

# Drew Acorn

Student Newspaper of the College

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## Nelbach discusses

## Jan. Plans and Field Work

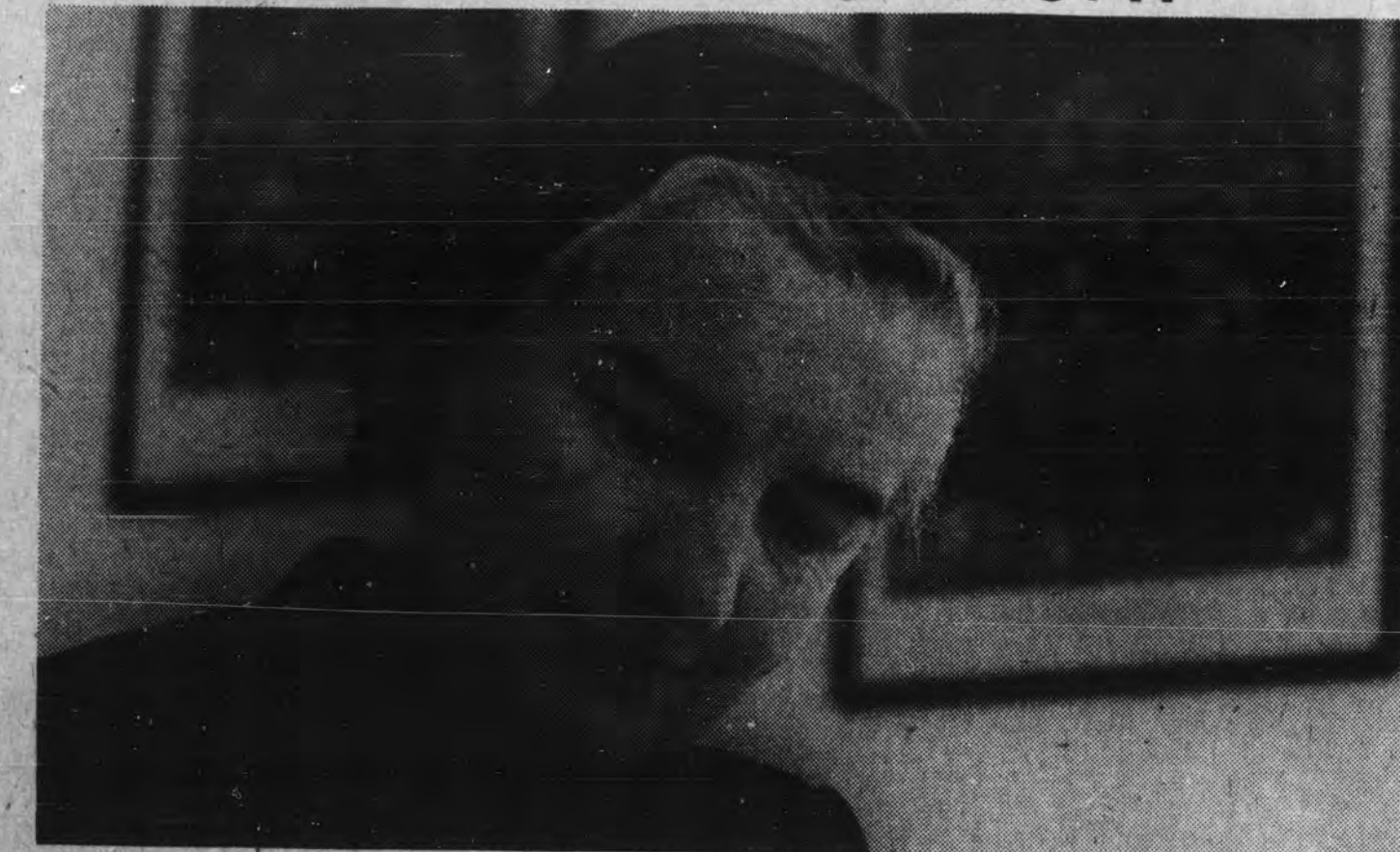
by Inez Nelbach

(Ed. Note: Dean Nelbach wrote this article two months ago for the ACORN's Academic Issue which unfortunately is still forthcoming. Considering the crucial stage of January Planning, however, we feel that the article is immediately appropriate.)

