

FIRST CLASS MAIL

WHAT
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Drew Acorn

Student Newspaper Of The College

FORGOT

TO ORDER OIL?

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DREW UNIVERSITY, MADISON, NEW JERSEY

December 13, 1968

SENATE ASKS K-K VOTE THURSDAY

Proposal: students raise \$1000,
ECAC would release \$4200

(Story page 3)



God rest ye...

SOUNDS OF CHRISTMAS will be sung by the much-praised Drew Choir this Sunday at 4 and 8 p.m., and Monday at 8 in Great Hall. The Choir gives an annual Christmas concert, this year as part of the All-University Advent Festival. Other events in the Festival, which anyone can join, listed page 2.

Charter goes to Legislature

(Story page 2)

Broader document was sought

The Board of Trustees, at a special meeting last Friday, approved a proposed revision of the Drew Charter "in accordance with the ideas discussed at an open meeting November 24."

The major point of contention in the proposed new Charter, which now goes to the New Jersey legislature for ratification, concerned a clause requested by the Theological School faculty and the University Senate that Drew shall maintain a Theological school, ecumenical in character, related to the founding Methodist Episcopal Church and its successors.

Such a clause was approved in the Charter proposal.

In its hundredth year, Drew is undergoing its first revision of governing documents. Currently operating under a Charter, granted by the state, and a Constitution and bylaws approved internally, the institution is attempting to eliminate the Constitution, broaden the Charter to allow more flexibility in growth, and put most of the operating procedures of the University into the bylaws.

The Charter has been under study by a Trustees Committee on Governing Documents, headed by Charles Parlin, since last February. Parlin has stated the intention of the revision is "to afford the University latitude to move in whatever direction it sees fit fifty or a hundred years from now." Many of the procedures required by the 1868 Charter have been left out of the new Charter proposal, such as faculty and Trustee selection methods.

Now that the Trustees have approved the Charter, it must go to the New Jersey legislature. A Charter is actually a right-to-exist granted by the state. If they pass it, the University is then free to work on its own internal governing documents, which have equivalent legal status.

Requirements for Trustees, procedure for selecting Trustees, and such matters as academic freedom and student's rights and responsibilities will be considered in the bylaws, which the Parlin committee is currently working on.

Parlin has stated there will be an open hearing on the bylaws sometime before the next Trustees' meeting February 28.

Spirit of Christmas invades

The University's second annual Advent Festival continues this weekend and on to next Friday. Among the features are a choir concert and a tree-decorating ceremony, as well as Mystery Plays in Seminary Hall.

Tonight there will be a Procession beginning at 6 at the UC, which will end, again, in lighting the Menorah. There will be a Dinner and Wassail Party at Hayes House, featuring food and caroling, at 6:30. A donation of \$1 per person will be collected, and reservations should be made at Hayes House. At 7 and 9 in the U.C. there will be showings of the film "Roman Holiday."

Tomorrow night there will be a Christmas dance in UC107, sponsored by the Drew-Eds. It will run from 9 to 1, and those attending are urged to bring a wrapped gift for a child, marked by age and gender.

Sunday there will be Mass at 9:30 in the Chapel, a coffee house from 10 to 11, and Celebration at 11. The College Choir will give its annual Christmas concert in Great Hall at 4 and 8. Tickets are available free of charge at the University Center desk.

A recorded concert will be played Monday in the Chapel, at 3. Beginning at 6:15 the Procession to light the Menorah will begin, again at the U.C.

Also Monday night, the Hanukkah-Christmas bush will be free-form decorated immediately following the Procession. All are invited to bring anything they wish to decorate the bush.

The College Choir will give another concert at 8 Monday.

Tuesday night the Menorah will be lit at 7, and the Procession will begin then at the U.C. During the Procession Mystery Plays will be begun. They will conclude at Seminary Hall.

Wednesday there will be another recorded concert in the Chapel at 3. The Menorah lighting and Procession will begin at 6:15. Following that there will be a folk dancing and wassail party in UC room 107 from 8 to 12. It will feature Jewish, English, and American folk dance.

Thursday night the procession and lighting will begin at 6:15 again, and a Celebration in the Chapel will follow at 7. A Seminary-sponsored Christmas Ball will go from 9 to 1 in Great Hall.

Drew profs defend the UN

by K. Ellen Stringer

Two Drew professors defended the United Nations as an instrument of world peace against two local residents who argued the world organization is a Communist tool in a panel discussion held Wednesday, December 4, in Great Hall.

Dr. Neal Malicky and Dr. Robert Rodes, assistant professors of political science at Drew, debated with Reverend John T. Horner, minister of the Westminster Presbyterian Church in Dover, and Mr. Harry Snellbaker, a businessman from Upper Montclair. The event was sponsored by IRA.

In his allotted eight minutes of opening remarks, Mr. Snellbaker called the United Nations a "tower of Babel" and claimed that it was a complete failure. He cited the communist domination of Hungary, Cuba, Tibet and Poland as examples of the U.N.'s ineffectiveness.

"I must say, I haven't heard more misinformation and distortion as in the last ten minutes," said Dr. Malicky in his opening remarks, and added that Mr. Snellbaker's quotes were out of context. He explained that the United Nations was not a world government, as Mr. Snellbaker had implied at one point, and that no country sacrifice its sovereignty by becoming a member of it. He said that the U.N. could not be blamed for failure to prevent the spread of Communism to the countries mentioned because some of them, such as Poland became Communist before the U.N. was formed (1946) while in others, such as Cuba, the Communist government was the result of an internal revolution giving the U.N. no right to intervene. He also cited the work of the United Nations Peacekeeping Forces as evidence of the U.N.'s effectiveness.

