

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. 24

DREW UNIVERSITY, MADISON, NEW JERSEY

May 17, 1971

{Back in the office...}



This being the last issue of the paper, is the editorial a bastion of controversy or a plea of insanity?

I don't like the looks of this.

'The Good, the Bad and the Ugly' controversial? Not a chance...



It



was

quiet



May I paint it black?



The year in review
(see pp. 29-63)



"A tiger of a year." Willis Reed, New York Knicks

"It shot." R. Davis, Mayday Tribe



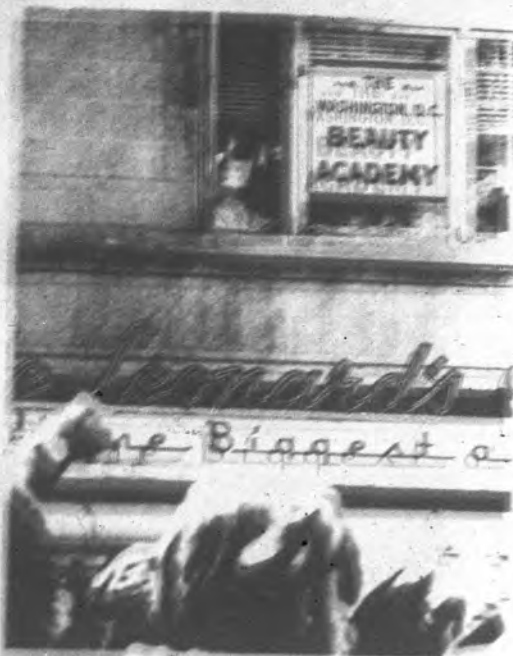
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Mayday in Washington



Photos by LNS

UC Board makes Center suggestions

Special to the ACORN

The University Center Board is proposing three expansions of present facilities and two new facilities in the U.C. of the future. Enlargement of the lounges, game room and TV viewing area are being recommended along with an allotment of space for a coffee house and a multi-purpose work area open to both organizations and individuals.

In a questionnaire distributed last week the Board's Committee on the "New" U.C. also sought student opinion on possible Bookstore expansion and increase in the outside seating and sunning facilities. If the compilation of results indicates a strong interest in these possibilities they may be added to the recommendations.

Still to be considered are requests for office space for student governments and publications of all three divisions of the University. The Photography Club has asked for a dark room and other rooms appropriate to its activities.

Other changes may be proposed which do not actually involve reallocation of space, for example, additional lighting facilities in Room 107 for dramatics productions and social events.

The Committee on the "New" U.C. has been gathering evaluations, suggestions, and opinions for the past year. A questionnaire on frequency of usage and assessment of adequacy of present facilities was distributed first in the spring of 1970 and again this spring to students who were not enrolled last year.

An open meeting of interested students was held March 4 and groups seeking assignments of the restricted-use space met with the committee April 20. Idea-gathering visits have been made to the unions at Fairleigh Dickinson (Madison), St. Elizabeth's, Upsala and Seton Hall.

Expert opinion will now be sought from architectural consultants on the best ways to reallocate space. A number of technical considerations such as wiring, heating and ventilation as well as traffic patterns must be weighed.

changes will probably be made during the spring semester and the balance during the summer of 1972.

Present members of the committee are Lynn Doohar, Sue Mueller and Bev Killian of the College; Dick Capron of the Theological School; and Sandra O'Neill of the Graduate School.

The committee will continue its deliberations in September on the basis of the architectural information and budgetary allotments for the project. Implementation of the recommendations must await the Dining Hall's move to the new commons early in 1972. Some

Many thanks...

In a year as eventful as this one has been for the editor of the Drew college newspaper, there are many people who should be thanked for their assistance, consideration, consultation, and mere existence. The following people mentioned may seem like a lot, but in actuality constitute but a fairly small number of the "community" members who have had something to do with the 1970-71 ACORN. Those who have been involved know who they are; there is appreciation for whatever you have done.

There are, of course, the regulars, the ones who have been directly and, many times, intricately involved in the actual production of the paper: Martha Millard and Michele Fabrizio, although not the leftists I would like them to be, will be competent editors next year; there have been times of disagreement and some hard feelings, but they are hard and reliable workers.

Dean Chisolom, Wes Blixt and Art Schreier have all been important assets to the paper. Dean and Wes have provided political incentive and mental comfort while Art, the business manager, has performed his task well.

Jeff King, Alan Runyon, Chris Kohlmann, Chuck Lisberger, Stanley Baker, Maxine Hattery, Peter Hoffman, David Little and others have contributed time and occasional writing to the paper. Both are greatly appreciated. A special word, however, for David. He has been perhaps the most dedicated Senator, SEPC chairman and "student" (whatever that means) through his four years; he deserves much more praise than he ever receives.

Karin Froberg, the Circulation Manager, does a tedious, but important job--she mails out and circulates the papers. Much thanks to her.

Thanks must, of course, be also given to David Hinckley, last year's ACORN editor. Although he may not have known what he was getting himself into by appointing me editor, he was incredibly helpful and instructive.

There are also the people who have either been the target of the newspaper, or, in more ways than one, have contributed to the continuance of it.

Deans Sawin and Stonesifer and President Oxnam, without whose presence the paper may not have become what many thought it was, deserve at least a moment of silence. Despite their mistakes, their idiosyncracies, and their sometimes backwardness, they are administrators under fire, and, if for that alone, should be gazed upon with some compassion. On the other hand, Dean Erickson should be commended for her interest in students; her more liberal and public attitude toward progress has occasionally softened the hard blows by her colleagues.

Much appreciation to Mrs. Kirk and Rosie, who have considerably helped our accounting.

Special thanks should go to Cathie Knowles, John Reeves, Jim Mills, Calvin Skaggs, and my parents for doing any number of things: acting as a sounding board, offering advice and counseling, and simply being the fine people they are. In addition, the toleration award goes to Morgan Harper, Mr. Morgan, Mrs. Sellers, Mrs. Wendler, and Brooks, who have put up with a usually filthy Publications Office and a sometimes pestering editor. And, thanks to Mr. Glazer, that 56-year old revolutionary, in the mailroom.

Finally, and most important, thanks to those beautiful people who have spiced my ACORN and non-ACORN life (pretty fancy rhetoric, huh?): Angel, Recchia, John Anderson, Doug Stephens, Lynn Cheney, Lisa De Cesar, Joy Hucksins, Irene Mc Elrea, Pam Tuohy, Larry Powell, Mike Shull, Clayton Horsey, Marty Stafforoni, the Drew Black Community, Doug Trott, Steve Gordon, Niki Taylor, Kari Conrad, Jim Noss, and so many others, but especially, Elise.

Ken Schulman

Faculty approves grade revision for fall, 1971

At its May 7 meeting, the faculty approved the following grade revision recommendation from the Educational Policy and Planning Committee. The EPPC proposal to the faculty is printed in its entirety:

The E.P.P.C. has felt for some time that in addition to basic problems relating to grading in general (for which there seem to be no really good alternatives at hand), there are certain specific problems relating to the grading system as presently in effect in the College of Liberal Arts and at numerous similar institutions. Basically the felt difficulties tended to center around instances of academic difficulty, the possibility under the present scheme of things of a student having academic difficulty (and usually other difficulties as well) accumulating a large grade-point deficit and then facing the problem when functioning better of "working-off" that deficit (requiring grades of A and B) if he or she is to graduate from Drew. But there has been recognition of other questions as well calling into question the whole practice of gearing graduation to the grade point average where the latter might be made up of demonstrated lack of competence in one or more areas offset by a better than merely competent performance in other areas.

The Committee has considered a number of alternatives; of these the Committee, by majority vote recommends the following revisions to the faculty for consideration and adoption:

1. That the basis for receiving credit in any course be the attainment of a grade of "graduation level," basic competence, or better. Thus courses for which credit is to be given will be graded on the following scale:

C - basic competence in subject, satisfactory for graduation credit

B - work of high or superior quality

A - work of unusual excellence.

Pluses and minuses will continue to be recorded in each case.

2. That where a student does not achieve a grade satisfactory for credit in a course of record a designation of "No Credit" (N) will be entered.

3. Courses for which credit is not earned will not be included in computing the cumulative grade point average.

4. Provisions for withdrawal from a course will remain as at present with the provision that a student who withdraws within the designated time period will receive a designation of W.

5. Pass/No credit will be retained with P defined as work of basic competence (C-) or better. (Possible modifications of the rules governing the operations of P/No

credit are under study).

6. The grade point average will be retained only for purposes of determining eligibility for honors and related matters. (Following current practice, the scale will be: A-4.00; B-3.00; C-2.00. No other grades or designations will be included in the computation).

7. All courses for which a student is officially registered as of the fourth week of the semester become a part of the student's permanent record as at present with appropriate grades being recorded for each.

8. Rank in class is to be abolished as an official part of a student's record. (Presently each graduating student's rank in class is entered on the transcript portion of his permanent record. The rank is based on the relative cumulative grade averages of students--in fact on a five year base. If the above changes were adopted, the latter would, in any case, become obsolete.) Relative grade distribution of students would, of course, be available for internal use. (And, as an alternative to total abolition of external release of class rank it could be made available on an individual basis by authorization of each student, should the faculty deem this an advisable course.)

9. Hours and grades for graduation: 120 credits are required for the degree all reflecting an achievement of basic competence or better in the subjects receiving credit (if item 1 is adopted.)

10. Academic Standing and progress toward the degree: Except where permission is otherwise granted (those accepted for admission as special students or part-time students automatically excepted), students are expected to maintain full-time registration in the College (12 credits or more per semester.) Students carrying full-time registration will normally complete the degree in four academic years (8 semesters); in no case may a full-time student expect to spend more than five years (ten semesters) in earning the degree unless granted an exception to this rule by the Faculty through the Committee on Academic Standing.

Full-time students who have not completed satisfactorily 12 credits by the end of their first semester, 24 credits by the end of the first year, 48 credits by the end of the second year, 72 credits by the end of the third year, 96 credits by the end of the fourth year, and the degree by the end of the fifth year will be subject to review by the Academic Standing Committee which will have the power to place such students on warning/probation, to recommend a leave of absence, to require a leave of absence, or to dismiss the student from the college on

academic grounds. (The Academic Standing Committee is being asked to draw up guidelines governing academic warning, probation, required leave of absence and required withdrawal).

Effective Dates: if adopted the recommendations above would become effective Fall 1971, in toto for students entering September 1971, and as appropriate for students entering prior to 1971 but still enrolled for work toward the B.A. degree as of Fall 1971 with re-enrolling subsequently. In particular the grade point averages for such students would be recomputed to treat present grades of F as No-credit, i.e., such grades would be eliminated from the grade point average. Courses for which such students have earned credit with grades of D would be retained as giving credit, but where this is the case, the student will be required to earn a cumulative grade average of 2.00 overall to qualify for graduation.

Commentary:

Explanation in re item 1. above. It will be noted that the recommendation in item 1. does not include a grade of D (less that what is proposed is simply the elimination of D's (and hence the deficits they entail.) Rather we start with the assumption that the basic grade in course will represent satisfactory competence in the subject (or course) and of graduation level. Because of the general significances attached to D's and C's, the D symbol is dropped, rather than trying to substantially redefine it and the C retained as the base grade, but now designating something slightly different than when incorporated in the older scale. It should be recognized, however, that what this calls for is basically the review of each course and the establishment in each case of the 'floor' of basic competence of graduation level and working up from there. In many cases the practical consequence would probably be that the C grade might stretch a bit in relation to the past incorporating some of the borderline cases between an old "high" D and C. It would be the judgment of the Committee that lines for B and A should not be flexed downward.

Rationale. Briefly put, the basic rationale behind the kind of change reflected in items 1, 2, and 3, primarily, is one of emphasizing the positive, i.e., what the student has achieved, what he has satisfactorily completed. Traditionally, D's have been justified because the assumption was that a D could be offset by a high grade elsewhere, but (the argument now generally goes among those opting for a plan like that proposed, and with the E.P.P.C.) what has been

Continued on Page 5

Frosh advisors release schedule for OC week

Special to the ACORN

Freshman Advisors, Chuck Lisberger and Lynn Perkins, have released their tentative schedule for Orientation Week next Fall. New students will begin arriving on Tuesday, September 7. A brunch will be provided for parents and freshmen until two that afternoon.

The advisors have indicated that large signs will adorn the campus to help facilitate the arrival process. New students will be greeted by the Advisors and their committee at 3:00 in Tipple Bowl. The Tuesday evening activities will include dinner in the gym, brief words of wisdom from the administrative hierarchy, floor eettings with respective R.A.'s and informal social get-togethers in the dorm lounges.

Wednesday begins the two day Freshman Registration process which this year will be highlighted by the fact that there should not be ANY waiting lines for ANY new students or O.C. members. The annual picnic has been moved back on campus and will be followed by a freshman-faculty-administration open house in Tolley-Brown lounge.

The latter event is part of Lisberger and Perkin's effort to encourage the faculty to play a more integral part in Orientation. On Friday, the new students and O.C. members will spend the day in New York City. All other upperclassmen return on Friday, September 10 to register for the Fall Semester.

The Orientation Committee, according to the two Freshman Advisors, repre-

sents as conscientious a committee as has ever been chosen. Of the over 100 applicants, those selected were able to convince the five-man selection panel that they possessed an enthusiastic and knowledgeable awareness of life at Drew.

By selecting an exceptionally diverse group of undergraduates, the advisors hope to succeed in "reaching" the entire Class of 1975. The returning members of the 1970 Committee, Rick Laine, Tim Troll, Lorna Hines, Linda Fraser, Angel Recchia, Leslie Hubbard, and Steve Park, will be asked to pass on their knowledge to first-time members. The Committee includes many, (Tim Troll, Karl Conrad, Lorna Hines, Kathy Laine, Pam Jutkus, Sue Konaschak, Rick Laine, Tracy Pack, Ken Schulman, Wheeler Smith, Tom Quirk, Steve Gordon, Carol Cassella, Nancy Johnson, Leslie Hubbard, and Steve Parks who have gained recognition for superior efforts in other campus extra curriculum activities.

The full schedule of events for Orientation Week, as well as a report of summer contact made by O.C. members with incoming students, will appear in the first edition of the ACORN next Fall.

**What do
truckdrivers,
students
and
fat people
have
in common?**

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Name: _____
Address: _____
City: _____ State: _____ Zip: _____

Bulletin: more shit

It's the end of the year, but not the end of the administration's unceasing badgering of students and student rights. Administrators are reported to have said that next year there will be a headline crackdown on drug usage and, particularly, on drug-dealing; supposedly the Madison police have become disenchanted with the drug situation on campus.

The trustees and certain administrators are now becoming wary of open house. They have visions of "illicit sexual activities," promiscuity all over the campus, and people living with one another. Because of these feelings they might cut down on open house, install 5 a.m. bed checks, have sign-out sheets, and make room searches for clothing belonging to the opposite sex.

Dean Sawin is leading the Faculty Committee on Orientation into a canyon where it supposedly must reject a certain member of the Orientation Committee. The Committee will meet again to review the situation; it is recommended that they not be arbitrary.

Students HAD BETTER get with it; the administration is beginning to get out of hand; if any of these items look even close to becoming a reality there HAD BETTER be some pretty loud yells. It should mean nothing if you are radical or conservative; students will be losing rights that must be basic to them. The shit HAD BETTER cease and desist; some people are getting beyond the point of mere anger and frustration. K.S.

Faculty accepts grade revision

Continued from Page 4

gained by a schematism in which a D in Zoology is offset by a B in Economics, or an F in Statistics by an A in English? What a student has not achieved he has not achieved, but let us remedy this by having him achieve a satisfactory level in all work credited for graduation and eliminate the complicated grade point game of evening out less than satisfactory work with more than satisfactory work, generally in some other field. (There

are other more positive ways of motivating a student to excel.) Under the proposed schematism there would not be grade point deficits to be made up--as at present; there would, of course, undoubtedly be credit deficit to be made up--as there are now, but that is another matter.

Further, and most importantly, setting the level of credit at basic competence them at least to be--at attaining a level of basic competence in a subject or better.

May 7 conclave

The faculty meeting

In its May 7 meeting, the faculty approved several proposals from the Educational Policy and Planning Committee, the most important of which was a grading system revision (see separate story), and a resolution prepared as a memorial to Chaplain James Boyd.

Dean Richard Stonesifer opened the meeting with an invocation:

"Directly opposite my home on campus there stands a magnificent tree. For the past six years I've made it my morning custom to salute it, oftentimes even bowing before it as I simultaneously pick up the NEW YORK TIMES from the sidewalk. We've become good friends, and I will miss it among the other Drew friends I am going to miss.

I pray that the tree, like the College, has a long and vigorous life. It is what I want the College to be--it stands straight and tall and is very proud; it is beautifully structured and majestically shaped, formed perfectly to be what it is to be; and it is marvelously accomodating and flexible as sundry breezes slap it around.

In this last it is very profound, for even when it is forced to move with the forces that hit it, it always knows what it is essentially is in its own right, and it comes back to that, quickly and strongly.

Watch over it, Lord. And over the campus it is on, and over those who remain, and over those who depart.

Amen."

MEMORIAL RESOLUTION

The faculty then passed the Boyd memorial resolution which has been sent to the Chaplain's family. The resolution, prepared by Dr. Jim Mills and Dr. Jim Pain, read:

"James Marshall Boyd, Jr. served the University community in a variety of capacities between 1938 and 1971. He was a student in all three schools of the University receiving the B.A. from Brothers College in 1946; the B.D., CUM LAUDE from Drew Theological Seminary in 1950; and at the time of his death in 1971 he was a candidate for the Ph.D. in the Graduate School.

Within the College he served as a member of the Faculty (Lecturer; Reader; Teaching Fellow; Assistant Professor; Instructor) and as College Chaplain. He further served as an active member of the alumni association and of the University Center Board.

Jim's contributions to the life of the University found expression in many ways. He was a scholar and winner of the Pilling Travelling Fellowship. He was a counselor to both students and faculty. The past few years saw creative innovations in worship as he translated liturgical expression into the language of the modern student.

Similarly, Jim promoted continued use and study of religious expression through the arts. Others will remember his best as a preacher and leader of retreats. Not confining his efforts to the campus, Jim worked with the Churches in the community and surrounding area, and was active in the National Association of College and University Chaplains. In 1961 he was a delegate to the World Methodist Council Conference in Oslo, Norway. He participated in the ecumenical activities of the Fellowship of St. Alban and St. Sergius in this country and in Europe.

In all of these activities, Jim Boyd responded as a man of faith--a faith which was revealed in the joy and hope which he continually expressed. He received others with love, empathy, openness, and compassion. He served his University with loyalty. His deeds, always characterized by enthusiasm, constituted a Christian criticism of life.

We, the Faculty of the College of Liberal Arts, cannot recall this long intimate camaraderie without expressing a deep sense of gratitude for what it has meant to us personally and as a community. In his death, we have been deprived of a trusted counselor, companion, and friend whose aspirations and achievements have been woven into the fabric of that tradition which is the ongoing life of Drew University. We express our deepest sympathy to Mrs. Barbara Boyd, and her children, Cheryl, Pamela, Krista and James, Jr."

STUDENT GOVERNMENT

The Dean then presented Mark Armbrust, SGA President, who announced policies which his administration planned to pursue: continuation of work on the drug and alcohol policies; fostering of better introductory courses, more committee coordination, and continuity of committee work through consistent rotation of committee members. Armbrust also spoke of the revised constitution, which would authorize members of basically student committees to be chosen by the students, rather than nominated, as previously, with faculty approval required for appointment.

Former SGA head Peter Hoffman and his successor were present for discussion of the proposed new constitution, which was introduced by Dr. James O'Kane, Chairman of the Student Concerns Committee. The basic changes, concerning mainly the College Judicial Committee, were discussed; the faculty then voted to accept, first, the revised judicial structure and, second, the revised constitution.

The revised College Judicial Committee, composed of four students a combination of three faculty and administrators, shall decide all matters of financial responsibility to the University arising out

of violations of University administrative regulations, EXCEPT WHERE FINES ARE SPECIFIED and shall hear all appeals from decisions of the dormitory court of appeals ON ADMINISTRATIVE PENALTIES.

In a final motion concerned with the constitution, the faculty voted that, through the Dean, they should be notified when the student government legislate any new amendments.

CONFERRING OF DEGREES

Registrar Barent Johnson then moved, "that the Faculty of the College of Liberal Arts recommends to the Trustees of the University that the Bachelor of Arts degree, with honors as earned in accordance with the rules of the Faculty, be conferred May 29, 1971 on those candidates who have satisfied the stated academic requirements and who have met their financial obligations to the University." The motion was accepted.

INCOMING CLASS

Director of Admissions Austin Cole gave a brief report on the outlook for the class entering in the fall of 1971. He noted that the prospects were currently good, but subject to economic conditions.

EPPC ACTIVITIES

The faculty voted to place the Physical Education Department in the Science Division if there were no objections forthcoming. The EPPC Writing Requirement proposal was defeated and the English department was requested to submit a proposal at the next faculty meeting. The revision of the grading system was accepted after much discussion (see separate story). Present EPPC Chairman, Dr. Donald Scott, announced that Dr. Norma Gilbert had been elected chairman of the committee for the next two years.

ORIENTATION WEEK

Dean Alton Sawin spoke of the Orientation Committee plan to have an all-college supper on the evening of September 17, and invited the faculty to attend. He presented the names of five students approved by the Student Senate to serve on the Orientation Committee, the term running from May to May: Chuck Lisberger (male frosh advisor); Lynn Perkins (female frosh advisor); Mark Armbrust (President of Student Association ex officio); Steve Park and Leslie Hubbard (co-program chairmen). The faculty approved these names.

MCCLINTOCK APPLAUDED

Dr. James Pain offered a resolution to commend and thank Dr. James McClintock on 40 years of teaching. The faculty "enthusiastically" endorsed the resolution, rising to applaud Dr. McClintock, who had vanished from the room minutes before.

Drew announces millions for funding priorities

Drew University's Board of Trustees announced May 10 a decision reached at its spring meeting on Saturday May 8 to establish a plan of broad funding priorities for the 1971-75 half decade totalling an estimated \$16 1/4 million, and indicated that preliminary efforts to secure financial commitments already have yielded encouraging results.

The Board's action, which followed 3 1/2 years of long-range planning activities by its committee on plans and resources, represents the first multi-faceted development plan in Drew's 105-year history.

University officials stressed that the Board action was not the launching of a capital gifts campaign. The decision was said to be preliminary to that, representing instead, according to Drew President Robert F. Oxnham "an agreement on essential financial necessary to realize Drew's objectives as a small university of national stature."

Priorities include \$9 1/2 million for buildings and \$3 1/2 million each for new endowment and current operations. These are grouped in five program areas designated as "Life of the Student," "Arts and Humanities," "Religion and Society," "Environment and Man," and "Advanced Studies and Research." Each represents a special emphasis of top importance to the University and will reinforce the academic programs of the University's College of Liberal Arts, Theological School, and Graduate School. Details of academic planning are being studied by the faculties of the three schools and a new University Senate committee on priorities and planning.

Trustee Richard W. KixMiller of Summit, chairman of the plans and resources committee, said that the program includes new facilities for dining and housing, already under construction, and for theological studies and fine arts, includ-

ing space for theater productions, concerts, arts exhibitions, and worship. He said that overall campus plans under study by architect Victor Christ-Janer, will also provide additional lecture, seminar, and studio space for teaching, office space for faculty, and new facilities for audio-visual services. A service center to house campus maintenance, security, and communications activities is also included.

KixMiller added that "these building projects, plus the additional capital for endowment and an increased level of annual giving, are the minimum essentials for maintaining the academic excellence of Drew in the seventies."

"We have had to defer a number of other major projects pending assurance of support for the more immediate objectives," he said.

Included in the list of priorities are \$2.5 million for the endowment of new professorships and \$1 million for scholarship and fellowship aid to students. Annual giving is planned to increase from \$600,000 in 1971-72 to \$800,000 in 1975 & 76 to support ongoing programs in the thirty one academic divisions and departments of the 1,500-student University.

"With its three-school structuring of the liberal arts and theological traditions," President Oxnham said, "Drew is a unique institution. We have special capacity to focus on questions of values. We believe discussion of the basic human dilemmas in politics, the economy, religion, race, and science are at the heart of the University, not an 'extracurricular' activity as they are, in effect, at so many schools. Our expectation is that achievement of these development objectives will help in various ways to reinforce the work of an outstanding faculty and student body and the quality of our programs."

The priorities, referred to by the Board as "essentials of the seventies," were formulated after long consultation among trustees, administrative officers, faculty, students, alumni, visiting consultants, and friends. Oxnham stated that committee structures provide channels for continuing discussion of plans among these members of the University community and he expressed confidence in the many conversations now underway.

Other trustee members of the plans and resources committee include James B. Burke, Summit; Board Chairman A. Vernon Carnahan, Chatham; Dr. Ralph E. Davis, Chatham; Jerome C. Eppler, Madison; John H. Evans, Madison; Philip H. Haselton, Short Hills; Lawrence e. Horner, Chatham; Dr. Antonio T. Knoppers, Summit; Winthrop C. Lenz, Summit; Dr. Leonard Marks, Jr., San Francisco; Prince A. Taylor, Bishop of the New Jersey Area of the United Methodist Church, Princeton; and Lloyd c. Wicke, Bishop of the New York Area of the United Methodist Church, Rye, New York.

The committee also includes President Oxnham; John L. Pepin, vice president and treasurer; Richard D. Cheshire, vice president for university relations; Richard J. Stonesifer, dean of the College of Liberal Arts; James M. Ault, dean of the Theological School; and Bard Thompson, dean of the Graduate School.



Discussing Drew's new development plan are (l. to r.) Trustee Richard KixMiller, Trustees Chairman A. Vernon Carnahan, and President Robert Oxnham.



One of the buildings to be funded by Drew's new \$16 1/4 million development is a \$2 1/4 million University Commons, already under construction.

Friedrichs takes post at Williams College

Starting July 1 Williams College, one of the foremost small liberal arts colleges in the nation, will begin to create a Sociology Department under the guidance of Dr. Robert Friedrichs, formerly Chairman of the Sociology Department at Drew. To accept his position at Williams Dr. Friedrichs leaves Drew after serving on its faculty for 14 years. After coming to Drew in 1957 Dr. Friedrichs has been the man most responsible for building Drew's sociology department from its former two-man staff to its present state of four and three-quarter full-time members.



Robert Friedrichs

After securing his BA at Oberlin and his Masters and PhD at Wisconsin, Dr. Friedrichs taught at Almira College, Wisconsin University, and Brooklyn College before coming to Drew. While at Drew, Dr. Friedrichs has taught almost every sociology course offered; his specialties however were Modern Social Theory, Sociological Theory and Research, most

of the Sociology research, and Sociology history courses. He had recently introduced the course Prejudice and Discrimination.

Within the last few years Dr. Friedrichs has been writing consistently for a number of well known American Sociology journals and he has presented papers at three national sociological conventions. Just recently published was Dr. Friedrichs' book, "A Sociology of Sociology" which was five years in the making. It has been receiving good reviews from the Sociological journals and has already been adopted by Harvard as one of its texts.

A very popular Drew figure, Dr. Friedrichs is considered a personal friend of many faculty members and students alike. Graduate students from several years past continue to maintain contact with him both in regard to sociology and socially. Together Dr. Friedrichs

Four faculty members in leading annual

Biographies of four members of the Drew University faculty will appear in the 1970 edition of "Outstanding Educators of America," an annual listing of leaders in private and public education.

Selected from Drew were Graduate School Professor of Philosophy and Culture Will Herberg, Associate Professor and Chairman of Classics Anna Lydia Motto, Professor and Chairman of Political Science Robert G. Smith, and Professor and Chairman of Anthropology and Linguistics Roger W. Wescott. All four are residents of Madison.

Nominations to the national publication are made by senior university administrators on the basis of the educators' "talents in the classroom, contributions to research, administrative abilities, and previous civic and professional recognition," according to the publishers.

Dr. Herberg is widely acclaimed as one of the leading Judeo-Christian theologians of the 20th century. His most influential publication is "Protestant-Catholic-Jew: An Essay in American Religious Sociology," first published in 1955 and revised in 1960.

Dr. Motto, who in private life is Mrs. John R. Clark, has chaired classics departments at Muhlenberg College and Alfred University in addition to teaching at St. John's University, Jamaica, N.Y., and other schools. She has received de-

and his wife are regarded unanimously as two of the most charming and sociable members of the Drew Community.

Dean of the College Richard Stonelifer issued the following statement to Dr. Friedrichs:

"Within the past few years we have seen the department of Sociology truly come of age under your direction, so that we can now regard it as one of our finest departments. But we have also seen you emerge as not only a productive scholar in the discipline but clearly as a man emerging as nationally important in the total sociological field.

You are then precisely the sort of person we would want to hold at Drew as we develop the University. But President Oxnam and I agree that the professional opportunity Williams can offer you, and the rich associations possible for you there, is simply one which you probably cannot turn aside.

grees from Queens College in New York, the University of North Carolina, and New York University, is listed in three different editions of "Who's Who" and in many similar reference works, and has studied and conducted research extensively both at home and abroad.

Dr. Smith is the founding director of Drew's comparative political science programs in urban government and international organization in London, Washington, D.C., and at the United Nations. Currently director of the Drew University Institute for Research on Government and director of graduate studies in political science in Drew's Graduate School, Dr. Smith is an alumnus of the College of Liberal Arts and holds the M.A. and Ph.D. degrees from Columbia University.

Dr. Wescott holds four degrees from Princeton University and one from Oxford University, England. He is a Rhodes scholar, a Ford Fellow, and the author of seven full-lengths books. His latest book, billed as an "unnovel" and an "exploration of human potentiality," is a popular work called "The Divine Animal" which the "New England Review" called "one of the world's greatest works on anthropology." Dr. Wescott is also the author of over 100 professional studies and has published more than 35 original poems and translations.

Smith: consultant to NY commission

Robert G. Smith of Madison, Pfeiffer Professor of Political Science at Drew University, has been appointed a consultant to the New York state commission on the powers of local government, headed by former New York City mayor Robert F. Wagner. He will prepare an analysis of fiscal relationships between authorities and special districts, such as the Port of New York Authority, and governments on the federal, state, and local level. The study will be similar to one he prepared in 1966 for New York City's temporary commission on city finances.

A specialist on public authorities and special district governments, Dr. Smith is the author of three full-length works and many articles relating to his specialty. He was selected as one of five "Professors in Public Agencies" working in the New York City government under a 1967 grant from the Twentieth Century Fund, has been a consultant on



Robert Smith

personnel management for the New York region of the United States Civil Service Commission, and currently serves as chairman of the board of directors of the university fellowship program of the College-Federal Agency Council of the Civil Service Commission.

He is an alumnus of Drew University's College of Liberal Arts and holds the M.A. and Ph.D. degrees in history and government from Columbia University. A member of the Drew faculty since 1940, Dr. Smith was chairman of the political science department from 1946 to 1971 and professor of political science from 1954 until his appointment to the Henry and Anna M. Pfeiffer professorship in February of this year.

