

beaver news

Tuesday, April 29, 1975

BEAVER COLLEGE, GLENSIDE, PA.

Volume XLIX, No. 21

Spring Weekend—"Thank God It's May!"

By Kathy Sullivan

It's Spring!! "Thank God It's May" (TGIM) is the theme of Beaver's 1975 Spring Weekend to begin on Friday, May 2 with an unusual potpourri of exhibits, competitions and concerts. Patricia Smith, Director of Student Affairs, and the five student members of the Spring Weekend committee have arranged to have students and faculty participate in activities ranging from a cocktail hour to volleyball games.

"Spring Weekend should be a time when students enjoy their campus and we really hope people take part," said sophomore Bobbie Rosenberg. "Beaver students seem generally pleased with the schedule."

"I think the Rathskeller sounds like a really great idea," said sophomore Barb Somlo. "It creates an intimate atmosphere, something Beaver really needs."

"I can't wait for the volleyball games," remarked another student. "I played in high school and I want to practice again."

Friday evening activities are highlighted by a student/faculty talent show and the Theatre Playshop presentation of *A Three Penny Opera*, a musical, comedy production written by Bertolt Brecht and Kurt Weill, at 8 p.m. in the Little Theatre. Dr. David Stevens, assistant professor of theatre arts, has directed the show which will feature the singing talents of Beaver students for

two consecutive weekends. (See play review, page 2).

Rathskeller? Following the Playshop production, the College community is invited to the Chat at 9:30 for an "intimate" Rathskeller coffeehouse with entertainment and refreshments arranged by the Residence Hall Council (RHC). Students interested in helping out at Rathskeller should contact Ellen Pachtman.

On what students hope to be a wonderfully sunny day, faculty and student prints and paintings will decorate Murphy courtyard, Saturday, May 3, while Accomac accompanies the spring activities from the Campus lawn. Accomac is a five member jazz/rock group that is playing earlier in the day for the Muses for May celebration at the Free Library of Philadelphia. They combine the talents of each member on the electric flute, the bass guitar, a rhodes piano, rhythm guitar and drums to create a truly unique jazz style.

For the energetic athletes at Beaver, Saturday afternoon will introduce the RHC Volleyball and Invitational Tennis competitions open to students and faculty members. If you can smack a volleyball, sign up with Ellen Pachtman or be at Murphy Gym at high noon.

The Invitational Tennis squad is a selected group of Beaver's finest in the racket game. Biff Henry, Mark Nitzberg, Rachel

Bogatin and Jane Blend are some of the students pitted with or against ten faculty members including Dr. Steven Ellyson, assistant professor of psychology, Dr. Gerald Belcher, assistant professor of history and Dr. John Berigan, assistant professor of political science. Cheer for your favorite or least favorite professor on Saturday and at the finals on Sunday, May 4 at 1 p.m. And when it's all over on Saturday, Accomac will accompany the picnic supper, scheduled from 4:30 to 6 p.m.

And do you love old movies? Pat Smith is in the process of collecting old flicks for Saturday evening at 7 p.m., immediately preceding the All College Disco.

"The Disco will feature a group playing records like a disc jockey," said Jo-Anne Cook. "We are also going to serve free beer to students over 21 years old; and students are invited to the dance to be held from 9 p.m. to 2 a.m."

Lord of the Dance is a multimedia/ancient Eucharistic service to be conducted by Dr. Charles Hall, associate professor of religion and chairman of the department. Through the help of Phoenix at Beaver, a slide, musical, and modern dance service will precede the Eucharistic celebration that the general College community may attend in the Little Theatre, on Sunday, May 4, at 11 a.m. One final schedule reminder: brunch will be served from 10:15 a.m. to 1 p.m.; and the Chat will remain open all day Saturday.

"We are selling tickets in advance to get into the events," Diane Kroll explained. "They will be sold at lunch and in the Chat this week." Tickets are \$3.00 in advance, a 25% discount off the total expense of paying for the ticketed events separately. Students and faculty should contact Jo-Anne Cook for further information.

Sound like fun? Then don't miss the spring festivities. The committee promises a great time so stay on campus, invite a friend or two; relax and dance, on the last big weekend before finals!

Opinion pollster George Gallup Chosen to speak at graduation

By Karen Schwartz

George Gallup, American public opinion pollster, has been selected to speak at Commencement exercises, Dr. Edward D. Gates, President of the College, announced last week.

Mr. Gallup started the American Institute of Public Opinion in 1935. Its first poll, prepared in 1936, as well as other surveys, reflected the application of market research techniques to the study of public opinion on social and political issues. The AIPO quickly developed into a research organization for reliability and clientele of academic social researchers, private industry, news media, and political groups. The Institutes' capacity for conducting representative national surveys with experienced interviewers and analyzing the data in a short period of time was its major asset.

A graduate of the University of Iowa in 1923, Mr. Gallup earned his doctorate degree from the same university in 1928. He has been a professor of journalism and of psychology at the University of Iowa, Drake University, Northwestern, and Columbia. As professor of journalism, he took an active role in helping high school students to develop an interest in journalism. He organized Quill and Scroll, an international honorary society for high school journalists, which has a present total membership of more than one million. Mr. Gallup is now chairman of the board of trustees of Quill and Scroll Foundation.

Mr. Gallup's most recent books published include *The Sophisticated Poll Watcher's Guide*, *Secrets of Long Life*, and *The Miracle Ahead*, which explains how we can bring about a breakthrough for mankind comparable to the extraordinary achievement of the ancient Greeks.