In his speech Mr. Horner emphasized the role of the Soviet Union in the creation and domination of the United Nations. Interspersing his comments with quotes from Lenin, Khrushchev, and the COMMUNIST MANIFESTO, he claimed that the U.S.S.R. had had a significantly greater role in writing the charter of the United Nations than the United States had.

He went on to say that the Soviet Union now dominated the United Nations. To exemplify this he claimed that the Russians had three votes in the General Assembly to the United States one and that they had used the veto power in the Security Council 101 times. Fifty of these vetoes had prevented "pro-Western" nations from joining the organization.

"We established the United Nations," he said, "with the hope of never allowing the Nazis to rise again, and now we allow people who make the Nazis look like Sunday school teachers to help us."

"As a member of the United Nations," he concluded, "we are all hypocrites."

In his eight minute introduction Dr. Rodes, an authority on the Soviet Union, explained the attitudes of Moscow, its patterns of behavior in the U.N. and the advantages and disadvantages of the organization for the Soviet Union.

He claimed that at the end of World War II Russians really wanted a security organization to prevent another Germany or Japan, but that "they reluctantly went along with the United States to give the United Nations broader functions." Russians had become active in the U.N.'s agency

only since Stalin's death in 1953, but since then they have "attempted to influence new members."

A four minute rejoinder period and a question and answer session followed the introduction. In answer to a question Dr. Malicky claimed that the veto was symbolic of the difference that exist between the Soviet Union and the United States.

The United States has the same veto power as the Soviet Union, but has never chosen to use it. Dr. Malicky also explained that all of the fifty countries whose entrance the Soviet Union had opposed had eventually been admitted to the U.N.

In conclusion to the debate each member presented a four minute summation of his views. Mr. Snellbaker described the organization as a "false idol," saying that it should be "de-politicized" by abolishing the "one nation one vote" system. He suggested that if the U.N. was to be beneficial to the United States it should be reorganized into a "federation of like nuclear nations."

"We are too bogged down in the good of the U.N. said Mr. Horner in his summary remarks, "we must not forget to consider the principles." He added, "The U.N. structure is such that we cannot attack the criminal because he is able to keep himself from being attacked." In concluding he said, "We can never hope to achieve justice when we support injustice."

In their closing remarks both

Drew professors agreed that the U.N. was operating successfully under its present organization. Dr. Rodes affirmed that the United Nations had not abetted the cause of Communism and pointed out that the Soviet Union had found it necessary to modify its position to obtain influence in the organization.

Dr. Malicky pointed out that the United States had more influence in the U.N. than the Soviet Union had. While this country has numerous allies, the Soviet Union has "ten friends" in the organization. In closing he claimed that since its founding, the United Nations has had the support of every American president and eighty percent of the American public as an instrument of law and order.

W E R D schedule						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURS	FRIDAY	SAT
5	Mystery show	Joe James	Art Brown	Sue Fielding & Paula Sapia	Dale O'Brien	8:30 a.m. Steve Murray
7	Bruce Eskesen	George Anthony	Maggie Kohler	Student Committee on Racial Awareness	Jeff Toder	Jeff King noon
9:30	Rich Collins	NEWS	NEWS	NEWS	NEWS	Rich Collins 9
10	Ken Karl	Ken Porter	John Petzel	Dave Solomon	Rich Collins	1 a.m.
12	National news on the hour; local and campus news on the half hour.					

Senate acts on 'last chance;' also asks new athletic director

The Student Senate voted Wednesday night to hold a referendum on releasing scholarship fund money currently being held in escrow by ECAC. The vote will be 10 to 630 Thursday in the U.C.

ECAC has been holding approximately \$4200, or 6% of the committee's percentage of each student's activity fee, since the beginning of the year.

Last spring a petition signed by close to 90% of the student body requested this withholding. ECAC stated it would release the money for use in the proposed King-Kennedy Scholarship Fund when and if the student body approved such a use in referendum.

The referendum to be voted next Thursday states that the \$4200 should be released if the students can raise an additional \$1000 by other means during the second semester.

There will be an open student body meeting on the proposal Sunday night. It will begin at 6 p.m. in room 107, U.C.

The Senate set up a committee to investigate the scholarship. Tom Hughes was appointed chairman.

The decision to hold the referendum followed much heated discussion concerning the sources of funds and the perpetuity of such a scholarship.

The first Senate proposal was that the money be released if the student body could raise \$2000. This proposal was voted down, 9-5, with speaker Ted Greenberg casting a tie-breaking ballot.

Among points noted were that the persons who had been working on the scholarship earlier--notably Attorney General Bob Burns--were not present. Senator Dennis Ingolia charged "a lack of responsibility."

Tom Hughes said he didn't feel that financing the scholarship through ECAC money would constitute any student sacrifice. Senator Gary Zwetckhenbaum and President Ken Gates disagreed, saying that they felt that since students would be using the money otherwise, it was indeed "a case of students making do with less."

Zwetckhenbaum added that "it is the scholarship itself that is important, not how we finance it."

Hughes agreed, but said that if this were the case, then students should not "pretend they are doing something on their own."

If the referendum is voted down, according to Hughes and Gates, the \$4200 will go into ECAC again, where it will become a reserve fund for campus organizations.

In past years ECAC has maintained a reserve to meet added or unexpected expenses of student organizations. This year, due to the scholarship money, it has no reserve.

In other action Wednesday night the Senate endorsed a statement of the Women's Athletic Association calling for the removal of Athletic Director George Davis from his current position. The statement read in part that "Mr. Davis has shown he cannot perform adequately in his present capacity."

Last year the Senate also asked for Mr. Davis' replacement in the position, following an extensive report from its Athletic Committee on problems during the year.