The so-called Wagner Commission was created in 1970 to study the entire range of fiscal relationships among federal, state, and local governments in New York and to reevaluate the home rule law for the State of New York.



I just can't decide who I'll vote for in the school elections!

Well...we've got a big slate! How about Bruce? He's one of the best halfbacks in the City!

He's a big football hero, all right...but I think most of his muscles are between his ears!

Maras a candidate...and she's one of the prettiest birds in the school!



She's a doll, all right, but she has such a busy social life, I don't think she'll have time to do a good job!

Well...there's Charlie the Reb! He's not afraid to say it like it is!



Yeah... But he really bugs the faculty...and that'll hurt us! We need communication...not conflict!

Then that leaves Eddie! A very average guy...Good student...hard worker...and he's responsible!



Yeah! He gets my vote!

Good choice! The elections for class officers or student council members shouldn't be a popularity contest! Vote for the one who'll do a good job of representing you!

A feature

The heroes: Who are they?

by Michele Fabrizio

Late in this semester, a local up-and-coming young freshman socialist noted, in a conversation with me that what this campus lacks, in abundance is "a couple of charismatic leaders." Now don't laugh, folks; although the boy erroneously believes that a charismatic leader would be the panacea for that infamous yet undefined "Drew problem," he nevertheless has a very legitimate point.

A few outstanding personalities can do wonders for any college community. Unfortunately, the campus here is becoming a blast from the past. It's a crummy truth that the recent freshman classes just haven't produced any real celebrities and the Age of Apathy is becoming more and more evident at Drew. I mean, during the recent Orientation Committee interview, a freshman girl told the group proudly, "I represent the apathetic action."

Today the ideal, the "in thing" is to be out of it. Very chic. But is it truly desirable? Obviously not; since our freshman friend prescribed such a remedy, thinking that he was bombing me with an innovative idea only illustrates the need for the Campus Hero.

Maybe it would be helpful to define "hero" at this stage for all you snickering jades. By the word, I am referring to Outstanding Scholars, Flaming Idiots, Real Radicals, Corsetted Rightists, Beer-Chugging Jocks, Campus Politicos, Black Liberators, Music Freaks, and so on. The categories are infinite; the only qualification is that the hero has to be the absolute best in his field. There were examples of all these hero-types in the Class of 1970, a class that I am lucky enough to remember. For those of you who do recall vintage '70, the greats were people like Phil Bennett, Harold Gordon, Paul Dezendorf, Steve Allen and Consolidated Laundries, Bob Smartt, David Marsden, David Hinckley, Herb Jahnke and the former Miss Cookie Kosakowski.

And now they are gone and the final remnants of their traditions are on their way out the door with the Class of 1971. At least the up-and-coming young freshman socialist got a glimpse at the dying breed. So who gets filled under "H" in this class?

Probably the first on the list should be Peter Hoffman. Complete with a saviour complex, a fantastic cum, a double major and a confident, cocky personality, Mr. Hoffman conducted a shrewd campaign (he engaged in weekly newspaper debates with Harold Gordon, E.G. Stanley Baker and any volunteers for a semester while in London). He returned home to conquer the campus and did.

Peter used to be crazy. He used to sling mud at the Administration, he liked

to be somewhat radical in his approach to SGA problems, and he played rugby. His energies and ambitions started to smolder around mid-year, when he became disgusted with everybody's disgust with SGA. So then he concentrated on Yale Law, and was successful. Now if Uncle Sam doesn't get arbitrary on him, he'll be covered with ivy in the fall.

Another former big politico is Big George DiGirolamo. George was Vice-President of SGA under Smartt. He didn't like that "under" part so George created a little chaos in the Senate and finally resigned.

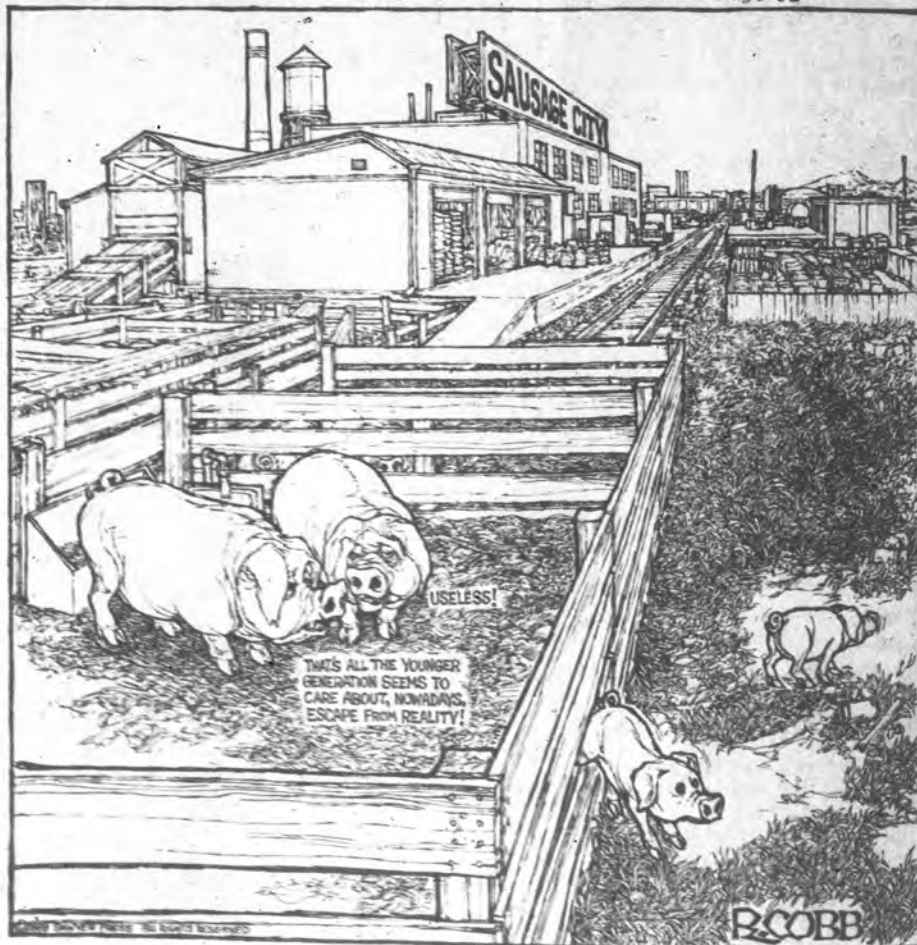
Today, George is not active politically. He takes pictures of special events for the ACORN, shows up at sporting contests to yell, make obscene noises and to entertain the bleachers. Not really out of it, DeGirolamo is captain of the Drew chapter of the "Jeopardy for Lunch Bunch" and excels in predicting in the final Jeopardy category. ("It's usually world history.") He also enjoys making cracks about Drew and people, not necessarily in order of priority.

Last year there were twins in SGA--David Little and Dennis Ingoglia. They were attached at the brain, but the strain became too much and they separated this year right in the middle of a Senate meeting. David Little has gone on to stick his little finger into every little pot on campus; he revised the constitution, conducted the SEPC course evaluation survey and compiled the results, stayed in the Senate, is an academic assistant, works on the ACORN and was a one-time Schulman groupie. Little is quiet.

On the other hand, we have old Dennis. Dennis doesn't do too much of anything these days. Sometimes he floats around the SGA office, but no one is exactly sure about what he does there. Probably Dennis' big hero quality is that he tends to be pompous. In this day and age, it takes a hero indeed to hum "Pomp and Circumstance" in the U.C. Dennis has true charisma.

Cec Barnett and Alice Burks Barnett are heroic in their own rights and to

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A proposal to change introductory courses

David Confer drew up the following "Basic Issues" program, an alternative to the present introductory courses. He has sent it out to all the faculty members and administrators. Both candidates had endorsed the proposal as part of their student government presidential election campaign. It is printed in its entirety.

INTRODUCTION

Approximately 40-45% of the typical student's course of study is comprised of introductory courses. Despite this numerical predominance, however, the introductory course is the "forgotten man" in Drew's curriculum. This also is the case at the great majority of American liberal arts colleges.

Although this situation is generally acknowledged by students and faculty alike, relatively little creative thought and energy has been directed towards this problem. Students seem to be more interested in deemphasizing the introductory courses through an extended pass/fail system. Most faculty members seem to have resigned themselves to the failures of introductory courses, preferring to concern themselves instead with the upper-level courses within their particular departments.

This study will attempt to show how, with a basic change of approach, the introductory course can fulfill its essential role in the liberal arts education.

1) GOALS OF THE LIBERAL ARTS EDUCATION

1. It involves much more than a specialized or occupation-oriented training.

2. Instead, it is a well-rounded education. It involves an introduction to and appreciation of the BREADTH OF KNOWLEDGE. It should develop in the student an appreciation of the many aspects of his existence.

3. It teaches an appreciation of the UNITY OF KNOWLEDGE among its different perspectives (eg. the sociological perspective, or the biological perspective). It is an integrative education.

4. It teaches the APPROACH TO KNOWLEDGE. This is at least as important as the learning of knowledge per se. This includes how to think logically, rationally and creatively, the value of an open mind, the value of the scientific method, and most importantly, an appreciation of the beauty of truth itself. In this sense, it is a general education.

2) ROLE OF THE INTRODUCTORY COURSE IN THE LIBERAL ARTS EDUCATION

Since the role of the upper-level course is to provide specialized education in a

given discipline, it is the introductory course that must fulfill the bulk of the aims of the liberal arts education. Thus, the general goals of the introductory course should be as follows:

1. It should not attempt to provide a specialized or occupation-oriented training. Instead, it should be oriented toward the student who will not be taking any further courses in the given discipline.

2. Since a student can learn only so much of a given discipline in one or two semesters, great care must be given in the choice of course content. Those concepts and ideas which are most relevant to the average student should be given top priority (those which would most help a student relate to his existence).

3. It should teach the perspective of the discipline, its point of view towards reality. It should develop an appreciation of the problems of the discipline, and how it approaches truth (its methodology).

4. It should relate the perspective of the discipline to other disciplines, and knowledge as a whole. The subject must be grounded in the context of the life experience of the student, rather than taught detached.

A fifth goal of a different nature is equally important and perhaps the most difficult. The introductory course must promote intellectual interest in its student. It is taken predominantly by freshmen and sophomores who have recently come from high school with little academic interest and creative experience. Yet these students usually do have a spark of intellectual curiosity which can either quickly catch fire or be extinguished by the first few courses they take at Drew. Thus, the academic atmosphere of Drew, which at present leaves much to be desired, is quite dependent on the ability of the introductory courses to generate interest among its students.

3) CURRENT FAILURES OF INTRODUCTORY COURSES

The following criticisms are necessarily general, and apply to specific courses in varying degree, while to some, not at all.

The typical introductory course is geared primarily for the potential majors in the class, no matter how few. It is designed to lay the groundwork for the major in the discipline, analogous to building the first floor of a skyscraper. This is called the "horizontal approach." The non-major figures little in the aims of such a course.

This course tends to be survey in nature. It presents the student with a mass of facts and concepts which are usually related to each other and reality only in

the more advanced courses in the given discipline. Much of the course content has little significance for the non-major.

Because the "horizontal approach" must cover so much factual ground, the non-major finishes the course with only a superficial introduction to the discipline. He learns little of its perspective, its methodology, how it relates to the other disciplines, and most importantly, how it relates to his own reality.

The bulk of the introductory courses at Drew have clearly failed to stimulate their students. These students have not come to see the different disciplines as relevant or vital to their lives (for which there is little excuse on the part of the instructors). Students are simply not getting into their courses until their junior and senior years, if at all. Many of Drew's brightest and most creative students have left during their first two or three semesters here. The lack of intellectual atmosphere in the College is directly attributable to the failures of the present introductory courses.

4) AN ALTERNATIVE APPROACH A "BASIC ISSUES" PROGRAM

This alternative approach is a "vertical approach". It starts from the context and works to the details. Each introductory course would be developed around one or two major contemporary problems within the discipline (eg. Sociology - racial problems, Economics - poverty, Political Science - fitting democratic ideals into political structure, Biology - genetics and evolution). The problems that are chosen should be of obvious relevance to the average non-major. Such an approach should generate a great deal of interest, since although the pure aspect of a discipline is usually preferred over the applied aspect, it is the applications to the problems that create interest and show the relevance of the pure.

Through the chosen "basic issue", the Professor can bring out those concepts and ideas which he feels are key to an understanding of the discipline. This should include its methodology (approach to truth), its perspective of reality, and how its perspective relates to the other perspectives (eg. Sociological vs. the Economic and Political perspectives of poverty). By presenting these key concepts of a discipline through a "basic issue", the student can readily see their relationship to reality, and their importance to his own reality. At present, too much material in introductory courses is presented in a sterile, abstract manner. One should keep in mind that THE PURPOSE OF THE PROPOSED

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Confer's program

Intro courses: basic issues

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INTRODUCTORY COURSES IS NOT TO TEACH AS MANY FACTS AS POSSIBLE ABOUT THE SELECTED "BASIC ISSUES", BUT RATHER TO USE THE ISSUES TO EXPLAIN THE DISCIPLINE.

Instead of cramming a set of superficial facts into the non-major's head, such a course should give him an understanding of the principles of a discipline. We should then know how to approach any general subject within the discipline in the future, even if it was not covered in the introductory course.

This "Basic Issues" program of introductory courses will demand creative planning and teaching. The standard textbook course will no longer be tolerated. The selection of teachers is of extreme importance, since it will be these professors that develop the courses. They must be creative and like to teach. Appendix A) BOTANY 1 - EXAMPLE OF THE TRADITIONAL APPROACH

Botany 1-2 is a taxonomical survey of the plant kingdom. The epitome of the "horizontal approach", it is designed to form the bottom level of the "skyscraper" of botanical knowledge for the Botany major. The course has relatively little to offer the non-majors (who make up over 90% of the class).

Most of the facts chosen for the course are irrelevant to the typical non-major (eg. the Latin Nomenclature of taxonomy, or the technical terminology of particular plant parts). In its preoccupation with detail, the course fails to put the facts and concepts into a useful perspective or context. Outside of the laboratory the student probably can not identify many of the plants that he has studied, nor put what he sees into a meaningful picture of evolution.

The topics within Botany that are of interest to the non-major are just superficially treated, if at all. He learns little of the botanist's methodology other than his taxonomic orientation. He appreciates little of its role in current problems (eg. food production, water pollution). He leaves the course with little more relevant knowledge of plants than when he began. Perhaps he can now identify a certain algae in a pond as *Spyrogyra*, and name its phylum, but he cannot give its significance in plant evolution, its role in water pollution, or its potential food value.

Due to this great degree of irrelevance, student interest is understandably low. The instructor must resort to attendance requirements, lab notebooks, frequent tests, etc., to artificially create student interest. The students feel as if they are

still in high school. Indeed, most have taken a biology course with a taxonomical approach in high school.

Appendix B) ZOOLOGY 4 - EXAMPLE OF A "BASIC ISSUES" COURSE

Zoology 4 is the one course that would need no changes if the "Basic Issues" program were to be adopted. Through the problems of population growth and human genetics, the student vertically approaches the study of science.

The student's first assignment is to read *THE POPULATION BOMB*, by Paul Ehrlich. This book effectively impresses him with the relevance of science to his life, thus generating interest which is easily funneled into intellectual curiosity.

The Professor is not so much interested in making this student an expert on population control and genetic reproduction, but rather to show him the role that Zoology plays in these problems. He learns how science has approached these two issues in the past (eg. historical development - of evolutionary theory), what techniques have been used in an attempt to find the truth, those facts now known that are relevant to the non-major, and what the future holds in these areas (eg. human genetic control). In the laboratory he is given a taste of being a zoologist (locating chromosomal deficiencies, conducting experiments with fruitflies, etc.).

Thus, the two "basic issues" are really in-depth slices of Zoology rather than the traditional superficial survey. This is clearly an example of the "vertical approach". The student starts with the context and works to the pure theory. Appendix C) WORKING THE BASIC ISSUES PROGRAM INTO THE PRESENT DREW CURRICULUM

For most of the present introductory courses, THE BASIC ISSUES PROGRAM WILL NOT SO MUCH INVOLVE CHANGING COURSE CONTENT, BUT RATHER A CHANGE IN APPROACH TO THIS CONTENT. Thus, the present course alignment will require few changes.

There is one problem that must first be dealt with - introductory courses cannot be offered for both major and non-major students on a separate basis. This can be worked out without an inordinate amount of difficulty.

Those incoming Freshmen who know exactly what field(s) they wish to specialize in, and who have studied the subject(s) in high school, can place out of the corresponding basic issues courses through advanced placement tests.

For those students who are undecided, the "basic issues" courses will give them a

good indication of what each discipline is all about, and also will be more likely to generate real interest for them in one or more fields. A given department's ability to attract majors should certainly not be affected by this program.

The first semester of each introductory course should be developed around the "basic issues" approach. The second semester could then be reserved for those students interested in a specialized knowledge of the discipline. This second semester course could then deal with those subjects that were of little importance to the non-major but are important to the major (eg. the discipline's history, organization, methodology, and terminology).

Here is how the basic Issues Program can be set-up at Drew:

NATURAL SCIENCES

ZOOLOGY - Zoo. 1 the basic issues course; possible topics - animal evolution, animal ecology; Zoo. 2 would be for the specialized introduction; Zoo. 4 would remain as is, serving as a second semester of lab-science for most non-majors

BOTANY - Bot. 1 the "basic issues" course; possible topics - plant evolution, plant ecology; Bot. 2 the specialized introductory course

PHYSICS - Phys. 1 the "basic issues" course; possible topic - astronomy (presently being used); Phys. 2 the specialized introductory course

CHEMISTRY - Chem. 1 the "basic issues" course; Chem. 2 the specialized introductory course

Notes - Math department not involved; non-science majors would fulfill their science requirement with any two of the five "basic issues" courses; Bot. 1 and Zoo. 1 could be merged into a two semester course built around life's evolution and ecology

SOCIAL SCIENCES

ANTHROPOLOGY - Anth. 1 the "basic issues" course; possible topic - human physical, behavioral and cultural evolution (this is basically the topic covered now); one of the other courses could be adopted for the specialized introductory course if deemed necessary

SOCIOLOGY - at present, Soc. 2 is an abstract intro. course; it could be combined with one of the lower-level courses which cover particular sociological topics (eg. Soc. 26 - racial problems); in this case, Soc. 2 would be the "basic issues" course using race as the issue, and Soc. 26 would serve as the specialized introductory course

PSYCHOLOGY - Psych. 1 the "basic issues" course; possible topic - why

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Intro courses

'Basic Issues' program

Continued from Page 12

humans act as they do; the department may have to create a new course for the specialized introduction

POLITICAL SCIENCE - Pol.Sci. 1-2 is at present essentially a course for non-majors; would become a two semester "basic issues" course; possible topic - how our democratic ideals are related to our political structures; outstanding political problems could then be used to show more concretely how our political system works (eg. the urban crisis; regional planning)

ECONOMICS - Econ. 3-4 could be a "basic issues" course both semesters, or just the first, with the second used for the specialized introduction; possible topic - poverty; how it has been approached economically down through history, and why it exists in our capitalistic system during a time of plenty

HISTORY - Hist. 3-4 is at present basically for non-majors; only a slight re-orientation would be necessary; possible topics - the historical background of the present international situation (eg. cold war, emergence of the third world), or today's domestic situation, or simply why is history important to an understanding of our existence (a philosophic approach that would need concrete examples)

HUMANITIES

FINE ARTS - The Drama, Art and Music departments could get together and offer a truly meaningful two semester "basic issues" course; possible topics - the psychological role of the fine arts, how the present forms have developed to what they are today; the three depts. would each take 1/3 of the course, each covering the two topics; the art and music history courses, now given basically for non-majors, could both be shortened to one semester to make this course possible; the Drama dept. would face an increased teacher burden

PHILOSOPHY - Phil. 1 and Phil. 3 could be merged into a two semester course, the first being the "basic issues" course, the second for the specialized introduction; possible topic - how man has approached the question of "existence"

RELIGION - at present Rel. 5-6 (Judeo-Christian Traditions) is the closest thing to an intro. course in the dept.; the first semester could be made into a "basic issues" course; possible topic - the psychological role of religion in man's existence; second semester would then deal with the present topic

ENGLISH - The Eng. 10-11 course could be adapted to fit the "basic issues" concept; possible topics - role of fiction and literature in man's existence, how

different types of literature have developed to what they are today

Note: language depts. not involved in the program

Note: the entire program would thus require only one more course in Psychology, and an increased teacher load in the Drama dept.

CONCLUSION

Since Drew is a small liberal arts college that is committed to academic excellence, it should welcome the chance to get away from the traditional approach to introductory courses that has long proven its ineptitude, and offer something special. Indeed, if Drew cannot offer a product that is significantly better than that offered at state schools during the first

two years, is its high tuition during these years justifiable?

This is our chance to make the Drew education something special. It can mean only good things for the college. Its potential for livening our lethargic academic atmosphere is exciting. Furthermore, the Basic Issues Program could be a real plus in attracting creative high school graduates who seek a stimulating, innovative educational system, and yet would rather not take a chance with the experimental colleges. It is my personal opinion that Drew tends to attract uncreative though intelligent students. This program can attract a more creative brand of student, and better spark his creative once he is here.

To a graduating student
who was helped through college
by guaranteed loans

First - congratulations!

You have proved you have what it takes to get the education you need. And we know it wasn't easy.

One important step you took was to invest in your own future. You did this by taking out one or more loans, guaranteed either by United Student Aid Funds, or a state agency, or the Federal government.

These loans were society's vote of confidence in you. They were equally your vote of confidence in yourself.

By finishing school, you have taken the first vitally important step to justify that vote of confidence.

The second step is to pay back the money you owe.

So we hope you will make arrangements right now, before you leave school, to begin repayment of this debt.

• Check with your Financial Aid Office to be sure your records are in order.

• Make an appointment with the banker who loaned the money to you, and arrange a realistic repayment schedule.

You need not make your first payment until ten months after graduation, but you will be able to make other plans with far greater assurance if you know now

exactly what you will need to set aside each month for your loan.

Meeting this obligation faithfully is one of the most important steps you can take for your own benefit.

Your repayments will prove your responsibility. They will establish your credit for the time when you may need it to buy a car, a house - and, some day, a baby carriage. Or a business.

You will be helping other deserving students, too. For as each loan we guarantee is repaid, the money we have set aside to guarantee it is released to generate another low-cost student loan. We have guaranteed over 300,000 of these loans already. And with your help, we look forward to guaranteeing loans for future generations of college students.

So meeting your payment schedules will help you. It will help other students. And it will help society.

Once more, our hearty congratulations - and good luck as you leave campus to make your mark in the work-a-day world!

John H. Mathis, President

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Many offerings

Morris Infirmary

The infirmary: nurses' look

The nursing staff feels that the infirmary suffers from a certain amount of isolation on the hill. We are looking for ways to improve our communication with the entire Drew community and it is in this spirit that this article is written. There have been several articles in the Acorn this year pointing out certain functions of the infirmary.

More recently President Oxnam and Mr. Pepin have noted the sharp increase in the use of the infirmary facilities and the need for a general infirmary fee to be charted to each student. In the April second issue of the Acorn a summary of the medical services offered by the infirmary was presented. The following article is intended to give a behind the scenes view of the entire infirmary operation, showing how it is staffed and how it relates to the other departments of the University.

In addition to Dr. Arthur Hoagland, the medical director, there are four registered nurses on the infirmary staff. Mrs. Van Gieson and Mrs. Conway work full time and Mrs. Brough and Mrs. Farner work part time. The two full time nurses provide the major nursing coverage and they work 68 or more hours a week. That is why the nurses ask the students help

in knowing and abiding by the infirmary hours.

Mrs. Brough relieves the two resident nurses for four hours week day afternoons and Mrs. Farner relieves them for 12 hours one night a week. The nurses are very much aware of the increasing use of the infirmary as they are seeing at least 30% more students this year.

During peak periods somewhere between 50 and 90 students seek medical attention at the infirmary on week days and 20 to 30 on weekends. We ask students to use good judgement when ill and to make a point of coming to the infirmary when the Doctor is in. Nurses cannot diagnose illness and prescribe treatment.

Our hours have been greatly increased in the past two years to 12 hours every week day (8 a.m. to 8 p.m.) We also are open on Saturday and Sunday from 9-10 a.m. and 6-8 p.m. We feel this is sufficient time for a student to come to the infirmary without using the emergency bell after hours.

A REAL EMERGENCY IS A DIFFERENT MATTER! We expect to see a real emergency at any time of the day or night. Whenever possible consult your house director or R.A. when an emergency occurs at night prior to coming to the infirmary.

An emergency does not mean insomnia, old injuries of several days duration, minor aches and pains, mild menstrual cramps, colds, or someone's sick animal.

Minor health problems can wait until the infirmary is open. We will assist students who are troubled with menstrual cramps or migraine headaches in keeping a supply of medication on hand for these difficulties.

Other people on our staff are several part-time student helpers who assist with clerical duties, typing, answering the telephone, ordering and serving meals for inpatients, counting lines, directing visitors, etc. Students on the staff this year are Ted Babbitt, Cathy Brauner, Anezka Sebek, Chris Fernandez, John Breuer, Cathy Nelly, Diane Scott, and Dawn Malsheimer.

In addition Steve Gundel and Ralph Sarro bring meals from the cafeteria to inpatients. All food supplied are ordered through Mr. Zucconi. He has been very helpful in providing special foods for infirmary patients.

There is a full time housekeeper assigned to the infirmary, Mrs. Katherine Strickland who works hard to keep the infirmary as clean as any hospital. She

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Lots to see

Nurses' look at the infirmary

Continued from Page 14

is assisted from time to time by Mrs. Gertrude Henderson. Maintenance is another part of our operation. The nurses call upon the plant office for help in repairing and maintaining equipment and obtaining needed equipment. This year he obtained two humidifiers for us when Dr. Hoagland stated they were needed to provide moist air in the treatment of tracheobronchitis and other respiratory illnesses.

Other services provided by the nursing staff include the administration of flu vaccine to members of the Drew community. The nurses also administer allergy injections to students as ordered by their allergists. We request that students receiving allergy injections come to the infirmary when Dr. Hoagland is in attendance. In case the student has a reaction to the injection, he can be treated immediately by the Doctor.

Dr. Hoagland will do physical examinations by appointment for graduate school applications, transfers, etc. He will also administer the necessary immunizations for travel abroad upon request. Dr. George Murphy does athletic physicals.

The infirmary staff is very interested in health education. The article on Venereal diseases that appeared in an earlier edition of the Acorn was written by Dr. Hoagland and Mrs. Brough at the request of Kathy Nelly of the Sex and Reality committee. We invite students to seek medical information at the infirmary and would be willing to write other articles on matters of health.

Student health insurance is another important concern of the infirmary. The insurance policy offered by the university offers excellent coverage for accidents and athletic injuries. It also pays some out patient laboratory costs that few other policies cover. The student is covered for an entire year including the summer and is covered whether the accident occurs on or off campus.

Many members of Drew's intercollegiate athletic teams have had injuries requiring expensive medical care which has been covered by the health insurance. This accident coverage applies also to any accident that may occur in the dorms or walking across campus etc.

A single X-ray and orthopaedic consultation costs about \$40.00. A visit to the emergency room at Morristown Memorial Hospital for sutures costs about \$25.00. The laboratory fees for some diagnostic blood and urine tests are also

covered by insurance. We recommend that students take out the student health insurance even though his family has Blue Cross or other comprehensive insurance plans. IT IS WELL WORTH THE SMALL PREMIUM.

When a medical expense is incurred each student must file a claim with the insurance company. The procedure to follow is simple. Stop by the infirmary to fill out the insurance claim forms. When the medical bills come to you for the services received, bring them to the infirmary.

This year Mrs. Brough handles all of the insurance claims and tries to keep the operation running smoothly. When there is a complicated problem regarding insurance she consults Mr. Clifford Smith for advice. Mrs. Lattig in the business office handles all student insurance claims in the summer months when the infirmary is closed.

Mrs. Brough sends out weekly notices reminding students to fill out claim forms and to bring in medical bills. STUDENTS PLEASE NOTE: INSURANCE CLAIMS DO NOT TAKE CARE OF THEMSELVES. YOU MUST FILL OUT CLAIM FORMS AND BRING YOUR BILLS TO THE INFIRMARY!

Many students may wonder why a health examination and a health history is required for admission to the university. It is important for the doctor to know if you were in good health when you entered. Then when you become ill while at Drew he knows he's treating a new illness, not a recurring or chronic problem.

For that student with a chronic health problem, handicap, severe allergy etc., it is necessary for the doctor and nurses to have that information so that you will receive proper treatment when the need arises. IT IS THEREFORE VERY IMPORTANT THAT WE HAVE A HEALTH RECORD FOR EVERY STUDENT AT DREW. WE PARTICULARLY URGE THE STUDENTS IN THE THEOLOGICAL SEMINARY TO COMPLY WITH THE REQUIREMENT FOR A HEALTH RECORD. We also require a parent's signature giving consent for treatment for all students under 21 years of age.

Another important health requirement is that all Freshmen, Juniors, transfer students, grad. students and seminarians have a tine test at registration in the Fall. This is a screening test for Tuberculosis. For those students whose tine test is positive a chest x-ray is required. A mobile unit is scheduled

one day each Fall so that students may obtain this x-ray free of charge.

One of our unsolved problems concerns transportation of students to a specialists office or to the hospital for x-rays and emergency treatment. It is virtually impossible for the nurses to provide this transportation because of the insurance problems involved and because there is generally only one nurse on duty at a time and she cannot leave the infirmary unattended. Mrs. Kirk and the nurses and the students themselves have spent hours on the phone trying to find transportation for injured students.

WE NEED HELP!! We would like to see the students form a car pool for the purpose of medical transportation. It would have to be set up so that a driver could be found at any hour of the day or evening. Security has been very helpful in providing transportation at night. Students employed at the infirmary have also contributed their help in transporting students to the hospital.

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Jolly Beans
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Joy-pop
 —inject narcotics irregularly
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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. 20013.

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Drew student art show; an opinion from inside

by Chris Kohlmann

This year's Drew student art show is notable for its lack of courage and inhibition. Drew students have been known to be infamous for their weekend play and derring-do, so why isn't this reflected generally in the arts and in studio arts in particular? The art students have nothing at all to lose and everything to gain. A good student art exhibit should generate interest and produce a captive audience. Yet it's far too easy to skim through this show. Much of the work is mediocre; the small college artists are demanding less of themselves than they should.

Four paintings by Katherine Kenlenbeck are typical. They occupy almost an entire span of wall space; however, they can be easily overlooked. And the average viewer won't even realize he's missing anything because on the opposite wall there are four panels displaying innumerable individual works that catch his attention. The panels are filled with color and black and white prints; charcoal, pencil, pen and ink sketches; and ink wash sketches. In a group show artists and works compete against each other intentionally or not, maliciously or not.

The block shapes in Kehlenbeck's paintings merge with the cinder block wall. She mixes her colors with white and the colors likewise fade into the white wall. Both the wall and the painting surface are covered with smudges appearing in random uniformity. The scuff marks are accidental, but Kehlenbeck's letting bits of underpainting show through is intentional. If this device were effective, the painting would promise more. Simply, it would be more interesting. As it is, her paintings are bland; and unfortunately, so are many of the other works in the show. They're not worth looking at. A work of art must be able to capture attention and then sustain it. The few works that accomplish this end are notable.

