

# Drew Acorn

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Student Newspaper of the College



## Merry Christmas, Kids



# Ollom Report

# Grow in Quality,

(ED. NOTE: The following is an edited text of the report on long-range planning prepared by the Ollom Committee, the University Committee on Planning and Priorities, that was presented to the University Senate at its meeting last week. This committee and its reports strongly influence the direction in which the University should be going in many areas that immediately effect student life, what the University represents, how much we pay, what we should be getting for our money. The Report will now be considered by the Trustees. Comments concerning the report may be found on the editorial page).

## INTRODUCTION

Report I of the Committee issued in January 1972 was concerned primarily with short-range recommendations for the academic year 1972-73. This report is addressed to longer-range considerations.

The Committee makes the recommendations found in this report on the basis of a number of assumptions about trends in higher education in America and the meaning of those trends for Drew. Those assumptions are set forth in the remainder of this introduction.

Numerous studies and much unpleasant experience indicate that demographic and economic factors are forcing enrollments in private colleges and universities toward a stable, no-growth, steady-state condition. In many cases enrollments in private universities have actually declined in the face of competition from low-tuition public colleges. Endowment income, private philanthropy, and federal and state assistance have not increased sufficiently to compensate for tuition income losses. Increases in tuition rates have tended to be self-defeating in that enrollments are further threatened. The result is that many private universities are suffering severe financial strain and are struggling for survival. Another unfortunate result is that private universities increasingly become patronized only by the relatively rich who can afford to pay high tuition and the relatively poor who can obtain massive scholarship assistance. The middle-income student often can neither afford the high tuition nor qualify for substantial assistance.

Current experience indicates that the private institutions having the best chance of maintaining enrollment and surviving financially are those schools which have reputations for academic programs of high quality. Many students and



Dr. John Ollom, Chairman

parents are still willing to pay for the advantages of a private college education--if the advantages are sufficiently evident and the cost is not too high.

Drew has, thus far, suffered relatively little from the problem cited above, but there is little reason to believe we are exempt from the basic trends. Prudence would seem to require that we prepare now to cope with the impending problems while they are still manageable. In the judgment of the committee the situation as described implies that Drew adopt the following policy guidelines in our planning for the future.

The quality of our academic programs and the quality of our student body should be maintained and, when possible, enhanced. Drew should continue to compete in the academic marketplace as a quality institution and should strive to improve its competitive position on the basis of quality, not quantity.

Every effort should be made to achieve greater efficiency in all our operations, academic and otherwise. Great care must be exercised, however, to insure that would-be economies do not threaten the quality of our program with consequent damage to our competitive position and financial health.

In a time when the market for our services is surely not expanding and may be contracting the university should exercise great caution in assuming new financial obligations in the form of new programs, additional faculty and staff and new facilities and services.

Vigorous efforts are needed to relieve

our excessive dependence upon tuition income and to increase our income from other sources. Drew should, however, be wary of strings attached to state and federal aid plans for private universities (see Appendix A).

Cost to students should be held as low as practicable in order to maintain enrollment, net tuition income, and full and efficient use of our faculty and facilities, and to keep our educational program accessible to middle-income students. The recommendations which follow have been made in the light of these policy guide-lines and specific conditions at Drew.

## Recommendations

### I. Academic Program

The entire faculty, but especially the policy and planning groups of the three schools should become increasingly cost conscious and austerity-minded. We must try to produce a better academic program at less cost. The following guidelines are suggested.

1. We should not let impending hard times destroy our morale and paralyze efforts to improve academic programming. Indeed, what the situation calls for is greater ingenuity and a more innovative spirit that are required in less challenging times. When opportunities for funding arise we should be prepared with imaginative proposals. We must subject our current programs and practices to searching scrutiny and become more ruthless in disposing of failures.

2. Proposals for new academic programs must be regarded as in competition with present programs and other possible programs, with respect to cost and effectiveness. In general, when new programs are added old programs should be deleted--perhaps at the cost of faculty dislocations. We cannot do all things desirable. We should limit our efforts to what we can and should do at costs we can afford.

3. The funding of a program from outside sources that requires Drew to assume a large financial responsibility for continuing the program after a few short years must be seriously questioned. Hopefully, new funds can be raised to replace those lost when a grant expires, but the probability of raising such new funds must be candidly assessed before the program is initiated. When outside funding is accepted in the form of a short term grant the school accepting the grant should indicate the programs and/or faculty positions which may need

# not Quantity

to be terminated if new funding cannot be obtained when the grant expires. We need to find better ways to take advantage of outside funding without making disastrous commitments.

### II. Enrollment

Enrollments in the Theological School and in some areas of the Graduate School can be substantially increased without significant addition of new faculty and facilities (with the exception of the Library). Therefore, the committee recommends that vigorous efforts be made to increase the enrollment in these schools.

Information received from the admissions office of the College indicates that enrollment in the College is nearing the maximum figure that can be maintained at present tuition rates without serious deterioration in the academic quality of the student body. An increased enrollment would also soon require the addition of new facilities or the expensive expansion of some already strained facilities. The committee recommends that enrollment in the College be stabilized near the present figure.

### III. Tuition

The best judgment of the committee is that increases in student fees should, on the average, not climb faster than the growth in per capita income in the nation with an allowance made for inflation. Increases at this level seem equitable and just, but competitive pressures may make it difficult even to increase fees on this schedule if tuition raises result in significant drops in enrollment. In the setting of tuition rates the university will profit more from a sensitive awareness of the competitive situation than from following an abstract formula based on equity considerations.

### IV. Financial Aid to Students

Tuition now pays for about 80% of the cost of undergraduate education at Drew. A substantial increase in new funds to finance scholarship aid is needed to relieve the tuition burden on the students and the excessive reliance upon tuition income by the University. Increased scholarship aid available to more middle and lower-income students would help Drew maintain total enrollment a desirable composition of the student body. The committee commends recent actions by the trustees to give more emphasis to the development of endowment funds for scholarship aid.

### V. Compensation

The committee applauds the successful efforts of the administration and trustees to achieve a substantial increase in the levels of staff and faculty compensation for 1972-73. This increase has undoubtedly boosted faculty morale and effectiveness and has raised Drew's relative position among similar universities with respect to compensation.

The quality of the Drew academic program depends in large part upon the quality and morale of the faculty. In the long run, in spite of fluctuations in supply and demand for faculty, the quality of the faculty will depend upon the competitive position of Drew with respect to compensation. Hence, it is essential that Drew achieve and maintain parity in compensation with those schools with which it wishes to compete for students.

A year ago the University Senate Committee on Faculty estimated that a substantial rise in compensation would be required to bring the equivalent income (actual income adjusted for the high cost of living in the Madison area) up to the average faculty income at liberal arts colleges and small universities. With its 10.1% increased compensation for the current year Drew made good progress in closing the competitive gap in compensation. The committee recommends that Drew continue to close this gap and bring its compensation level up to at least the average level of the professional as soon as financial resources and federal wage regulations permit.

### VI. Faculty Workload

Three recent reports, two the result of internal studies and the other the product of external examiners, have lifted up faculty workload as an item of concern. The report of the University Senate Committee on Planning for the Seventies, chaired by Professor Lee Hall, called for "an equalization of faculty workload across the university at the norm of three courses of its equivalent..." (six hours for those involved heavily in doctoral teaching) (Cf. Planning for the Seventies, January 1971, pp. 9 and 14). In his Report to the Long-Range Planning Committee of 10 February 1970, entitled Drew University: Essentials for the Seventies, President Oxnam projected a University teaching-load standard of 9 hours with a load of 6 hours for those heavily involved in doctoral work, and with a maximum not to exceed 12 hours. (Cf. ESSENTIALS, p. 9.)

The Report of the Middle States Visiting Committee of February 1970 lifted up concern for the teaching load in the College of Liberal Arts as being, on the whole, "too heavy for continued and continuous good creative teaching." (Cf. REPORT, pp. 6 and 10.)

A University-wide workload standard, as expressed in classroom hours or credit hours or classes taught, does not presently exist in principle or in practice--although discrepancies in fact are not so great as some might think, judging simply on the basis of abstract formulas. For example, in areas carrying graduate work at the Ph.D. level, including masters, full-time faculty in English literature operate on a schedule based on 9 classroom or credit hours or three courses per semester, while faculty in other areas of Ph.D. work operate on a 6 classroom or credit hours or two courses basis. (We note, however, that the faculty of the Theological School has recently adopted a redefinition of its workload standard that calls for a 9-hour load for faculty engaged in doctoral work.)

There is an integral connection between workload assumed in terms of class or credit hours or courses taught and faculty compensation. Any shifts in existing workload patterns, in the interest of achieving greater commonality or otherwise, must take this connection into account. Likewise, compensation goals can have a direct bearing on workload at any given time. (Compensation may be increased by assuming a greater workload.)

There is an integral connection between workload assumed and the educational services which students receive, and which they perceive themselves to be receiving. (An instructor handling 200 students per semester regularly cannot give the same detailed attention to each student's work, growth, and needs, be available for individual counseling, etc., as an instructor handling 50 students in a similar kind of instruction). This facet must be held in balance with compensation when optimum workload conditions are being considered.

The Committee recommends, subject to the further review provided for below and within the context of the relevant points above that the following workload standards be adopted:

(a) for full-time faculty systematically and heavily engaged at the doctoral level (as well as at the baccalaureate and/or masters or profes-



# Ollom Report **Emphasis on People,**

sional level) 9 class or credit hours or the equivalent, plus the normal other attendant duties. The appropriate deans will decide individual cases, in consultation if necessary. (Note: this workload standard has been specifically adopted by the Theological School Faculty.)

(b) for full-time faculty at the baccalaureate and masters 9 to 12 class or credit hours or the equivalent, plus the normal other attendant duties. The appropriate deans will decide individual cases.

Time and flexibility should be permitted the deans, department chairmen, and policy and planning groups in reaching these workload goals. Increased funding or staffing to reach these goals SHOULD NOT be assumed.

The committee further recommends that the Senate Committee on Faculty be given the specific responsibility for maintaining a continuous review of faculty workload and workload arrangements on a University-wide basis, and to make recommendations on workload as on other matters affecting faculty as appropriate. The Committee on Faculty would carry on the review and make its recommendations in consultation and cooperation with the President, the dean and the appropriate bodies of the several schools, and the Committee on Planning and Priorities.

## VII. Sources of New Income

The options open to Drew for obtaining more disposable income to meet rising costs are limited. Some of these choices may incur consequences that make them self-defeating. In this section of the report various options are presented along with brief assessments. Several of these options are treated in more detail elsewhere in this report. Some redundancy has been unavoidable.

### 1. TUITION INCREASES

Substantial increases in tuition could be self-defeating if the increases result in declining enrollment or an undesirable polarization of the student body into the rich and the poor. (See Section III.)

### 2. SUBSTANTIAL ENROLLMENT INCREASES WITHOUT ADDITION TO FACULTY

In the Theological School and in certain areas of the Graduate School such increases seem to be possible without causing a decline in the quality of the academic program. In the College the strain on facilities and faculty resources caused by a substantial increase in enrollment would probably cause perceptible deterioration in the academic program

and much student dissatisfaction. On the other hand, the university can ill afford net faculty additions without enrollment increases. Enrollment increases achieved by reducing admission standards will threaten the quality and reputation of the University and should be avoided. (See Section II.)

