

# drew acorn

student newspaper  
of  
the college

Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter.

Thomas Jefferson, 1787

Vol. XLV No. 20

DREW UNIVERSITY, MADISON, NEW JERSEY

April 2, 1971

Yesterday was the day before today

Drug

counseling

Organizing the University

Allman Brothers in concert

Tuition series

Housing announcements

Tonight:

Editor to resign Page 16

Chaplain Boyd: in memorium Pages 14-15

...his smile will always be with us

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## April, the month

## Spring action calendar

APRIL 1-4: TRIBUTE IN ACTION TO MARTIN LUTHER KING, JR.-Support for SCLC-NWRO call for action on the theme: "Freedom from hunger, war and repression." Focus on SCLC-NWRO demonstration on Wall Street. Nationwide local activities such as: Hunger Marches to dramatize hunger for jobs, housing and peace; Fasts; Teach-ins and other special programs in schools on April 2; Tax Protest and Resistance activities on a community level relating to reordering priorities; Rallies on April 3; Religious Tributes to Martin Luther King on Sunday April 4. People will be urged to live on Welfare food budget week of March 28-April 3. Local WRO's will sponsor welfare dinners April 4. (Money collected from Hunger Marches, Fasts and Rallies will be sent to National Welfare Rights Organization, 1419 H St. N.W., Washington, D.C. 20005).

APRIL 5-9: NEW YORK CITY, SCLC and PEOPLE'S COALITION. Demonstrations, including militant non-violent civil disobedience at Wall Street to dramatize demands of America's Poor.

APRIL 19-23: VIETNAM VETERANS AGAINST THE WAR- Actions in Washington, D.C.

APRIL 24: People's Coalition will co-sponsor April 24 massive assembly in Washington, called NPAC. People's Coalition will build around these three demands:

1. Immediate withdrawal of all U.S. military air, land and sea forces from Vietnam, U.S. set the date for completion of that withdrawal.
  2. \$6500 Guaranteed Annual Income for family of four-set the date.
  3. Free All Political Prisoners-set the date.
- APRIL 25: We call people to Washington to stay

for multi-tactical action beginning April 26. Movement training and organization centers will open April 23 to prepare for intensive training courses on April 25.

We call on people to participate in the People's Lobby centering on the Peace Proposal and the three demands beginning April 25.

We call people to join in non-violent civil disobedience on the days following April 26. Civil disobedience will increase to massive dimensions during week of May 1-7.

MAY 2: Sunday RALLY-Events of a religious character to help build the dynamic of the first week of May. George Wiley, Ralph Abernathy and, Hopefully Cesar Chavez will speak.

MAY 3-4: PEOPLE'S LOBBY AND CIVIL DISOBEDIENCE CONTINUE. The People's Lobby will carry on dialogue with government departments and Congress to demand support for the People's Peace Treaty and the three demands put forward in the Massive Assembly on April 24th. May 3 will focus on demands for social justice. May 4 will focus on Congress and military agencies.

MAY 5: MORATORIUM ON BUSINESS AS USUAL NATIONWIDE AND IN WASHINGTON, D.C.

Early morning: Leafletting and nonviolent picket at government buildings as usual and join us.

Noon: Assembly for March to the Capitol to begin sustained non-violent action at the Capitol and other locations.

This scenario might serve as a model for activities in other cities beginning the first week in May. MAY 16: ACTIONS IN SOLIDARITY WITH GI'S-Armed Forces Day. The People's Coalition will support GI projects across the nation.

Board of Trustees:  
tenure, promotion

Despite efforts by both this newspaper and the Student Senate, the names of those people scheduled for promotion and tenure were not released prior to action taken on them. It was announced just before vacation, however, that nine faculty members have been promoted to full professor, and two to associate professor and that four were granted tenure.

The full professors are Dr. Robert Chapman, English; Dr. Mona Coombs, French; Dr. John Copeland and Dr. John Knox, philosophy; Dr. Philip Jensen, psychology; Dr. Charles Lytle, mathematics; Dr. Julius Mastro, political science; Dr. Anna Lydia Motto, classics; and Dr. John Von der Heide, history.

The associate professors are Dr. Norma Gilbert, mathematics and Dr. Robert Rodes, political science. Granted tenure were Dr. Lucille Becker, associate professor of French; Mrs. Eleanor Mason,

assistant professor of physical education; Dr. James O'Kane, assistant professor of sociology; and Dr. Charles Wetzel, associate professor of history.

In action taken earlier last month by the executive committee of the Board of Trustees, Dr. Thomas Wright, chairman of the Department of Theater Arts, was promoted from instructor to assistant professor.

Last ACORN  
'til April 16

Due to the Easter weekend vacation and budgetary considerations, the next scheduled ACORN will be Friday, April 16. We wish everyone a Happy Easter and a Happy Passover.

If you think  
"hash"  
is corned beef  
and potatoes  
fried  
in a skillet,  
you're in  
trouble.

Questions about hashish and other  
abusable drugs are answered in the Federal  
source book: "Answers to the most frequently  
asked questions about drug abuse."  
For your free copy send in the coupon  
below.

.....  
 \* For a copy of the Federal source book  
 "Answers to the most frequently asked  
 questions about drug abuse"  
 write to: Drug Abuse Questions and Answers  
 National Clearinghouse for Drug  
 Abuse Information  
 Box 1080  
 Washington, D.C. 20037  
 Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 .....  
 \* Enclosed is a coupon for the source book in cooperation with  
 the Department of Health, Education and Welfare, Office of Drug Abuse Control.

University to institute  
\$35 infirmary charge

by Martha Millard

Along with other cost increases to be instituted next fall, there will be a \$35 dollar Infirmary Fee, according to Mack Jordan, director of University services. This fee will be necessary in order to continue giving the quality of health care that is now available at Drew.

Some statistics will show how increased usage by students, more and better services affect the cost of operating the Morris Infirmary. During the academic year 1968-69, 5481 students made use of the facilities of the infirmary. 1969-70 figures show an increase of about 4%, with the total being 5700.

This year the figures show that as of March 8, 5787 Drew students have visited the Infirmary. At that time, with 65 days left in the semester it was projected that the total number of students using the infirmary would be 7995. This figure was arrived at assuming that an average of 32 students use the facility daily.

If the infirmary is used 7995 times this year, it will mean on the average of 5.3 visits per student.

Along with an increased patient load, the budget for the infirmary has also risen. During 1969-70 the facility cost \$25,178 to run. The budgeted figure for the current year is \$31,600, and the projected costs for 1971-72 is \$41,016. This means that the costs have risen 25% from last year, and will increase another 29% from last year, and will increase another 29% next year.



Costs have gone up but the infirmary has greatly increased its services. It is staffed by an internist, Dr. Arthur Hoagland, and four registered nurses, as well as eight part time student assistants. The doctor is available between 8 and 10:30 on weekdays, and also has weekend hours, new this year, at 9 a.m. Saturday and Sunday.

The infirmary uses the services of the National Clinical Laboratory, and all types of lab tests including pregnancy, venereal disease, urine, blood, and other sophisticated medical tests are picked up daily by this lab. The infirmary has instituted intravenous equipment, a technique often found only in hospitals.

According to Dr. Hoagland, full facilities to treat drug (narcotics, hallucinogenic, depressants, stimulants) cases are present and have been used.

Many medications may be obtained at no cost from the infirmary. Twenty medications were placed on the no-charge list April 9, 1969, and 20 more were added to the list October 15. When a charge is made for medicine it is based on the actual cost and averages less than one dollar per prescription. This price is significantly less than the average of \$3.75 for this part of the country.

In the past, money for operating the infirmary has come out of a general income which includes part of each student's general fee. Next year the facility will be funded mainly from the income of \$35 dollars per student. What this means is that each student will pay 15.4 cents a day to be able to make use of the infirmary.

Continued on Page 9

## Room selection times

## Housing announcements

## COLLEGE ROOM SELECTIONS FOR 1971-72

TO BE ELIGIBLE TO SELECT A ROOM STUDENTS MUST HAVE DRAWN PRIORITY NUMBERS. Those persons who have not completed this preliminary procedure may do so or make special arrangements at the University Housing Office up to 3:00 p.m. on the date of their group's room selections. Thereafter rooms will be arbitrarily assigned as housing applications and deposits are received. Room selections are scheduled:

CLASS OF 1972-	Nos. 1-25	6:30-7:30 p.m.
MEN & WOMEN	Nos. 26-50	7:30-8:30 p.m.
Monday, April 5	Nos. 51-75	8:30-9:30 p.m.
U. Center #107	Nos. 76-100	9:30-10:30 p.m.
	Nos. 101 and Above	10:30-11:00 p.m.

## CLASS OF 1973

WOMEN -Tues., April 6	U. Center #101	
MEN- Wed., April 7	Nos. 1-50	6:30-7:30 p.m.
	Nos. 51-100	7:30-8:30 p.m.
	U. Center #107	8:30-9:30 p.m.
CLASS OF 1974	Nos. 101-150	
WOMEN-Thur., April 8	Nos. 151-200	9:30-10:30 p.m.
MEN- Mon., April 12	U. Center #101	

If the person holding the first number (s) in any of the above

series has not arrived within the first five minutes of the time slot, the next number (s) will be honored. (For example, if No. 1 in the Class of '72 has not arrived by 6:30 p.m., No. 2 will select his (hers) room. Should No. 1 arrive after selections have begun but before 7:30 p.m., he (she) will select at that point.) PERSONS WHO DO NOT MAKE THEIR ROOM SELECTIONS WITHIN THE APPROPRIATE TIME SLOTS FORFEIT THEIR PRIORITY STANDING. SUMMER '71 RESIDENCE

Campus housing during the summer is available only to students who are employed by the University, international students, married students presently living in Drew apartments, and married students who wish to rent an apartment for the SUMMER ONLY. Students who qualify should PICK UP A SUMMER HOUSING APPLICATION FROM THE UNIVERSITY HOUSING OFFICE NO LATER THAN MAY 1. All single students whose applications are approved will be assigned rooms in Asbury Hall @ a rental rate of \$14.00 per week. Married students may remain in the apartments they presently occupy at the same rate paid during the 1970-71 academic year. All facilities must be vacated on or before August 31 unless special arrangements are made in advance with the University Housing Office. (Occupancy dates may vary according to the building assigned.)



## Food, labor hikes cause Saga raise

Fourth of a series  
by Bob Womack

In separate interviews Richard Zucconi, head of the Saga food service at Drew, and Mack Jordan, director of university services, explained that recent rises in the board plans and snack bar prices have been made necessary by increasing costs in running the board plan and snack bar. Both said that the rises have been kept to a minimum.

Mr. Zucconi said that Saga tries to make a profit on the board plan. He stated that while the board rates haven't been increased in two years, during that time labor, linen, food product and other costs have been rising. Mr. Jordan recited figures which showed that Saga raw food costs have been up 5.5% and labor costs up 8.5% during the past year.

In 1970 the Consumer Price Index was up 7.5%. Mr. Jordan compared these rises with a 4.9% increase in the full board plan (from \$610 to \$640) and remarked that "for the bulk of the students the increases

are less than those for Saga."

Mr. Jordan explained that the reason for the five-day board plan being up 7.55% (from \$530 to \$570) is that in the past Saga has not properly evaluated absenteeism in the plan. The five-day plan is predicated on there being enough absenteeism to keep costs down.

The absenteeism at Drew has been lower than estimated. With more students going on the five-day plan (15% in 1970-71 as compared with 10% the year before) Saga has been "hurting." Thus Drew had to grant Saga permission to make the relatively high increase.

Because contracts are negotiated nine months in advance of the school year, and it is difficult to project what prices should be. "For other colleges the rises have been even more drastic with Rutgers' room and board being increased 15% and Harvard's board plan going up 9.5%.

Concerning the snack bar, Mr. Zucconi related that Saga tries to make the opera-

tion at least break-even. The service board agreed with all the hikes except that coffee was kept at 10 cents instead of being put at the asked price of 15 cents.

According to Mr. Zucconi the snack bar prices are equal to or less than those at the Nautilus or Friendly's. He said that if anyone goes to these restaurants and gets lower prices than those in the snack bar then Saga will change its own prices.

As to keeping the snack bar open later, Mr. Zucconi told the ACORN that when Saga kept it open until 11:30 p.m. from February 1 to February 14 "they did not take in enough money." Elaborated the Saga manager, "We need volume to stay open."

The grill is presently being kept open until 11 p.m. instead of the previous time of 10:30 p.m. When the snack bar is open from 9 to 12, Saturday morning, Saga profits \$3-\$4. If no more is gained at that time, Saga will be forced to terminate that operation as well.

### Sex and Reality

## Another aspect of the pill

There is so much information concerning going on the pill, we thought that we would explain how to go OFF the pill. An extremely important point is: FINISH EVERY PILL IN YOUR PACKET. Don't ever start a packet of pills and then not finish. If you do you may get breakthrough bleeding - not your period. Because of this, your ovulation is effected and it will be hard for you to determine when you are ovulating. Even if you don't want to go off and are taking the pill, but having (rare) serious side effects, such as migraine headaches that last four days, don't stop taking the pill - call your doctor or Planned Parenthood and they will tell you what to do.

When will you get your regular period again? Sometimes it takes two or three months for you to get your period again (the normal period you had before you went on the pill). Some girls get their period right on time and don't skip any. But don't worry, both are normal.

When can you go on the pill again? You can start taking the pill again after your first normal period.

The pill is a very potent medicine. It changes everything from the size of your cornea to the shape of your figure. Therefore, it is not something you can go on and off every two of three months.

When you go on the pill, you are making a serious commitment to your body as well as yourself. So, the kind of relationship you have makes a difference. If it is a continuing relationship, with frequent contact, the pill is a good method.

On the other hand, if your girlfriend or boyfriend is away much of the time at another school or in the service, it may be wise to use a different method of birth control. A diaphragm is a very good method for infrequent relations if you have a reliable place to keep it.... So is the condom and foam (if used properly).

The birth control pill is something that must be "fitted" to the individual. Some doctors say that the pill can be used indefinitely. However, each woman is different and some may be able to stay on it for years and others a very limited length of time. Therefore, how long you will be able to take the pill should be considered. For instance, if you are 18 and start taking the pill, you may be on it 4 or 5 years before you get married. That may be a long time for some people and fine for others.

