

Column 1

"Column 1" will present thoughtful views on problems of common concern to the college community by students, faculty members, and administrators, as well as occasional guest writers. Contributing this week is Mr. Charles Estus, instructor of sociology. This is the first in a series of four articles on the orientation program.

by Charles W. Estus

I assume that we can agree on the premise that the purpose of Orientation Week is to tell the entering Student what Drew is about in order to provide him with clues as to who he is and/or should hope to be as a part of Drew's student body. In so doing we act out before him our own understanding of Drew and our own purposes for being here. It is, therefore, a week of activities that communicate images of college life, claims about ourselves and about the freshman, that we hope he will use in becoming a Drew student. The program itself is simply a strategy for the overt and covert management of these images in some kind of involvement with the entering freshman. A critique of the program, then, must begin with a description of the images of Drew and of our common life which appear as a result of the activities of Orientation Week.

But a critique is not a neutral act created in some value-free context. We need to examine the understanding of college life that acts as the frame of reference for the critique to follow. For we are here dealing with the purposes of higher education within a liberal arts context in a society which is rejecting such a context as desirable. And this is for a very good reason. For as I understand it, the liberal arts college as the name implies, has something to do with liberation. Knowledge and freedom are taken to have something to do with one another. On the one hand, therefore, let's say that knowledge should free the student (both faculty and enrolled student) from the myths, fears, and superstitions of his society. It should do so by subjecting the individual's taken-for-granted world to the disciplined analysis of the various methodologies represented in the concentrations. It should provide the individual with new positions from which to view himself and his world. On the other hand, the liberal arts college career should aid in freeing the person for fuller participation in the job of being human. This means, at last, an encounter with options for personal commitment which our society cannot provide for him. The college career should result in maximizing personal choices and responsibility through disciplined and serious confrontation with other faiths, other systems of government, economics, and community. Thus the liberal arts community itself might be described finally as one fostering disciplined study for the purpose of encouraging confusion and experimentation. The student, then, is a person who risks encounter with confusion and experimentation, never knowing with certainty what he shall become as a result of the liberal arts experience.

With this roughly drawn position in mind, let us examine a few of the images which Ori-

(Continued on page 4)



James Mellen speaking at Great Hall Teach-in last spring.

Coverage Confusing In Mellen Controversy

The Acorn feels that the public newspaper coverage of the Mellen controversy has been confusing and contradictory. Therefore certain aspects of the affair sorely need clarification.

First, Mr. Mellen was speaking at a Rutgers University teach-in on Academic Freedom not on the Viet Nam situation. Mr. Mellen, as secretary-treasurer of the Free University, was invited to speak about the Free University and its importance.

At the end of his speech on the Free University, Instructor Mellen, in a declaration of principle stated that he stood side-by-side with Professor Genovese in the question of academic freedom and then quoted the statement made by Genovese at the Rutgers University teach-in on Viet Nam which has become an important issue in New Jersey's gubernatorial campaign. In essence, Mr. Mellen believes Professor Genovese had the right to

express his support of the Viet Cong and that he, himself, has the right to express his agreement with Genovese's statement. Mellen's chief concern in the Genovese controversy is the matter of academic freedom. Furthermore, Mr. Mellen believes that this freedom should extend to classroom, and he later told a Morristown Daily Record reporter that the teacher must be free to express opinions; prohibitions would hamper his ability to teach. "It is not my job just to translate information to students, I want them to think for themselves, to formulate their own views."

There is an idea that the college student is "somehow" a child, that teachers are molding their mind but they're not children. They are grown up, more capable than the politicians who are making the statements."

In an effort to clarify and explain this action to his Friday class, Mr. Mellen declared, "There comes a time when one must stand up and say what he believes." Then, in response to the question whether academic freedom exists in the "absolute" sense, Mr. Mellen replied that academic freedom exists only when academicians exercise it and/or fight for it, and it ceases to exist when they do not. Therefore, he believes that every principled college teacher in the should support Genovese's right to express his opinion.

Secondly Dr. Oxnam and Dean Stonesifer both expressed their reaction to Instructor Mellen's actions in a publicity release on Thursday, September 30.

