

IS THERE REALITY?

Drew Acorn

Student Newspaper Of The College

OR?

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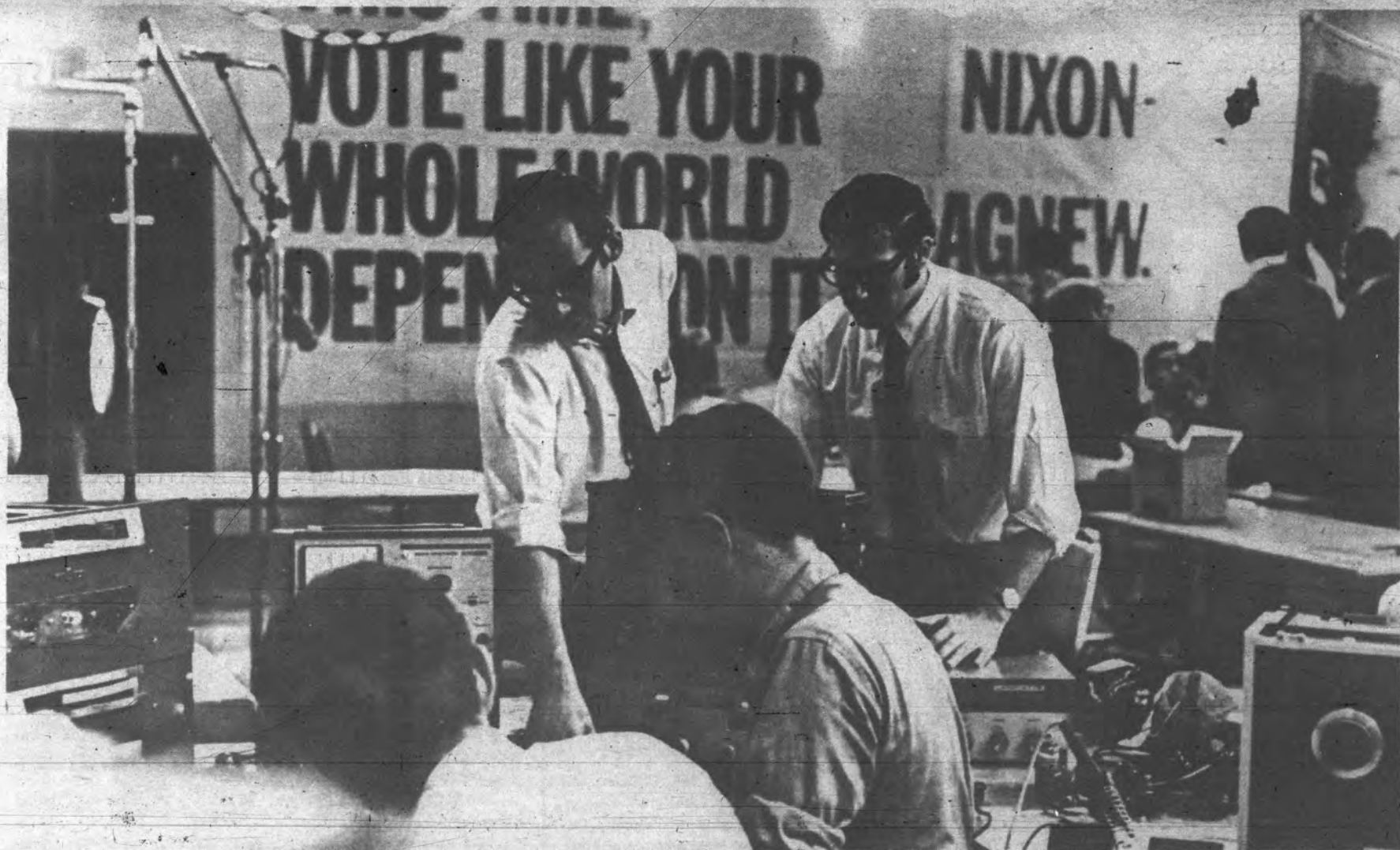
ALL DORMS SET VISITING HOURS

(Story page 2)

"Imaginary Invalid" tonight

(Story page 3)

Election night watch tense



Sending it out...

A NETWORK OF RADIO STATIONS HEARD ACROSS NEW JERSEY picked up coverage of Drew's election night watch. Shown above is the crew that did the work. Although the election had not been decided when final broadcast went out at 4:15 a.m., the commentary received favorable feedback. Story page 2.

Near-maximum approved

Following faculty passage of Open House proposals last Friday, dormitories this week set the hours during which they will be "open."

Meetings were held Wednesday night, at which each dormitory was to have set its hours. Thursday a sheet listing all the hours of open house at every dorm was distributed and posted around the campus.

The new rules, which were first proposed by the Student Senate Committee on Discipline under Chairman Gary Zwetckhenbaum and then endorsed by the Student Senate, will be in effect from "sunrise this morning" until February 7.

The maximum open house allowance under these rules is five nights a week, from 7 to 11 p.m. any two weeknights, 8 to 12 p.m. Fridays, 1 p.m. to 1 a.m. Saturdays, and 1:30 to 5 p.m. Sundays.

One girl explained that "there is the problem of noise and running around in curlers; I think most of us like the idea of looser restrictions, but until we find out how noisy it actually will be, we aren't going to plunge into fulltime visiting hours."

Suites President Carol Strong commented that one of the major theories behind the extended hours was that it would "turn open house into visiting, not as they are now, little parties."

Dorm schedules

WEEKENDS

All dormitories-- Friday 8 p.m. to 12 p.m.

Saturday 1 p.m. to 1 a.m.

(except 5 to 7 p.m. in Welch and New Women's)

Sunday 1:30 p.m. to 5 p.m.

WEEKNIGHTS

Asbury, Baldwin, Haselton, New Men's, New Women's, Women's Suites, Welch

Tuesday, Wednesday 7 p.m. to 11 p.m.

Holloway, Hoyt-Bowne, Men's Suites

Monday, Wednesday 7 p.m. to 11 p.m.

Zwetckhenbaum added that he felt the new hours would take open house out of the special occasion category and "turn it into a sensible, logical means of visiting and talking with friends."

Under the new regulations, doors may be closed, but not locked. All guests must sign in, and there must be at least one proctor per dormitory. The proctor need not always be the same person, but whoever is proctor must submit a report to the Deans every two weeks on the open houses in his or her dormitory.

Proctors are designated by House Presidents.

The new Open House proposals, it was remarked, culminated a nearly two-year battle by students for increased hours,

ents visited between dormitories one evening with closed doors which was then strictly illegal. 188 students participated, and they were all given three weeks of ten o'clock curfew. The open house agreement which finally evolved was virtually the same as that of the year before--open houses twice a month, with open doors.

Last year SG President Tom McMullen was quoted as saying he felt it was too touchy an issue to push. Regulations last year were largely unchanged. This year Zwetckhenbaum and President Ken Gates began work when school opened, and by the September 30 Senate meeting had the five night proposal ready. The

Senate endorsed it unanimously, and it went to the Faculty Committee on Student Concerns.

There it also passed unanimously, and at last Friday's general Faculty meeting it was passed "without a dissenting vote."

Among the clauses included in the agreement were that letters be sent to all parents informing them of the rule change.

If the evaluation, which will include such items as violations, number of open houses, number of participants, and so forth, is favorable, then, according to Gates, "there is a good chance this will become permanent policy."

Diverse reactions heard as election unravelled

by Paul Tomey

Every four years, there occurs throughout our nation an event, which means many different things to different people... "I wouldn't miss this for the world..."

Each person, it seemed, had his or her own theory concerning who would make the better president...

"Humphrey being president

seems to me absurd--he's still got barbeque sauce on his jowls..."

"I hope Mr. Nixon knows himself what he would do if elected, because he sure hasn't let any of us in on it..."

Well, the action in University Center continued in full swing, both major candidates fighting a see-saw battle, due to the limited but influential popularity of the third-party candidate, George Wallace...

"My political science professor said it would be close, but this is ridiculous..."

"Wallace doesn't surprise me one bit..."

"Here it is, ten-thirty, and both those insincere fools are tied with forty-one per cent of the vote. Why the hell did I even bother coming..."

The evening dragged on, and at 2:00 A.M., the tallies were as follows:

Nixon-Agnew	19,315,007
Humphrey-Muskie	19,466,000
Wallace-LeMay	7,114,000

"It will go to the House if this keeps up, then the Nixon boys will really be in trouble..."

"I find it amazing that such a pervert as Wallace could pull in the votes of so many supposedly intelligent people. It's like voting for genocide and government-owned slave quarters..."

The time--4:00 A.M., and ab-

solutely no change in percentage distribution--deadlock...

"Come on, Linda, I'll take you back to the dorm; it's not much fun watching 1960 re-runs..."

"Well, if they won't let me watch television, I'll listen to the radio until this mess is cleared up..."

So, some did stay up, others did not. Those who did heard nothing spectacular until 10:30, when it was announced that Illinois' electoral votes were to be cast for Richard M. Nixon, making him the next President of the United States...