Zwetckhenbaum stated that his

Discipline Committee is now working on curfew revision, and at a Faculty-Student educational policy meeting.

HYERA asks course in black history

A group of Negro students calling themselves HYERA have organized to petition faculty and students in order to institute a "Black American history" course for Drew.

By distributing petitions around the campus early in the week, HYERA sought to attain enough signatures to show significant support and demand for such a course. Wednesday the petitions were presented to Dean Richard Stonesifer.

"For three hundred years black people have been enslaved and will continue to be enslaved," stated one HYERA member "until people know black culture and history." Emphasizing that the course should ideally include both the culture and the political history of the Negro, HYERA members explained that "the scope of the American black history" is too broad and has been too long ignored "to be pigeon-holed into existing courses."

HYERA members hope to have Black history taught in both the sociology and history departments. They eventually would like to see music and literature courses added as well.

Thursday Dean Stonesifer reported the results of the petitions to the faculty Educational Policy and Planning Committee. The next move that HYERA will take will be to present their plan to the student Educational Policy Committee.

According to Dean Stonesifer, the earliest any such course could be added would be Fall of 1969. "There would have to be an addition to the staff," in order to teach such a course.

The Student as Nigger

There can be no escape, either

(The Acorn here reprints, as the 2nd 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.

by Jerry Farber

What school amounts to, then, for white and black kind alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others--including most of the "good students"--have been more deeply brainwashed. They swallow it all with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because "Mr. Charlie treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State LA are expert con

artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

INWARD ANGER

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers, it's time to find out why, and to do this we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more

than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "meaningful dialogue" and "professional dignity."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested at sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns.

FORCES A SPLIT

I'm not sure why teachers are so chicken. It could be that academic training itself forces a split between thought and action. It might also be that the tenuous security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protective environ-

ment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may have it on you; but in the classroom, by God, students do what you say--or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim--any time you choose--you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom party-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MIA footnotes, and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear--fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values, and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white swans' plith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with crudition and heavy irony. And, worst of all, you make your own attainments seem not accessible, but awesomely remote. You conceal your massive ignorance--and parade a slender learning.

Confidence lacking

The proposal on releasing the ECAC-held \$4200 to the King-Kennedy Scholarship Fund finally comes to student vote Thursday. But although the desirability of such a Scholarship, which would benefit underprivileged students, is beyond question, the methods by which Drew students have worked throw serious doubts over the whole proposal.

If the referendum passes, it will be approving money for a group (the Scholarship committee) that for all practical purposes has only existed since last Wednesday, and has not even met yet. (In fact, the money would not even go to that committee, it wouldn't definitely go anywhere.) Robert Burns, who was in name the chief "force" behind the Scholarship before Wednesday, has done little specific planning on it. His original idea, as presented to the Senate in September, was that ECAC money not be used, and that benefit concerts raise all funds. When this was found to be totally unworkable, Burns (with some justification) refused to work on a proposal that might never happen. So no one worked on it, and through the whole semester no one in authority has even sought a referendum to get the ECAC-held money. Then last Wednesday President Ken Gates announced, "This is your last chance." So the Senate set up a committee and voted a rush referendum. It all conveyed an uncomfortable sense of someone suddenly jerking into gear, without knowing how to drive, and with no plans except to go, or how the fund would be perpetuated. "It will be easy once we've started," one Senator asserts. Perhaps this is true in some ways—but getting that much money is never easy, and, a crucial flaw, there is no structure for doing so.

Gary Zwetckebaum's point that the scholarship is the thing is well taken. But the idea motivating it was "student concern." Sacrifice is not taking money from the ECAC reserve, which doesn't even remotely concern 99% of the student body. Sacrifice is working four hours, or giving up a meal once a month, or going without whitewalls on the new Corvette. Taking from campus organizations (ECAC) is not the answer, just as asking the already overworked Social Chairman to run extra concerts was not the answer. These could at best only be beginnings, and with no assured follow-ups they are not even that.

If Drew students want to honestly sacrifice from their pockets to help "inner-city" students, they should vote against taking the \$4200 from ECAC next Thursday and immediately seek, perhaps through Tom Hughes' committee, ways to actually raise the money. If they choose to take ECAC money, they should demand a precise, WORKABLE blueprint on every aspect of this scholarship. Raising \$1000 once is simple enough. Raising several thousand annually is something else. To take the money now is to give \$4200 to something which currently exists only as an ideal, and which has neither present program nor future promise of continuity.

The King-Kennedy Scholarship is a major step of commitment, both present and future. It will require large sums of money and until something concrete insures that the money will continue to come, approving easy-money from ECAC is meaningless.

Important area

As Acorn columnist Dennis Ingoglia points out elsewhere in this issue, there is this one basic problem with black history—no one knows it. Even worse, though, few know OF it. The group currently spearheading a drive for a black history course at Drew, HYERA ("Brotherhood"), handed out a "quiz" Monday listing ten distinguished black persons. The fact that almost everyone taking the "quiz" would have flunked isn't that crucial; given ten equivalent names of white men, most persons still would have failed. But the existence of such black men is virtually unknown. If one ever had occasion to contemplate the man who laid out Washington, D.C., or who discovered blood plasma, he would assume that, in the absence of color, the man was white. The black is anonymous in history; how many students could write a 200-word paper on Africa before 1960? Long, scholarly books on American music in the Twentieth Century usually ignore jazz and blues totally; the average American's education in black culture consists of learning a dozen spirituals in fourth grade. And it is not only in recent times that blacks have influenced politics, or written books. Twofold education is needed: first to establish that there is a black culture and a black history, and second, to probe that history as American political history, or ancient Chinese history, or European intellectual history is now probed.