"I have just been informed that Mr. James G. Mellen, an instructor in the Department of Political Science spoke at a teach-in at Rutgers University very early this morning. I did not hear Mr. Mellen nor have I seen his comments. If I am correctly informed, I find his point of view irresponsible. I do believe though that every American has the right to express truth as he sees it, and would strongly defend his right to be wrong. While we do not usually utilize our established faculty committee arrangement in the case of the continuance of a young instructor who is on a yearly contract, Mr. Mellen's situation will be one where we'll

(Continued on page 4)

drew acorn

Student Publication Of College Of Liberal Arts

Volume 22—Number 2

DREW UNIVERSITY, MADISON, N. J.

October 4, 1965

New Discipline Is Little Brook Topic

During the summer, Student Council President Wayne Conner worked out plans for a conference to establish greater communication between students, faculty and administration.

The conference took place at the university-owned Little Brook Farms, Saturday, September 25. President Oxnam, Deans Morris, Sawin, and Stonesifer and Messrs. Pepin and Clifford Smith represented the university administration. Faculty representatives were Drs. Phillips, Baker, Bicknell, and Friedrichs; Student Council and Judicial Board members represented the student body.

Implications of the recently-enacted Philosophy of Discipline were discussed; the philosophy states in part that the student body shall "within its jurisdiction draw up codes governing its social and civic behavior and procedures for their enforcement." The recently-appointed Student Committee on Discipline will serve to correlate student opinion and draw up the codes of behavior.

In an attempt to clarify the spheres of jurisdiction within which various campus organizations must function, the suggestion was made that organizations run by students, such as the student publications, be responsible solely to Student Council, while those run with the help of a faculty advisor, such as choir and athletics, be responsible to this advisor. E. C. A. C. would then divide funds between these two groups. This system of classification has not been definitely decided on yet.

The effect of in LOCO PARENTIS upon the Philosophy of Discipline was then discussed. Since Drew University is not to be a "babysitting" service for parents, students must be willing to accept the responsibility for their actions. Several administrators at the meeting doubted that parents would send their children to institutions which do not take some responsibility for the students' welfare.

The effects and future of

course evaluation were discussed with particular emphasis on the student publication of last year. Doctor Friedrichs pointed out that any evaluation in which the results are published causes much intra-faculty friction, and that the evaluation might have been more effective if handled in direct cooperation with the individual faculty members.

In a discussion of the problems concerning the Bookstore, it was suggested that the game room facilities be moved into the new multipurpose room (104) and the Bookstore be expanded into the present game room. This move would enable the Bookstore personnel to more adequately serve the student body while not inconveniencing those who use the gameroom.

Mr. Pepin and Mr. Smith expressed their desire to set up a more adequate system of handling student accounts with the Business Office. They suggested the establishment of a committee to work with them in arriving at definite proposals. (Note: Student Council established this committee at its last meeting; it will be headed by Council Treasurer Leonard Fisher and consist of all class treasurers.)

Asked to evaluate the worth of the conference, Wayne Conner remarked that the exchange was "definitely valuable in letting the faculty and administration know what areas concern us at present, and which of these areas we intend to be working in." While the conference served as a sounding board for suggestions and critical appraisal of existing problems, it was "only one means to an end, and not the end itself...."

Viet Desk Stirs Discussion

For two weeks beginning September 20, the entrance to the Student Union was dominated by a table containing information on the crisis in Vietnam. In addition to the literature, the "Drew Ad Hoc Committee to End the War in Vietnam" maintained the presence of at least one member to discuss major questions and clarify the group stance.

The following article is a response by Connie Sutherland, a member of the committee, to the question, "What do you visualize as the group's goals?"

Apathy, dis-involvement or simply no desire to formulate one's position and then defend it seems to be a major characteristic of the American college student. Unfortunately this is clearly evident among the members of the Drew student body. The issues facing us, both within and beyond our four comfortable, protective walls, are many (civil rights, U. S. involvement in Vietnam, academic freedom, the role of education, the role of the student and the Professor in the educational process, the "new morality,"...and infinitum) yet we seem to have a mysterious ability to transcend them, a fear of exploring the issues and then taking a stand.

In recent weeks there has been evidence of a small group of students who feel that a change must come, that the issues must be made apparent and must be discussed. The action of this "group" has, to date, centered around the Vietnam literature table set up daily in front of the University Center. Although the literature available has for the most part been anti-war, the individual members of the "Drew Ad Hoc Committee to End the War in Vietnam" do not all believe the same way. Rather they are students who are questioning, who feel that we should all be questioning and eventually deciding. They are students who

(Continued on page 4)

On Wednesday evening October 6, at 7 P.M. the German Club will sponsor a lecture on "German Resistance to Hitler" given by Mrs. Hanna Keip, German Secretary for Women's Affairs in Washington, D.C. Mrs. Keip is the widow of a German career diplomat who was executed as a result of the 1943 attempt on Hitler's life. He served in Washington in the German Embassy and in New York as Consul General prior to World War I. His failure to conform to Third Reich views led to his recall in 1934. Back in Germany, he became involved in underground resistance to Nazi Government. Mrs. Keip was in prison at the time. Surviving the Nazi Era, she has held various staff positions in the new federal republic including Secretary for Women's Affairs at the New York Consulate as well as her present position in Washington.