### 3. SUBSTANTIAL REDUCTION IN SIZE OF FACULTY WITH CONSTANT ENROLLMENT

The resulting decline in the quality of the academic program is likely to cause enrollment losses later. The anxieties created within the faculty by this policy would put a severe strain on morale and promote divisiveness—especially between tenured and non-tenured members of the faculty.

### 4. FURTHER CUTS IN ADMINISTRATIVE BUDGETS

The search for possible reductions should continue, but significant gains in disposable income achieved by further cuts in administrative budgets cannot be expected. Some administrative areas are already underadministered. Inflation continues.

### 5. SPECIAL INCOME-PRODUCING PROGRAMS

The recent appointment of Dr. John McCall (as Dean of Special University Programs and Continuing Education) represents the necessary first step in the development of special programs, but some time will be required before we can expect substantial sums to be generated by such programs.

### 6. INCREASES IN GIFT AND ENDOWMENT INCOME

Strenuous efforts should be made to secure the largest possible increases. Few adverse consequences accompany this means of raising funds. On the basis of the record, however, it is unrealistic to expect the development program to produce all the required funds. (See Section VIII.)

### 7. STATE AND FEDERAL AID

Some relatively small amounts of state aid are available and, presumably, will be obtained. Drew may find the strings attached to further state aid unacceptable (see Section IX) Federal Aid is, thus far, unavailable.

Some use of all these options is probably unavoidable. Obviously, to the extent that gift and endowment income, state aid (without too many strings), and income for special programs can be secured, other more painful options need not be exercised. Experience indicates, however, that the painless options will

not be sufficient for the purpose. Moderate use of all the more painful measures without excessive reliance upon any one of them is probably the best initial choice for the University to make. The adverse effects of each option can be assessed without incurring severe risks and a course charted that will avoid the greatest dangers.

## VIII. Development

More endowment and gift income is sorely needed at Drew to relieve our dependence upon tuition as an income source. If, as seems likely, competitive pressures will prevent tuition from rising faster, on the average, than the rate of inflation, income from other sources must rise at least at the inflationary rate in order for Drew just to hold its own. If we are to improve our program and competitive position, income from non-tuition sources must rise at a rate greater than the inflationary rate. It is, therefore, with concern that we not that gift income in 1971-72 fell short of the projected goal.

Drew has had a few wealthy supporters who have given generously to the University. Other supporters have labored diligently to raise funds from corporations, foundations, and other sources. Through both types of support Drew was able to mount a successful campaign in the mid-60's for the new sciences building. Nevertheless, it must be said that, when compared to many universities of similar size, quality, and potential, Drew has not enjoyed great success in fund-raising. An awareness of this relatively poor performance is widespread within the campus community and is the source of considerable anxiety and distress and—unfortunately—cynicism about current development projections.

The committee is not disposed to single out individuals or groups to blame for this situation. No doubt, there is sufficient blame to go around. Indeed, some of our problems, such as the fact that our alumni are relatively young and impecunious, are the fault of no one. Nevertheless, improvement in our development effort is surely possible and certainly desirable.

Some have suggested that our present development approach, which emphasizes the gentle cultivation of large gifts over a relatively long period of time, be replaced or deemphasized in favor of a more aggressive direct approach to fund-raising. Others claim that the direct approach to fund-raising. Others claim

# not Buildings

that the direct approach will not work in the situation at Drew, but that the present strategy will work if given adequate time and vigorous leadership. The present approach emphasizes volunteer, especially trustee, leadership in fund-raising with professional development personnel providing support and staff work. The direct approach puts more responsibility upon professional staff. This committee feels in no position to make a recommendation on this issue, but it does urge that the issue be resolved as speedily as possible and the appropriate commitments assumed. Little progress seems possible if our basic approach and commitment to development does not command general support. Trustee unity and support would seem to be absolutely essential.

This Committee, for its part, intends, to life up a representative sub-committee to address development concerns. The anticipated membership of the sub-committee would include representation from the Office of University Relations, other parts of the administration, the faculty and the student body. The Committee believes that every effort should be made by the entire Drew community to further our development effort.

The Committee endorses the schedule of development priorities recommended by the President and adopted by the Board of Trustees at its October meeting. We agree that except for efforts to clear the indebtedness incurred in building the new University Commons and Residence Hall Complex development of endowment for support of academic programs, faculty chairs, and student assistance should take first precedence. Among building priorities the Committee would lift up the need for an addition to the University Library—including media center. This addition should enjoy a top building priority along with the Campus Services Center. Recommendations for other building priorities are contained in Section X of the report.

This Committee aided by the proposed new sub-committee plans to continue its studies of the development situation at Drew. Believing that an exchange of viewpoints could be helpful, we propose that joint meetings of the Trustee Committee on Plans and Resources and this committee be held periodically to discuss development concerns.

## IX. Drew Participation in State Aid to Higher Education

An ad hoc committee consisting of Mr. Pepin, Deans Nelbach and Sawin,

Dr. A. Cole, Mr. B. Johnson and Professors Champman, de Jong, Gilbert, Jensen, Lytle and Ollom with Professor Ollom presiding was convened in June 1972 to draw up recommendations to the administration and trustees concerning Drew participation in state aid to higher education under New Jersey statute S865. The report of that ad hoc committee is endorsed by this committee. In summary, the report advocates that the University accept aid under the Cost of Education Grants (COG) portion of S865, but negotiate cautiously with the state before accepting aid under the State Program for Utilization of Resources (SPUR) portion of S865. The strings attached to SPUR aid could make such aid academically and financially unattractive to Drew.

## X. Report on Building Needs and Priorities

Administration and Trustee decisions of recent date appear to lean in the direction of a stress on programs and people, rather than elaborate new building plans and their associated funding campaigns. This Committee entirely concurs with such decisions. Therefore, this report will not deal with any version of the Christ-Janer Master Plan or modifications thereof, but will recommend a flexible, empirical, and financially conservative policy aimed at relieving immediate and short-term building needs.

The assumptions and principles underlying our recommendations are:

1. Drew should continue to invest its time, effort, and money primarily in people and programs, allowing building and support needs to be contingent on demonstrated academic needs.

2. All building should be planned, where possible, with a keen eye to the flexible use of space made available by new construction.

3. Drew should pay for what it already has. Present indebtedness for buildings should be retired as rapidly as possible.

4. Drew should be open to new money for buildings, providing that (a) such donations clearly enhance academic programming, and (b) they include endowment for building maintenance.

The building needs which merit immediate top priority are:

1. Library Annex and Media Center including appropriate office and specialized classroom space.

2. Plant Services Building (\$500,000).

The need for faculty office space in the CLA and Graduate School is quite acute, and must soon be met either by space made available through new construction or by reallocation of present space.

Perhaps the office and classroom needs can finally be met by such redeployments as:

1. Use of one or more additional campus houses for one or more CLA departments.

2. Possible location of faculty offices in dormitories.

3. Space made available in Brothers College, Hall of Sciences, and Embury Hall when the top-priority buildings are erected.

The fine arts and performing arts needs can only be met in the desired style by a very expensive sort of construction. For the near future it is certainly wiser to attempt modest expansion by making available suitable modified space in existing buildings. Early attention should be given to the needs of the CLA Music Department which is now severely cramped. Probably a major endowment from some place not now suspected will be necessary if we are to have the Arts Center we would like.

The Theological School makes an excellent case for an unmarried students' dormitory containing a Commons Room. Such a dormitory should figure in plans.

## XI. Graduate Education at Drew

The Committee has initiated two studies of particular concern to the Graduate School: 1) a study of the cost of graduate education at Drew; and 2) a study of the relationship of the Graduate School to the other two schools. Both of these matters have been the subjects of previous studies but the Committee feels that the associated problems are still unresolved and in need of further attention. Neither of these studies has been completed, but the Committee feels that the associated problems are still unresolved and in need of further attention. Neither of these studies has been completed, but the Committee feels that a progress report on study (2) is desirable at this time.

Relations between the Graduate School and the other two schools have been plagued by a chronic problem, which is at least partly structural in its causes. When decisions, particularly budgetary decisions, having a major impact on the graduate program are made in the other two schools, the dean and faculty of the Graduate School have often found it difficult to protect the legitimate interests of the graduate program. The mechanisms through which the dean and faculty of the Graduate School can best

*Continued on Page 17*



# Endorses \$4000 ceiling Senate Adopts January Plan

In its second meeting within three days, the Student Senate took action on several Presidential appointments and discussed proposals and resolutions concerning the January Plan, which will go into effect next academic year.

As its first order of business, the Senate elected a speaker pro tempore, Paul Hargett was the unanimous choice, facing no opposition. Paul had served in the same capacity last year. The Speaker pro tempore presides over the Senate in the absence of the student body vice-president.

Student Body President Tom Quirk next issued his report which covered several important matters. President Quirk told the Senate that the Ollum Committee Report on Plans and Priorities for Drew University has been released, and should be read by all. Excerpts from that report appear elsewhere in the ACORN. Mr. Quirk also indicated SAGA has also decided to make available at all meals salads made with Romaine lettuce and other greens not being boycotted; the lettuce boycott is continuing.

Appointments were next considered. Due to the resignation of newly elected Social Chairman Rich Wade, that post was left vacant. Frank Carnabuci, Senior class senator, was appointed by President Quirk to fill the vacancy. Mr. Carnabuci's appointment was approved unanimously. Appointments to the King-Kennedy Scholarship Fund were also approved, all by votes of 14-0 with one abstention. The class of 1973 is represented by Sue Perkins and Robert Kopech; the class of 1974 by Damall Niambi and Kent Hippolyte; the class of 1975 by Kofi A. Jamal and Jane Nordstrom, and the class of 1976 by Dot Sanders and Marcus Adams. Mark Fingerle was appointed to the University Center Board; the appointment approved by a vote of 17-0.

Moving to the most significant item on the agenda, the Senate took up consideration of the Report of the Senate January Planning Committee. That report, set out in full below, outlines recommendations to the faculty and EPPC concerning the free month of January that will be left available for special programs starting next year. As reported in the last issue of the ACORN, several alternatives had been outlined by EPPC Chairman Norma Gilbert in a letter to the faculty. These alternatives were discussed in the Senate Committee Report. The Report also importantly called for a tuition ceiling, in-

cluding room and board and January program, of \$4000 for the coming years. The figure now stands at \$3850, exclusive of any charges for the January plan. The Report also recommends that there be no mandatory meal plan during the January semester, to allow for maximum flexibility. After some discussion, centering primarily on the financial aspects of the proposal, the Report of the January Planning Committee was approved by a vote of 15-0 with two abstentions.

Another important matter brought to the Senate for discussion was the failure of two student representatives to the Educational Planning and Policy Committee (EPPC) to attend meetings and participate in deliberations. John Howell, student representative from Division---, has attended most meetings and participated actively in Committee work, particularly in the area of January Planning. But, representatives Brigitte Grenlund and Jackie Clark have apparently not been as active. Ms. Grenlund has not attended, according to reports, most EPPC meetings, has participated little in committee work. Bridgette and Jackie Clark, another student representative have failed to attend faculty meetings, where they ostensibly provide a student voice. The Senate resolved, by a vote of 16-0, to ask these two students to attend the next Senate meeting and offer some explanation, or be asked to resign.