The problem is that a course titled "black" anything is by definition emphasizing skin color first, by establishing it as a prerequisite. In areas of medicine, literature, etc., the ideal is to have blacks integrated into the course proportional to their stature. (At first, though, there is justification for courses on blacks alone, if

the
soaring
60's

by Dennis Ingoglia

Integrate Mayberry

Who is the black man in America? Notice -- not "what is," but "who is?" We already know what he is -- an equal citizen deserving of equal opportunity and equal justice under law. The important question is who is he?

Is he a smiling railway porter serving mounds of Uncle Ben's Converted Rice, or a jovial mammy who whips up tasty pancakes for you faster than you can say "bandana!" Does he dance on table tops, spit out watermelon seeds and constantly lose silly tree-top fights to lily white Tarzan? Does he show up late to work (if he shows up at all), wear flashy clothes and roll his eyes? In short, is he real -- actually flesh and blood -- or just a cardboard construction designed to amuse, mystify, and often horrify whitey?

Well, he's real. Yes, let the terrible truth come out. Black people are real! They are human. They eat, sleep, and go to the bathroom just like white folks. They really do. Now that we've settled the "what" question we can move on to the tough one.

Who is the black man? He's a

lot of things. Some good and some bad. He's doctors, streetcleaners, politicians, convicts, educators, suburbanites, and zookeepers. He's got a brilliant history no less nor no more brilliant than anyone else's. In fact he has only one problem -- he doesn't know it.

His children play with blond, blue eyed white dolls, and white G.I. Joes. As Godfrey Cambridge observed "skin-colored hand- aids were not made with me in mind." He reads history books which mention the black man as slaves then forget about him until he's resurrected to give kids an easy answer to "what caused the Civil War." Dick and Jane are cute little arians whose school district must be in Capetown since blacks are as scarce as ham sandwiches at a Bar Mitzvah. Meanwhile television offers us the saga of Mayberry, a quaint little town in North Carolina which is so sorely lacking in "nigras" (pop. 0) that the local Ku Klux Klan had to disband from lack of business.

How does he feel about all this? Well, he doesn't like it -- not one bit. Would you? He thinks it's

about time for some changes to be made. Don't you? It's time to bus some blacks into Mayberry and have our history books remember people like Harriet Tubman and Frederick Douglass. It won't hurt -- the truth never does.

All of us could use a little education. It's about time that we stop thinking of the history of Africa in terms of one long Johnny Weismuller movie. The south was not all "Go Down Moses" and "Gone With the Wind." And contrary to popular opinion blacks do live in Mayberry, N.C.

It's time to stop ignoring, overlooking and retuning our history. We are what we are, all of us, and to deny it is wrong. It's time for all of us to wake up. It's time for us to end this war where the uniforms count more than the soldiers.

The DREW ACORN is the student newspaper of the College of Liberal Arts of Drew University. Opinions expressed herein are not intended to represent the University.

Letters To The Editor

Policy

To the Editor:

While browsing through the New York Times two Sundays ago, I came upon an item that should be considered under the heading "election reform." We are still aware of the obvious dangers that this nation might have faced because of the Electoral College system and ample newspaper and public opinion have generated some remedial action. However, another facet of this campaign, one with very serious and sinis-

ter implications, is the matter of campaign finances and expenditures.

We are all aware that the money expended to elect Richard Nixon set an all-time record, and ran to at least six million dollars more than comparable expenditures for the Democrats. However, nobody is sure just how much the Republicans spent to elect their standard-bearer because the Republican fund-raising committees (20 in all) all failed to make reports of their collections and expenditures to the appropriate government a-

gency. These reports are required by law under the Corrupt Practices Act of 1925.

Mr. Nixon made quite a point of promising to appoint a new Attorney General. That Attorney General will be in the interesting position of having to decide whether to prosecute President Nixon for violation of the Corrupt Practices Act.

The implications of this gross violation are clear. Not only will it undermine the confidence that the citizens of this nation and the rest of the world have in their President, but also it makes a hollow mockery of the campaign slogan "Law and Order." It would be a fine state of affairs if the candidate of Law and Order broke the law so that we might be subject to his order. We urge members of the Congress to investigate the campaign expenditures and practices of all major candidates with the aim of reforming the manner in which Presidential campaigns are financed and run. David Richlin '70

Identify self

The Acorn does not print letters of uncertain origin. We are glad to withhold names on request, but if the author does not identify himself in some way we cannot print his material. If anyone who has recently sent the Acorn anonymous letters would let us know who he or she is, we would be most happy to print the missive.

Notes from the Urgrund

Chaplain James Boyd Advent one

I
Chrysalis
of indeterminate
form.
what do you hold
for a wonder
already dead?

I feel I am nothing
but a torn,
insensate
head.

Promise
seemed to come
not long ago
when I took
another Mary's hand
and followed where she led.

Now she is too weak
to lead this torn,
insensate
head.

Since
that earlier time
I've been lifted high
above the earth;
I have been torn
from infantile cords.

Beyond the wonder
of a high
there was a promise
of a trip
to paradise
even to Mars.

I have heard
the depths of silence,
I have felt
the shattering glare
of light.
I have seen words
imaged clearer
than their spelling
or their sounds.

I have tasted
the rainbow
and have gathered
the stars.

Nothing
left untouched
except the experience
unexcelled
perhaps the next time,
or the next,
I will move towards....?

II
Speak not,
chrysalis,
of wonder
nor of promise
your place
is earth,
mine, the sky;
your wandering
has an end,
mine, not to die.

Torn
from the ground
I vainly search
an abyss.

Yet,
even
this searching
is bliss;
for what I have
no one
has given me.
this is mine,
a single
personal tie.

Through
it all
there is expectancy,
an imminent task.