EDITORIALS

Donald R. Baldwin, president of the University Board of Trustees was "astonished and shocked" by Mr. Mellen's much publicized remarks. This is an appropriate reaction to a dramatically powerful incident. We do not object to the "astonishment and shock" exhibited by many in recent days. Disruption of established patterns is pre-requisite to change, and more important, it is pre-requisite to rejuvenation.

The Mellen affair has revealed several points of confusion and uncertainty. There is much uncertainty about the rightness of American policy, about the rightness of national as opposed to international concern, and important to the readers of this paper, about the nature of the academic life and role of the teacher. The excited discussion which has grown out of the Thursday teach-in can help clarify the uncertainties involved. Unfortunately, many statements do not admit discussion. These are the accusations of treason, the wounded howls of the maintainers of an 'American way', and the charge that to oppose to U. S. policy is to murder American youth. In a larger context, however, these righteous expressions themselves raise up for examination their own precious stances. Officers in the Knights of Columbus and the John Birch Society, and Sen. Wayne Dumont feel that Mellen's words are a threat, especially in the context of his position as a college professor. But what is being threatened? A right way of life? A right way of education? A right approach to worldwide humanity? The answer is undecided; judgement will require analysis, and the home of analysis is the University. As University students, we oppose all attempts to limit the scope of discussion, and we welcome the presence of teachers who threaten our beliefs and force us to make these beliefs clear in our own minds.

D. L.

President Oxnam in his press release of September 30, stated that he believes "that every American has the right to express truth as he sees it..." We believe that in a democracy the right to express the truth as one sees it carries with it a concomitant responsibility (of every citizen) to express that truth. Mr. Mellen, therefore, could only fulfill this responsibility by expressing his beliefs. The only possible irresponsibility, would be Mr. Mellen's failure to express the truth as he sees it.

J. F.

It seems inane that any man would seek the truth from a prejudiced source: be it socialism from a capitalist or conservatism from a liberal. We always stand to gain more learning hate from a bigot, whose position is declared, than from some self-righteous equalitarian. With this in mind, the necessity of keeping Mr. Mellen on this campus seems self evident. Finally, we would note that only a fool would declare that the opposing point of view be concealed, lest it mar his path to the truth, leaving the wise man to sugar the penalties for the fool's blindness.

R. A.

Student Publication of College of Liberal Arts Established in 1928

EDITOR—Dave Lindroth

ASSOCIATE EDITOR—Bob Applebaum

ASSOCIATE EDITOR—Jeff Fogel

BUSINESS MANAGER—TYPING—Donna Lee Peck
Jim MurchNEWS BOARD—ADVERTISING—
Leonard Fisher Dave Johnson
Kryslyn Kaczkowska
Betsy Spellman SECRETARY—
Anne BatastiniFEATURES—Charles Genny CIRCULATION—
Linda VolsPHOTOGRAPHY—GENERAL CONSULTANT—
Charles Frase John Craven
Robert Walden

FACULTY ADVISOR—Dr. John Bicknell

Weekly Publication of the College of Liberal Arts
of Drew University. Subscription Price: \$5.00 per year.

Letters To The Editor

ALL LETTERS TO THE EDITOR:

Deadline is 7:00 P.M., Wednesday before Monday distribution date.

To the Editor:

So much misunderstanding has been raised about the purpose of the Ad Hoc Committee to End the War in Vietnam that we feel certain issues should be made clear. The following points are ours and do not necessarily represent the consensus of the Committee members but do to a certain degree describe a general acceptance among them. The members are of different political orientations and have no ideological homogeneity although many of them are pacifists and several call themselves socialists. All of them have met on the grounds of opposition to the War in Vietnam.