Whether or not you will be able to be on the pill for an unlimited length of time - physically - is up to YOUR

body. However a very important generalization that CAN be made is that the pill CANNOT be a second thought.. and one should not go on and off arbitrarily. So, when you choose your method of contraception, consider the kind of relationship you have - and consider your body.

**Abortion services which DO NOT receive any profit for their services:**

**WOMEN'S ABORTION PROJECT**

212-691-2063

**ABORTION REFERRAL SERVICE**

212-744-5640

**PLANNED PARENTHOOD**

212-264-7123

March 5 conclave

## The faculty meeting

Institution of classics and a behavioral studies majors and the formation of a revised joint Student Concerns Committee highlighted the March 5 faculty meeting. Dean of the College Richard Stonesifer began the meeting with some extended comments, discussing primarily the current financial pressures felt by private colleges and universities.

Dr. Donald Scott, chairman of the Educational Policy and Planning Committee, presented the items of a Classics Major and a Behavioral Studies Major, both of which were approved.

**CLASSICS MAJOR**

The EPPC approves and recommends to the faculty for approval the following revision in the requirements for a major in Classics (see 1970-71 catalog, p. 70, for present requirements), the addition of an option in Latin per se, and, in principle, of an option in Classical Civilization (to be reported for action at April meeting):

Major in department of Classics:  
Classics option: (revise current schedule as follows):

Elementary and intermediate Latin or (equivalent in high school)  
Elementary and intermediate Greek  
Six upperlevel courses in Latin, 18 credits  
Two courses (6 credits) selected from the following:

Ancient history (CL 105, 106), Greek and Roman literature in translation (CL 11, 12)

Latin option:  
Elementary and intermediate Latin (or equivalent in high school)

Six upperlevel courses in Latin, 18 credits  
Four courses (12 credits) selected in consultation with the advisor from the following fields: Ancient History (CL 105, 106), Ancient Philosophy (Phil 105, 106, 107), Greek and Roman literature in translation (CL 11, 12)

**ANTHRO COURSE CHANGE**  
Change Anth 13/Archeology from present intermediate to upperlevel.

**BEHAVIORIAL STUDIES MAJOR**

The EPPC approves and recommends to the faculty for approval the following changes in courses offered and the institution of an interdisciplinary major in behavioral studies by the Anthropology, Psychology and Sociology departments. Drop: Anth 1/Intro Anthropology, Psych 1/General Psychology, Soc 2/Intro to Sociology.

Add: A two semester, team taught, interdisciplinary introductory course to behavioral studies:

Anth/Phys./ Soc X,Y/Behavior, Culture and Society. 3 credits each semester. Offered annually. The first semester is

prerequisite to the second. The terms, concepts and methods of selected behavioral sciences, as applied to the understanding of personal and social processes both current and emergent.

Add: one semester senior seminar in behavioral studies:

Anth/Phys./Soc XXX/Senior Seminar in Behavioral Studies, 3 credits, second semester. Offered annually. Research on selected topics of historical or theoretical interest with emphasis on utilization of knowledge and methods from a variety or Change: title and description of current Soc 121/Intro to Research in Social Relations and cross-list as follows:

Anth/Phys./Soc 121 Introduction to Research in Behavioral Studies, 3 credits, first semester. Offered annually. An introduction to the basic procedures of research in selected behavioral studies. Emphasis on sociology, psychological and anthropological problems.

Establish: a major in Behavioral Studies with the following requirements:

Note: EPPC recommends the inclusion of Zool/Principles of Animal Biology, or better, an introductory course in human biology should one become available.

Phil 1/Intro Philosophy, 3 credits

Anth/Phys./Soc X, Y/Behavior, Culture, and Society, 6 credits

Anth 12/Ethnology, 3 credits

Anth 113/Personality and Culture, 3 credits

One additional intermediate or upperlevel course in anthropology, 3 credits.

Psych 28/Development Psychology, 3 credits

Psych 105/Social Psychology, 3 credits

One additional intermediate or upperlevel course in psychology, 3 or 4 credits

Soc 24/Sex, Marriage and the Family, 3 credits

Soc 106/Urban Sociology, 3 credits

One additional intermediate or upperlevel course in sociology, 3 credits

Anth/Phys./Soc 121/Introduction to Research in the Behavioral Studies 3 credits

Anth/Soc/Phys XXX/Senior Seminar in Behavioral Studies, 3 credits

(Total credits required: 42-43; 46-47 if zoology added)

Dr. Scott reported further on work in progress in EPPC:

(1) The scheduling of classes on Monday, Wednesday and Friday

(2) A sub-committee working on a statement on exemptions and credit

(3) Regulations regarding examinations on the last week of classes in a semester

(4) A statement about the writing requirement

(5) Changes in the upgrading system

There were many questions, consider-

able discussion and a number of suggestions concerning the last item. The prevalent opinion, indicated by a show of hands, was that point deficits should be eliminated. There was no clear majority expression on other details.

student concerns committee

Dr. James O'Kane, Chairman of the Student Concerns Committee, presented a motion, which after some discussion and requests for clarification, was slightly amended and passed as follows:

Student Concerns Committee recommends amendment revision of Faculty Regulation 200.37. The Committee recommends to the Faculty that the present Committee be disbanded and that a new joint committee be formed. Membership on the joint committee would consist of four students, three faculty members and four administrators in the Student Personnel area. Students would be selected and approved by the Student Government; faculty would be appointed by and approved as formerly.

Dr. O'Kane stated that the Committee had also approved the lodging of pets in dormitories, within specific limitations of size and condition.

UNIVERSITY SENATE

Dr. John Von der Heide, Chairman of the University Senate, reported that the body is currently considering proposals of the Committee on Planning for the Seventies and the statement on University Governance.

NEW BUSINESS

Dean of Students Alton Sawin announced that Rory Corrigan had been appointed by the Student Senate to serve on the Admissions and Financial Aid Committee, representing Division A; and Nancy Johnson, representing Division C. No representative had yet been appointed from Division B.

Dr. John Copeland asked that something be done to eliminate the discrepancy among the different clocks in university buildings so that classes did not suffer. Several others voiced the same sentiment.

Dean Stonesifer suggested that a memo was in order. Dean Sawin pointed out that Vice President John Pepin holds a weekly open meeting to which students may bring non-academic gripes and suggestions. He noted that students were getting favorable results and that the faculty might find similar satisfaction.

### Found on campus

Found on campus, Sunday, March 21: a silver, wrist watch of unusual design. Possible heirloom. Call 377-9038 after 6 p.m.



# Students advising on dean: what to do with power

by Jim Hartman/PR OFFICE

What happens when students who want power get it?

Well, they first find that there isn't all that much centralized power in a university to begin with. They may find that an academic community operates according to whatever acquiescence its many parts provide. Whoever has the power to make decisions usually has to make them with the agreement of students and faculty, and trustees, and state legislatures, and unions and professional associates, and alumni and parents.

Students also find that the attempts to exercise conventional "power" on campus can really be quite boring. It means a lot of meetings, endless conversation, research, and patience.

But, most of all, students given new voice in institutional decision making probably find the process carries with it an almost oppressive level of responsibility. As they become a part of, instead of apart from, the "system", students struggle with the nature of their role.

What is the influence of their participation, and how should they exercise it? Now that they can contribute to decision making, how really does it work? To what extent should they represent their own opinions and to what extent are they spokesmen for all the students?

These questions are not new to students at Drew, where undergraduates have been on faculty committees since the College of Liberal Arts was founded in 1928, and more recently they have been added to departmental decision-making, the College's central Educational Policy and Planning Committee (EPPC), and the campus-wide University Senate.

But just this winter they got a new assignment, and with it the need once again to figure out just what to do with it. When College Dean Richard J. Stonier resigned to become president of Monmouth College, President Robert F. Oxnam appointed not only a faculty committee to advise him in the search for a successor, but he also named a parallel student advisory committee.

Drew's Bylaws required the president to consult the faculty, but Dr. Oxnam told the student newspaper that a student committee was also named because "the evidence of student judgment that I have seen leads me to the conclusion that student participation in the governing processes has been most helpful and sound."

So how to exercise their judgment this time? As before, they are discov-

ering that no single group is going to have all that much "power." In addition to the faculty and student committees there is a trustee advisory committee, and the president has to consider the opinions of all three groups when he makes his selection, which then is only a nomination that has to be approved by the full Board. Names to be considered are coming in from students, faculty, administrators, alumni, trustees, and friends.

The student committee includes the three student members of the EPPC and three others selected by the president from Student Senate nominations.

The students are looking at candidates through a framework of educational background, administrative experience, age, and other criteria suggested by the faculty committee. Though the students consider the frame valid, they stress the importance of looking beyond it for more personal and human qualities as well.

"Trouble is," notes Polatsek, "we are looking for nebulous qualities that are hard to discern. It's like being a college admissions officer."

"We must make sure that this process is very personal," explains Fritz Polatsek, freshman class president. Lorna Hines, a sophomore, agrees that "There must be enough flexibility to enable us to find the human being within the criteria. The student committee is ill-equipped to estimate professional ability. We can better judge the human side of the man."

Kari Conrad, a junior, believes that "students are looking at this more emotionally than pragmatically. I am interested in the candidate as an individual."

And James K. Kavanagh, also a junior, admits that he too has "very subjective criteria." "My personal reaction after meeting each candidate is going to be very important."

But the students also use words like "competent" in describing the man they would like to see fill the position.

Polatsek talks of the need for a dean who combines personal sincerity with administrative and academic competence "and a deep commitment to liberal arts education." Hines thinks the new dean will be ineffective unless he "likes the people here" and is able to "help create a sense of community and instill a feeling of pride in Drew."

Though committee members stress the significance of finding a dean who will be responsive to student interests, they also want someone strong enough to be firm at the proper time.

Jennifer Stonier, a senior, puts it this

way: "He should be a person with stamina as well as tact in his ability to relate to students." According to Polatsek, "The committee is looking for someone open-minded enough to understand students but with the firmness to say no - in other words, an equitable and fair man."

Kari Conrad, a junior, believes that "students are looking at this more emotionally than pragmatically."

Doug Purcell, another junior, differs somewhat from his fellow committee members in placing more emphasis on administrative ability. "The necessary technical equipment for administering a college is monumental. Being successful at it is a tremendous accomplishment that requires special talent. It would be nice to find an educator with admirable personal qualities, but the dean must be primarily an administrator."

Even where members of the committee agree on qualities to look for in a candidate, they are uncertain about how to identify them. They express serious misgivings about whether the selection process is adapted to an examination of the "human side" of a prospect.

"I feel a little uneasy about the whole process," says Stonier. "But once we have narrowed the possibilities down to several candidates, I'll rely heavily on being able to watch the man in his present position." Kavanagh, however, believes that the committee will have to rely on impressions, guesswork, and luck. "We will never see the man in a situation where we'll be able to evaluate in advance his performance as Drew's dean."

"Trouble is," notes Polatsek, "we are looking for nebulous qualities that are hard to discern. It's like being a college admissions officer."

The students intend to examine closely the three or four most likely candidates. They plan to talk to students at institutions where these men now hold faculty or administrative posts.

In addition to their anxiety to minimize what they consider blind spots in the selection process, the six are concerned about the extent of their influence and the impact of their recommendations. They see themselves as trying to balance the strong voice of the faculty and trustees and at the same time contend with the cynical attitude of students who regard the existence of a student committee as meaningless.

Kavanagh points out that the faculty's experience in the academic field gives them the advantage of personally know-

Continued on Page 7

# Students speak out on choosing the dean

Continued from Page 6

ing many of the candidates. "We will be considering more than 80 names. Most of them will be known by at least one member of the faculty committee. As a result," he argues, "what students say is going to be relatively inconsequential. We should create no delusions that this student committee is going to wield the deciding opinion."

"Though we will be listened to," thinks Stonier, "I doubt that our recommendations will have the same impact as the faculty's and the trustees'."

Conrad believes that among faculty, administrators, and trustees at Drew there is a degree of genuine interest in student opinion. "However," she adds, "we must not hesitate to push our views at every opportunity." Polatsek is more sanguine about the student role: "I am going into this thing with good faith and a trusting mind. So far I see no reason to believe they will be violated. Besides, there is no great difference between faculty, trustee, and student interest in this matter."

Members of the committee are also

divided over how hard they should try to be representative of student opinion at large.

"I don't think any ideas we could elicit from the student body would have more than general value," says Purcell. "It would be less than responsible of me to function primarily as a mouthpiece for something called 'student opinion.'"

Both he and Kavanagh, members of EPPC, think their participation on that body gives them a superior understanding of the role of the dean. They consider that any student consensus on the subject would be useless.

Stonier, the third member of EPPC, disagrees. She thinks the student selection committee should at least make an effort to seek ideas from the student body. She would like the committee to hold open meetings at which other students could voice their views. "I want to consider additional student viewpoints," she says, "even though the final judgment will be mine."

