

Drew Acorn

-- College Newspaper of Drew University --

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DREW UNIVERSITY, MADISON, N. J.

February 15, 1960

Students Meet To Form New Drama Group

A group of students interested in forming a new dramatics group at Drew met last week to discuss organization and policy.

E. C. A. C. Report Reviewed

(At the E.C.A.C. meeting of January 9 it was decided that a student organization could be formed "to encourage those students interested in dramatics in a more-or-less intramural program which would be organized with an approved constitution and faculty advisor, and would be on a level with other student activities such as the English Club, etc.")

The Foresters, which heretofore was concerned with all dramatic endeavors at Drew, according to the E.C.A.C. decision, remains "a curricular-oriented and faculty sponsored activity under the direction of a duly appointed faculty member, and has as its principle program the presentation of public performances such the Fall Production.")

Purpose of Group

In accord with this decision the new group, which met last Monday, has as its purpose the encouragement of student interest in all phases of the drama through experimental theatre workshops, among themselves or before small, primarily student audiences, group discussions, readings, speakers, and various other programs aimed at achieving this end. The group also plans to take several trips into New York to see plays and rehearsals, and to audit classes at several of the drama schools there.

Committee Chosen

Since a constitution and election of officers is a necessary prerequisite for any organization which wishes to obtain recognition from the E.C.A.C., the students appointed a committee led by John Fischer and including Rosemary Hanness from the freshman class, Larry Flood, sophomore, Patricia Taite, junior, and Judith Smith, senior. This committee met later last week to organize a constitution.

At a meeting today the committee presented their work to the students for approval. After an election of officers the group will petition the E.C.A.C. for approval.

HELP WANTED

Male College Student to work in the Drew Post Office Monday-Friday, 8 a.m. to 10 a.m.

Twenty Juniors Selected For Honors Colloquium Of 1961

Eight Seniors Complete Work On Theses

Eight seniors have completed the Honors Colloquium and have submitted their theses to the Honors Committee. They are now preparing for individual oral examinations which will be given next month, according to a recent announcement by Dr. Ruth Domincovich, honors chairman.

Those who have completed the course, listed with their respective areas of concentration, are Rand Castile, political science; Spencer Eddy, English; John Fischer, classics; Avis Foote, religion; Lee Mondschein, mathematics; Martha Pierce, religion; Carol Stoneburner, religion; and Carl Verrusio, zoology. Less than half of the starting eighteen students completed the course.

The oral examination will be administered by a special board of five faculty members including the student's advisor, another professor from the student's field of concentration, and three members of the Honors Committee. Other members of the faculty may be present at the examination if they wish and may be called upon to render opinions if, in the opinion of the examination board chairmen, such opinion would be valuable.

This examination, as well as the honors thesis and the senior comprehensive examination, must merit a grade of "B" or better in order to receive honors upon being graduated. One may also be graduated *cum laude* without writing a thesis if his cumulative average exceeds 2.35.

Judy Smith Selects Production Staff

Judith Smith, production manager for the forthcoming presentation of *Guys and Dolls*, has announced the final selection of production chairmen comprising her staff. Those interested in working on the production staff are invited to contact the appropriate person.

The set for the Damon Runyan musical will be designed by Norman MacArthur and its construction will be under the supervision of David Williams. Costumes will be the responsibility of Kay Richards, while make-up will be handled by Joan Della-Cerra.

John Klapmuts has been appointed business manager for the late March production. House arrangements will be made by Donald Rudalevige, publicity and invitations will be handled by Elizabeth Carter, and the program will be made up by Deanna Sprague.

Suzanne Thomas will be responsible for properties, lighting will be done by Steven Ellingsen and Susan Livingston, and sound effects will be provided by Brent Smith.

The chorus for the production has been chosen by its director, Julia Peterson, after a thorough consideration of last week's try-outs, and choral rehearsals will begin this week. Piano accompaniment for the solo and chorus members will be provided by Linda MacNish and Eleanor Selfridge. Other instruments may also be used to accompany several of the numbers.



New Honors Candidates are: bottom, B. Knapp, J. Beardow; seated, D. Kinsley, W. Robinson, C. Magee, J. Ballard, V. Mach, E. Parker; standing, J. Rankin, D. Cowell, D. Davis, D. Poultney, S. Steiner, S. Lerner; not pictured are: D. Coleman, J. Epstein, D. Faison, S. Gifford, A. Herzog, and J. Pross.

Candidates Meet Tonight To Make Theses Definite

by Paul Troop

Twenty juniors have enrolled in the Honors Colloquium and will begin their work by meeting with Dr. Ruth Domincovich, honors chairman, this evening, February 15, for a discussion of the honors thesis.