This matter led to a consideration of a resolution submitted by President Tom Quirk that would ask the faculty to change the method of selection of student representatives to EPPC. As it now stands, each department's majors get together and select one candidate from the department for the EPPC posts. The candidates selected by each department in a division get together and vote among themselves for that division's representative to EPPC. President Quirk's resolution would ask the faculty to change the procedure because it "unduly limits the involvement of all students in the selection process for this most important committee." The proposed change would have each department's majors submit a nominee for the EPPC positions. All nominees would then be placed before the entire student body in a Spring referendum, with three representatives chosen from among the list. The Senate passed the resolution, believing

that "this proposal provides for a needed revision of a selection process among the contenders which excludes the involvement of the general student body, especially undeclared Freshman and Sophomores." The Senate recommended that this new selection procedure be made effective for the 1973-1974 academic year.

The Extra-Curricular Activities Committee will consider appropriating \$1400 to the University Board, which will free income from vending machines for use by the Pub. The pub will open serving beer, on January 5th.

## Women Needed

On Thursday night, December 14th, at 5:30, there will be a meeting in Commons Room 209-213 of all women interested in discussing plans for the Women's Weekend tentatively set for January 26-28. Anyone who is interested and can spare the time, please come. We need planners, organizers, and workers, to get the weekend ready.

Tentatively scheduled for the weekend are: a women's rock group (hopefully, the excellent New Haven Women's Liberation Rock Band), a theater group from New York, films, student workshops, and a speaker-the incredible novelist Anais Nin. To get these events together we'll need organizers and a lot of planning, letter writing, etc.

We're also planning a student production for which we will need dancers, actors, photographers, writers, musicians. If you can do anything, come, and let's see if we can fit it into the production. As it stands now, the production will include one act, a dance, and hopefully, a slide show, but we need more student talent.

The meeting won't last long, but we've got to get in touch with everyone before vacation, if we're going to bring this weekend up to its potential. Come if you can- we need help.

# Jan. plan text

The Student Senate C.L.A. strongly recommends the adoption of a January program beginning with the academic year 1973 - 1974. We believe such a program could provide innovation and enrichment to our current academic offerings.

We recommend extensive student-faculty consultation on the departmental level to develop this program. We further recommend flexibility with provision for various forms and formats. Several variations we recommend as feasible and worthwhile are as follows:

A. Independent Study; for credit, on or off campus within the current academic framework with departmental or student-faculty committee approval, and evaluation by the faculty.

B. Student Initiated Courses; noncredit for enrichment; courses that do not fall within the realm of the Liberal Arts; credit for those that meet this requirement and which involve faculty to some degree in the evaluation.

C. Intensive regular Course; for credit; the opportunity for intensive concentration in a course regularly offered in the curriculum. We believe implementing this variation should not supplant the regular fall or spring offering and should be contingent on student interest.

D. Faculty Directed Special Courses and Programs; for credit; a valuable

opportunity for faculty to "do their own thing."

E. Off - Campus Programs; student or faculty initiated; evaluated in accordance with B or D respectively, or participation in January programs of other schools.

Assuming that many will desire to use this time period for employment, research or leisure, we recommend that faculty and student participation in this program be on a strictly voluntary basis.

We expect some input from the school of Continuing Education. The Senate is unaware and concerned regarding the efforts of this program. We recommend consultation between Dean McCall, the College Faculty and students regarding those concerns.

There is some interest in Theological School offerings. We recommend the expansion of the availability of these resources for this program and during the regular semesters.

The Senate is concerned with the excessive reliance on tuition and fees from the College in the overall support of University operations. We fear that increases in tuition and fees may become self-defeating in that enrollments are further threatened. We further fear that the pattern of increases in tuition and fees in recent years and the accompanying lack of adequate financial aid has a

negative effect upon the composition of the student body by increasingly closing Drew to students from middle and low income backgrounds. There is a widespread dissatisfaction with the achievement of the development program at Drew. In recent years the amount of new money received at Drew in the form of gifts and endowments has not been impressive.

The Student Senate strongly recommends the institution of a January program not be at the expense of our regular programming. We fear provisions for faculty compensation by workload reduction would further increase the size of classes and reduce the number of regular course offerings. We recognize institution of this program will require an additional fee for those availing themselves of its opportunities. We strongly recommend, however, that students be charged at a reasonable rate for these offerings. The Student Senate recommends that tuition and fees including those for the January program should not exceed four thousand dollars in the next several years. We further recommend that regular meal service be suspended during the January interim and provisions be made for the use of the snack bar and Coffee House - Pub.

## Drew Acorn

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# Hidden Oxnam twin revealed!!

from DREW ENQUIRER



## You've probably seen him!

(After a hard day in Mead Hall, Dr. Robert Oxnam, President of the University, goes home to relax. He has a glass of lemonade, which a servant has pre-tasted, and then he settles down for dinner about 6 p.m. By 8 p.m. he may watch TV, or he may go out.

But between dinner and evening activities, there is a shadowy time period which few have been able to account for. This mysterious time begins when Dr. Oxnam carefully prepares a dinner he will not himself eat, glances around to see that no stranger is watching, and stealthily tip-toes down the basement stairs.

Any who would follow him would know. He's feeding his twin brother, Igor.

Few people know that when Bishop G. Bromley Oxnam and his wife had their son Robert in the early years of the century, they actually had twins. However, the other twin, Igor, was born strange and had to be kept in a cage from early youth.

Igor has travelled with the President, and he currently lives in the basement, in a spacious cage with a cardboard replica of Mead Hall, a complete 12-year collection of baseball cards, a toy TR4, and a private bath in which float rubber ducks of most of the Drew faculty and administration.

Igor cannot speak, but he likes visitors. So each night Dr. Oxnam visits him and he comes to the bars and rattles them in appreciation. Dr. Oxnam in return talks to Igor on these visits, often telling him what has happened during the day.

However, unbeknownst to the President, Igor has built a make-shift tape recorder out of his baseball card doubles, and for about a year now he has been recording these evening talks and arranging to sell them to a publishing house.

The full transcribed text will appear in book form shortly, under the title, "Oxnam's Complaint." It has been sold to the American International Picture company as well, and will be made into a movie entitled "Midnight Rambler" starring Dustin Hoffman as Robert Oxnam, Dustin Hoffman as Igor Oxnam, and the Wild Bunch as the Drew student body.

But first, here and now, on these very pages, the Acorn is proud to present the first publication ever of these tapes. Dated excerpts follow:

SEPTEMBER 9, 1969

Hello, Igor, it's good to see you again, Igor. The students all arrived today. We had been visiting some friends in the Himalayas when all of a sudden I remembered that the students arrived today. So we hurried right back, Igor--but I'm not sure anybody recognized me. I asked one of the young freshmen if he liked the campus and he told me he was grooving on it. I didn't know what that meant, so I sent him up to the Infirmary. When he got out he said he wasn't grooving any more. He said it was a bad trip there. I'm glad I don't have to walk, myself.

Well, sit down, Igor, and have a slab of raw meat. It's a couple of days old, but I put it in my pocket last week and forgot about it. You know, it takes a lot of time to be a college President, Igor--you've got a lot on your mind. Like just today a young fresh-

man asked me if I were part of the racist imperialist fascist capitalist establishment here. I asked him who that was and he said, "Well, like the President." I started to assure him I wasn't when suddenly realized, "That's me! I'm the President!" I told him I didn't know I had any of those responsibilities, but I hope I can find time for them. Like I said, Igor--it takes a lot of time to be a college President.

I would have brought you part of tonight's dinner, Igor, but I couldn't sneak any away. They made me eat it all. We had TV dinners tonight, Igor--you remember how Dad used to let us have radio dinners in the living room every Friday night while we listened to Father Coughlin? You remember how you once tore the radio apart trying to find where the voice was coming from? Well, anyway, I thought it would be a good idea to bring back the old days and have TV dinners in the living room. But do you know what, Igor? Father Coughlin isn't on anymore, Igor. So we turned on the TV and watched "Leave it to Beaver" re-runs. You remember when you used to want to be like Lumpy, Igor? I remember when I used to want to be like Quick Draw McGraw, but he isn't on any more, either.

While I was walking around the campus today, Igor, I noticed that it had been raining. Some freshmen were surfing in Tipple Pond, and I built a paper boat out of my handkerchief and started to sail it. I was playing Captain Hook. But then Mark Lono came by and told me it wasn't dignified, so I just took off my shoes and wiggled my toes in the water. But someone had played a joke, Igor--they filled the pond with jello and pretty soon it set all over my feet. One of the freshmen told me I should have a joint and groove on it. It's a good thing I met that other freshman grooving earlier, so I knew what it was. He gave me a joint and I ate it, but it didn't seem to do much. Maybe grooving isn't so serious after all.

Anyhow, Igor, that reminds me. Do you have my paper airplane? Oh, you ate it?.....

NOVEMBER 15, 1969

Hello, Igor, it's good to see you again, Igor. Won't ya sit down and have a cup of warm blood? I think people are beginning to suspect our blood donation center, Igor, but we've got enough type O--that's still your favorite, isn't it?--to last for a while.

Well, some student militants took over my office today, Igor. I was just sitting there with my morning hot chocolate, reading the Daily News and playing with the lump of marshmallow fluff when they burst in past Mrs. Hillegas and told me they were liberating my office. I told them to sit down and have a cup of coffee, but they told me they didn't want any of my racist imperialist bourgeois coffee. I asked them if they'd like to see Dad's collection of Presidential autographs and they wrote dirty words on all the faces. I asked them if they liked my new carpet and they blew it up. One of them told me that my decadent fascist carpet was bought at the expense of the proletariat and was a class tool used to oppress the workers. I don't know, Igor--I sort of liked the carpet. It had a flower in each corner and an ancient American Indian peace sign in the middle.

So next I consulted my American College President's handbook on what to do if your office is liberated, and they had a section on just what I wanted. It said to determine whether the liberators wanted rational dialogue. So I asked them if they wanted rational dialogue, but while I was asking they stripped me down to my undershirt and my drawers and tied me to the chair with a hood over my face. Then they piled all my capitalist imperialist fascist books--those are their words, but my books--around me and said they were going to light me up if I didn't agree to ten non-negotiable demands. I still have a copy of the demands, Igor, and before you start on your desert--that live scorpion looks good--let me read them to you.

1. The University will immediately withdraw all its military forces from Sierra Leone.
2. All copies of Playboy, Time, and Collier's Magazine will be seized as they come into the University mailroom--as an example.
3. The House Directors will institute a Women's Liberation Front.
4. The Deans must herewith always speak in Swahili to show their concern for minorities.
5. Trustees shall all be cut off at the knees.
6. All professors shall be fired who cannot sing the diaries of Che Guevara in three-part harmony.
7. The ideal of participatory democracy shall be applied to the Acorn--each student will be given 15 words per week.
8. The University shall adopt and support at least one struggling African nation.
9. All buildings shall be levelled and replaced by scenic tropical vegetation.
10. The University shall establish and support a parking lot for shopping carts.