All three coeds on the committee believe that its members should also try informally to get some sense of student

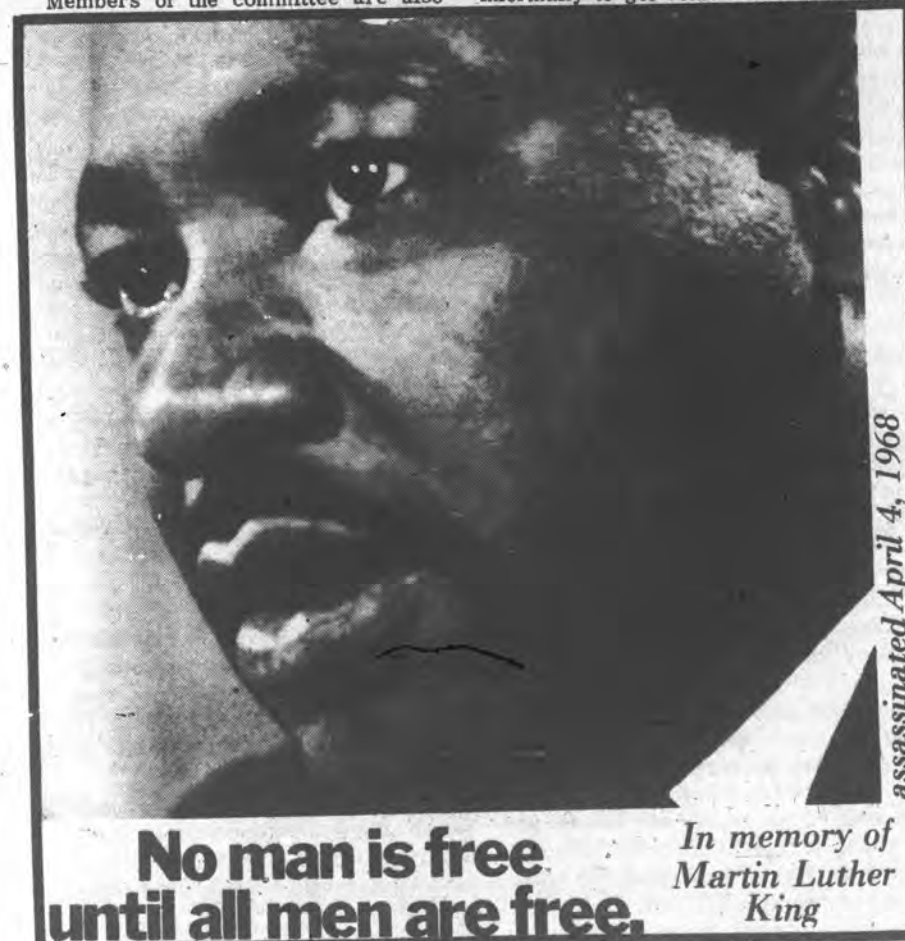
"Though we will be listened to," thinks Stonier, "I doubt that our recommendations will have the same impact as the faculty's and the trustees'."

Feeling, Conrad says she has been making it a point to talk casually with other students. "He's not going to be just my dean," says Hines. "I want to hear opinions that clash with mine."

Polatsek regards the student body as a constituency to be "faithfully represented. This committee must consider the attitudes of other students throughout our deliberations."

Committee members are conscious that not only students but faculty, administrators, and trustees will be watching their performance in the coming months. They realize they will be setting precedents for future student advisory groups.

Thus they also recognize the need to define their role in the selection process and reconcile their differences. Their contribution, the members believe, will go far toward determining the value of student participation in University governance generally.



**No man is free until all men are free.**

*In memory of Martin Luther King*

assassinated April 4, 1968

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# George Eberhardt: much work, spiced with bubbling wit

by Michele Fabrizio

"You know how serious Dr. Wescott is. Well, I once asked him for a definition of a dinosaur. Wescott started to give me a long, detailed explanation when I interrupted him with, 'A dinosaur is a colossal fossil with a docile tossle.' Westcott didn't take too kindly to that. I repeated the story when I happened to be invited to a professor's home, and her husband asked what a tossle was. They have no children, I might add parenthetically!"

A baggy pants comic? The Drew community's answer to Lenny Bruck? No, folks, those sage words belong to none other than the technical director of the language lab, George Eberhardt. This man is probably one of the quickest wits around here; he has been known to outwit such local celebrities as Ken Schulman:

Eberhardt - "You know what they say, where there's a will—"

Schulman - "There's a way?"

Eberhardt - "No, a lot of hungry relatives!"

At sixty-six, Mr. Eberhardt is still quite the mental gymnast, spurring puns and double entendres all over Drew. How does he manage to maintain such a repertoire? "I've been semantically minded for years," he shrugs. "I've got a fertile mind for it."

George Eberhardt came here in September of 1967 as technical director of the language lab and finds that his job has some little extras thrown in. "You know that our tutors are mostly girls and when the warm weather comes they like to sit on the windowsill. They're really nice girls; sometimes I see them from the courtyard below and I've noticed that they are sexually well-reared."

Apparently not the only one enjoying the aesthetic delights of the language lab, he commented, "The squirrels, frightened by the bark of the dogwood tree outside the lab, came inside where they became interested in the limbs and trunks of our tutors."

"My goodness," said this reporter, with an eyebrow raised.

"My badness," replied he, with a Cheshire grin.

An amazingly versatile gentleman, George Eberhardt's comic ability is surpassed (believe it?) by his electronic ability. After being graduated from technical school and spending one year at Newark College of Engineering. He went to work as an engineer for Western Electric. From there, he accepted a position at Bell Labs,



George Eberhardt

where he remained until his retirement in 1967.

Mr. Eberhardt is particularly proud of his years of service in the Research and Development Division of Bell Labs. He spent a month of active study with Charles Litton measuring radio wave lengths, a job that turned out to play a major role in the development of the long distance telephone call.

Without a degree, Eberhardt had the drive and the knowledge to become a member of the distinguished Technical Staff. "It's a very difficult thing to achieve," he explained. "It's analogous to becoming an associate professor."

Throughout the years he acquired not only a mind-boggling amount of electronic information and techniques, but also a working knowledge in several other fields. "I've had training in chemistry, metallurgy and I even spent six months studying printing." His background includes civil engineering, travel and propagation studies. To specialize would only bore him.

"One of my greatest ambitions is to know something about everything. A specialist knows more and more about less and less and, in the end, he winds up knowing nothing."

As a result, Mr. Eberhardt has transformed into an "electronics pleni-potentiary", playing his hand in the evolution of the Trans Atlantic telephone system, radar and missile system. He invented the traveling wave tube himself. And his home was designed and built by the same individual.

Sound systems have always been fascinating to him and he has worked with them for over forty years. Much of his off-duty

time (which isn't much) is devoted to creating new or repairing old sound systems. The high-quality system used by the Social Committee for the showing of "Monterey Pop" and "Super Show" were Eberhardt's.

His latest project was to revamp the sound system in Great Hall, which was premiered at the last Faculty Meeting. "President Oxnham was really impressed; he commented favorably on it from the lectern." The uniqueness of this system was that Eberhardt had finally conquered the annoying Great Hall echo. "Mr. Pepin was so pleased that he is going to permanentize it."

Local high schools frequently request his services for plays and other drama department functions, and he gladly obliges. Drew students sometimes take advantage of his knowledge of stereos, rather than using a repair shop.

After loading his schedule with so many duties, one would think that George Eberhardt wouldn't even have the time to down a little Geirtol, right? Wrong. This hyper-active man can't be bothered with trivial things such as time and energy.

Added to his accolades are 50 years in athletics in which he has run the sporting gamut from hand wrestling to sabers to tennis to pole-vaulting. He still teaches tennis and badminton and moonlights as a clay court specialist. "I also have seven children," said Eberhardt. "I do that interstitially."

A favorite hobby is tongue-gum sculpting where the artist sculpts gum with his teen and tongue. "The best gum for this art is Dentine. I can make a die to 1/64 of an inch - a perfect cube. The only thing I haven't perfected yet is how to put the dots on it."

The piece de resistance? "Four cannon balls - at once. Three on the bottom and one on the top. I can do all this without even looking."

Mr. George Eberhardt is that kind of human being who leaves you breathless and just a little envious when you stop to consider what he has gained and accomplished in his lifetime. "I've always tried to squeeze two lives into one, and I haven't done so badly. You always hear people talking about burning the candle at both ends; I think that's a waste when you can cut it in half and get four flames instead of two."

Emily Dickinson, eat your heart out.

## The Light Side--The Dark Side

# Hawks, doves, and blackbirds

by Dick Gregory

There's been a lot of talk recently about the decline of the peace movement. The line goes that people have given up on marching; that the government and the Pentagon seem to be immune to mass demonstrations; that President Nixon has noticed the absence of marchers in the streets and was thereby encouraged to authorize American air support in expanding the war into Laos.

Would-be peace marchers take note: it IS possible to lodge protests which will force the Pentagon to stop plans for killing. A recent dramatic example comes not from the jungles of Southeast Asia but rather from the woods of Tennessee, Milan, Tennessee, to be more precise.

It seems that there is a 15 acre section of pines in the 50,000 acre Milan Army Ammunition Plant, which over the past few years has become the favored roost of millions of blackbirds. Their presence has become bothersome to the hog and dairy farmers in the area, to say nothing of Army personnel. Cows have an aversion to eating food that the birds have messed in, so the farmers report. Hogs seem not so particular, but it makes them sick. Other farmers in the area report that their field crops have been destroyed.

The ever-resourceful Department of the Interior, in the person of Mr. Paul Le Febvre, came up with an ingenious plan to kill off the birds, a plan worthy of any chemical warfare strategy employed in Indochina. A World War II B-17 bomber would be brought in to spray some 2,000 gallons of a special solution over the pine roost. The solution would neutralize the birds' body oils so that in freezing weather, they would quickly freeze to death. The Chamber of Commerce and the city board of Milan approved the plan and everyone sat back to await a freezing cold spell.

But the national news media got wind of the idea before the birds did; stories appeared all over the country; and network camera crews converged upon Milan. Storms of protest began to roll in, primarily, it seems from East coast sources. The Department of Interior strategy was referred back into the Army chain of command where it is predicted the plan will be forgotten until the birds migrate North in a few weeks.

There you have it. The Pentagon was stopped dead in its tracks and the lives of three million to nine million birds have probably been saved.



Dick Gregory

Pentagon operations abroad, however, are still in effect. While the protests were rolling in concerning the lives of blackbirds and starlings, the death rate of American soldiers killed in Indochina reached a three-month high. While the Army reports that only one of the fifty-one soldiers killed that week was actually inside Laos, the Laotian operation was considered responsible for the rise in killings. Some 9000 American troops operating in the northwest corner of South Vietnam to back up South Vietnamese troops crossing the border of Laos have come under strong North Vietnamese attack.

Of course, the President assures us that Americans are not invading Laos. Invasion, according to such reasoning, occurs only when a border is crossed with ground combat troops. If that assessment is correct, it seems America owes Japan

a retroactive apology. I recall that the Japanese air attack on Pearl Harbor was definitely considered an invasion -- and Hawaii wasn't even a state!

Maybe the Pentagon is now more consistent. After all, the offending birds cross the Tennessee border by air. Perhaps rampaging hordes of wild boars of grasshoppers launching their attack on the ground would have been dealt with summarily.

But the Pentagon response to protest is really the heart of the matter. Some seventy percent of the American populace express the opinion, when asked, that they would like to see American troops out of the war in Southeast Asia. The President and the Pentagon have yet to clearly hear and respond to that desire.

Perhaps the peace movement should learn from the Tennessee experience and lobby for legislation to draft household pets, including the feathered varieties -- parakeets, parrots, myna birds and canaries -- sending them to Vietnam to face certain death. Storms of protest would surely ensue. There seems to be an emotional attachment to domesticated members of the animal kingdom which does not carry over as strongly when human lives are concerned. Pet protesters might bring the war to a halt.

All of which is another way of saying once again that war is for the birds.

**'Dollar conscious': Yesterday was the day before today**  
**serving many**  
**'at minimal cost'**

Continued from Page 4

According to Mr. Jordan, commuters may pay this amount if they wish to use the infirmary. This charge is necessary if the quality of service to students is to be maintained. In January 1970 the University Services Advisory Committee unanimously agreed that it was important to continue the infirmary as a full-time service. They felt that the increased costs were justifiable in view of the variety of services available at the infirmary.

In Mr. Jordan's words, "We must be dollar-conscious. We are serving a lot of people at minimal cost."




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# 'The Organizer's Manual'

(Editor's note: The following article is excerpted with permission from THE ORGANIZER'S MANUAL, a paperback book which details various procedures and information regarding organizing. The ACORN plans to reprint parts of the book for the remainder of the semester.)

The following reprints are (1) drug counseling and education and (2) the first part of University organizing).

## DRUG COUNSELING

Drug abuse is generally treated as a criminal offense or, in more enlightened circles, as an individual's emotional problem. In practice, this kind of treatment has failed because prisons and most counseling services don't deal with drug abuse as a social problem within a political context, as well as an emotional problem. To date, only transference techniques have been successful in treating drug dependents. Clinics substitute methadone for smack. The Black Muslims substitute political ideology for drugs. Mutual emotional self-support groups like Synanon substitute group strength for individual strength. But each of these produces a dependence as great as the original one.

In this society, everyone is striving for emotional and material security, an escape from boredom, and "happiness." Larger and larger sectors, of our society are turning to drugs to fill these needs. More and more people are lying in their own vomit, convulsing from withdrawal symptoms. Younger and younger people are dying from overdoses. We are indoctrinated with the myth that relative material security has been reached and that emotional security means the absence of insecurities. Realistically, the human condition is filled with insecurities and uncertainties which we must learn to embrace. Boredom results from a deep-seated sense of alienation. The poor quality of relationships in a highly competitive society, the lack of control over our lives, the absence of creativity and spontaneity, and the mechanical nature of work leads to feeling bored with our friends and our jobs. Society's answer to boredom is play. We watch TV. We listen to music. We get vicarious highs from watching professional sports. We fuck. We take drugs.

No drug deals with the fundamental causes of depression or anxiety. Drugs might generate healthy internal perceptions, revelations, and releases from tension. However, drug abuse can lead to a total dream state, allowing our corrupt status quo to keep the people in a state of servitude. "Drug politics"

suggests that counseling services must develop small-group situations where the people relate to each other as individuals and deal with their relationships to their environment.

Your small group of drug counselors will have to first deal politically with the drug question, which includes developing a campaign against repressive drug laws and irresponsible drug advertising. There is an implicit danger in waging this campaign. You will be making powerful enemies who, on a multitude of legal technicalities, may be able to close you down. Until you are firmly entrenched in the community the campaign may have to be a soft-sell affair. However, this doesn't mean to fight repressive laws only with moral liberal arguments; attack them on principled political grounds.

## DRUG EDUCATION

All the counselors will need a thorough drug education. Medical personnel, dealers, users' personal experiences, and street people are excellent resources. Most people, including users, are ignorant about drugs and use drugs unsafely. Many users don't know that if STP and thorazine are dropped together, you can kiss your ass goodbye. Counselors must be prepared to teach and lecture to the community on safe drug usage and drugs in the political context. Counselors must know how to handle overdose and withdrawal victims and set up emergency service for them. Counselors must know the drug lingo: dropping, skin popping, shooting, ODS, spikes, cutting, bumming out, etc. They must know the generic names of drugs, but more importantly their street names: angel's dust, magic pumpkin, big H, boo, hog, smack, orange wedges, sunshine. They must know the long-and short-term effects of common drugs. A good source is R. Linegeman's DRUGS FROM A to Z, A DICTIONARY (McGraw-Hill, \$2.95.)