The twenty students, who have had a cumulative average of 1.80 or better, and their fields of concentration are Juliet Ballard, zoology; Jane Beaddow, botany; David Coleman, religion; David Cowell, political science; Douglas Davis, economics; Julian Epstein, chemistry; David Faison, French; Sylvia Gifford, political science; Austin Herzog, religion; and David Kingsley, sociology.

Also included are Barbara Knapp, English; Sheldon Lerner, zoology; Virginia Mach, English; Carol Anne Magee, sociology; Edna Mae Parker, sociology; David Poultney, music; Judith Pross, chemistry; Jerry Rankin, chemistry; Wendy Robinson, chemistry; and Sheldon Steiner, botany.

All will do their theses on a problem from their field of concentration except Kinsley who has elected to do research in the field of religion. Poultney will be the first music honors candidate in the year-old concentration.

The Honors Colloquium is a two-semester course beginning in the spring of the junior year and continuing in the fall term of the senior year. The students are required to do research in a chosen topic and to report their findings in thesis form no later than the last day of the fall semester. The students must also take an oral examination, and must get a grade of "B" or better in the comprehensive examination at the end of the senior year. It is expected, according to Dr. Domincovich, that only half will finish the course, and the completion of the requirements does not necessarily mean the awarding of a high degree.

The Colloquium, which is a credit course that is substituted for one of the regular course openings during the period of participation, will be administered by the Honors Committee. The committee is composed of seven faculty members who have been appointed by the Dean and approved by the faculty; the University Librarian is a member *ex officio*.

Each applicant will have his thesis read and oral examination heard by the Examining Board. The board consists of five faculty members: the student's advisor, an instructor of rank chosen by the advisor, and three members of the Honors Committee. The thesis will be judged on the basis of documentation, organization, style, and substance; a deficiency in any one of those areas will be grounds for rejection of the honors thesis.

Mrs. Lovell to Offer Water Safety Class

Mrs. Barbara Lovell has announced the schedule for the Water Safety Instructor course to be offered again this spring by the Red Cross. It will be held in the gymnasium on Monday nights and will consist of thirty hours of instruction.

The course is divided into parts A and B. Part A will include a review of the Senior Life Saving Course, diving, and the nine styles of swimming. This section will be taught by Mrs. Lovell and Miss Martha Hookway, chairman of the Madison-Chatham Water Safety Council.

Norman Buehler, eastern area field representative for the American National Red Cross, will be in charge of part B of the course. In this section, the candidates will perfect their own techniques of the nine swimming styles and review part A in terms of methods and teaching.

Instruction will be spread out over a period of two-and-one-half months. Part A will be offered from 7:00 to 9:30 on Monday nights through March 21. Passing a test on Part A is the prerequisite for admission into the final fifteen hours of the course. The final segment will be offered in five three-hour sessions during the last two weeks of the month, April 18, 20, 22, 26 and 28.

Mrs. Lovell feels that "as a result of this advanced training, more Drew students will be qualified to use the pool with little supervision. Some students who pass the instructor's course will be allowed to look after informal groups of swimmers in the pool; others may even be authorized to teach their own classes."

Also being planned for the spring is a Red Cross course in Life Saving. Those interested are asked to contact Victoria Dudley or James Mowry.

Remove Slate From Asbury Hall's Roof

All the crashing and hammering sounds heard from the direction of Asbury Hall have been due to the construction of a new roof. Asbestos shingles, reports superintendent-of-grounds Ralph Smith, will replace the old slate, and the roof will be completed this week. The removed slate, which has roofed the structure since it was built in the middle of the Nineteenth Century, has just recently begun to allow leakage.

The new roof is only one of several improvements made to Asbury, a women's dormitory since 1953, in recent months. Steps toward fire prevention, such as the installation of a sprinkler system and the addition of two new fire escapes, have been a major part of the renovation program. Improvements to rooms have included the replacement of standing bookcases with wall-installed ones, saving valuable floor space, and the application of fresh paint to the walls of twenty of its thirty-two rooms.

Most evident of all changes is the improved appearance of the lounge, brought about by painting the walls, replacing the draperies, and reupholstering the furniture. A yellow and green color scheme has been central to the redecoration program.

Also renovated during recent months was the house director's residence, which received new rugs and furniture in addition to paint. Improvements will be concluded in the near future with the completion of the roof and the painting of the halls.

An All-University Tea, sponsored by the Faculty Women's Club of Drew University, will be held on Wednesday, February 17, from 3:00 to 5:00 p.m. in the Wendell Room of Mead Hall.

This will be the only tea scheduled for this semester which will include all members of the University community as a whole, and all members of the student body are cordially invited to attend.

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"I wholly disapprove of what you say but will defend unto death your right to say it."—VOLTAIRE.