You know, I can't understand it, Igor--I'm a liberal. Why do they ask me for things? But I persuaded them to give me an hour of grace to try to get Trustee approval, and to give them time to send out for a

pizza. They ordered what they called an "Alice B. Toklas pizza," Igor--what's that? While they were waiting for it to come they took out some cheap paper and some dirty leaves and they made some roofers. They gave me a drag, Igor--it felt really funny. I asked them if this was grooving; they told me it was if I wanted it. I still don't know whether I do or not, Igor, so I put off the decision. I offered them a drag of my Marlboros and they told me they didn't want any of my fascist racist imperialist old guard liberal cigarettes. At least they knew I was a liberal. They also said they couldn't groove on my kind of cigarettes. I asked John Pepin later what grooving meant and he just told me to dig it. I think some of them took over his office, too.

They told me that University policy was a bummer and that I didn't say anything but a lot of jive. I reminded them of all the important speeches that have been written for me over the years and I read them some of the best parts. That lasted two or three minutes, but before I finished they all left. I woke Mrs. Hillegas up and we went to inspect the damage.

Out in the hall we met John Pepin, Dick Stonesifer, Jim Ault, Barent Johnson, Dick Cheshire, Steve Goodrich, and Cliff Smith. They'd all been stripped down to their undershirts and drawers, too. I asked Dick Stonesifer who the leaders were and he said he not only knew the leader personally, but had his autograph. Jim had admitted the entire group to the seminary, and Dick Cheshire had organized them into the "Council of Anarchists." They're going to raise half a million dollars for the school in the next year by committing University funds to speculative drug dealing. Steve had a 42-page press release out headlined "Radicals hard on violence, soft on sex, ambivalent on violent sex; also take over building."

We took a tour around the building, 'cuz Cliff said he was grooving on it. I asked him what that meant, but he just said, "oh wow." They had torn down all the famous portraits of our esteemed founders, Igor, and put up "Kill the Pigs" posters. They had broken all the chandeliers and done the whole building in black-light. They re-furnished the Founder's Room with dirty mattresses moved some funny-looking people in, and re-named it the Charles Manson Room. They liberated the Business office and the Development office and they distributed the money and the land equally among all students. They burned the Alumni Office; they said that there is no yesterday and no last class. They re-named Public Affairs the Ministry of Information and forced Mr. Lono to issue a University endorsement of the Black Panthers, the Castro regime, Arab Terrorists, and the Pathet Lao. They forced the Deans to donate their budgets to the purchase of dynamite and they turned mimeo into a free store. What could I do, Igor? I had another roofer and got into it.

Tomorrow they're going over to your Mead Hall, Igor, so you can put on your British suit and go to your office. You better get a good night's sleep, Igor--I saved you a couple of pills they left behind that'll send you right off.

to be Continued



# Letters to the Editor

## Bravo

To the Editor:

It would be most interesting to know Ms. Feiler's source for the origin of the word "fuck." I had always been under the impression that it derived from a Puritan acronym "For Unlawful Carnal Knowledge."

As for the Acorn itself, we have been happy to notice progress in each issue since Mr. Blixt became Editor. Unfortunately, the issue of 7 November was a disappointment. Mr. Spitzer's article may be singled out for particular castigation. We too, read Mr. Havemeyer's fund raising letter and found it to be extremely amusing both in content and grammatical structure. Next to Spitzer's article, however, the letter seemed lucid and well-written.

We realize that the editors are under a lot of pressure to represent all members of the Drew "community," but we would suggest that it destroys the newspaper's credibility to print such trash. If Drew cannot produce a decent article for publication, it is your duty to apply a heavy editorial hand, rewrite the article in presentable English, or reject it all together.

As previously stated, the paper generally improves each week and we look forward to the next issue. Good Luck,

Marge Meyer

To the Editor:

For all of you who have been complaining, here is your opportunity to do something constructive about the apathy at Drew. A group of concerned students has begun to organize an intentional community, hopefully to be established in the fall of 1973 for a one year period. Those of us who have already met together feel that an intentional community is conducive to a healthier and more fulfilling academic, social, and psychological experience.

Ideally, the community would result in a sharing of responsibilities, interests, abilities, and personal support. As a community, we would be responsible for the well-being of our fellow members as well as for the maintenance of our floor.

Potentially, a floor in either Brown or Tolley would be utilized, with our goal being that females would occupy one half of the floor, and males the other. This situation would provide privacy between males and females because of the kitchen separating the two halves of the floor.

Also, there are bathroom facilities available on either side of the kitchen.

Members of the community would be responsible for the cleaning of the bathrooms, the kitchen, the end lounges, and the hallway. There would also be one community meal per week prepared by the members of the floor. Members would help each other by sharing individual talents and experiences.

Right now we would like ANY interested students to come and lend ideas to help build this community and make it a reality. To put this plan into effect, we would need at least fifty-eight potential members. This is not a discriminatory body of students, but a common interest group; the common interest being to create a living/learning situation. The next meeting of the intentional community group will be Wed., Dec. 13 at 6:30 in the Tolley-Brown lounge. If you are interested, please attend. There will also be sign-up sheets for those who wish to become involved on the doors of Susan Holmberg (Brown 119), Laurie Webb (Brown 115), and Sherill Whitaker (Brown 125). Please try to sign up before the next meeting whether or not you will be attending it. Also, feel free to drop in to any one of these rooms to discuss the plans and to ask any questions concerning the community.

In order to get these plans through, we need to begin NOW. Don't complain about lack of community if you're not willing to do anything about it!

Sincerely,

Susan Holmberg  
Laurie Webb  
Sherill Whitaker  
Nina Baron  
Kevin Crean  
Gala Gamallo  
Cynthia Dyer  
David C. Finn  
Jeff Grandahl  
Dave Seiple  
Mary Lynn Marcus  
Sue Kelly

To Mr. Horace Havemeyer

In regard to your recent form letter requesting donations from Drew University Alumni, I regret to answer that I have not enclosed a check. I am well aware of certain existing conditions at Drew and as much as I recognize your need for funds my checkbook will remain in my drawer.

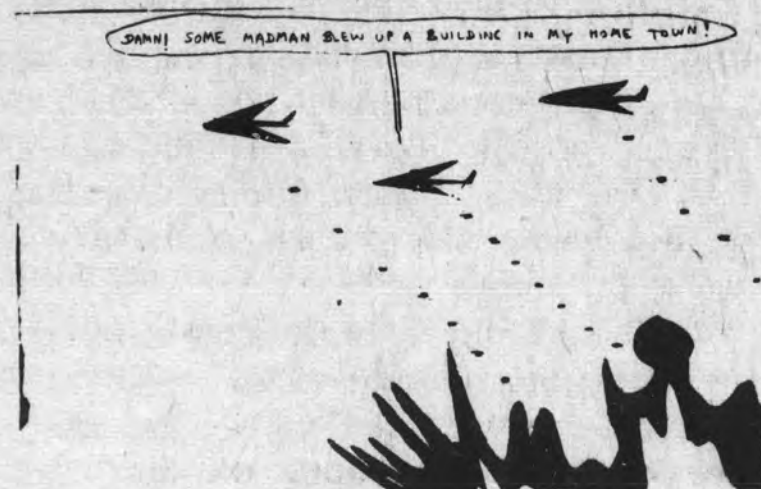
Because the University's administration is unresponsive to the needs of its students, I find it impossible at this time to donate money to such a rigid structure. My conscience will not allow me to donate funds to an organization that does not have the decency to give people the basic human rights of having the freedom to choose where or how he or she may live, and what and where he or she may eat.

Another reason is that over a half a year ago, my roommate and I paid the sum of \$120.00 in room damage fines. This was to be used to replace a damaged bulletin board in 218 Tolley Hall. At this writing the board in 218 has not been replaced, although I have been assured a number of times that it would be.

For me to donate money to an organization that has to resort to lies to squeeze out the dollars, not to mention obvious billing under false pretenses and mishandling of funds, I believe would put me on the same level as the administration, one of dishonesty and deceit.

But getting back to the basic issues, until such time as the University sees fit to return to the students the God-given rights it has removed, any further requests for donations will be treated as are the basic human rights of Drew students----IGNORED.

Sincerely yours,  
Steven Kingsbury  
Class of 1972



# Good, but vague

Within the context of "long-range planning", the report of the University Committee on Planning and Priorities is sound and seems to put forth approaches that are realistic. The specific terms of the report, however, are vague and seem in places to merely restate what have been until now unwritten assumptions and rules upon which policies concerning students, faculty, academics, budget, and services are made. FIRST, the report does not offer strong criticism in many areas that deserve very critical examination and any criticism that there is seems to become clouded over with vagueries. SECOND, in its recommendations the report may leave little room for academic innovation and experiment or attempted changes in the character of Drew University. The report is based on a strict self-conception of Drew as it is now, serving a specific purpose, with a specific character. The report doesn't seem to take into account any future need for changing that character, for example to make the University more active in needs and problems of the surrounding urban areas, as suggested by a recent Carnegie Report.

## 1. Academic Program

We feel that the Committee's recommendation that "new academic programs must be regarded as in competition with present programs," should not be taken as a strict formula. We agree with the Student Senate that the January Program is needed and worthwhile and that it should not be instituted at the expense of regular offerings. We concur with the recognition that this may require a small additional fee.

Also, this "competition" is likely to create a serious detrimental strain between individual faculty members and their respective departments and conflicting interests. This is not good for morale or faculty unity.

## II. Enrollment

While we support increased enrollments in the Theological School and theological area of the Graduate School, the College and liberal arts areas of the Graduate School must be viewed as being in competition for gifts and endowment. Further expansion of the Graduate School might be at the continued expense of our own programming.

## III. Tuition

We wish to be more explicit than the Ollom Committee regarding tuition by supporting the Student Senate resolution that increases in tuition and fees, accompanied by a lack of adequate financial aid have a negative effect on the student body composition by closing Drew to students of low and

middle income backgrounds. We concur that tuition and fees including those for the January Plan should not rise above \$4,000 in the next several years.

## IV. Financial Aid

This is one of the areas in which the report is most notably vague. We need a detailed study of financial aid at Drew relative to comparable institutions. It

is our understanding that the levels of financial aid grants are significantly lower than those of comparable institutions.

## V. Compensation

Again vague. Drew's faculty needs money - 15% raise next year or 10% raise per year over the next three years just to reach the average compensation of small liberal arts colleges with some graduate work. Considering the cost of living factor for this area, Drew ranks at the bottom of the list of comparable institutions.

## VIII. Development

We strongly concur with the Ollom Committee in stressing "programs and people...rather than elaborate new building plans and their associated funding programs." The recent decision of the Administration and Trustees to cut the 16 1/4 million dollar development program to 7 million is a step in the right direction. The abandonment of such unfeasible public relation minded monuments as the proposed Fine Arts Center and the decision to put over half the money into Faculty and Program endowment show that criticism of the old development program was productive. We must continue to examine such programs. We share the Senates concern regarding the productivity of the development program and concern with the excessive reliance on tuition and fees from the College in overall support of University operations.

## XI. Student Services

Considering the overwhelming dissatisfaction with the Mandatory Meal Plan and other services, it seems appalling that the Committee offers no report in this area. This seems to reflect the tendency of the report to avoid areas where criticism is necessary.