In addition, Mr. Gallup developed the readership method for measuring reader interest in the news, features, and departments of a newspaper. He was also the first to develop and use the co-



George Gallup, American public opinionist, and the founder of The American Institute of Public Opinion, has been selected to speak at Commencement exercises.

incidental method for measuring radio and television audiences on a national basis.

As the founder and head of Audience Research, Inc., George Gallup devised methods for measuring the public's interest in forthcoming motion pictures. He worked for many years with prominent American film directors including Walt Disney and Samuel Goldwyn.

A member of the American Association for Public Opinion, Mr. Gallup is the recipient of numerous awards including Hall of Fame Distribution, American Marketing Association Parlin Award, and the 1968 Christopher Columbus International Prize for Outstanding Achievement in the Field of Communications, which are his most recent. In addition, he has received many honorary degrees from colleges and universities throughout this country, among them, Tufts University, Boston University, and Rider College.

Commencement exercises will be held on Sunday, May 25 at 2 p.m.

"May Fest" musicians to revel In concerts, song and dance

By Barbara Sheehan

The Beaver College music department will celebrate its "May Fest" with a week of music and song. Beginning on Monday, May 5, a number of Beaver's musical groups in residence will present free concerts open to the entire community. The week will close with a May Fest dance-concert on Friday, May 9.

The String Quartet will perform with Beaver's Saxophone Quartet on Monday night at 8 p.m. in the Grey Towers Castle. The String Quartet features Linda Rubin and Madeline Cabano, graduate assistants in the music department, Ruth Reber, music graduate student, and Julie DiGaetani, violinist in the Pennsylvania Ballet Orchestra. Graduate assistant Ed Etkins and graduate student Louis Goldstein make up the Saxophone Quartet, along with professional musicians Charles McConnel and Mike Pedicin.

Tuesday night's concert will be presented by the Brass Quintet. Ronald Dubin, Ed Kalny, Joe Williams, Ed Curentron, and Pete Krill will give their concert in the Castle at 8 p.m.

All devotees of jazz music are invited to be entertained at the Wednesday night concert. The Beaver College Jazz Trio, headed by Carmen Gaspero as music director, includes graduate student Grant MacAvoy. Carmen will choose a guest artist to play bass for the group.

Senior music major Kate Lam-born will give her Senior Recital on Thursday evening. Kate, a soprano, received the W. Lawrence Curry Memorial Award for outstanding achievement in music at Honors Convocation on Saturday, April 19.

The "Big Band" sound of the Beaver College Modern Jazz Orchestra will be heard in the dining hall on Friday night from



The Beaver music department has scheduled five nights of music and song to celebrate their "May Fest," featuring Ronald Dubin of the Beaver College Brass Quintet in Residence.

9 p.m. to 12 midnight. Dr. William Frabizio, associate professor of music and chairman of the department, will conduct the orchestra, which is made up of Beaver's groups in residence. The Brass Quintet, Saxophone Quartet, and the Jazz Trio are among those groups planning to participate. The coordinator of the buffet, Anthony Giampietro, head of the audio Visual Department, along with the whole music department hope that the dinner will be a great success. "This is a first," remarked Carmen Gaspero, music director and musician of the Jazz Trio. "It has to be a resounding success."

The music department invites the entire community to partake in all the activities scheduled for their May Fest week.

News Shorts:

Health education included in master's degree program

Beaver College and Lankenau Hospital have formed an affiliation to offer a master of arts degree in education with a concentration on health education. The program, which will start with the 1975 summer semester, will utilize the facilities of both institutions. Areas of specialization will include community health education, school health education, and health counseling.

Dr. Gerald I. Gingrich, Lankenau's director of health education, will serve as the program's health education coordinator. Dr. Gingrich points out that health education is increasingly being recognized as a professional specialization. "Health education is a relatively new discipline based on the behavioral, biological and health sciences," he said. "It fosters improvement in the quality of human life through education—helping bridge the gap between scientific health discoveries and their application to daily life."

Lankenau's Health Education Department, established in 1953, is one of the nation's oldest. Its facilities include the country's first hospital-based health museum, the Cyclorama of Life. Its

audio-visual library has more than 100 motion pictures, slide films and tapes.

Lankenau currently has an academic program which offers ten graduate-undergraduate courses in such subjects as human growth and development, drug use and abuse, and human sexuality. It awards undergraduate credit through Cabrini College and graduate credit through Cabrini's affiliation with the Lehigh Regional Consortium.

"Students in these courses have repeatedly expressed the hope that someday a masters degree could be developed," said Dr. Gingrich. "The Beaver-Lankenau affiliation answers this need."

The following students have been selected as resident assistants for the 1975-76 academic year:

Jane Ball
Carol Bowley
Ellena Lacas
Jacqueline Mansuy
Mary Alice Mazzara
Linda McGrier
Rose Carol Murr
Carol Stevick

Donna Sussman
Leann Trentalange
Lisa Ungerleider
Sandra Wachsmann

Music major Kenneth Iatarola will give his senior recital in the Castle Mirror Room on Sunday, May 17 at 3 p.m. The program will include both the classical and jazz idioms, as well as original works. Ken, who will be featured on accordion and piano, will be assisted by Robert Bush, piano; Daniel Iatarola, guitar; Lawrence Iatarola, percussion; and William McFigue, bass. Admission is free and everyone is welcome.

SOFTBALL HOME GAME!

