have learned that the hand that rocks the cradle can indeed rock the boat.

Bernice Sandler, director of the Association of American Colleges, Project on the Status and Education of Women, presented a version of this paper at the annual conference of the American Association for Higher Education.

Library Notes

The Atwood Library has announced the institution of an experimental operating policy concerning the use of the library during the week of Beaver's final exams.

The new policy in effect now through Friday, May 19, 1972 excludes all high school students, except those in an honors program, from the library building. High school students who are in honors will be allowed to enter the building for a brief period to sign out materials. These students, as well as the regular high schoolers, will not be allowed to remain in the building to study.

During the week of final exams, library hours will be the same as they have been since February 15, 1972. From May 22 to June 30, the library will be open from 9 a.m. to 4:30 p.m. and it will be closed on the weekends. From July 1 until Labor Day, the hours will be 9 a.m. to 4 p.m. on weekdays and the library will be closed on weekends. Hours for the fall semester will be posted in late August.

Mr. Russell McWhinney, College Librarian, has announced that any Beaver student who has not returned all books to the library by the end of the semester will have her grades held. Once a student has cleared her records, she will receive her receipt in the library.

Teacher/Peace Corps Plan Opens To Beaver Students

Beaver students now have the opportunity to become members of the Teacher Corps/Peace Corps program. The sponsors for this program, the University of Hartford in cooperation with the Hartford Public Schools, will join forces with the National Teacher Corps and the National Peace Corps to provide a training program that will prepare interns to teach in Kenya at the secondary school level in the areas of science or mathematics beginning in 1973.

According to a release distributed by the University of Hartford, interns, during a three year period, will be enrolled in courses at the university in addition to assisting in the mathematics and/or science departments in Hartford's inner-city high schools. This on-site training is planned to expose the interns to a number of innova-

tive and challenging experiences designed to prepare them for their in-depth teaching services in Kenya.

Requirements for application to this program are few. Applicants must have a bachelor's degree in mathematics or science from an accredited institution. They must be in good health, a United States citizen, and must have in the opinion of the selection committee, the background and personality which indicate they can do the job. The program is available to single persons and married couples with no children.

For further information and/or application, write to: Mr. Herbert J. Duke, *Exec. Ass.* School of Education University of Hartford 200 Bloomfield Avenue West Hartford, Connecticut 06107

Radcliffe College Offers Publishing Skills Course

by Sue Levitsky

This summer, Radcliffe College will observe the twenty-fifth anniversary of its publishing procedures course which prepares recent college graduates, both men and women, for a career in book or magazine publishing. The course, which runs from July to August 11, has a three-fold purpose: to convey an overall understanding of the requirements and opportunities of publishing skills; and to bring students into direct contact with publishers.

Practical instruction is provided by more than forty pre-eminent book and magazine executives. The program mixes seminars, discussions, workshops, and field trips.

The daily schedule runs from 9 a.m. to 5 p.m. with some evening sessions, plus preparation time, including daily assignments or papers and/or required reading.

Enrollment is limited. Applicants must be recent graduates of a four-year college and show critical judgment and writing ability. Typing skill is essential. Selection is based on college interests, grades, and references from professors or employers. A personal interview is recommended.

For further information concerning the course and application procedures, contact Ms. Nancy Gilpin, Director, Career Planning and Placement Office.

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24 Hours In Solitary Confinement Profile:

by Wendy Chevatier

On Tuesday morning, April 18, most Beaver students awoke to the usual sights and sounds of morning — birds chirping, alarm clocks ringing, roommates chattering. This was not the case for one student, who on that same morning awoke to four bare walls and silence. She was a prisoner in solitary confinement.

Diane Gross, a junior elementary education major at Beaver, spent 24 hours locked up in a small room on the ground floor of Thomas Hall. Her "imprisonment" was voluntary, for Diane had been randomly selected from her Deviant Behavior class to be the "prisoner" in an experiment conducted by Dr. Norman Johnston. The purpose of the experiment was to examine the effects of isolation on human beings in confinement.