"Well, it really does make much difference--they both have the wrong idea..."

"Why the hell did you get me out of bed to tell me that--what difference does it make to me who sends me out to die..."

"I'm sure happy about Nixon winning; our country needs a change very badly..."

"They say all things work out for the better. I hope this is no exception..."

Hopes, wishes, expectations--all of our own fellow students. Somehow the expression of these feelings are a better summary than any amount of data that could be collected. Each of us has his own opinion, whether we express it or not. This ability, this right of self-expression, not a President, is what makes our country.

College faculty oks

The college faculty became the third to endorse student membership on the University Senate in its meeting last Friday. The proposal now goes before the University Faculty and if passed, on to the Trustees.

Previously the Graduate School faculty and Theological School faculty had approved the proposed amendment to the University Senate Constitution.

The University faculty meets November 25. The next regular Trustees meeting after that will be February 28.

The amendment to the original Constitution of the group would eventually make nine students members of the advisory body. Two would go from each school, and three would be elected at-large.

In the meantime, two students from each school--the President and someone delegated by him--are sitting in on University Senate meetings, with voice but without vote. Ken Gates and John Love represent the College.



Iron Butterfly flying in

The Iron Butterfly, ATCO recording artists and one of the fastest-rising musical groups in the nation, will appear at Drew in Baldwin gym Saturday, November 16 at 8 p.m. Tickets for Drew students are \$3.00 apiece, and anyone going to this concert can see Joni Mitchell free the following weekend.

The Iron Butterfly came into prominence as a result of its first

ATCO album, "Heavy," released in January 1968, which contained the group's first single, "Unconscious Power." "Heavy" has to date sold more than 100,000 copies.

Subsequently, the group's second album, "In-A-Gadda-Da-Vida," was released in June, and became an immediate best-seller.

Additionally, the group completed its first national tour in May 1968 and is now booked for nation-wide appearances at concerts and clubs.

The Iron Butterfly's style is unique and symbolic of its name; "Iron" meaning something "heavy", and "Butterfly" meaning "light, appealing and versatile, something that can be used freely in the imagination."

Coalition seeks campus reform

Feeling that "the key to change is the restructuring of the decision-making process," the Coalition of Conscience's Committee for Campus Reform has set up a series of committees to deal with various campus issues.

Among the committees are those dealing with research (finding out what other schools do), Cultural Concerns, Academic Concerns, and others.

A meeting of the whole group, held Monday night, became a forum for discussion on areas of concern, including open houses, curfew revisions, and even Trustee reform.

The meeting was attended by approximately thirty students, plus Associate Dean of Students Sue Orvik.

Coalition Vice-Chairman Randy Fenstermacher stated the general goals of the reform committee as working with student government to set up liaisons between all segments of the University.

"Through that, we can help to bring about change."

Coalition Chairman Bob Smartt defined the committees as "Activist groups" and stated that he felt the committees could work more efficiently if divided up.

Fenstermacher said he felt the group should work with Student Government for concrete proposals such as Open House.

He urged that all members publicize the Open House program and encourage as great a utilization of allotted hours as possible.

The general theories of change were discussed.

"We must have a well-researched and well-defined program when we bring it before the faculty or administration," emphasized Smartt.

To this goal, a sub-committee on Research was established. Already, Fenstermacher stated, persons are checking into social regulations and programs at other schools, for comparative purposes.

Smartt commented on the need for a position and policy statement, to clarify the goals which the Coalition and committees seek. He stated he hoped to have it within a week or two.

One specific area in which many students felt a need for change was in women's curfews. Several persons at the Monday night meeting said they felt curfews should be abolished. Others felt they should be moved back.

Several girls said they would favor dropping curfews, but that they felt the sign-out system should be retained. "I like to have people know where I am," commented one.

Dean Orvik suggested that perhaps this issue should wait until the Open House trial period ends and evaluation is made. This is scheduled for mid-February.

After some discussion, Fenstermacher summarized by saying he felt the real need was for involvement in decision-making processes.

Through committees, meet-

(Continued on page 6)



Curtain Line Players in rehearsal for play opening tonight

Curtain Line Players start with Moliere

Tonight Curtain Line Players will present their first production of the academic year, Moliere's "The Imaginary Invalid," in Bowne Lecture Hall at 8 p.m.

Curtain Line Players will also present the play on November 9, 10, and 14, 15, 16.

Translated by Morris Bishop, Moliere's last play brings the universally comic character, the hypochondriac, to the stage in a burlesque of medical practices and professional patients.

Curtain Line Players, an extra-curricular activities group, has been practicing since the end of September. Because of the large number of students

who are with Curtain Line Players this year, five of the parts have been double cast. According to Miss Gladys Crane, the faculty director, "There were too many good people to make an exclusive selection." By double-casting the parts, more students are able to demonstrate their talents. However, both casts have been kept apart so that each student will be able to give his personal interpretation of his role.

"The Imaginary Invalid" will also include musicians in its production. To reveal "the essence of the period," the play will include a flute, bass, harpsichord, and percussion section.

As much as possible, the production is being handled by the Curtain Line Players themselves, under assistant student directors Nancy Horlacher and Bob Hatch. Although the male costumes are being rented, Ruth Ann Phimister and Carol Cassella are making the women's costumes.

Starring in the production are David Little and Bob Hawes as Argan; Betty Phimister and

Jeanne Meek as Joinette; Cynthia Sawyer and Gloria Reiter as Angelique; Melinda Wirkus and Ruth Ann Phimister as Beline, and Jim Hunt as Beralde with Jim Willis as Cleante.

Also starring will be Bob Hatch as Purgon; Carol Cassella as Louison; Tim McSwain as Dr. Diafoirus; Jeff King and Jim Shackford as Thomas Diafoirus; Peter Leggio as Bonnetot; and Paul Lyman as Fleurant.

In charge of sets are Rick Boer, Kim Downey, and Bob Hawes. The music was composed by student George Woodrow, who, accompanied by Mark Richland, will play for the production.

Asked if she thought this year's production would be the best Curtain Line Players had produced, Miss Crane replied, "It is difficult to tell in advance. Usually the technical aspects will make a play look amateurish. These cannot always be predicted."

"The chances of something technical going wrong are, of course, increased by the double casting. But both casts have worked hard and, I believe, will give fine interpretations."

All tickets for the performances are free but must be reserved in advance. They are available at the University Center desk.

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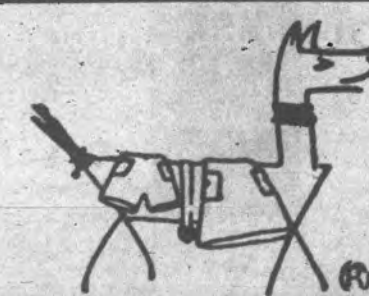
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Merger helpful?

The Coalition of Conscience is currently in the process of setting up committees to investigate matters of student concern on campus. Such organized interest is relatively unique and should be welcomed. Recovering rationality at times seemingly lost in last week's outbursts, the group has emphasized the need to restructure, the need to develop well-defined positive programs, and the undesirability of confrontation politics. All this is constructive and can only be beneficial to the University.

One crucial area to which serious thought should be given is to what degree the Coalition should work within the existing student channels for investigation—that is, student government. To work INDEPENDENTLY of student government is entirely valid—but to work SEPARATELY from student government is to limit unnecessarily potential influence. The existing channels for change—mostly through Student-Faculty committees—are now linked to student government. Perhaps these processes should be restructured—but until they are, they must be utilized. The faculty—who have the ultimate power over most social and academic matters—cannot meet with every self-structured group that is concerned with an issue. The existing committees cover virtually every area of concern, and when grievances are presented reasonably, they have ample chance to be heard. Thus a merger of at least final reports from corresponding Coalition and SG groups is a logical means of combining ideas and presenting the best-defined and best-thought-out plans for change.

The Coalition leaders recognized this in stating that their intention is to work with student government. Hopefully a viable relationship between the two groups can be arranged, so that each is free to pursue its special emphases, interests, and goals, and the talents of both groups can combine to give fullest voice to student opinion.

Sloppy reporting

In last week's Acorn Chairman Bob Smartt of the Coalition of Conscience was quoted as saying the arrest of Cochise was "a racist act." Mr. Smartt denied having said this, adding that he had carefully avoided any such statements. This was the case, for Mr. Smartt showed a restraint from polemic that some other persons could well have emulated. (Unfortunately, it required more than silence to counter-balance the more emotive charges.) Nonetheless, Mr. Smartt personally did not make the charge of racism attributed to him; what he said was to the effect that "Mr. Burns' motives are questionable." The Acorn apologizes for the lapse into sloppy journalism.

THE LEFT SIDE

Peter Hoffman

We are the hollow men
We are the stuffed men
Leaning together
Headpiece filled with straw. Alas!
Our dried voices when
We whisper together
Are quiet and meaningless
As wind in dry grass
Or rats' feet over broken glass
In our dry cellar...

This is the way the world ends
This is the way the world ends
This is the way the world ends
Not with a bang but a whimper.