A Proposed Dichotomy

During the present semester the administration will, for the third time in two years, be confronted with the cumbersome task of selecting a successor to the position of Dean of the College, in replacement of Dr. Robert Schultz, whose retirement will become effective next October. Undoubtedly the qualifications of each candidate for the position will be weighed carefully; the question we wish to raise, in prospect of this appointment, is whether the entire aggregation of functions assimilated in the course of years to a primarily academic post should not be reevaluated according to their relative necessities, respective origins, and cumulative complexities.

There appears to be a very marked necessity for dividing the powers presently delegated to the Dean of the College between two administrators, one being an academic dean, the other a Dean of Men. This academic dean would be concerned with academic standing, educational policy, curriculum study and revision, and other matters similarly related to the academic life of the campus. The Dean of Men, on the other hand, would have responsibilities commensurate with those of the Dean of Women. Housing arrangements, disciplinary measures, and provisions for certain social activities would be functions of his position. In both of the above cases the person filling the position might have the option of teaching, but his primary function would be that of an administrator.

Expansion is one of the creators of the need for such a dichotomy. The "seven year plan" now underway has clearly delineated and presently apparent provisions for construction and increased enrollment. The exclusion of specific provisions for the expansion of curriculum and classroom facilities has previously been questioned; in keeping with it is the coordinate question of capacitating the increasing administrative rights and obligations. Obviously even a dean is subject to the limitations of a seven-day week.

By dividing the deanship many role conflicts would be reduced, some completely eliminated. At present the middle room of the upper echelon of Mead Hall humbles itself to the Academic Standing Committee, the Admissions Committee, the Athletic Council, the Promotion and Tenure Committee, and the Sabbatical Committee. In addition, its host is expected to perform the usual professorial duties, to maintain equally close relations with the student body, the faculty, and the administration, to iron out housing difficulties, to pacify distraught parents, to enforce parking regulations, and to determine disciplinary measures warranted by indecorous actions involving everything from diet demonstrations to effigies of outhouses. It is impossible, if not because of temporal limitations, then because of the conflicting demands themselves, to simultaneously serve the best interests of all the groups represented herein. It is equally impossible to compartmentalize one's memories of a disciplinary question when called upon to consider an academic one.

A final advantage inherent, we believe, in the establishment of such a division, would be the increased probability of more frequent, intimate, and harmonious student-administration relations. Students are not by nature disinclined to disclose their complaints, perplexities, and compliments to their professors; too often, however, the formidably formal and hurried atmosphere of Mead Hall precipitates an "iron

The Question Of Intellectualism; A National Issue

The Scene Reviewed

"All Too Quiet on the Campus Front: Some Students Seek a Challenge" were the headlines of Fred M. Heckinger's "Education in Review" column from the Sunday, February 7th TIMES. Today's students are suffering from a calm which is overrunning the college campuses. Their experiences in life are limited. They never realize the excitement of "political feuds, student rallies, and protests picketing." The sheltering walls of the ivory towered edifices have kept them from the realities of the outside world.

The college student today is interested only in self-fulfillment. Material security is his foremost consideration. The world situation today is so vast and involved that the individual senses a complete loss in accomplishing anything towards its betterment. Thus he evolves into planning a self-protection.

At Yale University a program entitled, "The Challenge," has been set up to confront the student with world issues and a responsibility towards them. It consists of a theme for each term with "public meetings, informal discussions and where possible individual action and involvement." To attract student interest and participation in this program, leading personalities from the fields to be considered are brought to the campus.

"The Challenge" has also initiated, as of last week, a weekly newspaper and a syndicated column to appear in college newspapers across the country. The program has aroused interest among students from all areas of the country. Similar organizations are being established at schools such as Smith, Stevens, Antioch, Reed, Oberlin, and Princeton.

The accusation has been made that this apathy, which is so prevalent among today's students, is "an indictment of the colleges," who have brainwashed the students with the objective point of view so thoroughly that controversy is buried and along with it the demanding challenge. Students are aware of the many who graduate each year, "never learning to become critical, analytical thinkers, or able to achieve an understanding of the world around them." Students, regardless of achievement, feel a loss of time and limitations to their abilities.

No one realizes more than the student himself that he is floundering and many issues still need clarification, but the "personal aim" is losing ground. More and more of today's students are beginning to say: "We're in this together."

A Professor's View

Dear Editor:

You have invited comment on your editorial of January 11th in which you question, among other things, the meaning of the term "intellectual." I would like to offer what I consider a proper definition and I would like to distinguish, as many commentators have failed to distinguish (as indeed you fail to distinguish), between the adjective (this is an intellectual discussion), and the noun (he is an intellectual).