1. "Jan Plan," "4-1-4" or what-have-you

Kirkland and Hamilton Colleges joined with several others (Colgate, Wells, Skidmore, and Lincoln University) in 1968 in operating a January Winter Study Program. The various institutions pooled their academic resources in such a way that courses of an intensive and/or unusual nature could be offered for credit during January by instructors on each of the campuses involved. Care was taken to avoid duplication of specific courses or projects: a joint catalog was prepared and issued in October so that all students and faculty could know well in advance precisely what could be available and on which campus. The purpose of the program was essentially a very simple one--to add variety and flexibility to the academic curriculum. By devoting an entire month to a single course a student could pursue that subject in depth, and by teaching or guiding such a class a faculty member could use materials and approaches not usually found in a standard semester course. Naturally there were problems--

just the matter of clearing rooms on one campus to make space for the incoming January students from the other campuses was a logistical headache all by itself--but the rewards far outweighed the difficulties. Students who took INTENSIVE GERMAN, for instance, were able to complete in one month the materials usually covered in a full-year course, and the incidental experience along the way of living in "the German suite" is a dormitory and speaking only German at meals helped them acquire a degree of oral fluency which was much higher than that gained during the year, when a student's time and effort had to be devoted to several courses rather than one. Students who signed up for the BRITISH THEATRE course had an exhaustingly splendid time attending twenty London productions, and they also acquired (as a result of having to file an immediate critique of each performance) a healthy respect for the drama critic's ability to meet instantaneous deadlines successfully both in terms of analytical expertise and literary grace. Students who elected a crash course in LABORATORY INSTRUMENTATION acquired a highly critical skill, and at the same time they developed a stronger sense of responsibility toward the sophisticated and costly equipment with which



they worked. Students whose career interests were tentatively settled on computer programming were able to devote an entire month to on-the-spot at Colgate's computer center, thus accomplishing far more than would have been possible during the year at one of the "home" college's overworked terminals. In other words, the Winter Study programs offered courses which were different in both content and approach from those available during the rest of the year.

But Winter Study was not confined to course work designed and directed by faculty members. Student-initiated courses were proposed and (if designed with an appropriate evaluative mechanism) approved for credit when so desired; independent research projects were submitted for faculty approval and thereafter (for the most part) pursued with noteworthy success. Off-campus Field Work projects (such as Haryou-Act assistantships, special Practice Teaching assignments, Headstart programs, medical school laboratory trainee courses, etc.) attracted many students, and the project reports which they wrote at the end of the month constituted some of the best papers I have ever read. (These papers, combined with the Evaluation Reports sent in by the on-the-spot supervisors, were required if students wished academic credit for the work completed.) The varieties of experience gained by the students engaged in off-campus Winter Study projects were almost unlimited; the most valuable I can remember (in terms of the students themselves and those who benefited from their efforts) were such different ones as the creation of the first bibliography of Balkan documents of World War II ever assembled and translated (a job done by a sophomore from Bulgaria whose parents had died in a Russian

prison camp); an innovative program of "open classroom" music instruction designed and conducted by a Kirkland sophomore for the public schools of Sidney, New York; and a series of group therapy sessions based on the Mantano mine technique organized and run by a Kirkland psychology major for the emotionally disturbed children at the Wiltwyck School.

One final word on 4-1-4 as it was practiced at Hamilton (Kirkland), Colgate, etc. It was to some extent a voluntary program: degree regulations required active participation in Winter Study programs during only two of the four undergraduate years. Thus it was possible in a given year for a student in need of a change of pace to go skiing for the month of January or for a faculty member to take time off to catch up on scholarly research. (Or vice versa, of course: professors at "Snow Belt" colleges do ski, after all.) This arrangement thus served to bring a very genuine degree of flexibility to the academic programs of faculty and students alike. Similar programs are currently in operation at well over a hundred other colleges and universities in the Northeast. Drew's most recent invitation to join a specific group has come from Clark University in Worcester.