The sky
is no limit
and I will win;
now
the perfect
is not far away
and I will arrive
there
by the way
I must tread.

Something
urgent
compels me
to ask:

Am I,
after all,
nothing
but a torn,
insensate
head?

THE LEFT SIDE

Peter Hoffman

Now as the Fall semester draws to its ignominious conclusion, the Drew scholar turns to contemplate his latest adventure in excellence with no small degree of cynicism. The first objects brought to his attention are the ever-present grades he has received and will receive in the various courses he has chosen to follow. Grades are the first object of consideration for one very obvious reason - grades supposedly are the measure of one's achievement in the scholastic arena. The reflective student will, however, recog-

nize quickly that - far from measuring one's academic achievement - grades often

serve as a subversive instrument of intellectual indoctrination. That is, grades too often are a measure not of achievement but of adaptability to the thinking and working patterns desired by the instructor. It seems that instructors

at times labor under the erroneous opinion that students are not capable of learning but rather have to be taught. The result of this disgusting opinion is a disgusting grading system which rewards those who obediently follow the instructor and punishes those who have the outrageous audacity to be their own person. Thus from this grading system comes horribly incongruous conclusions. The sharp, strong mind revolting against this intellectual leash (revolting for no other reason than that they want to do things their own way) find themselves with poor marks and the terribly dull oaf with sense enough only to copy what the instructor drones at him receives A's. Thus many vibrant, constructive minds are turned away from intellectual pursuits because of their own love of freedom, a love that can be channeled and must not be punished. This process of grading is dangerous beyond words. Education or the distortion of it found here at times is throwing out of the system the only minds that can truly build it - it and with it the nation. Leslie Fiedler says, "The good-goods - they are vast, inept, and insignificant." It is time our instructors realized that grades are a measure of personal assimilation and digestion and not of regurgitation or a bowel movement.

The most flagrant example of this disgusting

grading system is the purely subjective grade. Here the instructor has a built in excuse before he grades a single paper. It is very difficult for the student to criticize an essay grade - the whole process is too nebulous to really pin down. The student is getting screwed yet there is nothing he can do about it. The obvious demonstration of this process of "screw the student" is the Western Literature test. A question on the last test asked the student to describe the relation of HULBRIS to the three Greek tragedies that were to be read. First of all, books have been written on the subject so you know you can't cover everything. Obviously in this instance the instructor wants you to tell him what he wants. Now if you don't tell him what he wants he can argue that you left out a few points or your answer wasn't relevant. (The only reason it wasn't relevant was because it wasn't relevant to his answer.) Thus in the highly subjective area of the critical essay, originality and perception are punished and regurgitation is applauded. The second tried and true method of screwing the student is grading on attendance record. If a class is so boring that no one wishes to attend it, will it be profitable or even desirable - to force the student to attend? I have heard that Mr. Starnes of the economics department has told the students in his Government and Economic Life Seminar that any further cuts will result in a lowering of the grade. Mr. Starnes obviously takes it a personal affront to cut his class because it is evident that attendance is in no way a measure of the assimilation and digestion of the material in the course. Attendance may be helpful in the process of learning but it certainly is no measure of learning. There are innumerable other methods of screwing the student which I have neither the time nor the desire to describe, though they are as disgusting as these. The point is that the instructor's seem to take these grades as some sort of big joke which is meaningless in the long run. Well, then they can tell that to the grad schools and the employment offices. Maybe then they will understand what they are doing to the student.

In the end, the student has no hope except that his instructors are broad-minded, mature men who are capable of judging with discretion and fairness. I think it can be safely said that here at Drew these men are in the majority, but still no student is protected until everyone of those narrow-minded buffoons who seek to destroy our creativity are rooted out and dismissed.



jeiffer

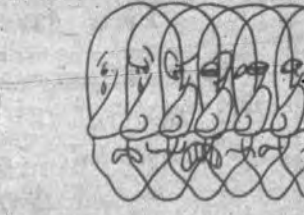
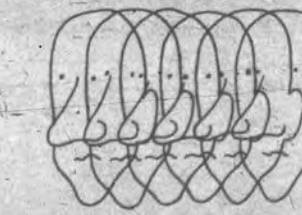
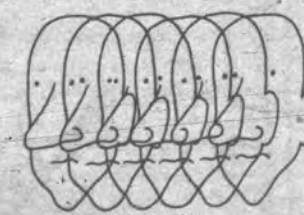
THERE ARE
SIX DIFFER-
ENT MES.

AND FIVE OF
THEM ARE
ALWAYS
HOLDING A
CONFERENCE.

SHOUTING
SO THAT I
CAN NEVER
GET ANY
REST.

UNTIL ABOUT THREE
IN THE MORNING
WHEN I GET SO FED
UP I BANG UPSTAIRS
AND YELL "QUIET DOWN
OR I'LL CALL THE POLICE!"

AND WOW! THE REACTION I GET! THE FIRST ME
CRIES AND PROMISES TO BE GOOD. THE SECOND
ME SMILES MEANLY AND SAYS I DON'T HAVE THE
GUTS. THE THIRD ME TRIES TO KICK MY HEAD IN.
THE FOURTH ME WARNS ME HE HAS IMPORTANT
FRIENDS WHO'LL STRIKE ME DEAD. AND THE FIFTH
ME PLEADS INNOCENT AND INFORMS
ON THE OTHER
FOUR.



FINALLY TO SHUT THEM UP I START DRINKING.
ONE DRINK AND THE CRY BABY ME GOES TO
SLEEP TWO DRINKS AND THE STOOID PIGEON ME
GOES TO SLEEP THREE DRINKS AND THE MEAN ME
GOES TO SLEEP FOUR DRINKS AND THE VIOLENT
ME GOES TO SLEEP FIVE DRINKS AND THE ME WITH
IMPORTANT FRIENDS GOES TO SLEEP.