Kolina Erickson's large untitled canvas contains shapes like those in Kehlenbeck's, and as in Miss Kehlenbeck's she also lets the underpainting emerge. But Erickson shows more vitality. White never adulterates her colors, which flaunt vibrancy. Her merging of figure and ground adds to the painting's attention-holding power. The viewer is not denied access to the painting; instead he is lured into it. Another work that has this same magnetism is an acrylic painting by Cynthia Tusing. Its scale is small compared to many of the other paintings in the show, and it's not exhibited in a place where it can be fully appreciated. Nevertheless, Tusing's work is eloquent

in a still, small voice. Its style can be labeled Cubist, but I recommend that once it's been identified, the name be thrown out. She has made the style work for her. You can stand in front of it and look, and look, and look. Well done.

The gallery room contains much of the show's best. Jim Willis hasn't abandoned his favorite subject matter, the female nude. I'm glad and I should think his ladies are glad. The predominant horizontals in many of his paintings affirm his analogy between the nude and landscape. All kidding aside, the titles "Breasted Landscape," and "Leg, Chair Pit, and Tit" mirror his theme. The show is strengthened by the wit of both Jim Willis and Peter Forss.

Peter's "Liberty" does glow and it's your loss if you missed it. A sense of humor pervades much of his work and it's manifested in different ways. In his painting "Dancers," the exuberance and gaiety of the young people literally runs off the canvas. Even his attempted Rothko couldn't suppress a grin. I think that if it were possible, one of Mark Rothko's sober, painted poems would finally crack a smile, if in a child's delight it learned that the circus was coming to town. Peter's humor is far subtler than circus bravado, and so I think it would fittingly appeal to a Rothko. Besides being witty, Forss is competent in several different media. In painting and in photography he gives wit a picture, but in his "serigraphs" he's captured it in physical stuff. The serigraphs do not depict a scene that is humorous; they are themselves a sense of humor and lyricism.

Peter Allen shows to be another talented contributor, but his works seem far too serious, oppressed. He suffers from an affliction I'll call "primacy of the object." This failing is what makes most of the drawings less than good, but the affliction is unusually malignant in Allen's painting, "Singer Sower," which must derive from a photograph. As an advertisement it's hackneyed, as a subject matter for painting it's plagiarism, and when the title of the painting is full of "social content" it's downright sad. Allen's painterly effects are notable for their own sake. "Active Life" and "Good to the Last Drop" are painted in two widely different styles and they're both well done. His ability at composition, color, and painterly effect shouldn't be misapplied. Our world has enough Jeremiahs-please, no more bitter irony.

Generally the assorted drawings and graphics demonstrate neither daring nor consummate rendering. They're left in the middle and that's a terrible place to

be. Considering the abundance of drawings, very few left any impression on me at all. Most of them have no virtue independently and serve only to be seen as elements of a panel - a purely decorative function.

A drawing by Pamela Gibney and several drawings by Jack Bert and Elizabeth Engelhoff exhibit some de-emphasis of particulars for the sake of the whole. This is a healthy approach to art in the midst of a plague which is the student art show. Gibney's large, charcoal drawing shows controlled utilization of formal elements for a casual, alive effect. She knows how to explicitly define a shape, and how to imply a shape. Rectangles exist throughout, yet a face exists because its shape is virgin paper that emerges intact from a heavily worked part of the drawing. This is just to mention one good aspect of her drawing - there are many more. Bert's drawings also show much variety though for different reasons. The vigorous line alongside a subdued line could be taken for carelessness in art circles that insist on cohesiveness. And to some his frequent erasures might reinforce the notion that his drawings are primitive. I don't agree. His drawings are not bashful. Vitality is much needed in this year's show and where it occurs it is outstanding. Engelhoff is another one whose drawings are about line and composition as much as they are about figures. Her sketches tend to be monotonous because of her insistence on outline, but they still convey easy, unstrained effort.

Drew will sorely miss some of its graduating studio art majors. I for one would like to witness the growth of people like Jim Willis and Peter Forss. They already seem well on their way. Every semester provides a challenge for Drew's incipient artist, however it will always be up to the individual to seize the challenge and move with it.



The Light Side-The Dark Side

Ping-Pong & the FB-Eye

by Dick Gregory

For years people have been playing ping-pong to ease their tensions, but now the practice has international implications. Since the American table tennis delegation visited the People's Republic of China, President Nixon has suggested relaxing the 20 year old embargo on trade between China and the United States and began moving to expedite visits by Chinese to this country. So it's reported that a Chinese table tennis delegation will visit the U.S. the New England Amateur Athletic Union has invited the People's Republic to send athletes to participate in the Holyoke Marathon in June, and newsmen who stayed behind after the American ping-pong delegation left are sending back daily stories about life in China.

Although the Vice-President voiced grave reservations about getting too friendly with China (then later retracted them), it seems that a word from the White House is what is really needed to get Americans to start liking folks. All of a sudden the word filters down from the President that we are going to start liking folks who live in what America has always called "Red China" or "Communist China." We even find the correct name-The People's Republic of China- appearing in American newspapers.

Why can't we have a situation here at home where the President issues a decree that all Americans all will not start liking their Indian brothers and doing something about the new affection? Or start actively liking Puerto Ricans, Mexican Americans, Jews, Blacks, or Orientals right here at home? The answer is power. America isn't really interested in having weak friends. Black folks recognized this when we raised the cry "Black Power." Notice that the U.S. isn't accepting an invitation to send our yo-yo team to Cuba. We're only interested in establishing friendly relationships with those we recognize as powerful. And when power to the people becomes a reality in this country, a whole lot of folks in high places will want to be friendly with the masses.

The ping pong breakthrough in Chinese-American relations should pave the way for breaking down American's "Red China" myth. For years we have heard how bad things were for the people of "Red China; people starving and the like. Anyone who gets even close to the border of the People's Republic has that myth show down.

When I was in Hong Kong last year I was told that most of the rice supply comes from the People's Republic. Su-



Dick Gregory

permarket shelves in Ethiopia are stocked with products from mainland China. America's longstanding trade embargo allows the perpetration of the myth.

It will be good for Americans to hear the true story of life in mainland China. Beyond the eradication of myths, Americans will hear of a life style which should make most of us envious. They will catch a glimpse of a society where there is no dope problem. They will hear of a huge population where there is no illiteracy. They will see a government truly concerned about the people, where birth control is not pushed upon the populace by the government, and whatever population regulation exists is the result of an emerging life style. After all, China is a People's Republic, the product of a PEOPLE's revolution.

Perhaps opening American's eyes to the reality of China will also result in seeing what is going on in the rest of the world. America must realize that not all peoples have been closing their eyes to the reality of China nor shutting themselves off from Chinese relationships. The Chinese influence in Africa, for example, has been considerable and the People's Republic has provided great assistance in aiding the development of growing African nations.

The day is not far off when America will have to demonstrate grounds for any kind of dealings with Africa. A Black Vice President will soon be a must if America intends to maintain friendly relationships with African nations. So it's not at all surprising that the current Vice-President expresses concern about carrying this friendship business too far.

The FB-Eye

It's taken a long, long time, but finally the persons who have been on the receiving end of J. Edgar Hoover's surveillance activities are beginning to strike back. On April 6, Rep. Hal Boggs of Louisiana spoke from the floor of the

House of Representatives, comparing Hoover to Hitler and Stalin and condemning the practice of keeping members of Congress under surveillance.

The April 9 issue of LIFE magazine designated Hoover as the Emperor of the FBI, carrying a cover photo which clearly placed him in symbolic line with some of the more notorious emperors of the Roman Empire and a few pages of copy which indicate the problems of a man who has been too strong too long.

Senator Edmund Muskie picked up the chorus the next week condemning the FBI surveillance of speakers at the April 22, 1970, Earth Day rally in Washington, of which Sen Muskie was one. Sen. Muskie called such activity "intolerable in a free society" and "a dangerous threat to fundamental constitutional rights," suggesting that if an antipollution rally is considered suspect by the FBI then no political activity in America is safe.

The next day the New York TIMES told of an FBI informant going into the office of Rep. John Dowdy of Texas last year with a tape recorder strapped to his back, thus giving a new definition to the concept of spinal support.

Of course, there has been warnings before. Most notable was the information in Justice William O. Douglas' book which spoke of the FBI practice of wiring hotel rooms, equipping them with two-way mirrors and other bugging devices. So the telling of what the FBI has been up to for quite some time was nothing new. It's just that in unprecedented proportions of late we're seeing some prominent people who have been bugged by the FBI getting "bugged" in return.

The impact of such unprecedented criticism can be measured in President Nixon's compulsion to launch a defense of J. Edgar Hoover as the President spoke before a banquet of the American Society of Newspaper Editors. The President praised Hoover as "nonpolitical and nonpartisan," thereby joining the ranks of Presidents who have been afraid to blast the Hoover image. Tom Wicker in LIFE magazine quotes former President Lyndon Johnson as indicating the hope that Hoover would last in his job longer than LBJ would last in his. Said LBJ: "I don't want to be the one who has to pick his successor."

Therein lies the problem so many people are just beginning to wake up to this late date. The FBI has grown

Continued on Page 18

Book review

'Chocolate Days, Popsicle Weeks'

by Hannah Morrison

CHOCOLATE DAYS, POPSICLE WEEKS is an update of a traditional tale, the American dream turned sour. Its author, Edward Hannibal, has fortunately managed to inject vitality into what could have been a yawn-inducing subject and for this feat he received the 1970 Houghton Mifflin literary award.

With a modern Horatio Alger as its anti-hero, the novel graphically illustrates how ingrained attitudes produce current problems: over-industrialization, a sense of futility and facelessness --all factors leading to a treadmill existence.

Hannibal's anti-hero is a Bostonian of Irish Catholic parentage. It seems fitting and almost inevitable that, following college and a peaceful stint as an Army officer, Fizzle takes his growing family and plunges into the rat-race of New York advertising, precisely because "it was not New England."

Madison Avenue, the perpetual nominee as the embodiment of a sick society, is contagious as well as symptomatic. All Fizzle wants from life is enough money to save his wife and children from the relatively secure but marginal existence from which he escaped. But

the treadmill does not release the rat so easily, and the creature is forced to continue until it drops from exhaustion--or dies.

Fizzle perceives such mechanical forces even in his "think" job, and he is soon comparing his career to producing popsicles--his former summer job. Throughout the book such parallels are repeatedly drawn: the advertising agency resembles any other factory. The worker is slave to the machine as well as to his employers; no matter how superior one's new method, it must be presented in the context of customary procedures. In the ice cream factory he speeded up operations so that the workers would have a shorter week. He was rewarded by their anger over the loss of overtime pay. In advertising Fizzle learns that it is not the idea that matters but how it is expressed. He has to capitulate and use "their" terms.

Fizzle ultimately fakes out his superiors so successfully that at age thirty he is appointed vice-president of his prestigious firm. Sadly enough, he fakes himself out in the process too. Hannibal's novel captures the essence of the meaning of "cooptation by the system,"

the principle of which is: by the time a person reaches a position of influence, he has become so thoroughly ingrained with the prejudices of his milieu that he holds vested interests in the maintenance of a particular order. Fizzle is unable to turn off Madison Avenue when he leaves work at night; at home his resentful wife punishes him with deepening silences. Unable to patch up his marriage with the glue of material goods, Fizzle flees to California on a business trip and toys with the idea of fleeing forever.

His escape is, of course, an exercise in futility. Whether partying, working, sightseeing, or making love, Fizzle's past pursues him relentlessly and blocks potential communication with others.

He returns from California with a new outlook that he shares with his wife: "It's all lousy and it won't stop being lousy. Fuck them all. I don't have to do anything anymore. I'll do what I can so we can live, but that's all it'll be." Those few sentences comprise Hannibal's weak prescription for technological society: the answer to cooptation, computers, and competition is noninvolvement.

Fizzle decides that the way to escape the Tank is to make babies, not money --a throwback to his Catholic upbringing. As he says to his wife, "I've decided everyone is rotten except you and me and I want to get a lot of US running around to piss them all off." That's one solution but what about overpopulation, Fizzle?

Hannah Morrison is an undergraduate at the University of Michigan.

Two columns

Gregory: Pong, FBI

Continued from Page 17

so powerful and independent under the direction of J. Edgar Hoover that it can tap the phones, bug the hotel rooms, and otherwise watch the private action of priests, nuns, ministers, lawyers, college professors, civil rights workers, doctors, government officials, etc. without any curb on its activities. When such a network of surveillance grows to the magnitude it now has, the time is very close when NO ONE in America is safe.

Which brings us to the real issue -- that of defining the legitimate role of the FBI. The FBI has become totally hung up on Director Hoover's obsession with his personal view of "internal security" at the expense of the real function of the Bureau. The FBI should be the number one agency in the country which throws the fear of justice into the real outlaws and criminals in our society. By definition the FBI should be the investigating agency involved in the apprehension of criminals rather than the self-appointed guar-

dian of internal security.

A quick look at the FBI's 16 Most Wanted list will indicate what has happened to its own self-image. The list, by the way, has grown from 10 to 16 precisely because the Bureau is so hung up on "internal security." Half of the current list is comprised of persons wanted for so-called left wing radical political activity. Without them, the FBI would only have an 8 Most Wanted list. And isn't it odd that the entire list of 16 there is not one dope pusher, not one dope smuggler, not one person involved in the illicit traffic of narcotics in any form? Any neutral outside observer would have to look at the FBI Most Wanted list and say that narcotics is not a problem in America.

Of course the observer would be partially right. It's not a problem the FBI seems to want to be concerned with. The Bureau is more concerned with the destruction of a university Mathematics building than the life of a nine-year-old kid.

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ZEMO

A short tale

A day in the life of Joe Cool

by "Leona"

One beautifully bright sunny day, as Joe Cool, our dashing, delightful hero, strolled through Drew Forest, he happened upon something strange. He said to himself, "Self, that's very strange!" He continued on his merry way for about two steps, after which he could bear the suspense no longer and returned to see what this strange thing actually was.

In all reality, the strange thing was the partially decayed remains of a defunct individual, more commonly known as a dead body. Our hero promptly became quite ill! About ten minutes later, having recovered somewhat, Joe examined the body and found that it was, indeed, quite dead. He also discovered, through his tremendously acute eyesight, that there were large odd-looking animal tracks surrounding the body. Naturally, Joe, being the omniscient person that he is, deduced that this poor unfortunate had been victimized by a mad rhinoceros or perhaps a pair of rhinoceroses.

Mr. Cool came to the conclusion that it was undoubtedly two such animals, due to the intense jealousy manifested in rhinoceroses he had known. The male had probably seen his mate gazing wistfully in the direction of the deceased (before he had become the deceased, naturally). This had made the male charge the individual and subsequently trample him to death. Mrs. Rhino may have joined in, thinking this was great sport, forgetting, in her fickle way, that a man was being killed on her account.

Figuring all of this out in a matter of seconds, Joe's lightning brain then turned to the problem of identifying this mass of protoplasm. The victim was unrecognizable due to the fact that his facial features were indistinguishable. Joe searched him for some sort of identification and discovered that, lo and behold, he was Joe's very own first semester phreology professor. Everyone knew that Joe detested the man. I mean, how would you like it if one of your teachers always made you come to the front of the class so he could read the bumps on your head?

Joe knew that everyone knew that he hated this man. He also knew that if he reported finding the body, trusty old Drew Security would charge him with murder, disregarding the enormous rhinoceros tracks lying haphazardly scattered about. But he couldn't just leave the body there to rot, what with Drew's new anti-pollution campaign and all (although the body was definitely biodegradable). So he decided to call Security anyway and give it a try, after all, they couldn't pin it on him. Or could they?

In a short time the little yellow Volkswagen appeared on the horizon. When it came to a halt, out jumped five Security

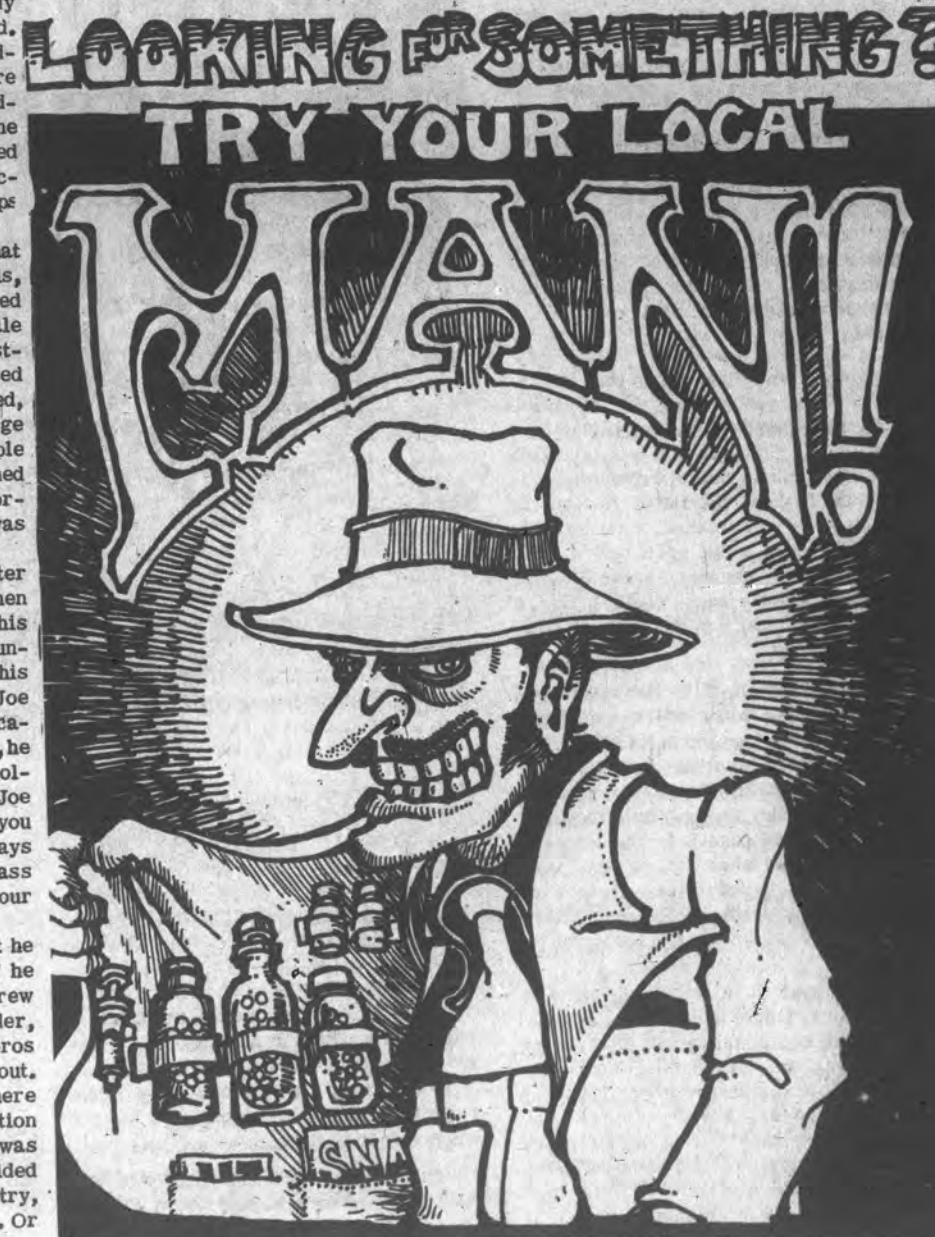
Cops, who began rushing to and fro in a completely confused manner, in true Security Force tradition.

Our handsome hero was immediately shackled for transport to the nearest hoosegow. All the while, he was trying to explain to them that he was an innocent victim of circumstances and hadn't killed anyone. He also told them that he was the one who had called them in the first place.

Naturally, they didn't fall for that old routine, but he kept trying. In desperation, Joe related his theory about the rhinoceroses, but by that time they had

destroyed all the tracks anyway, even if they had believed him. And how many people can you find nowadays that believe in jealous rhinoceroses? Not too many

I'll warrant! As we leave our illustrious young hero, we see him struggling to free himself from his custom-made strait-jacket while being carried off to Greystone.



The choir: enthusiasm wherever they've sung

The Drew University Chorale leads an interesting existence which, even if you do happen to hear one of our concerts, is known to very few on campus. Look at this year for instance...

The year opened with a jolly get-to-know-each-other and please-learn-the-music retreat at the friendly Y.M.C.A. camp, Camp Bernie. After about four hours of rehearsals a week throughout the fall, we ended the first semester with our annual Christmas songfest. The second semester started off with a weekend tour in Eastern New York State, but this was only a taste of our greatest adventure - a 9-day saga into the Southern New Jersey-Washington, D.C. - Maryland areas during spring break (yes, while you were catching up on your work or just sleeping, we were on a bus doing one-night stands).

We traveled or saw sights during the day, and usually had a covered dish type dinner at the church in which we were to sing (Oh, did we eat a lot of ham, meatloaf, and potato salad). Overnight accommodations were provided by the folks of the church - after the concert you and your roommate would meet your host or hostess.

Inevitably, the first thing they say to you is "I bet you're hungry!" After eating a giant breakfast, riding in the bus, eating lunch, riding in the bus, and then eating ham, potato salad, bread and cake for dinner, your inevitable answer is that you are just famished. While socializing, you learn about your host's kids, his job, and the general characteristics about the neighborhood, while giving a (quite professional by the end of tour) resume of Drew.

Seriously, though, it is the meeting of just really nice folks which makes the tour so interesting and worthwhile. We spent two days in Washington, D.C., where the Chorale made the bigtime - we sang on the steps of the Capitol building. For this we received passes to the House of Representatives where those who went heard the role called twice. Another big event was singing in the Hersey Chocolate Factory in Hersey, Pennsylvania.

Chorale tour is a lot of fun but also a lot of work. You either develop nerves of steel or fall completely apart from having to face completely new audiences and often very different and strange situations every place that we go. But the "we've been through it together" group spirit which develops makes up for just about all of the trouble.

Also, we've been enthusiastically re-



The choir in Washington

ceived everywhere we've sung. The program we sing includes music for everyone's tastes - sacred works, popular songs, and innovative contemporary anthems. Sic Transit always created the biggest stir, for it included electronic tape and strobe lights (even little old ladies like it though).

To finish out this year, the Chorale presented a Spring program which included popular numbers led by our student conductor, and, accompanied by a string orchestra, the Schubert Mass in G and the Brahms Song of Fate.

Plans are already in swing for next year. Our main tour will be to Florida during semester break in January. In-

cluded in the program will be a Bach cantata and an original composition by Larry Wilson, a Chorale member. Two weekend tours will follow during the second semester. Hopefully, Carmina Burana will be performed in the spring program.

The Drew University Chorale is an active group on campus and off. If you are at all interested in singing and helping to build the group, we really want your support. Rehearsals during the year are around dinner so as not to cut blocks of time away from studying. Tryouts for those interested will be held in the fall - September 13, 14, 15.

Reviews

Reviewed by Marcia Abramson
Robin Morgan, Editor, *SISTERHOOD IS POWERFUL* Vintage Paperback, \$2.45

Mary Lou Thompson, Editor, *VOICES OF THE NEW FEMINISM* Beacon Press \$5.95

In the last few years, book publishers have capitalized on radical politics, splitting profits with the Abbie Hoffmans and James Kunens; some of the resulting books were good, most were terrible.

Naturally, publishers eventually "discovered" the growing feminist cause but it has taken some time for them to finally come up with a comprehensive anthology of writings from the women's liberation movement. Anyone who has been saving yellowed clippings of "Notes of a Radical Lesbian" and "The Politics of Housework" from underground newspapers can safely invest \$2.45 in *SISTERHOOD IS POWERFUL*. Not only is the anthology excellent--most of the classic radical essays on the women's movement are included--but all profits from the sale of the book will go to women's organizations.

According to former editor Laura Furman, publishing houses are bastions of male chauvinism; it is remarkable that the Vintage anthology is so good. Editor Robin Morgan writes, "I had insisted on working with women at Random House, and it was agreed that my two editors (women) and myself would have no interference from men. Of course, what none of us foresaw was that neither of my editors had any real power in the male dominated hierarchy of the house, and so were forced into a position of 'interceding' with those who could enforce the decisions--men." No doubt fewer problems plagued the more moderate *VOICES OF THE NEW FEMINISM*, a respectable hardback put out by the Unitarian Universalist Women's Association. This latter anthology leans heavily on the respectability of a Martha Griffiths or Shirley Chisholm; it is aimed specifically at more moderate members of the women's movement and contains a short piece of Betty Friedan, organizer of NOW.

These two collections represent the two divisions of the women's movement: moderate and radical. Moderates speak of reforming the present system; never would they suggest abandoning the nuclear family or heterosexual norms. Radicals will not stop at equality on the capital-

ist totem pole; they see the falseness of male-female roles, and demand a new kind of person. It is not enough for a woman to "make it" by adopting tough, masculine behavior; the definitions of male as dominant-aggressive and female as passive-sensitive must be ended because they are based not in nature but in economic and psychological needs to oppress.

While the Thompson anthology contains an exhortation from Congresswoman Chisholm for women to bring a spirit of moral purpose to politics, it does not investigate the alternative of lesbianism as does *SISTERHOOD IS POWERFUL*. The Morgan anthology is much more far reaching in its consideration of the problems and possible solutions of sexism.

Both books stress the statistical evidence of women's oppression. Both begin with excellent historical essays which correct long-standing misconceptions about women. Connie Brown and Jane Seitz in *SISTERHOOD IS POWERFUL* detail the militancy of the suffragist movement and explain why it failed. I, for one, did not know that the National Guard had to be called up in Washington in 1913 because of the uproar created by the women's movement.

Several other essays in the Morgan anthology are mandatory reading for anyone who wants to begin to understand the women's movement. "Kinde, Kuche, Kirche as Scientific Law: Psychology Constructs the Female," by Dr. Naomi Weisstein, has been of tremendous importance in its rejection of standard psychological arguments for female inferiority. Dr. Weisstein exposes fallacies of modern psychology and reminds us that one set of experiments has shown that experimenters (generally men) tend to find what they expect to find. She shows how many scientists, using only studies of children who have been socialized for years into traditional sexual role-playing, come to the conclusion that women are naturally childlike and submissive.

Kate Millet's much heralded *SEXUAL POLITICS*, a treatment of literature from a feminist perspective, is excerpted in the Morgan anthology; her treatments of Mailer and Genet are included. Capitalism and sexism are linked in Karen Sacks' essay which examines the need of private enterprise to exploit the cheap labor of working women and the absolutely free labor of the indispensable wife

The women's lib books

and mother who frees her husband to put in full time. Marge Piercy's "The Grand Coolie Dam" tears apart the male chauvinism of the male-dominated new left, and shows how much the sexism of these "revolutionaries" has produced the impetus for the radical women's movement.

In "Double Jeopardy: To Be Black and Female," another important essay, Frances Beal refutes the arguments that the black woman must build up her man's shattered spirit. This is counter-revolutionary, she says; "we must begin talking about the elimination of all kinds of oppression...We need our whole army out there dealing with the enemy, not half an army."

The Morgan anthology also includes poems, some by Sylvia Plath, drawings, and personal anecdotes.

The Thompson anthology offers fewer essays, and several are duplicated in the less expensive Morgan book. Perhaps the most interesting piece is a report to the United Nations on the status of women in Sweden, the country where the most progress has been made but which still has much to accomplish. Some day-care centers exist, for example, but not enough, and the sharing of housework and outside-the-home work between husband and wife is only beginning.

SISTERHOOD IS POWERFUL is, of course, the best buy and is the kind of book anyone who aspires to be a human being should read to understand why women are beginning to believe that "this time we women must seize control over our own lives and try, in the process, to salvage the planet from the ecological disaster and nuclear threat created by male-oriented power nations."

Marcia Abramson has been on the editorial staff of *THE MICHIGAN DAILY* (University of Michigan), and is presently a graduate student in comparative literature.

KEEP
ON
TRUCKIN'

A reprint

English: a sexist language

(Reprinted from the Aquarian Weekly)

Language shapes thoughts, and much slowly, thoughts shape language. Someday ask a student of Hindi or Mandarin Chinese about thought connections expressed easily in those languages but requiring sentences to try to express in English. There are thoughts that English speaking people simply do not think.

Can you remember, blacks, the frustrations before the phrase "black is beautiful" compressed volumes into 3 words?

Can you remember, women, trying to express your feelings about instances of sexism before the word "sexism" was invented?

Have you ever tried describing a drug high verbal verbally?

Language shapes our thoughts so completely that we aren't even aware of it. And the patriarchal society that shaped English will perpetuate itself in our thoughts until our new consciousness forces the language to change.

Observe Thorndike (any handy dictionary will do):

MAN, n., 1. an adult male person. 2. person; being. 3. the human race. 4. husband. 5. a male follower, servant or employee. 6. one of the pieces used in games such as chess. 7. person characterized by manly qualities. 8. to a man, without an exception; all. v. 1. supply with men. 2. serve or operate; get ready to operate: man the guns. 3. make strong; brace: the captive manned himself to endure torture.

WOMAN, n. 1. the adult female. 2. women as a group; the average woman. 3. woman's nature. 4. wife. 5. a female servant.

Notice several things:

-man's definition is 4 times longer than woman's. Why? The reason is the very essence of how society has defined us, how we think about ourselves.

-man is a person, a human being. Thorndike says that right there, man is a person, woman is not.

-man is the human race. The whole human race. Woman is only a PART of the human race, therefore not as important as is man. This is, if you think about it, a male-centered definition, conce-

ived of and written down by a man. And if you think that this is unimportant, consider the phrase, "all men are created equal." 9 women out of 10, when they first heard that phrase in grade school had flash through their minds the thought, "Does that mean women too?"

No, it really doesn't. Think about our laws, the legal language used, especially those concerned with a person and "his" rights. There have been several Supreme Court cases which have tried to decide whether women are citizens and persons (in other words, "he's"). As of this date, the Supreme Court has defined men, aliens and corporations as "persons" entitled to the full protection of the laws, but not women.

Partly because of this usage of "man" to mean all people, the masculine personal pronoun is continually attached to the top professions. This has its cumulative effect on women who hear it all throughout their formative years. The architect designed his house. The executive made his decision. The artist uses his palette knife for broader effects. Either a girl convinces herself that she's better than other women and can therefore aspire to be an architect or top executive, or she succumbs to this conditioning, and takes a women-dominated role: housewife, secretary, teacher, social worker.

This male-centered language is everywhere, and consciousness-raised people are trying to express themselves in new ways. Here are a few examples:

The Story of Mankind (Humankind is more accurate)

The Brotherhood of Man

Gentlemen's Agreement (can women make a gentlemen's agreement?)

Dear Sir, or Gentlemen (use Dear People)

History

He's really got balls (she's got balls)? Somebody is all fucked up, or he's been screwed. (The sex/aggression aspect of language, with the male active and female "being had" is a chapter unto itself).