We do feel that we must maintain a critical analysis of Drew, its programs, and where it is going. We also feel that there must be room for experiment and constant change. The character of the University cannot remain stagnant if it is to meet the needs that must be met. We do applaud the Ollom Committee Report as a whole and, above all, the emphasis that is put on people and programs. As long as this emphasis is maintained, change can occur.

WAB / WSB



# Reamin' Around

(for those of you who recall last week, Gent #1, who has just been saying "Why don't we just leave it at that,")

(gets up to leave)

#2: Where you going?

#1: I was going... out.

#2: Out where?

#1: Out... there.

#2: Don't sound so ominous.

#1: I'm sorry. (sits down)

#2: Or so pathetic either.

(silence)

#2: There's nothing people like less than self pity. (A pitifully small grin breaks out on #1's face, he plays his trump.)

#1: Who cares about other people?

#2: Ah!

(silence)

#2: Get up.

#1: What?

#2: I said get up.

#1: I can't.

#2: Why not?

#1: Leave me alone.

#2: No.

#1: You better.

#2: I don't think so.

#1: Oh, you don't huh?

#2: Yeah bub.

(they cackle)

#2: (drum his finger on his teeth)--Yee-ta-ta-mmm-hmm-yea ta ta too, oh yeah baby, yes ta ta...

#1: What are you saying?

#2: I'm singing.

#1: Oh.

#2: I'm singing Bottacelli's B flat thru the essence of a moist tangerine.

#1: Oh my... Haven't heard that one yet.

#2: Yeah, well, you'll have to come over sometime. (gets up to leave)

#1: (quietly) No. I don't think so.

#2: Oh. (sits down)

(Silence)

#1: Oh Lordy.

(Silence)

(More of the same)

(They start to fidget, shooting dark glimpses into unknown corners)

#2: (drumming his fingers) Yee, ta-ta, tea-ya-ta, oh hmm, yea ta-ta baby...

#1: Yee ta-ta...

#2: You got it, yee-ta-tah-tah, oh, hum, yea-ta-ta baby, yea-ta...

(silence)

#1: I got an idea.

#2: Can you make a living from it?

#1: A fortune. It'll be bigger than incense.

#2: What is it?

#1: Can't say.

#2: Why not?

#1: Can't.

#2: Why?

#1: I promised.

#2: To who?

#1: My partner.

#2: Oh. Your partner.

#1: Yep. Sorry.

#2: That's okay.

(silence)

#2: It's not really okay.

#1: Of course not.

#2: I'd be a fool to say it didn't bother me.

#1: Tell me about it.

#2: No!

(silence)

#2: I just wanted to know.

#1: Thought I was pretty foolish a few seconds ago, didn't you.

#2: Yeah, well, I thought...

#1: Yeah, you thought...

#2: I thought...

#1: You thought that maybe...

#2: That maybe you knew...

#1: Something...

#2: Something...

#1: About what?

#2: You said something about an idea.

#1: Did I?

#2: You said you had an idea.

#1: Yes.

(silence)

#1: I can't remember. My thoughts move so quickly.

#2: Hah!

(silence)

(#1 clears his throat)

#2: Well?

#1: I was just thinking.

#2: About your idea?

#1: Yep.

#2: Well?

#1: Promise you won't tell anybody?

#2: Promise.

#1: You sure?

#2: Sure.

#1: (lowers his voice) Okay. We got a plan to get people out.

#2: Out where?

#1: We're leaving.

#2: There's nowhere to go.

#1: Anything's better than this.

#2: Better think about it.

#1: I have.

#2: What have you thought?

(silence)

#2: I said, what have you thought?

(silence)

#1: I thought I'd maybe try something else.

(silence)

#2: Let me ask you something. Do you consider yourself emotionally independent?

#1: What?

#2: Emotionally, are you an autonomous unit?

#1: What?

#2: Do you give a shit?

#1: What? About what?

#2: I guess you don't.

#1: I guess not...

(for those faithful few who can stand such bone-gripping suspense, this uh, er...? will be continued next week, if not for the next several years...Ta ta)

## Comment

by R

A roundtable discussion held on Tuesday, November 28 and attended by members of the school administration and representatives of the combined student body resulted in the clarification of several important points regarding the serving of alcoholic beverages on campus. Foremost in importance was President Oxnam's stand on this matter. Oxnam stated that his main concern for the university lies in possible consequences outside the actual boundaries of the school. Drew is within 200 feet of a Methodist church, an Episcopal church, and two primary school facilities. Petition for a private club license in the name of Drew University, he said, might result in bad publicity for the university since such action is open to public opinion and recourse. Therefore, much consideration should be taken before any resolution to act is made.

Two already proposed suggestions were reviewed for possible approval or criticism. One, that of B.Y.O.B. (Bring your own bottle), would not resolve the already existing problem of purchase and transportation of alcohol for the majority of the students. If one can picture the trail of Drew students on Friday afternoons walking up Route 24 carrying cases of beer, one must conclude that such a

One item of interest of this month's faculty meeting was the warm reception and adoption of a proposal submitted by the Theater Arts Department. The proposal included warding credit towards graduation to those students who take interest and become a vital part of college theatre. The favorable faculty vote, however, was accompanied by various allegories in the "opening the floodgates" motif and these comments seem to at least merit further discussion.

Drew along with other colleges has been heading in a direction of awarding credit towards graduation outside of formal course work for sometime. Credit is already offered to students in the performing ensemble and there are overtures toward an off-campus field study program that can now be heard in Brothers Hall. In considering Drew's case, the justification for offering these types of alternatives go further than enrichment or keeping up with liberal arts trends. The sorry condition of the devel-

## Pub roundtable talks

sight is not conducive to the good image of the university either. The other suggestion is that of a locker policy where students could store alcoholic beverages in existing refrigeration units remaining from the old dining hall and have it filed and dispensed in an orderly fashion. The same problem of purchase and transportation for the student still remains and the increased problems of dispensing liquor under such a system present themselves. It is questionable whether such a system can accommodate fourteen hundred students without a great amount of inconvenience. These two suggestions do not fall under restrictions of New Jersey alcoholic beverage ordinances in regard to sales and thus eliminate the need for a club license.

The acquisition of a club license would allow the functioning of a pub establishment within the confines of the university for the sole use by members of the university. Liquor could be sold and consumed on the premises, this being the ideal situation. It was speculated that arrangements could be worked out for financing the initial cost of formation and operation of the pub.

Dean Sawin commented on the cylin-

drical metallic objects he periodically finds strewn of his front yard in regard to the problems of transportation (and consumption) of alcoholic beverages. He asked those students present to urge fellow comrades not to openly consume alcohol on the campus as it will force him to exercise his authority in such matters.

Another important point clarified by the administration is that due to its increased popularity over the years, wine will be included in efforts to legally distribute liquor on campus.

Also to be taken under consideration are the financial increments involved in the acquisition of a club license. It was reported that Seton Hall University has already been forced to spend \$7000 due to legal fees, lawsuits (from parties opposing the distribution of alcohol on a college campus), and cost of the license.

The discussion flowed in a harmonious tone with hope for an efficient joint effort involving the administration and the student representatives in working out the details of the pub. The pub will result only through cooperation and a unified effort among the Drew Community to overcome these legal obstacles.

## Credit without class

Principle sources we see for savings are as follows: 1) reducing the number of students by a) accelerating programs and b) reducing the number of reluctant attenders. We believe that the former will reduce operating costs by at least 10 and perhaps 15% and capital costs in the 1970's by 1/3...We are interested in these savings and in these funds for institutional renewal not only 1) to save resources for society and 2) to improve the vitality of institutions of higher education but particularly also 3) to assist students -- by saving the time of students by reducing the years they spend in education, by reducing the duplication between high school and college they now endure, by making better use of their times and preparing them for the jobs that actually will exist and for enhancing the quality of their lives. These are the most important purposes of all. This can all be accomplished without any general reduction in academic quality in fact, through greater emphasis on self-renewal, quality generally can be raised.

There is some evidence to support this presumptuous assumption found in the June 1972 Report by the Carnegie Commission on Higher Education entitled the More Effective Use of Resources.

John Howell

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# the LOCKER ROOM

Main Street, Madison next to deli.



## Review: The Act of the Heart

# Two stars stand out

by Marc Paavola

One of the few Canadian movies to be widely distributed in the U.S. Paul Almond's *THE ACT OF THE HEART* is an unusual and at times truly striking film that in its examination of delicate matters of the soul, such as one's faith, love, suffering and a desire for martyrdom, demands, and for the most part deserves to be taken seriously. Released in 1970 following previous successes by its stars--Genevieve Bujold as Anne Poleyn in *ANNE OF THE THOUSAND DAYS* and Sutherland's Hawkeye in *M\*A\*S\*H*--*THE ACT OF THE HEART* was consequently a greater financial success than it otherwise might have been without the drawing power of two new young actors. And indeed it is the intensity with which Miss Bujold and Sutherland play their scenes together that lends power to an original but often very fragile little movie.

Shot on location in Montreal *THE ACT OF THE HEART* is the second major Almond film to be shown in the U.S., the first being a well-received ghost story, *ISABEL* in 1968, also starring his wife, Miss Bujold, some 25 years his junior, and wonderfully photographed along the remote Gaspé coast of Canada. *ISABEL*, however, got short shrift from its American distributor and very few saw that film. The same fate would have been *HEART*'s had not Sutherland and Bujold already established themselves as major talents in the films cited above.

Concerning as it does the initially repressed love of a French-Canadian choir girl for an Augustinian monk, *HEART* somehow avoids the pitfalls of most films with a religious theme, neither Hollywoodizing its intentions as in the accurately labeled "I Was a Teenage Jesus" remake of *KING OF KINGS* of a decade ago, nor going to the excessively austere opposite extreme. Instead *HEART* at one point veers dangerously towards melodrama only to balance that with unex-



pected humor, principally contributed by the unconventional but perfectly credible characterization of the disillusioned monk portrayed by Sutherland. Miss Bujold is admittedly a difficult character to pin down as far as her motives are concerned.

The film begins with a long camera pan over a series of pews in a darkened church, Martha (Miss Bujold) meditating and seemingly fantasizing either hers or another's martyrdom by flame in the presence of a coffin near the altar. It soon becomes clear as she gets to know the Augustinian father (Sutherland) who has selected her from a Protestant choir to sing in his "Flame Cantata" in a Catholic church, that she has become obsessed with more than the mere rituals, the pageantry of the Catholicism though these too impress her. She wants desperately to be close to God, and rather curiously wants to take Him in her arms "like Mary Magdalene," suggested by some to possibly be the only woman Christ physically loved. Her view of Catholicism is dangerously naive, and that combined with her affair with the monk, causing him to renounce his vows, leads to her ultimate significant act--immolation by gasoline, this ending

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'201-228-4005

evidently disturbing some people who saw the film this past week-end.

The flame imagery in *HEART* is evident from the beginning, conveyed in the cantata in which Martha solos to the light refracting through the abstract, orange stain glass windows on Martha's face in the church to the significance of Sutherland's being an Augustinian priest. As Sutherland tells her, Augustine is often pictured as holding a flaming heart in his hand, and that the ultimate method of purging oneself of sin in the eyes of God is to consecrate something for God, to--in the young father's words--"rescue it for Him by human sacrifice so that He has it." Martha's obsession is intensified by her tremendous inner guilt: her love for the monk, her mother's death at her birth, for which she seems to feel responsible and the determination that she must somehow make herself an example--a martyr if necessary. While the monk, Michael Ferrier, is disillusioned with the church, she is caught up in it, perhaps as only a Protestant without any preconceived notions can be, her odd combination of passions for both the church and the monk, visually underscored, as a number of people have noticed, by her bright clothing, emphasizing mauves, scarlets and lavenders, these even extending to a bit of embroidery she is doing.