Loyal fans of the Beaver Softball Team will have another chance to witness the team in action on Thursday, May 1, at 4 p.m. on the hockey field when it plays against Philadelphia College of Textile and Sciences. The team won its last game, against Widener College, with a score of 26 to 18.

beaver news

EDITORIAL BOARD

Editor-in-Chief Litsa Marlos
Staff Kathy Sullivan, Barbara Marks,
 Tina Marlos, Karen Schwartz, Barbara
 Sheehan, Laura Lee.

Photography Yuk-Chor Lee

BUSINESS BOARD

Circulation Jane Ball, Carol Stevick,
 Nora O'Dowd, Beverly Payton, Barbara
 Sheehan.

*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.*

FAREWELL

This is the last issue of the *Beaver News* for the 1974-1975 academic year. Letters to the editor will be accepted now for publication in the fall. The editors would like to thank the entire College community for its support during this year, and wish the graduating seniors good luck!

Rubber Ruler

The national trend of grade inflation has rather strongly hit home. The implications of this are probably greater than most realize. On the positive side, students might appear attractive to prospective graduate or professional schools, or employers, with higher grades, and might also be inclined to worry less about low grades simply because they aren't receiving them. On the negative side, employers and schools would find it extremely difficult to distinguish between students on the basis of their grades alone, since while low grades may be inflated to a higher level, high grades have nowhere to go, and the result is a greatly skewed grade distribution. This is doubly dangerous if students are judged on a "competency" basis, since a student who picks up a concept quickly and thoroughly would be judged equal to a student who learns the concept just as thoroughly but takes longer to do it. Again, grades could not differentiate between these two types of students where the difference may be crucial with respect to a particular school or job which demands facility in attaining new concepts. Inflated grades are unfair to the weak student because they may lead her to develop a false sense of security, while they are also unfair to the strong student because they do not allow her to be distinguished as such.

In view of these issues, faculty members and students should seriously consider the function of grades and determine how well they seem to be fulfilling this function. If grades are to remain as predictors, measures of ability, and devices for feedback, then they should be administered with some sense of integrity and control. (The seeming *deflationary* trend from 1973 to 1974 would seem to indicate that professors are beginning to do just that; however, this explanation does not exhaust the possibilities and the trend might be only a temporary one). If, however, grades are to be rejected on the basis of their inefficiency, then an alternate means of evaluation should be explored. The rubber ruler of grading has been stretched far enough.

—L.M.

The Three-Penny Opera Sympathies and Ironies

By Laura Lee

The theatre of Bertolt Brecht demands close attention from the audience, for the playwright directs characters, action, music and theme to make the audience distinctly aware of the theatre as a symbolic rather than realistic medium for expression. Brecht teases our sympathies and manipulates logical plot development in order to make a greater statement about the world of the beggars and, more importantly, the world at large. The production of *The Three-Penny Opera*, directed by Dr. David Stevens, assistant professor of theatre, presents the contrast between the sympathies and ironies which Brecht so greatly emphasizes in his statement about human survival. Dr. Stevens and Dr. Yoko Hashimoto (associate in theatre arts) draw the audience into the action of the play while they make us very aware that we are watching a theatrical performance. In providing this contrast, the final effect is one where the audience's recognition of the ironies is greater than their recognition of the sympathies.

In order to achieve such an effect, Dr. Stevens and Dr. Hashimoto have put great care into this full-bodied production.

Dr. Hashimoto's set reflects the awareness that Brecht wants us to feel toward the stage. The stippled sheets serve as stage boundaries to keep the audience constantly aware that there is a distinction between the performing area and the backstage. The jail is excellently used not as a realistic barrier to hero-villain Mack the Knife but as a symbolic one: particularly effective is the scene when Constable Brown walks carelessly into the very jail cell that Mack has struggled to escape from.

The stillness of the set is contrasted by the

Letter to the Editor We Strongly Recommend...

To the editor:

As graduating seniors, the past few months for us have been filled with the tedious but necessary task of filling out job and graduate school applications. Most of the applications require several written evaluations from college instructors. We feel very strongly about the lack of cooperation and concern that many Beaver professors show for completing these recommendations.

We realize that most Beaver professors have very hectic schedules. Yet, many of them do take the time to write recommendations for their students. Others, however, seem to neglect their responsibilities. The problem lies specifically with those professors who agree but fail to write a recommendation. If they can not or do not wish to recommend a student it is their right to refuse, however, if they have agreed to write it, it is the professor's responsibility to see that the letter is written promptly.

This lack of cooperation on the part of Beaver professors not only jeopardizes the student's future, it also damages the College's reputation.

—Leslie Christmas
 Elizabeth Deitz
 Sarah Hart



Theatre Playshop's musical comedy production of the season features singing performers, (from left to right) Kate Lamborn, Arnold Rossman, Carrie Vickrey, Barbara Thomas, and Robert Beizer. *The Three-Penny Opera* will be presented on May 1, 2, and 3 in the Little Theatre at 8 p.m.

continual activity of the cast. Small vignettes accompany much of the major activity to prevent us from becoming too involved with any one character. Similarly, the episodic developments are rich in well-timed comedy, yet we are jolted out of this concentration and immersed in a song which presents a direct contrast to the preceding scene. We are aware of the irony in all of these actions; thus, Brown and Mack the Knife sing of army life, and end by pointing their guns at the audience. In the second finale, the cast utilizes the entire theatre to face us and tell us "How to Survive." Dr. Stevens effectively uses his characters as vehicles for the messages that "even honest folk may act like sinners/unless they've had their customary dinners."