Present status of 4-1-4 at Drew: The necessary calendar revision has already been made for 1973-74 i.e., the creation of a four-month fall semester to be completed (including final examinations) before Christmas Vacation, followed by the one month (January) of special courses or projects, to be followed in turn by a four-month spring semester beginning in February. The Educational Policy and Planning Committee has begun serious discussion of both the fundamental principle and the specific working details of

Continued on Page 3

## Univ. Senate acts on Faculty Pay

At the Thursday January 25th University Senate Meeting, the Report of the University Committee on Faculty regarding faculty compensation was considered. (This report was reprinted in the January 12th issue of the ACORN) The University passed the following resolution: "In light of past history, the University Senate is reluctant to recommend a specific percentage increase for one year, but prefers rather to set a three-year goal. The University should achieve compensation levels equal to the national median

for IIA institutions adjusted for the local cost of living. Until this level is reached the compensation problem must maintain the top priority status accorded it last year."

This action followed a lengthy discussion of the problem of faculty compensation. The University Senate Committee of Faculty had reported that the median faculty salary adjusted for the cost of living factor had a purchasing power equivalent to \$10,600. This committee recommended a 16% overall increase in one year and if spread over three years, this would require a 10% per year increase

Continued from Page 2

## Stud. representation to be resolved

At a meeting Monday evening, January 29th, the Student Senate of the Graduate School endorsed a proposal to settle the long unresolved question of at-large student representation on the Student Senate. There has long been provision for an additional three student at large representatives to the University Senate, but these positions have remained vacant for the past several years due to a lack of consensus between the student associations of the three schools.

The resolution of the Graduate School Senate requests the addition of another at-large student representative to the University Senate. It specified that two representatives from the College of Liberal Arts, one from the Graduate School and one from the Theological School be elected at an at-large University student body election.

This resolution of the matter was approved by the Student Senate of the College of Liberal Arts several weeks ago. The Student Assembly of the Theological School will consider it at their Thursday, February 1st meeting. If this body approves the resolution, it will be forwarded to the University Senate for action. Should that body approve the proposal, it must be approved by the faculties of each school before it becomes effective.

in faculty compensation.

In other action the Senate recommended that Drew University Acorn reporters exercise self restraint in reporting matters that have not been acted upon formally by the Senate. This resolution was in response to President Oxnam's concern over the ACORN's publication of the Report on Faculty Compensation in its January 12th issue. Many members of the University Senate, while endorsing the resolution which passed unanimously, specified that the action should not imply that such self-restraint had not been exercised in the past.

4-1-4, and President Oxnam and the members of his cabinet are debating the financial and other ramifications of such a program. (Virtually all 4-1-4 programs in the country entail extra faculty compensation and extra student fees for tuition, board, and room. If a student chooses not to participate in a given January he is given a rebate on tuition and board--and a room rebate if he clears out his room to make way for a student from another campus).

## II. FIELD WORK

I first became familiar with the successful operation of a large-scale Field Work program while at Vassar College a few years ago. The program there was a well-established one, open to all upperclassmen, and supported (in terms of practical help and interest) by many organizations in the surrounding area. Certain departments--Psychology, Political Science, Economics, etc.--required a minimum of six hours of credit in Field Work, and others strongly suggested it as a useful adjunct to courses in the major or minor fields. The range of choice was practically unlimited; some students elected to work in Headstart or in special programs at downtown youth centers; others worked at local cerebral palsy clinics or Halfway-House centers for patients released during the week from Hudson Valley State Hospital; others organized and ran the first comprehensive tutoring program the "store-front office" program in Manhattan and the Bronx which was so instrumental in winning John Lindsay his first term as Mayor of New York (and were given the equivalent of a semester's credit by the Political Science, Sociology, and Economics departments for the practical work accomplished and the project I helped evaluate at Vassar was one organized and completed by a group of six seniors, two of them

keepsie, interviewed every citizen living there, de-mapped streets and homes which had been abandoned, followed up every complaint regarding lack of municipal services, and at a public hearing at the end of the semester filed a formal complaint with the Human Resources Commission which finally resulted in the firing of the corrupt Urban Renewal Director and his staff, the recovery of funds he had misappropriated, the appointment of the city's first non-partisan Investigation Commission, and--finally--the adoption of a genuine program of urban redevelopment. The project reports written by these six students were given a High Distinction by the professors who read them (and by me, of course, for they were SUPERB) and they were eventually published by the federal government for inclusion in a set of HEW guidelines.