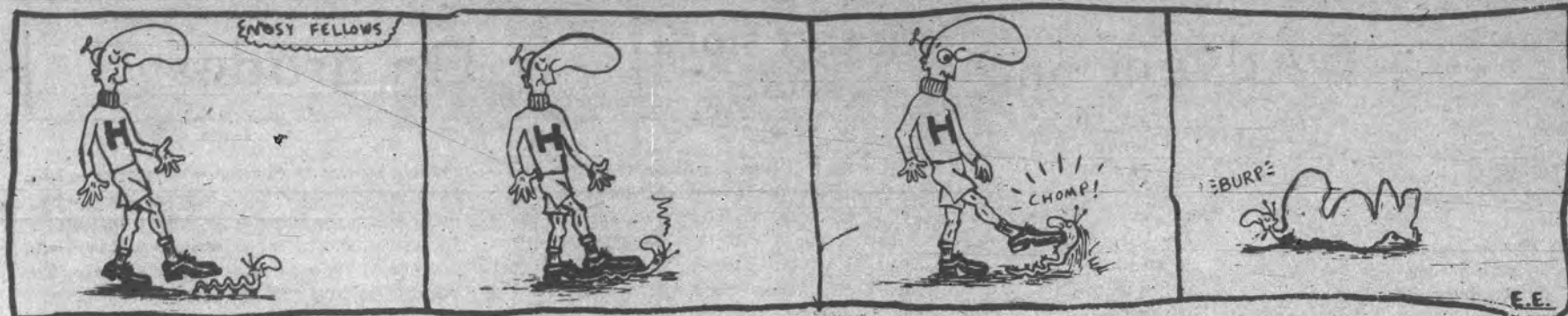
LEAVING ONLY
THE REAL ME.

STILL UNABLE
TO SLEEP

SOMEBODY HAS TO
STAND GUARD



ONE SUB DATE 12-8



Letters To The Editor: UNICEF, Ed-Policy, Acorn

Blatant error

To the Editor:
On page 7 of the December 6 issue of the ACORN, you printed an article concerning the last of the science hall dedication lectures featuring Dr. Max Tishler, president of research for Merck, Sharp, and Dohme.

The content of the article was a fair resume' of the lecture, except for one tragic flaw: the ACORN misspelled Dr. Tishler's name a total of six times (the correct spelling is Tishler, NOT Tishler).

Such blatant errors as this continue to make our school newspaper a second-rate publication.

Alan Griswold

About time

To the Editor:

I have just received my October 25 Acorn, and in reading over the latest issues such as politics, slums, Vietnam, and open house, I was delighted to read about the protest against UNICEF. I have been strongly against this organization for years. I must compliment the author on his well-written article. (I can't understand why he chose to remain anonymous.) I was very impressed with the abundance of relevant examples, such as Mickey Mouse cartoons, Saga Food, and the British East India Company. But the eloquent argument against this "expression of tangible aid" -- prolonging the life of a doomed girl by a mere twenty years -- reveals a great insight into the problem and emphasizes the absurdity of the program. I am glad Drew students are growing up, and I am anxiously awaiting the results of this long-needed campaign to drive out UNICEF from our university.

I hope I am not too late to wish everybody a Drew very enjoyable and meaningful Christmas season.

Greg Foster
(Editor's note: Mr. Foster is a Drew Junior currently taking his Junior Year in Spain.)

Ed-reform

To the Editor:

Last week the ACORN reported that the Educational Policy Committee is considering the adoption of a new plan for course evaluation. I wrote a letter to the Committee outlining a program I believe would be helpful in evaluating courses and allowing students to take more responsibility for their own education. This letter is written not so much to insure the adoption of my own program, but to stimulate discussion leading to a more relevant, integrated, and meaningful education at Drew.

I believe it would be helpful for students and instructors to meet voluntarily during Reading Week to discuss the course and its role in the student's education. The discussion might also include teaching methods providing the comments are made in the form of constructive criticism in no way reflecting on the instructor's competence to teach. On the other hand, professors should feel free to constructively criticize students' learning methods.

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The purpose of this program is to help bridge the gap between the student and the educational system. I believe many of us saw at least some truth in the segment of "The Student as Nigger" appearing in the ACORN on November 8, a segment illustrating the estrangement between the student and the educational institution. Students clearly need a more meaningful role in their own education if four years of college are to be more than, as one student put it, "a ticket to white middle class society."

I feel this program of meeting during Reading Week would help bridge the gap between the Drew student and his college, thus preparing for a college community in which the administration, faculty, and student body could interact to produce a distinctive educational experience. For only through direct contact with the student body can an instructor learn what concerns Drew students today. Only through direct contact with his instructors can a student learn the purpose of his instructor's methods. Thus, the students and the instructors would seek to form a partnership in order to advance knowledge and make it relevant to the student.

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Traci seeks Engl comment

In a structured note that reflects his credentials for doing so, I cordially invite any faculty, staff, or student to send on to me his observations concerning the new one semester freshman English program and his suggestions for possible improvements. If possible, I should like to have these suggestions by Reading Week, when the freshman English staff will meet to consider them. Thank you.

Dr. Philip Traci
Director of Freshman English
second semester

It would be naive to believe that this proposal would eliminate student - faculty frustrations overnight. The causes of alienation are far too deep, far too complex to be solved in a few hourly meetings. But to help counter this drawback perhaps other proposals, such as the one previously considered by the Educational Policy Committee, could be used in combination with my plan in order to make a stronger, more workable program. It is my belief that we should give all plans serious attention in order to overcome those barriers of alienation and apathy that have remained unchallenged at Drew. For I believe those barriers must be overthrown. I believe they can be overthrown. And I believe that through understanding and cooperation they will be overthrown.