1) We feel that the peace proposals advocated by the American Administration have intentionally avoided any bidings to the National Liberation Front with whom the direct combat is taking place. The argument that the NLF is an agent of the North Vietnamese government is so helplessly accepted by the average student that very few have tried to go into the history of the present conflict to discover the dynamics of the Vietnamese social revolution, and why it has taken on the over-simplified appearance of 'Communism versus Anti-Communism'. One function of the Committee is to carry forward studies on the deeper causes of this conflict.

2) We are all against bombing North Vietnam as a solution to the problem. This has not only harmed the U. S. image in the world, but is itself a chief obstacle to peace negotiations and has a strong smell of nuclear war.

3) We believe that putting the Vietnamese situation in a cold war context is an oversimplification. To say that South Vietnam is engaged in a desperate struggle between communism and freedom is hypocrisy, since the South Vietnamese governments have demonstrated brutality and atrocities against their own people unparalleled in the history of dictatorships.

4) Since President Johnson is caught up in the power structure complex and is therefore bound to view the war in South-East Asia within the whole series of socio-economic pressures which have defined the traditions of U. S. post-war foreign policy in the concept of 'containment', we believe that it is impossible to exert urgent pressures against the war through political representation or the mass media. (e. g. Some Congressmen have tried to point to the 'illegality' of the Administration's approach to Vietnam as a violation of the Geneva agreement, citing the stationing of the military in South Vietnam, and the pressure put on the Diem regime not to carry out the popular referendum. Their protests have had little effect.) Our only outlet, therefore, would be through open street demonstrations and picketing. To this end we hope that other students would join us in the march on Trenton on October 18th.

5) There has been a strange notion abroad that we are not offering any constructive alternatives to the present policy - and therefore we wind up (as the other beatniks did!) by demonstrating a negative opinion, thus weakening the "united image of the U. S." to the outside world. This false notion has resulted in the formation of a "Committee of Responsible Students" to present both sides of the issue. For those students and others, we point out that our committee has established itself by discussing solutions based on the realities of the Vietnamese situation. These responsible students apparently refuse to accept any alternatives which do not fit into their narrow definition of U. S. national interest.

Jane Drumm,
Salim Tamari,
Committee members.

To the Editor:

This letter is intended as an answer to those students who have expressed criticism of the purposes or "methods" of the Ad Hoc Committee to End the War in Vietnam. In the letter, I will try to clarify some of the misconceptions about the Committee.

Firstly, students have criticized us for presenting a biased point of view. These students seem to ignore the profusion of comment and editorial opinion in American magazines and newspapers that presents exclusively a position resting upon rigid assumptions about Communism and the Cold War. In view of the undue weight of opinion in support of the Administration's policy, our committee feels it necessary to provide the campus community, through its literature table, with the comments of prominent individuals and organizations who descend from prevailing American doctrines.

Furthermore, we feel no shame in stating that the committee's purpose is the presentation of a particular point of view. We are an association of individuals committed to the belief that self-determination is the primary issue in Vietnam and that the anti-Communist arguments used to justify United States presence there is largely an attempt to submerge this vital matter. We also believe that the Administration has not made significant attempts to negotiate a settlement on Vietnam.

For those students who ask why we concentrate our energies on Vietnam and not the myriad of other pressing issues, the answer is largely one of time and priority. The magnitude of the Vietnamese conflict makes it incontrovertably the most important issue in the world today. What is more, the issue is wider than Vietnam, the war serving as the focus for criticism of the Administration's narrow ideology - exemplified by the Dominican Republic affair - which tends to identify revolution with Communism. The problems created by poverty and oppression and their corollaries, social and economic revolution, in underdeveloped nations, cannot be ignored by Americans in a world where the affluent are in a distinct minority. American support for the military suppression of nationalist revolutions only alienates those people we are allegedly trying to aid, giving the United States a

reputation among the masses abroad as the foremost upholder of reaction in the world.

A final note on the Committee of Responsible Students; the notion expressed in this club's title is that responsibility means the adherence to the President's policies and irresponsibility the opposition to those policies. These assumptions lead logically to the passive acceptance of Administrative decrees, closing off the avenues of dissent which form the crux of all that is vital in American life. Thus, the attitude of CORS is the irresponsible one in discouraging the free play of ideas in America.

Eric Glaberson

To the Editor:

I was appalled when I read your editorial in the September 27 issue of "..." Regarding the reference to last year's Mum Queen, which just happened to be me, you seemed to have taken a belittling attitude. How you could do this to my one spread of glory is beyond my comprehension. If you are going to start picking on campus celebrities, such as myself, I am sure your new newspaper will be a FLOP. For such a diddy publication as "..." to try to nip in the bud the career of a blossoming talent, like me, is irresponsible journalism.