The Adjective

First the adjective. To describe

curtain" prohibiting communication and possible concordance. If one of these needs might be met by a dichotomy similar to the one outlined herein, it would be worthwhile. If all three might be met to a significant degree, it might well be the most functional aspect of the entire expansion program.

E. A. S.

a discussion as intellectual is to point out that the subject matter is of some weight and substance—hopeful, of some significance. ("Does the artist help to create the culture in which he lives or is he simply a product of social, political, and economic forces?") The principal theme of such a discussion may grow out of the arts or the sciences; it may be rooted in problems that are capable of solution or those that can never be resolved—only restated and reviewed by each succeeding generation of thinkers (intellectuals).

In any case, the intellectual discussion makes stringent demands on the participant: he must be familiar with fact, alert to the rigorous requirements of logic, sensitive to the subtlest deviation from reason.

To estimate an individual's intellectual level is to estimate his ability to meet the demands of such discussion; to participate competently, perhaps creatively, when the occasion arises. Those who are intelligent, educated (or in the process of being educated), thoughtful, and reasonably articulate have reached the required intellectual level.

Would it be fair, then, to say that these people (moving over now into the noun) are bona fide intellectuals? Not at all. For the intellectual is one who not only can but one who does participate in intellectual activity. He's not only able, in other words, he's also ready and willing, usually eager. He feels himself specifically involved in the problems that address man's intellect, the faculty of mind which seeks to know or understand. He is interested in abstract concepts and sees their relation to the so-called practical world of concrete issues; he cares about ideas at all levels and takes quite seriously and personally the Emersonian dictum that each generation must write its own books.

The intellectual does not necessarily bury himself in the library throughout the academic year—in fact, he may read only one or two books a month. But (and this is the important thing) when he does read a book, he thinks about it, he compares it with other books, talks about it with his friends, asks questions (he is forever asking questions); then he draws his own conclusions. It is natural for the intellectual to try to figure things out for himself, to take what Lionel Trilling has called "a critical interest in the world around him."

Coffee Shop vs. Classroom

To be sure, the questions that interest the intellectual may arise in the coffee shop as well as the classroom; indeed, in a subway as well as a seminar. The place is not important; even the particular subject of the moment is of secondary concern. What is central here is the quality of the mind entering into the discussion. Is it a curious mind, eager to learn new facts? Is it an open mind, willing to accept new facts—even those which are strange and unsettling? Is it an original mind, able to see old facts in a new light? Is it a vigorous mind? Imaginative? Creative? Tenacious? Is it a mind which finds in intellectual activity a kind of high adventure, frequently more

exciting and suspenseful than a Hitchcock thriller?

It is sometimes said (more often implied) that one may either enjoy his leisure hours (chit-chat, tennis, bridge), or one may engage in intellectual activity (heavy reading conversation in a serious, if not somber mood). Pleasure and celebration are hereby regarded as mutually exclusive.

Actually, there is no greater or purer pleasure than that of intellectualizing; at no other time is an individual more alive, more himself than when he is exercising that mental faculty which Aristotle quite properly termed our most human attribute, that single quality which sets us off from (and above) all other forms of life.

Can there be too much intellectualizing? I have heard the question posed (in reference to "eggheads," for example), and I wonder in return: "Can there be too much breathing?"

Intellectuals at Drew?

To apply all this to the question raised by a professor at Drew and "editorialized" in the student newspaper, I would say that of course the students here are able to operate at the higher reaches of thought (in ordinary parlance: they are on a satisfactory intellectual level). Their high school records and scholastic aptitude examinations prove that Drew students can be intellectual, i.e. they can intellectualize. If they couldn't, and if they had shown no promise in this direction, they would not have been admitted to Drew in the first place.

There is no problem here, then. The problem is whether Drew students do in fact operate at an intellectual level commensurate with their innate ability and their position as university students (traditionally the fermenters of new ideas and future progress). It seems to me that this is a question the college student today (not only at Drew but everywhere) should ask of himself, recognizing that the primary responsibility for the answer is his. For in academic work, as in every other kind of work I can think of, the spark must be self-ignited.

Nobody tells the athlete to flex his muscles. A coach may rehearse the ground rules of the game; he may help to keep his charge in condition by providing exercise, massage and occasional sparring. Still it is the athlete himself who must have the basic instincts and the necessary drive if he is to perform with distinction.

So it is with the student. The instinct, the drive, the interest, and above all, the desire to realize his potential must come from within. The teacher may stimulate ever-greater effort in the direction of growth and fulfillment, but the student (like all members of a democratic society) must ultimately discover and assign to himself his own identity. It seems to me that those who would call themselves intellectuals, or scholars (certainly there is an affinity between the two terms) should recognize at the outset that what is involved here is not, as the title of your editorial states, merely "a question of degree," but rather a question of kind or quality of thinking. More than that: being an intellectual, even at an undergraduate level, involves a quality of living, a commitment to ideas and a determination to begin writing at least a rough first draft of the new books—now.