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Ex-priest Gabriel Longo-- felt 'cheated' of life

by Kathy Gettemy

Gabriel Longo, author of "The Spoiled Priest," began his lecture November 17 by telling the audience about his farm in New Jersey. He raises all types of vegetables and feels very strongly about farming and the return to the soil.

Mr. Longo said he identifies with "young people of today," many of whom are leaving the comfortable suburbs and returning to farms, where they can be truly independent.

He spoke of his early years in Seminary and how he so often found himself pretending to be someone other than Gabriel Longo. At the age of fifteen he decided to become a priest. The decision came about largely due to a strong admiration for the priest in his home parish. Most boys in the seminary, said Mr. Longo, were hero-worshippers, with no real desire to enter the priesthood.

In preparing for the priesthood, he continued, one must become a part of Christ, therefore losing one's own identity. Mr. Longo stated that he feels it is impossible to grow up without knowing

yourself and your identity. "It became a vicious circle," he said, because "I had to pretend that I had faith, and I had to have faith that I had faith."

"While I was trying to convince myself that I was Christ and not Gabriel Longo, I became lost in a world of pretending. Mr. Longo then spoke a bit on the education given students today. He feels that much of it is useless for surviving in the world. "For a person to grow, he needs a stockpot from which he can pull things necessary for his growth. Education should be something which can be used now."

Mr. Longo said that he feels an affinity with students, most of whom are searching for something meaningful in life. "I had to leave the priesthood to find meaning in my life."

In speaking of the recent ecumenical movement in the Roman Catholic Church, Mr. Longo emphasized the vital role of the layman. "The three main areas of concern to the modern Catholic layman are celibacy, birth control, and divorce. The Church cannot stop people from thinking once they have started, and Catholic laymen have begun to think."

Many questions were put to Mr. Longo after he finished his talk. When asked if he practices any formal religion, he answered no, but said that in his wife's opinion he is the most religious man she knows. He feels that each person relates to God individually. True religion is disorganized, if it is organized he becomes merely a boy's club.

Regarding his belief in God, Mr. Longo said, "I believe in something more powerful than myself, but I feel that life is too short to worry constantly about the existence of a Supreme being."

Mr. Longo was asked if he objected to the manner in which a man becomes a priest, and the role of the priest. He said that in

his years at seminary he was told by his superiors to pray whenever he protested or objected to anything. He didn't feel that this was the proper response to a person's questions about life.

Mr. Longo said that "the Catholic Church today is the epitome of authoritarianism, with the Pope being the last word on all issues pertaining to the Church. The Church as an institution is one of the finest examples of the changes occurring in the world today."

"Authoritarian versus Rebellion is as prevalent in the Church as it is on college campuses. In Rome the rules are made doubly strict because they expect them to be only half obeyed. In the U.S. the rules are generally obeyed because of the very strong Irish Catholic influence."

Mr. Longo stressed that he is living his life now by trying to be himself and find the identity which he felt he lost while a priest. He feels that it is in the field of education where he has the most bitterness, because here is where he was cheated the most in life.

Delagarza announces three career conference open

Career conferences are "in" this year, Dr. C. Q. Delagarza, Director of the Placement Center, has announced that three additional career conferences have invited Drew students to participate. The Commerce and Industry Association of New York is sponsoring a career conference in New York City on Thursday and Friday January 2 and 3, 1969 at the Americana Hotel from 9:30 a.m. to 4 p.m. It is advised that students who wish to visit with any of the one hundred top business firms to be represented from the entire country pre-register. Registration forms are available at the Placement Center.

The Industrial Relations Association of Bergen County invites Drew students to a "Career-In" which will be held at the Marriott Motor Hotel, at the intersection of Garden State Parkway and Route 80, Saddle Brook, New Jersey on December 26 and 27. Approximately 90 companies will be represented.

The Greater Lawrence Chamber of Commerce, Lawrence, Massachusetts is sponsoring a college recruiting program called "Operation Native Son and Daughter" to be held at the Sheraton Rolling Green Motor Inn, Junction Route 93 and 133, Andover, Massachusetts on Monday, December 30, 1968 from 10 a.m. to 4 p.m. Students who may be from this part of the country are cordially invited to drop in any time during the day. It is stressed that these meetings are extremely beneficial to students seeking positions in that they provide in the quickest possible way "instant interviews" and "instant answers" to many of students' questions relating to individual companies and industries.

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Drew-eds sponsor Christmas dance

A Christmas semi-formal will be held tomorrow night from 9 to 1 in UC 107. It will be sponsored by the Drew-Eds, and invitations have been sent personally by Santa Claus.

Couples attending are urged to bring a wrapped gift for a child. Packages should be marked for either boy or girl and by approximate age.

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Counselling adds books

The Counselling Center in Sycamore Cottage has recently announced the addition of the following books to its reference library. Students are invited to browse at any time.

How to pass high on the Graduate Record Examination Aptitude Test
Miller Analogy Test -- 1400 Analogy questions -- 3 complete Miller analogy sample tests.
How to score High on the Medical College Admission Test
How to score High on the Law School Admission Test

Coalition seeks humanist goals

Consisting of five "activist committees" concerned with the significant issues of today, the Coalition of Conscience has now solidly formed on the Drew campus.

The student groups united in the Coalition are the Human Rights Association, the Citizens Against the Selective Service, the Vietnam Committee, the Committee for a Restructured Campus Community, and the Cultural and Academic Affairs Committee.

Coalition Chairman Bob

Smart, a former campaign aide to Senator Eugene McCarthy, explains the activist nature of the group "not as the politics of confrontation, but as the politics of consultation." Vice-Chairman Randy Fenstermacher adds that "consultation politics is more involved and more difficult, but is the only method that can work."