Needless to say, not all Field Work projects came off with such stellar results. For the most part, however, there are signal successes throughout any such program--and the benefits to the students themselves, the people and agencies worked for, and the institution (which gains in two ways: happier town/gown relations, and slight reduction in class size in precisely the areas of greatest overcrowding, such as Political Science, Psychology, Sociology, etc. by virtue of many students' outside involvement with Field Work) are of inestimable value. In other words, Field Work) if well-organized, totally positive program: it has been a success I can personally vouch for at Barnard, Vassar, and Kirkland, and I see no reason why it could not do as well as Drew.

PRESENT STATUS OF FIELD WORK AT DREW: The Educational Policy and Planning Committee has this matter on its agenda along with other aspects of "credit without formal courses." Hopefully a decision will be reached before too much time has elapsed. One department, Sociology, has already guaranteed academic credit for field work by listing it as a course. (The semester program in Newark is a first example.)

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Political Science majors, one of them Psychology, one Sociology, one Economics, and one Art and Architecture: they did a comprehensive survey of the entire depressed area of downtown Pough-



# Make Your Plans

The Faculty of the College of Liberal Arts acted admirably at its last meeting in approving, despite last minute ploys by University President Robert F. Oxnam, a new calendar that provides for finals before Christmas and for a time period during the month of January during which a January program may be instituted. Students of the College owe a large debt of gratitude to Dean Inez B. Nelbach and EPPC Chairperson Norma Gilbert for their forthright advocacy of the new calendar proposal.

As the next faculty meeting approaches, it appears that the January program may be in serious difficulty -- if students don't begin to coherently and effectively express their desire for program to the faculty. Faculty members have legitimate concerns over compensation for time spent teaching and

participating in such a program, while students certainly have every right to expect that no substantial additional costs will be involved. These are problems that have to be carefully considered and resolved before a program can be planned, but, as a time honored saying tells us, when there's a will, there's a way. Students must provide the will, and faculty members, with student support, will find a way.

The ACORN has long supported the concept of the January program as providing potential for increased flexibility and experimentation in the Drew academic arena. Now, as decision approaches on whether such a program will become a reality, the ACORN urges all students to speak up, loudly and clearly, in support of the January Plan.

WSB, WAB, RJZ



Every year thousands of acorns drop from the Oak trees that give Drew its quiet and established look. These acorns are, in themselves, quite harmless. As soon as they fall, however, they are gathered up by the squirrels and taken to the Forest Tribes. The Tribes, who stay

hidden most of the time use the acorns to nourish their minds and store them as ammunition for the final struggle in which they will reclaim the campus. Thus Drew, like capitalism, bears the seeds of its own destruction.

## Drew Acorn

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The ACORN welcomes letters to the Editor and commentary in any form and on any topic. All letters must be signed, although names will be withheld on request. Manuscripts must be typewritten and submitted no later than the Tuesday before publication at 4 p.m.

Editorial comment does not necessarily reflect the opinion of the entire editorial staff, the student body, the faculty, the administration or the Board of Trustees of the University.

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# Letters to the Editor

## Women

To the Editor:

I would like to address this letter to the members of the female community of Drew. My congratulations to the Women's Collective and their associates for the success of Drew's first Women's Emphasis Weekend. However, I must criticize the actions of a number self-proclaimed pseudo-militant misfits who have no right to label themselves "women." Those who attended the dance last Saturday probably noticed them jabbing, elbowing ribs and kicking shins of every man within reaching distance. I fell victim to this uncalled-for display of antagonism as did a large number of others, including one fellow who caught a fist in the face from some gruesome little wench. When will these wretched females and their cohorts realize the futility of their imitations of the most despicable qualities of men in order to acquire a sense of equality? It took Black people in America one hundred years to discover that dissemination into the white culture would only serve to keep them enslaved. It has only been since the emphasis has changed to developing a separate black culture that they have made significant progress towards equality. Women will also remain enslaved unless they too discover and develop those qualities which constitute their "femaleness." To emulate those qualities of men which have resulted in a war-plagued and corrupt world will only create a world suffering from twice the sickness it already has.

Keith Ehrlich

## Plan fan

To the Editor:

I have been following with some interest the development of the so-called January plan. The student body is to be applauded for seeking to find a program which "could provide innovation and enrichment to ... current academic offerings." There are, however, numerous problems to be solved before the plan can be made feasible. What I am proposing will help alleviate some of these problems and benefit a greater number of students at Drew.