The comedy is an appealing if passing moment. Mack the knife's gang was a fine group of rogues. The whores, too, were excellent fun. The comic moments, however, are colored by the self-motivated interest that characterizes everyone's actions in the play. Just as the crooks and whores are endearing, so they are anxious to see the hanging of Mack the Knife, and Mack too is ready to turn his back on anyone to save himself.

Dr. Stevens emphasizes this selfishness by creating character extremes. We see that Mack is either extremely confident or extremely jeopardized; Brown is exceeding friendly yet shockingly cruel. The female characters could have better emphasized the extremes in character in order to portray their own selfish motives, but some highlight performances bear out this contrast. Kate Lamborn gave one of the most sophisticated musical and lyrical deliveries of the show in her "Barbara Song." Carrie Vickrey gave a solid performance as Polly, and although she could have shown a bit more contrast, the strength in that sweet voice implied some of the subtleties of Polly's character. Kathie Hurley was a stunning Jenny, and while she was a good, tough figure, she could have shown more color to contrast with her most understandable need for revenge.

Robert Beizer is to be given kudos for his comprehension of the commentator/character of Mr. Peachum. The coolness with which he performed his crooked business as Mr. Peachum was indicative of well-disciplined control. Arnold Rossman was excellent. The cocksure Mackie exhibited touching if intentionally melodramatic desperation. Barbara Thomas was a most interesting Mrs. Peachum; her voice was strong if untrained, and her speaking voice was well used to express the subtler ironies of her lines. The production was a complex and shrewdly intelligent interpretation of of the Brecht play. The effects of this production give us the merry-go-round of sights, sounds, and sharp ironic insights that are the essence of *The Three-Penny Opera*.

Grade inflation ---

(Continued from Page 3, Col. 5)

or to make them earn bad grades? As I see it, the responsibility is on the instructor to try to cause learning," he explained. "What justification do I have to give those a lower grade who take longer to learn it, if they learn it in the end?"

A possible objection to the competency system is that it precludes the possibility of distinguishing between students on the basis of grades, since the same grade may be earned by students who greatly differ in the time they took to earn it. Dr. Miller recognized this problem but feels that distinguishing students through faculty recommendations is a better way to assess their ability.

Dr. Norman Johnston, professor of sociology and chairman of the department of sociology and anthropology, Mr. Lloyd Abernathy, associate professor of history, and Dr. Richard Polis, assistant professor of mathematics education, are also very concerned about the implications of grade inflation.

Several years ago, Dr. Johnston announced to one of his classes that although he did not personally agree with the trend to inflate grades, he would do so anyway since it would only be punishing his class if he did not. "I've gone along with that to the extent that the people who used to get B's are getting A's and the people who used to get C's are getting B's," he explained. "It's not fair to my students to get marked down because they're my students."

Dr. Johnston sees one problem as being the impossibility of a truly standardized grading system. "Teachers have invisible price tags," he commented. "It's all arbitrary: one person's 90 is not another person's 90. To compare people in one system with people in another is just madness."

In view of the grade inflation, Dr. Johnston feels that, like Dickinson, Beaver should abolish its Dean's List. "I think it's become so inflated that it's kind of a joke," he said.

"In the long run, grades tell us something about the way a student has performed, has lived up to the expectations of the teachers. It doesn't tell about how much she has learned, it tells about how well she coped with the system which was already in existence when she arrived."

Like Dr. Miller, Mr. Abernathy is against grades as a means of evaluating students. However, he feels that since they are currently in use they should be used a little more cautiously than they have been. "I'm in agreement that the emphasis should not be on grades, I'd be happy to go to pass-fail on everything, but as long as we have grades and they should be representing qualitative differences between students then we should be careful in our use of them," he said.

Mr. Abernathy commented upon one consequence of grade inflation that has become more and more common. "I've had students come in who've been appalled that they've gotten a C, because what they consider to be average is a B. If B is average, then what do you do for the exceptional student?" he asked.

Enrollment statistics could be another incentive causing faculty to inflate grades, in Mr. Abernathy's opinion. He refers to a

"personality factor"—the desire on the part of the faculty members to be liked—as a means of explaining why professors inflate their grades.

Although Dr. Polis used to implement a competency-based instructional pattern, several grade-related problems arising from that system have encouraged him to change to another. Currently, he grades on the basis of a point system, evaluating students on the basis of exam performance and what they produce for the course. He has established a threshold point value for merely attempting a particular project, but it additionally is graded on the basis of its quality. Under the competency based system, he stated, "I did start giving C's to people who didn't meet the objectives of the course—I just thought that an F would have been too heavy."

Like Dr. Miller and Mr. Abernathy, Dr. Polis is philosophically opposed to the use of grades as a means of evaluating students.

"I personally don't like grades because I think they're negatively used," he said. "I think students, instead of keying into learning, are really keying into an A. I think that there ought to be models that would allow students to get honest feedback that points out to them where they're strong and where they're weak without putting a grade on them."

"I think the major role of a teacher is to teach," he continued. "When you come to be teacher/grader, you're cast into two roles that are very different, and one of them is a very punitive role."

Dr. Samuel Cameron, associate professor of psychology and clinical psychologist to the College, is very aware of the psychological effects of grade inflation. "As a school psychologist it makes life a lot easier for me," he said. "There are still people coming to me with anxiety over academic problems, but less than there have been in the past years."