In the dictionary definition there is a

verb, "to man," and no verb, "to woman." This reflects the active, doing role attributed to men and the passive, receptive role assigned to women. Society assigns these roles, and conditions us to accept them. And the language is part of the conditioning. And if we are to change the conditioning, we have to be aware of what we're saying.

Some words, often used to describe females, betray their origins as male-attributed because you can't use those words to apply to men in the same way.

"Frigid" is a good example. How can it be possible that a woman can be called that, but one NEVER hears of a frigid man? "Impotent" is something else, says Thorndike, "lacking sexual power." It's possible for man or woman to lack sexual power, usually meaning unable to have orgasm. But frigid means totally cold and unresponsive--to anyone. Dig it, man. The woman you dismissed as "Frigid" is just cold and unresponsive to you. And which of you men friends are frigid? None of them? Then no women, is either. This appellation has been so incredibly destructive that I'd like to give it back to the deep freezer, where the word belongs. I've known women who gotten totally hung up because they thought they were frigid since they have orgasm. What pain and self-castigation they went through because of that male-centered word!

"Neurotic" is another word. She's a neurotic woman. One hears this word applied much more frequently to women than to men, so be suspicious of it.

"Nymphomaniac" is another. Why do you think that word is so much more used than "satyriosis," the masculine equivalent? Because it has been widely misused.

"Promiscuous" could be scrapped altogether, now that we know there's nothing wrong with enjoying sex, instead of being applied largely to females.

Sexism in our language hasn't been explored deeply. Most of us are barely even aware of it. I'd appreciate your ideas, additions, or comments.



Two who are leaving: Little raps with Stoney

(Editor's note: Senior David Little had just finished his academic career at Drew University and is now awaiting graduation. But we figured that, because of his good reputation and better-than-average rapport with the Dean of the College, we would send him over to interview the departing Richard J. Stonesifer.

Dean Stonesifer, who is leaving Drew to take the presidency at Monmouth College in South Jersey, has been a controversial figure in the past years. His special prominence in the pages of the ACORN, particularly this year, has struck both popular and unpopular notes.

But the Dean, generally regarded as a liberal person, is a very outspoken administrator. He has made mistakes, but he has also accomplished some things.

Dean Stonesifer had prepared a question-and-answer article for Little, but the two still sat down and chewed around for awhile. It turned out to be an interesting interview, and much of it is printed on the pages below and following).

Q: Some of your critics have charged that you wanted to make Drew "a Swarthmore for New Jersey," and they asked why Drew can't simply be Drew? Would you comment?

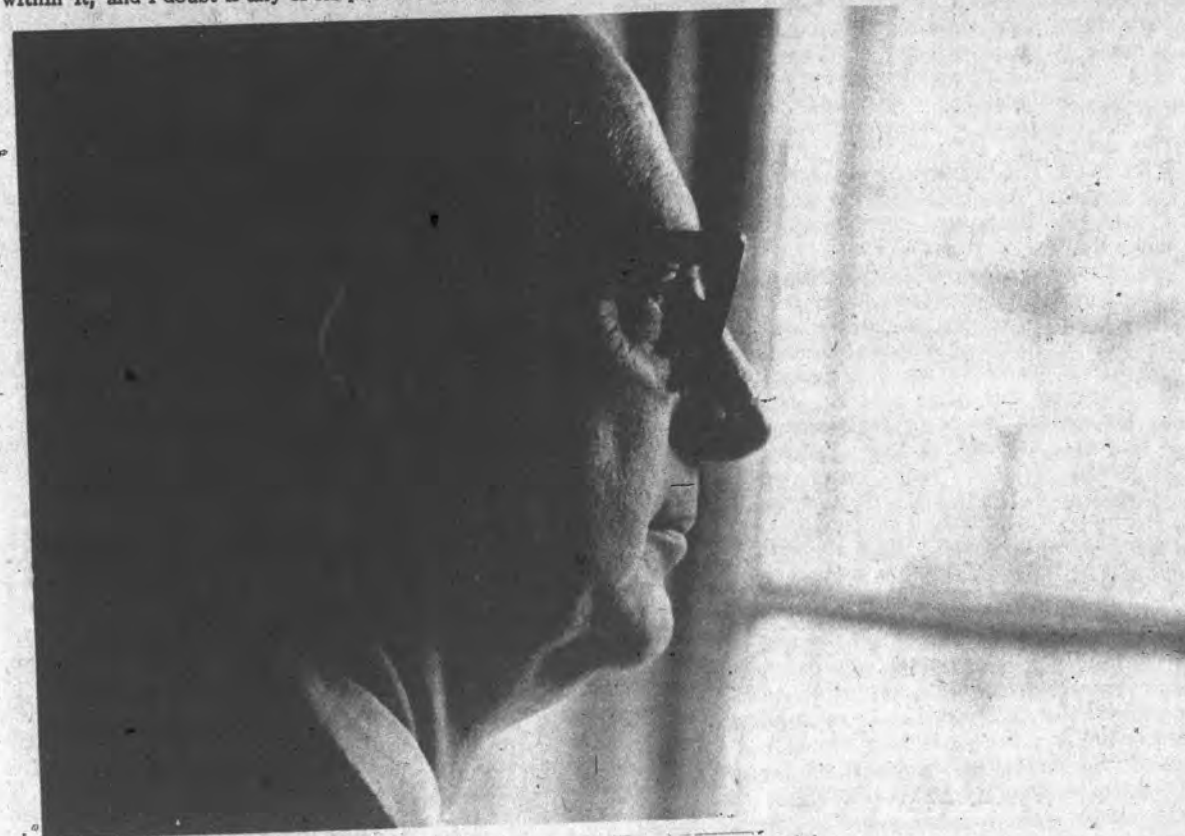
A: There's been more heat than light about this one. I wish I'd put it a bit more expansively and a bit more specifically. My dream for the College has been, and remains, that it be able to take the high road--academically, programmatically. New Jersey needs a small, coeducational liberal arts college of the first rank within it, and I doubt if any of its present small col-

leges can become that if Drew's college does not take that as its goal. I would want the College, then, to become like Carleton, Oberlin, Beloit, or Swarthmore--and I cite those places for purposes of providing an academic pattern, not by way of saying that Drew oughtn't to be Drew. In other words, I was talking about the things that are qualities necessary in the high quality college: work load for faculty, back-up aid, scholarship subsidies, curriculum, etc. I was certainly not saying that Drew should knock off any of its distinctiveness or special colorings. Drew's College should be distinctive; it also ought to be distinguished.

Q: Do you think Drew should be content to be a place with a college and a theological school, with graduate work confined to the theological side?

A: Yes and no. I don't buy this idea that Drew has to be a "university" and that this necessitates making it a more complex place than it now is. The nation is dotted with institutions of higher education which call themselves universities without actually being universities. I wouldn't put money into developing graduate-level programming that the nation won't need and probably won't support adequately in the 1970's. I would hold the door open, however, for what might be called fifth-year programming, i.e., work at the M.A. level, to be developed perhaps out of some College departments. I would also see a Graduate School which would be very distinctive, confining itself to a few programmatic interdisciplinary things which would

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The Dean: outspoken and controversial

Stonesifer on the past, the present and the future

Continued from Page 23

truly be distinctive--which means unavailable anyplace else.

Q: Would these fifth-year programs be under the direction of the College or contained within the Graduate School?

A: I think either arrangement is possible, but I would opt for having them under the control of the College, which means under the control of unified departments within the College. One danger, and we are already in it, is that the present structure tends to divide rather small departments into two components, answerable to two deans in whole or in part, with all sorts of chances for foul-ups possible. Administrative arrangements are best when they are as simple as possible.

Q: What about changes in the curriculum? Are you happy with what's been done, and what ought to happen next?

A: I think most of the changes we've made so far have been improvements. But freeing things up a bit, doing away in large part with rigidity in requirements and giving students more choice, is going to work only if under the new arrangement students really assume the responsibility for making wise decisions, and faculty advisors are consulted--and listened to, carefully. If anyone assumes that it is smart to wangle one's way through four year's of undergraduate work by taking the easiest possible path, he is kidding himself, and wasting his money. I know that there is some opposition to one of my strongly held points, which is that a department ought to have the right to refuse to allow a student to major in the department, and when once admitted as a major that a student ought to be told on occasion that he simply has to do this or that, or he won't get that department's stamp of approval on his back. This seems to run in the face of freedom, and it does. But it also makes for some sense in arranging academic programming. The students ought to assume that the faculty may know more about these things than they do.

Q: What about the new grading change?

A: I was for this, and I'm glad that it's now been passed. I'm especially glad that we are moving away from the old deficit honor point business, which often ended up fastening a drag on a student because of a bad freshman year which punished him unduly later on. Let me add that no grading system is ever going to be totally sensible, or totally satisfactory. I think we have to have something, however, and I think that it has to have some steps on it beyond the simple Pass-Fail arrangement. If everything were put on a Pass-Fail arrangement, I think all motivation to do anything beyond the common denominator would be in jeopardy. Some schools have faced this one by having High Pass, Pass, and Fail. But then one is simply approaching A-plus, C-minus, and F, isn't one? The best "grade" that a faculty member can ever give a student is a written evaluation of his work. But you can't ask faculty members to do that, facing 100 or more students in a course. If you did, the written evaluations would quickly become as stereotyped as the letter grades can be.

Q: What about increasing the number of Black students at Drew?

A: We have taken this up, and rather markedly. There are difficulties, and on two fronts. First, I think that it is simply immoral to take students in who are going to have difficulty academically unless one is willing, and financially able, to set up remedial programs to help them bring themselves along properly. The "open admissions" idea is a noble idea, and I'm for it IF the college or university involved has the money to do the remedial job at the beginning of the process so that the graduation levels remain the same for all. Secondly, the bulk of these disadvantaged students need almost total financial subsidy. Drew's student aid budget is not as rich as I want it to be, and one faces the question as to what percentage of it should properly go to a specific group of students. I think we have been eminently fair about this at Drew, and--given the resources we have--I think we've done as solid a job as we could be expected to do. State and Federal funding for some of this, in greatly increased amounts, is the answer. I don't predict we're going to get that under the current political situation, or under the conditions imposed by the current economic situation.

Q: What development in the College since 1965 do you rate as most important?

A: I think I'd have to give you twinned answers on that one--the development of a much stronger Faculty overall, and the development alongside that of a student body which is more talented academically broader based, and more heterogeneous. I take great pride in the College Faculty. The students must recognize that they have a very solid professional group assembled here, with significant potential for the future. I hope that this present core can be held and built on. And I'd put my own work in putting it together as the most important thing I've done at Drew.

Q: Many students say they don't like you personally and are happy to see you departing. Would you comment?

A: This is an interesting situation, for some of the students who say they don't like me hardly know me. I might add that I think having THEM not like me might be a sort of tribute to some things I stand for! The Dean of the College at Drew faces a workload, and doesn't have much of a back-up staff immediately available to him for work on academic matters, which makes it really impossible for him to be out on the campus, sipping coffee for hours in the University Center, being a pal in the dormitories, etc. I regret this, for I generally enjoy talking with students. My hunch is that no dean is likely to be a very popular person these days, and certainly not if he insists on taking some stands on standards, has to come down for regulations, and believes that a college ought to be centered on intellectual rather than emotional things. It's been alleged that I am a devious S.O.B., and that no one can believe I mean what I say. This is also interesting. I think the trouble has been that I've been very open, said exactly what I mean, and that hasn't ridden well with some people who didn't like what I was coming down for.

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On to Monmouth An interview with Stoney

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Q: Where does the College move next, in your opinion?

A: Well, I would think that the faculty wants it to move ahead toward improved quality. Much will depend on the sort of financial support it can get in the years immediately ahead, support that goes beyond tuition income. I think that we've already approved some important curricular changes, I think there will be more under COSIP II, and I would hope that the College ends up with strengthened departments and sufficient teaching personnel to do its educational job better than it is now able to do it. This is rough, for budgets are already tight, and they might well get tighter.

Q: What about Monmouth College? Do you now go to work to make it something different?

A: Monmouth is, of course, a much larger place--about 5500 undergraduates and about 600 graduate-level students arrayed over five Master's programs. A large part of its undergraduate emphasis is in teacher education and business administration, neither of which we have at Drew. But I was closely tied to all of this at the University of Pennsylvania prior to coming to Drew, so that isn't all that's new to me, old liberal arts man that I am. Monmouth does an educational job of a somewhat different kind than Drew does, or than Drew should seek to do, in my opinion. Now one of my reasons for going to Monmouth is that places like Monmouth--or one could cite Seton Hall or Fairleigh Dickinson--are like-



Dean Stonesifer's parting comments: David Little and the Dean get together for an interview.

ly to be very important places in New Jersey in the 1970's as segments of public and private higher education come together. I would hope that at Monmouth we will be doing some of the things that they are doing in the public colleges, but I hope that we'll be doing them better, on a more distinctive patterning basis, etc. That's the challenge, and that's the task.

Q: Where should Drew's College be in regard to all of this?

A: I would hope that Drew could contrive to get private financial support sufficient to hold it largely outside all of this. I want the College at Drew to be a very highly quality educational operation. I think that this means staying relatively small--moving from 1300 to 1600, for instance, at a maximum. The Master Plan for New Jersey schedules the public colleges to be set at 7500 per campus, and we've been told at Monmouth that this might mean that the larger private institution ought to schedule itself to move to 10,000 student body size in order to be economically viable. I wouldn't want this for Drew, and I don't think anyone else does. But, let's face it, there's the economic mess.

Q: Do you, looking back, see any big mistakes you've made while you've been Dean of the College?

A: Well, obviously, judging from the student reaction set forth in the media, I haven't devoted enough time to making all of you love me. I think you were quoted as saying that when I resigned you hadn't observed student happiness to match since that day when I ordered the College closed because of the Asian flu. I might observe that I made the order when my own temperature was 104, and my administrative judgement was probably clouded. So maybe that was a mistake.

Q: I mean big, central administrative or academic mistakes?

A: Yes, I probably have. And my answer may startle you. I think I haven't been tough enough--on some faculty, and on some students. My mentor just prior to coming to Drew was Provost David R. Goddard of the University of Pennsylvania, an eminently fair and very wise man, but a man who tells it precisely the way it is no matter who gets hurt, and a guy who can be totally devastating in his ability to strip you down to your jockey shorts and make you show him why your way is best. If, I say, you show him that your way is best, he swings behind you; if not, he creams you. I think at some points I should have made a few people prove a few more things.

Q: Do you think that the institution has an in loco parentis relationship to its students?

A: Yes and no. Which is the only wise answer one can give on this one. I positively do not want to intrude either my own official power or the institution's power into areas which are properly private, and the students' own. I, or Drew, has no business involving ourselves in students' sex lives. On the other hand, students have no right--and are very unwise--to expect us to provide facilities for conduct

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Letters-to-the-editor

...it ended

To the editor:

Last Friday evening April 30, I had the good fortune to attend the gala premiere of the fledgling Department of Theatre Arts production of Tennessee Williams' THE NIGHT OF THE IGUANA. Struggling through an overflow crowd, I miraculously found myself sitting front row, center where the "intense heat of the setting" was so torrid that a good portion of the audience found it necessary to take an extended intermission.

The highlight of the evening came - at long last - with Miss Sawyer's memorable line, "Oh, God, please let it end!" Mercifully, it did. I left.

Clyde Bonds

Think first

To the editor:

As is usual, at the end of second semester, students are already speculating about next year. One important area each one of us should consider is student participation in extra-curricular activities. What motivates some people and not others to join an organization, a publication, or student politics? It is generally agreed that student interest in this area is limited and the burden of the work rests upon a small handful of people.

In determining the job which one seeks to volunteer for, one must consider the amount of responsibility he or she wants and is able to assume. In some situations an individual cannot carry through his/her responsibilities and though unforeseen events do happen, this is unfair because it places an undo responsibility on someone else to finish the work. Therefore we should consider our individual capacities to participate in extra-curricular activities before we assume a position and what effects it may have on other people as well as other areas of our endeavor. Therefore we must give credit only where it is due, not only where the responsibility officially lies but where the job has been carried out through a time-consuming effort.

Extra-curricular activities are a part of the learning process and if more students took an interest, it could be a step toward the "sense of community" which everyone talks about, which we need, and which is lacking at Drew.

Maria St. Ann Derr

Observations

To the editor:

It occurred to me that some observations on student employment on campus

might be in order. In that my recent months at Drew have been my first experience with student part-time help, I feel that my feelings and reactions might be of some interest and hopefully of some help to students who wish to augment their incomes by working while attending college.

Perhaps my greatest single adjustment in coming to Drew was to get used to the somewhat casual attitude that some (not all, by any means) students have toward work assignments. It is my firm conviction that a student who commits himself or herself to a work schedule has the obligation to fulfill that chore or to arrange a suitable and timely replacement. Only by such an arrangement can a supervisor manage any operation.

I feel that the administration has maintained an open and cooperative attitude toward student employees and that most students would agree. Therefore, along the above lines I would suggest the following:

(1) Any student who anticipates the need for augmenting his income should be prepared to devote specific hours to work. He should so plan his schedule. Few offices can, or are willing to, accommodate themselves to sudden, unexpected, scholastic crises.

(2) An attitude of competence and friendliness should be maintained while working. In many cases the work that a student performs here is one of his first experiences with the work-a-day world and habits formed at Drew will last a long time.

(3) There is little, if any, relationship between student pay rates and duties performed-at least from my observation. As to the justice of this, I have no comment except to say that I have had people working for me this past six months who have been grossly underpaid in relationship to their ability and willingness to do a good job; conversely, I can honestly say that a few haven't been worth a damn!

(4) The most ordered and well programmed human being has only 24 hours a day at his disposal. How it is used is largely up to him, within the limits of a structured and rather demanding academic society. Therefore "do not bite off more than you can chew!"

Too many college big-wheel types have become so involved in athletics--fun and games--and other non-academic pursuits that they fail to play the only game in town--that of winning the sheepskin.

I would like to add that I have enjoyed working with many wonderful young people

here at Drew this past semester and I look forward to seeing them again in the fall. To those of you who are graduating, I wish you the best. I have found that working with young people opens up the mind and is good for the soul.

Bill Glazer

Mail Room

P.S. Don't forget to leave a forwarding order if you want mail forwarded this summer.

In reply

To the editor:

I note with interest your reply to my letter to President Armbrust. Your response must have been written before Mr. Armbrust could have seen the letter. Is it to be assumed that you are the Ron Zoegler of the Armbrust administration?

Admittedly, I had thought you were also Chairman of the Communications Board and thus in a contradictory position relative to criticisms of the ACORN. Your March 5 editorial included a paragraph based on the erroneous assumption that I am Chairman of the Promotion and Tenure Committee. Neither Schulman nor Baker has yet quite achieved infallibility! So what else is new?

I have no concern about being criticized for what I say so long as I have the option of remaining silent. But I do find it a bit irrelevant to be criticized for what I did not say. You misread my comments in two important respects.

Any fair reading will not support your belief that I said anything about the relationship of students to the University. That relationship is most vital; perhaps you would even agree that it is much too complex, too variable, and too important to be described in any such simplistic way as my "stockholder" analogy. I did say that the students were the stockholders (or owners or whatever such word you prefer) OF THE ACORN. I think your front page says the same thing.

Even more specifically, I did not deride the Communications Board, suggest that they should not choose editors, or lose any authority they now have. I did suggest that on one matter there is no policy and that this particular policy should be made as directly as possible by the "stockholders" - the students.

You seem to view the Acorn as the private preserve of the Editor and maybe the Communications Board. This hardly seems consistent with your position on student participation in all kinds of Col-

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Letters-to-the-editor

View from Drew

To the editor:

(Editor's note: The following is an evaluation by the author of Drew University. It also includes some suggestions for change. This commentary came at the request of the National Board of Education for the United Methodist Church. Copies of this commentary have gone to the Board and to President Oxnam of Drew University).

This past semester has provided for me an experience that will have a long enduring affect upon my life as a result of my education.

My first reaction to Drew University was a very critical one. I became aware that there existed a lack of community on the Drew campus. There appeared to be little attempt on the part of the student body, faculty, and administration to communicate between each other. There was no sense of unity on the campus. Even the student body was extremely fragmented. The administration of the Student Government was an elitist clique headed by a Drew Senior who for some reason had appointed himself a Lord and spokesman for the entire student body, but who in fact was speaking for no one but his clique.

In addition to these administrative shortcomings I found that the student body, to a large degree, was, or had at one time, using drugs of one kind or another. It was my feeling and the feeling of many students, faculty, and administrators that this use of drugs had created a rather unhealthy climate on the campus in which the students had turned inward and sought refuge within their own shelter out of fear of being caught. This action in turn had caused the community to be pulled apart even more.

When discussing my observations with President Oxnam it came to my attention that he too had observed the same conditions, but had excused them as not being within his jurisdiction. His comment on these matters was that he did not condone any activity that was, under the law, considered illegal, yet at the same time he held that the role of the President of the University was to handle only those situations which had risen to crisis proportion. President Oxnam considered it the job of the various Deans to stay in touch with the students and faculty. The President should stay back and out of sight, serving only as a figure head and a fund raiser.

In many of his speeches, President Oxnam talks of the need to bring education to more people. He claims that the only way to do this is through the

use of media and mass technology. He states that he realizes that these are the very instruments of our present society that have allentaded so many, but that it seems this is the only way the University can do its job.

Well, as my illustrations have shown there is present at Drew a dehumanizing element. This element causes the University to take on the characteristics not familiar to most universities, but more like those of a prison or a concentration camp. The student is nigger. The faculty feel misunderstood and forgotten. The administration is persecuted and disregarded. It seems that the only time students gather and there is any kind of community experienced among them is at meal time. Even then it can not truthfully be said that they gather as a body, but rather as a group of cliques that have come to take part in a regularly scheduled natural function. Other instances where large groups of students gather are concerts, movies, and over crowded lecture halls. It can hardly be said that these are occasions that the students share as individuals one with another, but rather as individuals with an inhuman media or an over-worked professor.

Never have I found a university where the effervescences of youth was so afraid to show itself. Never have I found a university where the pursuit of academic development was such a laborious task and was considered a burden rather than a pleasure by most students.

It is only a responsible action to make suggestions for improvement following remarks such as those I have just made. At this point I shall turn my attention in that direction. Since a hierarchy exists at Drew University, the most logical place to begin is at the top.

Judging from my experience on a number of camps across this nation, I have found that the number of camps with the greatest sense of community are those camps where the University President makes an effort to get out of his campus and find out what is happening and what the various parts of the campus community are doing. This does not mean he should spend all of his time wandering the campus, nor does it mean he should spend all sit back in his office and wait for reports to come across his desk from the Deans or from a group of irate students or faculty. It means occasionally dropping in at meetings of the Student Government, University Senate, faculty meetings, and the like. It means having an open door policy that makes students and faculty and other administrators feel they are

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lege and University decisions. The "technical incompetence" argument which you advance is applicable to almost every issue on which a decision is necessary.

E. G. Stanley Baker

Professor of Zoology

Suggestions

To the editor:

As one of 13 members of the Washington Semester Program, I have a considerable advantage over most of the on-campus politicians (much as I mourn the passing of such a descriptive phrase as "play-pen radicals").

The perspective of 11 months and 250 miles affords me the opportunity for observation based on detached interest and involvement seasoned with the amusement and dismay characteristic of most reaction to student government.

In the past 2 months there have been at least 3 student elections in the college. First the student government primary. Conducted by Andy Keeney, the Washington Semester students received ballots a week in advance of the election, filled them out and returned them -- all of the students voting.

Then came the student government general elections: one or two of us received ballots. No effective participation.

Thirdly were the class elections. Ballots arrived the day AFTER the election. One sophomore received a junior ballot. No participation.

Suggestions:

Get an elections chairman who knows the dates of elections.

Get a list of all off campus students. Use the list -- to send each off-campus program a package of campaign statements or, in the event the ACORN restores its credibility, a copy of the pre-election ACORN. Even a little information on who is running around, running in place or running backwards would help.

Don't discount the power of any off-campus program. Not only did Washington, when given the chance, return 100% of its ballots, but one of our members ran for female frosh advisor and polled more votes in the primary than did two of the Presidential tickets.

Fully aware that any helpful suggestions I may have made will be conscientiously ignored, I am looking forward to the same old thing back at good old Drew. Perhaps, however, I might be able to get a ballot.

Joanne Cincotta, '72

Letters-to-the-editor

Continued from Page 27

welcome at most times. It means the President should make himself a visible entity on the campus. He should be more than a figure head or a fund raiser or a crisis negotiator. The President of the University is a very charismatic individual. He can provide the leadership that can make students, faculty, and other administrators feel that they have more of a part in the institution than just those people who pay the bills or perform an exercise in oral impressionism or are the men who must answer to the President. Channels are efficient means of operation, there is no doubt about it. But when they have a dehumanizing effect they then work to defeat the very purpose of the university. That purpose is to help the individual realize his or her personal significance and the importance of a contribution by the individual in the society.

The suggestion is the same for the various Deans and other administrators. They are all a part of this show. It is true that the show can not go on without someone working behind the curtain, but a Dean of Men or a Dean of Women or even the Dean of the University needs to be known by more than just a name in the program. I would be willing to bet that most people on the Drew campus do not know Dean Erikson other than by the fact that the catalog bills her as Dean of Women.

Finally a note to the faculty and students. There are a lot of areas of common interest between the two of them. Faculty do not enjoy teaching huge lecture halls anymore than most students enjoy attending them. Faculty would enjoy a month at Christmas for semester break and Christmas just as much as students would. The idea of a student or faculty hierarchy is just as ridiculous as an administrative hierarchy. And why must the faculty feel they are not appreciated and the students feel nigger? It is doubtful if either is really the case. Students and faculty share in making the learning experience as enjoyable or as unbearable as it is. As is have observed it is rather unbearable here, it is time for a change.

The burden of development is one to be shared by all members of the Drew University campus. My suggestions are only a suggestion for a starting point. Once they are carried out there still exists the problem of mass dehumanization through mass media, the frustrations that cause students to seek various forms of escape, and coping with the use of the various drugs.

Education is in a terrible dilemma today,

both in and outside of the United States. Drew University shares in this dilemma. It can not escape. The time to face the dilemma has long passed. But it is still not too late. As a friend of the University and a student that has profitted from my experience at Drew I strongly hope that the University and the Church will take whatever steps it feels necessary in order that it may become a part of the solution and no longer the problem.

Eric Peterson

'A visit'

To the editor:

(Editor's note: The following poem was submitted by Earl James of Wake Forest

University.)

to become
is to reach and feel
faces and places
voices and times
each carrying
a new doubt of contact.
I've come through a time
that began with a visit
and though I've been told
that all I saw
is not exactly the truth
I still treasure
the warmth and kindness
of you.
you'll never know of all
I thank for you.



Awright, you guys. OFF THE PIG!

Another contradiction The political group
Freshmen will use
machines for election
The fact is
Choosing the Dean
Netmen
5-0 star
How
University
Registration
Pepin: 'most schools would
Middle
Basketball
\$35
best season since 19
A subversion of freedom
Senate
The year
in
review
...a quiet one

Social awareness lacking

Report hits students

by Maxine Hattery

Two years ago Drew was investigated by a Middle States accreditation committee. The College was deemed healthy, but the Theological and Graduate schools were not. The entire university, therefore was put under a show cause order. This meant that accreditation for all schools in the university was endangered if standards in the Seminary and Graduate School were not improved. A re-investigation was thus scheduled for 1970.

Because a thorough report on the university was not due again until 1978 this report was not meant to be comprehensive. Factors of time caused an uneven investigation of different departments. The sciences received the most complete review.

Overall the report praised the administration, faculty and students. The restructuring of the Board of Trustees was commended.

Drew was reviewed according to standards for a university, however special aspects were taken into account: lopsidedness of the College over the Theological and Graduate schools; the graduate school as primarily theological and its close association with the seminary.

The report listed several commendations on the university as a whole:

1. quickness and completeness of revamping of the charter and by-laws.
2. the restructuring of the Board, particularly as ecumenicity and youth were increased
3. the integrity and diligence of the faculty and administration in overcoming the difficulties that resulted from the crisis of 1967
4. organization and staffing for finance and business affairs, budget and accounting procedures, central purchasing.
5. The policy of Vice President and Treasurer of opening staff meetings to students and faculty
6. service of Drew's region of N.J. through its programs
7. refinement and updating of governance policies including academic freedom, tenure, creation of school and university administration, efforts to improve communication between departments, schools and administration.

The report also listed several recommendations for improvement in the university overall:

1. more long-range planning which should be reviewed by the faculty before submission to the Board of Trustees, inter-administration and inter-faculty study
2. an Academic Vice President to share responsibilities because with increasing

off-campus commitments and fund raising the President doesn't have time to direct all those who report to him directly

The report praised the work of the Dean, President, and faculty. It commended the steps taken by the students towards self-government. It praised the active participation of both faculty and the student body in policy formation. The report mentioned as particularly outstanding the openness of the college to new proposals for improving the educational program.

The report listed several suggestions relating to the curriculum:

1. The college shouldn't be satisfied with less than the highest quality educational program. It has the potential for it.
2. The college should not spread its energies too thin by undue additional activities and expansion.
3. The present democratic approach to studying problems should continue.
4. Examination of the curriculum should continue. Study of the calendar, graduate requirements, comprehensive examinations and independent study were particularly suggested.
5. Alterations should be made in the teaching load.

As a basis for these suggestions several problems were brought up:

1. As the President mentioned in his Feb. 10 memo to the Committee on Long-Range Planning, the faculty teaching load is too heavy. The load prevents extensions in independent study and honors thesis work and for faculty research work. Faculty now has only summers for outside scholarly activities and then only if he can find an outside source of salary.

The report stressed this problem and stated that it should be given top priority for fund allocation.

2. The departments are understaffed to cover their disciplines.
3. More supporting services are necessary for the faculty.
4. More support for students coming from different backgrounds. (I assume this means foreign students, although it wasn't mentioned specifically.)
5. The College of Liberal Arts should be given first priority, ahead of additional university activities.

The report express surprise that, considering the quality of the educational program faculty at Drew, the students didn't show more enthusiasm for the intellectual opportunities at the college. They were also surprised that as little social awareness and concern was shown as seemed to be indicated by the per-

centage of students interviewed who were unaware or unconcerned about local, national and world problems.

The committee got the impression that students compared themselves negatively to those in name colleges and felt they had failed in not going to one.

The desire of some of the administrators to make Drew a "name" university was mentioned. The report warned that though Drew has the potential of becoming one of the best institutions in the East, great improvements may come with little or no change in national reputation.

The report cited that there should be more support for the underprivileged student in the form of remedial work to bring those with low SAT scores up to the university standard. (According to Dean Stonesifer, this comment was contributed by an otherwise weak member of the committee, feeling that it was overemphasized. An intensive study of freshman programs and admissions policies was suggested with the aim of better providing for the foreign and disadvantaged. A Black Studies program was suggested as a consideration for EPPC.

The committee agreed with Drew's policy of not striving for geographic spread. It cited socio-economic heterogeneity as a more worthy goal but noted that even this was hard to achieve in a small institution and suggested that it should not be overly stressed.

The report suggested personnel changes or increases for greater efficiency. The pooling of such services as housing, counseling, student activities and facilities was suggested for more efficient use of facilities and personnel.