A good drug education also includes knowing where to refer people for help the counseling service can't offer. In Boston, for example, experience has shown that the Whittier Clinic handles ODS very well and that Massachusetts General is the worst place to send people on bad trips. This kind of general information should be available for anyone coming to the counseling service.

## BACKUP

Professional backup, when used intelligently, can be of great value. Foremost, your professionals can defend the program if a reactionary group or the pigs in the community attack you. They can also be invaluable in fund-raising. Associating other community leaders with

the service can have the same effect. Professional medical backup is useful for general advice and treatment for the physically sick. Drug abusers have a high susceptibility to disease, particularly shooters who may contract hepatitis or mononucleosis. Doctors can also prescribe drugs such as methadone and medical treatments which you probably can't provide. Social workers may be able (through the system's channels) to help with family problems. Shrinks can help those people who are so flipped out or so far into their fantasies that you can't deal with them. However, if a person is referred to a shrink or a doctor, the counseling service can't wash its hands of him or her. Because psychiatry and medicine are primarily concerned with "curing" people to the extent that they are functional, and because the "professionals" rarely relate drug abuse to social conditions, their prescriptions, only partly help.

## LEGAL STUFF

Legal hassles are multifold with drug counseling. Zoning variances for facilities may be needed, especially if you intend to allow people to sleep in at the center. A workable relationship with the police is vital. If you get busted regularly, you may be shut down. If the pigs stake out your center to discover drug users for later busts, no one will come to your doors. Good community rapport and support is the only way to prevent repression. You may find yourself dealing with local governments. If you can get money with a minimum of strings from a government agency--local, state, or federal--political attack and pig harassment may be minimized. Organizers should promote the program constantly, educate the community, and fund-raise. Consult and retain an attorney. Know the laws that affect you. A legal-aid program should be available to people in the program in the event they are busted.

## UNIVERSITY ORGANIZING

### INTRODUCTION

The educational institutions of society are an index to its underlying assumptions and values, since their primary function is the transmission of one generation's vision of the good life to the next. By the same token, the currents of change often become visible in the schools and universities before they are discernible elsewhere. Student radicalism has a history dating back eight hundred years, at least to the heresies at the young Sorbonne. It is hardly re-

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# Drug counseling notes; organizing the university

Continued from Page 10

markable, therefore, that the general crisis of world capitalism has produced in the universities of the world a crisis of confidence in that system and in its assumptions about human life. And it is not surprising that the young generation's demand for radical social change begins in a demand to restructure the university.

This might seem a case of attacking the symptoms of the disease before the cause, were it not for the particular relationship that the modern university bears to the economic substructure of the social order it was created to serve. A prime support of the ruling class, it nonetheless has a "gravedigger" potential. Education in the sense of "liberal arts" anciently meant studies befitting free men, a small minority who were thus prepared to rule over the many peasant craftsmen, trained only in practical skills. A technological civilization must educate vastly greater numbers of nominally "free men" as managers, specialists, researchers, administrators, persuaders, expeditors, etc. to effectuate the rule of a still smaller minority of monopoly capitalists over the mass of producers. Even the skills of the latter increasingly require training that goes far beyond narrow technique and invades the realm of the "liberal arts." Witness the clamor everywhere: Finish high school! You can't get a good job unless you go to college!

Free public education in the United States is largely a result of capitalism's ineluctable dependence upon such an "educated" work force. The advance of industrial technology (and of its ability to amass wealth and power) requires the continual production of new, inventive minds: mathematicians, biologists, economists, psychologists, and political theorists--even historians and artists, since

every aspect of past and present, linked as they are to the future, must be brought under control.

To create this "product" the technological society maintains a vast system of schools and supports the notion that a large part of its youth (in the U.S. about half) shall postpone entering the labor market while they engage in studies similar to those that were once reserved for "free" men. To the horror of the corporate and academic elite who run the show, the "product" has begun to learn its lessons too well--to turn its studious gaze upon the institutions themselves and its inquiring mind upon what it means to be "free."

Thus, as the crisis of the system deepens, the university emerges as one of its inevitable contradictions. Children of the managerial and technical middle class, living the best life the "American dream" has to offer, sometime in the 1960's began to transform their leisure, their affluence, and their academic exposure to new ideas and alternate social structures into a penetrating critique of the institutions which had nurtured them. Humanism in the classroom, research for slaughter in the lab. Economics to end third world famine, in the lecture hall built with income from United Fruit. Sociology and architecture to save the inner city, while the university evicted its tenants, "nored the poor at its gates, and admitted "without discrimination" any black who could pay his way. "Freedom of inquiry" and "intellectual adventure" in classes of five hundred graded by an electric eye. This appalling performance has been going on for a long time, and for a long time few seemed to notice. Why was it brought home to students with such force only in recent years?

Two generations ago D.H. Lawrence

speculated:

"Supposing a bomb were put under the whole scheme of things, what would we be after? What feelings do we want to carry through into the next epoch? What feelings will carry us through? What is the underlying impulse in us that will provide the motive power for a new state of things, when this democratic-industrial - lovey-dovey-darling-take-me-to-momma state things is bust?"

In the 1960's Lawrence's bomb went off. It was, perhaps, a real bomb at Hiroshima that began it, followed by the McCarthy period's unveiling of establishment hypocrisy about civil liberties and personal freedom, and the collapse of liberalism in the face of this. Then came the nicely balanced mix of condescending approval and savage resistance that greeted the black liberation movement. Above all, there was the ultimate, blatant criticism of the Vietnam war. All these, against a background of empty suburban prosperity and the bankrupt imaginations of those who had let it happen, conspired to create the "bust," of which the radical student movement is only one visible and vocal expression. The middle-class young, raised on the liberal fairy tale of a wonderful system whose basic intentions were good--needing only a little time and energy to correct its small flaws--discovered it wasn't like that at all. They marched in the South and they marched against the war, and they found out that the fairy tale was a lie. They asked people who were supposed to know--their parents, their professors, their elected representatives. They not only failed to get answers; they were told to shut up. So, from Berkeley to Bodton, from Columbia to the Sorbonne, they set off the bomb.

The blacks, the Chicanos, the Puerto Ricans, and other minorities had no fairy tale to recover from, for they had always lived outside the dream. The radical student movement of the sixties was torn in the South, at the black colleges, in the fifties.

The demise of the American dream has left a gaping hole in the American psyche. "What feelings do we want to carry through into the next epoch? What feelings will carry us through?" The students, at the forefront in the exposure of that hole, must fill it now. This is why what happens at the universities in the seventies has much to do with how we live our lives in this late century. This is why organization for the new order must begin here and now.

From THE ORGANIZER'S MANUAL. by William P. Homans, Jr. Copyright (c) 1971 by Bantam Books, Inc.



LNS



# Announcements...

## Film scholarships:

Six scholarships will be awarded to film students when the University Film Association gathers for its annual convention in August, 1971, according to Professor Howard Suber, Scholarship Chairman of the 700-member organization of college film makers and teachers.

"The purpose of these scholarship is to encourage students in the pursuit of careers in film production, writing, teaching, history, aesthetics, or criticism," Suber said in announcing the competition. Winners will be chosen on the basis of film or written work submitted. The awards are: two McGraw-Hill Book Company Scholarships, \$1,000 and \$500 each; The White House News Photographers Association Scholarship, \$1,000; the University Film Association Minority Scholarship, donated by UFA member Rose Blyth Kemp to encourage members of minority groups to pursue careers in film, \$500; the Ken Edwards Scholarship, donated by UFA member John Flory, \$500; and the University Film Association Scholarship, \$500.

Information and application forms can be obtained from Professor Suber in care of the UCLA Motion Picture Division, Los Angeles, California, 90024.

## Norman Guy Speaking Contest:

The annual Norman Guy Public Speaking Contest will be held on May 5 at 4 p.m. in Room 119 of Brothers College. The contest is open to all College of Liberal Arts students. Speeches may be given on any topic, though they must not exceed 12 minutes in length. Judges for the contest will be Dr. Thomas K. Wright, Chairman of the Department of Theater Arts, Dean Richard J. Stonessier, and Professor Jaqueline Berke of the Department of English.

There will be one prize of \$30 for the best speech. Interested applicants should apply before April 22 at the Department of Theatre Arts, Brothers College Room 107. Dr. Wright is in charge of the contest and any questions about it should be directed to him.

## List Yourself now:

All students who expect to apply to dental, medical, osteopathic or veterinary medical schools next fall - for September 1972 admission - should list themselves with the Counseling Center immediately. The Health Professions Recommendation Committee plans to schedule its interviews this spring rather than next fall, as has been done in the past. STUDENTS WHO DO NOT LIST THEMSELVES WILL NOT BE SCHEDULED FOR INTERVIEWS until after completion of all requests for those who are interviewed this spring.

## Student Rambler tickets:

Student Rambler Tickets, good for 15 or 30 days of unlimited travel on scheduled trains and buses in Ireland, are being offered by CIE Tours.

Standard Class 15 Day Rail/Road Rambler tickets are offered at \$25.00 and Standard Class 30 Day fares are priced at \$35.00.

"Ireland, with its trail of literary giants, its archeological sites, universities and museums has long been popular with American students," Jim McCormack, CIE's Sales Manager told the press. "And these economical fares are sure to prove attractive."

Students wishing to take advantage of these reduced Rambler fares must produce Student Identification Cards and proof of North American residence. Tickets are available at any railroad station in Ireland upon presentation of a Student I.D. card.

For further information write or phone CIE Tours, 590 Fifth Avenue, New York, N.Y. (212) 765-5530 or the CIE Tours Office in Chicago, Los Angeles or Toronto.

## American Students Association:

It is estimated that 175,000 American students will travel, study or work in Europe during the summer of 1971. One organization promoting study, working and touring programs, is American Students Association, a student association with over 15,000 members. ASA is represented by correspondents and members in over 850 colleges and universities throughout the U.S.

ASA offers information and booklets covering working and touring abroad, and on the multiplicity of study programs, scholarships and grants which are open to U.S. students. You may become a member of ASA by sending three dollars to ASA, Box 36087, Cincinnati, Ohio 45236.

Work opportunities for American students in Europe during the summer have increased due to the fact that European countries in the Common Market are at the present time in a period of massive production expansion and are short of having a full labor force. Working abroad gives serious students the opportunity to acquire first hand familiarity with European life and to improve their knowledge of the European languages. American Students Association is in contact with European firms and arranges for employment of American Students in Europe.

Jobs are available in skilled and unskilled areas in hotels, hospitals, and summer camps in Switzerland, Germany, Austria and England. There is a placement charge (\$35.00), which is refunded

by ASA if they are unable to obtain a job for you. ASA offers "Student Europe" (\$1.95), also, "Hiking Europe" (\$1.00), which gives all sorts of information on small inexpensive restaurants, good touring routes and tips on how to hitchhike. American Students can indulge in hitchhiking in Europe, which is even cheaper than taking the third class coach, and not nearly so wearisome as plain hiking.

ASA furnishes round-trip air transportation to its members at greatly reduced rates.

Information can be obtained by writing to: American Students Association, PO Box 36087, Cincinnati, Ohio 45236.

## Abortion aid fund:

The Council on Abortion Research & Education has established a fund to provide financial assistance to women seeking legal abortions, it was announced by Richard Roman, executive director.

The amount of financial aid granted by the Council will be determined by the economic circumstances of the woman requesting such assistance. Initially, the Council will provide partial (up to \$50 per woman) rather than total financial assistance so that as many women as possible may be helped by the fund. The Council plans to increase the amount of financial aid available to each woman as more funds become available.

According to Mr. Roman, the fund will enable more college students and economically disadvantaged women to obtain legal abortions performed by board-certified gynecologists under quality medical care conditions. The fund was set up by the Council as part of its overall program to provide information and assistance regarding legal abortion. The Council is a non-profit organization chartered under the laws of the State of New York.

Women seeking details about the fund or general information about legal abortions should call (212) 682-6856 or write to the Council on Abortion Research & Education at 342 Madison Avenue, N.Y. 10017.

## Writing contest:

The National Lampoon, the monthly humor magazine which reaches its first birthday in March of this year, will mark that initial anniversary with the introduction of the first Annual College Humor Writing Competition.

Douglas Kenney, Editor of the Lampoon, announced today that he and his fellow Editors believe that this will be a first in that students at colleges and universities in the United States and Canada are being invited to participate

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# Announcements...

## Continued from Page 12

in a competition designed exclusively to encourage the writing of humor and satire. A large segment of the magazine's distribution is on or around college campuses.

The Competition will offer twenty-five prizes to the twenty-five top winners with first prize being an all-expense paid trip for two to Brazil and the Amazon via Pan American World Airways. The first prize winner and a companion of his or her choice will be flown to New York and then to Brazil. Once in Brazil, both will sail down the Amazon River, visiting native towns in what should be an unusual and exotic experience.

Second prize is a one thousand dollar Kawasaki motorcycle; third prize is an \$475 motorcycle; and fourth prize a \$299 cycle. Fifth and Sixth prizes are Garard automatic turntables. Additional prizes will include record collections and five year subscriptions to the Lampoon.

Entries for the competition may be submitted only by students currently enrolled at the graduate and undergraduate level in colleges in the United States and Canada or U. S. possessions. Those eligible may submit original humorous or satirical material in any form (including, but not limited to, essay, short story, verse, short play, criticism or parody.) Submissions must be typewritten, must not exceed 2,500 words in length and must be postmarked no later than midnight, May 1st, 1971. They should be addressed to: The College Competition, National Lampoon, 635 Madison Avenue, New York, N.Y. 10022.

A complete set of rules will be published in the March and April issues of the Lampoon or are available by writing to the above address. Only one entry may be made by any one author for the competition.

Winners will be notified on or about June 15th, 1971. The Lampoon, of course, retains the privilege of publishing all winning entries.