I hope that in the next issue you will print a flowery apology.

Fragrant youth,
Miss Mum 1965

(ED. NOTE: Space does not permit an exposition of the many and varied talents of Miss Mum Queen 1965, so suffice it to say that the editors of this publication are held in awe by "Miss Mum". Certainly our editorial of September 27 was in no way intended to defame the career of such a blooming personality. We believe that the article referred to in the editorial did not sufficiently applaud the many fine characteristics of this renowned celebrity.)

To the Editor:

The editors of Columns, the magazine of the liberal arts at Drew, welcome all contributions. The broadened scope of the publication allows the inclusion of poetry, creative prose, expository essays, comment, photography, and graphics in any realm of the liberal arts. The magazine's emphatic intent will be to serve quality and vitality, providing valid and pertinent subjects for the intelligent reader.

Those who are interested may address contributions and inquiries to the editors through the campus mail system: Poetry: John Carson, Prose: Katherine S. Gerschow, Graphics: David Lindroth.

The editors will make every effort to encourage serious contributors, whether their material is publishable or not.

Columns is for those who write, those who read, those who think, those who see.

Sincerely,
David Carr
Editor-in-Chief.

On The Way

by Jim Kessinger

Wisdom is said to dwell upon the dung-heap with the Fool. And a man is said to be wise only after he has known folly. If this be true, our foolish application of education can be excused as a necessary step in our journey toward wisdom. If it be false—may we wear cowards, for we are not only fools, but poor deluded dupes and liars.

We enter Drew's gates hearing that a liberal arts education seeks not only to develop proficiency in one's chosen area of concentration, but a critical self-awareness of what it means to be an educated man. We are told that the educated man is a versatile man able to function in many positions precisely because he is able to integrate a diversity of facts and bring them to bear upon a specific problem.

Seeking this lauded position we are forewarned that education is no easy task, but a tedious growing process with the burden of responsibility lying upon us. All we hold to be sacred will be challenged, just as we will learn that it is our responsibility to challenge all aspects of life in the hope of understanding what we are about. At first we are shocked and thrown into severe identity crises, but again the learned voices assure us that our growing pains are 'necessary' and 'natural'. The history of civilization shows us that changes have never occurred without great struggle and conflict, as the old is challenged by the new. And so with new understanding we continue our struggle for wisdom.

Today life's reality has crept in to threaten our theoretical conception of education with a dreaded practical application. It asks only if we are dedicated enough to our search for wisdom to risk social condemnation to hear one man's understanding of it? The answer, only we can give. Will we go to continue to strive for wisdom by searching and challenging every option? Or will we sheepishly capitulate to the pressure of the status quo and dwell on a dung heap - deluded and cowardly wasted?

For its initial issue, COLUMNS, the campus magazine of the liberal arts, is particularly interested in the comments of university students and faculty members concerning the condition of the arts at this university: especially writing, painting, music, sculpture, drama, and dance. Tentatively, "Art at the University" will be a symposium of direct and serious critical opinion examining the relationship between the university structure and its contribution to the practice and appreciation of art. Anyone may contribute. Those who do are requested to limit their comments to two-hundred words, typewritten. Statements of particular interest may be lengthened at the request of the editor-in-chief. Address all contributions, comments, and questions to David Carr, Campus Mail.

Students Back Mellen

The statement of professor Mellen at the Rutgers University teach-in last Thursday, inordinately blown up by the local press, has subsequently brought to a climax an intellectual unrest on the Drew Campus.

To those Drew students attending the Rutgers teach-in, the wealth of publicity given to it not only by the local, but also the city papers and the radio seemed to present a threat to Mr. Mellen's position here at the college. They began action to support him in the form of a petition stating that, although the students at Drew did not necessarily agree with Mr. Mellen's point of view they did, at least, support his right to express that view. Furthermore, they stated that Mr. Mellen's position as an instructor here should in no way be jeopardized because of his statements at the recent Rutgers teach-in.

Those student and faculty who placed the petition, containing two hundred signatures, on President Oxnam's desk this past Friday, have of yet received no statement in response.

Several students involved in the movement were considerably disappointed with what they believe to be an apathetic response to the issue. They maintain that the lack of commitment on the part of the student body looks bad not only to the professors but to the administration as well.