*THE ACT OF THE HEART* at times suffers from flat pacing and poor sound, yet somehow emerges largely due to the sincerity of the lovely Miss Bujold and the balancing, odd humor of Sutherland as a unique, thoughtful drama. Both actors are especially fine at conveying the repressed ardor and anxieties that finally culminate in live, a passionate confrontation in the church itself handled with especial dexterity by the two stars. *THE ACT OF THE HEART* is a very low key film, making its occasional excursions into melodrama all the more noticeable. It is a genuinely creative if uneven movie, and one of the few that attempts to say something about the despair and hope, the suffering and even death wishes that accompany those seeking ultimate answers--without being falsely pious or sappy.

Miss Bujold will be seen in two other films this year, as Cassandra, the seeress in *TROJAN WOMEN*, and in *KING OF HEARTS* with Alan Bates; Sutherland is in *KLUTE*, so you have further chances to see performances by two of the more distinctive young actors appearing in films today.

## review:

# Forum presents Trash

by Marc Paavola

Being the first Andy Warhol film I have seen, *TRASH*, written and directed by his reputedly more talented protege, Paul Morrissey, whose current success is the satirical *HEAT*, I cannot compare this film to any of the other Warhol epics. *TRASH*, to be presented by the Academic Forum on Wednesday, December 13th at 7:00 and 9:30 in U.C.# 107, quite frankly surprised me. Despite its raunchy appearance and I suppose its rather desperate sex scenes it is decidedly NOT a "porno film," but instead a comic, even tragi-comic movie with some successful elements of satire. It stars Joe Dallesandro, the pimple-arsed young stud of previous Warhol films, bearing titles like *FLESH*, *BIKE BOY* and *THE NUDE RESTAURANT*, as an impotent junkie, the transvestite actor/actress Holly Woodlawn--as in cemetery--as Dallesandro's "wife"--and other truly members of Warhol's unique repertory company, rivaled in loyalty perhaps only by Ken Russell's troupe.

*TRASH* was the first Warhol film to be distributed in regular first run theaters

as opposed to underground houses, and premiered in 1970 at the Cinema I in New York, garnering a set of extraordinary reviews, *THE NEW YORK TIMES* calling Morrissey's picture of the East Village drug culture "funny....provocative and somehow very fine," adding "TRASH is alive," *THE VILLAGE VOICE* terming it "beautiful and funky," and *THE EAST VILLAGE OTHER*--in case any of you get that paper in your mailboxes--praising *TRASH* as "the most revealing and sensitive film ever about our generation." The last statement of course depends heavily on the likelihood of your knowing people who get heroin injections in their rump, nine months pregnant women who try to make it with impotent junkies, or, as in the case of Miss/Mrs. Mr./ or Ms. (pick one) Woodlawn, are in the habit of gathering trash and bringing it home to furnish an apartment.

Most of the acting in *TRASH* is very amateurish yet, somehow from an improvisational standpoint, appealing. Dallesandro, despite his efforts to the contrary maintaining vacant expressions while as-

suming various naked positions throughout the film, cannot disguise the fact that he has the makings of an actor, and Holly Woodlawn scores with his/her/its weird voice and mannerisms, the latter strongly reminiscent of a zonked out Streisand. As a supposed Grosse Pointe socialite the bizarre Jane Fonth, whose hair seems to be plastered down with Crisco Oil, is all too clearly at times a non-actress, yet again very funny, her intonation of "rather large," as she evaluates Joe's out-of-order equipment being particularly memorable.

*TRASH* is not likely to pop on television at least for awhile, and unless your film interests are confined exclusively to AIR-PORT I'd urge you to see it. You might not come across Joe and Holly over Christmas vacation on the Hallmark Hall of Fame, though undoubtedly Andy Warhol could come up with some dandy cards. And besides it's something to tell the folks about. As Warhol remarks about all his movies, "Gee, I thought it was swell."

## Objects to Drew vote

As a tax-payer in Madison I would like to protest through your fine newspaper, which is the "taxpayer's voice in Madison", the privilege of Drew University Students to vote on a local ballot when they do not really live in the "Boro".

State and National candidates they are entitled to vote for. But who are they to be allowed to come into town for a short term and choose the people who are governing us. I pay a very high tax rate here while Drew University contributes nothing in taxes, or in my opinion nothing-period-to our town. Let these students vote with an absentee ballot from their home town.

Most of these students are not even residents of New Jersey, for that matter. Is this fair to the tax payers who are keeping Madison going? I say it is not. In fact they should not be allowed to vote for our state leaders either.

I know if I attended college in Washington State, for example, and voted there, I could not care less who would be governing the state and would just pull levers or rely on local judgement to advise me who to vote for. I think Drew Students' school of learning in local elections is the P.S. Pub on Main Street.

Continued from Page 7

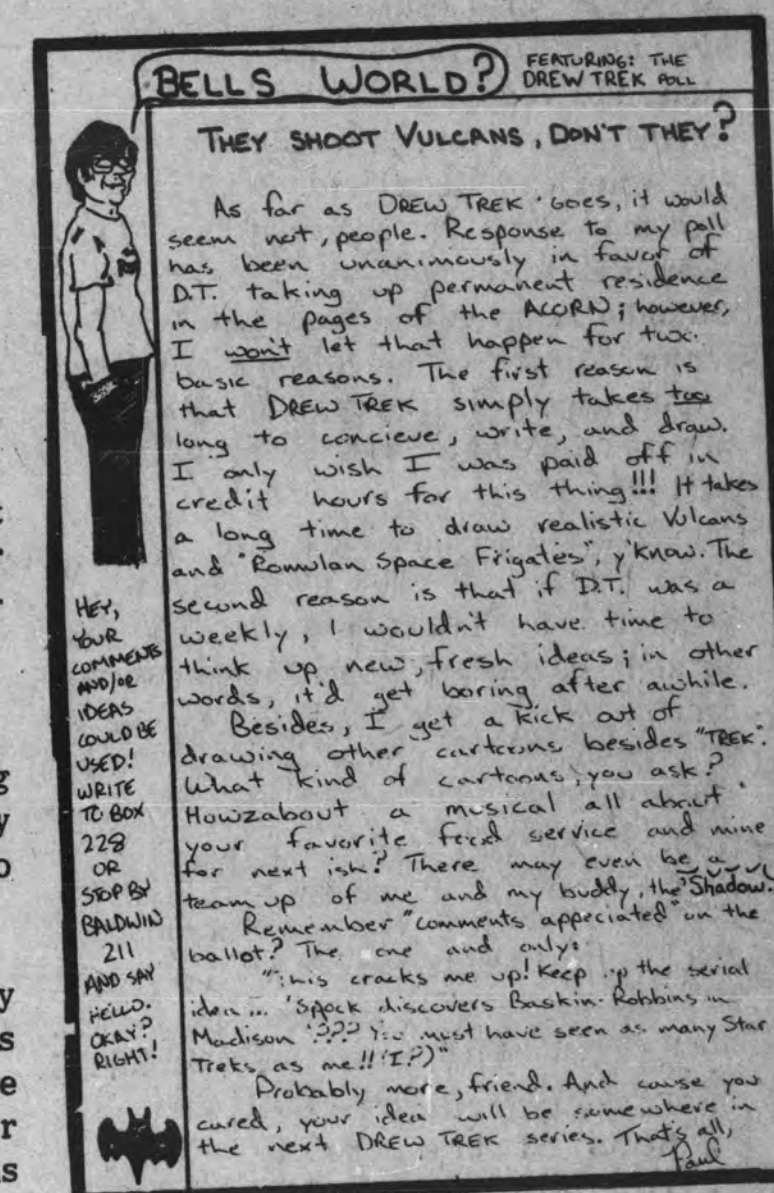
secure adequate representation of Graduate School interests have been the subject of most concern and debate. Some have suggested that improvements be made in the current provisions for consultation among the deans and faculties in matters of curriculum, faculty appointment and promotion, and compensation without changing the present budgeting procedures of the university. Others have favored the establishment of a separate instructional budget for the graduate program as the best guarantor of its integrity.

## XII. STUDENT SERVICES

The Committee, not as yet having made significant progress on its study of student services, has no report to offer in this area.

## FUTURE STUDIES

The Committee will continue study of all the concerns addressed in this report with especial emphasis upon those matters previously noted as still under study; development, budgetary concerns related to the Graduate School, student services, and student financial aid with its relationship to the composition of the student body. The Committee will give high priority to consultations with the policy and planning groups of the three schools on ways and means to sustain and improve our total educational program.



## EARTH - BIRD

- . Alone
- . King of the Mountain
- . Boss of the Trail
- . You and your motorcycle
- . You and your private dream

(we're part of it)

**INSURE YOUR FREEDOM.**  
Take Us Along



# About the Boycott

Recently, SAGA initiated the serving of salads made up of Romaine and Boston lettuce, endive, and raw spinach. Thus these salads, noticeable because of their dark green texture and coarse consistency, are not subject to the ongoing Student Lettuce Boycott. The Student Senate, CLA, Drew University, urges students to contribute their boycotting of "iceberg" lettuce in support of the plight and continual struggle of the migrant workers. SAGA's new salads offer the student body an opportunity to support the workers' cause very easily.

## FACTS ABOUT SEASONAL FARM WORKERS

(Compiled from statistics of U.S. Dept of Agriculture, U.S. Dept. of Labor and 1969 Report of the Senate Subcommittee on Migratory Labor).

During peak season 1967: 3.1 million persons did farm work for wages in USA 200,000 seasonal farm workers in California, 168,000 seasonal farm workers in Florida, (approx. 1/3 migrants & 2/3 seasonal workers)

Average HOURLY wage for all farm workers in 1968:  
USA--\$1.43  
California--\$1.73

Florida--\$1.30  
Texas--\$1.23  
(Industrial workers in the US Average \$3.05)

Average annual earnings for seasonal farm workers in 1968 was \$1,307. Farm workers average 8 months of work per year.

In 1965 farm workers in the USA completed an average of 8.4 years of school. The average of all workers was 12.2 years of school.

One fourth of farm workers have never attended school or have had only 4 years of schooling.

Death rates of migrant farm workers as a percent of the national rates 1967: Infant mortality--125% higher than national rate

Maternal mortality--125% higher than national rate

Influenza & pneumonia--200% higher than national rate

Tuberculosis & other infectious disease 260% higher than national rate

Accidents--300% higher than national rate  
Life expectancy for migrants is 49 yrs.