Kenney and staff feel that humor writing has been greatly neglected in schools in this country and feels that this annual competition will help develop and unearth more American and Canadian humorists. "It's been a long interval between the days of Benchley, Kaufman and Parker and the Lampoon," he points out. "Humor is on its way back. People want to laugh again."

## Polish scholarships:

The Polish University Club of New Jersey is announcing scholarships in the amount of \$250 each for students who have completed at least one year of college studies at the time of the awards. Qualifications are the student

must be of Polish descent and a resident of the State of New Jersey. Applications for this scholarship are available in the Dean of Students' office.

## No more draft loophole:

WASHINGTON, D.C. (LNS) -- There's a new Presidential Executive Order aimed at draft resisters. At one time, unless they asked for transfers, men were automatically inducted into the Army at the center closest to the draft board they're registered with. Inductions could be delayed for months as men waited to hear decisions on their requests for transfers. It was valuable time in which a man could build a legal case against his induction.

The new order eliminates the delay. According to Selective Service Director Tarr, "Registrants who seek transfer only for purposes of delaying induction or facing draft law violation charges in a different jurisdiction will find these loopholes closed."

Under the new order man just has to appear at the center of his choice two to three days in advance of the scheduled date of his induction. He applies for his transfer then, and it will usually be granted. If the man doesn't show up in advance he has to go to the center named on his draft notice on the scheduled date.

**Elected to Sigma Phi:** Seven seniors and twelve juniors were elected, March 29, to Sigma Phi, the College's scholastic honor society. They will be inducted at a public ceremony Wednesday, April 21, at 5:15 p.m. in the University Center.

The newly elected seniors are Bruce Bessken, Robert Johnson, Elizabeth Lescault, Rebecca Parkinson, Suzanne Bell, Nancy Jane Smith, and Dave Little.

The juniors -- first members of their class to be named to the society -- are Robert Armbrust, Paul Bartolotta, John C. Bolte, Joanne Burcher, Gregory W. Clark, Ron Estler, Kathi Gentile, Deborah Kleintop, Joanna Pratt, Thomas Quinn, Joanne Terwarbeck and Catherine Turrill.

The new members will be guests of honor at the society's annual dinner following the April 21 induction. Dr. David Park, professor of physics at Williams College, will speak on that occasion. His subject will be "Creation and Silence".

Academic requirements for election to Sigma Phi are a cumulative average of 3.50 or better for 75-89 semester hours, 3.40 or better for 90-104 semester hours and 3.35 or better for 105 or more semester hours.

Seniors previously elected are William K. Boss, Peter M. Hoffman, Susan E. McShane, Pamela L. Schloss, Jeffery P. Rabek, Marilyn G. Robertson, Jennifer Stonier and Carol L. White.

## Warns of firecracker usage:

Director of Security John Keiper reminds students that the use or possession of firecrackers is illegal in the state of New Jersey. He also recommends that students who use firecrackers think of the damage to property and injury to person and that they may cause. "The panic that could arise," said Mr. Keiper, "is very dangerous."

alman brothers band



The Alman Brothers, who will perform with Cowboy tonight in Baldwin gym. Tickets for the 7 and 11 p.m. shows are \$3.50 for Drew students. Social Committee Chairman Don Orlando has also announced that he has scheduled two more concerts this semester: Cat Stevens, Thursday, April 22 and Emerson, Lake and Palmer, Friday, May 7.





## Chaplain Boyd: in memorium

*...his smile will  
always be with us*

"The sunniness of his smile, the rapid play of his wit, the depth of his understanding and concern had value here of great significance."—Dean of the College Richard J. Stonesifer



a good man died today ...  
how do i deal with this ultimate mystery --- this Death?

a week ago i sat cross-legged on the chapel floor  
watching with wonder the vibrant flesh  
the expression of the spirit  
the enemy corporeal (ever-defeated by time).

i saw eyes, excited in his brilliance;  
hands, defy the air's minutest friction (another molecular impediment)  
i heard his voice;  
commanding sound  
inspired my mind (a thing apart from body?)  
to function, nurtured by his words.

so life is self-destructive ...  
we use it up by living

each day wiser, each day closer to the fatal folly  
the irony of death after life,  
after-life after death.

perhaps that virus Truth  
which infects the conscious for its seeking  
and hurries many underground,  
unearths itself  
with the final turn of the spade.

--- Bert ---



"We have all lost a real friend whose spirit of joy, whose faith and whose strength should sustain each of us." ---President Robert F. Oxnam



"They cut me down and I leap up high  
I am the life that'll never, never die  
I'll live in you if you'll live in me  
I am the Lord of the Dance said he."

---Hymn: "Lord of the Dance"





## Resignation statement

After careful thought and much consultation, I have decided to resign as editor of the ACORN, effective at the end of this school year. I announce my resignation at this time so that those who are interested in the position may apply to Communications Board as well as be trained during the next month. Applicants may drop the ACORN a note through campus mail or come to the Publications Office; should several people apply, Communications Board may consider accepting a Board of Editors instead of just

the usual one editor-in-chief/associate editor(s) combination.

My decision will allow me to be freer to enjoy what should be enjoyed and to start some organizing to stop what should be stopped. Speculation on what people will term my "real reasons" will, of course, still reign. I would like, however, to publicly thank Elise, David, Earl, my suite and John Reeves, Calvin Skaggs, Cathie Knowles and Frank Wolf for their advice. K.S.

## The negative...

Negative administrative actions abound on this campus. And the recent affirmation of a

ruling by President Robert F. Oxnam and the  
*Continued on Page 17*

## Tradition over choice

*Continued from Page 16*

omnipresent Board of Trustees only has served to support that assertion. It seems that because of what can be whittled down to another administrative upholding of tradition will force any student who participates in the May 29 commencement exercises to be garbed in a cap and gown.

To those students who had planned to wear the cap and gown and to the many parents who might feel that a college graduation is not a college graduation without the traditional accouterments this instruction to uphold the status quo may have no significance. But, on the contrary, it is not only a breach of the freedom of personal expression but seems to be just another in the series of "public image" requirements that inundates practically everything this university does.

At the request of several members of the graduating class, Senior Class President Dale O'Brien conducted a survey concerning the wearing of caps and gowns at graduation. The results indicated that over 50% of those responding wished NOT to wear academic dress. O'Brien conveyed this information to Dr. Oxnam adding, "Despite my own disagreement with their desires I do feel that I have a duty to represent their wishes. I believe, strongly, that they have the right not to wear caps and gowns, if that is what they want; just as those who wish to wear them, have a right to do so."

In responding to O'Brien's letter, President Oxnam did a great deal with his use of words. To say what essentially was "no diploma at graduation exercises unless you wear a cap and gown because we must uphold tradition and maintain a good public image" he rambled on, giving abstract and absurd explanations. He wrote:

"The traditions connected with commencement exercises have a very long history, as you know. They symbolize for some of us, intellectual freedom; for others, the continuity of man's long struggle toward enlightenment. For many who participate in the occasion, they mark the culmination of individual achievement and family sacrifice. Like all good symbols, they can be filled with the content of any individual's hopes and ideals.

Drew University owes also to the very wide community which supports its educational

goals, annual recognition of a widely shared purpose. Traditional academic observance inspires and revitalizes the commitment of the whole society to education as a primary goal.

For these reasons the University will require that caps and gowns be worn at the exercises in May. I trust that your classmates will see in the continuation of our traditional program their own opportunity to affirm a shared achievement and a shared beginning."

The editor of this paper wrote to President Oxnam to inquire about several items related to this requirement. Dr. Oxnam pointed out that the first question, "On what reasons (tradition, expense, etc.) do you base this instruction?", was answered in his aforementioned reply to O'Brien. Student Government President Peter Hoffman, too, inquired about the requirement. The first paragraph in Dr. Oxnam's letter to Hoffman served to answer the second question, "If this instruction is mandatory, do you not feel that it is a breach of personal freedom and expression?"

President Oxnam wrote to Hoffman, "Provision has always been made for a student appropriately excused to receive his diploma in absentia. The University expects that students will be present and will be garbed in caps and gowns at the commencement exercises. A graduate who cannot be present can make arrangements through the Dean and the Registrar's Office. It is therefore not a matter of withholding a student's diploma but rather of participation in the commencement ceremony."

This response constituted an edging around what Hoffman had questioned, that is withholding a diploma if a student does not wear a cap and gown at the ceremony. An "appropriate excuse" is obviously nebulous. But, when Dr. Oxnam proceeds, he explains that a "graduate who cannot be present..." essentially ruling out the acceptance of a student who may want to protest the function and instead do something else with the ludicrous price of ten dollars for a cap and gown. The excuse, it seems, must be a legitimate excuse, such as an illness.

Dr. Oxnam made further comments in his elaboration on his response to the second question. "No one is dragooned into attendance at commencement," he said. "It is expected that he will attend; and, if he does

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## Guerilla theater effective

Continued from Page 17

participate in the commencement ceremony, the University requires that he wear a cap and gown in the processional, during the ceremony, and through the recessional. No, I do not believe that this 'is a breach of personal freedom and expression.' If any of your colleagues do, I would suggest that they apply for the diploma to be received in absentia. I would assume that such a person would first obtain the approval of his parents, for many families have sacrificed mightily to support a student's pursuing a degree.

"It is hoped that all candidates for the degree will see the importance of participation in the graduation ceremonies. They could see the exercises as an opportunity to affirm that an educated mind is a triumph for the individual and for the society he hopes to serve. Commencement has always been considered as symbolizing both an end and a beginning, a celebration and a commitment. I am certain that millions of individuals have seen their commencements as very personal expressions indeed!"

The object seems to be to make the commencement ceremony one that is highly esteemed, highly reflective of a "superb Drew educational experience." The fact of the matter is, however, that the "superb Drew educational experience" is as fallacious as Nixon's claim of winding down the war in Indochina, as fallacious as the assertion that racism is abnormal in the country (it is most certainly the norm), as fallacious as saying that students play a large part in the governing processes of this university.

In place of a cap and gown several people have suggested that students donate that fee to the King-Kennedy Scholarship Fund. The

amount of money would, of course, depend upon the number of students who would support such an undertaking. Yet, these same students may wish to be present at the commencement ceremony, but WITHOUT that highly acclaimed facade of a cap and gown, a facade that in many cases may be desired by either parents or student but in other cases may be an unwanted symbol. Those who do NOT wish to wear a cap and gown to the ceremony, want to donate that money to the K-K Fund, but still would like to participate in graduation **SHOULD BE ALLOWED TO DO SO.** Several institutions permit students to wear anything they wish to graduation, virtually dismissing the ill-conceived idea that a cap and gown indicates a "good public image" or the epitome of "educational excellence."

If the University refuses to offer a student the choice of wearing or not wearing a cap and gown it is then breaching that student's right to personal expression. Students who want to or who must attend the ceremony, but who are forced to wear the cap and gown do have another recourse. A form of guerilla theater tactics would be very much in order. Attend the ceremony without shoes; wear decorations (peace symbols, fists, colorful scarves, etc.) dangling from the cap and gown or drawn on the garb; dress in nothing but underwear under the gown and drape tinsel from the cap. Place one of those toy buzzers in your palm when you shake the President's hand. Sometimes it can be effective to confront absurdity with absurdity; actions taken by students can be meaningful if enough students decide to take actions. University dictates need not be final words. K.S.

## ...And the positive

Despite the negativism pervading the campus, we should admit to the fact that the administration does take some positive actions in response to student questioning and concern. Such action has occurred twice in recent weeks.

For some reason unclear to the man himself, Director of Security John Keiper privately announced that students would

NOT be permitted to park in the University Center lot after vacation. It seems that the muffled directive may have come from Ralph Smith, who was reported to have felt that there simply was not enough room for faculty/staff, construction worker AND student parking in the U.C. lot.

The staff must, of course, work in the

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## Students on top (for a change)

Continued from Page 18

University Center. The faculty had to be close to its offices in Great Hall. And, the construction workers should be allowed to park close to their building site (the new dormitories). The workers had been parking on the ground next to the site and next to the fork in the roads splitting off toward Glenwild Gate and the suites. But that area was becoming muddy and could not be used. Thus, overcrowding in the U.S. lot was the end result.

The directive would have required students (commuters, etc.) to park behind Sitterly House, which houses the music department. Infuriated by all of what he had heard, commuter John Cadwell went down to Mr. Keiper's office to discuss with him the validity of such a requirement. After his discussion, Cadwell noted that Mr. Keiper was virtually unwilling to listen to him. The Director of Security supposedly remarked that, "students are here to get an education not to go to the University Center." (Cadwell and Keiper later apologized to each other).

Cadwell then took his concern, complete with a signed petition, to Mr. Pepin's Wednesday staff meeting. According to Cadwell, Ralph Smith, Comptroller Clifford Smith and Dean of Students Alton Sawin all defended the institution of the requirement. But Director of University Services Mack Jordan, who believes that students are customers of the university, agreed with Cadwell's gripe and the decision was reversed.

Student concern had caused a reversal of an obviously unjust decision. It was the first time in a short period that a concession had been made to the students.

The second time in that period was not in the strict sense of a concession. It was instead

some positive, worthwhile problem-solving among students and administrators. And it was done without any condescendence toward student opinion and with an open and responsive ear toward student concerns.

After the university had instituted a housing reservation fee, several students began a campaign to boycott that fee on the grounds that it was not guaranteeing a student THE room that he/she had chosen in the room selection process. The petition received 450 signatures and, after its presentation to Dean Eleanor Erickson, a meeting was scheduled to be attended by the deans of students, two students and Francis Sellers, University Housing Director.

The result of the meeting, which lasted for nearly two hours, was extremely satisfactory. Those in attendance worked with projected enrollment figures in an attempt to make sure that students would know exactly where they stood at the time they chose their room. Mrs. Sellers and Dean Erickson were particularly receptive to student concerns about the housing situation and were most interested in NOT inconveniencing the students any more than the problem warranted. Everyone's main objective was to prevent a recurrence of last fall's housing fiasco.

These two instances show that students can exert pressure and can become working parts of the decision-making function in the University. As we enter the final stretch of the year, students must realize their potential influence; faculty and administrators must realize that students WILL meaningfully participate in the university; and trustees must reckon with their status being removed from the every-day happenings in the university, and leave more of the decisions to the people who have the more common interests. K.S.