Jacqueline Berke-

The Foibles Of Foisdick

by Mike Solomon

Leaving the room, Foisdick (12 foot tall) stepped through a soft spot in the roof and landed on a chandelier in one of the old meeting rooms. This wouldn't have been so bad except that a meeting happened to be in progress. Not being able to leave the chandelier gracefully, Foisdick sat there and listened. This is what he heard.

It seems that the Administration is extremely disturbed over the notable increase of affection on campus. To put it bluntly—everyone is panicking! Even more horrifying is the fact that the squirrel population has been multiplying by leaps and bounds. The Administration decided to take drastic measures and set up the Committee for Regulating Raunchy Relationships and Preventing Popular Passions Between Boy and Girl Students and Bushy Tailed Squirrels. After this committee got bogged down (members couldn't figure out what they were supposed to do), even more drastic steps were taken and the result was the following decree:

One: "No Fraternization" signs are to be posted on all buildings and trees.

Two: Separate food lines for male and female students are to be formed—each fully five feet apart from the other.

Three: Henceforth, all squirrels, whether male or female, must wear clothes at all times. It's positively indecent to see so many nude squirrels running around.

Foisdick was terribly upset by this program and ran off to inform me of it. While running along, however, he stumbled onto another meeting. This was

meeting between the Administration and Making the Money Between Sexes on Campus. Edging closer, Foisdick heard the radical committee outlining the following three-point program to the student body.

Point One: All those who have been complaining about the new B. C. lounge—have no fear. Your worries are over. The B. C. lounge will be torn down to make way for a new, ultra-modern, fully equipped—MOTEL. Rooms will be reasonable, depending on the time of day or night.

Point Two: Young field will be completely broken up and made into a series of 144, 5'x4', custom built—DUGOUTS. They will be available for immediate occupancy in April.

Point Three: New courses concerning affection and its advantages will be introduced. Textbooks too, will be available. The bookshop is cooperating and has already received an ample supply of the original, complete, uncensored edition of *Lady Chatterly's Lover*. We also understand that negotiations are now in progress between the bookshop and Grace Metalious for complete rights to *Mistaken Identity*. As a final word to the student body, the committee had this to say:

Remember, boys, girls, and squirrels everywhere, when you find yourself with nothing to do, whether on line in the coffee shop, in B. C. lounge, or just on the street, it's your community responsibility to get out there and PANCAKE!"

Pictures Reviewed

Art Exhibit Shows Korn's High Technical Competence

by Rand Castile

"THAT'S not the autumn I've been seeing." Of course, the autumn which Professor Korn has painted may not be the autumn which the observer has seen, for she has painted the autumn which she saw.

An appreciation of "Autumn: Leaves Like Unfinished Tones Hanging in the Air" must begin with the realization that it is the painting that is being considered, not the observer's memory. The comment, "That's not the autumn I've been seeing," reveals a serious misunderstanding on the part of the onlooker. The observer is looking for something which simply is not there nor is intended to be there.

Professor Korn has called upon vast experience, high technical competency, and acute perception in capturing the essence of her autumn. She has been able to convey the monumental movement of leaves on a canvas which radiates with fiery brilliance. The subtlety of color tones present an effect of depth that causes the painting to simmer with a life of its own.

The three sketches and the "Girl Before a Mirror" adequately demonstrate Mrs. Korn's firm grounding in objective work. Only a thoroughly disciplined artist, fully acquainted with linear effect and the value of line, could have created the abstract or near-abstract works in the exhibit, "Mankind," "Desert Night," "Crucifixion," are not the creations of haphazard work. They are the powerful expressions of a sensitive, disciplined, and skilled artist. Only with a firm basis in objectivity could this artist have achieved the vitality which is the strength of her works.

Mrs. Korn's depiction of "Nau-

tilus" presents a vivid scene of the famous submarine in its colorful element. She brings the water turbulently alive with impasto applications of color that dance and explode against the somber shell of the Nautilus.

"Studio 29" meets the observer with an impact of strong color. The canvas is divided into complementary areas that are carefully balanced. Though the colors delineate areas into separate forms there is a unity of brush stroke and color intensity which join the elements of the painting into an entity of action.

IN "Feeding the Multitudes" Mrs. Korn has broken the forms down until they have become single brush strokes allowing only a suggestion of a figure here and there. Here her brush moved with a sureness and simplicity that attracts the eye with the boldness of forms and the completeness of the expression. Large areas of quiet white and grey are stirred to meaningfulness in the contrast of heavy black and red activity.