"I've always been under the impression that a C is a respectable grade, but I've had more and more students coming in uptight merely because they got a C. They see it as a failure," he continued. "The whole phenomenon of grade inflation is curious because at the same time there has been a tendency for SAT scores to decline, so that the grade inflation has been in the face of declining academic aptitude as measured by the standardized tests."

Dr. Cameron feels that a reevaluation of the meaning of grades is called for, and so the Curriculum Committee, which he chairs, will devote itself to the problem in the near future. According to Dr. Cameron, grade inflation can have "disastrous consequences" with respect to student evaluation. "I would suspect that top students would resent grade inflation," he said, "because they would be getting high grades anyway, but the grades don't demonstrate their level of ability under the present circumstances."

While the problem of grade inflation may not be solvable, and indeed, some do not recognize it as a problem at all, an increased awareness on the part of the faculty to the issue could do much toward accomplishing a much-needed standardization of grading procedures.

MELROSE JEWELERS INC.

258 Keswick Avenue

Glenside, Pennsylvania

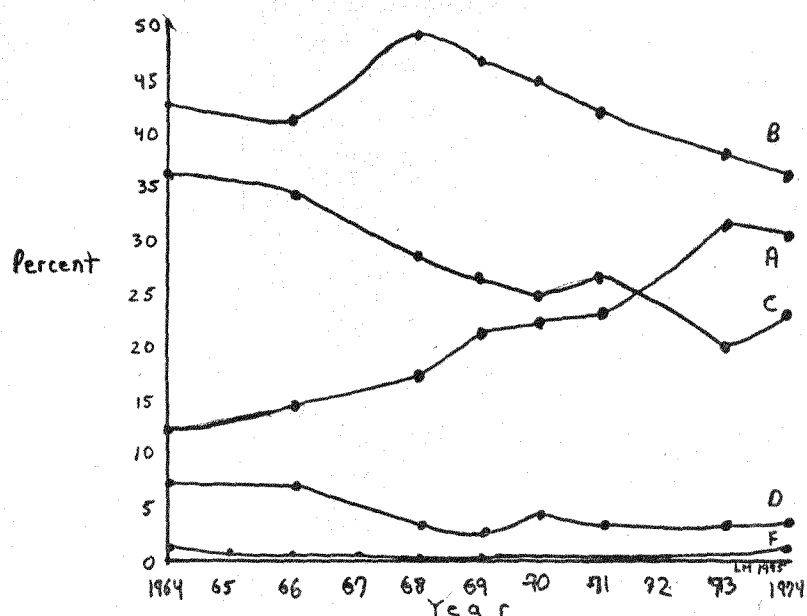
TU 6-9220

5% ADDITIONAL DISCOUNT ON ALL JEWELRY ITEMS
 WITH PRESENTATION OF ID CARD

Open Monday, Wednesday, Friday til 9 p.m.
 Tuesday, Thursday, Saturday til 5:30 p.m.

AMPLE PARKING

Question: who's to decide whether an A is an A?



Distribution of Grades: Fall Semester 1964 to 1974

This graph, portraying the statistics compiled by Harold Stewart, registrar, at the request of the *Beaver News*, reflects the grade inflation occurring at Beaver (and across the nation) over the last decade.

By Litsa Marlos

Question: When is an A not an A?

Answer: In the opinion of Professor X, when it is given by Professor Y. In the opinion of Professor Y, when it is given by Professor J. In the opinion of Dean Z, when the student simply doesn't deserve it.

The result: Mass hysteria whenever the subject of grades is mentioned. No one agrees on either the purpose of grades, their usefulness, or on what criteria they should be given. Some would like a return to the traditional rigid standards of grades, others advocate a pass-fail system for everything, and still others would like to abolish grades completely.

The current confusion about grades at Beaver is being reflected in a "grade inflation" that has seen a dramatic change in the percentage of A's and C's offered here over the past ten years. (see graph) A rise in A's (from 12.6% in 1964 to a high of 31.4% in 1973) has been matched by a fall in C's (from 35.4% to a low of 19.9% in 1973). Consequently, B and not C is the modal grade.

This is a national trend with great implications. *The Chronicle of Higher Education* commented "A cynical account of general grading practice today would describe the C as an indication of attendance, the B as attendance with work done, and the A grade as attendance with work done on

time." (February 3, 1975) Problems arising from this are many: a professor must willfully decide either to go along with the trend and give higher grades for less (or poorer) work, or risk punishing his students if he retains his old high standards, because a C in his course may be worth a B or an A in someone else's. If grades are accepted as predictors of success in graduate or professional school, or a profession, how does the



Dr. William J. Carr, professor of psychology: "Who pays the price? The good student loses because he can't show that he's a mark above the others."

school or employer distinguish between students with good solid grades and those with inflated grades? How meaningful is a Dean's List which recognizes about 25% of the student body?

These problems are resolved in different ways by different professors and schools. For the purposes of this article, six Beaver professors and one administrator were interviewed to assess their views on the issue of grade inflation. They were selected either by virtue of their function in the College or because they were known to have strong opinions on the subject. The diversity of opinions reflected here is an indication of the extent of the whole grade inflation problem and, more importantly, the extent of the controversy over grades.

Dr. Robert Swaim, Dean of the College, is concerned with the phenomenon of grade inflation and the increase in the number of students attaining the Dean's Honors List. He feels that an inflated grade may give a student a false sense of security, indicating that the student has a greater ability than she really possesses.

"Our purpose is not to lead people into a hopper that gives them

a false conclusion about themselves," he commented. "I think people want to be assessed on the quality of their work, and that a grade should represent what a student has attained and what a student is."