## Letters-to-the-editor

### Reply to Peterson

To The Editor:

(Editor's note: This is a copy of the reply sent to the Nebraska Wesleyan home paper in reply to Eric Peterson's comments on Drew. It was written by Wendy Miller, another U.N. student from Nebraska).

I think perhaps there are two sides to the question or problem posed by Eric Peterson in his letter concerning Drew University. True, if one comes to ANY campus, be it Drew or American or Nebraska Wesleyan, no one is going to find anything there by waiting for five weeks for "something to happen" and if it doesn't, proclaim it a campus of apathetic drug users. It takes effort not only on the part of the home students. Why should they seek you out? They have their own friends, interests. It is up to the visiting criticizer to approach them; find out what they are thinking about their school, the world, etc. before jumping to unfounded conclusions.

In hearing conversations among students here one doesn't hear very often such things as "God, I hate this place." How many times have you heard, or possibly thought and voiced this opinion yourself on Wesleyan's campus?

The intellectual stimulation is there if the desire to know is there. Cultural opportunities are there if the student wishes to take advantage of them and in contrast to the views expressed earlier, the students do show an interest in these things. True, if one goes to a basketball game, fencing match, etc. the representation of students is smaller than you might be accustomed to at Wesleyan, but those present DO show enthusiasm. Perhaps, Eric, their interests do not lie in the same areas. One must seek out these people to find their areas of interest. Perhaps the expression of school spirit and enthusiasm is different here, but one can't condemn or jump to conclusions because of this. These people are in a different academic environment than is present at Wesleyan, (or NOT present at Wesleyan.)

I'm not trying to project the idea that things are better here, or that I have developed a dissatisfaction for Wesleyan's campus-(perhaps just for my own existence on that campus), but I am saying that the picture painted by one person is not necessarily the only side nor the only viewpoint. I believe this campus here has the opportunities for intellectual, cultural, and social enlightenment.

Living in an atmosphere that allows for a person to be, to think, to act without social pressures provides the oppor-

tunity for growth, for new awareness of one's self and of the world and people in it. Such an atmosphere, while I now am referring to Drew, possibly could be found at Wesleyan too. Talking and interacting with people of different social background, all with a variety of personalities and attitudes cannot allow for lack of stimulation. It is not the campus, but the people on it that allow for this stimulation, so possibly it is necessary to not stop at getting acquainted with a campus, but with its students.

Wendy Miller

### 'Lesser fault'

To the editor:

The following is a list of the College faculty who have been at Drew ten years or longer: Baker 21, Berke 12, Bicknell 17, Bishop 14, Blackburn 22, Bush 15, Coombs 12, Cranmer 22, Davis 10, Dominovich 16, Friedrichs 14, Greenspan 27, Jensen 12, Jones 22, Kenyon 11, Kimpel 32, Lytle 13, Mastro 11, McClintock 41, Miller 12, Ollom 15, Pain 17, Phillips 19, Schabacker 32, Scott 17, Simester 35, Smith 34, Zuck 23, and Zuck 25.

Add to this the approximately twenty who have been here at least five years and the number of others who are in their first full-time teaching appointment but have bought homes and intend to stay for a long time, and one might conclude that we are less "transient" than the faculty at many other colleges. Of course this does not prove that the faculty are really interested in students (I'm sure that at least 90% of them are), but it suggests that transiency is one of the lesser faults of the faculty.

Dr. Donald Scott

### On McClintock

To the editor:

Though I have had no news of it, if my calculations stand up this Spring is apt to see the close of Jim McClintock's almost life-long association with and contribution to Drew. I would simply wish to take this opportunity to express my profound admiration for him as a man and for the distinctive qualities he has stood for in the development of the College of Liberal Arts. No one to my knowledge has contributed more over the years to the academic excellence which has come to characterize the College's central goal.

As a colleague over the past 13 years he has spoken and worked with his whole being for its best interests, often reminding those of us who were to come on the scene long after him of the values of personal integrity, intellectual excellence, and a sense of community upon which Brothers College had been founded. Perhaps most impressive of all--at least to me--has been the personal courage and

control he has demonstrated in not falling to the easy temptation to denigrate that community as he witnessed the changes that have been forced upon it as it accommodated itself to the new interests and problems of succeeding generations of faculty, students, and administrators. None of us who worked with Jim over the years could expect plaud praise or any backing away from firm judgements on our occasional follies. All who remained close to his fire and the magnificent sense of humor with which it was so often tempered will miss him greatly. If I am mistaken and Jim can be tempted to continue his teaching role at Drew for a year or two longer, I offer this simply as my own heart-felt farewell.

Bob Friedrichs, Drew, 1957-71

### Poor critique

To the editor:

As I read the editor's critique on the Gordon Lightfoot Concert anxiously expecting to find nothing but raves, I was instead hit with a very satirical and biting review. It seems the editor's constant cry for a change in Lightfoot's performance shows his inability to enjoy good tunes and a good singer. If he wanted "change" and "variety" he should have bought a ticket to a Ringling Bros. and Barnum & Bailey Circus. Lightfoot wasn't there to execute tripple summersaults in mid air, but to present his songs to the audience, which he did and I might add he performed quite beautifully.

I also fail to see that smiling at your back up man proves a disinterest in your audience or your songs, or that it displays a super inflated ego. If Jackie Vernon is what you want then I suggest you not attend a Gordon Lightfoot Concert!

Joann Mueller

### 'Vacations'

To the editor:

(Rich De Steno submitted this poem which, he noted, "was inspired by the recent spring vacation").

I need a vacation from my vacation  
'Cause its work not doing work  
I need a vacation from my daily grind  
Or I just might go berserk

I need to spend some time away from here  
Some time far from this strife  
I need a vacation from my vacation  
I need a vacation from my life

Rich De Steno

### Just one opinion

To the editor:

In reviewing the letter by Eric Peterson in the March 5th, 1971 ACORN we feel we must comment on the ignorance which

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## Letters-to-the-editor

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was behind this obviously narrow-minded view of Drew University, from a student who had only been here for a period of five weeks. As a "visiting student" Mr. Peterson should keep in mind that he is a guest rather than an authority on Drew student life.

After only five weeks here, he has assigned himself the role of "judge and jury" over the Drew "community". He feels qualified (?) to attack and condemn the student body, the student government, the administration, their policies and the method of operation of the school as a whole.

While wanting to start by "telling the truth", at most in five weeks he could only have experienced isolated incidents while "hoping something would happen". From these incidents, he has made gross generalizations about these aspects of Drew life. He claims that Nebraska Wesleyan is a utopia in comparison to Drew, but isn't it all relative to the people involved?

Drew is a reality rather than a disaster. Realities have substance and direction, so that they are now "blown about in the wind and cast wherever they might land." Thinking that the Drew community might be interested in the reaction of one visiting student, the ACORN published Mr. Peterson's letter. We have concluded--it is merely one "visiting" opinion" by just one visiting student.

Nancy Johnson  
Elaine Noepel  
Marge Teufel

### 'Damned obnoxious'

To the editor:

It's been a while since I have written for the ACORN. Dear old Harold is gone-God bless him; and my ranting against the administration is now loosed in committee meetings and conferences and private letters. But the appearance in last week's ACORN of an article by a Mr. Eric Peterson has provoked me into attempting once more to publicly deal with certain conservative ideas.

When I first read Peterson's letter, I got pretty pissed off; I mean it is pretty damned obnoxious for this character who has been at Drew a total of five weeks to pass such complete judgement on our community. I've been going to this school for four years and my judgement of the place changes from day to day.

But after reading the thing a second time (not that it deserves such attention) I couldn't help but be amused at this guy. "Drugs are rampant . . ."; "Student government openly advocates disregarding all (drug) policy . . ." The guy is actually shocked by this; he can't understand it. The Killer Drug Marijuana. That there LSD that deestroys them cromo-

zones.

The guy probably reads every piece of horseshit the Food and Drug Administration puts out. I'm afraid that Harold's sophistry and empty sophistication can raise more anger in me than the idiocy of Mr. Eric Peterson. The real tragedy is that Peterson is here--instead of out at Nebraska Wesleyan where he so obviously belongs. A friend of mine remarked that it was a pity that the Appalachian Mountains weren't high enough to keep people like Mr. Eric Peterson out of the state.

And then on top of Peterson, the Young Republicans put out this newspaper. That newspaper really blew me off. It had many factual errors, the news was biased, it was sloppily written, and in short, it made me appreciate Ken Schulman a lot more. The thing was so ridiculous that it doesn't deserve much attention; however, I feel the need to comment on the idea that Harold is responsible for the continuance of the war in Vietnam.

Dick Nixon has told this lie just too often. The United States wants a "negotiated" settlement that will win at the bargaining table what they can't win on the battlefield--the preservation of the Thieu regime, the guarantee of a non-communist Vietnam to the extent that no communist may participate in the government.

To accomplish this the U.S. calls for elections while Thieu is in control of the election machinery with U.N. observers for windowdressing. Since Thieu won the last presidential election with more votes than there were eligible voters, it is pretty obvious to everybody that the communists would be fools to agree to such an election. They rightfully have suggested a coalition government of the three major factions in S. Vietnam which will run an election to set up a permanent government.

The North Vietnamese have agreed to withdraw all their forces and to return U.S. prisoners as soon as the United States commits themselves publicly to a complete withdrawal. The North Vietnamese are being extremely reasonable; they are willing to negotiate. Dick Nixon is hellbent on military victory and he will do anything to attain it. And that's pretty scary.

Peter Hoffman

### On Stonesifer

To the editor:

I have only now seen the special edition of the ACORN responding to the announcement of Dean Stonesifer's appointment to the presidency of Monmouth College.

I do hope that those responsible for it--and those among the student body whose gratuitous comments were quoted--tuck it away among their momentos of Drew. For twenty years' time I can't imagine

a more piquant reminder of that glorious period when, as an undergraduate, life was populated by "good guys" and "bad guys," when "freedom of the press" was in the service of personal emotional catharsis rather than constructive criticism, when collegiate authorities had to absorb--as part of their daily routine--the "normal" adolescent rebellion to the parental generation that a son or daughter felt too psychologically insecure or too financially dependent to vent on his or her parents, and when tempests in campus teapots were much more pleasant and incomparably less demanding foci of attention had political, social, or economic activity or significance beyond the Drew forest.

I, too, leave Drew with regret. For over my thirteen years amongst you and some half dozen elsewhere I found Richard Stonesifer the most effective spokesman for the long run interests of his College--for both its students and its faculty--of any Dean with whom I have worked. I have also found him, even in the midst of our occasional disputes over educational policy and practice, one of the most open, adjustable, and attractive men I know. The multiple interests he has had to balance and serve in his role as Dean should be abundantly clear as the effort is made to achieve consensus within the administration, faculty, and student body on a successor--and when you discover, after the first two or three years tenure of the new appointee, that those conflicting interests have remained just as obdurate as they were between 1965 and 1971.

Bob Friedrichs

Chairman, Department of Sociology  
College of Liberal Arts, 1957-70

### 'Straight & true'

To the editor:

Regarding Ken Schulman's editorial, "Drew: the stepping stone" (3/5/71)---Yes! Straight and true.

Eliza Kruck

### St. E's blues

To the editor:

Today, March 23, at the College of Saint Elizabeth the Dean of Studies announced that Senior Comprehensive Exams will not be postponed despite a majority student vote in favor of change. An initial petition was circulated to the Senior class at the suggestion of the Dean. Although this petition polled a majority of the class in favor of a postponement, it was considered invalid by the Dean. The Administration then directed that a questionnaire be completed by the Class, and action would be taken on the outcome. Although 2/3 of the questionnaires re-

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## Letters-to-the-editor

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ceived favored a change, the original date still stands.

The members of the Senior Class, whose graduation hinges on the passing of Comprehensives, originally had no say on deciding the date. This is typical of most of the College. Administration's actions on student matters. In past years the College of Saint Elizabeth has attempted to present an image of total student involvement. This involvement has become stifled because a majority interest holds no weight against the rigid system which underlies all policies and decisions made on the student's "behalf".

In comparison to the crisis and turmoil on other college campuses, (Columbia, Kent State, Berkeley) the most recent revolutionary changes which have occurred on this campus have included: revision of the dress code (which now leaves dress to the discretion of each student), and smoking in public areas of the campus. These "outstanding" changes have taken place in lieu of the establishment of an honor system and a free cut system. The Administration has also chosen to ignore the Student-Faculty decision (Spring 1970) of optional examinations.

The deafening silence on this campus is not due to student disinterest but rather to the utter frustration found in coping with an antiquated and unhearing Administration. Is it necessary for students to occupy buildings, to destroy public property, or be shot before the Administration will re-examine itself?

Dee Ventucci ('71)  
Kathleen Tracy ('71)  
Barbara Byrnes ('71)  
Ann Cuelléo ('71)

### 'The Nixon Show'

The Nixon show comes on the air  
When White House spirits sink  
With waving arms he makes things clear  
So you don't have to think

The star of course is Nixon  
Though the cast is not that sparse  
There are a couple newsmen  
To help him with his farce

Ole Dicky greets the questions  
With smiles and great delight  
You see he's heard them all before  
In rehearsal just last night

As the newsmen pose their questions  
They try to look quite grim  
But in your mind you see their faces

Laughing right at him

By the time he gives his answer  
The year could change its season  
Ten speed freaks might all fall asleep  
And Spiro might use reason

And when he's through reciting lines  
And acting out his part  
Another newsmen takes his cue  
And his lines he will start

This song and dance goes on and on  
Until the soulful script is through  
And Nixon smiles deep in his mind  
'Cause he's put one over on you

So some might see the entire sham  
For exactly what it is  
A sordid, sinful, shameful farce  
Which Dick must claim as his

And after we complain and talk  
We all know what we've got  
Richard Nixon running things  
And newsmen aiding in his plot

What happened to these noble men  
Who used to seek the truth  
They've all become big T.V. stars  
Who dare not lose their cooth

O don't offend the President  
That would be the worst  
Getting answers that we want  
To questions not rehearsed

O don't offend the President  
He's such an honored man  
I don't know what these people want  
He does the best he can

The Nixon show comes on the air  
When the White House spirits sink  
But we can't probe his mind too much  
'Cause we might start to think

Our thinking might be dangerous  
To people still in office  
We might decide they're talking trash  
With logic that's amorphous

### 'Sour Grape'

To the editor:

I am the parent of one of the freshmen and subscribed last fall to the ACORN because of interest in the University and a desire for news of the ongoing campus scene.