T.S. Eliot

I suppose the coming of age of a column is that period when its audience begins to read it—and sometimes even to think about it. Thus the fact that my column on reevaluation produced such a prosaic reaction (two articles really is amazing, you know) heartens me. However, when one examines the content of the two articles, one becomes less enthusiastic. The sloppy, muddled innuendos of Mr. Burns served no constructive purpose and revealed to all those who hadn't already discovered this in the last two weeks) the nature of Mr. Burns' personality. But if one takes the time to separate the vague, sad attempts at eloquence from the point of the article, one uncovers the true hackneyed quality of Mr. Burns' comments. The question Mr. Burns addresses himself to is the big question of the conflict between freedom and disorder. How can a society resolve the conflict between the individual conscience and the law of the state? In answer to his question, Mr. Burns rejects violation of the law as a feasible method of protest against an unjust (or at least considered unjust) law. This argument was answered in the 18th century by Leo Tolstoy. The first law of any individual is to his conscience and only secondarily to his state. This does not mean anarchy at all. If the laws of the state are conceived in the conscience of the people, there is no conflict. However, there are times when this is not the case, and principled individuals will break this unjust law (for any reason; it doesn't matter why). Of course, it is necessary for the state to punish this individual, but fairly and (it must be remembered) with some regard for justice and equity. The problems arise in this theory when the authoritarian body overreacts to the crime and sets a punishment of such severity that punishment itself is unjust. In this case, the fault lies with human prejudice and emotion and not with the theory

On rights

of individuality. At such times when pluralism becomes so acute that law is no longer relevant, then power and revolution are the only rights. But this does not mean that we should reject human decency and individuality. I am quite willing to give up the security of totalitarianism for the humanistic greatness of a truly free society. Mr. Burns sounds like Richard Nixon.

The second comment on my article was made in a thoughtful and imaginative article by Glenn Phillips. First of all, I would like to thank Mr. Phillips for not dealing in personalities, as Mr. Burns feebly tried to do. Second, I wish to apologize to those familiar with these elementary theories for the boring nature of the first part of this column. Now Mr. Phillips point is an interesting one, both intellectually and morally. He concedes the question of civil disobedience and its direct successor, revolution, but argues instead that they are out of context. That is, civil disobedience and revolution are not applicable on the Drew campus at this time. He states that what must be done now is a compromise agreement respecting the rights of both the administration and the students, a compromise wrought in the processes now in existence. This certainly is a consistent article but I question its premise. That is, I question the assumption that the administration has a moral right to "legitimate interest" to use the convenient poli sci terminology—to have its ideas recognized in the laws governing the social life of the university. If we assume a conflict of interest situation in which two parties both have legitimate interests (say, as in the allocation of tax monies in the U.S. congress) certainly civil disobedience is out of place. But what is involved here is one party who has no legitimate interest in the problem—i.e. that of having a reasonable social life—and another party, largely disenfranchised, which has the only legitimate interest in the problem. And the administration admits this, but they feel that the students are not intellectually and morally mature enough to govern their own social life. I disagree with this violently. This is the same kind of paternalism which is responsible for the plight of the negro. The university is no parent; it is an educational institution designed to educate its students through freedom of thought and action not to imbibe them with arbitrary moral standards. This is no give and take situation; this is a matter of right. Mr. Burns is the comic figure here and Mr. Phillips is the tragic one, both defending to the death their own slavery. And this is the way the world ends. "Not with a bang, but a whimper."

From London

The other side of the coin

by Harold Gordon

(Mr. Gordon, a junior, is currently on the London semester.)

London's October Revolution is over. The anti-Vietnam demonstration has been held, the attempt to storm the American Embassy fell flat, and the Lenin (garden) London School of Economics is back to normal, or nearly.

Casualties, even at the American Embassy, were mercifully few, owing entirely to the exemplary behavior of the London police. It is the opinion of this writer, who viewed the assault on the Embassy from the uncomfortably close range of two blocks that Britain has the best police force in the world. During the course of the attack, the police were pushed, shoved, and heckled unmercifully, and were the targets of sticks, rocks, and fireworks. In spite of this they held their ground without so much as raising a nightstick, and our Embassy emerged without even a broken window.

It would seem that the great demonstration itself was something of a flop—only 25,000 people materialized out of an expected 100,000—but they were regarded as sufficient. A similar situation arose at the London School of Economics, which the school authorities ordered closed during the weekend to prevent its use as a sanctuary for demonstrators. Student activists were aroused at this and put a motion to occupy the buildings before the student body. They then proceeded to do just that, armed with the overwhelming majority of seven votes. This writer was also present at L.S.E. during the occupation and duly noted the placards put up by the rebels: "Break off the bangs of capitalism!" "Don't demand—occupy!" and (my favorite) "All exercise of authority corrupts; all submission to authority humiliates." Such slogans say all that needs to be said about the mentality and political orientation of the students involved. I am not witch hunting; during the

demonstration the following day students carried banners openly proclaiming themselves as communists, and those who were not under the red standards were under the black flags of anarchy. Well, it is all over. The disorders reached a climax on the afternoon of Sunday, October 27, when part of the demonstration broke away from the main body and advanced on the American Embassy. By Monday morning, however, the debris had been cleared away, leaving no sign of what had taken place. Yesterday, only three days later, the Establishment counter-attacked. Her Most Gracious Majesty the Queen arrived in state at Parliament for its official opening in a ceremony almost as old as England itself. The great demonstration now seems almost forgotten.

Why then bother to write about it? It is my firm opinion that the only significant thing about the whole sorry affair is the attitude which Britain's National Union of Students took toward it. The National Union, the voice of Britain's students, openly urged their members to boycott the demonstration. The words of Geoffrey Martin, the Union president, are well worth quoting: "We see student political involvement as a matter of brain, not brawn."

"Many groups planning violence on Sunday are conning the students and the public into believing that their main concern is Vietnam. It is not. Their purpose is confrontation with the police. These political hooligans, many of whom are not students, admit that they want a 'weekend revolution'; what they will get is a backlash against constructive, peaceful demonstrations, against legitimate student grievances, and against sympathy for Vietnam."

This forthright statement cuts right to the heart of a problem which is shared by Britain, the U.S., and the rest of the world: the problem of student power. We bear very little about the other side of the coin—the responsibility that goes along with that power. Spoiled, arrogant punks who recognize no authority but their own will never be regarded as fit to exercise power. Attempts by students to take the law into their own hands will do nothing, but, in the words of Mr. Martin, "get a backlash against constructive, peaceful demonstrations" and "against legitimate student grievances."

We have learned much from England. She has been the model for many of our laws and institutions. Perhaps now she will become our model for intelligent student power. At least it is worth hoping for.

Spectrum '68

Brad Miner

Five until twelve

"It's now five minutes before twelve; will it be twelve noon, or twelve midnight?"

Jac Holzman, production supervisor of Elektra records, has leveled an "unpolitical" message at the "unmusic" distorting the nation's harmonics. Speaking from a background of musical excellence, Holzman is especially sensitive to both musical and political vibrations. In a non-partisan commercial message, he has added moral significance to important socio-political issues. To a campaign based primarily on personalities, he has added a refreshing new dimension to the paid political advertisement.

Now that the campaign is over, campaign promises hold as much intrinsic value as yesterday's newspaper. The Great Society, with two months in which to write its legacy or epitaph, is still looking for a place in the history books. The new administration—elect, however, must find viable bases from which to rebuild the nation. After all, a campaign promise is only as good as its realization. In the past these realizations have been few.

The Johnson Administration has proven the impracticality of waging a war on two fronts. The Vietnam War has held the limelight long enough and now must bow before the nation's domestic responsibility. When Albert Shanker and the United Federation of Teachers can deny one million New York school children the right to education, there is more at stake the settlement of a labor dispute. When left

and right wing militants can intimidate the government and promote anarchy, there exists a lack of respect for this nation's professed ideals. When industrial wastes are allowed to go unchecked in polluting natural resources, the people are oblivious to pollution's inherent danger. When \$80 billion dollars can be spent in one year on defense, there is a need to review this nation's priorities.

Aside from meeting the nation's domestic needs, the new administration must be able to promote a responsible foreign policy. Soviet occupation of Czechoslovakia has indirectly challenged the strength of the NATO alliance. In the Middle East, the Arab-Israeli crisis presents a test of this nation's international commitment. In Paris, a lasting solution must be agreed upon to guarantee stability in Southeast Asia. In our own hemisphere, the Latin American countries, once relatively stable, have fallen prey once again to the military junta.

The permissive Johnson Administration has allowed the foreign and domestic pendulum to swing to an extreme. Mrs. Helen Gahagan Douglas, speaking at Drew last Sunday said that the "five minutes before twelve" theme had been presented to her in Latin America back in the fifties. The new administration would do well to listen to the diplomat extraordinaire. Her advice to the Latin Americans at the time was that, "it may be five minutes before twelve, but there is still five minutes in which something can be done."

jeiffer

THE FIRST MAN WENT INTO THE VOTING BOOTH AND YELLED AT THE MACHINE FOR THREE MINUTES...