It seems that at the very foundation of the January plan is the intention to offer the students a chance to be more creative. It is also an attempt to possibly offer students a different educational experience. For example, one proposal is for students to pursue independent study. This proposal is obviously limited by the large number of students at Drew in relation to the much smaller number of faculty. One way to correct

this problem would be to increase the number of faculty members.

This is exactly what I propose to the planners of the January plan. Will not the costs be tremendous? The answer is No. What Drew needs to do is to look in her own backyard. Without meaning to be derogatory, Drew has an unused source of cheap labor. Where is this source of labor to be found? The answer is the graduate school. In other words, graduate students could be used as instructors in independent study courses. How might this be done?

Probably the best way would be for "qualified" graduate students who are interested in participating to make a list of the courses that they feel most competent to teach on a tutorial basis. This list could be compiled by the graduate office and made available to undergraduates. The undergraduate student could then petition to make a course. The faculty, however, would then decide if the course would be academically beneficial to the student's program. As a further safeguard the faculty could also pass judgment on the qualifications of the graduate student to offer such a given course.

I placed in quotation marks above the word qualified. What is intended is that not all graduate students would be used as instructors. To safeguard graduate students, undergraduates, and the quality of the January plan; I propose that only those graduate students who have completed their course work or those who are at the dissertation level be designated as qualified. Although final approval as to a graduate student's ability to teach a particular course be left to the discretion of the faculty.

If this policy were adopted, numerous beneficial results would be forthcoming. One result would possibly be to keep tuition increases for undergraduates due to the January plan lower. It seems to me that most graduate students would participate in the program for minimal compensation. A possible type of compensation might be money credited toward one's account in the form of scholarship. This is not intended to imply that full-time faculty members should not be adequately rewarded, taking into consideration their exalted status.

Another benefit of this proposal would be to reduce the student-faculty ration and enhance the prospects for greater creativity on a more personal basis. For the graduate student, this proposal

would mean the opportunity for teaching experience. Another benefit of using graduate students as instructors would be to bring the graduate school and the undergraduate school into a closer relationship. It is my hope that this will foster more of a sense of a Drew University community.

It is my final hope that this proposal will be taken seriously and promote further discussion.

Carl Olson  
Graduate Student

## Anti-semites?

Dear Editor,

I find the remarks made by Mike Farr and friend, and Marge Meyer indicative of a new class of anti-semites that exist on Drew Campus. It is bad enough that many non-Jewish Americans and small town wasps of unredeeming partrican blood contribute all the standard attitudes and ideas to Drew students, but when the typical epithet of fairy, of "amy vanderbilts" of a kind, is hurled, it's plain case of anti-semitism. I should think that Jew and Christian should tire of attacking each other and celebrating each other's vast superiority by asking that each other be censured, or as Marge Meyer puts it, "castigated." Every reporter is held in accountability by his readers, but no where does it say that he has to change his views to achieve popularity in return.

Respectfully,  
Wayne Spitzer

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## The Devils Macabre fun

by Marc E. Paavola



Oliver Reed and Vanessa Redgrave in "The Devils"

Adapted from Aldous Huxley's "The Devils of Loudun," and the play based on the Huxley book by John Whiting, Ken Russell's *THE DEVILS* remains, more than a year after my first viewing, one of the most unrelentingly frenzied and powerful films in my movie-going experience. While flawed and self-indulgent to a degree rivaled perhaps only some of Orson Welles' more adventurous efforts, *THE DEVILS* nonetheless did not merit the ridiculous overreactions of many American critics whose sensibilities were so offended that they failed to see beyond Russell's often hellish, lavishly demonic spectacle. Judith Crist hid under her seat later rating *THE DEVILS* as "a pile of excrement" while *NEWSWEEK* rather unoriginally noted it might well have been written and filmed by Nero and the Marquis de Sade. Lest you go expecting unspeakable thrills and horrors - though you might well get them - there is a good deal besides Russell's almost Felliniesque visualization of the terrors of the 1634 Loudun witchcraft trail.

