

Drew Acorn

Student newspaper of the College

Vol. XLVII No.13 February 9, 1973

Lissen
kids... I don't
wanna
catch any
of you
reading
this stuff
!



On the Inside:

—Suzy Lamar

—New Judicial Strcuture

—Haselton Cultural Society

—Dean McCall/Special Programs

—Bell's Drewnuts

—Little Brook Meeting

... and more

EPPC REPORT: Credit For Fieldwork

By John Howell

EPPC has proposed that the College give credit for field work. EPPC agrees with those who argue that field work can be an important part of the educational experience of some students.

The proposal suggests that the student should find his own field work, acquire the approval of a faculty member, find a field supervisor who will report on the student's work, and write a project report after completion of the field work. EPPC does not have in mind a program heavily supervised by the faculty. The assumption is that the faculty member would spend a short time discussing the proposal when signing approval and would spend an hour or so reading the project report and the field supervisor's report upon completion of the work. Supervision of and advice to the student is minimal, and emphasis is placed on the student's initiative and the field supervisor's report. EPPC has suggested that 120 hours in the field be the minimum for 3 credits, with a maximum of 12 credits in field work allowed toward the degree.

EPPC finds the following kinds of field work clearly acceptable: tutoring in Madison schools, volunteer work at

Greystone (if not just serving as a file clerk), laboratory work in a chemical company (if helping in research and not just washing bottles), aiding a political campaign (if not just licking stamps). EPPC finds the following clearly unacceptable: editor of the ACORN or digging ditches (even if the student claims he has never met blue collar workers before). Obviously, not all proposals will be clearly acceptable or unacceptable; therefore, EPPC suggests a faculty committee of three members and the Dean to approve all applications (in addition to the individual faculty member and field supervisor) and suggest criteria for approval of field work. This committee might well work as the present Committee on Special Majors does.

When students are notified of the program, some caveats will need to be mentioned. It would be unfortunate to annoy community agencies with whom we have been working successfully in the past. Therefore, it seems wise to require that students check with Chaplain Linn if they wish to tutor in Madison schools, with Dean Erickson if they wish to work on probation in Morristown, etc. The

Dean's office will act as an information bureau for agencies that need volunteers, names of individuals to approach, experience of earlier students, etc. The proposal from EPPC also permits credit for field work over the summer or during Jan. so long as tuition is paid.

EPPC would like to hear your reactions, questions, and suggestions. Some possible questions: do you approve of the principle of granting credits for field work? would you prefer more faculty supervision? more or less hours of work? more or less hours of credit? if the student kept track of time, would it be possible to collect credit later (e.g., may a student tutor in the Madison schools 2 hrs. per week for 2 yrs. and then receive 3 hrs. credit?) what about a math major, say, who wants to do volunteer work at Greystone but has no "related" courses? should the student be required to do supplementary reading related to his field work, or show the relation of his course work and field work, or does this sound more like independent studies?

RETURN SUGGESTIONS TO
BOX 728.

Those Useless Keys

Dormitory locks were the main topic of deliberation and action at Vice-President Pepin's Open Staff meeting on Wednesday January 3. In the near future, the outside doors to men's residence halls will no longer be locked and men may turn in their keys for their deposits. Women's dorms will be locked during the night hours and upon the request of a dorm on a 24 hour basis. Any such requests should be forwarded to Student Senate representatives and Dean Erickson. New Dorm will be unlocked, despite its co-ed constituency, due to the protection of two doors between the public hall and the rooms, the relative inaccessibility of the bathroom facilities, and the pool of residents.

Due to lack of general student support, the dormitory locks have proven ineffective as a security measure. Locks in several dorms were vandalized and doors were frequently left propped open. In response to requests for further proliferation of keys, specifically to commuting, Theological School and Graduate School students, the administration proposed an overall reevaluation of the policy.

Each woman's residence will have a combination lock on one door so that guests and male students may have access to the dorm. The administration is considering an expansion of the co-ed dorm policy with men living on the first floors as an added means of protection. The

revised policy regarding dorm locks will not be operative until parents are informed through an upcoming mailing.

The following survey conducted by representative of the Student Senate, was presented at the Wednesday meeting:

RESIDENCE HALL SECURITY QUESTIONNAIRE

Question One: Do you feel that it is necessary for your safety to keep the doors of the dormitory locked?
24 hours _____ At Night _____ No _____

Question Two: If so, do you agree that all students should have keys to all doors?
Yes _____ No _____

Question Three: If so, do you agree that commuters should have keys?
Yes _____ No _____

Question Four: Do you agree that Seminary and Graduate School students should have keys?
Yes _____ No _____

Women's Dormitories

BROWN - Question 1, 24 hours=24; At Night=46; No-13. Question 2, Yes-69; No-10. Question 3, Yes-58; No-21. Question 4, Yes-60; No-19

HOLLOWAY - Question 1, 24 Hours=9; At Night=32; No-25; Question 2, Yes-60; No-4. Question 3, Yes-58; No-5. Question 4, Yes-57; No-9.

HOYT-BOWNE - Question 1, 24 hours=10; At Night=46; No-34.

WELCH - Question 1, 24 hours=24; At Night=39; No-16. Question 2, Yes-74; No-0. Question 3, Yes-65; No-6. Question 4, Yes-42; No-13.

Men's Dormitories

BALDWIN - Question 1, 24 hours=4; At Night=11; No-32.

HAZELTON - Question 1, 24 hours=10; At Night=18; No-48. Question 2, Yes-40; No-10. Question 3, Yes-45; No-8. Question 4, Yes-42; No-12.

TOLLEY - Question 1, 24 hours=11; At Night=7; No-26. Question 2, Yes-31; No-7. Question 3, Yes-31; No-8. Question 4, Yes-31; No-6.

Suites

McCLINTOCK - Question 1, 24 hours=4; At Night=1; No-18. Question 2, Yes-20; No-4. Question 3, Yes-22; No-0. Question 4, Yes-17; No-4.

FOSTER - Question 1, 24 hours=6; At Night=14; No-4. Question 2, Yes-21; No-3. Question 3, Yes-21; No-3. Question 4, Yes-17; No-4.

HURST - Question 1, 24 hours=6; At Night=7; No-6. Question 2, Yes-16; No-2. Question 3, Yes-15; No-3. Question 4, Yes-13; No-5.

NEW DORM - Question 1, 24 hours=13; At Night=20; No-45. Question 2, Yes-33; No-0. Question 3, Yes-33; No-0. Question 4, Yes-33; No-0.

ECAC Requests New Advisor

Members of the Extra-Classroom Activities Committee have signed a formal request to Dean of the College Inez Nelbach asking that Dean of Students Alton Sawin be removed as advisor to ECAC. The letter, written by ECAC Chairwoman Patrice Cochran, claims that Dean Sawin is insensitive to the needs and problems of campus organizations. Mrs. Cochran cited Dean Sawin's order that ACORN Co-editor Richie Zerbo immediately remove his car from campus, as an example of this insensitivity.

Dean Sawin revoked Zerbo's campus parking permit after Zerbo allegedly incurred over \$50 in traffic violations. Sawin then rejected an appeal or stay pending a decision by the review committee, despite Ms. Cochran's claim that the necessity of Zerbo's car in the functioning of the ACORN constituted extenuating circumstances.

The Student Senate, at its Littlebrook meeting on Saturday, unanimously supported the ECAC proposal that Sawin be

removed as advisor. Student Association President Tom Quirk indicated support of the request remarking, "Perhaps Dean Sawin has overextended his responsibilities within the College." Quirk cited "Dean Sawin's lack of response to administrative threats to the ACORN earlier this year." He further remarked, "A genuinely concerned advisor would be sensitive to the dependence of all student organizations on a student paper."

Student Senate Desires Change In By-Laws

The Student Senate met Tuesday afternoon, February 6, with the Faculty Student Concerns Committee regarding the latter's proposal for a judicial system. Both the Student Concerns Proposal and the Student Committee on Judicial Concerns Preliminary Report are included in this issue as separate articles.

The primary concern of the Student Senate was a change in the University By-Laws which they felt was necessary to insure due process and prevent a miscarriage of justice. "All our discussion" remarked Dorian Mickey, Senator from Brown, "is meaningless as long as the Administration has potential veto over judicial decisions." The Student Senate has informally endorsed the general structure and jurisdiction of the proposed Student Judicial Committee and Faculty-Student Appeals Committee, importantly contingent on such a change in the University governing document.

Tim Troll, Chairman of last year's College Judicial Committee, advocated the reform of the present residence council system due to "the general pattern of disinterest." He supported the creation of a Inter-Residence Council to replace the current dorm structure. Tim cited that open house and expanded social activities have shifted student identification away from their residence hall as a social unit. Dean Erickson, while recognizing that the Residence Council proposal was one solution to current dormitory judicial problems, disputed Tim's contention that the residence hall is no longer a valuable social unit, and expressed the opinion that those residence halls which

wish to instrument a dorm judicial system should have the option.

Other discussion centered about the appropriateness of the incorporation of procedural matters in faculty regulations. Student Association President Tom Quirk indicated that such issues had previously been outlined in by-laws to the Student Association Constitution. Student Attorney General Wayne Braverman contended they are more appropriately included in such by-laws in that changes prescribed by judicial experience will more readily be amendable. Others contended that the proposed judicial councils should have greater discretion over several items specified in the report.

Student Concern Chairman Frank Occhiogrosso indicated his Committee will consider a student reactions along with faculty response and will present a revised proposal to the faculty at their March meeting. The faculty have indicated they will postpone formal consideration of a proposal pending student approval via general referendum.