The report commended student participation on committees and expressed the hope that participation in the educational enterprise will increase towards a partnership. It was hoped that more information could be shared with the students so that they can become more effective participants in the running of the university.

The Dean of Students office was praised for its work with students, but it was suggested that too much time is being spent on clerical tasks, for instance excuses for absences, scholarships and loan bookkeeping.

The adequacy of the earlier counseling services was questioned, particularly as faculty time will decrease with a growing student body. It was suggested that a member of the Dean of Students office might be placed in the U.C. to help in student activity planning. (No elaboration was

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Stoney: 'peachy pie'

The Middle States Report

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given.)

It was suggested that the central office might be better used. (No elaboration was given.)

Because of difficulties in covering all departments with the limited time, the reports on some departments were more complete than others. In fact the sciences comprised the only division which received analysis in any depth.

The science program and faculty was praised as was their use of the three-year \$165,000 grant from the National Science Foundation.

The report noted that the cooperation between departments necessary to conduct a self-study and proposal for the grant may have helped in bringing continuing cooperation and the desire for more cooperation.

Understaffing was noticed in almost every department. Teaching overload and little time for research were again mentioned. As earlier in the report, priority of funds was suggested in reducing teaching load. Funds for research instrumentation and summer salaries to allow faculty to carry out research projects, work on improvements in curriculum and undergraduate research opportunities. There are funds for participation from the N.S.F. for the Undergraduate Research Participation program but more is needed for summer salaries, apparatus and research in which undergraduates can participate.

The third floor of the Science Hall should be used as soon as funds permit. Space is already tight and more will be needed for faculty and undergraduate research. The report stressed the need for more supporting services:

1. a full-time machinist and more machines add tools. Now members of the faculty work haphazardly during spare time.
2. a full-time electronics technician for the sciences alone. Now an all-University man must serve the science departments.
3. a full-time technician in the laboratory techniques of each discipline for each department. Now part-time, partly skilled technicians and students do the work.
4. two full-time secretaries with time allocated on definite schedules among the departments. It is now difficult to get scientific typing and other services done by secretaries who are not specialists.

No "publish or perish" policy was found at Drew. Teachers are judged on teaching performance as long as they stay "alive" in their fields.

Some fear in the sciences was found that funds may go to new graduate programs. No desire for a graduate science

program was found.

The fieldwork in Sociology, Political Science, Economics and Botany was commended.

It was noted that there are few interdisciplinary majors or courses.

It was suggested that when enrollment in different Social Science departments increase some graduate faculty should be brought in to teach undergraduates only.

In a short general summary the committee concluded that Drew faces some critical problems which all universities are facing. It stated that these problems could eventually overwhelm the institution. With the strengths cited in the report, however, good hope for future survival and prosperity of the university was given.

Comments on the report

1. Many of the suggestions for improvement were general, but suggesting that they were prompted by more specific problems than were mentioned.
2. Understaffing seems to be a general problem. The teacher overload problems is the most critical especially as it results in half-hearted lectures, poorly planned courses, and advisors who don't advise. The unbogging of the Dean of Students of-

rice from what the report suggests is too much clerical work might have interesting results in its relations with the students. 3. I have used the word partnership in reference to student participation. The report actually referred the goal of students becoming partners in the educational enterprise. It didn't say equal partners, but the attitude was encouraging.

4. The avoidance of spreading activities rather than bettering present ones was mentioned more than once.

5. The assistance to underprivileged as Dean Stonesifer sees its place in this report should be cleared up. As the committee saw it should be definitely clarified if possible.

6. The report suggests that the college be given first priority, which is great from our point of view. But it doesn't say why or to what degree.

7. The report on students is quite an indictment. I don't know how representative their sampling was, but as it stands it is in stark contrast to the praise given the institution.

8. More sharing of information with students is nice to hear. Much too many things are secret that don't need to be.



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R. COBB



If you haven't heard about the drug lists, the plans for commencement, or what has happened this year, you might want to read the following editorials. . . .

The good, the bad and the ugly

Syndromes have inundated much of campus life. Drew has progressed through many others, the jock syndrome, the parietal hour syndrome, the liquor prohibition syndrome, and the strange bedfellows syndrome. Now, however, these particular syndromes are more overt; there are fewer jocks, or jocks who have evolved into "sports freaks"; all the dorms have 24-hour open house and there are no curfews; drinking, once taboo, has become a dining table phenomenon in the cafeteria and; strange bedfellows are not only no longer strange, but with open house are much more common.

Yet although Drew has moved in leaps on most social issues,

it continues to suffer an academic lag. And, occasionally, the Dean of Students, the Dean of the College or the President will move several steps backward even on social concerns. The faculty, usually not as a body, sometimes has tried to push Drew forward, but for the most part has failed. Individual faculty reformists have most often been silenced in one way or another. Thus, although most administrators proclaim "great progress" as they suck on a small cigar or offer students a cup of coffee, they are only looking through their plateglass windows of security. For every positive step taken, there is

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Good: SEPC, K-K fund

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usually at least two negative steps to shadow it.

We cannot, however, blame all the deficiencies on either the administration or the faculty. Even though these bodies have been quick to hand down the shit, many times the students have perhaps been quicker to eat it. What causes incessant apathy to permeate this campus remains basically unanswered; certainly there are those who sometimes "get riled up," but for the most part the student body is an overly passive bunch. Such an attitude, of course, usually makes the administration happy. "As long as students continue to work within the system for change," they may say, "then they will be successful." Well, the fact of the matter is that in addition to an overworked, incredibly bureaucratic and subtly unresponsive system, students are either so stifled by work, so pissed off at professors, so uncaring about anything, so confined by cliques or so duped by administrative propaganda, that they do not get involved.

The "I won't do anything unless it directly affects me" syndrome has so infected the Drew student that administrators and faculty can sit back in their chairs and be just as uncaring about the students as the students are about what happens to them. As this university prices itself out of existence, it might be interesting to ponder whether it is even worth all the trouble to get a Drew education; in response, we still think that it is.

Despite all the bad, there is much good. The people at Drew are friendly and people are the most important aspect of a college education. The classroom at Drew is more often laughable than nauseating, but the extra-curricular situation is most appealing. Once the University loses its informality, its friendliness, its "want to stay" magnetism that is hard to define or specify, then Drew will be dead.

This past year has been an eventful one for many people; those events have ranged from being kicked out of a suite to being forced to leave school to being squirted in the face to receiving a shipment of fine dope to constantly fighting with administrators and faculty. There has been good and bad, but there has also been some ugly. This editorial will explore the past year, pointing out the good, the bad and the ugly. By doing so we hope to show the trends at Drew, trends that must be discerned by each individual person because, after all, this college's asset is in its diversity.

THE GOOD

*The Middle States Report--Although the report hit students for what was called their lack of social awareness, Dean Stonesifer labelled the document "peachy pie." It praised the College from top to bottom, offering suggestions at the same time.

*Drug policy change--After some student prodding and a revision by the Student Concerns Committee, the firmer, harsher policy was toned down. But the original policy was a warning of further drug harassment to come.

*University budget--Reporter Bob Womack, in an article in an early issue, described the budget as better than average. Drew has been one of only a few colleges that has managed to balance its budget.

*Action for the Environment--The beginning to a series of environmental escapades that served to orient the middle-class environment problem to the middle-class student. Information

was generally good, although certain select environmental problems were overlooked.

*Blacks' togetherness--A very good sign. The Black community showed unity that put to shame most other organizations. Continuing togetherness is very important in preserving human rights.

*Sports--Large universities obviously thrive on big-time sports. But at Drew athletics takes a second-hand status, despite its first-rate programs. The propensity of varsity/junior varsity sports to be entertaining has begun to rise. Already established soccer is being joined by baseball, basketball, and tennis. Intramurals supplement the good programs.

*Planning for the Seventies--Although the planning has run into some difficulties, there have been several worthwhile proposals. Possibly the best is the suggestion of more independent study courses; what Drew needs is more flexibility, instead of less. This proposal is a step in the right direction.

*Blackouts (for awhile)--Over a period of two months, the campus was hit with several blackouts. It was not a New York Blackout phenomenon, nor was it especially unusual, with the strain on power becoming more evident. But it was exciting . . . for awhile anyway.

*Dean Elynor Erickson--Although she may have seemed somewhat aloof at first, Dean Erickson has emerged as the administrator near the top of the hierarchy most concerned with student interests. She has a tough battle, being up against the Dean Sawin wall much of the time, but has been able to gain the confidence of many people.

*Social Committee--As the year progressed so did the ability of the Social Committee to provide a satisfactory campus social life. The second semester, particularly, with the addition of film series and more dances was a pleasant upgrade of the sometimes faltering program in the first semester. Drew cultural life in general was also very plentiful, complete with convocations, lectures, plays and the like. The Godard and Hitchcock film festivals deserve special praise.

*Dean Richard Stonesifer's departure--Dean Stonesifer has been a controversial figure, especially over the past three years. We believe that, unfortunately, his secretiveness and political dealings have overshadowed his accomplishments. Our only reservation about his departure is that a firmer, more traditional person will be chosen to replace him. We wish the Dean the best at Monmouth, including as passive a student body and faculty and a radical student newspaper.

*SEPC Course Evaluation Guide--David Little's committee did a good job in publishing the helpful guide. The results seemed to be fairly compiled and justified; hopefully, professors who received below average or poor evaluations will take the advice and change.

*Revision in graduation requirements--An extremely commendable revision. Not only was it needed, but it was a mandatory change. Perhaps the most important proposal passed by the faculty all year.

*King-Kennedy Scholarship Fund--Another successful year. The members of the K-K committee deserve much credit. Especially noteworthy and enjoyable were the two student-faculty basketball contests. It is unfortunate, however, that President Oxnam did not allow the money spent for caps

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Bad: Drug lists, ACORN

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and gowns to be channeled into the fund; it would have been a substantial boost.

*ECAC revision--If the students on this committee do not become elitist and dictatorial, then this newly revised ECAC will be a good thing. But if petty concerns become issues, it will be worse than the past committee. The best part is the student majority-student chairman structure.

*Grading revision--Another long-overdue revision that helps to make grading a more positive evaluation. Students will not suffer deficit points under the new system. Hopefully, however, professors will ease up their requirements to correlate with the required grade of "C", needed to receive credit for a course; the new standards will only be beneficial to everyone if they are fair to everyone.

*Certain curriculum changes--The addition of several courses as well as the institution of more independent study structures have been good signs. Whenever either the faculty or the administration veers progressively away from their usually tired and traditional course, it is a positive sign.

*Departmental autonomy--Allowing the departments to have the say in what they do is important if the departments are to strengthen themselves. By giving each department the decision of determining the nature of comprehensive exams, students are closer to what is happening (as well as having more say) than if the procedure were totally designed by EPPC, the faculty or the dean. A qualification, though: there are departments which need some progressivism shot into the bodies of most of the faculty in the department; in addition, students must take a greater interest in their department if they are concerned with what it does. Without one or the other or both, departmental autonomy will not be effective.

*Working together on housing--After the housing crisis in the fall, in which the arbitrary nature of the administration was badly showing, Mrs. Sellers, Dean Erickson and Dean Sawin made many efforts to involve students in decisions concerning next year's housing. Feelings about housing, although still somewhat queasy, are more comforting knowing that students at least have been consulted and listened to with results.

*The infirmary and Counseling Center--One great thing about the Infirmary and the Counseling Center is that they do not emit a "stay away" feeling. With the new doctor in the Infirmary and, particularly, Dr. Jim Mills and Cathie Knowles in the Counseling Center, students rarely shy away from the services offered in these places. Dr. Mills and Mrs. Knowles, however, will be leaving their positions (as will Dr. McClintock) to devote full time to teaching and to travel for a year, respectively. Students, however, have been closely involved in the choosing of the new director of the center, who seems to be another fine person.

*24-hour open house--Although the so-called hanky-panky went on even without open house, the legalization of all-day, all-night dorm intervisitation was a good one. It was a liberal social gesture, one that must not be repealed.

*Student-faculty Judicial Board--This new committee should offer a more lenient, student oriented approach toward disciplinary action. Too many times administrators have made foregone conclusions on guilt, simply because of outdated regulations; the students on the committee should add a more

sympathetic view to the judicial structure.

THE BAD

*Registration (in the fall)--One might think that at a small school such as Drew, registration would be a calm, easy process; one, however, would be wrong. The September registration was nearly in turmoil, what with the mass of people pushing one another, the sometimes endless waiting, and the meticulous procedures. Next year's registration supposedly will be better; we certainly hope so.

*The ACORN--It may have all begun when Gray Goodman's letter was published way back on September 25; in that note to the editor, Goodman suggested that those students who have gripes with the paper should join the staff. Apparently, as the year progressed more people than not felt that the ACORN was bad. An independent survey taken in February revealed disenchanted feelings. Many members of the faculty and some students signed a letter of dissatisfaction and concern which arose over the special edition on Dean Stoniesifer's resignation. Student criticism reached a peak after the student government election coverage. The paper was the brunt of many attacks and people on both sides were disgruntled with the affairs of each other. Perhaps the most absurd criticism came when the October 9 issue of the paper was dedicated to Janis Joplin and Jimi Hendrix; President Oxnam was upset that the ACORN had been dedicated to two "drug addicts." Simply unbelievable.

*Bomb threats--Bomb threats are increasingly becoming a method of harassment and political action or reaction. But the ones that chased people from the cafeteria and from the gym during the Allman Brothers concert were just extra hassles.

*WERD--Although the station has moved uphill since the beginning of the year, it continues to have too many problems. Many students cannot receive the station in their dorms; the music reminds one too much of WABC; there is very little political comment and; there is too much debt. WERD can be a good campus radio station because students are interested in running it. But a lot needs to be done.

*The Student Government Presidential election--Student Government, in its present ineffective form, should not exist, let alone be guided by less than extremely progressive students. We may be wrong, but we strongly doubt it.

*The housing agreement--There are already too many contracts binding students to the administration without adding another one. Although this particular agreement was worked out with students present, we still have some reservations about the necessity of even having such a document, especially one which definitely seems slanted toward the administration.

*Drug lists--There is an almost ever-present rumor that Dean Sawin keeps a drug list. When finally asked whether or not this rumor was actually a fact, he essentially said, "yes." What this affirmative reply amounts to is that each time someone comes to Dean Sawin with strictly hearsay evidence, he jots down the name or names on "scraps of paper," as he put it. Though he claims that he never includes the hearsay evidence in a recommendation for anything, we fail to see how it could NOT affect the extremely conservative mind of the dean when he is completing such a form. This bad news

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A lot of things happened

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borders on the ugly.

*Families Weekend--Being hustled in and out of nicer surroundings, nicer lectures and playpen activities constituted the make-up of Families Weekend in October. Dean Erickson is helping to plan a "more relevant" weekend for next year with the assistance of students; let us hope that that relevance includes what really happens here instead of what should, or what could, or what did awhile ago.

*SAGA--The Drew food service does try, but not always hard enough. There was a bad period of card-checking just after the second semester began that still shows ill feelings on the part of some people. The food has fluctuated from pretty good to sickening, hovering mostly around a level of mediocrity. One thing must be remembered, though, before viciously attacking SAGA; most institutions have the same or similar problems. Food served to many is a very difficult procedure. With the opening of the new dining hall (whenever that may be), however, at least the hassles of overcrowding and discomfort should improve.

*May 5 Moratorium on Business as Usual--Considering Dr. Oxnam's performance prior to May 5 many must feel that we should have pity on the man. But we do not. His biggest mistake was on the one hand to say that the University will not close for fear of politicization, yet on the other hand to take a political stance by saying that the University "neither approves nor sanctions 'no classes-May 5.'" As long as the President, who is a congenial person, remains in his ivory throne and plays liberal, he will not have respect from all

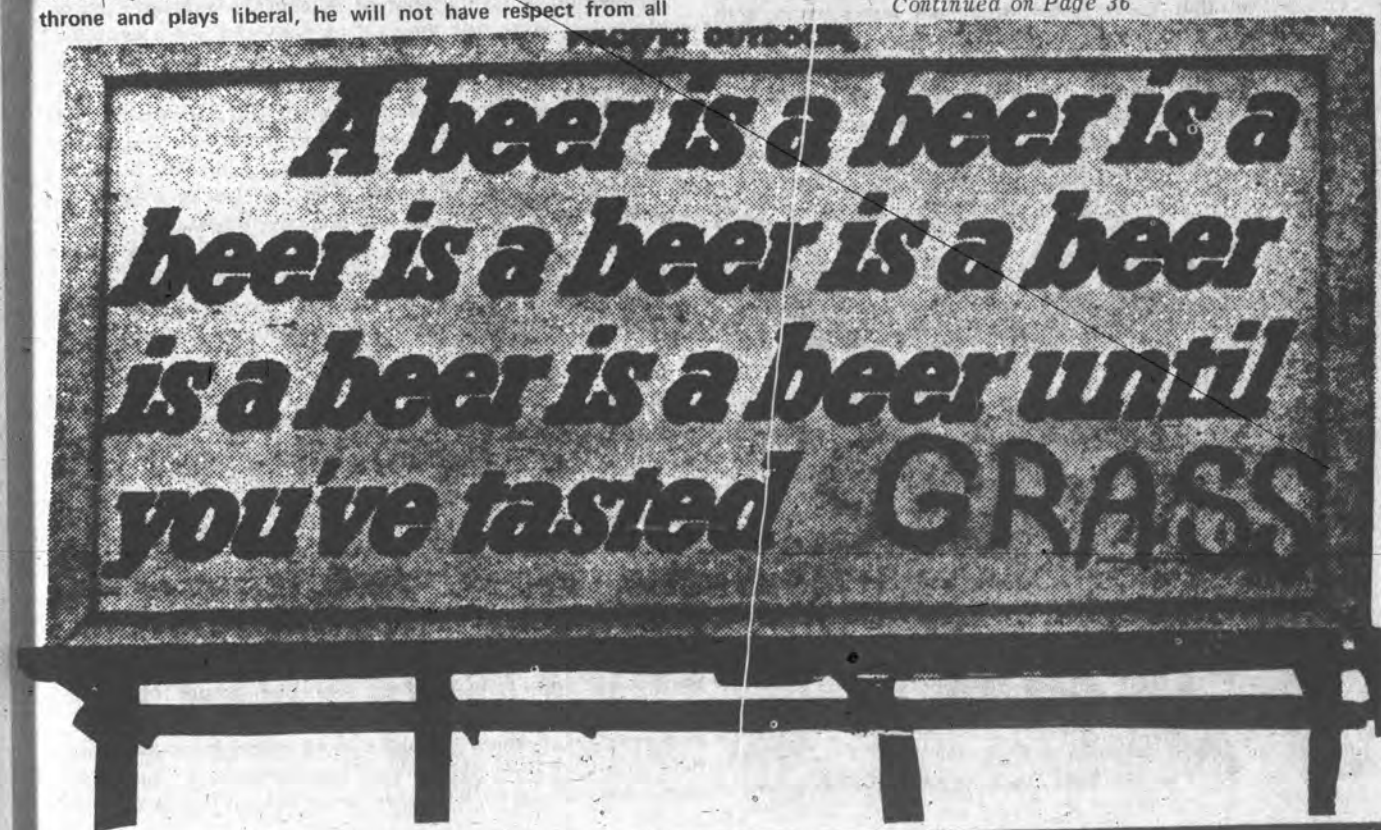
factions of the so-called Drew community. Blame for the poor response to the day should also be placed on the lack of student participation. It is one thing not to make a total commitment and sacrifice a better exam grade or a paper in a course, but it is another to be totally apathetic. Faculty, too, were seemingly unaware of what was happening; only some made themselves available for altered arrangements concerning academics. If not for a fairly decent rally in Morristown, the entire day would have been worse than it was already made to be.

*Secretaries--On the whole, the secretaries at Drew are friendly, truthful and helpful. But secretaries to the President, in particular, and sometimes the Dean of the College, are so stilted and formal in giving out information and making and receiving appointments that they turn off a great number of people. Much of the secrecy that surrounds the top brass at Drew is perpetrated by tight-lipped, over-protective secretaries.

*Orientation Committee--At press time Dean Sawin had once again overstepped his bounds. This time, he was "not satisfied" with some members of the Orientation Committee and had called a meeting of the Faculty Committee on Orientation to review several names. His reasons, although sometimes documented, were typically related to conservative tradition. There will be strong reaction if any member is forced off the committee.

*Coeducational living--This type of living is more or less a public relations facade that ironically backfired in the face of the administration because of a mistakenly-worded Newark

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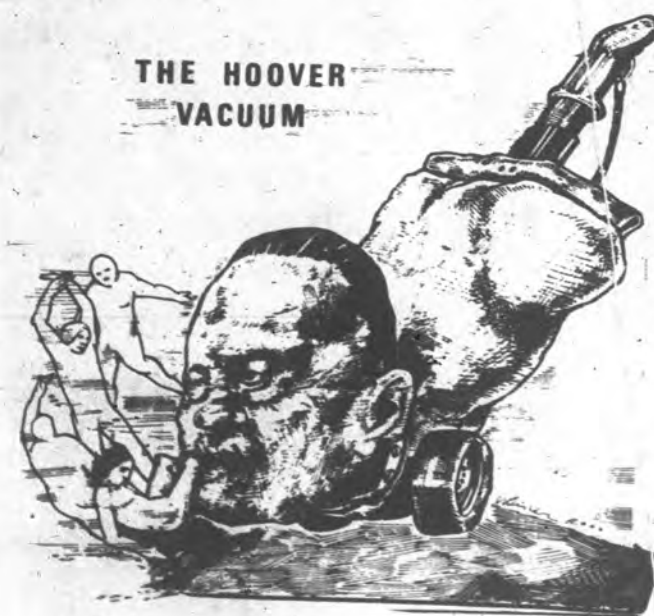
We lost and we gained

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NEWS article. The fact is that in two of the suites, where there is coed living, the set-up is that of an apartment arrangement. Students who live in the coed dorm see just as much of the women who live in the same dorm as do other students see of the women who frequent other dorms. The dorm signifies coed living by twisted definition only; there is more denotative coed living because of 24-hour open house than because of the Foster "experiment."

***Choosing the Dean Committee--President Oxnam** was supposedly making a beautiful gesture when he asked for a student committee to help choose the new dean of the college; he did make the gesture, but it was far from beautiful. Not only did he reserve the right to choose the students to serve on the committee from among those suggested to him but, according to a member of that committee, HE has set up the criteria by which the students are supposed to choose the dean. "In other words," said this person, "if we don't choose the dean by his criteria then there is no point in choosing one." This student member stated that the President treats the student committee well and gives it nearly the same privileges as he does the faculty committee (the faculty committee, however, is permitted more time to interview the applicant as well as dining with him/her). Dr. Oxnam calls the meetings; the students have met only once by themselves. Both committees are given the vitas and time to consider them but, as this person put it, "its been bullshit in a very subtle way."

***Alcoholic Beverage--Beverage--**The first bad sign in the chain of events leading to the release of the Alcoholic Beverage Policy was that the administration did not consult with students before it was formulated (even though the Student Senate had passed a resolution requesting that administrators do so; effective, wasn't it?). Then, when the policy was released, the only thing that was legalized was what was already being done--drinking in dormitory rooms (although



the policy specified 21-year-olds). It always seems as though the administration accepts social change only long after it should have been accepted; but that assertion can also be extrapolated to the national, state and local governments. In addition to forbidding liquor parties in "public places" (which at present indicates that Drew cannot have a pub), students wishing to have a party in, say, a suite lounge must obtain a "party permit." When will they ever learn?

***Stocks--**Other than a few investments in companies accused of racism or aiding the military-industrial complex, the Drew stock portfolio is not exceptionally bad. Vice President John Pepin has indicated that the University attempts to invest its monies in companies that, for example, are fighting pollution; this procedure is good, but it should not squelch criticism of the University's questionable investments.

***Tenure and promotion--**Educators have been clamoring about the procedures for granting tenure and promotion in very recent years, but education in general has yet to take an extremely critical look at the system. Drew continues to uphold tradition in this area as well; there are no students on the Tenure and Promotion Committee and the names of those scheduled for tenure or promotion are not released until after they have been granted their new status. We have seen nearly incompetent instructors become heads of departments while very competent instructors are forced out of the system. Students should and must have a large part in determining who educates them; that doesn't seem like a lot to ask.

***Rejection of restructuring of Student Government--**It was truly unfortunate that the student body did not accept the proposed restructuring of student government, but the rejection was indicative of the campus attitude toward its so-called representative body. This year's government, headed by Peter Hoffman, was one of the best in the last decade, yet it still failed to move the college at a more rapid rate. Many, if not the vast majority, of the students were not even aware of who their Senators were or how the government functioned; but, again, the same is true in national politics. If next year's student government can even begin to become effective, it must first make sure that the students familiarize themselves with how the government works (or doesn't work, in most cases).

***The "Fornaro issue":** Director of Security John Keiper is actually one of the better people in the administration; he usually does consider student concerns seriously and is a friendly, helpful person. With those qualities in mind, however, we think that Mr. Keiper would have used better judgment when he hired "Jack" Fornaro as a part-time member of the security force. Fornaro was reported to have been a tough, harassing patrolman while on the beat in Morristown and he had just recently been promoted to a position in the County Prosecutor's office. Although the attitudes attributed to Fornaro were based upon personal experience and hearsay, there was one totally objective issue--the man's status--with which many students became concerned; if Fornaro spotted a drug violation wouldn't he have to report it to his superior; Mr. Keiper said, "no," but others felt differently. Although Keiper did not feel he should,

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Ugly: Trustees, fee hikes

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Fornaro resigned as the protest gained momentum.

AND THE UGLY

***The housing crisis--**The housing crisis should remind one of a good book in "How to Blunder Away Relations With Students." Women were evicted from their suites; men were forced out of one dorm and re-routed into another; there was excessive overcrowding and much bitterness; and, as usual, there was no sustained student action. As the year progressed, some of the hardships were alleviated but the mess that confronted everyone at the beginning of the year was terrible.

***Faculty liaison rejection--**The fault for the rejection of what could have been a very important move forward rests with students, faculty and administration alike. Because the students for the most part did not exert any lobbying influence, the faculty lived up to its moderate image, and the Dean of the College may have done a little double-dealing, the EPPC approved resolution was disapproved by the faculty as a whole (the vote: 36-30, a meager representation). The combined efforts (or lack of effort) by all the constituencies had killed a good measure; but, most important, students would have been appraised of the paranoid feelings, the two-facedness, and the conservatism of too many faculty members. The proposal MUST be passed next time around.

***Beer bash incident--**What an incredible fiasco. There seemed to have been two conflicting stories. Dean Sawin and President Oxnam perceived that trouble-maker David Little was trying to create a confrontation with the administration by purchasing the beer for a Hasleton party; the house mothers left their small, protective shells for a moment to object to the posters advertising the party and Dean Sawin acted in his usual, inept fashion. Dean Stonesifer, who may have had a better grasp on the situation than his colleagues, played the role of buffer/arbitrator; Little was eventually tried on ridiculous charges, but was found innocent. The true story is that Little was simply helping to make the party more enjoyable (it was later acclaimed one of the best parties in awhile), but his actions were discerned as criminal. In addition, because it was Families Weekend, Dean Sawin felt obligated to insist that Little was "showing off" for the parents. What will they think of next?

***Urban Sociology Semester--**If you speak with two different people on this issue, you're likely to be pestered with two completely different stories. Our view of it revolves around Dean Stonesifer's desire to maintain the status quo; we also felt that there was some complicity on the part of the Chairman of the Sociology Department, Dr. James O'Kane. But, as the principal in the case, Chester Williams, put it, "the fault lay mostly with Stonesifer." Williams was not only a fantastic instructor, but was someone with whom the Black community could feel close. It was depressing for many that Williams' feelings of racism, tokenism and repression forced him to leave after the first semester.

***Rise in the cost of Drew--**Parents and students are informed of the necessity for the fee hikes, of the desire to balance the budget, and of the efforts being made to keep costs down. They should not, however, be hasty to accept these arguments. The biggest mistake is that Drew does not utilize its facilities for the summer; even John Pepin, vice president and treasurer of the University, feels that a person

should be hired specifically to beef up the summer programs. Secondly, there may be some unnecessary payment frills involved in the work being done by Nordling and Dean and/or the Morris and Essex Tree Company. Thirdly, the University seems to be lackadaisical about soliciting gifts and donations. Fourthly, Little Brook farm, an expensive proposition, is not used to its fullest potential. These items are just a few of the things that must be re-evaluated; it is much easier to raise student fees than it is to build up programs or cut down on unnecessary contracts or expenditures. Campus organizations, such as the media on the Communications Board, suffer because of money that could possibly have been spent more wisely. This university simply cannot continue to raise its costs without raising its quality of education.

***Graduation requirement of caps and gowns--**At press time, members of the Senior Class were planning one or more of several actions: asking the commencement speaker, James Cheek, to relinquish some of his time so that a senior could also talk; advertising the fact that President Oxnam refused to budge from his absurd position of forcing seniors to wear caps and gowns in the processional and recession; performing some guerilla theater, i.e. adding acouterments to the caps and gowns; not participating or attending in the ceremonies and/or; staging a counter graduation ceremony. Any or all of these would be very worthwhile. Such a dictum from the President must not stand unprotected. Just a word of caution to Dr. Oxnam: there are juniors who will not accept his dictum for next year and who, as the President suggested, will sit down with him to discuss the matter as soon as school resumes next fall.

***Drug bust--**The Madison police did their thing, early Sunday morning, May 8, in an attempt to grab a large shipment of dope, supposedly stashed in one of the suites. Although they failed, they put on what the people in the suite felt was an extremely funny show: after taking pictures of the people (hands over eyes), a cop explained that the photograph would be used in a drug education course to show that "it's not nice to be busted"; and the searchers generally fumbled around trying to find the dope. But because they could find only a little stuff at that time, the little piggies who came to market did not make arrests until the next day. Differing opinions on drug use are not necessarily differing on drug busts. Students on this campus may be an overly passive bunch, but if one thing keeps most of them together its brothers and sisters in drug activities. Dean Sawin had better reconsider how he handles drug use and he had better play it cool; although he may keep the narcs at a distance because he has been known to crack down on drug traffic himself, he will still not be excused for a bust--and neither will the cops/narcs who pull it.

***The Board of Trustees--**Perched wherever they may perch the Board of Trustees have too often placed their usually uninformed hands into campus situations. "THE BOARD" is an entity that seems far off in the distance and this lack of knowledgeable proximity is the main concern. Although unaware of exactly how much manipulating the Board manages to do, their performances on coed living, open house, the housing crisis and other issues has been archaic. Not until the Trustees realize that just because they are large donors

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It was a quiet year

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they should not control this school, will there be perhaps more freedom of choice by the administration (especially the President) and, then, low and behold, maybe even more freedom of choice by the faculty and students.

That was the year. It was not incredibly exciting and for the most part it dragged. But almost everyone has made it through another two semesters. The students have been unlucky to have a moderate faculty and conservative administration and Board of Trustees, but the administration has been lucky to be able to step on the students and then watch their reaction most often die even before it is born. There is more than one kind of abortion evident on this campus.