I feel cheated and, like most of the students in the recent survey, bored. In-

stead of news, we get a (sometimes) weekly serving of your personal gripes and diatribes against the University. These may interest you and inflate your ego, but such stuff is not news. A better name for the ACORN under your editorship would be the SOUR GRAPE. It's a sorry publication which reflects no credit on the University, or on you. Mainly it's childish.

If the administration you hate didn't provide you with a compulsory subscription list, you'd be out of business in a week. As an outsider, I have a choice. I won't waste my money again.

William F. Doering

### View from Drew

To the editor:

Well boys and girls, April 24th is the big day to get out your demonstration fatigues and march against the President's Vietnam Policy. I understand it's going to be even bigger and better than last year's program. The People's Peace Treaty has been signed, we have been endorsed by the National Labor Organization (comprised mostly of white college graduates), and we have scheduled the program this year so that it will not interfere with your final schedule. We hope everyone will join us. It's going to be one of the best times yet this year.

Also, if you like, you can go down to Washington on the 1st of May and join in the May Day Celebration. Rene Davis and his people are thinking about buying about 5,000 junked cars and placing them around the city so that once people get into the city, they can not get out. All the time this is going on, the rest of you people can join together and march from Federal Agency to Federal Agency, in order to liberate the people who work there. One final note about this program, there have been set aside four days for this May Day Celebration. If it rains during any one of the days, we can easily postpone the activities of that day and move them to the next.

The very moral fiber of our nation, the security of our rights, as our forefathers established for themselves and future generations are protected and reaffirmed by public demonstration, and by people, like you and me, petitioning, participating, and politicizing such issues as we deem important to ourselves and our fellow citizens. I rejoice when responsible individuals and groups take the banner of a cause, and carry it to their satisfaction. It pleases me to see people aroused and concerned. It makes me pleased and thankful that I live in a nation where such activities take place, not because it is good publicity for the government, but because the people of

Continued on Page 23

## Letters-to-the-editor

Continued from Page 22

the nation willed it that way.  
But then I raise the question: should not people who wave the banner for their cause be really dedicated to that cause, and not just simply "fair-weather-advocates"?

At a recent gathering of the Drew University Student Mobilization Committee the essents of my opening two paragraphs rang loud and clear throughout the hall. "Get out and demonstrate, but if it gets rough, or if you have to sacrifice, forget it. We want you to have a good time."

I submit that it is this very attitude on the part of the majority of the American public that has kept us in Indo-China for so long. If we, the American People, really wanted out of Vietnam, if we really did feel that the U.S. had no business in South-East Asia, if the war was really as immoral as some claim it to be, then we would have been out of there along time ago! As it is, though, the country is caught between two, or more factions, each with a different perspective on our involvement in Indo-China, each calling for a different action on the part of the President, but no one giving him an overwhelming mandate to dissolve our involvement.

I submit that it is this "fair-weather-advocacy" that kept us there for nearly 20 years. The other day in the New York Times, (2-23-71, P.9) there was an article concerning the latest trend in anti-war demonstrations; the Teach-In. This one was at Yale University, and it was being led by Averill Harriman. At the Teach-In he called for the defeat of President Nixon if he did not have all of our troops out of Vietnam by the end of this year. He then went on to say: "I'm not for cut and run. We've got to get out with responsibility. We've got to get our prisoners out, and we've got to see that there are not going to be any reprisals." Cyrun Vance went on to say: "It simply isn't possible to reach a settlement based on moral principles alone. It must be a political solution."

Vance and Harriman are two of President Nixon's strongest public critics, yet do you see, they have tied the hands of the President, by watering down their demands, thus diluting the mandate to dissolve U.S. involvement.

President Nixon is working as hard as he can to get us out of this Asian nightmare, but until these diverse opinions, until the varying perspectives can draw closer together, until the "fair-

weather-advocates" are going to be willing to sacrifice and carry their banners day and night, rain or shine, our involvement in Vietnam will continue, and the President will have to make his decisions based on what information is available from his "reliable sources".

The finest demonstrations that could come on April 24th, and May 1st, should continue to come everyday after until it is clear, beyond any doubt, that American and its people are no longer willing to make the large sacrifices, to waste its resources, and its men in the continuing war in Vietnam. If the banner is worth waving, why not wave it until the cause is won? If the cause is worth winning, why not untie the hands of President Nixon and let him get to the business of settling the questions there?

Ralph Ellison, author of the award winning novel *The Invisible Man*, spoke here Sunday (2-21-71) and proclaimed: "In America the unity is not only the theories of democracy but also the diversity itself; individuals will always remain individuals, but it is the common desire to express the experience and the sharing of the means of expression when they fit the individuals' purpose that is the key to understanding." If it is really our purpose to end our involvement in Vietnam, then the rational and intelligent action to take would be to demonstrate our unity as individuals and make our commitment understood. Give our President the understanding of our individual commitment in a continual, united action. "fair-weather-?"

Eric Peterson

### Letter from 'Nam

To the editor:

(Editor's note: The following excerpt from a letter was sent to a student in the college. The student requested that the ACORN publish this part of the letter.)

I fly over countries where people would give their arm to kill me. They try their damndest when you hear a voice over the intercom say dive, clumb, break right, break left, or oh shit; what you do is hang on a pray. To date I've destroyed (killed) 54 trucks along with approx. 500 ground troops who were in contact with friendly forces. How do I keep my head together!? These trucks ship the guns & ammo from North Vietnam down to the South where they're put in use to kill the guys who were unfortunate enough to be drafted. Please don't let it happen to you. That night when you told me not to die...well it was beautiful. You just take care of yourself and let life take care of mine..."

(name withheld)

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"Art... a centaur"

# Harold Rosenberg on art

by Chris Kohlmann

"Art is a centaur, half man - half horse, half materials - half idea." That's a flexible description of art, but at Brothens College, March 3, Harold Rosenberg stiffened the metaphor for an audience of Drew students and local residents. Rosenberg is art critic for The New Yorker magazine and some of what he said previewed his article in the March 6 issue.

When asked what he thought about the Whitney's Annual Sculpture show he said that there was a large variety of works by artists who each had his own idea of what art is. That isn't surprising because the Whitney's annual shows have that reputation. The question is Are these ideas of art always valid, or more specifically, Were all the works objects of art? Rosenberg thinks that some were not. An example was a series of what seemed like porcupine balls made of brush bristles and about a foot long. These were situated throughout the museum. Perhaps an interesting, amusing idea, but no objet d'art.

Rosenberg thinks that this phenomenon raises a complicated question of the meaning of art. "Here is a limitless freedom that allows art to be a case of eccentricity. A peculiar culture does that.... There's usually a sense of continuity, but what we have here is a junk shop. Should we understand that the more junk there is, the closer we come to the meaning of art?" The justification for this art is often: After all, life is



C. KOHLMANN

Harold Rosenberg anything that might turn up. Life is an element of chance - hence, the schools of "accidental" or "chance art."

Rosenberg is very critical of any bent in the arts that emphasizes either the man or the horse to the exclusion of the other. Material must be married to idea or in other words, means married to an end. Having assumed this stance it's understandable that he regards conceptual art with disdain. It's desirable among some avant-garde artists to have no art objects. The art object is discarded in favor of the idea; material is elimi-

nated. Robert Morris is a proponent of conceptual art. He's taken the view that painting and sculpture are nothing more than decoration now. Rosenberg points out, however, that an art object is not like other objects - it is the product of an imagination; it is not mere decoration today any more than it was in the past.

He further stated that he's not against philosophy, but it's not art. Conceptual art is meritorious but it is not art! He sees this new emphasis on idea as an outgrowth of university-educated artists. The shape of art has been altered by the art student who labors in a classroom instead of a museum. This is a phenomenon of the last fifteen years. Rosenberg says that "minimal art" derives from "classroom concepts of art." He adds that it is a healthy phenomenon. "Art will not suffer; it will stay in universities and develop."

Will the conceptual art trend suffer or develop? He has no doubt that it will go out! And what trends then are we faced with in the contemporary art world? Well, there is today no overpowering trend. Artists are borrowing largely from art history and this continuity satisfies Rosenberg. Pop Art? "It's a dead art movement," but by no means forgotten. Red Grooms' Discount Store on Madison Avenue testifies to the viability of Pop art. This is an example of competence not copying, imagination not novelty.

Tonite to Sunday

## Ghelderode's 'Miss Jairus'

Michele De Ghelderode, the Belgian Playwright, in the "Ostend Interviews" of 1954, talks about "Miss Jairus" (1934): "It is my climatic work, perhaps the one into which I put the whole of myself, without suspecting it. This play was an obsession, a very long obsession lasting for ten years, which I did not finally manage to contain, to protect outside myself by writing, without a certain discomfort."

"A kind of poem in my view, a sort of ancestral lament in gray and violet storm hues. It is also perhaps a somewhat morbid work, but I think it was necessary that it should be so, otherwise I would never have managed to express those very special states that were making me suffer from having to remain silent about them."

Ghelderode's "special status" usually

refers to death. In "Miss Jairus" he beautifully integrates an alleged incident of resurrection in 1847 with Jairus' story in Luke 8: 41-42, 49-56. To this combination, Ghelderode adds his familiar breed of 15th century Flemish characters: a sweating priest, three professional mourners, a charlatan, lecherous coffin makers, and an old witch. These characters serve as a burlesque element juxtaposed with the tragic happenings of Jairus and the daughter, Blandine.

Ghelderode's play will be presented on campus for the next three nights in Brother's College Chapel. Curtain time is 8 p.m. and latecomers cannot be seated once the performance begins because the chapel entrances are also the stage entrances; latecomers will be seated after the first scene change.

Tickets are free to all members of the Drew community and, because of space limitations, will not exceed 100 per performance. Tickets can be obtained at the U.C. desk at lunch and at dinner.

The cast, under the direction of James Willis, a senior, includes Deborah Townell as Blandine; Jake Cipris as Jairus; Jean Perry as Jairus' wife, and Dean Chisholm as Jacquelin. Doctor Cloribus and Vicar Klaiphas are played by Jeff King and Dennis Ingoglia.

Betsy Engelhoff, Donna Becan and Louise Lafoon play the three mariekes. Bruce Johnson is the stranger, Lisa Avery, the old mankabena, and Jack Riordan, the joiner and a mask. John Waters play the joiner's assistant, an old man, and a mask.

## On and off campus

# What's happening?

### ON CAMPUS

Friday, April 2

AAUW Book Sale: University Center rooms 102, 106, 107, 10 a.m.-9 p.m.  
College Faculty Meeting: Hall of Sciences Aud. #104, 4:15 p.m.

University Center Board Film Showing: "Intolerance," Bowne Lecture Hall, 7 p.m.

Speech/Drama Departments Play: "Miss Jaurus," by Ghelderode, B.C. Chapel, 8 p.m.

College Social Committee Concert: Allman Brothers and Cowboy, Baldwin gym 7 & 11 p.m.

Saturday, April 3

AAUW Book Sale: University Center rooms 102, 106, 107, 10 a.m.-12 noon.

Speech/Drama Departments Play: see last night.

University Center Board Film Showing: see last night.

Varsity Tennis: Drew vs. St. Peter's Courts, 1:30 p.m.

Varsity Baseball: Drew vs. St. Peter's Young Field, 2 p.m.

Sunday, April 4

Student-faculty recreation: Baldwin gym, noon-5 p.m.

Speech/Drama Departments Play: see Friday night.

Art Exhibit Opening: Herb Auch, College Gallery Room #8- 4-6 p.m.

Monday, April 5

Art Exhibit (through April 24): Herb Auch, College Gallery Room #8, M-F, 9 a.m.-5 p.m., Sat-Sun, 3-5 p.m.

College Room Selections: Class of 1972 (men & women), U.C. 107, 6:30-11 p.m.

Convocations Film Series: Godard festival, "La Chinoise," Hall of Sciences Aud. #104, 7:30 p.m.

THEOLOGICAL SCHOOL RECESS (through April 9)

Tuesday, April 6

Coed Swim pool, 7:30-9:30 p.m.

College Room Selections: Class of 1973 (women), U.C. 101-6:30-11 p.m.

Social Committee Film Showing: "The Pawnbroker," Great Hall, 7:30 p.m.

Convocation Film Series: Godard Festival, "Two American Audiences" (filmed interview with Godard), Hall of Sciences Aud. #104, 7:30 p.m.

History Department Film Showing: "Paths of Glory" (Nazi propaganda film), Hall of Sciences Aud. #104, 2:30 p.m.

Wednesday, April 7

University Concert: Philharmonic Trio, Bowne Lecture Hall, 8 p.m.

Graduate School Lecture: "Applied Social Science & Foreign Policy," Luciano Pye, M.I.T., Great Hall, 7:30 pm

College Room Selections: Class of 1973

(men), U.C. 107, 6:30-11 p.m.

Women's Club Tennis: Drew vs. Newark State, courts, 3:45 p.m.

Pepin Staff Meeting: non-academic concerns, Mead Hall Founder's Room, 4 p.m.

Hyera: U.C. 103, 6:30 p.m.

Thursday, April 8

College General Elections: U.C. main lounge 10 a.m.-5:45 p.m.

"Kaffee Klatsche": Browsing room, 4 pm

Coed swim: pool, 7:30-9:30 p.m.

College Room Selections: Class of 1974 (women) U.C. 107, 6:30-11 p.m.

### OFF CAMPUS

#### NEW YORK

Capitol Theater: Savory Brown, The Graceland Band, Rod Stewart & the Small Faces, April 2 & 3;

Grateful Dead Dance Marathon (Manhattan Center), April 4-6.

The Rock Pile (50 Broadway, Long Island): Alex Taylor, April 2 & 3.

### LOOKING AHEAD

City Center's West 55th Street Theater: "Tommy," performed by Les Grands

Ballets Canadiens, April 13-25.

Philharmonic Hall: Ella Fitzgerald & Count Basie, April 11; Duke Ellington, April 16.