Throughout the paintings in the exhibit one sees an "aliveness" in the impressions which Professor Korn has captured. Moving freely with the strong color, line and composition the artist takes the onlooker further than mere photographic reality; she compels the eye to a more significant reality, a reality as deep as the water she has painted.

Mrs. Korn not only explores the forms of her visual world but she also manages to capture the underlying spirit as well.

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LYRICS FROM THE ROCK

I get the idea, as I listen to Dylan Thomas reading his poem "A Child's Christmas In Wales," that the small boy in dialogue with the poet is an unfortunate, repressed little fellow who is unable, really, to be a child. Dylan Thomas is the true child in the poem, bardic, young, alive, and free.

Why is the little boy not a child? He is young, certainly—about six years old—but somehow he does not have the spirit we usually associate with a little boy. His attitude is that of an old man. For him the important thing is to be direct and to deal with only the most immediate physical things in an unsubjective way, as everybody else deals with them. He is impatient with the poet's subjective elaborations. To be a child is to be free to feel and to express, and the small boy is not free.

The true child in the poem, as I have said, is Dylan himself. A child? Of course! Only a child sees things so directly, honestly, and imaginatively. Mr. Thomas is sensitive, open, full of dreams, and not afraid to voice them.

May I make a didactic point? I would like to find the secret of maturity within this confrontation of two paradoxes: the small boy who is not a child in spirit, and the older poet who is truly childlike. And the secret is expressed by Frederick Nietzsche: "The maturity of man—that means, to have reached the seriousness that one had as a child at play."

That is just it. Unfortunately, many people understand maturity to be nothing more than "growing up", which often means forcing feelings and attitudes out of consciousness because they don't fit with the usual way of seeing things. But to do this is to lose one's childlike approach to life, to lose the seriousness of a child at play.

Dylan Thomas, is mature in a greater sense. Indeed his very maturity lies in his ability, to be childlike.

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SPORTS ILLUSTRATED (1 yr) 7c a copy	4.00
PLAYBOY (1 yr) 40c a copy	5.00
ESQUIRE (6 mos) 28c a copy	2.00
TRUE (1 yr) 34c a copy	4.00
MADemoiselle (1 yr) 21c a copy	2.50
HARPER'S BAZAAR (1 yr) 25c a copy	3.00
GLANDOUR (1 yr) 21c a copy	2.50
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Drew Defeated In Last Two Home Games

Stevens Victors As Records Fall; Oostdyke Nets 30

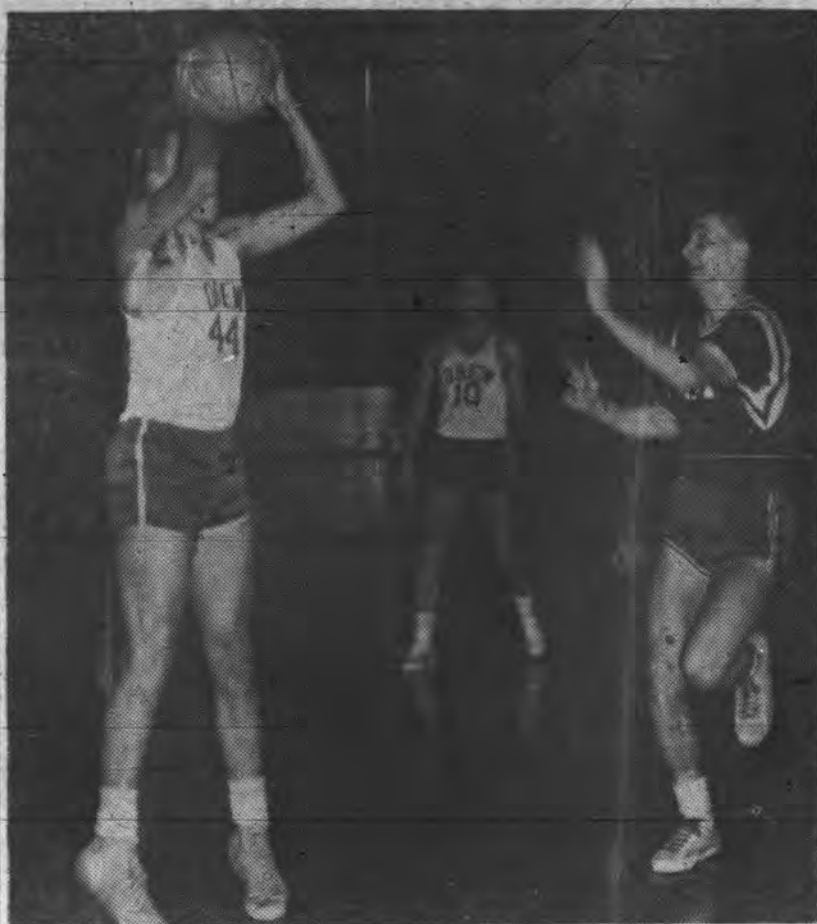
by Doug Davis

Wednesday night Stevens came into Baldwin Gymnasium and went away happy with a 107-67 victory, setting a new court scoring record for visiting teams and also topping their own college scoring mark. The visitors led all the way and ran away with the game late in the opening period. Harv Oostdyke stuffed in thirty points for Drew but his fine effort was wasted because of a porous Ranger defense, which allowed the Engineers to score almost at will.