Diane's "imprisonment" began at 10 p.m. Monday night and ended at 10 p.m. Tuesday night. The room contained one bed, one chair, and a desk with paper and a pencil. The one window was covered

with cardboard. Dressed in the uniform of a waitress, Diane was given three meals and was escorted to the bathroom by "guards," other members of her Deviant Behavior class who guarded her in shifts for the full 24 hour period. A few times the prisoner was checked by the "warden," Dr. Johnston.

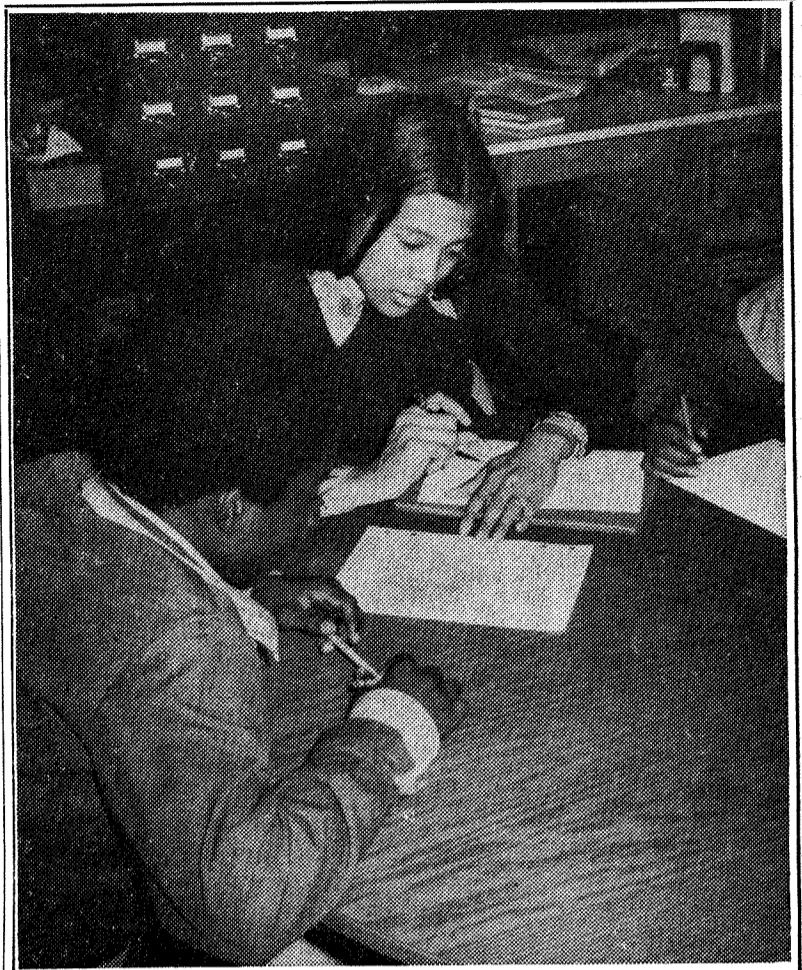
During her "solitary confinement," Diane was particularly sensitive to several things. "I did not like not knowing the time at all," she said, "especially during the hours between dinner and 10 p.m." When asked about how she felt while confined, Diane answered, "Bored." In fact, she was so bored that she made a deck of cards with some of the paper and pencil supplied for the purpose of writing down her thoughts. "I know how to play three kinds of solitaire," she admitted. The cards were promptly removed by the "warden."

This is the second year that Dr. Johnston has conducted this ex-

periment at Beaver. Last year, Jane Robinson ('71) "served a term" in Thomas. The highpoint of Jane's confinement came when she accidentally broke the window while knocking in response to two of her friends singing "I Shall Be Released" outside the window.

Having shared, in a limited sense, the ordeal that many human beings experience in prisons, Diane said, "One week would be enough for me. But three years is enough punishment for anybody." The ordeal of solitary confinement is far removed from most of us. Perhaps we can understand a small part of the loneliness and frustration it involves through Diane's experience. At one point during her imprisonment, she struggled to open the window a crack, as the handles had been removed, and forced the cardboard up a few inches. "I wanted fresh air," she said, "It was a beautiful day. I wanted to see what was happening."