Hunter College: Phil Ochs, April 17; Delaney & Bonnie & friends, Country Joe McDonald, Tim Hardin, April 10

Carnegie Hall: Rod McKuen, April 29; Canned Heat & John Lee Hooker, April 15.

Fillmore East: Rascals, Voices of East Harlem, April 11; Mountain, Mylon, T. Rex, April 12-15; John Mayall, Boz Scaggs, Randalls Island, April 16 & 17.

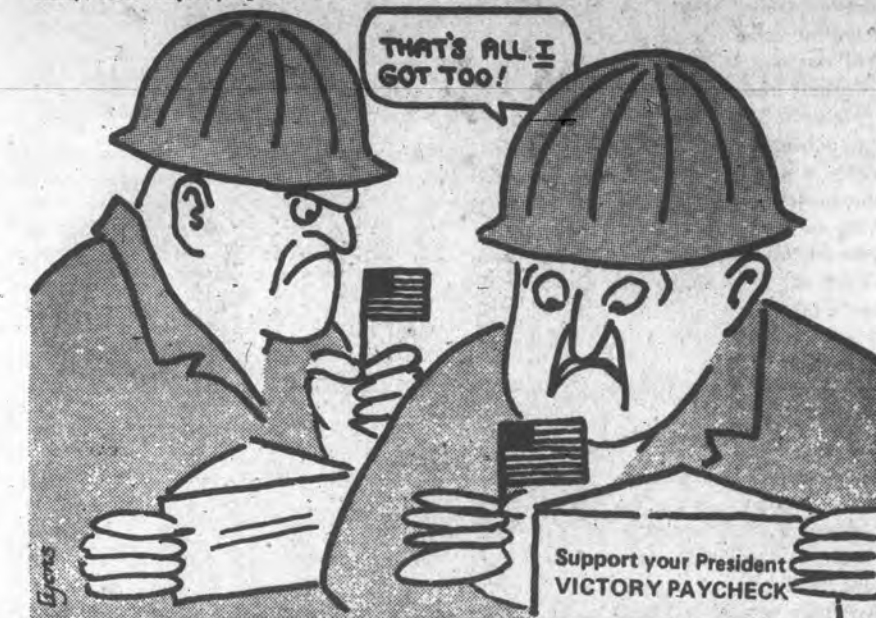
MORRISTOWN

Community Theater: Love Story

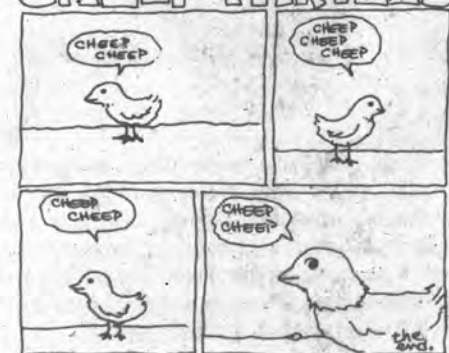
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MADISON

Madison Theater: Husbands.



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## Squad additions lift Ranger diamond hopes

In the wake of two lackluster 5-11 seasons, Drew's baseball team may be on the threshold of not only a winning season but a new era.

Hopes for improvement this spring hinge on a corps of veterans, including one who did not play with the squad last season, plus a promising crop of freshmen. Hopes for a new day in baseball at Drew hinge on a strengthened coaching staff and a probable change in eligibility rules that now bar the varsity participation at Drew by students from other colleges and universities in the United States enrolled in Drew's special semester on the United Nations.

Returning Ranger veterans from last season include junior co-captain and receiver George Kever, who led the team in batting (.354). Bruce Johannessen, a junior, is the other co-captain at first base. Another junior, Mike Corbett, hit .297 and led the team in stolen bases.

The outfield assignments will be shared by Corbett and one of the freshmen and sophomores Jack Mead, Tom Brettell, Merrit Schwartz, and Al Kolb.

After a year's absence to play rugby, senior hurler-hitter Bruce Antoniotti is returning to the mound. As a freshman, the southpaw hit .208 and led the staff with an ERA of 3.57. Blossoming as a sophomore in the spring of 1969, he batted .294 and was winning pitcher in four of Drew's five victories.

Though "you never have enough pitchers," says former Yankee reliever Coach Frank Makosky, his bull pen will contain numbers as well as experience. Dave Bretschneider, a senior, heads the starters. Ed Osterhout, a knuckle ball artist, who had two wins as a freshman last year, is in excellent trim after a rugged court season from which he emerged as Drew's leading scorer and rebounder. Sophomore Rich Grubb will also see action, as well freshman John Hoogerheide.

Under Coach Makosky's direction, Hoogerheide, a rawboned Dutchman has already changed from an uncertain overhand to an unusually low and smooth side-arm delivery that seems as natural for him as for Ted Abernathy of the Chicago Cubs. If Hoogerheide proves anywhere near as hard to hit as he is interesting to watch, Drew's opposition may have reason to regret that he and Makosky ever got together.

Among other promising new members



Coach Makosky of the team this year are three freshmen,

all of whom have the speed and hitting ability to break into the starting lineup. They are Jeff Carter, and Mike Stroetzel.

Makosky's new assistant is head basketball coach Dave Harder, who has just completed his first cage season at Drew. In the long run, his recruiting efforts and his ability to free Makosky for concentration on developing the squad's hitting and pitching potential may make Harper's the most important new face on the team this year.

Another long-range development, tentative at this writing, is personified in Rich Curran, a two-year varsity veteran from De Pauw University, who is attending Drew this spring as a member of the Semester on the United Nations. Though present eligibility rules allow students from foreign universities to play with Drew's varsity teams, students from institutions of higher learning in the United States are barred.

At this writing, however, final indications from both the NAIA and the NCAA and preliminary sighs from the Middle Atlantic Conference are that Curran and other visiting scholar-athletes like him will be permitted to compete for the Rangers.



Drew University fencers Chris Bretschneider (left) and Loren Mayer took first place in the sabre division and led their fellow swashbucklers to fourth place in the recent Middle Atlantic Conference championships at Muhlenberg College. Bretschneider, a sophomore, won 11 of 12 bouts, while Mayer, a junior, went 7-4 to bring home Drew's first MAC weapon trophy ever. The Green Giants improved on a 5-8 performance of last year to close the current stanza with an 8-7 winning edge.

## Netmen face season with three veterans

The loss of seven players through graduation is bound to hurt any tennis squad.

Professor George Davis, Drew's net coach, says he feels the drain with particular anguish because the seven were essential to a team that last spring put together 14 consecutive victories--including a 13-0 regular season. The lone Ranger loss was to Swarthmore in a battle for the Middle Atlantic Conference college division crown.

The only returnees from last season's top ten are seniors Chris Kersey and Steve



Coach Davis

Stetler and junior Rory Corrigan. Kersey compiled a 13-2 record while playing in the number one position. Stetler, was 2-0 in the number seven singles slot and combined with Kersey to make an effective second doubles team.

This spring Kersey and Stetler are expected to lead the team in the first and second singles slots. Corrigan posted a 12-3 mark as the number six man last season and combined with a Drew United Nations Semester student (since returned to Germany) to form a number one doubles team that suffered only one defeat in regular season play. Corrigan is expected to be Drew's third seeded singles player this time around.

Thus, only three players will be starting the season for Drew with varsity experience. Three singles and as many doubles slots must be filled by untested newcomers.

On the other hand, no less than 23 other players, including 13 freshmen, are battling to make the team. Up to his serving elbow in aspiring netmen, Coach Davis plans to schedule a six-match junior varsity slate to hold their interest.

Meanwhile, the players who have surfaced as the most likely to fill the open varsity positions are freshmen Charlie Berg; K. C. Havens; Ken Sauter; Dan Breuer; sophomore Bob Burger; and junior Chuck Lisberger.

last year, Davis predicts "tough going for a .500 finish."



In his first year as varsity basketball mentor, Coach David Harper directed his team to a 5-16, a 400% improvement over last year's overall mark. Coach Harper, pleased with the outcome of this year's play, has even higher hopes for next year. Despite the lack of athletic scholarships and any organized recruiting program, Harper has been able to interest several good basketball players in Drew.



1971 season

## Baseball and tennis schedules

## BASEBALL SCHEDULE

April					April				
1	Th	Pace	H	3:00	1	Th	Pace	H	2:30
3	S	St. Peter's	H	2:00	3	S	St. Peter's	H	1:30
5	M	Washington*	A	3:00	5	M	Washington*	A	3:00
6	T	Delaware Valley	A	3:15	6	T	Delaware Valley	A	2:00
8	Th	Rutgers: S. Jersey	A	3:00	13	T	Upsala*	A	2:30
13	T	Upsala*	A	3:00	15	Th	Bloomfield	H	2:00
15	Th	Bloomfield	H	3:00	22	Th	Moravian*	A	3:00
17	S	Muhlenberg*	H	2:00	24	S	N.C.E.	A	1:00
22	Th	Moravian*	A	3:45	26	M	Newark State	H	2:30
24	S	N.C.E. (2 games)	H	11:00	30	F	Lycoming*	H	1:00
26	M	Newark State	H	3:00	May				
28	W	Union	A	3:00	1	S	Stevens*	A	12:00
May					5	W	Rutgers: Newark	A	2:30
1	S	Stevens	A	12:30	8	S	Hunter	H	1:00
5	W	Rutgers: Newark	H	3:00					
8	S	S.U.M.C.	A	1:00					

\*Denotes Middle Atlantic Conference Game

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# How to combine economics with a little psychology

## by phone.

It's a fiscal fact, there are two simple ways to save  
money when calling from your room phone.

**ONE. Dial your own calls.** Most rates on calls are lower  
when you dial it yourself without operator assistance.

**TWO. Dial during bargain calling times.** For example, on  
weekends, or after 7 p.m. weeknights, for directly dialed  
calls within New Jersey. And on weekends, or after 5 p.m.  
weeknights, for directly dialed calls to other states.

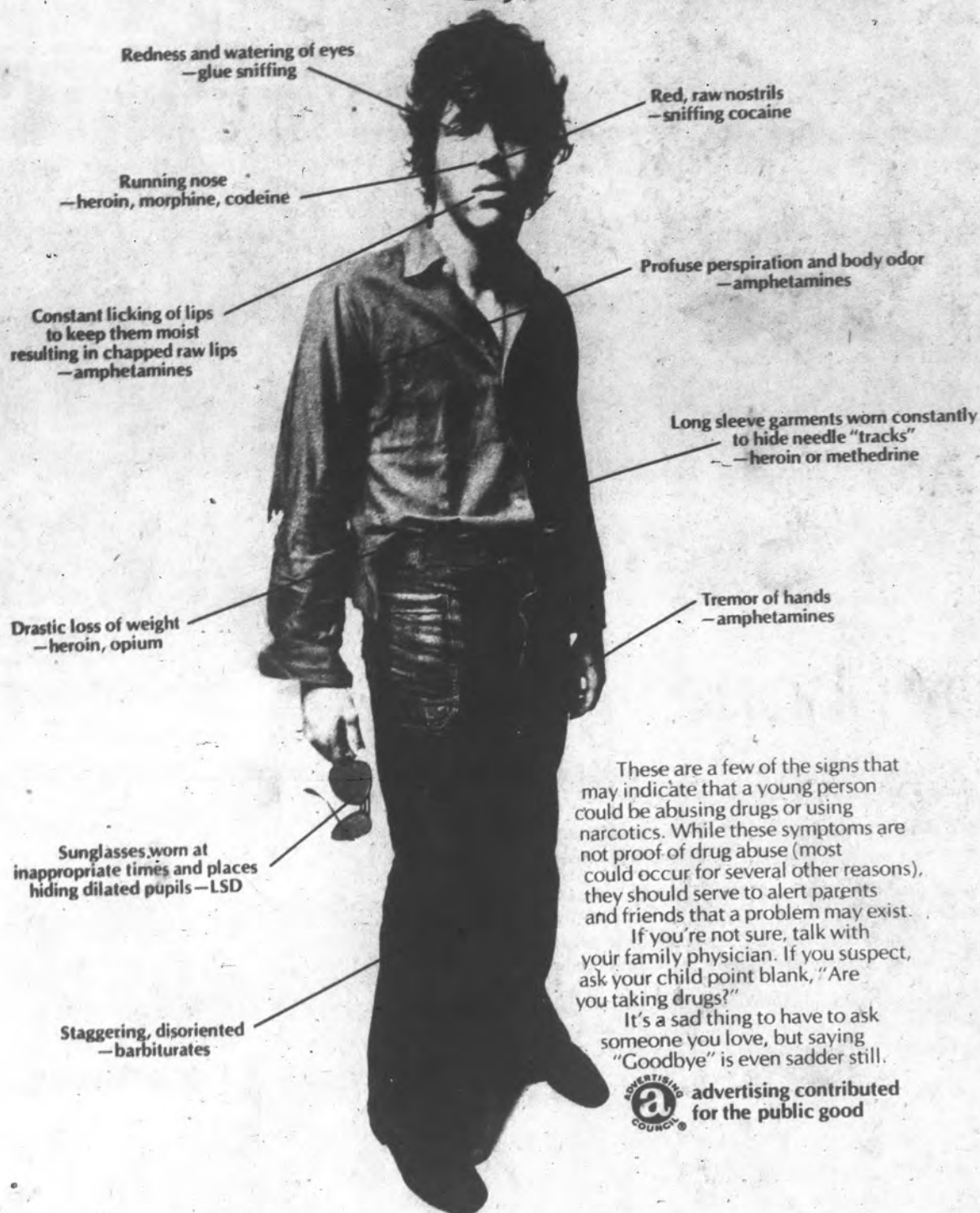
So when you call home next time, dial the call yourself  
during discount hours. And then add a little extra  
psychology. Tell your parents how you're saving them  
money... before you ask for some.



**New Jersey Bell**



# Diagram of a drug abuser



These are a few of the signs that may indicate that a young person could be abusing drugs or using narcotics. While these symptoms are not proof of drug abuse (most could occur for several other reasons), they should serve to alert parents and friends that a problem may exist.

If you're not sure, talk with your family physician. If you suspect, ask your child point blank, "Are you taking drugs?"

It's a sad thing to have to ask someone you love, but saying "Goodbye" is even sadder still.



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