But we must admit that Drew's solitude and tranquility

lends to a fairly peaceable existence. Although the editor of this paper may have said some pretty horrible things or made some fairly outrageous accusations, he has only been hassled with threats, phone calls, and letters. Illicit drug and liquor users continue to be virtually free from external prosecution; very liberal sexual attitudes are more common than "El Rancheros" for a SAGA meal and; there are some sparks of improvement. People tend to like this place, many times for unspecified or unknowable reasons. A hell of a lot needs to be done and much of the bad things must be corrected very soon. But, because of the loudness of the editorial and the predominance of placidness during the year, it seems proper to end on a quiet note rather than a screaming one.

K.S.

People leaving and coming

Well, a lot of things have happened this year, some good, some bad. But they all form a collage of events, people and ideas which make Drew what it is - not Harvard, not Swarthmore - but Drew.

People come and go, bringing new things to us and taking other things away. We all sincerely miss Chaplain Boyd. He was a very vital, interested person and these qualities are not always found.

We lost a Dean this year. A cloud of frenzied controversy and heated feelings seemed to perpetually surround Dean Stonesifer, much of it as a result of opinions and articles in the ACORN. He has not received a heck of a lot of good press from us. While often we violently disagreed with some of his tactics and values, it can't really be denied that he was very interested in the welfare of the College. He sincerely wanted to make the place better, which we applaud. We wish him well at Monmouth.

We gained a Dean this year, too. And a good one she is. Dean Erickson doesn't seem to be afraid to buck the authority of the others in the administration, for which she should probably receive several gold medals. Case in point is the drug issue. Dean Erickson seems to be more liberal about the treatment of drug users. Strange... a Dean of Students who, in effect, is willing to shape the University to the needs of the students, and not force the students into the mold of the University.

Some experienced professors will be leaving or have left Drew this year: Professors McClintock, Simister, and Hogan. They all contributed greatly to Drew. Both their achievements as professors and scholars and their individual characteristics as people will be missed. We are losing the senior class... many of their achievements, personalities and friendships added a lot

to what Drew is.

The campus was quiet politically this year. Some seem to have lost faith in the value of moratoriums and demonstrations. The activity this Spring was much subdued over last year. This will be good only if some other ways of initiating political and social change are put in the place of the methods which seem to have failed.

The campus was not radically changed by the Hoffman-Johnson Administration, which was not radical. But many important issues received attention, including the judicial structure, the structure of ECAC, the drinking policy, and the housing policy. If a lot of senate requests were not acted upon by the faculty, administration, and committees, it is probably because of the senate's innate lack of influence as a body, and not because of any deficiencies in its administration.

Academically we made progress in the area of requirements. The plan initiated late in the winter, although not abolishing all required courses, gives the student a wider range from which to choose. The change, while good, does seem at best belated. One would think that by the time students reach college, it should be assumed that they could choose courses which would fulfill their own personal requirements.

What about the ACORN as part of Drew this year? It was controversial most of the time - but what better way to draw attention to issues that should be attended to? People may have disliked the paper and its opinions at times, but better that than indifference. Improvements are always possible and hopefully some will be evident in next year's ACORN. But Ken Schulman should be sincerely congratulated for incredible dedication and hard work, as well as adherence to ideals which he feels are valid. M.M.

Spring: the grand finale

The grand finale of the academic school year happens in the spring, and that is significant around here. Spring in the Forest

is like a plunger-thousands of Drewites, who haven't been seen

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Thanks for your help

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since the week before Halloween are suddenly drawn out of their nests to frolic in the plushness of the season. The natives can be spotted lolling in the grass (some grazing in it, too), and the warm atmosphere becomes conducive to opening the mind and reflecting upon another year at Drew. And when folks get down to this dreamy reminiscing, the issues and the hassles of the previous months tend to get fuzzy around the edges and then finally fade out. The enduring memories, they find, are usually concerning Other People.

We do not feel that issues and hassles are unimportant; we just think that the people behind them are more important—without them there would be no issues! So, without getting verbose, we would like to dedicate this space to the Drew People and Their Escapades, Unlimited, 1971.

The past nine months at Drew University saw:

... Dean Sawin give sanitary, although not well-decorated, living accommodations to a few displaced college men in the Infirmary after he ran out of dorm rooms.

... the student organization, but never the fruition, of the Spectacular Oxnam Lawn Pajama Party. It was also a harbinger of the incredible student apathy displayed this year.

... a tree fall through the roof of the new Associate Dean Elynor Erickson's home in the middle of the winter, during which she proved that she is capable and efficient in handling all kinds of mishaps.

... Paul Dezendorf led the Class of 1974 through their Orientation paces, join the reserves, get called up, and manage a few engagements along the way.

... a group of ambitious young members of this esteemed institution toilet-paper Mr. Francis Asbury and Horse. The University also witnessed the removal of the toilet paper by Security.

... the retirement of some of the most fascinating men in education: Dr. James McClintock, Psychology ("The superego is that part of the human psyche that can be dissolved in alcohol.") and Dr. Charles Hogan, Political Science, a man who was qualified for many more esteemed positions than professor, but who opted for the students nevertheless.

... Peter Hoffman ascend to Yale, leaving his cross with Mark Armbrust.

... Chaplain Boyd leave us a smile and some inspiration.

... the faculty basketball team romp all over the students in two contests for the benefit of the King-Kennedy Scholarship Fund

... the Faculty vote at a meeting to refer to the victorious hoop-shooters as Resident Faculty Jocks.

... students bombard the Registrar's office, dropping French and Spanish all over the place when the Faculty approved a renovation in graduation requirements.

... Dean Stonesifer pack up his Middle States Report, his pies and his two faces and take off for the warmer climate of Monmouth College.

... Dave the Fave-Bryan swear off cheeseburgers.

... Ken Schulman bug everybody ulcers with his "brand-new-all-different" ACORN, and then submit a resignation from his position as editor for personal reasons.

... Chris Kersey break a couple of sports records, put in an excellent year in athletics and gain star status from coast to coast.

... Tom Quirk refuse to run for Student Government because of the farce it proved itself to be and because he wanted to devote all his energy to the Student Mobilization Committee.

... SAGA food quality hit rock bottom, disgusting even Dick Zucconi who took off for the hills of Bryn Mawr.

... Johnny and the Cranks bring out the grease in this school—revealing that 3/4 of this place houses latent "hard boys."

... Dr. Baker keep those cards and letters pouring in.

... Mrs. Sellers go gray trying to avoid another housing crisis.

... the University's 105th Birthday on May 8.

That's it; another big bunch of thoughts, some pleasant, others otherwise, to carry around until next year when they'll be replaced with new ones. To the people who created the thoughts we give a hearty kudos to those who deserve some and a ripping Bronx cheer to the rest. But to all we say thank you for the action you've provided for us all this year; you have all aided in crushing the heavy dullness of the Apathy Epidemic of 1971. You have saved us from turning into stones. M.F.

drew acorn

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Stoney warns of drug crackdown for next year

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which is not regarded as acceptable. It is really none of my business whether or not a girl spends a weekend with her lover-from-Rutgers. I ought not to be asked, however, to approve or disapprove, to set up a situation where on-campus quarters get used for this. At Monmouth the students currently are requesting that the college employ a gynecologist and distribute free birth control pills. I see a danger in this, and my viewpoint might amaze you--I don't think that the institution should be involved in this, and precisely because this is a private and a very individual matter, and involving the institution, even if marginally, runs a danger to personal freedom. Moreover, no service provided on a campus is ever free. Someone pays for it. He either pays for it personally and directly, or everyone pays for it in higher tuition. On this point, I don't see why a whole host of Catholic students who don't believe in The Pill should foot the bill for providing it for students who do believe in it! One solves this sort of dilemma by reserving for private and individual action some things which are properly private and individual.

Q: What about the drug culture?

A: I think that it is terribly dangerous. We simply don't know enough to know with any finality what happens to the human body when it is dosed continuously this way, but what we do know points strongly in the direction of its being simply a very unwise thing to do to oneself. Even if one doesn't accept the argument that the body is a sort of Temple given by God and that one isn't free to abuse it as one might wish, there is the argument that one can't cavalierly do things which have an effect on others. So the whole problem of damaging one's genetic structure so that the next generation suffers for the sins of the fathers and mothers comes into it. A severely practical matter.

Q: And at Drew?

A: Well, I hope Drew students recognize the tremendous cooperation we've received from the Madison Police force. . . And I think it's safe to say that there is going to be a tightening up of this drug situation here at Drew. Anybody who comes back here next September and thinks he's going to live that life here--he'd better not come back here--especially the seller. It's become so obvious that its going to be roped off. I just don't think there's any question about this; it's built to the point that it's too obvious.

Q: When you are sitting down at Monmouth as president, what's the most exciting and satisfying thing you could hear as news from Drew?

A: That Ken Schulman had gotten a haircut and been accepted at the Columbia School of Journalism.

Q: What would be the second most exciting piece of news?

A: That Drew was winning all of its basketball games, and that Dr. Kimpel had allowed his hair to grow long.

Q: What you come back to visit a few years from now, what do you hope to find at Drew that isn't here now?

A: A Creative Arts Center, proper quarters for our

social science departments, and a pub for students on campus. Knowing me, you will know that I will visit them in reverse order, stopping at the pub first to gather energy and nourishment for the inspection tour.

Q: What are you going to miss most about Drew?

A: Well, the trees on this lovely campus certainly, and the pleasantness of the people I've had to work with on the Faculty. The Monmouth campus is a beautiful one too, but it's beautiful in a different way--it is much more built up. I'll miss the sweep of the Drew lawns, and walking over them.

Q: What's the biggest danger facing Drew?

A: Well, that one needs to be answered in two parts--Drew itself, and Drew as a private institution of higher education. The second is terribly important, for the financial crisis now looming ahead for all of American higher education is extremely dangerous, is coming on faster than anyone thought, and is probably going to change a whole host of things even if we don't want them changed. For Drew itself, I'd say that I go away worrying that not enough people,

Q: Any final words?

A: Yes, Good luck to Drew. I've been told that they've declared me an "honorary alumnus" in the alumni organization. No one could do me a higher honor, and I'm very appreciative. Drew is, as Hemingway might have put it, "a good place." I hope the students know the profundity in all of that.



Housing crisis

Students reject confrontation

by Tom Ward

The stairs were packed and the floors covered with Drew students. Jammed into Great Hall, about 400 people waited for the student body meeting. Peter Hoffman, SG president squinted through the darkness at the vast assemblage. More had responded to the notice of the meeting than he had ventured. The main topic of the meeting: housing. It was hot Wednesday night and the news Hoffman had was no comfort to some already irritated students.

Hoffman gave the results of the Arbitration Committee-Administration confab. No room price adjustments for those living in the seven-men suites. No price adjustments for the women occupying the makeshift rooms in Hoyt-Browne. The administration, however, did allow the concerned parties to move into other rooms, if they so desired. But where? The preliminaries were great but the meeting got even more heated as it progressed.

"There is no way to alleviate the housing problem without the institution of McClintock or some other dorm as co-ed," stated Hoffman. Hoffman derided the phrase "experiment in living" when describing the successful co-ed Foster suite. He could not see any reasoning for not making other dorms mixed. He



President Robert Oxnam seemed frustrated, at the least. The housing crisis has gripped him as much as "Look, I don't know what you want, I'm not even sure what I want," said

Hoffman. "It will take a unified student body to decide." Hoffman then proceeded to outline various plans of action. The first plan was to work through the channels and petition the Trustees for an expanded co-ed policy.

Hoffman's second proposal was to have the students move themselves; the girls from Madison and Pepin Houses exchanging places with the men in McClintock. Some of the guys in McClintock protested fiercely but Hoffman cooled them down with, "Suppose you guys were in the same position these girls are in?" The guys shut up. Then Hoffman shook the audience with his next statement. President Oxnam informed Hoffman that any one who attempted to move would be suspended or expelled - for the integrity of the University.

The third proposal was to demonstrate on President Oxnam's lawn, a sort of a "live-in" to protest the crisis.

The debate preceding the vote, the division was evident. But when a vote was taken, Hoffman pronounced that "it seems like a consensus want them to adopt the 'moderate' approach."

Hoffman's feelings, however, were summed up when he stated, "If you allow bureaucracy to be arbitrary once, they'll be arbitrary again."

SMC poll shows anti-war fervor; most want immediate withdrawal

Results of a recent Student Mobilization Committee poll indicated that the majority of those students responding "favor immediate withdrawal of all U.S. troops from S.E. Asia." In addition, a fairly large number of students plan to travel to Washington, D.C., April 24, for the demonstrations beginning that date.

The Drew Chapter of SMC distributed the questionnaire through campus mail in an effort to survey campus attitudes on the Indochina War and the Spring anti-war offensive. It was found that many students would favor demonstrations in Morristown and "a return to a moratorium" in regard to the anti-war offensive.

Tom Quirk, a SMC member who was instrumental in polling the students, commented, "Although the consensus of opinion opposed the war in Vietnam there was opposition to the demonstration tactic. April 24 is not a substitute for electoral political activity but an

effort to show that this year's lack of activity does not indicate a lack of concern."

Following are the results of the poll:

1. Do you favor immediate withdrawal of all U.S. troops from S.E. Asia?
Yes---223 No---42
2. Do you favor immediate elimination of all U.S. military presence (air, naval, artillery forces) in S.E. Asia?
Yes---185 No---78
3. Do you feel that Vietnamization is a successful policy?
Yes---40 No---183 Undecided---16
4. Do you feel that the Vietnam war is an isolated phenomenon, apart from previous foreign and domestic strife involving our economic and political system?
Yes---35 No---195 Undecided---1
5. Are you going to D.C. on April 24th?
Yes---98 No---103 Undecided---125

6. Will you demonstrate in Morristown this Spring?
Yes---98 No---103 Undecided---16
7. Do you favor a return to a moratorium (i.e. strike) approach?
Yes---92 No---125 Undecided---9



Newly elected Social Committee Chairman Jeff King: it should be a good year in social life.

Education cost to rise; Drew at least \$3665

In a meeting with student government leaders of the three schools, President Robert F. Oxnam announced a tentative \$200 rise in the cost of tuition for both the College and the Graduate School. There will also be hikes in the general fee, room and board.

The general fee will be raised from \$610 to \$640 on the seven-day plan (the cost of the five-day plan will have a substantially greater hike). Tuition is going up from \$2150 to \$2350. The total cost of a Drew education while living in a double room and on the seven-day meal plan will be \$3665.

Seminary tuition will not be increasing, at least at this time, because the school is rebuilding the hopes to increase its enrollment. Graduate school tuition will also be at \$2350.

Drew is one of the most expensive schools in the area, although it is not too far out of proportion to the others. Neighboring Fairleigh Dickinson will cost \$3295 next year, including a \$225 tuition hike. Princeton's tuition alone will be going up \$300.

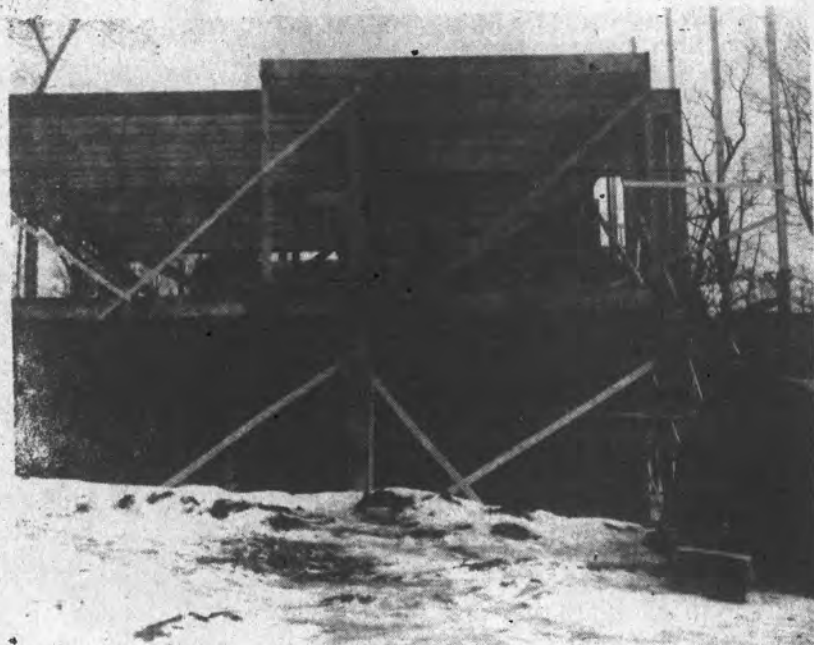
Drew is, however, only slightly less than the Ivy league schools. The tuitions of Harvard and Pennsylvania will rise \$200. With outside expenses, it will cost over \$5000 to attend Drew for the year.

Statistics of trends in education, released by the National Center for Educational Statistics, indicate that the cost of a Drew education (tuition, room and board) will be approximately \$550 more than the estimated average charges per full-time undergraduate degree-credit student in the years 1978-79 (based upon the projection of 1968-69 dollars.) The estimated tuition and required fees for that period is \$1989; board will be \$544 and; room will be \$589. Drew is below only the projected figure for dormitory room cost.

President Oxnam noted that the figure are not yet final and that the tuition increase in particular, which is designated by the Board of Trustees, could still go up. He added, though, "I plan to do my very best to keep it at \$200."

The \$30 rise in board is based upon Saga's requested increase of 13¢ per day for the seven-day plan. Vice President John Pepin explained that "it seems to be a reasonable 5.69% increase." On the other hand, Saga is also asking for a 40¢ per day increase on the five-day meal plan. Their reasoning behind the request is that there is less absenteeism on this plan than on the seven-day meal plan.

Because the University is now committed to the Federal government to build the



The dorms began . . . and winter came

necessary dorms, Mr. Pepin stated that the room cost must rise. In addition to the \$25 hike for a double, there will be a \$50 rise for a single. A main reason for the rise in the general fee is the construction of the new dining hall.

President Oxnam asserted that "our effort is to produce a balanced budget. There will be no significant increase in faculty or staff. We will just about be breaking even with the cost of living." Drew

has balanced its budget in the 60's, and the President has "high hopes" that it will be balanced again this year.

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.

New dorm: 28 doubles, 100 singles

John Pepin, Vice President of Drew, told the Acorn, Wednesday, that the new dorm will have 28 double rooms and 100 single rooms. A map detailing the lay-out of the dorm showed that the doubles will be in the center of each floor and the singles in the center of each floor and the singles will be in the wings.

The doubles will vary in size from 211 to 223 square feet. The singles will measure from 120 to 126 square feet. There will be one bathroom to each two doubles and one to each four singles.

Both types will have two wash basins, a shower and a toilet. The rooms will open

Each floor will have a kitchen area of 130 square feet. There will be two entrances—one on the first floor, and, because of a sloping hill, one on the second level.

The dorm will have seven lounges, all 290 square feet in size. Each of the four floors except the first will have two lounges. That floor, besides the lounge will contain a meeting room, 300 feet large, a trunk storage area and a laundry room.

off to a small corridor to the bathrooms. A person won't have to go through the general corridor when he uses the bathroom.

President-Veeep

Armbrust-Hoeltzel win election

In what were both the closest race is and the closest results in several years for nearly all positions in Student Government elections, junior Mark Armbrust and sophomore Jeff Hoeltzel edged juniors John Cadwell and Maria Derr for president and vice president. The Armbrust-Hoeltzel ticket tallied 332 votes and the Cadwell-Derr ticket polled 304 votes.

Junior Jeff King defeated junior Thom Newcomb by 34 votes, 337-303, for the position of Social Chairman; Chuck Lisberger and Lynn Perkins gained male and female frosh advisors and; Nelson Adame, a freshman, won the University Senate seat in other election results. The constitutional amendment, which amends the SGA constitution to form a College Judicial Council, also passed, 437-112.

Armbrust and Hoeltzel ran a campaign managed by seminary student David Confer, a January graduate of the College. They advocated two detailed proposals, both of which were formulated by Confer.

The first proposal concerned introductory courses. Titled the "basic issues" program, the proposal lays down an approach to remedying the "failures of introductory courses." Although both Presidential candidates accepted the proposal, the Armbrust-Hoeltzel platform indicated responsibility for it.

In addition, the ticket essentially took credit for the recently accepted reorganization of Student Government, which calls



Peter Hoffman

for the formation of lobbying structures to press for student concerns. This proposal was accepted by students in a referendum in late February.

Cadwell and Derr were hoping to win on the strength of a lengthy endorsement circular that included a wide spectrum of students each of whom offered praise for

the ticket. It was generally agreed that Cadwell and Derr were more outspoken than their opponents but that they failed to muster as effective a campaign as did Confer.

The election result for president-vice president was even closer than last year's Peter Hoffman-Cecilio Barnett-Dennis Ingoglia contest. Early in the day Cadwell was behind by as few as 20 votes but couldn't gain the needed margin by the time the polls closed.

The King-Newcomb race for Social Chairman was nearly as close. Efforts on the part of both candidates were widespread some King supporters felt that Newcomb campaigners had misrepresented their candidate when he implied that King had had no experience on the Social Committee (King, however, has been a member of the Committee).

Lisberger's experience and popularity carried him to a 353-297 victory over David Bryan for male frosh advisor. In addition to being chairman of Academic Forum Lisberger has worked for the Movement for a New Congress, has announced at athletic events and has been Elections Chairman. Perkins defeated Peggy Murray by a wide margin generally on her wide popularity.

In a surprise result Adame, considered to be very conservative, nipped Peter Isza, 277-252; write in-Jack Mead received 65 votes. Isza had run no publicity campaign until the last day, but had had experience as a University Senator.



Two graduating politicians-David Little (left) and Dennis Ingoglia—who have contributed a great deal.

McClintock: retiring after 40 years of 'betterment'

by Martha Millard

The Drew community will be losing a concerned and dedicated man when Dr. James A. McClintock retires at the close of the spring semester this year. In a recent interview with Dr. McClintock, who has contributed 40 years to the betterment of Drew's psychology department and counseling center, he expressed many opinions about his career at Drew and on how education and social life have changed.

"I came to Drew 'B.C.' - that's 'before the college' - in 1927 as a theological student," Dr. McClintock began, "and in the Fall of 1930 I began as a teaching fellow in psychology." He was appointed full professor of psychology in 1943 and then spent two years in the Navy during the war. Reminiscing about Drew in those days he commented that the University was selected for the last V12 training program in the country. This was an officer's training school for the Navy.

Concerning the admittance of women to the University in 1943 as a result of student enrollment being depleted because of the war Dr. McClintock joked, "It's a moot point whether we should have gone co-educational. We had about fifty male students before the war, but the V12 program added two hundred men to the campus."

Comparing Drew then and now, Dr. McClintock smiled and said, "It's hard to believe that our total enrollment of about fifty men before 1943 could be housed in two houses - not dorms, but houses." He was one of three Drew faculty members chosen to form a committee concerned with whether Drew should remain co-educational. "Although some felt that women were a distraction - that men could be freer for intellectual work if women were not students here, the committee recommended to the faculty that the University remain co-ed."

Dr. McClintock commented that many people are curious about the changing character of students over the years. "The facts will indicate," he said, "that the college has retained an orientation towards being a liberal arts college based on preparing students for graduate study." He continued, pointing out that over the years about six out of ten men continue their education in graduate study, and four out of ten women do so. "This is a very high rating compared to many other schools," he noted.

Although he did emphasize the need for Drew to adequately prepare students for graduate school, Dr. McClintock was quick to point out that a broadly based education is considered important by many employers hiring students who do not



Later McClintock

choose to continue their education. "Drew is a better school because we do have a cross section of students with different interests," he noted.

With regard to the grading system at Drew, Dr. McClintock commented, "Some think there is too much emphasis placed on grades. But this is how graduate schools evaluate their applicants." He noted that in considering applications for Drew, high school transcripts are considered even before the college board scores. Continuing on the subject of grades Dr. McClintock pointed out that "it is basically the belief of academicians that grades are an indication of ability. But they also measure a student's motivation and 'sustained drive' - that is, his ability to persevere."

Commenting on changes in dress and attitude over the years, Dr. McClintock emphatically stated that although some people believe that students today are less motivated, he does not agree. "Students are more nonchalant today, and many people believe that they are less interested in education than before, but I don't think this is true." He continued, adding that he has always tried to maintain a young outlook with regard to changing student ideas.

But although he agrees with students on many issues, Dr. McClintock admitted that he is disturbed about some things on the Drew campus. Speaking about the changing sexual morality of students he admitted that people today are less hypocritical. But he added: "As a person involved in marriage counseling for 35 years

I am convinced that promiscuity with regard to sex before marriage is not apt to strengthen the bonds of a marital relationship. I appreciate the fact that there is less hypocrisy today, but I could wish for a greater degree of restraint and self discipline among students." He also said that he does not feel that the University should be a sanctuary for people who are breaking the law. This comment was made in reference to drinking at Drew, but Dr. McClintock is even more emphatic on the subject of drugs.

He feels that the use of drugs is primarily a form of rebellion against the establishment - including parents - but that it is not a constructive way to rebel. Dr. McClintock added that a lot of people who use drugs operate under the "follow-the-leader" principle. "My concern about this situation has nothing to do with the number of people involved," he said. "Even if there is one student who is 'hung up' on drugs, I feel that it is a problem."

One way in which campus life has changed over the last forty years is with regard to dorm life, according to Dr. McClintock. He is not opposed to the idea of open house, but feels that this step does not necessarily eliminate the problem which shy people may have in making friends of the opposite sex. He feels that Drew has not "made use of all its resources" as far as dating is concerned. Commenting on Drew social life, Dr. McClintock said that any program instituted by the social committee can

Continued on Page 45

James A. McClintock: concerned, dedicated

Continued from Page 44

only be as effective as the students want it to be.

In Dr. McClintock's opinion "there has always been an honest attempt at Drew to involve students in all matters pertaining to the development of their lives in the classroom." He feels that it is important that the limitations that are imposed on the development of academic life are imposed by the students themselves. He feels that the faculty has never denied that students could make worthwhile suggestions and he added that they are "always willing to receive advice from students." But he also stated that if it is wrong for the faculty and administration to impose regulations on the students then the students should not feel that they can impose requests for change on the faculty.

Dr. McClintock seems to be all for communication on the campus. "I welcome the continuing trend in the college toward increasing cooperation between students and the other members of the academic community. This is good."

One change that he would like to see is the institution of an honor system. "You know, three times since I have been at Drew the student government has



Early McClintock

requested an honor system, which would mean no proctoring of examinations. Each time the matter has been okayed by the faculty. Each time the proposal was

brought before the students for their yes or no vote, and each time the idea was defeated." He noted that many schools have this system, and added that he "would hope that in the future the students of Drew would like to have this system." Dr. McClintock said that it involves a great deal of responsibility, but he feels that students should be mature enough to know how to handle it.

After such a long stint at Drew, what will Dr. McClintock do with his time? "My wife and I hope to return to India in 1972." He and Mrs. McClintock spent two years in that country several years ago working on a project for the state department. "I don't know if I will ever return to India in a professional capacity," he commented, "but we would like to visit the country and renew old friendships."

The McClintocks have a home in Madison, at 29 Fairview Avenue, which they plan to maintain. "I will also continue a private practice as a psychologist," Dr. McClintock added. And the McClintocks have eleven grandchildren who will probably get all the interest and enthusiasm that Dr. McClintock has shown toward Drew students for the past forty years.

Independent poll on ACORN reveals disenchanted opinion

According to a recent sample, independent poll of over 300 students, it is apparent that many students feel disenfranchised with this year's ACORN. In fact, 82% feel that the paper fails to represent a cross-section of student opinion, some complaining that the ACORN mainly represents the opinion of Ken Schulman and the Schulman groupies and that for example, "it is monopolized by a minority and expresses mainly their views; it doesn't usually print the other side of the story."

A clear majority, 61%, indicated their overall dissatisfaction with the ACORN for a variety of often contradictory reasons. Though many felt the paper too leftist oriented, for example, others felt that "it's a little on the conservative side."

Moreover, while there was strenuous criticism of biased news reporting and overly-negative editorials, some students claimed that they liked the slant taken by the newspaper this year. According to one student, "It represents the interest of student's who are willing to become involved. Those who disagree with the

views of the ACORN are not willing to participate. Until they are, the paper should remain the way it is."

Asked how they would like to see the newspaper changed, many students responded "in kind": a frequent reply was that editorializing should be confined to the editorializing should be confined to the editorial page. A less frequent reply (22) suggested a change in staff, especially in the editor. Many students suggested that the newspaper should become more objective in all phases of its activities.

One student's comment summarized the opinion of many: "More accurate reporting. Less bias and hostility on the part of the editors--they aren't God, nor are they all-knowing."

"Certainly the way to effect changes (which seems to be one of their desires) is not to antagonize those in a position to help bring change about. Less sermonizing in editorials--and elsewhere. Realization that the views of the editors are not--thank God--shared by the majority of the student body. In sum, respon-

sible journalism is what I would like to see."

The poll was conducted by an independent group of students involved in SGA to determine if student dissatisfaction was strong enough to warrant any action from student government. According to reliable sources, no action is planned, in the hope that the results of the poll alone will elicit improvements.

Following are the results of the poll.

- 143/128/52%/48%/271
3. Do you think the ACORN is accurate in its news reporting?
120/141/46%/54%/261
4. Do you think that the ACORN represents a cross-section of student opinion?
53/221/18%/82%/284
5. Overall, do you feel satisfied with the present ACORN?
107/168/39%/61%/275
1. Do you read the ACORN regularly?
261/46/85%/15%/307
2. If you read the ACORN regularly, do you find it covers the news adequately?

Long deliberation

Little acquitted on both charges

Beginning by opening the trial to the public, and adjourning after testimony until a later date to pronounce judgement, the College Judicial Board, in a somewhat unique decision, found David Little "not guilty" of violation of Student Conduct Regulations. Specifically, he was charged with "unlawful alcoholic beverage activity," and "contributing to the delinquency of a minor."

Steve Gordon, the attorney general of the Student Association, hoped to prove that Little did violate a section of the State Liquor Law because he did not obtain a permit for selling beer at the Haselton Hall Party, Oct. 16, and that he contributed to the delinquency of a minor.

Gordon began the prosecution by asking Steve Fishman, president of Haselton, a few questions. Fishman states that money was collected at the door, and the persons collecting money stopped after enough had been made to pay for the beer. Gordon then produced a signed affidavit showing that a 17-year old girl had been present at the party, and was drinking beer there.

Secondly, the money collected at the

Sawin:

In a phone interview Dean of Students Alton Sawin expressed dissatisfaction over the Student Judicial Board's acquittal of David Little. He then stated that he is "greatly considering" appealing the case to the Faculty Committee on Student Conduct.

Dean Sawin explained that the case was referred to the J-Board so that "the move through J-Board could be used to set a precedent when a policy is made." He felt that the Board would have used "sincerity when dealing with a delicate issue."

His final comment was that the J-Board "hasn't satisfied our wishes."

door was not a fee, but a donation. Hoffman also showed that not everyone who drank beer at the party had been asked to contribute at the door. Therefore, he reasoned this was not in violation of the State Alcoholic Beverage Laws which state that a sale is "every delivery of

an alcoholic beverage otherwise than by purely gratuitous title . . ."