Ruth Baronda



Ruth Baronda as she helps one of her tutees at the North Hills Community Center.

by Debby Berse

I really enjoy tutoring at North Hills Community Center," said senior Ruth Baronda who has been tutoring for the past two years. "I can actually see the progress some of the students have made and it's a good feeling."

The community center, which has a library, audio-visual aids, games, and other facilities, specializes in tutoring junior high and high school students. "A few years ago elementary school students were also in the program," explained Ruth, "but there just aren't enough tutors now."

Ruth stated that she likes tutoring at North Hills because of the relaxed atmosphere. The tutors come more or less voluntarily and not necessarily from the education department as is the case at Ger-

mantown. "The kids come voluntarily and most are interested in advancing in their subjects, not just catching up," commented Ruth.

She stated that North Hills approached the Beaver Blacks who in turn referred the program to the Community Relations committee. Ruth is the chairman of this committee and she contacts Dr. Norman Miller to recruit tutors in addition to putting up posters.

"One advantage about North Hills is that they provide the transportation to and from the center," said Ruth. "The girls tutor at night from 7 to 8:30 p.m. and have complete use of the entire center."

Ruth explained that the major problem she finds with her tutees is that they don't bring their textbooks home because they're allowed to do their homework in class. "The kids seem to have too much freedom," she commented, "and this is a definite drawback in a learning situation. If they don't want to do the work they just don't do it and nothing happens. The teacher can't do anything about it."

One of Ruth's tutees, Henry, is taking geometry in school. "He's taking it, and he's signed up for it," said Ruth, "but he's developed such a block against it, that he's not really taking it in his mind."

Ruth suggested that anyone interested in tutoring at North Hills next semester should contact Mr. Scott, the head of the center. "The more tutors, the better it will be," concluded Ruth, "so that there can be a one to one relationship between the tutors and the tutees."

They Called Him 'Tricky'

Editor's Note: This article has been reprinted from the one by John R. Coyne, Jr. that appeared in *The Alternative* magazine, May 1972.

If you want to know how a politician stands ideologically, runs one old rule of thumb, look at the enemies he makes. And Richard Nixon has made plenty.

There have been enemies on the left since the early 1950's, when Nixon helped to prove that Alger Hiss, a charter member of the liberal establishment, was moonlighting as a Russian spy.

Thus, it is never surprising when the liberal left opens up, as it did for instance during the hearings on the Supreme Court nomination of William Rehnquist, a nomination seen by Birch Bayn as proof that rightist Nixon intended to pack the court with Birchers (of the Robert Welch, rather than the Bayh, variety).

And so, traditional enemies on the left; Nixon's sympathies, then, lie to the right.

But wait. China lights a fire under conservatives already sizzling over the administration's proposed family assistance plan and what they regard as America's deteriorating defense posture. Suddenly there are enemies on the right, most of them supporting conservative Congressman John Ashbrook in the presidential primaries.

Now Nixon has enemies to the right as well as left. But why, asks a nonideological observer, can't everyone be friends?

Conservatives, after all, should be ecstatic about all the Supreme Court appointments, such appointments being among the most significant a president can make.

And liberals should be delighted with the new China policy. Recognition of Red China, after all, has been one of the great liberal goals for two decades, and recognition now seems inevitable.

So, why all the griping?

A tough question to answer, especially if you're ideologically committed, as I am. But if I were pressed, I suppose I'd put it this way.

The ideologically committed believe they cannot express gratitude for what they consider half measures.

Both conservatives and liberals believe their constant ideological opposition puts pressure on government from both ends of the ideological spectrum.

It is important that this pressure be evenly and steadily applied. If one side lets up, the other side suddenly becomes dominant, and the result is one-sided ideological hegemony, as during, for instance,

the New Deal — Fair Deal — New Frontier Great Society years.

So, you always fight to win. It's dangerous to relax, dangerous to content yourself with half measures.

But then comes a related question: Do we really want to win? Would I, for instance, really enjoy living in a completely conservative society?

And here is the paradox, for our feelings about winning are ambivalent. A few want to win very much. Many others, although they realize the importance of appearing to desire total victory, would happily settle for much less.