Although the Green and Gold fell behind from the start, it appeared that they might have a chance for a second half comeback if they could stay within striking distance. A sixteen point spurge by Oostdyke, plus two key buckets by Bob Spicer kept the team within eight or nine points until with five minutes left in the period, Stevens went on a scoring spree of its own and pulled away to a commanding 53-29 lead by half time.

In the final period, the Rangers fought hard and improved their showing somewhat but were still no match for the talented Engineers. George Hayward suddenly became hot and ended up second high point man for Drew with 12. Ten of them coming in the second half. Behind Hayward and Oostdyke, Drew out the lead to 19 and then missed on several key fast breaks and continued to play poor defense, allowing Stevens to pull away again and go on to win.

Drew			
	G	F	TP
Oostdyke	14	2	30
Spicer	4	3	11
Hayward	6	0	12
Sorensen	2	0	4
Smith	1	2	4
Cohen	1	0	2
Anderson	1	0	2
Christiano	1	0	2
Totals	30	7	67
Stevens			
	G	F	TP
Wiskowski	11	6	28
Kaminski	9	1	19
Bielecki	5	10	20
Sutton	4	2	10
Duffy	3	2	8
Post	1	2	4
Okenka	1	0	2
Lattoz	0	2	2
Zahm	1	2	4
Von Frank	1	2	4
Kirchin	3	0	6
Totals	39	29	107



Oostdyke In Action Against N.C.E.

FENCERS FOIL LEHIGH, 17-10; BLAIR UNDEFEATED THUS FAR

by Larry Day

On Saturday afternoon, Feb. 13, the Drew fencers beat the Lehigh University squad 17-10 in a meet held on the Lehigh campus. The meet took place under poorer conditions than the squad is used to, putting the Drew fencers at a slight disadvantage.

Because the director for the match was late, the first round started with epee bouts. Bob Bossdorf opened with a win, 5-3. This was followed by a loss, but Joel Lowinger picked up another win 5-2. Rand Castile opened the foil bouts with a win, 5-1. Drew dropped the second foil bout, but Bill Blair, who was fencing third foil because of a bad ankle, picked up the third foil bout, 5-3. Art Mauceri and Bryan Soffey teamed up to get two more in sabre, 5-3 and 5-4, to give the first round to Drew 6-3.

Castile opened the second round with another win, 5-2, and Blair contributed another also 5-2. The win made it 11 straight this year for Blair. In sabre Bob Bredin picked up a win 5-2, and again Bossdorf and Lowinger teamed up in epee for two wins, both 5-3. This gave Drew a 12-6 advantage at the end of two rounds.

Drew dropped the first two foil bouts, but Larry Day in for Jim Knapp picked up a win 5-4. This was followed by two losses in sabre, but Art Mauceri added up the 14th and winning bout, 5-4. Then the epee men Bossdorf, Esterman, and Lowinger, chipped in three more points, 5-2, 5-3 and 5-0. Bossdorf, and Lowinger had clean sweeps for the day. Blair was taken out after the second round with two victories. Blair and Bossdorf have

the team's best seasons records; Blair is 11 for 11 and Bossdorf is 12 for 15. Other high men are Rand Castile, 8 for 12 and Joel Lowinger 7 for 11.

The win put the Drew fencers over the .500 mark for the season. The record now stands at 3 wins against 2 losses. Next Saturday afternoon, Drew will travel to Haverford for what promises to be a close match.

Women's Sports

by Bonnie Weir

In their first inter-collegiate basketball game Drew lost to St. Elizabeth's by a score of 31-47. Mrs. Lovell attributed the loss to tenseness. The girls passed poorly and were unable to move the ball due to this tightness. Gail Clayton was Drew's high scorer with 19 points. The next game is with Centenary, away today.

Last Saturday our inter-collegiate badminton tournament was held at Drew, with Centenary, St. Elizabeth's and Drew participating.

Bonnie Weir, Sally Prettyman and Celine Agostine played singles while Trudy Braunlich and Ginger Gurley played doubles for Drew. St. Elizabeth's won both the singles trophy and the team trophy, but Drew came in a close second with both Sally Prettyman and Bonnie Weir reaching the singles finals.

Plans are now being made for a doubles badminton tournament to be played on a house basis. Select your own partner and sign up in Mrs. Lovell's office.