Wages paid farm workers are a small part of food costs; for example:  
Commodity  
Lettuce  
Lemons

## Oranges

Retail  
59¢  
24¢  
60¢

Field Labor Cost  
0.75¢ per head  
0.80¢ per lemon  
1.20¢ per dozen

AFL-CIO



"Migrant workers and their families have been expressly excluded, or at best only minimally included, in all conventional citizen worker benefits enacted by Federal and state law such as unemployment insurance, workmen's compensation coverage, social security insurance, general welfare assistance, minimum wage standards, child labor protections."--1969 Report of Senate Subcommittee on Migratory Labor

What can a person do about the daily suffering of farm workers? Fortunately we live in a time when farm workers are organizing and struggling non violently to change the conditions under which they live and work. Every man, woman and child can help by supporting Cesar Chavez and the United Farm Workers. Right now this means supporting the boycott of non union iceberg head lettuce. BOYCOTT LETTUCE!!

# Culture comes to Madison

by Sketch

Downtown Madison now boasts The Garrett, a small, intimate, gallery of art. It is the work of two young men, David Kurland and Glenn Bergman, who decided, as did we all, that Madison needed help. Only they decided to do something about it.

In just two weeks they took a debris-ridden, expolitical headquarters and with the aide of friends and artists Don Bicaró and Janie Ruocco, lowered the ceiling, constructed walls, sawed, nailed, painted, and in general reconstructed the storefront.

David commented that he wished he had a "before" picture so people could see the change from what existed to what is. From his description--a change there is.

One enters now into a small casual room where artifacts of all shapes, sizes, and styles are on view. Both student and professional work are exhibited.

Glenn and David are themselves artists. However, both refuse to exhibit and? or sell their own work. Their explanation consisted of over the extent of their individual talents and a desire to personally keep any piece of quality that one of them might produce. This is a well shared feeling, I may add.

David hopes to save some display area for exhibiting artwork produced by retarded children. His plans also include an occasional artist in residence as well as hopes for opening the storage room up during college recesses to give students studio space. Both men seem concerned with the role of the student in the art world and would like to see more student art work exhibited. So all you aspiring artists in financial distress--bring down your portfolios. All work is sold on consignment and you can work out your individual arrangements with either Glenn or David.

David, when visiting Drew had the opportunity to meet Dr. Hall, chairman of the Drew art department. He said unfortunately, perhaps a bad day for Dr. Hall, he was greeted with some animosity and perceived a feeling of indifference on her part toward The Garrett.

Well, perhaps Dr. Hall doesn't like the idea, but I do. It's a big dream and a large undertaking--one man shows, a display by the retarded, studio space, student and professional work, and the whole concept of bringing culture to Madison--but I think they'll make it. The atmosphere is warm, the people friendly, the art interesting, varied and good.

Stop by--The Garrett is located at 14 Central Avenue in Madison and is open from 10:30 a.m. - 9:00 p.m. until Christmas and on Sundays from 11:00 a.m. - 6:00 p.m.

Suddenly Madison is a nicer place to visit.

## comment

Perhaps this appeal could best be directed to those with whom the horrors of slavery loom largest. For heuristic purposes let us imagine a slave state with regulations, a state in which a slave has the right to appeal injustices on the part of owners to a board of justice. However the owners make up the board and the slaves' own master is the chairman. The slave is made to feel audacious for having spoken. They tear him apart. Then they take out their constitutions and read to him: "A master must treat his slaves according to proper standards of slave-master relationships as defined and determined by the master." The slave hopes in his heart that other owners will define their standards higher than his master has.

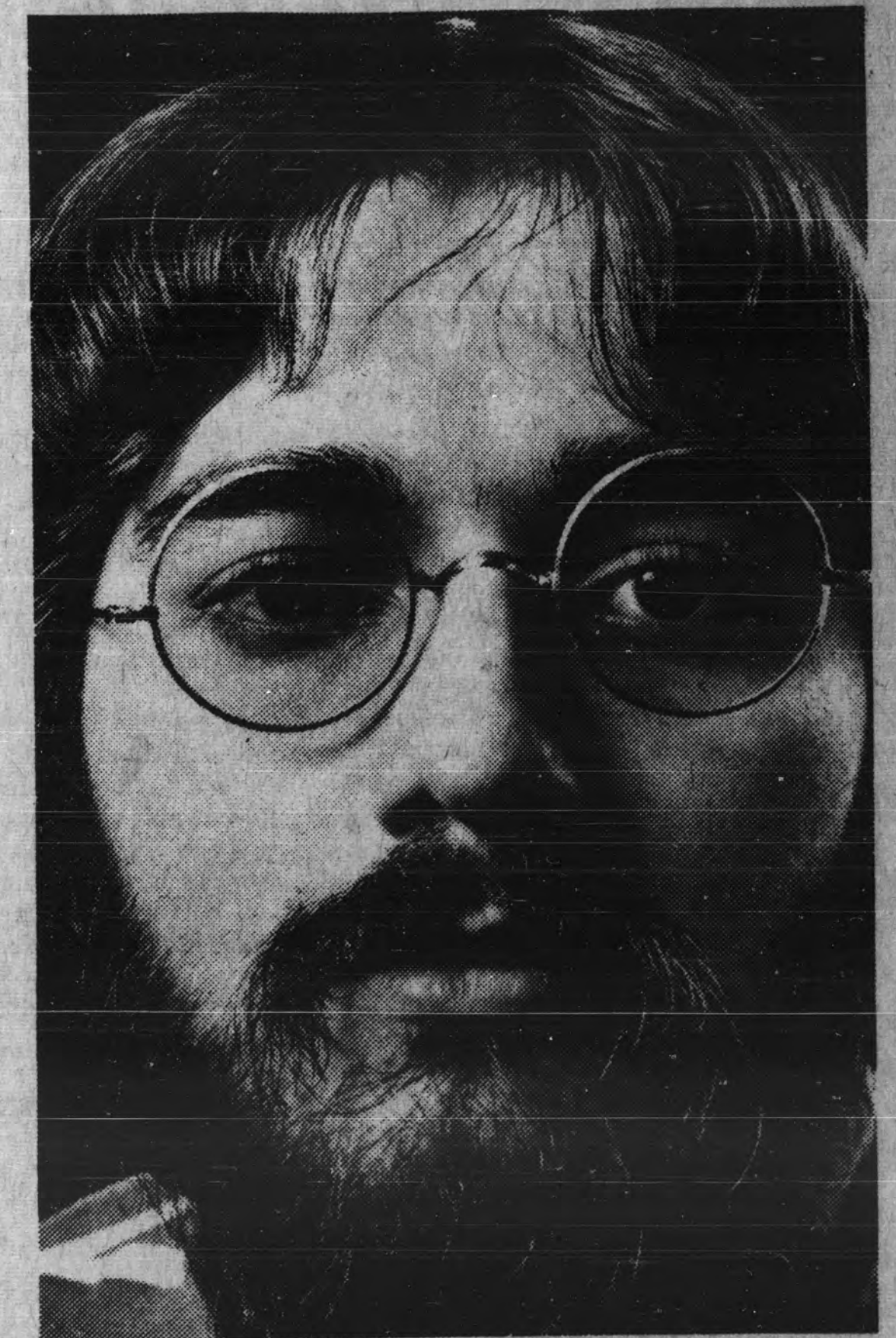
What did the slave try to say that no one heard? If we listen to his words with a magic mirror they will become relevant to this campus and if one listens closely he will hear. His story informs us of the nature of our own communications board whose members are the masters (we now call them chairman, editors, etc.) of the various communications responsible to that board. His translation speaks as follows:

"To say that the ditors have complete authority over the action of a student newspaper is absurd. The editor is not elected by the students nor is responsible to them. To whom then, is he responsible to? The answer lies in finding those who choose, approve, and give authority to the editors. The Communications board approves the editors and chairman of each organization. But isn't the Communications board composed of the masters--the editors and chairman? Ah, the masters choose themselves!! What a novel trick to avoid interference by the students.

"The board says that it can do nothing to regulate an editor unless he violates the constitution that he himself created and which the board itself has approved. However, the editor (according to his own constitution) must observe proper journalistic standards "as determined by the editor."

The slave asked the board of masters to "secure a guideline whereby positions must be judged and held on the basis of merit and experience." The board disallowed this because it would mean setting up standards other than those defined by the individual masters--that is, themselves.

Other reforms were also suggested to the board. Some of these were; "election of officers by the students, periodic votes of confidence, optional funding, and a survey of student desires as to goals and programs."



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**Phone home.**

 New Jersey Bell



# Course Evaluation Questionnaire

This is the Course Evaluation form that you will be filling out for each of your classes. The results of this evaluation will be computerized over vacation and results will be published in the Academic Issue of the ACORN that will come out during reading week. The Evaluation is sponsored by SGA. Any comment, articles and other contributions for the Academic Issue will be welcome.

We are asking that you fill out the following questionnaire so that we can prepare a course and professor guide based on your subjective evaluation of your classes and professors. At a minimum, this guide should supplement the catalog, and hopefully will also help students and faculty improve our offerings by indicating proficiencies and deficiencies. Please read the following instructions carefully--and thanks for helping.

Instructions: Indicate responses on form A. Form B is provided for examples or comments corresponding to responses.

Indicate one response to first three questions.

Indicate your major or status

- A 1) Special or UN student 2) Undeclared  
3) Special major- specify on Form B 4) Anthro. 5) Art 6) Bhrv. Studies 7) Botany 8) Chemistry 9) Classics  
B 1) Econ. 2) English 3) French 4) German 5) Russian 6) History 7) Math 8) Music 9) Philosophy  
C 1) Physics 2) Pol.Sci. 3) Psyc. 4) Religion 5) Sociology 6) Spanish 7) Theatre Arts 8) Zoology

Further indicate one response to each question

D My current status is

- 1) Special or UN student 2) Freshman 3) Sophomore 4) Junior 5) Senior

E My overall cumulative grade point average is

- 1) first semester freshman - not applicable 2) 2.0-2.49 3) 2.5-2.99 4) 3.0-3.49 5) 3.5-4.0

F What percentage of classes have you attended in this course? 1) 0%-40% 2) 40%-60% 3) 60%-80% 4) 80%-90% 5) 90%-100%

G What was your primary motive for taking this course?

- 1) required course for major 2) elective course in an area related to major 3) elective course unrelated to major 4) general graduation requirement (all answers assume interest- further specify if you desire on Form B)

Instructions: You are given a description and asked to rate the degree to which it applies to your class or instructor on a continuum scale. Your general impression is more important than the exact point at which you note your judgment. For example: sample question

Your town has a great amount of air pollution. How well does this description apply to your home town?

doesn't apply 1 2 3 4 5 6 applies very well

If you happen to live in New York City you might circle #6; if in Bangor Me. perhaps #1 or #2; and Hartford, Conn. perhaps #4 or #5. Keep in mind the scale is a 1 to 6 continuum. Please complete this form as rapidly and accurately as possible, and include any pertinent examples or comments on Form B.