Currently, faculty regulations and the Student Senate CLA, recognize the current judicial structure composed of four students and three faculty members as the determiner of jurisdiction in all disciplinary cases and the operative judicial procedure. Such recognition has been agreed to until such time that faculty and students reach agreement on a new structure.

The Senate elected three males and three females to the Resident Assistant Selection Committee. Each will interview from twelve to fifteen R.A. candidates and participate in the selection process in early March. Male Student As-

sociation representatives are Larry Nirenberg, Jeff Mockler, Female members include Barbara Dolgin, Marion Vander Schraaf, and Leslie Perry. These representatives were selected from approximately a dozen applicants.

The Senate also approved the appointment of Ellie Goggin to the College Conventions Committee, which organizes campus cultural events.

In other action, the Student Senate, C.L.A., endorsed the present priority system for the regular Spring housing selection and for the assigning of available rooms throughout the year. However, the Senate opposed any extension of this system that would relocate underclassmen involuntarily during the year to provide for preferential housing for others.

In expressing their dissatisfaction with the present SAGA meal plan, the senate also endorsed the following resolutions:

Resolved: The Student Senate, C.L.A., requests that the SAGA corporation's contractual status be reviewed in light of the widespread student dissatisfaction with the quality of the food. We request a contract renewal be contingent upon marked improvement. We request the Drew administration to convey our dissatisfaction to both the institutional and national management. We request that the University Administration, in conjunction with representatives of the Student Association, C.L.A., explore alternative means of food service; and,

Resolved: The Student Senate, C.L.A., form a task force to work in conjunction with SAGE management to assist in efforts to improve the quality of food. We affirm, however, that the primary responsibility in this area is SAGA's.

The Littlebrook Meeting

Senate mobilizes,

ACADEMIC CONCERNS

Members of the Student Senate C.L.A., student representatives from several Faculty and University Committees, and other interested students convened at Little Brook Farm on Saturday, February 3, for an all day work conference. In an effort to coordinate the spring activities of the Student Association of the College of Liberal Arts, the group deliberated on a wide range of issues and concerns.

In the morning, those in attendance participated in one of several topic group meetings. Each group submitted a report at an afternoon general meeting where the Student Senate met to give formal consideration to several proposals.

The Academic Affairs Task Force discussed proposals regarding fieldwork and a January program yet pending Faculty approval. Specific suggestions for such programs were discussed and presented to the general meeting.

The Student Activities Group, which convened as a formal meeting of the College E.C.A.C., initiated an investigation into the question of incorporation. In other action, the Committee requested the appointment of a new advisor to replace Dean Alton Sawin. Both proposals were formally endorsed by the Student Senate unanimously.

The Admissions and Financial Aid Task Force proposed a structural framework to facilitate student efforts on behalf of College admissions. This group also initiated a comprehensive study of Financial Aid.

The Student Senate Committee on Judicial Concerns, which was convened by Student Attorney General Wayne Braverman in the absence of the chairman, Tim Troll, submitted a preliminary report in response to the Student Concerns Committee Report outlining a Judicial Proposal. The Student Committee commended "in general the central proposal" specifically those sections dealing with the structure of the new judicial bodies (the proposed Student Judicial Committee and the Faculty-Student Appeals Committee) and their proposed jurisdiction. This commendation, however, was importantly contingent upon "a revision in the By-Laws of Drew University that would specify the Faculty-Student Appeals Committee as the final authority on all judicial matters" in order to "prevent any miscarriage of justice." (See separate article)

Chaired by Student Educational Policy and Planning Committee representative, John Howell, the academic concerns Task Force included Kevin Hansen, John Kaffel, Scott Shields, Dorian Mickey, Rich Wyatt, and Dr. Norma Gilbert, Chairman of E.P.P.C.

The Task Force cited Dean Inez Nelbach as the initiator of current discussion regarding the fieldwork concept in the College. A recent proposal from the E.P.P.C. would allow credit for work outside the classroom on a limited basis. Recommendations from the Task Force specify a maximum of thirty credits.

The Academic Concerns group suggested two possible kinds of participation in this program: 1) ten hours of faculty time where they would assist in a project and suggest possible related readings and resources, and 2) one hour of faculty time, with a report from a field supervisor. The latter, they report, would



Norma Gilbert at Littlebrook

permit considerably more students to participate in a program of Field Study than the former. Either program would consist of 120 hours of student time and a mandatory portfolio, journal, or some similar type of written report.

Some suggestions conceived by the Task Force to be within the prescription of "relevance to the liberal arts" are counseling at the Morristown Jail or Greystone, tutoring at an elementary, junior high school, or high school, managing a campaign, and teaching a January Program course at Drew.

The morning session also included discussion of some possibilities for student initiated January seminars and student-faculty symposiums:

The University and Social Responsibility-The Ethical Concerns of Corporate Investments.

The Liberal Art of Filmmaking

The Trouble With Drew and What To Do About It

Seminar in Civil Liberties and Student Rights

Music Appreciation
Encounter Session-Topic: ENDGAME
Linguistics and Literature of the Counter-Culture
Witchcraft
Acting
SIMSOC
Photography
Dance
Public Speaking

The group also addressed itself to the physical education requirement, terming it "an anachronism to a liberal arts education." The imposition of such mandatory graduation requirements they cited as "detrimental to a student's personal motivation and possibilities for self-examination of growth."

The Student Senate C.L.A. endorsed the report of the Academic Concerns Task Force.

STUDENT ACTIVITIES GROUP

Following discussion of the Committee's request to Dean Nelbach concerning the impossibility of working with Dean Sawin as the committee's advisor, the Committee initiated discussion regarding incorporation of the E.C.A.C. The Committee will investigate colleges and universities which incorporate student activities funds while maintaining their institutions as a collection agent. Incorporation would give the Student Activities Board the legal status of a non-profit, tax-exempt corporation and the prerogatives of a free, legal agent in contracting with other corporations. There was general consensus that the size of Drew prohibited alternative sources of funding to the present general fee. Generally, such efforts have only been worthwhile in large state institutions.

The Committee announced that notices to all organization heads will go out Monday, the 5th of February, giving information regarding additional funding from the E.C.A.C. reserve. It was also agreed that the Committee would accept requests from departmental heads. Requests will be due back Monday, February 12, and the Committee will meet the following day to consider them.

The Committee affirms the right of an organization under ECAC jurisdiction to aid individual student(s) financially through a scholarship(s). These monies will be raised by the individual organization. In this light, the committee supports Hyera's efforts to offer financial aid to individual students. The committee, therefore, approves a \$500 ECAC loan for

accomplishes much

Hyera, which will allow a designated scholarship. Payment of the loan will be due the first class day of the 1973-74 academic year. Notice to this effect will go out on Monday, February 5. The Student Senate endorsed this policy in a formal resolution.

Beginning in the fiscal year 1973-74, ECAC encourages the ACORN and the Student Association to initiate the submission of budgets allocating financial compensation for the editor(s) and the President, respectively. The committee felt that such compensation should, minimally, have parity with the R.A. stipend. Additionally, the committee agreed that, should there be more than one person filling either position, one compensation be divided equally. Lastly, the committee encouraged the Communications Board and the Student Association Board to approve such budgets, respectively. It was the general consensus of the Senate that such compensation should be limited to these positions, as they involve significantly more responsibility than other campus activities. A minority of senators contended that positions such as the yearbook editor and radio station manager also deserve compensation. Formal action was postponed pending further deliberation. Student Association President Tom Quirk expressed the opinion that any such provisions be contingent upon a clear expression of approval in a student body referendum, as well as upon current provisions, i.e., faculty approval.

Following discussion on the above concerns, the ECAC announced its intention to write an elaborated booklet to serve as a Student Activities Handbook. Discussion centered around the inadequacy of the present Student Handbook as a guide to faculty and faculty committee regulations and policies. Specifically, the committee cited new ad hoc organization regulations, promulgated by the President and the Board of Trustees and included in this year's Handbook, as one instance in which important ECAC policy was left up to administrative fiat.

The ECAC will attempt to convince the faculty that the formulation of such policy should be returned to the committee itself. In this way, the committee would be responsible for all ECAC policy, contingent upon faculty approval.

Hopefully the Committee will present this guide for faculty consideration at the March or April faculty meeting.

ADMISSIONS AND FINANCIAL AID

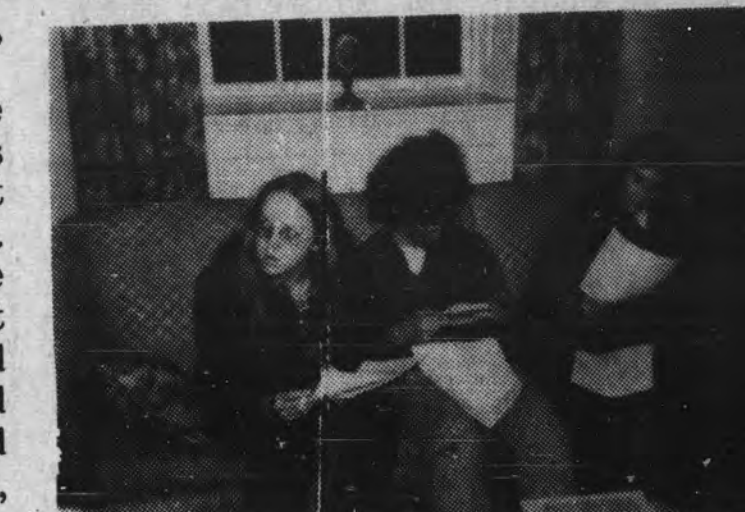
The Admissions and Financial Aid Task Force convened to discuss implementation of various programs to involve students in college admission efforts. Frank Carnabucci, Student Representative to the Admissions and Financial Aid Committee, will coordinate a letter writing campaign to accepted students in an attempt to increase the acceptance yield. Assisting Frank will be Adam Carter, Martha Mitchell, Jane



Richie W. at work

Nordstrom, Joe Hugo and Jim Hartman. The Senate recognized this group as a formal committee.