THE SECOND MAN WENT INTO THE VOTING BOOTH AND FELL ASLEEP FOR THREE MINUTES...

THE THIRD MAN WENT INTO THE VOTING BOOTH AND BECAME ILL FOR THREE MINUTES...

THE FOURTH MAN WENT INTO THE VOTING BOOTH AND SCRATCHED OUT ALL THE PRESIDENTIAL CANDIDATES NAMES IN THREE MINUTES...

THE FIFTH MAN WENT INTO THE VOTING BOOTH AND KICKED THE MACHINE TO PIECES.

"I ACCEPT THE MANDATE OF THE PEOPLE," SAID THE PRESIDENT-ELECT.

AND BUOYED BY THE CHEER OF HIS SUPPORTER MADE PLANS TO UNIFY THE COUNTRY.

Faculty orum

Violence

Violence: too little understood

THIS WEEK:

Dr. J. Perry Leavell
Assistant Professor of History

Few commentators on the impact of violence on social and political institutions agree on the explanations for the new attention devoted to violence by the American public in the nineteen sixties. The reasons for this lack of agreement stem from an awareness of the long tradition of violent action in the United States and from the difficulty of understanding the causes and consequences of violence.

All of us are aware that the strands of American history are barbed with violence. In the first Puritan settlement, for example, John Winthrop complained that the Massachusetts Bay Colony was almost destroyed by the criminal and homicidal acts of the early settlers. C. Vann Wood-

ward noted that in 1890 more murders were incarcerated in the prisons of the South Central states alone than in the prisons of any country in Europe. Political elections and labor strikes throughout American history have been marred by violence of one kind or another. Because of this tradition, it is difficult to determine if violence is more prevalent in the United States in the nineteen sixties than in, say, the eighteen seventies.

Moreover, few students of violence can satisfactorily explain either its origins or consequences. Some writers, for instance, emphasize the tensions that arise from life in an urban, industrial environment; yet we know that violence has been more characteristic of the rural South and the frontier West than of the urban northeast. Other explanations (the influence of the frontier tradition and the impact of racial conflict)

do not explain why concern is more intense in the nineteen sixties than in other decades or why statistics in violence fluctuate at different times. As for the consequences of violence, we only know that they are ambiguous. A prime example of this is the emergence of the ex-Governor of the nation's most homicidal state as the pre-eminent candidate of the "law and order" party in the Presidential election of 1968.

I can only add two observations to the growing debate on violence in the United States. First, it is noteworthy that different kinds of violence have coincidently peaked in this decade. While violence by individuals, groups, and the nation has been characteristic of the past, the three kinds have not always occurred coincidentally, and, therefore, the cumulative effect has not often been as intense as in the nineteen sixties. Second, it is significant that a new

attitude toward violence is emerging. Several political commentators have recently remarked on the new importance of the education American in our politics, and one of the most important aspects of the rise of this educated group to political influence is its new attitude toward violence. Rejecting both the instinct of the vigilante and the romanticism of the glorifier of violence, some Americans have insisted that violence like poverty, must be treated as a social "problem"—and subjected to immediate analysis and prescription.

What impresses me most, then, about violence in 1968 is the relative dearth of solid information from which conclusions may be drawn. Perhaps the most important observation that can be made is to note the need for more investigation and research on the origins and consequences of violence.

'In loco parentis' denied, hit

by Ken Schulman

In a successful panel-audience session concerning the topic "Is In Loco Parentis Dead?" the consensus of the majority seemed to be that the phenomenon never even existed or is now dead. Dr. John Von Der Heide moderated the student-faculty panel which also included Dr. E.G. Stanley Baker, Dr. James O'Kane, Dr. Ilona Coombs, Ken Gates, Bill Renison, Peter Lewitt, and Carol Strong.

Dr. Baker voiced the underlying theme of the evening when he stated, "...in loco parentis (the term refers to 'in place of parents,' in which the university acts as or in accordance with the parents) could not be dead, because it had never been alive in the first place."

The Professor of Zoology elaborated on his theory by adding that there existed a sort of "pseudo" in loco parentis. He believes that the university has not assumed this side of parental concern (as he put it in his example, "until he came home, worrying about my son when he took out the car."). Dr. Baker indicated that a more proper term would be the moderator's usage of "paternalism" in his opening remarks.

Dr. Von Der Heide's theory in his primary address revolved around what he called "paternalism and the independent individual." He asserted that the majority of university students are ready to assume responsibilities, to become independent, and to "cut the apron strings."

In addition to this theory he stated that in loco parentis had been discussed within the panel as somewhat of a theological issue in relation to "God is dead."

Letters

Consider you

To "Name With Held",

I think your Mother was very remiss when at age six she had you inoculated, vaccinated and Salkized only to have you die at age twenty one of apathy. At least the little girl you describe has five more productive years on you.

Jane A. Slack

Likes spirit

Dear Editor:

As an impartial observer of the affairs concerning the arrest of Mr. Goode, I am pleased with the spirit of the Coalition of Conscience. I realize that the Coalition, as any group, expresses some opinions which are by the standards of some, radical. In general principle, however, it is commendable and encouraging that such a group is bold enough to openly question our administration, a conservative administration. Such a challenge, when as orderly and straightforward as possible, will inevitably facilitate the respect and cooperative communication needed for any progressive changes at Drew.

Negi P. Weinberg '72

If the conclusion is that God is dead then, likewise, in loco parentis is dead also.

First of the panel to offer his views was Peter Levitt. Mr. Levitt stated that the "line between childhood and adulthood" (Dr. Von Der Heide's expression) did not exist. He didn't think that the idea could be defined to any degree of certainty. His position, as he termed it, was in a state of "limbo," somewhere between a child and an adult.

Other members of the panel advocated these ideas related to the subject:

Dr. O'Kane spoke briefly on some of the confusion involved in American universities. He asserted that in many cases the confusion arises in the position of in loco parentis which the university assumes. Furthermore, he feels that "students are well-educated by their parents and that parents have done an excellent job in bringing up their children." Dr. O'Kane concluded his remarks by offering the possibility that "perhaps we are beating a dead horse" (that being in loco parentis).

Dr. Coombs emphasized that nobody can replace the parents. She commented, "In loco parentis is not too important, but freedom of the student is," and that the student's rebellion is not against authority but against whether or not the university is preparing the student for life. She emphasized that the university's role is this preparation.

Ken Gates theorized that "there is a bit of resentment on our part..." This resentment is directed towards the manipulation of students by the parents. Mr. Gates concluded that if there were no manipulation and students were allowed to participate in what concerned them, they might be better prepared to face the world.

Carol Strong contributed the idea that the parents' finances do control university procedures.

Reflecting upon his four years of school, Bill Renison viewed that he "was going to be so damn independent, that he wasn't even going to let his parents take him to school." He believes that there are rules and regulations on campus that are "quite inadequate" and that there should be a "cut between the academic and social life of the school."

Dean Richard Stonesifer made a surprise address to the audience and emphasized (in objection to a parent's use of the word "children" in reference to college students) that students are not "children but young adults." It is an important distinction.

Work within

(Continued from page 3)

ings, liaisons, and working with Student Government, he stated, a concrete, workable program could emerge.

The idea of confrontation—described by one member as "backing the Trustees up against a wall"—was unanimously disfavored. "We must set up systems to get things done," said Smartt.

In general, both the parents and the students in the audience failed to comment on in loco parentis. One parent, in a lengthy comment, stated that it was necessary to have parental control because "the parents are such an important part of their (the students') life." His ideas concerning hippies and campus rebellion touched off numerous replies.

It seemed that many parents who did reply were definitely concerned about rebellion—they actually failed to question why this rebellion would occur but instead seemed to ask "What will happen when it does?" One parent, taking the opposite side, realized the student's need to revolt "if all else fails."

The entire latter part of the evening was devoted to this discussion on student rebellion. Not much was said about in loco parentis during this time.

At any rate, the discussion yielded the idea, for the most part, that in loco parentis never even existed or was not or should be dead.

Notes from the Urgrund

Chaplain James Boyd

Lack of edification

Pontificating is a not-so-subtle way of securing one's self against threatening ideas or new suggestions. It was very interesting to listen to the ways in which students and parents last Friday night dodged a real encounter with one another by straining to get the mote out of the other's eye while neglecting to remove the log in his own eye. The generation gap closed tightly as each generation felt prey to the same kind of dogmatism. Neither parent nor offspring heard what the other was saying.

Nevertheless, the evening was informative. That is, we all received valuable information. However, the shortcoming was inevitable—there was no edification. While we got facts we did not witness a rebuilding of spirit which is predicated on an honest inward searching to find the flaw in one's own fabric instead of pulling out the threads out of another's personality.

Well, now that we've mixed the metaphors of log and fabric let us pursue an element of the discourse raised that evening. One parent asked, "Why the change?" He then alluded to the Ten Commandments and suggested that he was puzzled as to why the Decalogue or the "values by which he had grown up" still did not obtain. Another gentleman stood up to describe in graphic terms some of the "hippie" young people he had encountered. "Long hair; Dirty." These are some of the words.