There seem to be three major questions arising from this issue. They are (1) What is the role of the teacher? (2) What does academic freedom mean? and (3) Does Mr. Mellen have the right, as an American, to take the stand he does on Vietnam?

As these questions are of paramount concern to both the campus, the Liberal Arts College and the country, attempts to answer the questions raised above will invariably be of major concern in the months, years to follow. The first of such attempts, in the form of formal discussions, will take place this Thursday evening when the Ecumenical Committee will hold a forum entitled: "The role of the teacher in the classroom".

Gerlach's
Jewelers

Headquarters for the Bride
Diamonds - Watches
Silverware - Lenox China
81 Main Street
Madison, N. J.

JAMES SAVINGS &
LOAN

OFFICE HOURS
Mon. - Fri., 9 - 4
Thurs. Evening, 6 - 8
16 Waverly Place
(Right Across From
O'Brien's)

Madison Photo Shop

43 Main Street
Everything Photographic
Discount Record Dept.
Art Supplies

JOHN SAVOCA
MADISON SHELL
SERVICE
Main & Prospect Streets
Madison, N. J.
377-4788

—ROSE CITY—
JEWELERS

Expert Watch and
Jewelry Repairs
57 Main Street
Madison, N. J.

Conner States Council Goals

by Wayne M. Conner

At the recent conference at Little Brook Farm, the concerns and goals of the student government for this academic year were presented to members of the Faculty and Administration for their information, reflection, and comment. I think it only appropriate at this time to also share with the student body the goals and aspirations which the Student Council feels to be both worthy and possible of achievement as we look to the year ahead.

The greatest task before us is coming to an understanding of what it means to be a student in an academic community as we search for a context in which to define those rules and regulations which shall govern our civic and social life on campus. As we consider women's curfew we must also struggle for an understanding of the moral and legal status of "in loco parentis." As we consider dress regulations we must also search for what it means to "worthily represent the college at all times and in all places." As we revise and sophisticate our judicial system we must also determine the nature of personal freedom on the college campus and its correlation with the inalienable rights of other students and staff. The goals of the Student Committee on Discipline - Gordon Brownlow, Jan Meyer, George Duroche, Quinton Fisher, and Judy Rosenstein - will not be easily accomplished. The student body will be called upon from time to time and in various ways during the course of this year to express opinion and debate ideas, helping this committee to reach an understanding of the student's role in the structuring and governing of his own life on campus. A faculty committee composed of Dr. Baker, Dean Sawin, Dr. Cramer, Dr. Friedrichs, and chaired by Dr. Bicknell, has been appointed to work in an advisory capacity with the students. The College will work ex officio with their respective committees.

The Constitutional Revision Committee, under the able leadership of Dave Keyko, has been working since last spring on a new constitution for the college student body, and should have the first draft ready for presentation to Council within the next month. It may be anticipated that this sorely needed constitution will be put to a vote of the faculty and student body before the end of the first semester.

Under "Big-Name Entertainment," Gene Boyd's group has also been working through the summer and will present their information to E. C. A. C. on

October 4th. Big-Name entertainment for Spring Weekend may be anticipated.

The inability of the present University Bookstore to accommodate itself satisfactorily to the needs of this academic community has long been a point of tension with students as well as faculty. Possibilities for expanding the size of the Bookstore as well as the diversity of books in stock are presently under serious consideration by students and administrators. A committee composed of college and seminary students, faculty, administration, and the Bookstore manager has been proposed as a unit through which an understanding of problems related to the Bookstore which are peculiar to each segment of the University community can be reached and specific problems such as increased efficiency in the dissemination of textbooks at the beginning of each semester can be worked out. Phil Rider and Linda Crank are representing college interests on this committee.

The treasurers of the several classes have agreed to work together with Leonard Fisher, Council treasurer, in the investigation of an efficient, and legal system for the handling of student organization funds. Due to the extensive "red tape" and inefficiency of the University business office, as was most prominently exhibited in a study done last year by the Class of 1967, some student organizations maintain accounts at local banks in the Madison area. This practice is in violation of a Board of Trustees ruling which requires all student organizations using their treasuries in the business office. Mr. Fisher's committee - Izzy Edwards, Carole Thomas, and Jim Murch - will have as their goal one of two options: the fulfillment of bonding an accounting requirements which would permit the Board of Trustees to relax their rule, or the establishment of a business office system which could efficiently handle all student funds. Mr. John Pepin, Treasurer of the University, and Mr. Clifford Smith, Comptroller, will serve as consultants to this committee.