Finally Hoffman stated that possession of alcohol by a minor is not in violation of N.J. laws, and that to be "delinquent", the 17-year old girl had to break a law. Since she broke no law, he asserted she was therefore not delinquent, and consequently Little was not guilty of contributing to the delinquency of a minor.

After approximately 2 1/2 hours of testimony, the meeting was adjourned until Monday, Nov. 2, when after seven hours of deliberation, the J-Board found Little not guilty of the charges brought against him.

In its decision for Little, the J-Board also urged that "guidelines be clearly established concerning the proper organization and regulation of parties at which alcoholic beverages will be consumed."

Peter Hoffman, Little's defense attorney, attempted to prove that Little was not at all responsible for the party, or the beer, since he does not live in Haselton Hall, (which sponsored the party), and he bought the beer with Haselton Hall funds, (not his own).

Sawin releases materials of Alcoholic Beverage Policy

Dean of Students Alton Sawin has presented to the Student Senate the final draft of the Alcoholic Beverage Policy, including mimeographed copies of the policy itself, Procedures Pertaining to Parties in Residence Halls, the party permit application and the representation and statement.

The policy itself originating from President Robert Oxnám's office, pertains to the entire university. It reads:

"The laws of the State of New Jersey as they pertain to possession and use, purchase sale and distribution of alcoholic beverages shall be considered regulations of Drew University. The University recognizes the need to establish further guidelines and procedures to be followed in the use, possession, or distribution of alcoholic beverages on campus.

The University CANNOT provide sanctuary for students from the enforcement of State law by the proper local authorities should violations of that law cause them to intervene.

1. Any and all consumption of alcoholic beverages by students on campus shall be

confined to areas within the residential halls of the University.

2. An individual in his own room must be aware that actions and violations of the law are subjects to the rules and regulations of the University or to local and State laws and regulations or to both as a result of his or his guests' behavior at the time of or after departure from the room."

The party permit requires detailed information pertaining to such items as date and time, location and source of funding. Public areas of residence halls, for which the permits are necessary, are defined as lounges, snack areas, recreation, multi-purpose, or meeting rooms. A minor is defined as any person under the age of 21 years.

Also included in the mimeographed party permit, which is available from the Dean of Students' office, is space for giving the number expected, the beverage(s) to be served and a statement of method for ascertaining that only those 21 and over will be served alcoholic beverages. The permit may, of course, be issued or denied by the Dean, and space is again provided for this designation.

An important part of the source of funding is that no fee charge or donation may be accepted at the party, although student dormitory funds may be used with the approval of the membership of the residence.

The representation and statement is another mimeographed sheet that may or may not require information stating that a person is legally responsible for consuming alcohol. The sheet includes a statement that would be signed by the individual claiming responsibility if the host so wished. It reads:

"I understand that misrepresentation of age to induce service of alcoholic beverages to me is cause for disciplinary action by the appropriate judicial body. I further state that I will accept full legal responsibility.

I hereby represent and state for the purpose of inducing... (Name of host)... (Location of Party)... to serve alcoholic beverages to me, that I was born on... (month)... (day)... (19...), and am... years of age."

In addition, the statement must be witnessed by someone and identification must be presented.

Drew stock investments show controversial companies

by Bob Womack

Drew University's stock portfolio shows that the University has invested in well over 50 companies. Included in these, however, are companies that trade with South Africa, companies that are among the top defense contractors, and companies that have been accused of participating in the economic exploitation of underdeveloped countries.

In the WALL STREET JOURNAL of Nov. 16, 1970 was a story listing the top ten defense contractors for the fiscal year, September, 1969 to September, 1970. In third place was General Electric with contracts totaling one billion dollars. Among these were contracts for nuclear reactors, guided missiles subsystems, and electronic devices and components for missiles.

In fourth place was American Telephone and Telegraph with \$931 million worth of contracts. Among these were contracts for the Safeguard missile system, missile components and communication equipment.

Drew's investment in General Electric stock has a market value of \$135,000. Its investment in A.T. & T. stock is worth \$577,655, with it being the University's third largest stock investment.

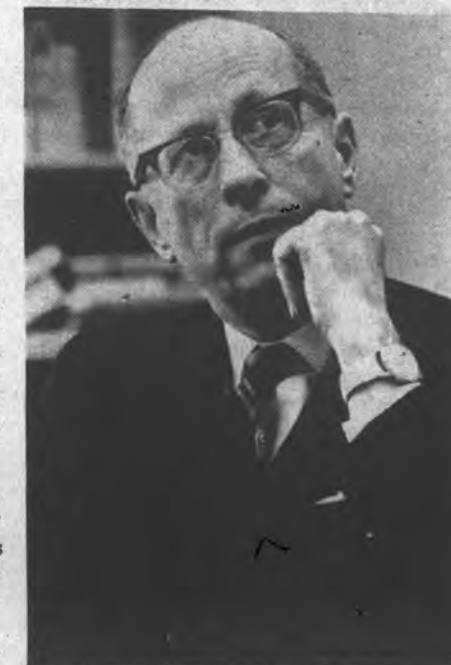
The JOURNAL of Sept. 22, 1970 states that the Chase Manhattan Bank has a 15% interest in a London bank which owns 85% of a subsidiary bank in apartheid South Africa. This subsidiary has 1000 branches in South Africa. In addition, according to the newspaper the First National City Bank owns 100% of a subsidiary, which has six offices in that nation.

The news article explains that the South African government is forcing the foreign banks to sell part of their interests in the South African banks to local concerns. After the sales are made through the First National Bank and the London bank of which the Chase owns a share, there will still be a 10% interest in the South African banks.

Drew's investment in the Chase Manhattan Bank totals \$126,032 and in the First National Bank, \$250,000.

A Liberation News Service story on the Polaroid Company notes that General Motors controls 18% of the auto sales in Africa. The story states that GM hires "blacks who work in their factories with starting wages of 50¢ an hour." The article further explained that "the Chemical Bank has extensive interests in South Africa and is already the target of a U.N. resolution against its pro-apartheid advertising."

Drew's eighth largest stock investment is in the General Motors Corporation with an investment of \$372,720. Drew



Vice President Pepin

has bonds in the Chemical Bank New York Trust Co. which are worth \$89,000.

A JOURNAL story in its Dec. 22, 1970 issue, talking about Black militancy in the West Indies said, "Decades of white economic exploitation fuel sentiments like these. Foreign investors control most of the Caribbean's natural resources. Native blacks reap very few of the benefits,



Johnny and the Cranks (alias the Countrymen) provided much action at two different times during the year; pictured above is the crowd at the first concert.

black dissidents charge. Poverty and malnutrition are widespread."

In speaking of Trinidad, one of the poorest countries of that region, the story explained that "New York-based Texaco, Inc. still dominates the economy there with producing and refining facilities conservatively valued at \$500 million." Drew has stocks in Texaco at a market value of \$524,550.

John Pepin, Vice President of the University, was asked what he thought of charges that universities should not invest in companies that are engaged in enterprises that are morally questionable to some people.

He replied that people making such statements are "attacking at the wrong place. Our selling the stock doesn't change the company any. It doesn't make any difference to a company if we own stock in it." He said that if Drew sold, someone else would then buy the stock.

According to him, within the last few weeks Drew refused to buy stock in a company that is in a heavy pollution industry. He said that the company will eventually have to spend millions of dollars to correct the pollution damage, "so we didn't buy any."

He continued, "This kind of thinking goes into our decision on whether to buy or sell." When asked about his reaction to a Princeton student who said the University there put money ahead of morals, Pepin reiterated that the students were "hitting at the wrong place."

Notes on racism at Drew

(Editor's note: The following article was written by the Drew Black community in the midst of the Chester Williams-Urban Sociology Semester issue. It appeared in the November 13, 1970 Drew ACORN).

To the untutored, naive and deluded white equalitarian, institutional racism as a central feature of the Drew complex is a gross exaggeration. But, to the Black community whose subjective experiences historically are inseparable from a dominating White imperialistic racist majority, institutional racism is profoundly real on all levels of its existence.

Racism, because it is not eternally encysted must adapt and re-adapt itself to the climate of technological necessity and the demands of the white controlling majority. Its manifested forms must always be interpreted in the light of how expedient it is for the White majority to benefit from its transforming crude, vulgar "primitive" racism (the cultural form which unilaterally denied the structural and human existence of Black people) into sophisticated, modern forms. To us, however, it is immaterial as to the rearrangement of the METHODS utilized by the elusive White majority, for we have become astute students in tracing racism to its structural sources. Conclusively it is total, all pervasive and unequivocally sedimented in the very CHARACTER of American institutions and, a scrupulous appraisal by Blacks and White students along with some faculty members, reveal that the Drew "Arrangement" is not exempt.

Blacks in general are existentially and sociologically frustrated by their institutional colonial status. But when we translate behind-the-door administrative hanky-panky into our own familiar language...when we perceive that we have been reduced to Black manipulatable atoms that are CONVENIENT to have around in the name of "educational progressivity"...when we clearly realize that we are part of an institution image-building gimmick than can advertise the existence of a Black community within the walls of Drew, we are more embittered by the unmitigated gall that White people still employ the niggerize ethic so blatantly.

The Black collective, though always

"on trial" (by which we mean our status is never complete and achieved but always bracketed by the degree to which the docile obsequious or, in other words, Nigger role is being played) has reached a new height in the ever spiraling radicalization of intelligence. We irreversibly refuse to be niggerized and deluded by TOKENISMS, PLATITUDES, ACADEMIC and CULTURAL GENOCIDE.

To illustrate the intolerance of the latter, it could best be done by referring to reported statements by both concerned Black and White students, where some professors (on the record) feel perfectly free to say and imply things like "the modern commune is like an air conditioned ghetto" or the "Women's Liberation Movement is like Negroes eating watermelon in 1920" or the inherent superiority (an Agnewan model) of white culture as compared with the unquestionable inherent inferiority of Black "lower class culture" (the philosophic root of which is an ungrounded anthropological ethnocentrism). There have been a score of "off-the-record statements" made equally derogatory and culturally inflammatory which confidential bonds will not permit us to say here. But, we are acutely aware of this kind of academic racism protected by that elusive and protective bourgeoisie mantle, ACADEMIC FREEDOM.

The anachronistic token of a Black Studies Program has and will not co-opt and soothe Blacks nor everlastingly identify Drew as an institution seriously interested in the Black community. In reality Black Studies Programs institutionalized within and by predominantly White institutions and White professors are designed for Whites not Blacks. The inception and paradigmatic implementation of Black studies (with due respect to the intelligence of White professors so moved) can be little more than another form of the already over-controlled and planned education by White educators. Given the modern educational tendency to now incorporate some resemblance of at least a course on Black people (designed to be "IN", which is repulsive to we who don't need "IN" recognition but structural recognition) the thought of proceeding without Black professors being not peripheral but central to the conceptualization of Black Studies is and can be at best a metaphor. From our own perspective Black studies programs should not be institutionalized because they

neutralize the best Black energies and the emphasis becomes primarily beneficial to Whites while Blacks are still left hanging. White professors should carefully re-analyze, re-write and re-teach White studies for it is from that altitude that intellectual frauds have been perpetrated upon Whites and Blacks.

The Black and White community should also not be deluded to believe that the recruitment of A Black or more Black instructors is an in-itself move in the direction of faculty integration. One has to examine closely the surrounding realities that interplay with each other before and once the recruitment is done. Suffice it to say that Malcolm was right when he categorically asserted the thesis that irrespective of what level a Black professionally, religiously or socially moved on he was a Negro, Black or Nigger first and whatever titles, economic or educational status, etc., he ostensibly achieved, was secondary.

The Black community also rejects those vacuous platitudes designed to make them "happy" and "comfortable" at Drew. The ludicrousness of these platitudes are those notorious qualifying statement, "I did X with Black people in X year in X town.", or, "My best friends are Black and we get along fine.", or, "I'm a yearly contributor to the NAACP.", or, "We really want to help Black people.", etc., etc., etc. The Black community turns deaf ears to these poetic ditties but listens very carefully to statements like, "One of the reasons for the housing crisis is the Black students deciding they all wanted to be together." or, "The Black student group is getting too much money.", or, "To admit 'low-level proficiency Blacks' lowers the academic status of the University.", etc., etc. We wish we could mention the "off-record things". But, we in a triumphant kind of Black determination along with White students and professors say until we (Blacks) decide to move we shall fight racism in all its forms and shall not be objects to be manipulated in the hands of any institution. Art Linquist, the answer is NO.



The differing programs

Part of the controversy surrounding the Urban Sociology Semester and the subsequent resignation of Resident Director Chester Williams concerned the specifics of the program itself.

Both Mr. Williams and Dr. James O'Kane, Chairman of the Sociology Department, had submitted program proposals to the Education Policy and Planning Committee. Dr. O'Kane noted that his program was in "between 80% and 90%" agreement with that of Mr. Williams. Yet Mr. Williams noted that, specifically, his purpose had been "substantially altered" and that Dr. O'Kane's submittance of a program reflected on the attempt to stifle the resident director's control and autonomy.

Following is each of the two purposes. EPPC accepted Dr. O'Kane's proposal, at its Nov. 26 meeting.



Chester Williams

CHESTER WILLIAMS PURPOSE

"The structural elements of the Urban Sociology Semester by calculated design are primarily developed to give relevant 'urban praxis' experience to students who (1) will be occupationally aspiring to relate to an inner city (ghetto, ethnic enclaves, 'underprivileged areas') population; (2) desire to enhance their intellectual provinces relative to 'innerurbanology'; (3) expect to directly or in-

directly on a professional level to devote part of their lives in remodeling and restructuring the inner city milieu so as to eradicate and ameliorate the unabashed social, political, educational and economic horrors crippling the central nerve system of inner city residents; (4) are seriously interested on whatever level participants academically or professionally enter in practicalizing and significantly integrating a purely altruistic, formalistic, reformistic paradigm with a fuller sociologically significant notion of the dimensions of Harrington's 'Other America'; (5) want to relate the university community to the everyday realities of those paradoxical agencies and victims of social transformation and ruthless exploitation and finally to contribute to the body of knowledge of the inner city."

JAMES O'KANE'S PURPOSE

"The actual operation of the Urban Sociology Semester is designed to give a relevant urban orientation to those students who:

- (1) aspire to occupations and professions involving work in the inner city (ex. social welfare, urban teaching, etc.) wherein they might ameliorate and eradicate the social ills besetting the inner city;
- (2) desire to enhance their intellectual provinces relative to the sociological study of the inner city;
- (3) desire to understand the human and sociological components of contemporary urban poverty;
- (4) aspire to relate their formal academic learning experiences to actual concrete situations in the inner city."

There are other differences between the two programs:

- * Mr. Williams had asked for a stu-

dent assistant in his discussion for the staff of the semester. Dr. O'Kane made no such provision in his same discussion.

*Dr. O'Kane included a cumulative grade point requirement to which Mr. Williams had objected. The former's program had a statement that "students who are on academic probation would not be eligible to enroll in the program". Mr. Williams' program had no such stipulation.

*There was a large discrepancy in the budget proposals of each program. Mr. Williams asked for a total amount of \$8975.60 while Dr. O'Kane asked for \$5557.20. The difference was in each man's projection of transportation cost. Mr. Williams projected nearly \$8000; Dr. O'Kane projected a little over \$3000.

Mr. Williams, in his resignation statement, indicated that he was not being consulted on various situations and statements. He asserted in an interview that Dr. O'Kane was proceeding to forward memos between the two men to Dean Richard Stonesifer and that the Chairman was taking the "straightening out of things" into his own hands.

In his preface to his memorandum to EPPC, which was a part of his program proposal, Dr. O'Kane wrote:

"Enclosed is my version of how I think the Urban Sociology Semester should tentatively function. I believe you already have Mr. Williams' version plus some additional material he forwarded to me. Since Mr. Williams and I have our difficulties 'communicating' and since some of the students brought this to the attention of EPPC I personally would welcome the opportunity to sit down with EPPC to straighten out the situation."

Organization key in Drew's liberation meet

"We got what we came for---some organization. It was good that people with similar ideas could get together and organize ourselves," commented one high school student after the October Liberation Conference in Drew's University Center.

The conference, which included a series of workshop-discussion groups and general caucuses, began approximately two hours after its intended starting time of 9 a.m. One of the sponsors of the conclave Peter Isaza opened the caucus

with a short speech which emphasized the urgency of organizing (see speech elsewhere).

Primary planning called for eight workshop-discussion groups, including interracial understandings, drugs, legal self-movement arts, underground papers and alternate schools. The entire morning session was a caucus in UC 107 and thus superceded any planned workshops.

In the afternoon, however, several workshop-discussion groups, including the high school caucus, were held.

Fornaro resigns from security force position

Giachiaro "Jack" Fornaro, a full-time member of the Detective Bureau of the Morris County Prosecutor's Office and a part-time Drew security officer, resigned Dec. 7 in the wake of a controversy surrounding his full-time position. Director of Security John Keiper delivered an emotional speech at Monday's Student Senate meeting announcing the resignation.

Keiper stated that he had spoken with Fornaro ten minutes before the meeting and that the security officer decided to resign because "he didn't want to cause any controversy or any trouble." The editor of the ACORN had called the Morris County Daily Record for information regarding Fornaro earlier in the day and received an unconfirmed report of Fornaro's resignation. Keiper denied the report at dinner that evening, claiming that he "had not yet spoken" with Fornaro.

In his speech, which followed a short introduction to the issue by Peter Hoffman, Keiper noted that there "never has been any intention of having any undercover people on campus." He explained that Fornaro, brother of another security officer Tony Fornaro, was "a nice fellow" and simply wanted "to earn a little extra money."

Keiper insisted that at no time did Fornaro work for the Narcotics Division, although as a uniformed patrolman had "chased kids out of the (Morristown) Green who were smoking pot, but made no arrests." A reporter for the RECORD, however, said that Fornaro was "most likely" involved in the "Operation Green" Morris County bust.

In addition, Keiper asserted that Fornaro, before accepting the part-time job at Drew, "spoke with his boss (the District Attorney)" in reference to the new position. Several Senators, however, noted a contradiction in this statement in that Fornaro was hired in late August but was not promoted to his county investigator position until Oct. 13.

Keiper further commented that Fornaro "did a real service for the students as far as security was concerned" and that "just two weeks ago he came to my house and said what a good bunch of students Drew has." He continued that the Drew security force was not intended to be a "spy outfit" and that he had to "work hard" to convince the administration that a student force was a good idea. Confessing that he was "sorry to see that some students feel this way about him (Fornaro)," he expressed sorrow over the resignation and reprimanded students for attacking the security force.



Photo by J. C.

Director of Security John Keiper

In a plea for communication, the Director of Security said that he "was always open and honest" and willing to field questions about himself or the force. He remarked that there were "some students who are trying to cause dissension" in reference to the two sheets handed out within the last week, both of which at least partly concerned Drew's security force.

Keiper denied that his force was issued badges to pose as incognito officers, although one Senator noted that she had been told the opposite by a member of the force. The Director's remark concerned a statement made in a circular distributed last week which stated that security officers would be working incognito.

The Fornaro controversy began over the weekend when two Morristown residents reported that they had seen "Jack the Singer" on campus. This nickname was supposedly given to Fornaro when he worked as a patrolman in the Morristown green. The two residents claimed that Fornaro was a narcotics agent.

Peter Hoffman called Keiper Sunday to question the report. Keiper affirmed that Fornaro was a county investigator but denied that he was a narcotics agent. A circular was distributed Sunday night that contained two items, one stating Fornaro's position as a county investigator, and one alleging his affiliation with the Morris County Narcotics Bureau.

The editor of the ACORN attempted to secure positive information about Fornaro's position but was unable to gain any more than a confirmation that he was a county investigator.

Hoffman spoke with President Robert

Oxnam Monday afternoon after the Student Government President has asked that President Oxnam dismiss Fornaro from the force. Hoffman reported that his meeting with the President was "heated" and that Oxnam felt that there was no need to dismiss him (Fornaro). Hoffman did state, however, that President Oxnam had contacted Lieutenant Paul McKenna, head of the county Narcotics Squad, who said that Fornaro was not a member of his squad.

A resolution sponsored by Tom Quirk and David Little was to be introduced at the Senate meeting "demanding the immediate dismissal" of Fornaro. Hoffman explained that the man would be operating under a conflict of interest since he might have to report a campus drug activity to McKenna. Keiper affirmed this possibility but added that he felt Fornaro would "first come to me." Hoffman also read a statement from a narcotics booklet distributed by the prosecutor's office which stated that "The Detective Bureau will work closely with the Narcotics Bureau and the local police department."

The main argument supporting the call for dismissal was that Fornaro might be placed in a tenuous position having seen drug activity on campus. At least two members of the Drew security force felt that Fornaro "could have been a narc" and others seemed to be against his dismissal.

After Keiper relinquished the floor to the Senate, Tom Quirk then withdrew his resolution because the resignation had already been secured.

Senator Andy Joosten later submitted a resolution concerning Fornaro's resignation which read: "Be it resolved that the Senate, CLA, express its appreciation to Giachiaro 'Jack' Fornaro for resigning from the Drew University Security Force. While we sincerely feel that his resignation was unfortunate, we also feel it was necessary in order that he may avoid a conflict of interest between Drew students and his job for the county prosecutor." It passed 20-3.



Faculty accepts requirement revision for graduation

After having been worked out in the Educational Policy and Planning Committee and extensive discussion in the Feb. 5 faculty meeting, Dr. Louis Bush's Graduation Requirements Revision proposal was accepted by the faculty. It will become effective in fall, 1971.

EPPC had considered Dr. Calvin Skaggs' proposal as well as Dr. Bush's. The two differed only slightly, but EPPC accepted the Bush proposal at its last meeting.

In presenting the recommended revision, EPPC Chairman, Dr. Donald Scott, explained the need which the Committee sensed for flexibility and distribution in the academic program. The faculty voted to begin consideration by first discussing the writing requirement. An alternate proposal was moved and seconded that:

"The writing requirement will be retained, with the following important modifications:

- (1) The writing course (now to be called "writing" rather than "Introduction to Rhetoric") need not be taken in the freshmen year, but during any semester of the student's period of matriculation.
- (2) An instructor in any department may recommend exemption from the course for those students who already write with some distinction (as demonstrated on term papers and other work). Such exemption is to be granted by an interdepartmental committee."

After further discussion, the alternate proposal was accepted. It was understood that the arrangements would be worked

out by the English Department and EPPC.

There was a great deal of discussion concerning the main issue of Distribution Requirements. These included: that the plan offered was a bad compromise, with the possibility of working for the degree almost entirely within one division, that the plan, albeit a compromise, was a good compromise and long overdue; that requirements can now be met in other than introductory courses; that exemptions should not be permitted. It was unanimously agreed that EPPC would work out in more detail the matter of exemptions.

Before taking a vote on the actual proposal the faculty voted a preference for keeping the "four out of five" part of the Distribution Requirements. They then voted by ballot and accepted the following proposal:

"As a means for assuring at least minimal breadth, the College requires that among the 120 credit hours for the degree there must be at least six credits in each of at least four of the following five groups (a student's selections in each case to be worked out in close consultation with his or her advisor):

- I. Foreign Language (6 credits in one foreign language at appropriate placement level) or Mathematics (including Computer Science)
- II. Botany, Chemistry, Physics, Zoology (including at least one semester course with laboratory)
- III. History, Philosophy, Religion

IV. Anthropology, Economics, Political Science, Psychology, Sociology

V. Art, Literature, Music, Theater Arts

(Note: except in the case of Foreign Language, and by implication Mathematics, a student need not limit himself or herself to any one subject within a group in meeting the distribution requirement for that group.)"



Peter Townshend of the Who



New ECAC student chairman Larry Wilson

Socio-cultural life improves as second semester progresses

by Ken Schulman

The year in culture and entertainment was a plentiful one. It abounded with plays, concerts, art exhibits, lectures, dances and films. Perhaps the only criticism is that some events conflicted with one another and the only single, major observation is that the second semester was generally better than the first.

Social Committee, under the leadership of Don Orlando, was a weak organization in the first semester. Although there were two concerts, there was no film series upon which people could rely nor were the dances particularly well-attended. Many students felt that the entertainment offerings were mediocre and thus were reluctant to turn out for activities.

The two big concerts in the first semester were Livingston Taylor and Van Morrison, Oct. 2, and the Byrds and the Flying Burrito Brothers, Nov. 13. The latter show was the most impressive, with the Byrds and Burritos jamming together at the end of their second performance of that night. Taylor had a captive audience as he played his tunes, but Morrison lost the crowd with his unusual brand of entertainment.

As the second semester began, however, senior Keith Halpern was added as Film Chairman. He secured excellent movies for both a Friday-Saturday-Sunday and a "This Tuesday" series. Included in these were "Boys in the Band," "Citizen Kane," "A Man and a Woman," "Freaks," "Petulia," "Occurance at Owl Creek Bridge," and "Pretty Poison."

For the most part, the social committee concerts in the second semester were superb. Though the first one--Gordon

The four factors

In most administrative explanations, the following four factors are given as the causes of the housing crisis:

(1) A greater percentage of men in the new freshmen class than had been projected (at press time the total freshmen class figure was 408, 205 men and 203 women, a great increase in males over last year).

(2) Establishment of Foster Hall as a coed dormitory, giving up 30 beds for men.

(3) A greater percentage of all students desire campus housing.

(4) A lower rate of attrition among upperclassmen for academic reasons than in previous years.



William Kunstler

Lightfoot (Feb. 26)--was bad both because of the overcrowding in the gym and the performer's attitude toward the audience, the last two surpassed even those of the first semester. The Allman Brothers and Cowboy, complete with a bomb scare, played Baldwin gym, April 2; despite electrical difficulties during the former group's performance, the show was excellent. Then, Cat Stevens stunned the audience with a brilliant concert, April 22; even the first performer, a woman blues singer/guitarist, was fantastic.

The SC dances in the latter half of the year also picked up considerable support; not only were the groups much better than most of those who played at first semester dances, but there were a far greater number of people in attendance. This trend of more enthusiasm actually began in December and January with groups such as From North and Everyman.

Social Committee was, as usual, not the only provider of entertainment and culture. Almost every facet of the University chipped in some activity. The most commendable aspect of the socio-cultural life at Drew is that there are so many different people who are willing to either perform in an event or sponsor an activity.

The University Center Board did a fine job in the sponsorship role. In addition to a number of good films, which included a worthwhile second semester Reading Week series, the Board sponsored bus trips to New York and the "Kaffee Klatsche" for members of the University.

Others who sponsored film showings included the French, English, Anthropology and Sociology departments, Graduate and Theological Schools and the Convocations Committee. Of particular in-

terest were the Hitchcock and Godard film series. In addition, the Graduate School and the Office of University Relations handled the "Civilisation" series.

As well as the infrequent University Concerts, there were the Sloov Group benefit concerts. Gordon Bok, campus performers and recently Pete Seeger performed for the latter.

Academic Forum, various departments and the other two schools were the prime movers in the lecture field. Harrison Williams, the Marathon drug encounter group presentation, William Kunstler and Ralph Ellison highted the Academic Forum events. Among others, there were political, religious and anthropological speakers who found themselves being sponsored by departments in the College.

Art exhibits also frequented the year. In addition to the present showing of student work, Robert Reid, Ruth Vollmer, James Russell and Herb Aach displayed their works. There were several photography shows as well.

The stage was also a pretty busy place. The Curtain Line Players and individual student directors, on either a separate or combined basis, put on numerous plays throughout the year. "Henry IV" and "Miss Jaius" were perhaps the most high acclaimed, with



Ralph Ellison

"The Night of the Iguana" falling slightly behind; the one-acts--"Winnie the Pooh," "The Blind Men", etc.--were

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Nov. 24 meeting

Faculty rejects liaisons

After lengthy discussion, clarifications and pro and con presentations of opinion the faculty defeated the student representation motion, 38-30, by secret ballot. The discussion and vote constituted the majority of the Nov. 24 faculty meeting.

Dr. Philip Jensen of the Educational Policy and Planning Committee presented the motion, which had originated in the Student Senate. It read:

"While firmly adhering to the proposition that within the community of scholars which the College both is and seeks increasingly to be, faculty and students have differing roles and responsibilities, and these subject to the Charter and By-laws of the University, the Faculty of the College of Liberal Arts also believes that at present communication between faculty and students may be helpfully promoted by including some student representation at the meetings of the Faculty, with voice but without vote, and with the understanding that when the Faculty deems it desirable in order to consider items of a confidential nature it may, by a simple majority vote, resolve itself into executive session excluding the student representatives."

Specially, the Regulations of the Faculty shall be amended to provide for empowering four students to attend the meetings of the Faculty subject to the above conditions (i.e., with voice but without vote and with the provision for executive sessions of the Faculty excluding the student representatives); the student representatives to be the three student members of the Educational Policy and Planning Committee and the President of Student Government."

An amendment was offered, seconded and approved by voice vote that: "Re-evaluation should be initiated by EPPC and completed by June 1, 1973."

One of the principle spokesmen against the motion offered arguments that included reservations that the faculty would be "embarrassed" at excluding the representatives when in executive session.

Noting that the secret ballot was "proposed from the floor of the meeting, the Dean -- as usual -- not voting," Dean Richard Stonesifer commented on the defeat of the motion, "It is thus clear that the Faculty does not wish to open its meetings, thus following the procedures already established by the other entities on this campus and by the University Senate."

The Dean went on to assure the editor of the ACORN and the Student Association "that I will do all that I can to facilitate

communication on a meaningful basis, meeting. This is, of course, precisely and as promptly as possible following a what I have tried to do in the past."