Apart from its vivid depiction of high-level degeneracy in the Catholic church, *THE DEVILS* is more importantly concerned with the shoddily disguised political maneuver of Cardinal Richlieu which resulted in the fiery execution of Father Urban Grandier, a handsome, erudite lay priest who had been willed the governorship of the French city-state of

Loudun by its previous administrator a victim of the bubonic plague. As much of a political leader as he was a 17th century "radical priest" in that he questioned many of the more abstract church teachings, Grandier and his heavily fortified city momentarily obstructed Richlieu's master plan of uniting church and state. When a sex-starved prioress of an Ursuline convent in Loudun by the name of Sister Jeanne of the Angels, claimed Grandier - whom she adored from afar - had possessed her convent and herself with devils, Richlieu seized on the chance to get this rebel priest, additionally exposing Grandier as otherwise morally corrupt in his fathering of an illegitimate child and his secret marriage to Loudun's most beautiful and virtuous heiress, Madeleine de Brou.

Grandier freely confessed his love of women and political power, but Richlieu's agents were instructed to dispose of the priest. As Russell remarked in an interview at the time of *THE DEVILS* 1971 mid-summer release:

"My film is about the power of the state. The religious hysteria was used as a cover to the real activity, which was to reduce the power of the feudal aristocracy, minimize their danger to the state and bring down the fortified walls of the city. The film does say some shocking things about the Church, but the Church will survive it." Russell and his wife, his costumer for all his films

(*WOMEN IN LOVE*, *THE MUSIC LOVERS*, *THE BOY FRIEND*), by the way are both Catholic converts.

Apart from saying some "shocking things" about the Catholic church, *THE DEVILS* shows some rather disconcerting things about Richlieu's lackeys all of which have been thoroughly documented. The exorcism and torture sequences are especially graphic, as are those illustrating the medical practices of the time - the doctors perversely enough doubling as torturers, but there seems little point in enumerating the more gruesome aspects of *THE DEVILS* as they were detailed at length in many of the reviews the year before last. More significantly is Russell's statement, commenting on the period's almost total disregard for human life in favor of political power. Analogies to the witch-hunting techniques of Nazi Germany have been drawn by Huxley in this regard, and accurately so, and Russell further compounds the contemporary qualities of the events at Loudun by his imaginative, extravagant indulgences.

In this regard Russell has been criticized for such things as the casting of Father Barre, the chief exorcist, as a 17th century hippie, complete with wire-rims, long blond hair, and a sexy, bare-armed costume suggestive of one of Mick Jagger's more discreet outfits, and reprimanded for innumerable other anachronistic offenses, such as the stark white, abstract settings, the nearly surreal cathedral buttresses and brick fortifications. Quite clearly Russell intends these supposed "outrages" partly to shake us out of the comfortable attitudes we have towards most historical movies, and partly to intensify the demonic, yet timeless nightmare that was the inquisitional orgies at Loudun.

As the hunch-backed Sister Jeanne Vanessa Redgrave gives a funny, baroque performance, giggling like the Wicked Witch of the West -- pretty much in keeping with the real prioress - and looking truly glamorous in her flame-haired erotic fantasy sequence. As Madeleine Gemma Jones is lustrous and touching, but it is essentially Oliver Reed's film. His projection of Grandier's humanity and dignity under incomprehensibly horrible circumstances is moving and wonderfully realized, easily the best performance of his career - often serenely contrasting with Russell's energetic vital work, the product of a director clearly intoxicated with the ultimate power of film.

## Preview

### Dead of Night

by Marc E. Paavola

It is virtually impossible to comment on Sir Michael Balcon's film of the supernatural, *DEAD OF NIGHT*, without spoiling a good deal of the macabre fun. Suffice it to say, that this five part omnibus film released in 1945, one of the first British movies to seriously consider the beyond, is alternately fun and chilling. Despite the varying quality of its episodes, it is executed with the characteristic flair and style of Balcon's other important films ranging from the relatively early Hitchcock thriller, *THE 39 STEPS* (1935) with Robert Donat and Madeleine Carroll, the former's acclaimed (and mercifully non-musical) film of *GOODBYE, MR. CHIPS* (1939), and the Alec Guinness eight role tour de force in *KIND HEARTS AND CORONETS* (1949).

What distinguishes this film from others of its genre, apart from its multi-episodic form is its very lack of Gothic trappings, shrieking ghosts, or stabbings in the night. Rather *DEAD OF NIGHT* gets under your skin by its very suggestion that each story is somehow just within the bounds of a hitherto undiscovered reality. The five stories possess a gradual, accumulative intensity arriving at two unnerving climaxes, that prove far more shocking than if, as Pauline Kael expressed in a collection of her reviews "the characters and settings were Gothic and Transylvanian."