N. S. A. Co-ordinator Bob Short is now preparing to make available to the student body several National Student Association programs. The N. S. A. life insurance program, a very inexpensive but comprehensive policy for college students, will shortly be introduced. Educational Travel opportunities will also be offered. The establishment of a discount purchasing system with downtown merchants is one of our major N. S.

A. considerations.

Through the Academic Policy Committee, chaired by Rick Sanr, the Student Council intends to reflect fully upon the course evaluation program, the results as seen in the eyes of students and faculty, the implications of such a printed document on a small college campus, and the various means by which the positive value of course evaluation can be maintained without retaining the stigma often attached to such a program.

Student Council has initiated action to insure that information regarding the numerous cultural opportunities, Broadway show, exhibitions, etc., which are open in the metropolitan area is made available to all students through the coordination of all such information on a centrally located bulletin board in the University Center. Means by which discount tickets and transportation fares can be obtained are presently being explored. Linda Crank and Leonard Fisher are responsible for this program.

A committee composed of representatives from the college and seminary student bodies is presently proposed to work with the librarian in discussing the role of the library in this University and how the library might best serve the students and faculty via hours, volumes in residence, etc.

I am thoroughly satisfied with the accomplishments and plans of the student government to date, and trust that by next spring the entire program which was presented to the student body during the presidential campaign last April will have been fulfilled along with many additional accomplishments.

Wayne M. Conner
Student Council President

Wayne Conner will maintain office hours every Tuesday and Thursday between 12 and 4 p.m. in the Student Council Office, Room 108 in the UC. Students are invited to come in to share their ideas or obtain information.



Beat Trenton 7-0;

by Tom McMullen

Undefeated and unscathed upon, the Drew soccer team rolled over a fiercely competitive Newark State squad, 7-0, on Saturday. The Rangers maintained their composure despite harassment on and off the field.

The Newark Squires used a jarring strategy, depending on elbows and knees to disrupt the Ranger attack. This unsportsmanlike behavior culminated in a third quarter brawl involving the full complement of both benches. The brawl started when Newark right wing John Berardo grabbed and flipped Bill Tobias. Tobias rolled Berardo over and was gaining advantage when both benches emptied into the fray. While some players attempted to break up the fight, others engaged in their own battles.

As for the game itself, action was indecisive in the first quarter, with neither team controlling the ball. The Rangers came alive in the second period. At the 2:20 mark right wing Hap Hold-

en trapped the ball, then passed to Roberto Azevedo, who drove it into the net. Five minutes later, right fullback Reid Fraser took advantage of a strong wind to drive one in from 30 yards out. Drew led 2-0 at the half.

Drew really got rolling after the third quarter brawl. At 10:45 Fara Mahdavi broke downfield and, as the fullback and goalie collided in their attempt to reach the ball passed to center forward Rich Knapp who tapped it in. Four minutes later, Knapp scored again. The Rangers continued to control the ball. Knapp took it down, passed to Mickey Collela who then scored. Drew scored twice in the last period, once on an Azevedo penalty kick, then on a kick by Butch Acker on a Mahdavi pass.

The win extended the Ranger's streak to 11. Also, the game was played without the services of veteran goalie, Jim Sarkisian. Sophomore Steve Jacobsen turned in an excellent performance with some fine saves.

Column 1

(Continued From Page 1)

entation Week appeared to foster this year.

The first of these impressions we could call the "We're in - you're - out" syndrome. Dinks, name signs, and hazing; personality inventory tests, placement tests, handbook quizzes, and such technical necessities; big brothers, big sisters, and the upperclassmen who hover about organizing freshmen for this or that event as any camp counselors might; all combine to inform the freshmen that we're different, knowledgeable, and have access to a world of which he is ignorant. He's just a freshman. We've got his number; he's got to become something different to get ours. Of course, six weeks later (or this year for some it was the riddle of Orientation Week itself) he wakes up to disillusionment. He finds that either we're not one whit different from the society he has left or, very often, we're not yet caught up with that society. But this discovery is inevitable. The "difference" we've encouraged him to accept has to do only with seniority in its simplest form. It means only that we've been around longer than he has. The difference as portrayed by these various devices during the week is little related to the liberal arts academy described above with its themes of responsibility and freedom. The symbols of difference encountered by the freshman which he is supposed to use as a means of locating himself in the order of things - dinks, hazing, listening to counselors, etc. - point to nothing in the academy of learning. He is thus misdirected, led away from the question he should ask, "What is the academy and my place and purpose as a student within it?" Rather he is encouraged to ask the fruitless question, "Am I (or Who'll be) Hoppy?" He is thereby encouraged to take more seriously the Drew tradition of fun and games than that of its learning. And another class is launched in a career of brilliant dullness.