"The Dean's Honor List ought to exemplify the very highest type



Dr. Norman A. Miller, professor of education and chairman of the department: "The claim is sometimes made that grades motivate students, but what they motivate them to do is get high grades."

of scholarship. If by inflation of grades some are represented in it that shouldn't be there then that's not really fair. Let's give A students A grades, but let's give C students C grades."

Dean Swaim would not like to see the Dean's List abolished completely, as Dickinson College recently voted to do since too many students were on it. However, he does feel that there is a need for more control. "If you have a Distinguished Honor List of persons who may not be all that distinguished then you're defeating the purpose of it," he commented.

Additionally, Dean Swaim is concerned with the fact that students seem to be working for grades and not for an increase in knowledge. "There's so much of this career thing that people forget to be something. We want them to learn, to grow, to be prepared for what lies ahead. The secret is growth, not grades."

Basically, there are two distinct philosophies expressed about the purpose of grades and the criteria



Dr. Norman Johnston, professor of sociology and chairman of the department of sociology and anthropology: "Teachers have invisible price tags. It's arbitrary: one person's 90 is not another person's 90."

on which they should be awarded. One, advocated by Dr. William Carr, professor of psychology, sees grades as 1) a means of providing minimum standards for awarding a bachelor's degree, and 2) a way of predicting future success in school or employment. The other philosophy, advocated by Dr. Norman Miller, professor of education and chairman of the department, considers grades as only an interference in the teaching process.

Dr. Carr feels that, given a random sample of students, grades should be awarded on the basis of a bell distribution or curve, with the modal grade being C. "Whenever I see a five-point scale I immediately interpret the middle as the mid-point of that distribution," he explained. I would think a student that does satisfactory or average work would earn a C. A random sample of 25 is likely to reflect the distribution within the total population (of students). The range in talent in these students would tend to reflect the range in talent of the whole population. For these reasons I tend to grade on the curve.

"Those who claim they don't grade on the curve must be hard-pressed to explain the upward turn in grades," he continued. "I doubt



Dr. Lloyd M. Abernathy, associate professor of history:

"As long as we have grades, and they should be representing qualitative differences between students, than we should be careful in our use of them."

that this upward trend reflects an improvement in teaching methods, or in the quality of our students."

Dr. Carr noted one cause of the national grade inflation trend, the motivation during the 60's to protect young men of draftable age by giving them higher grades than they deserved. Although this did not directly affect Beaver, it indirectly did raise grades here because the trend was so widespread.

Dr. Carr provided a second hypothesis, related to the current national financial pinch which is resulting in fewer numbers of students applying to colleges and Beaver in particular. "An alternative explanation is that the faculty is very mindful of the need to retain the students we can attract," he said. "Of course, one way to do that is not to give out D's and F's."

Whatever the cause of grade inflation, Dr. Carr sees it as potentially harmful. "Who pays the price?" he asked. "The good student loses because he can't show



Dr. Richard Polis, assistant professor of mathematics education: "I think that students, instead of keying into learning, are really keying in to an A."

that he's a mark above the others. Graduate and professional schools and employers also lose because the predictive value of a grade is lower."

Dr. Carr feels that a clear distinction should be made between the function of grades and the function of credit-hours, in order to retain the use of a grade as an indication of work accomplished well, and not merely work accomplished. "Grades reflect the quality of performance, and credit-hours reflect the quantity of effort," he stated. "Those professors that use grades as a reflector of quantity might wish to reread the 1974-1975 *Bulletin*, pages 148 to 149."

Dr. Miller holds a radically different point of view on the purpose of grades and the basis on which they should be awarded. He commented upon the grade inflation phenomenon: "It is not a problem. I think the problem is having grades lousing up the system to begin with. Grades interfere with learning. The claim is sometimes made that grades motivate students, but what they motivate them to is get high grades. They don't intrinsically motivate them to learn."

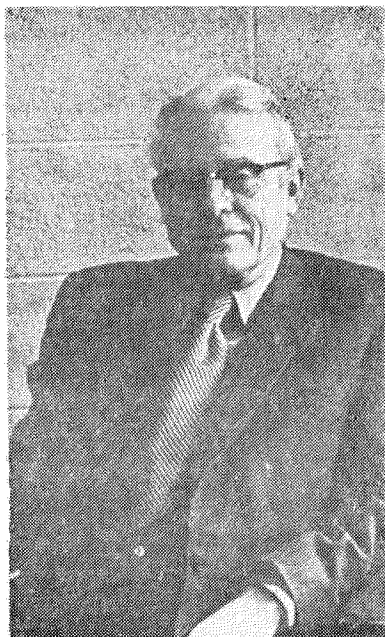
Objecting strongly to the awarding of grades on the basis of a bell distribution, Dr. Miller instead feels that if every student is capable, she should be rewarded with a high grade. "We should get all books that have that (advocate grading on a curve) in them and burn them," he stated. "It sounds rational, it looks scientific, but think a minute. If the students are not normally distributed and we get a select bunch here to begin with, why shouldn't they all learn? If any teacher has done a superb job of teaching everybody ought to learn a lot and move on up."

Dr. Miller favors the "competency" (vs. performance) system



Dr. Samuel M. Cameron, associate professor of psychology and clinical psychologist to the College: "I've had more and more students coming in uptight merely because they got a C. They see it as a failure."

for awarding grades, under which a student attaining certain concepts will be graded accordingly, regardless of how long she takes to learn them. "What is our objective? To cause people to learn (Continued on Page 2, Col. 3)



Dr. Robert L. Swaim, Dean of the College: "Our purpose is not to lead people into a hopper that gives them a false conclusion about themselves."