Would anyone like to enter a singles tournament? If so, drop in to the gym office and talk to Mrs. Lovell about this.

HARPUR OUTPOINTS DREW 66-59; RANGERS FADE IN SECOND HALF

by Adam Kaufman

The Harpur College Colonials entered Baldwin Gymnasium Friday night with a three game losing streak and left for N. Y. Maritime with a chance to make it two in a row.

The team started with a fast break on the tap and Oostdyke scored on a lay-up, but rebounding was not up to any standard. The Harpur coach admitted after the half that if Drew had any control of the offensive boards, they would have been far ahead. Harpur started a full court press, evidently we were well scouted. The Colonials fouled extensively however, and dropped back. The score see-sawed, with one or two points separating the teams throughout the rest of the half. Rock Smith held the visitor's big

gun Jim Higgins to only five points during the first period of play. With improved rebounding help from Ed Chestnut, Drew led at the half 33-32. Oostdyke and Hayward had fourteen and ten respectively. Jim Davis, who was almost completely free during the half, had scored fifteen for Harpur.

Littlejohn, Klaucke Lead Colts, Rams To Int. Victories

In the week's intramural action the Browns and Rams both won two to remain undefeated atop the league. The Colts, who also copped two, were close behind with a two and one record.

Monday night Browns made good use of Andy Woodcombe's 23 points and edged past the Giants 50-46. Trailing much of the way they turned Woodcombe loose in the final period, barely managed to eke out a victory. Petty paced the losers with 21. The same night the Rams swamped the Packers 46-32, took good advantage of Fred Klaucke's rebounding and Dave Phyliki's 15 points, moved into an early lead and stayed there. In the other game that night the Colts found George Littlejohn red hot, fed him constantly, and easily knocked off the Eagles 43-30. Littlejohn pumped in 23, more than compensating for Steiner's 12 points, tops for the Eagles.

On Wednesday, Klaucke turned in the season's top performance, scoring 30 points, and led the Rams past the Giants, 53-43. Petty again led the Giant scoring with 17. On the other court, the Colts had more trouble with the Packers, but got a fine second half effort by Austin Herzog, who finished with 10, shaded the opposition 30-24.

In the week's final game, Woodcombe's scoring again proved the decisive factor as he helped send the game into overtime then dropped in the winning basket, giving the Browns a 37-34 triumph. Sears netted 12, high for the game.

The second half began with Drew losing their margin and again the lead swayed from hand to hand, but this time it was the Rangers who were pressed to tie. Dale Sorensen took a heavy beating as he drove on the New Yorkers. Sorensen had eleven points in the second half but saw only spotty action. Harve Oostdyke was held to five points by the Colonial defense and Hayward to none. Harpur, led by Davis with twenty three and Steve Kucera, a scrappy guard, with ten, took advantage of Ranger errors to break the game open. The final score showed Drew on the short end for the fifteenth time this season, 66-59.

Drew			
	G	F	TP
Oostdyke	6	7	19
Smith	3	0	6
Spicer	3	0	6
Hayward	4	2	10
Sorensen	4	6	14
Cohen	1	0	2
Chestnut	1	0	2
Totals	22	15	59
Harpur			
	G	F	TP
Higgins	4	3	10
Davis	10	3	23
Kirk	2	0	4
Kucera	4	5	13
Simandle	3	1	7
Sopchak	1	1	3
Greenberg	2	1	5
Totals	26	14	66

Sports Personality...

by Art Binz

Fencing is a large part of Bill Blair's life, and no wonder as he has compiled a 77-15 career record at Drew, captained the fencing squad for three years, organized a women's fencing team and is attempting an undefeated season, something which has never been done before in collegiate competition.

Bill first started fencing as a junior at Brooklyn Technical High School. It was here that he developed the strong basic timing and moves which every good fencer must master. In only his second year of fencing Bill met and defeated some of the best ranked fencers in the city's high schools. His other sports activities at B. T. were track, cross-country and gymnastics, all of which enabled him to get into top condition for fencing. Before enrolling at Drew, Bill worked a year as a machinist at the Brooklyn Navy Yard. Since coming here his record speaks for itself as he won 20 bouts while dropping 7 his freshman year and did even better with a 22-5 sophomore year record and a 24-3 record in his junior year. His other fencing activities include three years as Captain and the organization of the Women's Fencing team, which now schedules meets with other schools. Bill spent his first semester this year at Howard University in Washington, D. C. furthering his psychology studies. While there he joined the District of Columbia Fencers' Club and became the Washington, D. C. Unclassified AFLA Foil Champion by defeating the 14th nationally ranked fencer. Two things are Bill's goals for the future; to keep fencing and to gain a Ph. D. in psychology.



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