Structurally *DEAD OF NIGHT* has a linking story in addition to its five episodes, the linking story being that of a middle-aged architect invited to spend a weekend at a client's county house in order to properly survey the dwelling and suggest appropriate improvements. Upon his arrival he suddenly realizes other guests at an intimate party at the house - a Dutch psychiatrist, a thirtyish socialite, and a teenaged girl to name a few - are at once total strangers to him and yet strangely familiar. Each guest has in one way or another appeared in a recurring dream of his, and additionally the architect claims to be able to predict



their future - foretelling some kind of horrible disaster that we end. Each guest tells a tale of his own experience with apparently supernatural phenomena, building up to *DEAD OF NIGHT*'s most famous episode featuring Michael Redgrave in an incredible performance as a decidedly deranged - or is he? - ventriloquist.

The very realism of the settings and characters makes *DEAD OF NIGHT* all the more uncomfortable, if macabrely stylish fun, and in its own quiet manner it is a rather gripping film. Sequences involving a mysterious hearse driver and an enchanted mirror stand out as the most effective after the aforementioned Redgrave episode, which by the way might just possibly permanently quash your interest

in certain wooden-mouthed creatures - even Howdy Doody. The direction is smooth and fluid, especially that of Alberto Calvanti in the ventriloquist's dummy sequence and Robert Hamer's handling of the haunted mirror episode, which some regard as among the more terrifying footage ever put in film. *DEAD OF NIGHT* hasn't any gratuitous gimmicks, most praiseworthy considering it involves dreams and the occult. But if you permit it, it may still leave you with a deliciously discomfiting feeling long afterwards.

*DEAD OF NIGHT* is being presented as the second film in the Social Committee's mid-week film series on Wednesday, February 7th, at 7:00 and 9:30 in U.C. #107.

## Community Drug Center

Fifteen people came together to plan a Drug Information Center and to discuss ways in which such a center would relate to the Drew community - for members of the community to serve the community with no connection to either the University or law enforcement agencies. This weekend's training sessions will be the growth experience both for the Center and those who wish to become involved in it. This is the schedule. If you are interested, be at Hayes House at 9 a.m. on Saturday and plan to stay until 5.

TRAINING PROGRAM		1:00 p.m.	
9:00 a.m.	Introduction: Explanation of purposes	1:45 p.m.	"Exploring Referral Services" (large group)
	Discussion	2:45 p.m.	Film, discussion
9:30 a.m.	Yoga, meditation - wear loose clothes		Role-playing - 2 groups w/VTR - video tape feedback
10:15 a.m.	Brainstorming: "Describing Drew's Drug Problem"	4:00 p.m.	Brainstorming: "Viable Alternatives"
	*Small group discussion		*Small group discussion
	*Write down questions to be answered later re: drugs	4:45 p.m.	Large group: report, discuss
11:15 a.m.	Large group report, discuss	Pre-requisites: Bring poem, music, etc.	Start at noon - to be
12 noon	Lunch poetry singing	Sunday, Feb 4	Announced



# The Peoples Free Classified Ads

WERD, Drew's radio station, is resuming full broadcasting with a brand-new schedule for the spring semester. According to station manager Walt Martone, the format promises to be an interesting mix of progressive rock, top 40, jazz, soul, and oldies. Rick Atkinson and Tom Lyons, also writers of the ACORN music column, will present what they call an "audio review" of the newest and best albums coming into the station that week, combining outstanding cuts with comment and background. News and public affairs programming will be featured on Sunday nights. WERD broadcasts on 600 kh on the AM dial on the campus.

## CLIP AND SAVE

### Sunday:

3-6 PM Brad Abelle  
6-9 Elliot Glantz  
9-12 Glenn Klavans-news, music

### Monday:

3-6 PM Michael Preston  
6-9 Danny the K  
9-12 Rick Atkinson and Tom Lyons - New Albums Review

### Tuesday:

3-6 PM Rob Billet  
6-9 Doug Wherley  
9-12 Don Hodgkins

### Wednesday:

3-5 PM Jane Gallub  
5-6 Ed Tucker  
6-9 Gary Simpson  
9-12 Rich Peters

### Thursday:

2-5 PM Ken Axe  
7-9 Donna Cusano  
9-12 Lee Coda

### Friday:

3-6 PM Ed Tucker  
6-8 Nancy  
8-10 Chris Bricker

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## PETITIONS NOW AVAILABLE FOR STUDENT REPRESENTATIVE ON THE RESIDENT ASSISTANT SELECTION COMMITTEE

THREE MALES and THREE FEMALES will be elected by the Student Senate to participate on the R.A. selection committee this year.