BOOKSTORE RECORD SPECIAL—

ONE WEEK ONLY

THE MOTOWN STORY

five record set

58 songs

\$9.98

BURROUGHS CONTRACT INTERIORS OF DOYLESTOWN

Offers special discount on fine quality brand name furniture to

Beaver College faculty staff, alumni, and students.

Discounts are from 20%-25% off retail price. Call 674-2116 or 345-9424.

Pennyfeathers

251 Keswick Avenue

Glenside, Pa. 19038

885-4775

Open Monday through Saturday

10 a.m. to 5:30 p.m.

Faculty welcome

Interdisciplinary science major Offers more flexible curriculum

By Barbara Marks

A new Interdisciplinary science major, focusing on the natural sciences, has been proposed by Dr. Arthur C. Breyer, professor of chemistry and chairman of the department of chemistry and physics.

"With cooperation between the Biology and chemistry departments, Dr. Rose (assistant professor of biology) and I formulated a program in which the primary goal is the creation of a flexible curriculum for the diverse group of students who come to Beaver," Dr. Breyer explained. "Under this system, all of the needs of some of the present students and potential students will be met. The option which will be in the Beaver College catalogue for an I.D. major is not a standard option."

Before this program had been proposed, a student who found a need to shape his own well-meaning major, would petition before the Committee on Interdisciplinary majors. The disadvantages of this system included red tape and the problem of designing a major by the student. Dr. Breyer emphasized, "Students are looking for models to plan course curricula and we plan to provide them; we have tried with considerable success to treat our science majors as individuals."

"The I.D. science major is geared toward the future high school and elementary education science teachers, 'late bloomers,' transfer students, and students interested in seeking combination research professions."

"Not only do the advantages of the program include flexibility of course scheduling, vocational variability, and provisions for a natural Medical-Technology major, but as a secondary goal, it provides opportunities for students which will attract them. This system is better for the student who is uncertain of what he is looking for in the sciences."

"The student should come to Beaver, I believe, to become a total person," Dr. Breyer continued. This cannot be accomplished if each professor thinks his course is the only course. Under my system, the problem of a self-centered faculty arrangement is lessened, and a more cooperative one is established."

Programs, designed similarly to the I.D. science major, are not new ideas. A few years ago Mr. Davis, professor of fine arts and chairman of the department Dr.

Rose, and Dr. Breyer created an art-science major geared toward medical and science illustration. Now, a metropolitan studies and psycho-biology major are also available.

Previously, students interested in both biology and chemistry, had only the option of a double major. "Since this required a load of science courses, and the students also had other interests, they were at a disadvantage," Dr. Breyer explained. "Pre-meds especially wanted combinations of biology and chemistry courses."

"Moreover, medical, dental, and osteopathy schools required them. This program is designed to meet the students' needs so that substitution of courses by approval of the department chairman of the biology and chemistry Departments is possible. This is important to the student who is barely secure or oriented toward a particular subject."

"When seeking entrance into graduate school, one with an I.D. science major background can honestly say, 'I am interested in both biology and chemistry,'" Dr. Breyer said. "From a psychological standpoint, graduate schools have more regard for the student with the broader background. For example, a chemically-oriented graduate school may have reservations in accepting a biology major applying since it may feel that he was not good enough to be accepted into a biology-oriented graduate school."

"Today, one is living in a world in which people are realizing that scientists need to know more than science; businessmen have to know more than business; and politicians need to know more than politics. To meet these goals, one needs a general liberal arts background so that he can act liberally on proposals."

"If one, upon graduation, decides upon a specialized chemistry career, for example, the worst that can happen to him if he was an I.D. science major is that he may have a little catching up to do. In most graduate schools today, though, one can easily make up minor deficiencies while on the job or in evening school."

This program is advantageous to the College since it requires no new courses and no additional staff, thus, there is no additional cost factor. "It is only another combination package, and a number of students have requested it."

Profile: Dr. Gregory Quinn, education

By Barbara Marks

"Love of science and love of art, Nature, and the self must be in equilibrium" . . . This is a statement made by Dr. Gregory Quinn, assistant professor of education.

Dr. Quinn does not want the student to be so preoccupied with science that he forgets the beauties of art, Nature, and the self. Rather, he would like the student to be "scientifically literate," to remove the fear of science.

"Man has an infinite capacity to learn, but a teacher cannot teach everything; therefore, the classroom is not the only solution. My major goal in education is to teach the student to teach himself. In science there is an inherent logic and process—and order by which man can relate to his environment."

He believes that if he can teach the student to see this order, the student will possess a tool needed to become the self-teacher. Yet he does not want the student to emerge from secondary school as a "little scientist."

Dr. Quinn believes that urban and open classroom experiences for the aspiring teacher are advantageous. He wants to see increased involvement in urban situations for he believes it increases the teachers "marketability." "Also if one can successfully handle the problems one confronts in urban schools, one can handle anything with confidence." He believes that the open classroom involves much more individual planning on the part of the teacher. "I like this system because of the freedom, responsibility, and individualization that is given to the child, although, there must be some structure and the system will work only with the motivated student." From Dr. Quinn's views on the open classroom one can see that he has great confidence in man's ability to learn and think.