Weekend and other visits to Drew by accepted and potentially acceptable students will be coordinated by Jane Nordstrom and Joe Hugo. Anyone interested in playing host to visiting applicants should contact them. All students in the college are urged to contact their high schools and organize a



Janet, Nancy and Larry

recruiting session. Anyone interested should check in with the Admissions Office for introductions and resources.

A Financial Aid brochure to inform perspective students of all financial assistance, scholarships, grants, loans, etc., is to be prepared by Kent Hippolyte, who is a member of the Admissions and Financial Aid Committee.

The Task Force initiated a comparative analysis of financial aid opportunities at Drew relative to other colleges and

universities within our AAUP Selectivity Range (Swarthmore, Williams, Wittenberg, Allegheny, Wesleyan, among others) and relative to higher education institutions in New Jersey. This study will be formulated by Jim Hartman to be distributed to the Student Senate later in the semester.

In further action the Senate adopted two resolutions pertaining to matters of University Security. One charging reverse sex discrimination in regulations pertaining to limited use permits reads as follows:

RESOLVED: The Student Senate College of Liberal Arts resolves that the supplemental traffic regulation issue by Director of Security John Keiper that requires male students holding limited use permits to park in the Sitterly Parking Lot while allowing female students with such permits to park in the main lot is discriminatory in nature on the basis of sex and, therefore, should be revoked, with students charged with violations of said regulation held not liable for payment.

It was also resolved that "the Student Senate, C.L.A., recommends the University Traffic and Safety Committee abolish the employment of a mobilizer for registered cars and the rule automatically revoking an individual's car permit due to the accumulation of fines exceeding \$50.00 without due process. Lastly, the Senate condemns Dean Sawin's position, as presented at a recent Wednesday Open Staff meeting of Vice President Pepin, which, in effect, denied the right of due process to a student who has allegedly accumulated fines exceeding \$50.00." Dean Sawin reportedly contended that no circumstances could conceivably constitute extenuating grounds for appeal to the University Traffic Appeals Committee. In response to questions, he reportedly denied health reasons or continuing publication of the Drew Acorn as valid points of consideration in such matters. It was further related that he voluntarily and categorically ruled invalid criteria related to transportation requirements for off campus employment even in such cases that entail possible disruption of enrollment due to lack of funds.

In Other resolutions, the Senate appointed a Task Force to be co-chaired by Barbara Macaroni and John Parton to investigate SAGA programs throughout northern New Jersey. This was considered a partial measure in response to widespread student discontent regarding the quality of service.

SCCP Proposes New Judicial Structure

The following is a summary of the Student Concerns Committee Proposal for a new judicial structure. Recommended changes proposed by members of the Student Senate and the CLA Faculty will be considered by the Student Concerns Committee in preparing the final draft. Members of the Trustees committee are being sent copies of this current draft so that they may keep abreast of our deliberations.

Following replies from the Student Senate and Faculty, the final document from the Student Concerns Committee will go to the CLA student body for vote in referendum and, depending on the outcome of that referendum, to the Faculty for vote.

Student Judicial Committee

A. Jurisdiction of the Committee

1. The student Judicial Committee will act as a "court of first instance" and hear all cases involving the following allegations of misconduct by C.L.A. students:

a. Theft from or damage to University premises or theft of or damage to property of a member of the University community

b. Use, sale or distribution of illegal drugs on University property, or sale or distribution to members of the University community

c. Illegal use of alcoholic beverages on campus by minors

d. Unauthorized possession or use of firearms (including air rifles and air pistols), ammunition or explosives in or upon University-owned or University-supervised property

e. Any other violation of criminal law on campus

f. Failure to appear on official request to give testimony before one of the duly-constituted judicial boards of the University without prior notice of a valid excuse.

g. Disruption of the proceedings of one of the duly-constituted judicial boards of the University

h. Direct disobedience of a University official in relation to a University regulation

A student may be suspended only in exceptional circumstances involving danger to health or safety. Within 24 hours of suspension or whenever possible prior to such action, the student should be given a written statement explaining why the suspension could not await a hearing. A hearing should occur as soon thereafter as possible.

The Student Judicial Committee shall act as a "court of appeal" for cases

heard by a Residence Council. The Committee shall receive all appeals from the accused or any resident of the Residence Hall in which the case originated. The circumstances under which an appeal may legitimately be made are:

B. Membership of the Committee

1. The Student Judicial Committee shall consist of seven regular members and two alternates. By March 15 students interested in serving on this committee shall apply to the Chairman, who will forward their names to the Student Senate for screening. The senate shall then elect the regular members and the alternates by April 15. Only students who are completing at least their second semester at Drew are eligible.

Faculty-Student Appeals Committee

A. Jurisdiction of the Committee

1. The Faculty-Student Appeals Committee has the sole right and duty to hear appeals from the Student Judicial Committee. Request for an appeal can be made by any member of the University community and must be made in writing to the Chairman of the Faculty-Student Appeals Committee normally within 24 hours after written notice of the decision has been given to all parties concerned. The circumstances under which an appeal can be made are:

B. Membership of the Committee

1. The Faculty-Student Appeals Committee shall consist of three members of the C.L.A. faculty, three student members, and the Dean of the College or her designated representative from those of the administration who are voting members of the faculty. There shall also be three alternates, one for each of the groups represented on the Committee.

Appeal and Review

Either the accused or the accuser may appeal the decision of the Faculty-Student Appeals Committee to the President of the University normally within 48 hours after written notice of the decision has been given to all parties concerned.

Decisions of the Faculty-Student Appeals Committee are, according to the University By-Laws, subject to review and reconsideration by the President of the University, and/or the Board of Trustees.

In Residence Council

A. Responsibility and Jurisdiction

1. To attend a training program given under the direction of one of the Deans of Students and to be ready to handle

problems by the end of September.

2. To take initiative in establishing a cooperative community spirit within the residence.

3. To be aware when there are problems related to cooperation and community.

4. To work cooperatively with the residence staff for the solution of problems.

5. To act as a body of first instance when there is an infraction of the residence Bill of Rights and/or residence regulations.

a. At the request of the student charged, cases of an extreme psychological nature as determined by consultation among the Dean of the College, the Deans of Students, the Director of the Counseling Center, and University psychiatric consultant shall not be subject to hearings by this judicial committee.

B. Membership of the Council

1. The Residence Council, selected early in September, shall consist of one representative elected by each floor and as many additional representatives elected at large by the residence to bring the total representation of the Council to five members. These elections shall be arranged by the residence staff.

At each level in this proposed judicial structure, the report specifies matters concerning the chairpersons of each committee, training program, conduct of members, detailed procedures, and sanctions.

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SSC Outlines Judicial Procedure

(Following is the text of the Student Senate Committee on Judicial Concerns in response to the Student Concern Committee Report outlining a judicial proposal. The Student Senate informally endorsed the report at their Littlebrook meeting and consulted with the Student Concerns Committee at their meeting of February 6. Further action was postponed pending further consultation).

The Student Senate Committee on Judicial Concerns recommends that the Student Senate, College of Liberal Arts express its appreciation to Frank Occhionigrosso, Lyn Erickson, Lois Beekey, Ted Linn, Dave Forrest and John Reeves for their concerted efforts on the part of the Student Concerns Committee in drafting that committee's Judicial Proposal.

The Student Senate Committee on Judicial Concerns commends in general the central proposal outlined in the Report of the Student Concern Committee, specifically those sections dealing with the structure of the new judicial bodies (the proposed Student Judicial Committee and the Faculty-Student Appeals Committee) and their proposed jurisdiction. This commendation, however, is importantly contingent upon recognition of the proper authority of those bodies in order to prevent any miscarriage of justice. Specifically, the Student Senate Committee approval of those sections outlined above relating to structure and jurisdiction is contingent upon a revision in the By-Laws of Drew University that would specify the Faculty-Student Appeals Committee as the final authority on all judicial matters. Without such revision in the by-laws, all efforts on behalf of due process for students would be subject to administrative fiat.

The Student Senate Committee on Judicial Concerns does not approve of that section of the Concerns Committee Proposal pertaining to Residence Councils. Present provisions for such Boards have not proved operative; among other objections, the boards in some cases have been inept, at times without regard for due process, and have been known to have been improperly selected.

The Committee recommends amendment of the Student Association Constitution abolishing Dormitory Judicial Councils and replacing them with a single Dormitory Residence Council. This body would serve with jurisdictional power identical to those of the present Councils and would act as a court of first instance for alleged infractions of dormitory regu-

lations. It shall consist of seven student residents, of which no less than three shall be male, no less than three female and no more than two members residing in the same residence hall. The Student Senate will select the members of the Residence Council from a list of nominees selected at meetings held early in September in each dormitory. These meetings shall be organized by the Student Attorney General in consultation with the Elections Chairman. Nominees shall be selected by residents of each dormitory from among those residents who have been in residence at Drew for at least one semester.