In applying for this position, all candidates should be aware that they are making a commitment to fulfill all of the duties involved. These duties may prove to be time consuming. They include:

1. A preliminary meeting with Dean Erickson to discuss interviewing procedures.
2. Interviews with 12 - 15 R.A. candidates. All of these interviews must be completed by March 2, 1973.
3. A final meeting to choose R.A.'s--
  - a. For men: Sunday, March 4, 1:30 p.m. - 12:00 and Monday, March 5, 6:30 p.m. - ?
  - b. For women: Sunday, March 11, 1:30 p.m. - 12:00 and Monday, March 12, 6:30 p.m. - ?

This semester Alpha Phi Omega will once more seek service minded pledges. Alpha Phi Omega is a national service fraternity which has been responsible on Drew's campus for the Red Cross blood drives, sponsoring of a Boy Scout Troop in Madison, and numerous other service projects, both on and off campus. In particular, the fraternity has been recognized by such organizations as the American Red Cross, the Boy Scouts of America, and the Madison community.

This coming semester, we have already planned another blood drive, a service weekend to a nearby scout camp, and, on February 10th, a canvass of 2200 homes in

Florham Park for the Red Cross.

If you are interested in volunteering your time for the canvassing, please get in touch with Joe Fay through campus mail. Projects on campus include a paper drive, a proposed service for handicapped students and an ongoing project to help protect students from theft. Requirements for membership involve a willingness to devote at least 15 hours to service projects and to give of yourself to help others. If you are interested in any further information, you may contact any Alpha Phi Omega brother, or Mark Ross, pledge-master, at B-14 Foster or through campus mail.

by Harris Diamond

## Students to consider Judicial structure

A student task force, the Student Committee On Judicial Concerns, will consider the recent proposal of the Faculty Student Concerns Committee for a new judicial structure and the general matter of procedures in judicial matters. Tim Troll, former chairman of the College Judicial Committee, is serving as the task force chairman. Other members include Student Body President Tom Quirk, Student Attorney General Wayne S. Brave-

man, College Judicial Committee member Jack Riordan, Shani Bendli, Joel DiMatteo and Jim Weber, the student representatives on the Faculty Student Concerns Committee, Larry "Jerry" Niremburg, Kareem Nantambu and Janet Booth, representatives of the Student Senate Doug Goodman, Rich Gates, Paul Hargett, Tom Lovett and student body Vice-President Peter Brown and EPPC representative John Howell.

## PETITIONS NOW AVAILABLE FOR:

- 1 (one) Senator from FOSTER
- 1 (one) Senator from the JUNIOR CLASS
- 1 (one) COMMUTING Senator
- A FEMALE Freshman Advisor
- A MALE Freshman Advisor

All interviews and discussions of candidates are to be strictly CONFIDENTIAL.

## DATES:

Petitions available-----January 31  
ALL petitions due-----February 7  
Primary -----February 14  
Final Election -----February 21

## PETITIONS CAN BE OBTAINED FROM THE FOLLOWING PEOPLE:

Patrice Cochran - 320 Hoyt-Bowne  
Rich Gates - 214 Asbury  
Frank Carnabuci - 111 New Dorm  
Kevin Hansen or 2  
John Howell - 7 Baldwin  
Joe Hugo - C-37 Haselton  
Leslie Berman - 131 Welch  
Elli Goggin - 212 Holloway  
Scott Shields - 123 Tolley  
Lyn Oechsle - 225 Brown  
Jeff Mockler - 21 McClintock  
Paul Hargett - 32 Hurst  
Steve Denenberg (Elections Chairman - 210 New Dorm

ALL PETITIONS SHOULD BE GIVEN TO STEVE DENENBERG, ELECTIONS CHAIRMAN, 210 NEW DORM BY FEBRUARY 7.