For the truth is that very few nonfascist, nonMarxist Americans want a true believer in the White House. America is neither a rightist, nor a leftist nation, and most Americans are ideologically eclectic, picking and choosing among liberal and conservative positions.

In other words, just because you favor seating Red China in the United Nations you don't necessarily oppose Rehnquist.

And so, among the ideologically

committed, an odd ambivalence exists. We fight for definite causes, but don't always desire to see those causes triumph completely.

And what does all this have to do with Richard Nixon? The enemies he makes tend to be committed to some strong ideological viewpoint, both left and right. And, if you apply that old rule of thumb, the ideological extremes represented by his enemies suggest that Nixon is that rarity among American politicians — a centrist.

A centrist president in a country whose unique greatness depends upon a strong center may not really be a bad thing. But you won't find those of us who are ideologically committed admitting that, of course. If we do, we may lose our leverage; and if we lose our leverage, the country, we fear, cannot remain centrist.

Most of us can live quite nicely in a centrist country. And Richard Nixon, with enemies left and right? He can live with them. He's had practice.

'Trojan Women' Debut Memorable

by Esther Goldstein

Thursday, May 4, 1972 was a most memorable evening for Beaver College. On that day, a commemoration of the Kent State massacre, the Little Theatre presented Euripides play, *The Trojan Women*.

One cannot assume that the presentation of that play had anything to do with the Kent State massacre. However, one cannot ignore the poignant message that it bears. Being that our country is now involved in a most senseless war, one can definitely associate with the anti-war message which erupts in every action, word and scene of the play. Oh, how wise was Euripides when portraying the evils of war!

But, now to matters at hand. The play was excellent. Slow moving at the very beginning, it picks up not only speed but quality as the viewer becomes entwined within the long and detestable sufferings of Hecuba, the queen of Troy and her lot.

Trojan women are the only few who remain alive at the end of a long dreary war that is being fought because of one woman, Helen. She is the face that indeed launched a thousand ships and brought destruction to the glorious Greece as well as to the prosperous Troy. She is the one that causes the fall of the house of Priam and Hecuba and becomes the force that destroys her lover,

Paris, and his family, sparing only his mother and his sister. They, in turn, are captured in shame to become the slaves of their Greek conquerors.

The Trojan War is not only a mortal affair. The gods are very much involved and play against each other, using humans as their chess pieces on the scorched and bloody chessboard of Troy. The message becomes clear. Even the victors are losers and war is but a tool of pain, death and utter destruction.

The acting within this outstanding play requires the utmost of finesse, and the actors within this production did not fail to bring it forth. Monica Hand, portraying Hecuba was outstanding in bringing forth the painful and remorseful feelings of the conquered and plundered queen. Her daughter, Cassandra, being played by Anita Tiambeng is more than believable, she becomes the living Cassandra in the eyes of the engrossed audience.

Jody McPhillips, who plays the part of Andromache, is fabulous and should be congratulated on the standard of her acting. Susan Boulmetis appears as the beautiful and selfish Helen who is the cause of this bloody calamity. Her part is "short but sweet," and her acting is enchanting. Scotty Jones and Cindy Artiste, who play Poseidon and Athena respectively ap-

pear regal, immortal and very credible. As for the supporting cast, they were all splendid and added much to the already glorious play.

At this point, instead of naming all the others responsible, I would just like to say that I was both astounded and pleased by the superiority of this play. I hope that in the future, Beaver will produce more plays on this high a level of quality and content. Yes, the wise will fly from war but they will not fly from Beaver's production of *The Trojan Women*.

LET'S KEEP WENNBURG
(Continued from Page 2, Col. 5)

voked me to seriously reconsider my future plans. What type of initiative does a language major or any other student of Dr. Wennburg's gain to pursue further graduate studies, once informed and enlightened of the fact that such a fine educator is about to be released? Believe me, this leaves me with no initiative whatsoever — merely disillusionment in the administration and faculty.

I can't restrain myself from asking: Will Beaver College be existent in 10 (or perhaps less) years, and if so will it be classified under "Finishing Schools for Women"?