The Student Senate Committee on Judicial Concerns recommends that the Student Senate reendorse in general and explore means to impress upon the University corporation principles of academic due process and civil liberties contained in the American Civil Liberties Union Handbook on Academic Freedom and Civil Liberties for Students in Institutions of High Learning. Specifically,

a) In cases of infractions of college regulations and/or criminal law which may lead to serious penalties such as suspension, expulsion, required withdrawal or notation on a student's permanent record the student is entitled to formal procedures in order to prevent a miscarriage of justice. These procedures should include a formal hearing by a student-faculty or student judicial committee. A student may be suspended prior to and pending a hearing only in exceptional circumstances involving a clear and direct threat to health and physical safety. Within 24 hours of such a suspension or wherever possible prior to such action, the student should be given a written statement explaining why the suspension could not await a hearing.

b) After completion of summary or formal proceedings, the right of appeal should be permitted only to the student. On appeal, the decision of the hearing Board should be affirmed, modified, or reversed but the penalty, if any, not increased.

c) Respect for the presumption of innocence requires that a college not impose sanctions for the sole reason that a student is or has been involved in criminal proceedings. A student charged with or convicted of a crime should not be subject to academic sanction by the college for the same conduct unless the offense is of such a nature that the institution needs to impose its own sanc-

tion upon the student for the protection of other students or to safeguard the academic process. Where there is a possibility that testimony and other evidence at a college hearing would be subject to disclosure by way of subpoena in a subsequent court proceeding, college disciplinary proceedings should be postponed to safeguard the student's right to a fair determination in the criminal proceeding.

Matters pertaining to training sessions, procedure, nature of testimony, etc., expounded on at length in the Student Concerns proposal, are properly contained in Judicial By-laws promulgated by the Student Senate and adopted into the Student Association Constitution. Proposed by-laws will be submitted to the Senate for consideration at a later date.

Consideration of the Student Concerns Committee Proposal, especially in light of the Judicial Concern's Committee call for amendment of the University By-Laws prior to approval of the Concerns Committee general structure and jurisdiction proposals, will necessarily be a lengthy process. Therefore, the Committee recommends that the Student Association Constitution be amended to conform to present faculty regulations concerning judicial structure and jurisdiction.



Special University Programs And

By Dean McCall

"A little learning is a dang'rous thing;
Drink deep, or taste
not the Pierian spring:..."

In order to insure against the "dang'rous thing" cited by Alexander Pope, Drew University has taken steps to provide for higher education on a continuing basis. Some students may have discovered this the hard way by walking to the top of the "long stairs" in Mead Hall in search of the dean of the College of Liberal Arts only to find the office now occupied by the dean of Special University Programs and Continuing Education. Briefly, the purpose of this office is to find ways to more fully meet the educational needs of the various communities of northern New Jersey and the Metropolitan area and to utilize the excellent physical facilities of the University more effectively. This is an opportune time to initiate programs because of widespread interest - and it is a most important time to seek ways of alleviating the serious financial pressures present in higher education.

Continuing education is not new, not even at Drew, where men and women whose education was interrupted are now working toward both graduate and undergraduate degrees. However, the complexion of continuing education today is probably changing more rapidly and drastically than at any time since the general concept was initiated by the Morrill Act of 1861. This act established the land grant colleges and universities and represented a concrete effort to make higher education available to more people and to encourage the application of higher education in meeting the needs of a developing society. There was much emphasis on agriculture, the mechanical arts, and extension services. These programs spread and it has been possible for many years, if not widely known, to earn degrees at some of our most prestigious private universities through extension programs.

In the late fifties and early sixties a demand for new and different types of programs became evident to colleges and universities. These trends increased dramatically in the late sixties and early seventies. In order to remain viable, a university must respond to these developments and must continue to be relevant to the needs and values of society which today are changing more rapidly than ever.

As outlined in the policy statement "Essentials of the Seventies", Drew's



Board of Trustees committed the University to develop "new ways of relating academically and culturally to the surrounding region." In order to meet the educational needs of today more fully, the University must assume an active role in helping to determine the basic needs of the newly developing constituencies in the area. It must ask questions, aid in developing new perspectives and identifying real problems, and then provide new programs to meet needs and help alleviate problems.

New constituencies for institutions of higher learning are emerging as it becomes increasingly evident that four years of higher education are not adequate to prepare one for life. Trends indicating deep concern on the part of the individual for a more meaningful good life for all and a quest for quality appear to be firmly established and likely to continue strong for the foreseeable future. The increasing desire of many women to play more active roles in business, government, and other groups as employed persons required improved opportunities in higher education for retraining, completion of interrupted educational programs, refresher courses, and counseling.

At the same time more and more individual citizens appear to feel that a sense of community and personal involvement may be the best approach to easing many of the serious problems that confront them today. Large businesses and industrial organizations are under increasing pressures to provide more attractive employment opportunities with generally shorter work weeks, while maintaining or improving overall productivity. Many of them are obtaining positive results through a better understanding of human behavior in the organization and, subsequently, improved management and motivational practices. The same practices are finding application in increasing the effectiveness of management of various units of government and other organizations.

These factors - the interest in staying abreast of the newest developments in ones field, the search for quality, more personal involvement in government and community affairs and problems, better employment opportunities for women at levels commensurate with their education and ability, and increasing emphasis on more effective functioning of corporations, government, and other groups have led to the newly developing role of the university. The traditional strengths of Drew University in the humanities, natural and social sciences, and theology provide the basis for this expanded role. Drew has the basic capability to relate in a positive productive manner to many of today's basic dilemmas in politics, race, the economy, education, religion, better opportunities for women and minority groups, changing social values, environment, health and enrichment of life.

Although Drew has outstanding strengths - including a tradition of academic quality, strong faculty, an advantageous graphic location, and fine physical facilities - the implementation of new programs will not be easy. A diversity of programs in continuing education is already being offered by other institutions in the area. High quality programs which not only meet real needs, but which are unique and innovative as well, and which are in the fields of primary strengths of the University are the most pertinent and most likely to succeed.

To determine needs accurately we must go to the communities of interest to be served. Numerous contacts and discussions are underway and it is planned that we will have an 8 to 9 member Advisory Council made up of leaders representing business and industry, government, the University, ethnic groups, women, retirees, and other groups as may be appropriate, recognizing that these groups are not mutually exclusive.

The time required for planning, as well as present faculty commitments, point to the summer of 1973 as the time to introduce major new programs. Summer Symposia, Alumni College, or Continuing Summer College types of programs - offering exciting, in-depth intellectual experiences - for alumni, parents of students, and friends have been successful at other institutions and are of interest to our faculty. Needless to say, these programs should represent the best efforts of the University. One week programs will

Continuing Education At Drew

probably be most attractive to the largest number of people and it is hoped that Drew will be able to offer three or four of these in June or July 1973. Topics such as Art, Change and Creativity, Cultural Shock - Past, Present and Future, and The Contemporary Scene and the Media could be studied from an interdisciplinary point of view involving faculty from such diverse disciplines as art, philosophy, theology, political science, history, archeology, literature, psychology, science, and others. Our beautiful campus, our proximity to New York City, and the Shakespeare Festival should be added attractions that will encourage enrollment. Air conditioned dormitories will be a definite advantage in attracting

adults to the campus during the summer.

Preliminary planning is also underway for summer programs for pre-college students. Possibilities include soccer tennis, dramatic arts, music, college orientation and others.

Seminars for corporations, government and other groups will be initiated upon recommendation of the Advisory Council. It is hoped that we can offer several of these during the 1972-73 academic year - both on campus and at Drew's Little Brook Farm Conference Center in Bernardsville.

Meaningful programs for women, the disadvantaged, minorities, and others will probably require more time for adequate planning.

In shaping new programs it is planned to get suggestions and definitions of need not only from faculty, administration and outside groups, but also from our own student body, including regular students who are "on schedule" as well as older students returning after some interruption. The door at the top of the long stairway in Mead Hall is always open. It is hoped that all members of the Drew family who have suggestions or questions will come in to discuss them.

Students who may have felt regretful that a wonderful four year sojourn on the campus would someday draw to a definite close may now take heart, the University will soon have programs of study designed to appeal throughout a lifetime.

Volunteers Begin Planning Of Drug Center

By Ellen Brassil

Last weekend the first training session was held at Hayes House where fifteen volunteers met with Dr. Paul Megan in preparation for the proposed Drug Information Center. There the planning group engaged in open discussions about various methods of dealing with drug-related problems. Dr. Megan directed the group in setting up hypothetical situations, group-dynamics techniques, and role-playing with video tape feedback.

Dr. Megan, who heads the Morris County Drug Program, cited the possibility of expanding the project to include a chemical analysis center equipped with the necessary source books and pharmaceutical information, as well as a listing of outside referral agencies.

The center will be primarily a telephone or walk-in service, focusing on drug-related or personal problems. The planning group has emphasized the center's independence from law enforcement agencies and the university itself, although satellite locations may be set up in dorms. In addition, all funds necessary to maintain the center must come from private sources, rather than from any university allotments.