Here are the two poles of a dialectic that could prove edifying. Law (Ten Commandments) and Dirty. Could it be that the long hair and dirty body and shoddy clothes, besides being symbolic of our vacation stance, might be a mirror held up to the neat, meticulous, law-abiding and religious way in which we exemplify our self-righteousness? Could it be that the mirror is threatening just because it gives us a horrifying glance at our insides? No wonder some adults get uptight by seeing unkempt young people. They see before them, an image of what they really are inside: dirty, false, morally shaggy, spiritually high on the narcotics of a constant religious crutch! This is precisely the point Jesus made to the religiously and septic people of his time: "Alas for you, lawyers and Pharisees, hypocrites! You are like tombs covered with whitewash; they look well from the outside, but inside they are full of dead men's bones and all kinds of filth. So it is with you: outside

you look like honest men, but inside you are brim-full of hypocrisy and crime." (Mt. 23: 27, 28; New English Bible)

Why the change? There is a no change in our value structure today. There is simply a group of disillusioned young people holding up the mirror to the adult world who hold to a good value structure but do not practice what they believe. Oh, I know the rebuttal! We adults—not looking within—belligerently affirm our moral ways. Yet, statistics on divorce and crime reveal the shocking truth about our ways. Young people are also trying to live according to values; they search for love's body in personal and social relationships, indicating an unconscious adherence to the greatest of all commandments (which supercedes the Decalogue): "You shall love one another as I have loved you."

Having said all this one must hasten to add that "what is good for the goose is also good for the gander." If young people submit only to being informed and not to being edified, then their eyes will be blinded to the truth that the same hypocrisy they claim to see in adults also infests their own thinking and acting. Being youthful or under thirty does not mean being "truthful." Pontificating about not trusting those over thirty cannot hide the reality that young and old are tarred by the same brush. We are all frail human beings. We all cheat. We all have our inner hostilities that we hide by our outward niceties. We all make professions of love that veil deep hatred. We are all made in the image of Oscar Wilde's DORIAN GRAY. There is no real generation gap.

There is only one gap—our alienation. Alienation from ourselves. Alienation from others, even those closest to us. Alienation from the ground of being, the primeval one out of which life as we know it is separated. Each of us in his own way seeks to "leap" in order to overcome the gap. Rock music, while ear-splitting, leaps of the gap of past and future, galvanizing all energy of body and mind in the moment, in the presentness of life. Art leaps the gaps of known and unknown, giving momentary glimpses into mystery. Love leaps the gap of vast differences, signifying in a grand momentary gesture the melding of two alien spirits into the oneness that may, after all, be the life that both young and old seek to live.



IF THE GREAT PUMPKIN CAME DOWN CHIMNEYS—he might resemble Senior Milton Popick, who spent several days recently collecting a bag of leaves. Popick explained that it was difficult business. "I tried to send it through campus mail, but they wouldn't take it."

At the Fillmore East

The bluesmen, as usual, excel

by Mark Ransom

For the past two weekends the Fillmore East has presented an exceptional gathering of musical talent. The weekend of October 18 saw the appearance of Albert King, Tim Buckley and the Jeff Beck Group, and the program of October 26 featured Rinoeros, John Mayall and the Bluesbreakers and the Moody Blues.

October 18 -- Second Show
Albert King, no relation to B.B., has finally achieved a good deal of popular acclaim and a semblance of financial success after laboring for a dozen years as an unknown bluesman. THE NEW YORK TIMES recently heralded him as the greatest black musician of the decade. Although such a classification is doubtless applicable to several others (one can name Jimi Hendrix, Buddy Guy, or James Cotton with similar justification), King possesses both an extraordinary singing voice and a singular ability with the electric guitar.

Unfortunately, this same level of excellence was not displayed by the band that played behind King at the Fillmore East. The Outfit, comprised of drums, bass, and electric piano, lacked any sense of drive or inventiveness, and seemed only to "grind out" a monotonous series of blues clichés. King's overall sound was tremendously hampered by the lack of bass and reed instruments which so greatly complimented his efforts on the Stax album, "Born Under a Bad Sign."

Aside from this distinct flaw, King demonstrated to the audience indisputable proof that he is a blues performer par excellence. His guitar, a trident-shaped Gibson Flying Angel, a consistently stunning variety of sound. King is a master at sustaining and bending notes, and he is able to build on an initially simple guitar phrase until it evolves into a breathtaking climax of piercing sound.

His vocal ability was almost as impressive as his flashy guitar work.

Most of his lyrics, loudly about such subjects as drug connections, the candidacy of Pigasus, and the imminent appearance of the Jeff Beck Group. Somehow, the strangeness of Buckley's vocal range did not go unnoticed, and the crowd, possibly under the influence of pangs of guilt, greeted the conclusion of each song with something better than token applause.

Clearly, Buckley was out of his environment. He might have encountered more success if he had performed some of the more familiar material from his two albums, but he chose not to do so. His talents are definitely more suited for the tastes and appreciation of the coffee house crowd.

Jeff Beck, yet another British guitar virtuoso, slunk around on stage a lot, and blasted everybody's ears with his blaring blues/rock sound. His band provided strong and effective backing for the duration of the set. Probably the most interesting musician of the group -- excluding Beck himself -- is pianist Nicky Hopkins. The latter has acquitted himself brilliantly on the Stones' "Their Satanic Majesties Request" and the Beatles' "Revolution." An obvious disciple of Negro bluesman Memphis Slim, his dazzling dexterity drew many awe-inspired ovations from the audience.

The group stayed with material from their "Truth" album, save a frantic jam entitled "Mother's Old Rice Pudding" and an updated version of "Jeff's Boogie," an instrumental from an old Yardbirds' album.

The group's major difficulty was their generally uneven balance of sound. Ron Wood's bass playing tended to drown out many of Beck's lengthy solos. The singing, handled by Rod Stewart, was quite good and well suited to the pulsating music.

Beck remained the center of attention throughout the set. Apparently, he can do anything with a guitar. He is a master of blues, hard rock, weird effects, and controlled feedback. In this latter category, his efforts were particularly striking. His forays into distortion produced noises

By the time you read this the 1968 elections will be over. A President, Vice-President, Senators, Governors, and new House of Representatives will have been elected. The choice lies between Hubert Humphrey, Richard Nixon, and George Wallace. Yet, the 1968 elections did not start out that way.

1968 looked like the most boring election in decades. In the White House sat an incumbent president, who, in 1964, racked up the highest majority of votes ever given a president in American history. In Michigan the popular G.O.P. Governor George Romney had thrown his hat into the ring. It all seemed cut and dried: Johnson vs. Romney. In reality it was a year of bombshells!

In January Senator Eugene McCarthy of Minnesota launched his campaign to unseat Lyndon Johnson. By this time Richard Nixon had announced the obvious: he was running for president. On March 12, in frosty New Hampshire Johnson, McCarthy, Nixon, and Romney met head on. Result: chaos. Johnson and Romney defeated. What was shaping up boring had suddenly turned exciting.

The second bombshell was Senator Robert Kennedy's announcement of his candidacy for the nomination on March 16th. McCarthy's strength in New Hampshire showed Kennedy that there was a strong tide of dissent in the country—a tide that Robert Kennedy could ride into the White House.

Bombshell No. 3 came on March 31. During a bland speech on television Lyndon Johnson had two very important things to say. He announced a bombing halt in Viet Nam. Then he said: "I shall not seek, and I will not accept, the nomination of my party for another term as your president." That's when the roof fell in. Instantly the political picture had changed so radically that carefully drawn up plans were discarded in a few seconds. Why such a radical move? Lyndon Johnson could not, would not face both McCarthy and Kennedy.

Meanwhile George Wallace, the former governor of Alabama had launched his campaign. He gave vent to all the pent up feelings that abounded in a country which has seen riots and civil disorder break out in every corner of the land. Wallace offered the quick, easy reaction—not the solutions. Yet, his strength grew and grew. His ranting about "law and order" has pushed at least one candidate over to the right.

April 27 saw Hubert Humphrey's hat thrown into the ring. Lyndon Johnson's Vice-President was running for many reasons—but, whatever he did

or said he carried the past record of the Johnson administration on his shoulders. Meanwhile George Romney (after being "brain-washed") had withdrawn only to be replaced by Governor Nelson Rockefeller. Both Humphrey and Rockefeller came in to late for the primaries. The Republican primaries, with the exception of Massachusetts (Rockefeller write-in) and California (Favorite Son Reagan) all fell to Nixon. Kennedy and McCarthy slugged it out in the democratic primaries. Kennedy took Indiana and Nebraska, but McCarthy won in Oregon. The crucial California primary lay ahead. Which ever candidate won it, would be in the best position at the convention.

June 5: The Junior Senator from New York won the California Primary.

June 6: Robert Kennedy lay dead—the victim of an assassin's bullet.