Dr. Quinn is one of those rare professors who does not want to be a "mechanistic" faculty member. "My presence should go beyond my teaching responsibilities. This is part of my commitment to Beaver." At present, he is faculty counselor of the national hon-



Dr. Gregory Quinn, assistant professor of education, hopes to teach students how to teach themselves through an "inherent logic" process and order through which people learn to relate to others and to their environment.

orary education society, Kappa Delta Pi. This organization recently sponsored a speaker from the Montessori School (a school in which the child assumes his own responsibilities and follows a rigid schedule), a panel discussion of Beaver graduates who are now substitute teachers; and several members will be attending a Regional Conference in Newton, Massachusetts in April followed by initiation of new members.

He is also putting together a Science Curriculum Resource Center. This center will be a library system for Beaver education students who will be teaching science. These students will be able to go to the Resource Center, which will be in room 215 of the Classroom Building, to check out guides for suggested classroom activities. "I am interested in making this idea a reality because I want a central point from which I can supplement my teaching material. Recently, I have been 'color-coding' the material to integrate it into a workable, efficient system."

"I enjoy my position at Beaver which began in September because the student is not afraid to work, assumes responsibility, is productive, happy, and motivated. I would like my relationship with

the students to be relaxed and relaxing."

Before September, Dr. Quinn held the title of Teaching Fellow at Boston University where he taught half the juniors majoring in education, Elementary Science Methods. "While I was teaching, I was also working toward my doctorate in Science Education, thus combining my knowledge of biology from my undergraduate days at Georgetown University and my knowledge of education from the days of my Master's Degree at Boston University. I happened to stumble upon education as a career."

"I am amazed at the size difference between B.U. and Beaver. There I had 150 to 170 students per semester whereas here, I have twenty-eight students among three courses." He teaches Ed 326, "Contemporary Science;" Ed 200, "Directions of Learning;" Ed 301, "Teaching Biology;" and a graduate course, "Elementary and Middle School Science."

Dr. Quinn hopes that the College will continue to be attuned to the students' needs both intellectually and socially. "An important part of college life is the opportunity one has to learn to interact with others in a mature, adult way. After all, there is more to life than work."

QUALITY DRUGS

Phone: TU 4-5886

PRESCRIPTIONS

BEAVER PHARMACY

EASTON and MT. CARMEL

(New Address)

Service Our Privilege

Quality Our Constant Aim

JOBS in SOCIAL CHANGE

For Summer or School Year

New 320 page indepth guide to 175 major Wash, DC public interest groups & their internship programs. Also five proposed innovative social projects including a revolutionary new town plan. Immediate shipment. Send \$1.50 to SER Foundation, 3416 Sansom St., Phila., Pa. 19104. Attn: Ray Choka (215) 382-2986

FOR SALE: A MASTER'S CAP AND GOWN. ALSO AVAILABLE IS THE HOOD OF COLUMBIA UNIVERSITY. M. A. DEGREE. CALL TU 6-9197 ANY TIME AFTER 9:00 A.M. AND BEFORE 9:00 P.M.

Richard Vaughan's
Crazy Crimpers
Unisex, of course!

287 Keswick Avenue, Glenside, Pa. 19038
TU 4-6641 TU 4-6642

TUESDAY DINNER SPECIAL

\$2.25

Soup or tomato juice—main entree—potato and vegetable

Homemade cole slaw—roll and butter—homemade pie

beverage

Casa Conti

Jenkintown and Easton Roads

Coming Soon:

opening of "College Dorm"

Discotheque Room

36 feet long antipaste

salad bar—

largest in the world!

50 varieties

Waitresses Wanted

full or part time

day, night, or weekends

Mr. Giovanni

TU 4-4448,—9

SAVE ON EUROPE

We put money in your pocket by finding you the lowest cost airfare to Europe whether it be the new youth fare

• 22-45 day excursion fare

• advanced purchase APEX fare

• Charters (TGC'S) • Iceland

We also are headquarters for Eurail passes

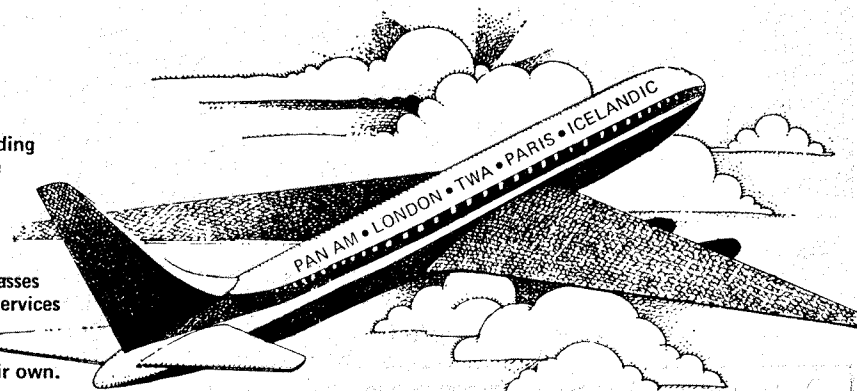
• car rentals • hotels • all student services

• ID cards • Intra-European

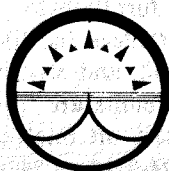
flights. Our young experienced

agents plan your trip as if it were their own.

Give us a call or better yet stop by.



WE STRETCH THE VALUE OF YOUR VACATION DOLLAR



WHOLE WORLD TRAVEL

2025 WALNUT STREET, PHILADELPHIA, PA 215-561-2939