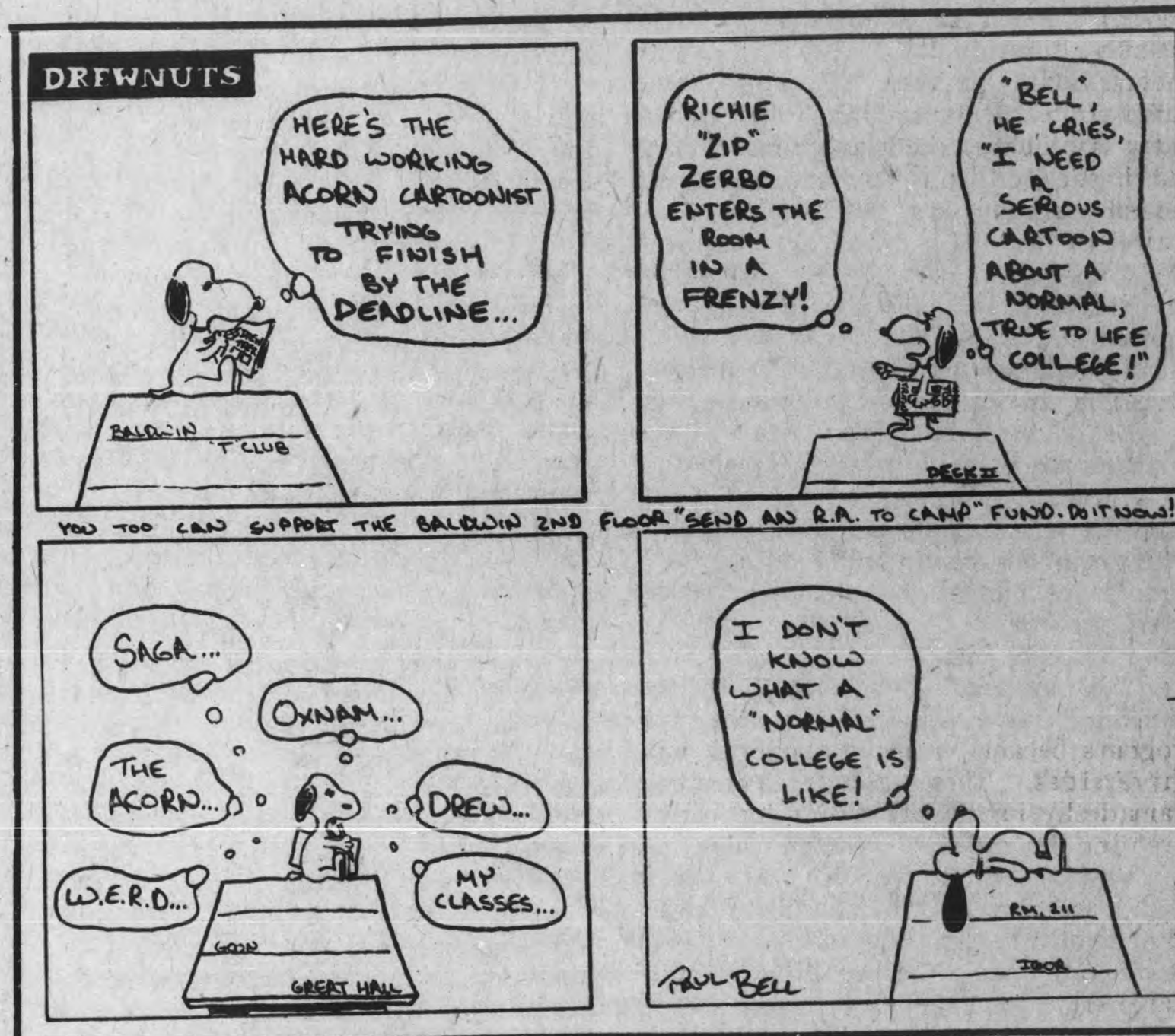
Certain alternatives for the center include yoga and meditation, as well as women's gynecological services. The program affords a great deal of latitude and creative potential, and there is no hierarchical structure among the volunteers.

The operation will involve a one-to-one contact between the callers and the volunteers, and there will be legal consultation in the near future to insure confidentiality, to clarify legal responsibility and hospital contacts, and to provide for trac-

ing calls in certain emergencies.

The tentative operation schedule which will be staffed by one or two volunteers run as follows: Mondays and Wednesdays from one to five P.M., Tuesdays and Thursdays from seven to eleven P.M., and on weekends from eight P.M. to four A.M.

At present the basic structure merely consists of "space" in Hayes House, and the official phone number is 277-1619. By no means has the training session ended. Volunteers are still needed and anyone interested is urged to attend the weekly Sunday evening workshop at 6:30 at Hayes House.



Anais Nin Sparks Women's Weekend

MADISON -- A lecture by author Anais Nin on Sunday highlighted a weekend of programs and activities at Drew University's first Women's Weekend. The weekend, termed extremely successful by many students, was planned and coordinated by the Drew Women's Collective.

Miss Nin, who is the author of several novels and a four volume highly acclaimed diary, touched upon many of the aspects of feminine nature which are currently struggling for recognition through the women's liberation movement.

She noted that she has felt the taboo against emotion for many years and added "the literature of feeling is underdeveloped compared to the literature of ideas." She said it has been considered "weaker" and "more feminine" to portray human feelings while "intelligent" and "manly" to write about ideas which have their basis in external fact.

"We must learn to trust our personal observations and awareness," Miss Nin said. She feels that intuition, often considered a "feminine" trait, is very necessary and is "a function which fuses the ideas, facts and observations one has learned."

Speaking about her now famous diary, begun when she was 11 years old, Miss Nin said that writing it saved her from terrible loneliness in America, a country not her own.

"I began the diary as a letter to my father," she said. Miss Nin's parents separated and her mother brought her and her two brothers from Spain to America. "Soon I found I was writing it for myself."

"We must learn to be born anew psychically," she told the Drew women, "and this is difficult to do in a culture which has put a taboo on introspection."

"My diaries are my 'portable roots,'" Miss Nin said. "Even the physical possession of them gave me something to hold on to."

The outer life, with which everyone is so frantically concerned to our society, is only one part of an individual, according to Miss Nin.

"Our life in the external world comes at us incessantly, preventing us from hearing our own voice," she said, adding that it is only when we relate the inner, spiritual life with the external world that we are able to attain stability.

Differentiating between men and women, Miss Nin said it is her opinion that women have "a sense of the fragility of human beings." She said there must be a move toward transposition of these feminine feelings so they may be constructive and not merely fear inspiring.

Miss Nin referred to the "self" as a well, and said that to know ourselves better we must continually dig deeper into the well. At the bottom of this personal well, she said, is a "universal water" which unites us all.

Many of the activities of Women's Weekend were conceived as means of achieving awareness of the "universal water" which unites women.

A multi-media production presented Thursday and Friday nights brought into sharp focus the similar problems women face, whether they are old or old. In one segment of the presentation of young girl and boy visit their grandparents. They are eager to hear the often-told wartime and adventure stories of grandpa's youth. The action resolves around the two children and the old man, and the audience soon realizes that the old woman is completely excluded. She offers milk and cookies which the children grimly accept, but they are not interested in milk and cookies, and reject the milk of human kindness.

She finally gets the attention she craves so much. But not for long, for in answer to the question "did you ever have any adventures, Grandma," the old woman relates, an incident in which she as a teacher had to discipline a boy. The story was certainly no rival for the man's tales of storms at sea. The question the audience is left with is this: why is it that the old woman has no adventures to relate while the man does?

The play included much creative choreography, and music chosen with careful consideration of the lyrics. As one Collective member noted, it was very difficult to choose music which was not exploitive of women.

Saturday's series of workshops were well attended and sparked by candid communication not generally in evidence at gatherings of relative strangers. The topics ranged from natural childbirth to women in the media. A discussion on women and religion was followed by a workshop for men only about what the Women's Movement means to men.

Several ex-Drew women came to discuss their feelings and observations about life outside the Drew Community. Many of the women concluded that it is a shock to enter a world which is often overtly hostile to open expressions of affection and happiness which is common within the friendly Drew environment. One woman noted her confusion and resentment about her job possibilities. "Nothing I'm doing means anything to me as a person or says anything about who I am," she said. Others said that men, too, have difficulties retaining their personal sense of identity and self worth once they

are bombarded by people eager for wealth and prestige.

A dance featuring the New Haven Women's Liberation Rock Band concluded Saturday's activities. Sunday at a women-only workshop on their music the members of the all women band discussed their music.

In their third year as a group, they said they have worked hard at developing a style of their own. Their goal was not to be a band imitating a men's rock band, but to create music of their own. Everyone attending the workshop agreed that little of the rock music today reflects views even vaguely sympathetic to women. Especially obnoxious to feminists, it was agreed is the music of bands such as the Rolling Stones which include women in their songs as sex objects only.

The band members said that not only is it impossible for them to play this type of "cock rock", it is also unfeasible to work together as men do.

Explaining this idea, one member said that in rock bands (which implies men's bands) there is the tendency for everyone to want to be a star. They mentioned bands like Crosby, Stills, Nash and Young, in which every member feels compelled to produce a solo album. "We're trying to fit our band to us," they said, "we don't want to change ourselves to create an artificial thing."

The New Haven Women's Liberation Rock Band also feels that it is important not to "rip off" the record buying public. This is why they have refused to market their album in retail record shops. "We distribute it ourselves," they said, adding that this way people who merely want to make a profit without believing in the ideologies of the band are avoided.

Attention Photographers!!

The annual Drew Photography show is being held in mid-April. In order to complete all judging in time, all color entries must be submitted by February 20. All black and white entries must be submitted by March 6. All entries are to be submitted to Mrs. White in Holloway hall. All prints must be no smaller than 45 and must be in finished condition. The categories for prizes are: 1) portrait or figure study 2) Human interest 3) abstract 4) humor 5) animal photographs 6) scenics and landscapes 7) nature 8) photo essay. Only 35 mm slides are acceptable. All entries must have the entrant's name, campus address, and the category of the entry on the back of the print or slide mount. Any additional information can be obtained from Dave McCracken, Bruce McDonald, Gary Simpson or James Weber.

Sides With Suzie

February 9, 1973 Drew Acorn Page 11

Hats off to the Women's Collective for putting together such a marvy weekend. The Women's Lib. Rock Band was certainly a pleasant change from the ordinary even if the majority of men present couldn't quite get into the spirit of things our energetic "femmes de liberation" appeared to have a rip-roaring time ... or rib-breaking as Mr. Ehrlich complained in his recent letter. We wonder why he didn't drop his chauvinistic inhibitions and smack them back into their place.