Sincerely,
Izbe Richters

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May 1972

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		9	10	11 Wine and Cheese party — English Department, 3 to 4:30 p.m., Faculty Chat Reception and opening Senior Thesis Exhibition, 8 to 10 p.m., Spruance Art Center	12 Summer Student Show at Atwood Gallery through to September	13
14 Newman Club's Mass, Lounge	15 Examinations	16 Examinations	17 Examinations	18 Examinations	19 Examinations	20
21 Reception 11 a.m., Castle Luncheon, 12:15 to 1:45 p.m. Commencement, 2:30 p.m.	22	23	<h2>HAPPY VACATION</h2>			

I-Openers: Minimal Max Ego Tripper's Journal

by Dr. Patrick Hazard

In this era of eroded superlatives, it is a pleasure to see one whose meaning sticks: when George Bernard Shaw called the British caricaturist Beerbohm "The Incomparable Max," he wasn't stratching the truth a wit, judging from a centenary exhibition in Princeton's Rare Book Room at the Firestone Library. The pleasures of discovery were especially rare for this Detroit prole, for Beerbohm is the quintessential "effete snob," and learning from one's natural enemies is the most fun of all.

My Americanist eye is still roiling from his put-down of blathery egalitarianism in a sketch of Walt Whitman trying with bland desperation to raise a dispirited, even dyspeptic, American eagle from its very complacent perch. Another bullseyed bit of Americana is the neurasthenically thin Woodrow Wilson in cap and gown hectoring unlecturable Senators, fat and incorrigible a la William Gropper.

No surprise that Henry James was his kind of American, and there are friendly fixes of the novelist. But perhaps most merciless of all is a skewering of Rudyard Kipling, poet/Bugler of imperialism, whose facile equation with Chaucer and Shakespeare by a John Bull professor of literary history deflates him past the need for more air. Don't miss the self-portrait on the right as you enter: humblest cardboard etherealized to minimalist wonder by an airy pen and a blob of orange/brown sealing wax for his button hole.

Women's libbers will wonder at the absence of ladies. Was it the unhetero bias of Oxbridge Club culture, or a gentleman's unwillingness to inflict unfair pain on the fairer sex? The nub of it is a female absence from a visual record of our century that will delight as long as humans are dazzled by such maximum of exaggeration with somminimal a means.

The only TV program that never fails to infuriate me is "Hogan's Heroes," because it has left millions of corrigibly innocent viewers "thinking" that Nazism was the fatass Gemütlichkeit of Schulz plus or minus a few failed escape plots in our favorite neighborhood Stalag. Never has the mendacious consciousness of the Cold War so blatantly damned itself, as in these cute lies as laughs about that ugliest fever blister of European nationalism, Nazism. The Nazis weren't nutty but nice, still an offbeat are exhibited at New York's La Boetie Gallery (1042 Madison, at 77 street; take the #4 bus from Penn Station) shows us how they were indeed a bit nutty, for which, the long-range sanity of the human race can be thankful.

The Nazi propaganda ministry, in the full flush of Anschluss aspirations, organized a 700-plus piece of art exhibition in Munich, 1937 called "Degenerate Art," with Kunst in quotes. Today we might call it an anti-exhibition, for its purpose was to show how modernist artists (mainly German expressionists like Barlach, Nolde, Beckmann and others, but including soulmates from Switzerland (Klee) and Russia (Kandinsky) has corrupted Aryan taste with their Communist, Jewish, anti-master race ideas.

To underline the point for the slower Aryans in the audience, Klee's work was paired with that of schizophrenics, with you can guess whose superiority. The funniest backlash to this insane self-destructiveness of Nazi Culture comes from visitors to the New York show: then citizens of Munich, they confess now that the show turned them on to the meaning of modern art! I've always liked German expressionism because it flatters the grossness of my own sensibility, but even I found some fascinating new names to savor — for example, Hannah Hoch, a pioneer Dadaist maker of photomontage — don't miss her work in the furthest reaches of the gallery's back office.