Each committee has its own specific goals and programs, yet the energies and resources of all the groups are combined in the pursuit of common humanist goals.

Both of the campus related committees are attempting, as Bob asserts, "to change the basic concept of a static academic family to the concept of a dynamic campus community." He feels that this goal can be realized by equalizing the roles that students, faculty, and administration play in the formulation of university policies and procedures.

Bob believes that the Coalition of Conscience experiment has implications which extend "far beyond the scope of a single college campus, I sincerely feel that we can demonstrate that students can take the lead in transforming the American university into a dynamic and creative force in the shaping of new approaches to current and future problems of American society."

Christmas bus to NY for \$1

A bus to the Port Authority Terminal in New York City will be sponsored by the University Center Board on Friday, December 20. Cost is one dollar, and the bus will leave from the University Center parking lot at 2:00 p.m.

Tickets are on sale at the University Center desk, and the deadline for purchase is noon next Wednesday.

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Boyer, Chaveas lead**Grapplers down Poly, 26-13**

In its first match of the season, the Drew wrestling team bowed to a strong Moravian squad, 39-0, in Baldwin gym last Saturday.

The grapplers showed strength in their middle weight classes, but the team as a whole has potential, if the wrestlers can stay healthy.

Because the Drew wrestler in the 123-pound weight class didn't make weight, Moravian's Mike Robbins won on a forfeit. Robbins, however, wrestled Jim Morris in an exhibition match and pinned him with 2:15 left in the second period.

Moravian won every match, including the forfeit, five pins, and three decisions. In the 130 class, Terry Stangler decisioned Rick Chaveas, 13-7. Gary Ruth pinned Larry Engel in the third period in the 137-pound weight class.

Frank Pokorny (145) gained a first period pin on Ben Spivack. In the 152 class, Phil Huntoon decisioned Rick Kastandeick, 11-2.

Dole Deitrich decisioned Kyme Smith, 9-2, in the 168 class. Steve Miller, Jay Rabold and Ed Zanolli pinned Dan Boyer, Pete Calvert and Dwight Blum, respectively, in the last three weight classes.

Behind two forfeits and two pins, Drew's wrestlers slapped a 26-13 loss on Brooklyn Poly in an away match last Saturday. The victory evened the Rangers' record at 1-1.

Jim Morris won on a forfeit in the 123-pound weight class. Rick Chaveas in 134 pinned Weron Lohr with 34 seconds gone in the second period. The grapplers built up their lead to 15-0 when Larry Engel won on a forfeit. Brooklyn won the next two matches, one on a pin over Wayne Vanderhoff and the other, when Bill Mayer decisioned Rick Kastendeick, 10-5.

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Ski club intersession trip: everything for \$55

The Ski Club is getting ready to start another season with an intersession trip to Whiteface Mountain in the Adirondacks.

Leaving Drew by bus on Tuesday, January 21, after exams and

In the 161-pound weight class, Kyme Smith decisioned Ron Narold, 6-2. Poly's Don O'Dougherty (167) pinned Pete Calvert in the third period. Dan Boyer pinned Al Gross of Brooklyn and Drew's Dwight Blum decisioned Don Nes, 8-1, to seal up the Ranger victory.

Drew's hopes for its first basketball victory of the season were vanished by Ursinus last Saturday, as Ursinus took a 91-59 victory away from Baldwin gym.

Ursinus pulled ahead at the start of the game, but Drew

quickly came back and captured the lead 22-21 with 6:31 left in the first half on a basket by John Kane. Drew's lead dwindled, but the Rangers still kept in the game up to the second half. The half time score was 34-26 Ursinus.

Ursinus moved into a 1-2-2 zone defense to retain the lead in the second half. The zone broke up Drew's teamwork and Ranger ball handling became sloppy and non-aggressive. A weak defense left Ursinus with some good shots, which they cashed in. The game ended 91-59, leaving the Ranger record at 0-3 so far.

The Ursinus zone defense completely shattered the Rangers' chances in the contest. Drew failed to move the ball around as well as it should have. Weakness on defense and non-aggressive offense also contributed. Due to lack of Ranger height, Ursinus controlled the board, even though they were not tall. The Green and Gold lost their momentum in the second half.

John Kane, who was Drew's high scorer with 18 points, deserves most of the credit for leading the team. Bruce Antonioti, who played mostly during the second half, also turned in a fine performance with 9 points. High scorer for Ursinus was Gillespie with 23 points.

Yearend clearance on '68 slaves set

There will be a year-end clearance sale of all '68 model slaves tonight in the UC lounge at 6.

There are many shapes and styles to choose from, and the low-priced auction can provide some good bargains. They make good Christmas gifts.

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Ex-Dean in Drew canoe

Former Dean of Women Erica Wonnacott paddles down Vermont stream with former Dog of the Dean of Women Alex. Mrs. Wonnacott was Dean here for two years before leaving to go to Middlebury College in Vermont. The canoe is a parting gift to her from Drew students.

returning late Friday night, January 24, three full days of skiing are planned.

The package deal, for \$55.00 per person, includes 1) round trip transportation, 2) accommodations, 3) ski equipment rentals (skis, poles, and boots), 4) ski instruction each morning at Whiteface, 5) six meals (breakfast and dinner), and 6) gratuities and taxes.

For those who have their own equipment, the cost is reduced to only \$49.50. One can sign up at the information desk Monday and Tuesday, December 16 and 17, between 11:00 and 1:00.

A deposit of \$10.00 is required. If anyone has any questions see Steve Gundel, Suite C32, or Mrs. Kenyon in the gym.

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