And certainly the well-done production of "Clit" marked a monumental move into the bold world of overt sensuality ... monumental as the 8-foot penis that quickly appeared and disappeared at the end of the Thurs. nite showing. A mystery still prevails as to the whereabouts of the giant organ. Could it be that our own Censored is hiding out in her room in Censored with de-light? or is Hoyt-Bowne the hide-out



for the stolen article. If you can give us any clues of its whereabouts do let us know - we're simply burning with curiosity.

...Is there any truth to the stories we're hearing about a green-jacketed schizophrenic who's roamings around the

campus frightening many a fine lass and lad. It seems that when he's not busy fighting with himself he likes to check up on some of our most prominent couples. So as Our Lady Dean is constantly warning us; "Be discreet".

Censored Censored
Censored Censored

....It seems the warm weather is raising the buds and getting the boys out of the closet.

If I've been harping on slightly touchy material this time around, it's only because the gossip's been coming on hot and heavy. In all my years at Drew, I've never seen such straight forward and unabashed sexuality! People around here are riding their libidos like Harley-Davidson bikes. And only a hint of what's to come once spring has sprung. Oh, it does an old girl's heart good.

Interview:

By Frank Carnabuci

Frank: Just what exactly is the Haselton Cultural Society?

Adam: This is going to be difficult ... Ray: It's a nonprofit organization dedicated to the betterment of the social atmosphere here at Drew.

Adam: It was primarily founded with the idea of keeping the youth of today off the streets and out of the pool halls and into more culturally beneficial establishments such as porno flicks and bars. Our theme song is "Why Do You Build Me Up Buttercup" as revived by Edgar Winter's White Trash.

Frank: What are the admissions criteria to the Haselton Cultural Society?

Adam: Admission is open basically to all these residents in Haselton Hall; however, rules will be waived for applicants from other dormitories if he or she is deemed worthy.

Frank: Are there any more specific admission requirements?

Rich: Yes. One, students must come from accredited high schools. Two, they must have IQ's above 140 or below 85. Three, they must have intense background in the classics and automechanics.

Adam: And they also must score a 660 on the organic gardening achievement test.

Frank: Are RA's permitted to join the organization?

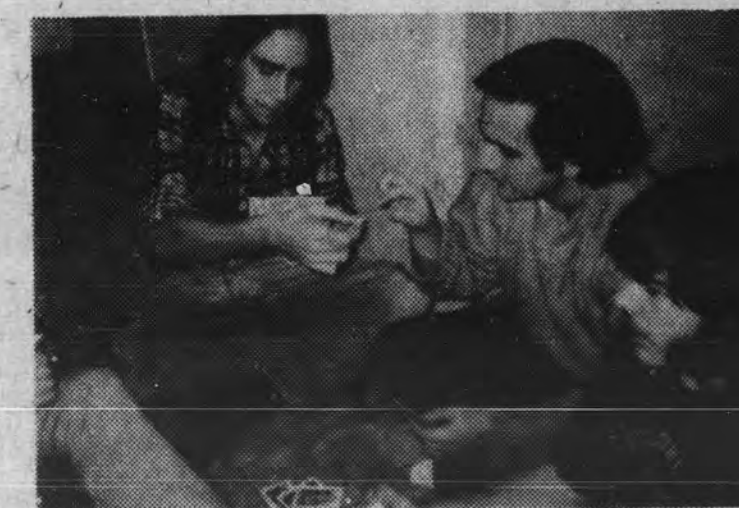
Ray: They can be admitted but so far none have qualified.

Frank: What are some of your activities?

Adam: Unfortunately, our activities have been limited because we lack ECAC allocations.

Ray: Basically though, we attend formal dinner banquets in the University

Haselton Cultural Society



"Haselton Cultural Society"

Commons and sponsor political rallies to protest the selling of nonunion chewing gum in the University Center.

Frank: Once you get your ECAC allocations, what do you plan to do with it?

Rich: We plan to sponsor a March on Madison.

Frank: Why?

Rich: Simply because its there.

Ray: We also would like to extend breakfast hours until nine o'clock, and rewrite the Drew University catalogue.

Frank: Why do you want to rewrite the catalogue?

Irwin: Because the catalogue is totally different from the real Drew.

Ray: When you read the catalogue you get the impression that Drew is a highly selective, intellectually stimulating university but in actuality, its no better than the Newark public schools.

Frank: Any other future plans?

Rich: We want to promote further cultural enlightenment such as the continuation of the rhythm and blues jam sessions in the B section bathroom of the Haselton basement.

Frank: How do you feel about Womens

Liberation? Do you actively recruit female members?

Rich: After many years of careful research, I can state unequivocally that I have no prejudices against those of the female persuasion; however, my research has also concluded that they are inferior.

Adam: I wouldn't want my sister to marry one.

Ray: As far as female members are concerned, we usually recruit them on Friday and Saturday nights. The possibility of virginity in our organization doesn't exist.

Frank: At the last meeting of the student Senate, Senator Adam Carter abstained from the resolution which advocated the use of "Ms." on University correspondence. How do you feel about this?

Irwin: I have always put my faith in Senator Carter's conviction to abstain.

Frank: Although you are only freshmen, have you made any judgements about the President of the University yet? (Ed. note: For those of you who have forgotten, his name is Robert Oxnam.)

Ray: I'm not completely sure yet if he exists.

Adam: I've never seen him.

Rich: Actually, we believe that he's alive-even if he's only a vegetable in a hospital somewhere. We're considering having a march on his house to protest his use of nonunion chewing gum and his refusal to accept our dinner invitations.

Adam: This is a blatant disregard of our organization.

Rich: I guess Oxnam is proving the old belief that blondes really don't have more fun.

Editorial

The administration has again acted in direct violation of due process and the basic constitutional rights of a Drew student. According to the Board of Trustees Judicial Guidelines, a student charged with a high misdemeanor may be separated from the University without a hearing. On January 31, ACORN co-editor Richie Zerbo was stopped while driving through Chatham and arrested for alleged possession of a quantity of marijuana and alleged intent to distribute. Zerbo has not yet had a preliminary hearing, nor has he been arraigned or indicted. On Wednesday Dean of the College Inez Nelbach informed Zerbo that he would be given 24 hours to voluntarily withdraw from the University, and that if he did not do so, she would recommend to the President that he be suspended. She in effect stated that Zerbo is guilty saying, "I am convinced that you have violated University policy."

The intolerable Trustees Guidelines which call for a student's removal are in direct contradiction to Faculty Regulations which provide for the College Judicial Board to have jurisdiction in all disciplinary matters. According to Tom Quirk, Dean Nelbach has previously stated that she will uphold the faculty regulations. Now she has said that she will follow the Trustee guidelines. Constitutionality of these guidelines has been seriously questioned by the Director of the New York Civil Liberties Union, and according to another lawyer, it constitutes intimidation, blackmail and extortion of fees.

It also must be remembered that the arrest was a completely external matter and had nothing at all to do with Drew University. Legal proceedings against a person should not affect his status as a student at Drew. According to the ACLU, the

university should take no action against a student prior to legal adjudication, unless the student presents a direct threat to the institution.

We have felt that Dean Nelbach has been one of the most able, progressive, and sensitive administrators that Drew has seen in many years. She has taken bold steps in supporting programs that the President himself has acted against. She has been a force behind the January Plan and field work programs. At the February faculty meeting, Dean Nelbach recommended deficit spending for the University, completely upsetting Drew's conservative financial history. She has even on occasion set herself up against authoritarian and arbitrary disciplinary action taken by the Dean of Students.

We are sincerely concerned that Dean Nelbach may have been put into too many confrontatory positions, in which she has had to choose between just student concerns and the backward and often oppressive policies of other administrators.

WE CANNOT, HOWEVER, IGNORE WHAT APPEARS TO BE COMPLETE DISREGARD FOR PRINCIPLES OF DUE PROCESS AND FOR FACULTY REGULATIONS WHICH STUDENTS HAVE SUPPORTED. We ask that Dean Nelbach seriously consider the concerns to which we were led to believe she was committed. It has been alleged that the Dean met with President Oxnam and Dean Swain prior to decision concerning Richie. We fear that she may come under undue pressure and we know that the President does not like dissent in the ranks. The question of judicial power must be settled immediately and we ask that Dean Nelbach act according to the Faculty Regulation. We have been wronged too often.

WAB

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

Reply

Your editorial "Struggle Continues" (Jan. 26, 1973) omits several salient points about Vietnam.

(1) You say "the war against the PEOPLE of Vietnam". Now this assumes that you equate the North Vietnamese or the Vietcong with the "people". It is an interesting argument, but I can't help thinking that if it was reduced to syllogistic form, it wouldn't hold water, inasmuch as the "people" some years ago voted with their feet for the south to escape from Uncle Ho's "popular" regime.

(2) You say that the U.S. "(imposes) the brutal and violent Thieu regime on the Vietnamese people." First of all, the Thieu regime is no more violent than that summum bonum, North Vietnam. Furthermore, the Thieu regime is no more violent than in 1967 in a free and open election (adjudged so by neutralist foreign observers), which is more than can be said of the North Vietnamese or the Vietcong, who arrogated themselves upon the Vietnamese.

(3) You talk about the "300,000 political prisoners" in South Vietnam and that no mention of them is made in the ceasefire. Why should it? Was there any mention of the political prisoners in North Vietnam and being held by the Vietcong—assuming any are left alive?