Concerts, lectures, films highlight year in culture

Continued from Page 52

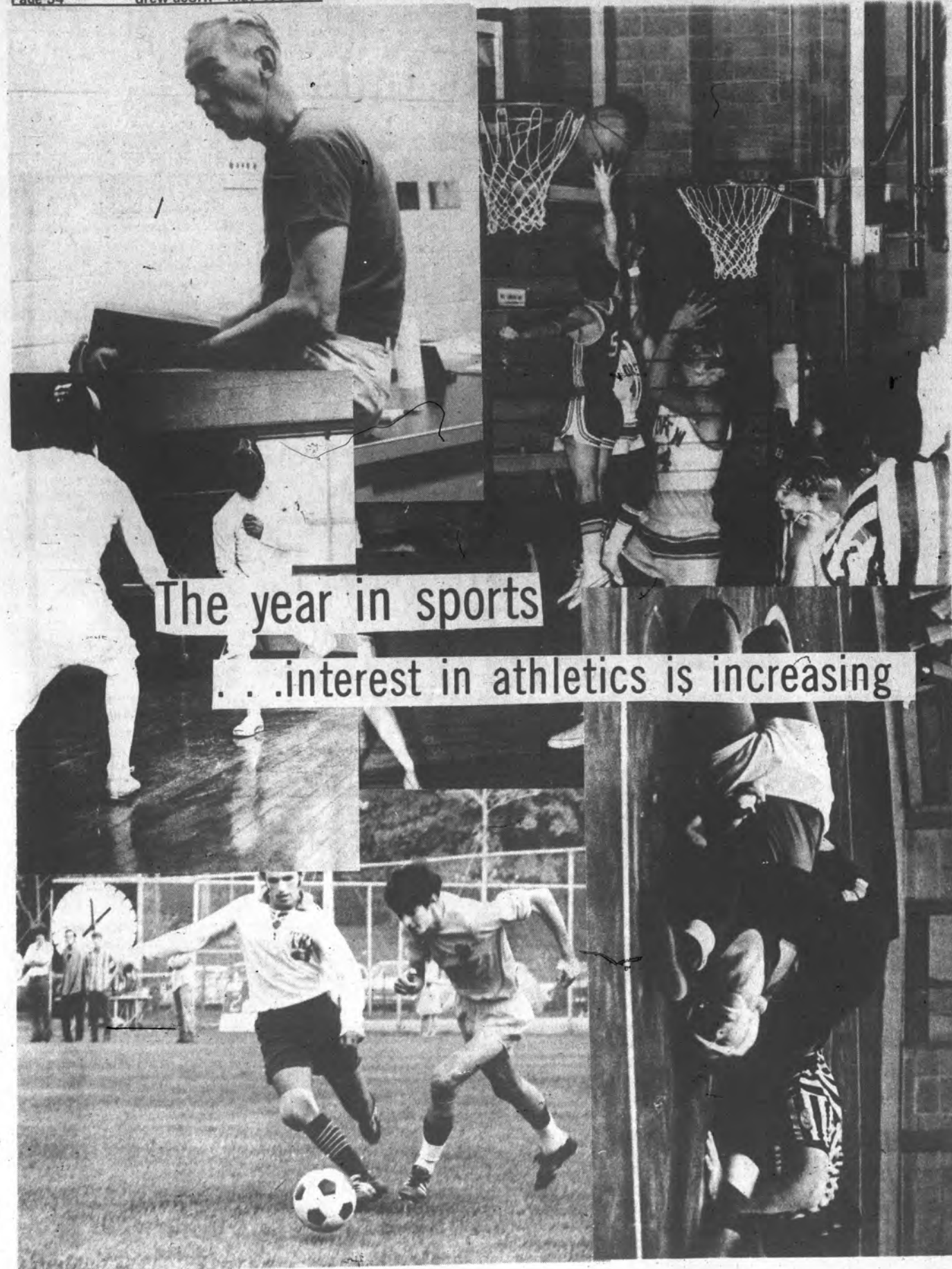
beautifully done and directed. Members of the Black community did a well-rounded job in staging "Day of Absence."

The effort on the part of the Black Community to express its culture and entertainment only began with "Day of Absence." In what was probably the most beneficial of the year's extended

events, Hyera, the Black Student Union, conducted a "Blackness: Our Essence" week in February. Kenneth Gibson, Mayor of Newark, spoke poetry was read, and a bazaar was set up. The highlight of the week was a performance by Rassan Roland Kirk, a jazz musician.



Gordon Lightfoot in concert



The year in sports

...interest in athletics is increasing



Trott sets career record

Center forward Doug Trott (center of picture) moves downfield. The lanky senior set the career scoring record in only three years of varsity play. His second goal versus Penn Military College brought his total to 54 goals. This figure surpasses the previous record held by Roberto Azavedo, who played from 1963 to 1966 and scored 52 goals. Trott booted in 9 goals in 1968, 23 last year (including postseason contests) and 22 this season.

Looking ahead

Trott leads booters to successful year

Although the varsity soccer team fell eight victories and about 500 miles short of the major accomplishments of last year, the boosters still played superbly while attracting large crowds. Ending the season with an 8-3-2 record, the squad was but one point off from again being invited to participate in the National Association of Intercollegiate Athletics Soccer Championships.

Leading the team throughout the season was lanky center-forward Doug Trott, who broke the career scoring record with his 54th goal booted in the Penn Military College game. Trott was named the team's Most Valuable Player, placed on the Middle Atlantic Conference first team and voted All-East-All American. He scored 22 goals and had 7 assists in his final season for Drew.

Much of the team had returned from the NAIA third-place of 1969, but the breaks just did not go for the Rangers. Freshmen additions Ken Sauter, Bob Bower, and Casey Havens, particularly showed excellent ability. Veterans John Waters, Neil Arbuckle, Bob Conrad, and Dave Grout helped to bolster the offense.

Soccer (8-3-2)

Drew	5	Seton Hall	2
Drew	2	Bloomfield	0
Drew	2	Susquehanna	2
King's	3	Drew	2
Drew	8	St. Peter's	0
Upsala	5	Drew	1
Drew	3	Moravian	0
Drew	5	New State	0
LaSalle	2	Drew	1
Drew	10	Wagner	1
Drew	2	Lycoming	2
Drew	5	PMC	0

On defense, returnees Neal Warner, Al Whittemore and Tim Rothwell fortified the fullback positions. Goalies John Cadwell and John Hudak played exceptionally well as goalies.

Despite losing three games and tying two, the team posted six shut-outs. The Rangers grabbed the first two contests of the season before tying Susquehanna, 2-2. The omen of only a 1-0 win over a much weaker Scranton team led to the soccer team's first loss in 16 regular season games as King's nipped Drew, 3-2.

Upsala followed two games later with a 5-1 win in a stunning upset; it brought the team way down, but not far enough down to lose to rival Moravian. The squad bounced back triumphantly with a 3-0 victory.

Then, after LaSalle nipped the Rangers, Continued on Page 56

Soccer team ends season at 8-3-2

Continued from Page 55

2-1, in an away game, the team came back to score its most lopsided win of the season, a 10-1 rout of Wagner. In the last two games of the season, Lycoming tied the booters, 2-2, and then they blanked P.M.C., 5-0.

The statistics for the year are as follows:

	Goals	Assists
Trott	22	7
Sauter	11	5
Waters	4	2
Arbuckle	3	4
Warner	2	1
Arakaki	1	0
Bower	1	1
Conrad	1	0
Havens	1	1
Whittemore	1	6
Rothwell	0	1
Tuttle	0	1
	47	29

Only Grout, Trott and Waters will be lost to graduation, but another two or three players may drop out for academic or overseas studies reasons. Coach John Reeves, however, is still optimistic what with several outstanding freshmen players in next year's incoming class as well as the expected improvement of this year's various and junior varsity team members. The Coach does not actually expect another 1969 season, but with a few more breaks than the team got this year, next fall could be better than the highest realistic hopes.



Wing John Waters prepares to shoot.

Awards volume includes five Drew athletes

Biographies of five Drew University students will appear in the 1971 annual awards volume "Outstanding College Athletes of America" scheduled for publication in July.

Nominated for the honor by John Reeves, Drew's athletic department chairman, the scholar-athletes are Chris Kersey (basketball and tennis); Richard Stratton, and Ed Lue (fencing); and Doug Trout, and Tim Rothwell (soccer).

Except for Rothwell, a junior, all are seniors in Drew's College of Liberal Arts.

Kersey finished the just-concluded basketball season as Drew's fourth all-time scorer and most accurate foul shooter. He was also the top seeded player on a tennis squad that last year

went undefeated in regular season play, and he again holds the top spot on this year's squad.

Soccer co-captain Trott and Rothwell both received Middle Atlantic Conference honors for their play during the last two seasons. Trott, who was named to the MAC all-star squad for the second consecutive year and who also received regional honorable mention from the NCAA, holds Drew's career scoring record and is co-holder of the University mark for the most goals in a single season.

Stratton, who captained the fencing team and led its epee squad, and Lue, who headed the foil trio, helped Drew to a winning slate this past season, capped by a fourth-place finish in the MAC championships.



Fullback Dave Grout

Mission of collegiate athletics? "education, not entertainment"

"We're in the business of education, not entertainment," said athletic department chairman and soccer coach John A. Reeves at Drew University's fall sports banquet.

"Once we bring in a subsidized task force to win for us, we're no longer educating the Drew student; we're only entertaining the public and our own student body."

Speaking to an audience of administrators, coaches, sports writers, and student athletes in Drew's University Center, he attacked the question, "Why Not Award Five Full Athletic Scholarships? And Win?" He also helped pass out honors to 25 members of the women's field hockey squad.

Most valuable player awards went to Mary Fantina, a senior, in field hockey; Joseph Urquhart, a freshman, in cross country; and Doug Trott, a senior, in soccer.

Together with booters John Cadwell, a junior, Tim Rothwell, a junior, and Al Whittemore, a sophomore, Trott also received special recognition from the Middle Atlantic Conference and was singled out for regional NCAA honors.

Coach of field hockey was Mrs. Madeline M. Kenyon, an assistant professor of physical education. Associate Professor of Philosophy of Religion Charles Courtney coached cross country.

A film of last summer's world cup soccer game between Scotland and Germany was shown after the banquet.

In his remarks, Reeves claimed that



Athletic Director John Reeves

the granting of full athletic "scholarships" at Drew could not only be done within the letter of conference and national association rules but that just five a year could build the three of Drew's seven varsity teams which perennially lose-- basketball, baseball, and wrest-

ling--into instant winners.

"This would be an easy answer," he said. "It would be what most of this nation's schools are now doing. It would also trap Drew into the vicious cycle of athleticism. I find it irritating to note that most professional sports these days have much more integrity than their collegiate counterparts."

"Of course, the question ultimately is: can you refuse to grant athletic scholarships and decline to recruit prospective athletes before they make overtures to you, and still win? I say it can be done; and the members of Drew's tennis, fencing, soccer, and cross country teams are living proof of it."

Reeves--whose soccer squad went 8-3-2 last fall and logged 12-0 plus third place in the national NAIA tournament the year before--pointed out that since virtually every school pays lip service to this philosophy, it is difficult to distinguish those that stick to it from those that don't. From personal knowledge, however, he identified the sports program at Newark College of Engineering as one that does and that has also enjoyed a degree of public success.

"But right now," he said, "running an athletic program this way is both frustrating and revolutionary."

"It is frustrating because the average fan will swallow any amount of dishonesty and educational short-sightedness so long as they're only nasty rumours and so long as the teams win entertainingly."

"It is revolutionary because, though it takes longer to build athletic excellence our way, once it comes you have something that is not only morally justifiable within the framework of the university but eminently satisfying and even expedient. For it pays dividends in terms of human development and a profound, not cheap, self-respect and prestige."

It isn't that Reeves doesn't like to win. It's only that he puts it second to what he sees as "morally right and educationally sound." A close second, however.

"I'm the poorest loser in the world, as the members of the soccer team can tell you. I'm crushed that we lost three games this year, that we had to find out the hard way how necessary it is to be 100 per cent efficient every moment in order to overcome the odds against us. Then, too, I don't think it's very educational, either to go 1-19 four years running in even one sport. That sort of thing has got to stop. But at Drew, at least, we're going to stop it in a way that has educational value."

Harriers improve to 11-7 record

Coach Charles Courtney not only brought to varsity cross country a winning record but also unprecedented enthusiasm. Eleven runners participated in the sport, a number almost double of some meets in the previous season. The team's overall record was 11-7, sparkling compared with the 1969 mark of 4-4.

The top five harriers--Joe Urquhart, Rex Merrill, Phil George, Bob Elkan and Dave Hunsberger--led the team during the season. Basic to the squad's success was a substantial increase in the number of meets, enabling team members to gain momentum as the season progressed.

For the season the team averaged under 20 points per meet, the low score winning in cross country. In addition to gaining two forfeits, the squad grabbed the lowest score possible--15--in five meets. The harriers had winning streaks of two, three, and five, and in one stretch of the season defeated nine out of ten opponents.

With the majority of the squad being freshmen (only one person will be graduating) next season looks even more promising than this past one.

Cross Country (11-7)

Ursinus	15	Drew	50
Drew	19	E. Baptist	46
Drew forfeit N. Bible			
Drew	20	Marist	41
Paterson	17	Drew	46
Scranton	23	Drew	32
Drew	25	King's	30
Drew	15	Brooklyn Poly	50
Drew	18	Washington	41
Dickinson	23	Drew	35
Drew	17	Bloomfield	44
Drew	15	Upsala	50
Drew	21	Philly Text.	38
Drew	15	Hunter	50
Montclair State	15	Drew	48
Drew forfeit LaSalle			
Nyack	19	Drew	39
Maritime	19	Drew	40

Good year

Cagers have best season since '67

New spirit and a new coach fired up the basketball team this season, as the cagers compiled their best record since 1967. The team won five of twenty-one games and four of the last seven; most contests were exciting for the spectators and close for the players. The junior varsity was 2-10.

Leading the team was Ed Osterhout, who topped the team in scoring with a 15.8 average for the year; several times he scored more than 20 points in a game.

Basketball (5-16)

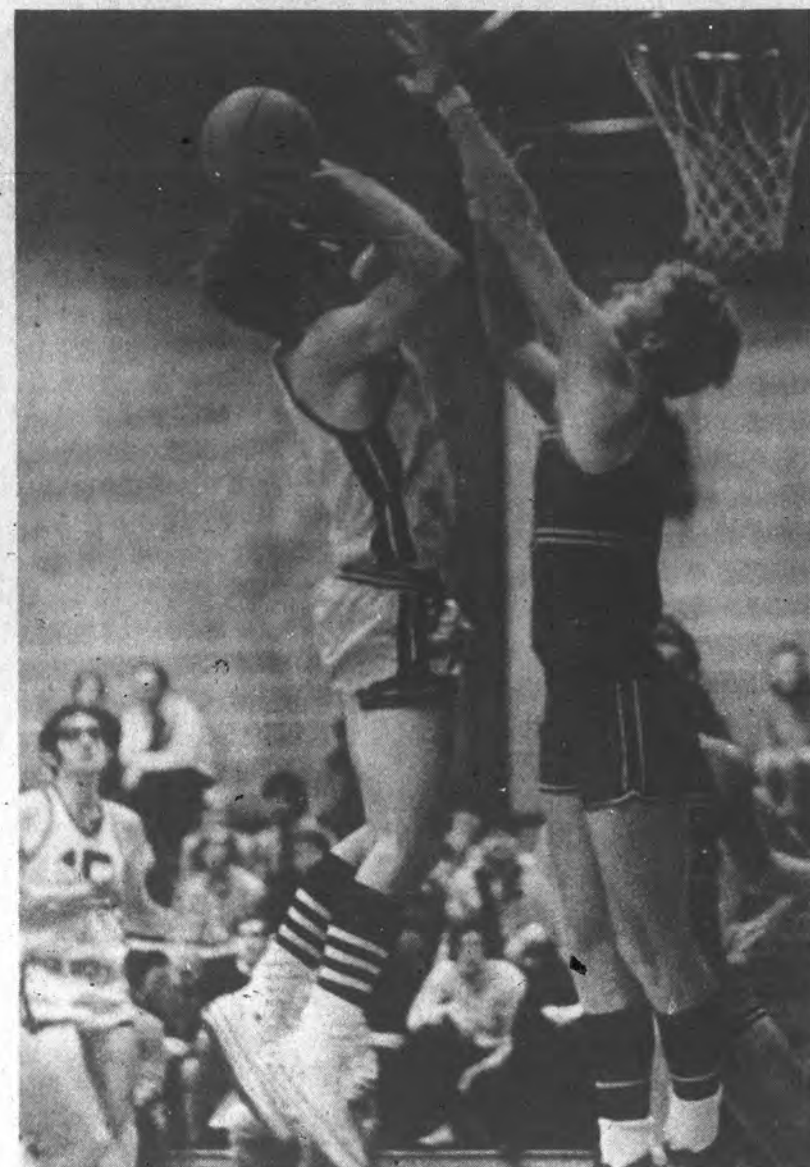
New. State	79	Drew	54
Drew	65	Ursinus	57
King's	102	Drew	65
New. (Rutgers)	68	Drew	62
Union	91	Drew	59
Moravian	100	Drew	70
Stevens	67	Drew	53
Bloomfield	45	Drew	31
Cathedral	81	Drew	59
Pace	108	Drew	76
Upsala	89	Drew	49
Rutgers (SJ)	61	Drew	53
Yeshiva	65	Drew	55
Drew	59	Stevens	54
Drew	76	Maritime	66
Albright	91	Drew	51
NCE	90	Drew	61
Lycoming	92	Drew	80
Drew	64	Haverford	59
Leb. Valley	90	Drew	54
Drew	76	B. Poly	74

He hustled on offense, rebounded on both boards, and played defense well. Chris Kersey, who will be graduating, completed a fine career. He averaged 14.7 points per game and led the team with a 74.3% shooting average from the foul line; fittingly, he scored the winning basket in the final seconds to defeat Brooklyn Poly in the last game of the season.

Bob Mansueto averaged 8.2 points per contest and set a school record of 49% from the field. Rory Corrigan took the brunt of the board work, gaining 16 rebounds in one game. Merritt Schwartz excelled on defense as did Billy McGuire, who also served as the sixth man spark. John Hudak, Charlie Womack, Joe Urganhart, among the others, saw some court action.

As a team Drew shot a mean of 40.5% from the field and 62.2% from the foul line. Corrigan, Kersey, Mansueto, Osterhout and Schwartz all played in each of the 21 games; McGuire played in 20.

The Rangers first win came against Ursinus in the second contest of the season. The cagers took advantage of an early-game injury to Ursinus' 6'5" center and went on to grab the victory. An eleven game losing streak then befell the team, although in most contests the squad remained close for at least the



Ed Osterhout, leading scorer during the season, takes a shot. Senior Chris Kersey (bottom left corner), another standout, moves in for possible rebound.

first half.

Drew then won two straight games, a 59-52 revenge victory over Stevens and a 76-66 breeze over Maritime; the other two wins were in an game at Haverford (64-59) and the squeaker over Brooklyn Poly (76-74).

Coach Harper has high hopes for next year. Only Kersey will be lost while everyone else should return. In addition, Harper's recruiting efforts seemed to have paid off. Height, which has been a constant problem, may be solved with a 6'7" and two 6'4" players. It seems

that the Rangers may even hover around the .500 mark next year.



MAC title?

Netmen: winning ways again

The Drew University tennis squad has wrapped up its second Middle Atlantic Conference northern division title in a row.

The clincher came in a match here, April 30, against Lycoming, which had been leading the northern division, college section, on a percentage basis. The Rangers demonstrated their superiority 6 1/2 - 1 1/2 and then confirmed it, May 1, at Stevens Institute, 6-3.

Meanwhile in the MAC southern division, Swarthmore won the right to compete in the championships to be played at Drew and scheduled for Saturday, May 15.

This season's 10-2 performance by the Rangers came as a pleasant shock to tennis coach George W. Davis, who at the outset had predicted "touch going for a .500 finish." The prediction was based on the fact that only three veterans were back from last year's squad. Though no less than 23 aspirants, mostly freshmen, came out for the team this year, they were largely untested.

In making his prediction, however, Davis may have overlooked the fact that since taking over the tennis coaching reins in 1968, his teams had run up a 30-7 regular season slate. Now it is 40-9, including a 23-match, regular-season, three-year winning streak, terminated midway in the current season by losses to Moravian

College and Newark College of Engineering.

Last year's Drew team, which compiled a 13-0 record before losing to Swarthmore in the championships, was dominated by seniors. This spring, among Drew's top six are two seniors, one junior, one

Tennis (10-2)

Drew	9	Seton Hall	0
Drew	5	Pace	4
Drew	7	St. Peter's	2
Drew	7	Washington	2
Drew	6	Upsala	3
Drew	9	Del. Valley	0
Drew	9	Bloomfield	0
Moravian	5	Drew	4
NCE	6	Drew	3
Drew	9	New. State	0
Drew	6 1/2	Lycoming	1 1/2
Drew	6	Stevens	3 1/2

Playoff: Drew vs. Swarthmore

sophomore, and two freshmen—a distribution of talent that gives promise of continued success.

The three varsity returnees from last year were senior captain Chris Kersey;

End 2-7

Forfeits stifle wrestling team

The wrestling squad, suffering from a lack of participation, was one of the few

senior Steve Stettler; and top doubles performer Rory Corrigan, a junior.

Davis gives much of the credit for another outstanding tennis season at Drew to the leadership and winning attitude of Kersey, who played much of the schedule with an injury to his racquet arm. In four years at Drew, Kersey has gone 41-9 in singles play. "Having an effective number one man like that," says Davis, "takes the pressure off the other members of the squad, allowing them to perform at their best."

Comments Kersey: "A winning tradition makes you work much harder to play well," and that attitude seems to have settled firmly into the minds of freshmen K. C. Havens of West Hartford, Connecticut, and Ken Sauter of Sudbury, Massachusetts. These two first-year racquetmen have been extremely successful in the fourth and sixth singles slots respectively and they have combined with upperclassmen in doubles.

varsity sports that did not improve upon the previous year's record. Going 1-7 for the year, the grapplers equalled the performance registered in 1969-70.

Rex Merrill and Joe Rienzo again stood out for the team, practically carrying the squad for the bulk of the season. A preponderance of forfeits constantly hurt the team's chances.

Wrestling (2-7)

Newark (Rut.)	40	Drew	6
Moravian	41	Drew	5
King's	38	Drew	6
Marist	38	Drew	10
Haverford	38	Drew	10
Drew	28	Lehman	20
NCE	30	Drew	8
Drew	25	B. Poly	20
Hunter	35	Drew	11

It took the grapplers four meets before it could gain a victory in its fifth contest of the season. Drew edged Lehman, 28-20, for that win. After NCE ripped the team, 30-8, in the next meet, the squad bounced back to defeat Brooklyn Poly, 25-20, in a close contest.

In order for the wrestling team to gain some respectability it must first gain interested wrestlers. The members of the team now have experience and, with more support, could win a few more meets.



Kersey (r.) and Corrigan talk with tennis coach George Davis; the team had another winning season.

No improvement Diamondmen end year at 3-10

Sporting a 3-10 record the baseball team fell from last year's mark of 5-11. A lack of pitching, some rough breaks in extra-inning games, and bad weather hurt the team's chances to equal or improve upon the 1970 mark.

The team batting average was .226, but the earned run average was a soaring 6.663. Leading hitters included Bruce Johannessen (.372), who also topped the team in hits (16) and doubles (3); Mike Stroetzel (.333), who headed the diamondmen in runs batted in (8) and stolen bases (4); Tom Brettell (.255); Al Kolb

(.222); and Merritt Schwartz (.214).

Baseball (3-10)

Pace	8	Drew	1
St. Peter's	5	Drew	2
Washington	4	Drew	3
Rutgers (SJ)	7	Drew	6
Upsala	12	Drew	3
Drew	11	B'field	10
Muhlenberg	16	Drew	10
Drew	5	Moravian	4
NCE	7	Drew	6
NCE	6	Drew	3
New State	14	Drew	3
Drew	14	Stevens	7
Rutgers New	4	Drew	3



Rugger had an off year



Coach Makosky

Rich Grubb, John Hoogerheide, Ed Osterhout and Jay Tuttle handled almost all of the pitching. Only Tuttle, however, had an ERA below 5.00 at 4.5.

The team lost its first five games before edging Bloomfield, 11-10. After a 16-10 loss to Muhlenberg, the Rangers came back to defeat Moravian, 5-4, in an excellent effort. The other win came against Stevens, 14-7.

In addition to losing three extra-inning games, the squad suffered three rain-outs. The diamondmen lost four contests by only one run and were close for most of the game in many of the others.

Only Bruce Antoniotti will be lost to graduation so that the team has expectations of an improvement next year. With some reliable pitching the squad's hitting and fielding could carry it to a much better season.



Fencers upend opponents, improve upon '70 record

Improving upon last year's 5-8 record, the varsity fencing team racked up a 8-7 season mark and, in post season Middle Atlantic Conference competition, broke home its first weapon trophy in its history. Chris Bretschneider won the trophy.

Leading the team were Ed Lui, who had a 26-15 record in the foil division; Mike Silberman, 24-15 foil; Dick Stratton, 24-15, epee; Loren Mayer, 28-13, sabre and; Bretschneider, 28-16, sabre. Other good fencers included Tim Troll, 20-20, foil; Tom Holland, 20-23, epee; Jon Savage, 8-11, epee and; Ted Babbit, 4-5, epee.

The strongest weapon division was foil, where the swordsmen compiled an overall 73-68 record. Next came epee, and then sabre.

Beneficial to the team was the number of fencers who at one time or another participated in the sport, throughout the year, 16 men worked on the squad. The number was a tribute to Coach Paul Primamore's attitude and ability.

The season was an up and down one; there

Fencing (8-7)

Temple	19	Drew	8
Drew	18	St. Peter's	9
Drew	14	Pace	13
Rutgers (New)	18	Drew	9
Drew	15	Lafayette	12
Drew	15	John Hopkins	13
Seton Hall	14	Drew	13
NCE	20	Drew	7
B. Poly	15	Drew	12
Haverford	19	Drew	8
Stevens	14	Drew	13
Drew	19	Yeshiva	8
Drew	16	Jersey City	11
Paterson State	20	Drew	7



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.

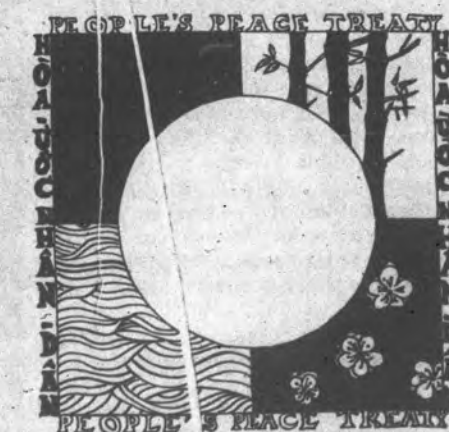
was only one bad streak when the team dropped for straight meets. For the most part, however, after losing a match or two, the fencers would rebound with a win or

two.

Prospects for next year are not particularly encouraging. Lui, Silberman and Stratton will be lost to graduation. It will take a concerted effort on the part of the returning fencers as well as a good crop of freshmen to equal or surpass this year's successful season.



A long-time friend of many, Professor Harry Simester of the Physical Education Department retired after 35½ years of valuable service. He still comes around though...



Heroes come and go; most of them are made

Continued from Page 10

gether. Cec was big in campus politics last year and ran for SGA president. He lost by a slim margin. He worked in the Senate again this year and played in the Student-Faculty basketball games (where he discovered that he wasn't too fond of the shape of Ron Tremper's nose, so he changed it). Alice has been very active in HYERA and has helped the group to mature nicely. Together, the Barnetts are famous because they are of those elitists who meet and marry at Drew. Also, they are expectant parents.

Then we have the anti-hero, Mr. Robert Mole Johnson. The Mole is a great kid, he doesn't bother anybody, he's pleasant and he conducts a terrific Senate meeting. He is called the Mole because he looks like one. What makes him a famous name is his omnipresence and his silence; the Mole is cool.

Social Chairman Donnie Orlando falls in with the anti-heroes. A little on the schlep side, Orlando is positively dizzy. Trained in Marsden's ranks, Donnie careened his way up to the top of the Social Committee and has delighted audiences for a semester with his "Please, no smoking in the gym, and if that center aisle isn't cleared, The Man says we can't start." But tripping his way through Drew, Donnie Orlando has shown his charisma to lie his human frailties. A veritable identification for any lost soul.

Another hit in the entertainment world of Drew is the one and only Johnny of the Cranks, John Watts. The first kid around here to admit to leading a double life, Watts took his slimy image to the stage and has transformed hundreds into latter-day grits. The Countrymen and the Cranks, John's two groups that consist of the same guys in different clothes, do fantastic shows and know how to move an audience. John Watts and the Cranks have provided this community with a few excellent times this year and if awards were given for the Best Hero of the Year, the Cranks would steal it. (They wouldn't necessarily win it, though.)

Lesser known, but still her o material are Rich Collins who possesses a Napoleon complex about radio station WERD; Superjocks Chris Kersey, Doug Trott and Gene D'Agostino; and heroine Miss Tacy Pack.

This graduating Class of 1971 marks the end of a great era gang. And I feel for the new kinds of college kids that aren't going to see people like those mentioned here. My socialist friend asked me as to whether or not there would be any hope for future charismatic leaders. I asked

him for his opinion. He said that he really didn't know, but that he thought there was a lot of potential. Ken Schulman, Karl Conrad and Tom Quirk, he mused might be good heroes. It's true, they have the aptitude for the real stuff; I just don't know if they'll utilize it. That's the main hassle; heroes are not that way consciously. They happen. And they happen when a person does that which he likes most the best.

If the next several classes don't engender any heroes it won't be due to lack of supply. Look what we've got going already;

Fritz Polatsek, Josh Teverow, Debbie Kane, Wesley Blixt, Jeff Hoetzel, Mark Ludlow, Linda Fraser, Chuck Lisberger, George Keever, and even Nelson Adame. (he can pick up where Harold Gordon left off.) We've got the manpower, we need the motivation.

So, then to my freshman socialist, I say take a last long look at the outgoing class, smart at recognizing something like a generation gap between two college classes and start scouting for replacements. Sometimes, if a hero refuses to happen by himself, he can be made to happen.

In memorium: Jim Boyd



When Chaplain Boyd died, Drew lost a close friend. To those who knew him Jim Boyd was a truly beautiful person; to those who didn't know him, they can never benefit from his personal contact. Remembering Jim Boyd is remembering his warmth and his smile; both will always be with us.

Congratulations to the students in the Class of 1971 upon their graduation

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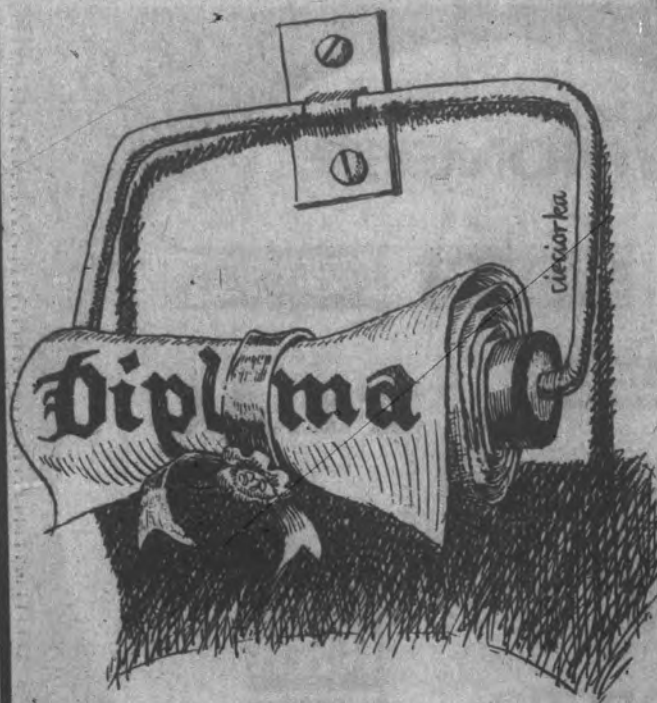
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The requirement of a cap and gown is indicative of this institution's conservatism. A graduation from the College tends to symbolize a 2.0 cumulative average and nothing else.

A number of graduates will certainly have gained the education for which they were looking, but there still should be a clamoring for more change. Drew cannot continue to raise its fees without raising the quality of the education it offers.



....AND NOW, AS YOUR NAMES ARE CALLED, WILL YOU COME FORWARD VERY SLOWLY ONE AT A TIME, AND COLLECT YOUR DIPLOMAS....?

COMMENCEMENT '71