When Hitler dedicated the Hall of German Art next door, he derided these modernists producing "Entartete Art" (Degenerate Art) that his New Order was replacing with the "shining beautiful human type" extolling motherhood, rural life, patriotism. "Misformed cripples and cretans, women who could only inspire aversion, men who are more like beasts than men, children who as such were to live, must instantly be considered accursed of God." Hitler's Ultimate Solution for such artists was that if they really saw things that way because of genetically defective vision, they should be sterilized by the National Ministry of the Interior, or if they were perpetrating a hoax, punished by criminal courts, i.e. gassed.

Evil, as Hannah Arendt reminds us, can be banal, less than Faustian, in the modern world.

Catalog on reserve in the Atwood Library. The exhibit is free and ends May 20.

The Introduction to Film course being taught by Dr. Patrick Hazard next semester will be held on Wednesdays from 4 p.m. to 5 p.m. An hour break will be given for dinner from 5 p.m. to 6 p.m. and from 6 p.m. to 9 p.m. lectures will resume and the films will be shown. Any student who is unable to view the films at this time will be given the opportunity to do so on Thursday evening when a repeat showing will be held at the Glenside Free Library from 7 p.m. to 9 p.m.

ATTENTION, RISING SENIORS!

Preferences are now being taken for the publication of the 1973 Log. Distribution of the book can either be in the fall of 1973 which would include graduation, spring shots, possible cheaper rates, and a later deadline for the Log staff, or in the spring of 1973 which would mean the yearbook would be distributed by graduation. All rising seniors are requested to place their preferences in Box 143.

U.S. Environment Agency Gives Summer Fellows

The United States Environmental Protection Agency has just announced an unusual summer fellowship program in Washington, D.C. for outstanding college students interested in environmental careers. The project will involve student investigation into such present-day environmental research concerns as Environmental Management, Leisure in the Environment, Quality of Life, Future of the Environment, and Center-City Environment. Twenty-five students will be selected. Other highlights of the program include presentations by EPA officials, field trips, and the publication of the students' research findings.

Students majoring in any subject are eligible to apply. Graduating seniors planning to go to graduate school in a related field are also eligible. They should have a high

academic average and a sincere interest in environmental studies.

Fellows will receive room and board plus travel to and from their residence and, in addition, a stipend of \$1500. The program extends from June 15 through August 31. The deadline for applications is May 22. Applicants selected for interviews will be notified by May 26. Interviews at locations throughout the country will be scheduled for the week of May 29. The applicant must bear the expense of the trip to the interview. Final selection will be announced Tuesday, June 6.

Applications may be obtained from Ms. Gilpin in the Career Planning and Placement Office. Ms. Gilpin advises that qualified students pick up applications and submit them immediately.

Fall To Bring Course In 20th Century Music

by Irene Heffran

The music department is adding a new course to its fall curriculum — Twentieth Century Music. The course will be an in-depth study of music from the Romantic period to the present period.

Mr. Frabizio, chairman of the music department and instructor of the new course, believes that twentieth century music is divided into three different time periods: before World War I, between World Wars I and II, and after World War II. He considers the two World Wars to be social phenomena which caused changes in art philosophies, which in turn affected composers and compositions. An example of this is the resurgence of interest in Germanic and Japanese composers since World War II, from the French composers.

Mr. Frabizio thinks that our being aware of twentieth century music is necessary since we are involved in it.

The relatively narrow scope of the subject matter to be studied (as compared to the spectrum of musical time periods studied in the symphony class) will enable in-depth study. Mr. Frabizio feels that this factor will facilitate students' understanding of the "why" of musical phenomena, as well as the "what".

The classes will be in the form of seminars. Mr. Frabizio expects the classes to be exchanges of philosophical ideas, and very few lecture sessions.

On May 4, 1972, Pi Delta Phi held its last meeting of the academic year to initiate new members and introduce the newly-elected officers. The officers for 1972-73 are:

President—Raquel Schwarz
Vice-President—Arlene Beizer
Secretary-Treasurer—Chris Marsh

New members are:

Thelma Schwartz	Martha Tomich
Debbie Entine	Laurie Haapanen
Paula Krishok	Meredith Haydon
Beverly Barr	JoAnn Goldstein
Susan Sandler	

The French Prize for general improvement and outstanding initiative within the French sections 3 and 4 was awarded to Cathy Fly during the Pi Delta Phi meeting.