The nation mourned and many, many people saw the final hope for a choice destroyed. Some Kennedy supporters went over to Senator McCarthy, others to Governor Rockefeller. Senator George McGovern raised RPK's banner and many found refuge with him. Going into the conventions the candidates were: Republicans Rockefeller, Nixon, Reagan; and Democrats McCarthy, Humphrey, and McGovern.

"The Republican convention came first. It was held in an artificial city, and the traditional enemies in the republican party got along in artificial brotherhood. Any blood that flowed, flowed under closed doors. The whole thing resembled a testimonial dinner for Dick Nixon. The outcome was obvious. The only hitch was what's his name for Vice-President.

The Democratic convention was a bloodbath. Staged by Mayor Daley and Lyndon Johnson it resembled a Roman Circus. Hubert Humphrey won although he was just as much a victim as were McCarthy and McGovern. If nothing else the Democratic convention showed what a state of ferment the country was in. The Battle of Michigan Avenue pointed out the need for change. It is very unfortunate that neither party responded.

Now it is the day before the election. Some people say that they won't vote—what ever that proves. Even if you vote for Pigasus Pig or Daffy Duck you should vote. It will be a very close election—it may even go into the House of Representatives. Yet, whatever happens, no one can say that it has not been an exciting year. This is an election that will make the history books—and we lived through it all.

remarkably similar to those associated with the Indianapolis Speedway on memorial Day.

October 26 -- Second Show

Rinoeros, a seven-man group, began the concert with a generally uneven set. They performed a variety of original material which will soon appear on their forthcoming Elektra album.

Their music, which combined elements from hard rock and pseudo Country & Western, was often very reminiscent of that of the recently dis-banded Buffalo Springfield. This similarity was most obvious with the group's country-cum-rock material.

The group's musicianship, though of an undeniably high caliber, wavered occasionally in parts of their longer compositions. Otherwise, they were extremely tight, and the singing of the two vocalists was excellent.

At thirty-five, John Mayall stands as the most productive (11 albums) and the most versatile (he plays 5, 6, 9, and 12-string guitar, harp, organ, and sings) blues musician in England. Some of the greatest white blues artists on today's scene have been with him at one time or another -- Eric Clapton, Peter Green, Aynsley Dunbar, and John McVie are the most notable examples. If any individual can be held responsible for the contemporary blues revival, that person must be John Mayall.

Mayall's band, the Bluesbreakers, has recently undergone changes in personnel. The group now consists of Mick Taylor-guitar, Steve Thompson-bass, and Colin Allen-drums.

Their set was positively fantastic! Mayall's vocals, powerful, harsh, and gurgling, perfectly augmented his intricate harp and organ work. Taylor's guitar sorties occasionally smacked of early Eric Clapton, but were fused with the "dirtier" stylings of such urban bluesmen as Otis Rush and Freddy King. His playing displayed an admirable degree of tastefulness and self-discipline. The

(Continued on page 11)



Charges not dropped Oxnam speaks at open meeting



Ken Gates listens as Oxnam addresses meeting last Thursday.

A meeting between President Robert Oxnam and the Student Association last Thursday night proved the final high point in the Cochise arrest controversy.

Replying to demands from the Coalition of Conscience, Dr. Oxnam stated that the charges of trespass which had been filed against Cochise would not be dropped.

Cochise had been arrested on campus last Tuesday night after complaints had been received that he was harassing girls in a dormitory lounge the night before.

Director of University Services Mack Jordan swore out a warrant for his arrest, acting in place of absent Security Director John Keiper. Mr. Keiper had previously asked Cochise to leave campus twice.

This fact, plus other alleged violations such as sleeping in dormitories without registering and stealing food from Saga, caused the decision to call in the town police, according to Dean Sue Orvik.

Oxnam issued a statement prior to meeting with the student body. In it he detailed the reasons the University would not drop the charges.

After affirming the policy that "to be a guest at Drew is not a



Phil Wineman and Gary Zwetckhenbaum listen.

right, but a privilege readily extended for brief periods," the statement said that "anyone abusing this privilege forfeits it... Recently a visitor over-extended his welcome."

"No evidence of which I am aware," the President's statement read, "invalidates the complaint."

"The procedures by which a University staff member took this action appear in general to have been as thorough and judicious as possible."

"Further... the University Safety Committee will continue the discussions it began several months ago about campus visitor and will hopefully be able to formulate specific regulations to serve in the future as addi-

tional guidelines in these matters."

Following the distribution of the statement, some 250 students gathered in U.C. 107 to hear a question and answer session.

Among the points brought up were questions of due process, correct procedures, and whether there was not inconsistency in enforcing the rules.

The latter charge stemmed from the fact that Security Director John Keiper had allowed Cochise to stay on campus one night.

Dr. Oxnam said he saw no inconsistency, and that since Cochise had been asked to leave twice, and "had persisted in staying here and breaking regulations, we had no choice but to call in authorities."

"The Student as Nigger"

'My God, can they follow orders'

(The Acorn here reprints, as the first of four parts, an article originally entitled "The Student as Nigger." It first appeared in the Los Angeles Free Press in Spring of 1967. The author is a teacher at California State in Los Angeles. The Acorn does not in reprinting this article endorse all the views therein. However, as the article deals with a topical issue, and is literately presented, the Acorn feels that it is a valid and perhaps valuable perspective on some aspects of University life.)

by Jerry Farber

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone-of academic bull, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State LA, where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which students may not use. At Cal State also, there is an unwritten law barring

student-faculty lovemaking. Fortunately this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections, but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned primarily with trivia. The faculty and administrations decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

SMILES & SHUFFLES

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" --and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump," the students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And

they did, by God! Another, at exam time, provides answer cards to be filled out --each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bag while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers. FOLLOW ORDERS

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing, and perhaps only one thing, during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders!! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At the very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't care; she doesn't care.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the building. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and his clawing the fence.

Then there's the infamous "code of dress." In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while, he, presumably, plays with himself. Boys can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties, and stinky brims. Uh - uh, They're too visible.



Following his concert-lecture here last Sunday, musician David Amram went into impromptu jam.

Good vs. bad music

Amram visit features jam

by Kathy Gettemy

A long reading and an impromptu jam session highlighted the return of composer David Amram to Drew October 27. Amram spoke to students and faculty on the world of music and those men who have influenced him the most in his music. He read sections from his recently published autobiography a book which he dedicated to Dimitri Metropolis, Music Director of the New York Philharmonic until 1954.

Amram has lately finished his ten years as Composer-in-residence with the Philharmonic.

He spoke of jazzman Charlie Parker, a man who has influenced him the most in his love for music. Amram said that this great musician "made me aware that every sound is related to every other sound."

He termed music "a mountain and each piece of music is a stone in that mountain. Music is giving, not taking."

A member of the audience asked Amram how music can be determined as either good or bad. He answered by saying that bad music is usually presented by those people who hate music and perform only for money.

This, he went on, creates an atmosphere which is very hostile and usually produces bad music. There is no feeling behind it.

He mentioned "Muzak" as an example of music that is mediocre for "someone who has gone to a great expense to make music of Bob Dylan. "His music," he said, "is pure, so it cannot be dated. It will last because it has gone back to the roots of

America. His lyrics are beautiful and contemporary and yet they acknowledge the past."

Concerning the music of the Beatles, Amram commented on the Elizabethan flavor found in their music. He also said that "their music often depends on their singing and grandiose productions."

Amram said he would like to see more jazz and folk introduced and included in music education classes. He spoke of his association with Parker, his early musical career as a jazz musician, and his work with the Philharmonic.

Following the talk, he fell into an unscheduled jam session, first with former Drew student David Barnett in room 107, and then moving to Great Hall for a longer session.

cause the nation's desire immediate progress.

Previous development had occurred over many centuries, but today is the time for immediate experimentation, allowing time for adjustment, relaxation and leisure.

His premise concerning the government's role in emerging Africa revolved around three assurances the system of the government should assure rapid progress, stability and security. Furthermore, it needs to aid in the developing of education.

The Ambassador asserted that the nation has a "vicious circle of problems." The nation's primary concern is that it needs education. Qualifying this need he said, "To have education the nation needs heavy resources, that is capital and investments." He warned, however, that if the country doesn't utilize what resources it has, it may regress.

In another point, the speaker cited America's fear of state intervention, and Africa's lack of this fear. "It is necessary for the state to do things," he explained, "otherwise they would remain undone." This doesn't mean, however, that the state should do everything. He said, "Much can be gained when private and public work side by side."

His plan means that the state should act as coordinator, have the ultimate responsibility, take over an area which yields an essential activity or which is not lucrative and assure the right manpower for the right job.

Concerning international aid, the Ambassador enumerated five ideals. First, this aid can be of special use to the country both in

budgeting and in preparing technical personnel. Secondly, aid given or received should be useful to the country. Thirdly, aid should be given only to make the country self-sufficient. Fourthly, aid should relate to the country's own progress. And finally, aid should allow the country to stimulate and enhance socio-economic development.