H Your professor is sensitive to students. He/she makes the students feel free to ask questions, disagree with him/her, and express their own ideas. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

I Throughout the semester your professor has accepted and applied student opinion in the development of the course. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

J Your professor makes/him/herself available to interested students or those having academic problems. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

K Your professor has a good intellectual command and insight in his/her field. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

L Your professor's lectures are well organized. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

M Your professor's lectures are interesting and stimulating. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

N Your course was introduced with the presentation of a written syllabus. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

O The work and time required by the demands of this course is appropriate for the credit received in relation to other courses you have. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

P The readings in this course are appropriate to the subject. How well does this apply?

doesn't apply 1 2 3 4 5 6 applies very well

Q The readings in this course were interesting and stimulating. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

R The written assignments were worthwhile and contributed to your understanding of the course. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

S The written assignments were interesting and stimulating. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

T The exams given in this course are relevant to the material covered. They measure your understanding of the material. How well does this description apply to your course?

doesn't apply 1 2 3 4 5 6 applies very well

U The discussion in this course was frequent and stimulating. How well does this description apply to your course?

doesn't apply 1 2 3 4 5 6 applies very well

V The lab section was worthwhile and added to your understanding of the course. How well does this apply to your lab section? (disregard if no lab)

doesn't apply 1 2 3 4 5 6 applies very well

W The recitation section added to your understanding of the course. How well does this apply to your recitation section? (disregard if no recitation section)

doesn't apply 1 2 3 4 5 6 applies very well

X The cost of books for this course was moderate. They were used to a degree that justified their purchase. How well does this description apply?

doesn't apply 1 2 3 4 5 6 applies very well

Y Overall are you satisfied with this course?

- 1) yes 2) no

Z I would recommend this course with this professor to 1) no one 2) anyone interested 3) majors and well prepared nonmajors 4) majors only

Instructions: The final questions pertain to proposals for a January program. You are asked to rate on a 1 to 6 continuum scale the degree to which you concur with certain statements.

AA The Student Senate C.L.A. strongly recommends the adoption of a January program beginning with the academic year 1973-1974. We believe such a program could provide innovation and enrichment to our current academic offerings.

strongly disagree 1 2 3 4 5 6 strongly agree

BB Assuming that many will desire to use this time period for employment, research or leisure, we recommend that

Continued on Page 3



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## Spitzer on Sports

# Rangers lose to Stevens

There was no Stevens Tech rally and there was no clear cut sense of victory for Stevens Tech after Friday night's game with Drew's Cagers. Their alleged six point rally was given to them by the referees. Their second highest scorer was given four foul shots, which he had managed to sink. These shots gave them the game, not the two Steven's baskets, sunk by Tom Nathanson at 2:23 or Tom McInerney's basket in the last seven seconds, whose flat footed attempt the Daily Record called "a jumper."

True, the Cager's game should have been held towards the end. When Ed Osterhout scored in the fourth quarter with less than two minutes to play, Drew had a slight edge of 63 to 60. But it was hard edge to maintain as three Cagers had fouled out of the game. These included Al Rentas, who's considered the quickest guard and playmaker, Vern Shepard, who's an all league selection from the big ten in high school, and Merritt Schwartz, who's the leading defensive ball player. How do you put a team back together in three minutes?

But Coach Harper at Drew University denies all this. He blames the frustrating loss on inexperience rather than the twenty nine personal fouls received during the game. In his opinion, the game against Stevens did not have the controlled breaking pattern needed and it did not have the "poise" needed by a winning team. But the fact remains that the Rangers paced Stevens Tech well that evening. This small man team in the end of the third quarter put on a blistering defense. As a result they gained fourteen points.

The statistics bear out what I'm saying. The Rangers were 27 and 60 from the field, which means that they had the same scoring percentage as Stevens Tech. The Rangers' high scorers' Gary Jones, Ed Osterhout, and Vern Shepard had scored 21, 18, and 18, yet Stevens Tech high scorers' Tom Nathanson, Tom McInerney, and Tom Cress had only been able to muster an 8, 18, and 24 scoring record, which is in many respects less consistent than the Ranger's record. But the violations against the Rangers hurt the team

more than any other factor. The Rangers had 29 personal fouls, yet Stevens Tech only had 17. The Ranger's foul shooting percentage was a little over half. The Rangers shot 9 for 14, while Stevens Tech had shot 12 for 26. The statistics on the game show that if the referees would have allowed the game to be played out naturally, we probably would have beaten Stevens Tech.

Statistics on the Stevens Tech-Drew Basketball Game:

Drew University-63

Jones 8-5--21, Osterhout 9-0-18, Rentas 2-0--4, Shepard 8-2--18, Schwartz 0-0--0, Brown 0-0--0, Cipriani 0-0--0, Manuseto 0-2--2, Marshal 0-0--0.

Totals: 27-9--63.

H-time: 28-27, Stevens.

Stevens Tech-66

Cross 8-2--18, McInerney 9-6--24, Ketterer 0-0--0, Morris 2-0--4, Nathanson 3-2--8, Staigaitis 1-0--2, Gemenani 0-0--0, Casamento 1-0--2, Meredith 3-2--8.

Totals: 27-12-66.

# Rangers drop to Newark State

In Saturday's game against Newark State, the Rangers repeated a bad mistake. Their offense stopped running and consequently Drew lost its halftime advantage. The Rangers, still lack a fast break pattern and a quick press offence, but the team hopes to develop these two plays in practice this week.

Some of the Rangers whom you'll see this season are: Ed Osterhout; Co-captain and leading scorer for 2 years. Ed is a senior History major, who's planning on graduate school. He's already had a shot at pro-football when the Dallas Cowboys wrote him and asked him for a pre-agent trial.

Merritt Schwartz; Co-captain and 3rd leading rebounder. He's 5'8", a senior, and an excellent defensive ball player.

Gary Jones; A freshman from Brandeis High School in New York, Gary worked for 3 years before coming to school. He's an excellent jumper, can shot from the outside, and is a leading rebounder. He's 6'1", but this does not detract from his excellent moves when in close around the basket.

Al Rentas; Hailing from Hoboken, New Jersey, Al's a quick guard and the playmaker on the team, 5'6" and a sophomore Drew can look forward to 2 more talented years from this athlete.

Kevin Marshall; A 6'1" freshman from

Princeton, New Jersey. Kevin's an excellent ball handler and jump shooter.

Dan Brown; A freshman from West Hurley, New York, Dan teams up with Kevin to give Drew two good ball handlers and jump shooters.

Bob Manuseto; Being the tallest member of the Ranger team, Bob Manuseto, 6'3", naturally is one of leaders in rebounding and scoring. Bob is only going to be here for 9 games after which he's going to Copenhagen. Bob's off to a slow start this season, but things will improve.

Scott Anderson; Lacking height, Scott's still a tough rebounder for his size. From Newton, Massachusetts. One of his assets is his aggressiveness inside.

Joe Cipriani; A sophomore from Glendora, New Jersey. Joe's an extremely aggressive back court man and a good outside man.

Rusty Siegel; Another sophomore, this time from Flushing, New York, Rusty can box his opponents out well and only needs more playing experience to develop into a first rate player.

The Rangers exhibited no drive and no momentum in this game, as the team dropped one to Newark State during the first few minutes of the second half.

The Rangers, who are now 0-2, blew a 30 to 27 advantage at halftime when

the Squire's Ike Wilson connected with a field goal. Then, forward Andy Blejwas sunk 3 of his next 4 shots and the Squires led 58 to 45. The Rangers could not overcome the deficit and the final score was the Squires, 77, Drew, 56.

Statistics:

Newark State - 77

Blejwas 7-2--16, Hamilton 5-0--10, Hill 4-3--11, Swerchek 7-0--14, Tommasso 7-1--15, Carmon 1-1--3, King 0-0--0, Wilson 1-0--2.

Totals: 32-7--117

Drew University - 56

Jones 7-1--15, Osterhout 7-0--14, Rentas 3-0--6, Shepard 4-0--8, Schwartz 2-0--4, Anderson 2-1--5, Brown 0-0--0, Cipriani 0-0--0, Manuseto 0-0--0, Marshall 0-2--2, Siegel 0-0--0.

Totals: 26-4--56

H-Time: 30-27, Drew.



# Varsity Highlights

Drew's fencing team is off to a good start this year with one win and one loss to date. Coach Paul Primamore anticipates a good, challenging season for the team, especially with the addition of experienced freshmen.

The first match, at Haverford, was a victory for Drew with the score 17-10. All eyes were on Peter Brown and freshman Bob Seidenberg as they won 3 out of 3 bouts. Veterans Chris Bretschneider, Bob Marchant, Brad Ross, and Tom Holland also made a good showing, each winning 2 out of 3 bouts.

The fencing team's next match was against Patterson State, a tough school to beat, and the team did well in spite of the loss 10-17. Captain Chris Bretschneider fenced exceptionally well, winning 3 out of 3. Other members worth noting were Tom Holland and Bob Seidenberg, winning 2 out of 3 bouts, matched against tough opponents.

At the time of this issue's distribution, the fencing team will have fought Pace College and also competed in the New Jersey Men's Collegiate Fencing Tournament held Dec. 10 in the Baldwin Gym. This coming Thursday the team will be competing with Rutgers and will pick up their post-Christmas season on Jan. 25, at home.

Despite the fact that Drew's fencing team hasn't drawn spectator crowds of any great magnitude, this season promises to be exciting and well worth following.

The New Jersey Soccer Coaches Association selected Drew Rangers Dean Roscow and Neal Warner for the College All Star Soccer Team. Both will be honored at Numaida Inn in South Brunswick on December 18th. Coach Reeves congratulated both Rangers and said that more honors would be forthcoming. More honors are slated for Rangers Roscow and Warner in the selection of the Middle Atlantic Team and perhaps the All American team.

Coach John A. Reeves, a graduate of Montclair State College and Pennsylvania State University, received District 31 Coach of the Year Award. This is the second winning season for Coach Reeves.

Dean Roscow, who has had a season scoring record of 18 goals, has been selected by the International Soccer and Football Association of America as second leading scorer in the nation.

The Drew varsity basketball team hosted Moravian Thursday evening and lost its third consecutive game (49-56) this season. The turning point in the Drew-Moravian game was with 8 minutes left to go in the first half. The Rangers had a 5 point lead in that half, but lost it and were never able to regain it in the second half. The margin of victory predicted by local presses was considerably lower. The final score ended with Moravian taking a 6 point lead, rather than the predicted 15 point lead, and Moravian's coach complaining of no contest.

Leading Drew Scorers' freshman Gary Jones, freshman Vern Shepard, and senior Ed Osterhout have averaged between 18 and 21 points in the last three games, and senior Ed Osterhout has been shooting sixty percent from the field.

Turnovers, which had hurt the team in Stevens and Newark State game were well reduced in this game.

Anyone having an "Introduction to logic" text by Copi that they do not need and desire to sell or lend over Christmas please contact Richie Zerbo either at the Acorn office, Rm. 332-New Dorm or phone 377-6633. Please see me before Friday.

# The Peoples Free Classified Ads

There will be a student question and comment box in the infirmary. All questions and comments will be answered by the infirmary staff and published in the Acorn.

During reading week and exam week, the infirmary will be open at the usual times. Dr. Puno will be back on his regular hours (8:30 - 10:30 a.m.) on Mon., Tues., and Fri., 8:00 a.m.-10:15 a.m. on Weds, and Thurs. Weekend Dr's hours will remain at 11 a.m.

Me and Bell like reading comics, old and new, but don't like getting ripped off at twenty cents apiece. If you have comics you don't want, we'll buy them for a dime so everyone will save. Contact us in Baldwin 211 or 214.

Coda and Culp.



15 Park Avenue  
Madison, New Jersey



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Thurs. 9:30-9 p.m.



Joe Delasandro in "Trash" Wed, Eve, Academic Forum