(4) You are against support for U.S. "aggression . . . throughout the world." I suppose that, then, if the U.S. would attack next week, say, South Africa, or Greece, or Rhodesia, you would take to the streets demanding that the U.S. "stop its aggressions?" You would not—at least the great majority of you would not. This is hypocrisy of the rankiest kind.

I hold no brief for either the Thieu government of the U.S. government, and I have been opposed to the U.S. getting stuck in Vietnam. However, I wish to keep the issues in perspective. It does the cause of peace in the world—or any other cause, by the way—no credit to indulge in vituperation and contumely. There has been too little objectivity on the subject of Vietnam, and I sincerely hope that this little contribution to rational discussion will not pass unnoticed.

David Elving Schwartz

Editor's Comment

Your reply to our editorial of January 26, 1973, entitled "Struggle Continues," in which you seek "to keep the issues in perspective" seems itself worthy of vituperation in its lack of regard for the suffering inflicted "on the subject of Viet Nam."

Your admittedly "little contribution" presents a facade of objectivity clearly

indicated by the American government's definition of an distinction between "North Vietnam" and "South Vietnam."

To claim the Thieu regime in 1967 or any South Vietnamese government was ever sanctioned by free and open elections is fallacious. The South Vietnamese Government has never allowed anything resembling free elections to take place. In the eighteen years of its existence, the South Vietnamese government has staged three presidential elections:

1955: Life magazine reported that U.S. officials had told President Diem that a 60% "success" would be quite sufficient, but Diem "insisted on 98%." The way he acquired his total is evident in the election returns for the city of Saigon: Diem got 605,025 votes with only 450,000 voters registered.

1967: When the election committee of the National Assembly placed the names of General Minh and Au Truong Thanh, Premier Ky's former Finance Minister, on the ballot, Ky announced that Minh would be barred from returning to the country and that the Saigon Police had discovered that Thanh was a communist and had arrested him. He was later, exiled. The Assembly then met, with the head of the National Police, General Loan and two of his lieutenants armed with automatic rifles present in the balcony. After Loan declared that those who did not heed their words would hear their guns, the Assembly quickly ratified the exclusion of Minh and Thanh from the ballot. The man who was allowed to run and who finished second to Thieu and Ky in a race with eleven candidates, Truong Dinh Dzu, was jailed right after the election.

1971: Only Thieu was allowed to run, shunting aside even his old partner in power, General Ky.

After the 1954 Geneva Accords the U.S. set up a government in South Vietnam which "was essentially a creation of the U.S." (Pentagon Papers, Gravel Edition Vol. 2 page 22). A CIA report at the time describes this government: "A facade of representative government is maintained but the government is in fact authoritarian. No organized opposition, loyal or otherwise is tolerated and critics of the regime are often repressed." (New York Times Edition Pentagon Papers p.71) And so many of those who fought against the French took up arms again. "Most of those who took up arms were so-called South Vietnamese and the cause for which they fought were by no means contrived in North Vietnam." (NYT PP p.67) The NLF received large numbers of so-called North Vietnamese recruitments only after the massive

buildup of American military force culminating in 500,000 American GIs intervening in an indigenous struggle. From its inception, the existence of the Saigon government has depended on foreign intervention.

Never threatened with the broad based opposition to its government the so-called North Vietnamese has never found it necessary to intern massive numbers to maintain its existence.

In October, 1971, while President Thieu was staging what even the US government termed a one man presidential election, the man who had run second to Thieu in the 1967 elections, Truong Dinh Dzu, was still in jail. According to a deputy in the South Vietnamese governments Lower House, Hoang The Phiet, over 40,000 South Vietnamese were jailed in that month of October for their opposition to the lack of choice in the elections (reported in the largest Catholic daily newspaper in Saigon, Tin Sang, on February 2, 1972).

Over four years ago, in July 1968, the Saigon Daily News reported that there were over 100,000 political prisoners in Saigon's jails. In the last year the number had been increasing dramatically: on July 10, 1972, Time magazine reported that "arrests are continuing at the rate of 14,000 per month."

As long as our government continues to make it possible for Thieu to repress all of his political opposition in order to remain in power, there will be no democratic freedoms, no free elections, no release of political prisoners—and certainly, no lasting peace.

It seems reasonable to conclude the currently proposed \$2.7 billion in U.S. military appropriations for General Thieu go to promote "more repression as opposed to "democratic liberties" and free elections.

You are quite wrong to say if the U.S. would attack, say, South Africa, Greece or Rhodesia next week we wouldn't take to the streets demanding that the U.S. "stop its aggressions". Undoubtedly, such military actions would be in support of their dictatorial and repressive regimes.



Letters to the Editor

Why Stop At Nine Months?

The recent court decisions have provoked a response on the Drew campus. Students are to be gathered in prayer every Tuesday in the Chapel of BC. Researching this phenomenon I found those involved to have a deep respect for the power of prayer and a fervent hope in the action of God restoring respect for human life. An analysis of the recent government action by one of these concerned students ran approximately as follows: The government decision legalizing abortion rests on one of two promises. Either the government considers abortion to be morally right and good or it considers our law above or outside of moral guidance. If the total United States government acquiesces in the belief that abortion is morally right what can prevent it from making abortion mandatory? And if the government is above moral guidance in its decisions why has it arbitrarily stopped at nine months? The only way out of the dilemma as submitted is to have ultimate faith in freedom as a means and as an end. But freedom itself supplies no guidance to any action, making infanticide as free (and by definition-as good) an act as abortion or murder. These students insist that none of them or anyone embodies the truth. They confess to having sinned as much or more than anyone else. They do, however, insist on freeing themselves with the Truth as their guide so that Nazi-like atrocities don't become their creed.

Reply To Spitzer

Dear Editor,

Last week you printed a regrettable letter that charged several Drew students with "anti-semitism." It's hard to know how to deal with that charge, now that it has stained several people who only wrote to the Acorn pleading for better writing.

An overzealous defense against Mr. Spitzer's accusation would prove nothing; indeed, it might be interpreted as a defense stemming from a feeling of real guilt! So our only recourse is simply to draft a reply and try to keep it low-keyed.

I don't think it's histrionic to suggest that the Acorn should print a formal, written retraction: several reputations, including my own (as the 'friend' Mr. Spitzer alludes to) have been muddled up. His reading of our 27 October letter, which commented on his less than deft coverage of the cross-country season, was evidently a tragically inept misreading, and the result is the argumentum ad hominem letter of last week, which is libelous. Unwilling

to reply to our assertion that his articles were becoming diffuse and inaccurate, he shoots back that we are "a new class of anti-semites" taking our cue from the "small town wasps of unredeeming patrician blood."

If nothin about that strikes you as careless, then I fear for your intellectual progress. Frankly, if I were editor I wouldn't have touched Mr. Spitzer's letter with a ten-foot pole. Freedom of press is not an absolute right: that's why we have libel laws. That's why, for instance, Jack Anderson had to apologize publicly to Thomas Eagleton this summer, after "informing" millions of readers that the man they were figuring on voting for was a thrice-convicted drunken driver.

You see, we're on a smaller scale here but it's essentially the same hazard: hauling people through the wringer on unfounded charges. As I say, we could demand a retraction, but I don't think any editors that printed that letter to begin with could see giving us one.

Here's a grandstand play that I don't think is necessary, but without which some readers might feel this letter incomplete. I didn't know until I sat down and read Mr. Spitzer's letter last week that he was Jewish at all, and knowing that now, wouldn't change a word of our 27 October letter regarding his sports coverage. Is it anti-semitic to demand clear writing?

I don't expect many that are reading this to have a great interest in the specific conflict of last October: sports writing and cross-country are things that hold my interest only fleetingly, to be honest. What I am interested in conveying is that last week the Acorn's editors failed all of us pretty badly. They forced us into the position of having to reply to an outrageous charge, rather than exercising some critical judgment and considering the harmful possibilities in what they were printing.

If Mr. Spitzer wishes to continue his lonesome crusade against such 'new breed, patrician anti-semites' as I, and if the Acorn chooses once again to print him, he shall do so center stage--as I am profoundly bothered by his shotgun approach and will retreat miles in order to avoid egging him on.

And I don't demand the retraction that old-time ethics would dictate ipso facto. So it is up to the accused to defend themselves, and have their letter printed. And that's what this is, then, in a roundabout sense: a defense. Actually, the only way we could ever demand a re-

traction would be to threaten legal action against the Communications Board if the retraction didn't come. Well, I don't have the bread for a lawyer, or the time or the determination to carry it all out. In fact, I thought the charge of anti-semitism at first too silly to dignify with a reply; I've written this under prodding from others.

I'm well aware that the Acorn prints all letters that reach it, and really, I'd mourn the passing of such a policy. But placing libel outside of that policy -- in other words, by weeding out such defamations of character as occurred on the Letters page last week -- would prove fairer to the Drew community and, certainly, would constitute a more enriching role for the editorial staff.

Yours,
Bob Keating

To the Editor:

When Archie Bunker assumes that Lionel has a natural affinity for watermelon just because he's black, the living rooms of America echo with laughter. But in regard to Wayne Spitzer's letter "Anti-Semites?" (Feb.2) one does not laugh, one pities it's absurdity.

Mr. Spitzer makes reference to two letters to the editor contributed by Marge Meyer and Mike Farr. He claims that their comments are "indicative of a new class of anti-semites that exist on Drew Campus". We refer back to these two letters to ascertain the validity of this statement. Marge Meyer criticizes Mr. Spitzer for his article on Mr. Havemeyer's letter. Basically, she claims that Spitzer's article was "trash" in its total disregard of grammatical structure. We doubt if anyone who has glanced through Warriner and Strunk and White will disagree with Ms. Meyer. The plethora of cliches and run-on sentences are there for all to see. As for Mr. Farr's letter, he had the audacity to criticize the invincible Mr. Spitzer. He takes issue with the inaccurate reportage of Mr. Spitzer claiming "there's something impersonal about the writing."