His next sub-topic encompassed the educational endeavors of Africa. He believes that African history should be re-written "in order to produce a proud and confident citizen, that is to produce a citizen who knows his own history first."

In addition, the Ambassador spoke of the roles of institution-building: it should be at home to create a community; it should be the center of adult service; and it should be the center of community development.

His final statement concerned African unity; he believes that it "should create African self-awareness and pride."

Sophs to elect Social Chairman

November 14 will be the date for electing a Sophomore-class Social Chairman and voting on dues for the year. President Tom Hughes has announced.

Voting will be in U.C. 102 from 10:30 to 5:30 p.m. All Student Association members in their third semester of College, who have paid their class dues, are eligible to vote.

Petitions for the office of Social Chairman of the class of '71 may be picked up in the Student Government office between 6 and 9 p.m. Sunday.

Dr. Morris Kline

by Larry Nann

Man has several mathematics

With apologies to Mark Twain, "Man is a mathematical animal; he is the only one with the true math-several of them." Can we question the validity of mathematics? Is math just a usable illusion of reality-a fiction?

The role of this unique academic discipline in our civilization and its significance in scientific philosophy was the topic discussed last Thursday by Dr. Morris Kline, the noted mathematician from New York University, in the third of the series of science building dedication lectures.

Before the "invention" of math in the early ages of man, we were truly "animal" in nature because of our plight-incapable of seeing our own position. We had no means with which to enter into the control of this vast environment. With advent of Greek civilization and philosophy, came the momentous observation that nature is mathematically designed. Plato summed it up as "God eternally geometrizing". The Greeks worked seriously in the understanding of the structural patterns in nature. For example, Euclidean geometry and Tolomac Astronomical theory were observed patterns of spatial concepts and celestial movements respectively.

It was not until the time of Bacon, centuries later, that the value of this sense of understanding was realized. The application of knowledge seemed just as important to Bacon as its discovery. "We

shall ascend to knowledge and descend to work."

Many of the momentous theories which history saw were the result of mathematical patterns. The Heliocentric astronomical theory postulated by Copernicus-that the earth was in orbit around the sun-was accepted because the mathematical pattern was simpler to explain than the older one. Man may have lost a bit of pride, but he gained a great deal in understanding of the seasons and more about the weather.

The scientist at this point was not interested in exactly why a phenomenon occurred, but only in simple quantitative analysis. Those such as Galileo started with simple truths in the form of collected data and fit these facts into a formula that worked. Thus he formulated a mathematical scheme for the falling of objects-- $s = 1/2 gt^2$. This formula doesn't tell why an object follows this rule, but merely that it does.

Copernicus and Kepler presented a problem with their theories on solar system orientation-how to understand the speed of the earth and its spin. Newton solved the problem when he formulated the three laws of motion. Combined with the laws of gravitation, a system of celestial and terrestrial mechanics was born. The same pattern of mathematical formulas made possible such developments as harmonics, hydrodynamics, electricity, and magnetism theories, all of which deal with

intangible concepts which become clear or real only when they are represented in mathematical terms.

A tragedy at one time disillusioned many about the significance of mathematical concepts--that is, the formulation of Non-Euclidean geometry. It differs from Euclid's theory in that the sum of the angles of a triangle is not 180 degrees, but less than 180 degrees and getting closer to 180 as the triangle gets smaller. No one could disprove this theory because no measurements were or ever will be critical enough to eliminate all doubt that the sum is not 180 degrees.

This upset the whole idea set forth by the early Greeks that nature was measurable in certain mathematical patterns. A new philosophy developed from this ordeal. Scientists would continue to use the present body of mathematics to the extent that it is now applicable. However, if the present system fails in an area, the concept is discarded and a new and workable formula is devised. For in fact, today's systems of mathematical models may be discarded tomorrow. Even though the Grecian idea of basic truths has been overridden, the new way has opened paths to new victories in science and in promoting an imaginative freedom in the construction of new theories.

The idea that mathematics is the "handmaiden of science" is illustrated in a fig-

ure of speech. The blocks of scientific fact cannot hold together a structure of theory without the cement of mathematics. With math we can talk about phenomena which we cannot possibly comprehend. For example, what is gravity? We don't know anything except the theory which is held together by a series of demonstrable formulas. From the absence of a "theory behind the theory" much doubt has been raised about the reality of mathematical concepts. Couldn't all this be simple fiction? The only answer to that question is that the reality in man's mind is much more real than the world outside of him. Man's choice of reality depends upon his experience, and his ability to choose a reality and apply it.

With such freedom of thinking, man can predict the existence of phenomenon previously unknown. Nuclear fission, for example, and facts about the solar system have been postulated in mathematical configurations and subsequently demonstrated. With such mathematical approach to science, an unlimited power and potential is exposed to future scientists.

Dr. Kline's lecture was very well received and several questions contributed to a further philosophical understanding of mathematics. The distinguished lecturer was enjoyed as a thought provoking and interesting speaker as well as an enthusiastic mathematician.

A fine actor in great play

by Lynne Lillis

"The most difficult character in comedy is that of the fool," wrote Cervantes, "and he must be no simpleton that plays the part." And he is no simpleton that plays the part of the foolish, often irrational Alceste in Moliere's "The Misanthrope," now at the APA-Phoenix Lyceum Theatre, Richard Easton, as Alceste, gives a brilliant performance. A brilliant performance.

Emotional from the beginning, Alceste becomes increasingly angered. Richard Easton's portrayal of this anger is very natural, so natural that the audience almost immediately forgets that Easton is an actor. He is a misanthrope angered by the world he sees around him. Easton becomes a man before us who in his sincerest efforts, is comically sad.

Admirably, Easton does not become involved in the verse rhyme-rhythm of the lines of the play. His interpretation of those lines does not throw the emphasis at the end of each line, but rather adds emphasis where the emotion would most naturally lie. His anger blurs out; his kindness is softly spoken. Combining careful pauses with his emotional portrayal, Easton has the audience completely aware and relating to Alceste's feelings.

Company offers summer place

The SCHERING CORPORATION, pharmaceutical manufacturers, Bloomfield, New Jersey have advised the Placement Center that they will offer summer employment to a limited number of college students.

Eligibility for consideration will be limited to students majoring in organic chemistry, biochemistry or biology and who have completed their junior year by June, 1969. Schering states that they will also consider some sophomores if they are in the top quarter of their class.

For further information, contact Dr. C. O. Delagarza, Director of Placement, Brothers Hall, Room 109.

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ings. And one wonders if he didn't improve the already complex and praiseworthy play by Moliere.

Easton as Alceste is at once a distinct mixture of sadness and confusion; he is at once pathetic and admirable. The one time that he is unbelievable, however, is when he, discovering that Célimène does not really love him, tells Eliante (Act Four Scene Two), "Madame, this heart within my breast is yours; pray take it...." Easton here almost gets caught in the rhythm of the lines; he says them as if they were merely memorized and he does not really know their meaning. But perhaps this was Moliere's intent; perhaps here Alceste should not be believable.

Brian Bedford as the minor character Acaste does almost as praiseworthy job as Easton. Playing the cocky, self-assured marquis, Bedford says his lines with such sureness that he carefully takes long, predictable pauses to emphasize the meaning of his lines. His oral interpretation of such lines (Act Three Scene One) as "I'm clever, handsome, gracefully polite...." is equalled only by his facial expressions. For, when he praises himself, he turns toward the audience and with his large eyes demurely cast down, he smugly smiles.

The manner in which Bedford carries his hands (constantly arranging his clothes and always gracefully or suavely standing in the manner that best shows off the dress for which he says, "the world's astonished eyes/Assure me that I bear away the prize....") and is always carefully watching his manners adds much more to his interpretation than one would have expected. He not only carefully portrays Acaste but serves as an excellent contrast to Alceste, thus strengthening the roles of both a major and a minor character.

But Christine Pickles as Célimène, Alceste's beloved, is disappointing. Célimène was created to be the epitome of all that Alceste despises -- insincerity,

frivolity -- and yet Alceste loves her such that he cries in Act Four Scene 3, "Ah, what a poor enchanted fool I am....I'll love you to the bitter end." And he does. But Miss Pickles as Célimène does not fit this image, either in her oral interpretation or her mannerisms. She rushes through her lines as if they have no actual meaning to her but were rather lines to be memorized. Several times she becomes so involved with the rhythm and rhyme of the lines that the audience became uncomfortably aware of her lack of effective expressions or pauses. And, in perhaps the most femininely vicious jealousy scene with Arisone, Miss Pickles does not meet the performance of Betty Miller's Arisone. She seems neither as cunning nor as feminine as her role demands. One would hope that this was an off night for her.

The play also lacks slightly in the technical areas, but these areas are greatly a matter of personal preference. The scenery by James Tilton and the costumes by Nancy Potts are all done in shades of oranges, pale pinks, browns and tans, and blacks. The lack of bright or rich colors seems to neither add nor detract from the production. One is only aware of that lack of color. However, although the design of the costumes and scenery certainly portrayed the 17th century French period of Moliere's play, it could not be realistic because of the obvious conformity of colors.