SPARE WASSER

Coverage Confusing

(Continued from page 1)

wish to seek the guidance of a group of full professors, and in due course the judgment of that committee will be made public.

Robert Fisher Oxnam
President, Drew University

I have conferred with Dr. Robert Fisher Oxnam, and have read the statement which he has released regarding statements made by Mr. James G. Mellen, an instructor in the Department of Political Science, at a teaching in at Rutgers University early this morning. I concur in the President's statement completely, and at this time have nothing further to add.

R. J. Stonestifer, Dean

Next, Donald R. Baldwin, president of the University Board of Trustees commented to the Newark Evening News.

"The statements reportedly made at Rutgers by a new instructor of Drew University have astonished and shocked me, a feeling shared by every member of the board of trustees who has communicated with me."

Commenting on the Board of Trustees' role in the situation, President Baldwin would only say that it would be identical to the Board's role in every situation. Although Trustee Baldwin stated that an announcement would follow a committee study on the incident no one would confirm that such a committee has been formed, but there is strong evidence to support that one has.

to obtain information on Mr. Mellen's appointment as an instructor, but we assume that he was hired on the basis of his credentials as a scholar, which

were sufficient to have his contract renewed for a second year. It is not known whether his political views were known or considered at that time.

Viet Desk Stirs

(Continued from page 1)

see the real need for dialogue and hope to stir the student body to take part to join the action. Contrary to general public opinion, the Committee is not seeking a mass conversion to their anti-war position, but merely an opportunity to present the other side.

The Committee holds weekly Sunday evening meetings (7:30 Sycamore Cottage). After the practical business has been disposed of, the students invariably set out upon a lengthy discussion of the latest developments in the Vietnam crisis. Blowing in the wind for future activities is a rally planned for October 13th, participation in demonstrations in Trenton on the International Days of Protest and, the sponsoring of a number of workshops which will be aimed at offering constructive alternatives to the President's Vietnam policy.

HAPPY
NEW YEAR
5726



Coach Davis explains the manly arts of soccer.

O, WHAT
DO YOU
SEE, MR.
PRESIDENT-
OF-ALL-
THE-PEOPLE?



I SEE A LAND
WHERE LOVE
REIGNS. I SEE
GREAT FARMS
AND GIANT
CITIES. I SEE
MEN AT WORK,
CHILDREN AT
PLAY, WOMEN
AT PEACE.

O, WHAT
ELSE DO
YOU SEE,
MR. PRES-
IDENT-OF-
ALL-
THE-PEOPLE?



I SEE THE END
OF DIVISION
AND CONTRARI-
NESS. I SEE
SHALL MEN
GROWING LARGE
AND CLOSED
MINDS OPENING
WIDE. I SEE A
RICH HARVEST OF
BOOK-LEARNING
AND THE ARTS.

O, TELL
US MORE,
MR. PRES-
IDENT-OF-
ALL-
THE-PEOPLE?



I SEE BLACK
AND WHITE IN
FINAL HARMONY.
RICH AND POOR,
OLD AND YOUNG,
BIG AND LITTLE,
SHALL AND
LARGE.

O, BUT WHAT
OF OUR
ENEMIES, MR.
PRESIDENT-
OF-ALL-
THE-PEOPLE?



I SEE LOVE
ENTERING THEIR
HEARTS. I SEE
UNDERSTANDING
AND GOOD WILL.
I SEE PEACE,
SOUND AND
STRONG, HEWN
OUT OF THE
ROCK OF GIVE
AND TAKE.

O, IS THERE
NOTHING MORE
THAT YOU SEE,
MR. PRESIDENT-
OF-ALL-
THE-PEOPLE?



I SEE A MANDATE
FOR HAPPINESS. I
SEE THE DETERMINED
FACES OF MILLIONS-
FAT AND SKINNY,
TALL AND SHORT,
BOLD AND SHY-
CRYING AS ONE:
"ONWARD TO THE
GREAT SOCIETY!"

AND HOW
WILL ALL
THIS COME
ABOUT, MR.
PRESIDENT-
OF-ALL-
THE-PEOPLE?



I SHALL
WHEEL
AND DEAL.