But this is not a history play. It is the performance of the actors that is the most important and outstanding part of the play. Were the directors to have put them in different clothes or with different scenery, the play would have remained almost the same for almost all the roles are strongly portrayed. Patricia

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L. to R. Brian Bedford, Richard Easton, Christine Pickles in a scene from Moliere's "The Misanthrope". APA-Phoenix presents the APA Repertory Company at the Lyceum Theatre in New York City.

Connolly as Eliante, the only truthful person, is quietly, modestly noble. And Sydney Walker as Philinte, with his philosophical answers, plays his role so fully that one is able to appreciate the friendship he offers Alceste, although it is not offered on conditions of complete honesty.

The APA Repertory Company production of "The Misanthrope" is more than worthwhile. It is entertaining and meaningful. Part of this is because it is a Moliere play. "The Misanthrope," if merely read, is an excellent critique of society and a complex character sketch. But the

APA players add to this. One wonders as the play nears its end if perhaps there isn't a little misanthrope in all of us, if each of us hasn't been as disillusioned as Alceste when he says (Act Five Scene One) "This age is vile, and I've made up my mind/To have no further commerce with mankind...." "The Misanthrope" is the kind of play you want to see a second time.

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Seniors Schaeffer, Lovejoy nominated for fellowships

Mrs. Rita K. Schaeffer and Jennifer Lovejoy, both Seniors, have been nominated for Danforth Fellowships.

They were selected by the Committee on Graduate Placement and Fellowships. The Danforth Foundation will select the national winners later this year from among the names submitted by colleges and Universities across the country.

The awards are for the academic year or calendar year and may be renewed for four years. The award to a single person is \$1800 per year, or \$2200 for a married person.

Two Drew students last year won honorable mention -- Gary Cyphers and Pat Doyle, both zoology majors.

Seniors are interviewed by three or more of a group of forty

Drew-eds seek some helpers

Drew-eds are actively recruiting help. Social Chairman Elaine Peele has announced.

Volunteers are sought to help permanently or temporarily, starting with the Sadie Hawkins dance November 16.

All girls are eligible to join, or to help.

faculty members. These interviews give to seniors experience in the vigorous questioning characteristic of national selection committees and aid them to clarify their academic goals.

Several students have already

been interviewed for Fulbright grants. The Committee on Graduate Placement and Fellowships publicizes such national awards as Danforth, Woodrow Wilson, Rhodes, Fulbright-Hays, Marshall, and Rockefeller Brokers.

Players protest suspension, Stonesifer sends explanation

The suspension of a player by the College Judicial Board has caused a protest from Curtin Line Players.

Peter Hoffman, who had been scheduled to play Beralde in the play, "Imaginary Invalid," which opens tonight, was sentenced to four week's suspension from EC activities by the Judicial Board for violating Open House regulations.

The Players sent a letter of protest to Dean Richard Stonesifer, asking that Hoffman be allowed to begin his sentence following the final production of the play November 16.

The letter emphasized that "we do not in any sense condone violation of school policy." However, its 34 signers stated that they felt the suspension was punishing the other mem-

bers of the cast as well.

Since Hoffman's substitute, Jim Hunt, "will have to read the lines....this will be detrimental to the total production."

Dean Stonesifer replied that "I cannot believe the production will be ruined. Some imagination, coupled with some sweat, may be involved indeed. But I think the point involved is worth making."

In a prepared statement, Stonesifer also said that "a student who enters into an extracurricular activity which involves him with others...owes it to his fellow students to conduct himself....as not to imperil the operation by his being withdrawn from it."

"One does not solve the problem by playing fast and loose with the just punishment which that Board imposed."

"As Dean of the College, I am totally unwilling to undercut the authority of the Judicial Board."

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If you want an enjoyable evening, "Lil' Abner," the current Paper Mill Playhouse production is what you are looking for. The play, showing at the Mill-burn theater from now until November 17, is an enjoyable and comical musical version of the Dogpatch country life of Al Capp's characters.

Mayall, Blues good

(Continued from page 7)

bass player and drummer stayed in their assigned subordinate roles and contributed a solid and heavy background.

Mayall's encore performance was particularly fine. It consisted of a long harmonic solo, during which he demonstrated his control over the instrument by playing two virtually simultaneously. His frantic series of intricate riffs which sounded like Sonny Terry gone psychedelic. The final act of the evening was performed by another English group, the Moody Blues. Their music is distinct and im-

possible to classify or pigeon-hole. Their two Deram albums--"Days of Future Passed" and "In Search of the Lost Chord" combine the more subtle nuances of today's rock.

Their performance was characterized by excellent singing and impeccable instrumentation. The use of a mellotron some very strange effects, which, at times, fooled the listener into supposing that a large number of violins and cellos were playing somewhere off-stage.

Each of the group's four vocalists was superb. It is unlikely that any other rock group today possesses such a variety of fine singers. Couples with this, their music was virtually flawless and exuded professionalism. Without trying to seem purposely vague, the effect of Moody Blues on stage was nothing short of beautiful.

LaSalle tramples soccermen; opponent roughness is costly

Before a large Parent's Day crowd Drew dropped its third consecutive game, 5-1, to LaSalle (2-5). The game, played last Saturday on Young Field, lowered the Rangers' league re-

cord to 1-3-1 and overall standing to 3-4-1.

Opposing fouls have been a major handicap to Drew in the last four games. In total, the opposition has committed some 50

fouls; LaSalle had fifteen. The trippings, blockings, and pushings have hurt both the charging offense and the hustling defense.

LaSalle scored three of its five goals in the first quarter. With just 55 seconds gone, forward Tom Muskie scored on a shot from the left of the net. Jerry Lobb followed at 8:30 with another score from the left and Bob Novakowski sealed the quarter with a score at 18:00.

In the second quarter LaSalle tallied its fourth goal. Fernando Mendes booted in the goal from in front of the net.

Following a scoreless third quarter, at 15:00 in the final period, LaSalle boosted its lead to 5-0. With eight minutes remaining in the game, Doug Trott booted in Drew's only score on an unassisted play.

DREW

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RH Parke	Dayton
CH Dillon	Vandervoort
LH Jones	Eidelsen
OR Johnson	Johnson
IR Rothwell	Rahter
CF Morris	
IL Trott	
OL Waters	

Baker captures position on Charter Study group

Drew Zoology Professor Dr. E.G. Stanley Baker was elected Tuesday to a Madison town committee which will study the town's 1889-vintage Charter.

Dr. Baker was on a slate of five independent candidates running for positions on the five-member

committee. This mixed-party group was opposed by five regular Republicans.

Dr. Baker placed fourth in the voting, with over 2000 tallies.

The Commission was established Tuesday in the balloting. The vote was 3998 to 1540.

The Charter has been under some question in recent years. The Commission will study it and, if deemed necessary, make recommendations to change it.

Originally it had been planned to offer five candidates from all parties—two Democrats, two Republicans, and one Independent—for the Commission. However, according to Dr. Baker, "They couldn't agree on any five; and besides that, the result of that situation would have been that the Independent would have done all the work, because the others would have cancelled each other out."

Frosh select officers today

Freshmen voted today on their class officers. The final field of candidates was selected in primaries Monday. Nearly 250 votes were cast for more than 25 candidates.

Competing for President were John Cadwell, who had 53 votes Monday, and Bruce Stewart, with 81.

Senatorial candidates, of whom two will be elected, were Christel Bunge with 57 votes, Randy Graves with 61, Dave Green with 68, and Barry Gottlieb with 51.

Harriers split close pair; Thompson leads to 5-2

Bouncing back from a narrow defeat by Montclair, 25-30, Drew's cross country team whipped Upsala last Saturday, 17-38. The harriers' overall record is now 5-2.

Only three Ranger runners participated in the Montclair away meet last Wednesday. Montclair's Dale Evans finished first with a time of 25:43; Drew's Rich Thompson was second at 26:57; George Morton, third at 27:37; and John Breuer, sixth at 29:26.

In the Upsala home meet the runners grabbed first, second, third, fourth and seventh. Thompson registered his fifth

first place finish of the season with a time of 28:50. Morton was second with 30:49; Breuer, third (31:43); Ray Lesso, fourth (32:26); and Kevin Post, seventh (34:10).

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Male teachers sought

Dr. James Mills, Director of the Counseling Center, has announced that application forms for the Andover Teaching Fellowship Program are now available at the Counseling Center in Sycamore Cottage.

The Andover Teaching Fellowship Program prepares able college graduates for a career in teaching, particularly at the secondary level. It gives a comprehensive training not only in classroom teaching, under the supervision of experienced teachers, but in all aspects of education in a boys' boarding school. Only men are eligible for this program.

The fields open to Teaching

Fellows for 1969-70 are English, ancient and modern languages, mathematics, biology, chemistry, physics, general science, art, music, religion, and social science.

Usually three or four Teaching Fellows are selected each year.

Dr. Mills also announced that the Counseling Center has on file information concerning other fellowships and teaching programs. He urged that interested students contact him at the Counseling Center as soon as possible.

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