We do not intend to emphasize the remarks of Mr. Farr and Miss Meyer. Instead, it is with Mr. Spitzer's bizarre inferences to anti-semitism and to his unaccountability as a reporter that we are concerned with. In both letters we could find no comment (either subtle or explicit) that smacked of a surging cry for anti-semitism. And we suggest that Mr. Spitzer MIGHT EVEN LEARN from Mr. Farr's critique.

P.S.: The world awaits your forthcoming book, Mr. Spitzer, Anti-Semiticism in the Torah.

Name withheld by request.

Review: Joe

By Mark A. Paavola

Released several weeks after the Kent State killings in the spring of 1970, and more significantly, following the construction workers' attack upon Pace College peace demonstrators in the Wall Street area, JOE was subsequently one of the biggest commercial sleepers of the year. Produced on a shoestring by the independent company of Cannon productions, which has previously specialized in such soft-core porno films as IGNA, it featured a then unknown character actor named Peter Boyle in the title role. Boyle then in his early thirties literally became an overnight star and has since had good roles in THE CANDIDATE (1972) and more recently in the new comedy, STEELYARD BLUES (1973), in which among other things he does a devastatingly accurate impression of Marlon Brando.

It is JOE, however, that Boyle is likely to be remembered for quite some time. Joe Curran is the proverbial Neanderthalian hardhat, the stuff of beer commercials, hairy pot bellies, and stale Fritos, but Boyle somehow manages to transcend the stereotyped character as written, and instead presents us with an alternately hilarious and frightening human being. Joe is the sort of chap who frequently spouts off in an East Village bar at the end of a hard day about the bleedin' heart liberals, the "Commies, hippies and the homos," and is convinced that 42% of the liberals "are queer cause the Wallace people took a poll." It is on one of these days that Joe by pure

Hardhat Gets His



Peter Boyle as Joe

chance encounters a shaken advertising executive who has just murdered his teenage daughter's young boyfriend, a decidedly scuzzy drug dealer.

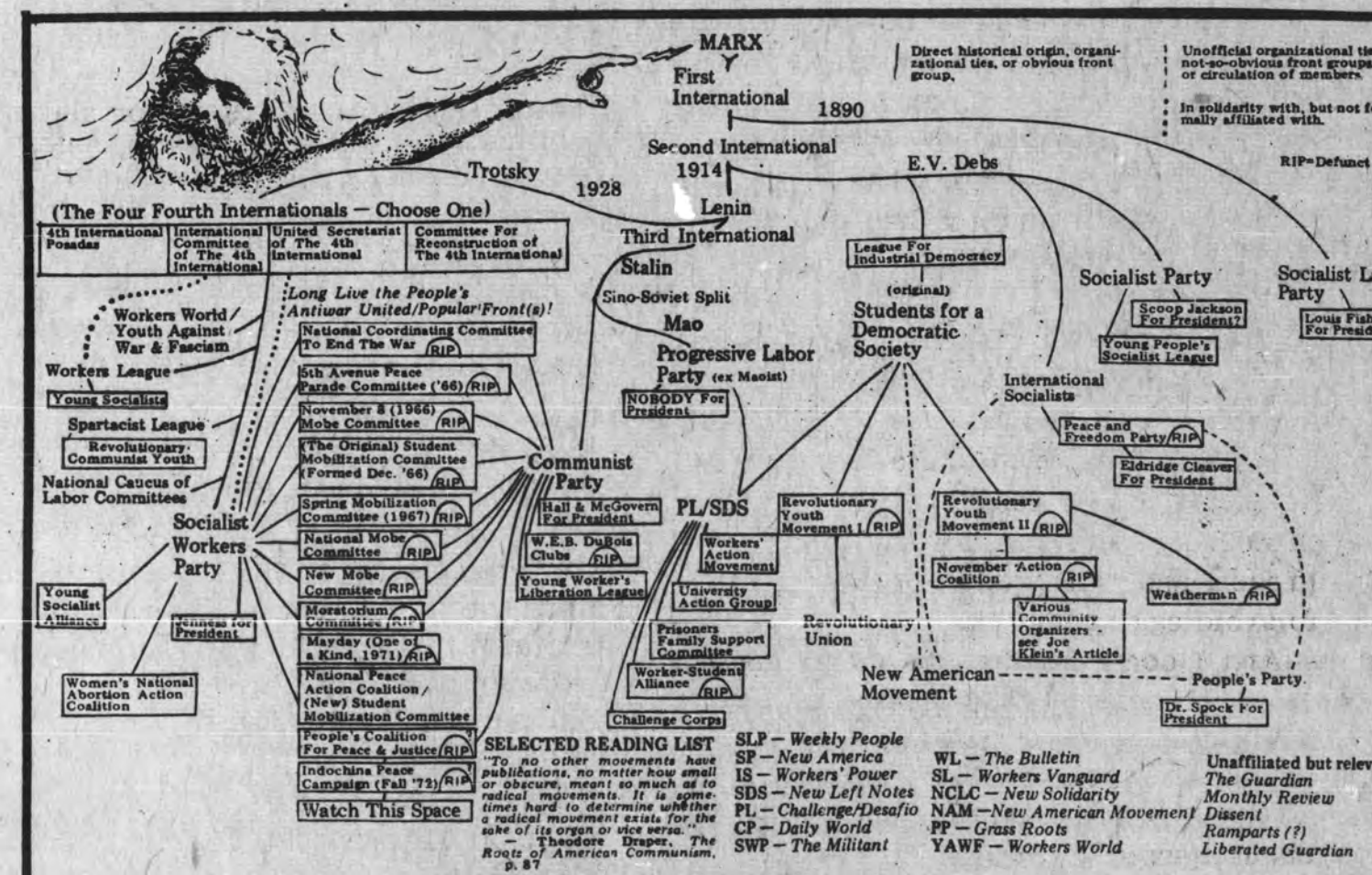
The bizarre alliance between these two men of opposite social backgrounds is both funny and disquieting to say the least in terms of its still current comment on different generations' life styles.

Norman Wexler's script for JOE is often sharp, pungent and at times almost uncannily perceptive in its understanding of two incredibly confused middle-aged men, and yet it is never patronizing. As enacted by a television and minor film actor, Dennis Patrick, the advertising executive is a stuffy yet rather sad, even likeable man who tragically panics at the very moment he needs his cool. And

another unknown, one K. Callan, who has done a good many t.v. commercials, is simply superb as Joe's poignantly dumb wife, the type of prematurely aged young woman who sends out for cut-rate Chinese food for a dinner party, hands Joe a box of Ritz crackers to munch on between his variously offensive tirades, and observes that even though the new neighbors are "coloreds," they do have "nice furniture and cute kids." She's the living embodiment of bigotry being born of ignorance -- and perhaps fear of contradicting a crabby spouse -- a more true-to life version of Edith Bunker.

It is Boyle, however, who dominates the film. Whether smoking dope in an East Village pad with the ad executive while the two are on the trail of the latter's missing daughter, or participating in what Joe calls an "org-ee" (hard "g"), Boyle is alternately repulsive and awfully funny. In his efforts to win the friendship of the executive he is almost appealing-lie a great big huge kid. Indeed the most interesting aspect of JOE is the title character's discovery of a common bond with a man whom he'd assumed to be his social superior. The reasons for this bond are for the most part horrible, but the getting there is often humorous. As for Joe himself he ultimately turns out to be the "pig" he seems destined to be at the beginning of the movie, "getting his" in more ways than one. You probably won't end up liking Joe as a person, but you sure as hell won't forget him either.

What's Left of the Left



Review: King Of Hearts

Soft-Spoken Yet Effective

By Mark A. Paavola

Shot in lovely color in the French village of Senlis, Philippe de Broca's KING OF HEARTS, released in 1967, is quite simply one of the most delightful, original comedies of the last decade. It is given additional stature by its soft-spoken but no less effective anti-war statement, and of course by lively performances. This includes Alan Bates as a Scottish private hired to defuse a bomb in the French village and Jean-Claude Brialy (CLAIRE'S KNEE), Micheline Presle, and Genevieve Bujold as various cheerful lunatics who manage to escape from the local asylum during the town's evacuation. One of the several successful comedies by DeBroca who also made CARTOUCHE (1962), THAT MAN FROM RIO (1964), and UP TO HIS EARS (1966), all with Jean-Paul Belmondo, KING OF HEARTS is in some ways his best with just the right of slapstick and poignancy, owing much to both Mack Sennett's Keystone Cops and Charlie Chaplin perhaps, but borrowing all the best parts.

The "king of hearts" is Bates who while fleeing German soldiers in the waning days of World War I -- but no I've said too much already. Suffice it to say that KING OF HEARTS has one surprise after another, that much of it is amusing and lyrical, and that it suggests the "loonies" are not necessarily those confined in the asylum.



M. Brialy as "Duke of Clubs"

KING OF HEARTS has one of George Delerue's most enchanting scores ranging from love themes to a charming compah waltz. Indeed Delerue, one of the movies' composers - you may recall his marvellous gangster score for THE CONFORMIST, and that films' rum-bas and tangos - has also composed the music for JULES ET JIM, A MAN FOR ALL SEASONS, and WOMEN IN LOVE, and here his music perfectly compliments DeBroca's joyous yet potentially fragile tale rather than existing apart from the film.

All the predominately French actors - the movie is in both French and English - are wonderful: M. Brialy as the good-

natured "Duke of Clubs," actresses whose names I couldn't catch, as whores with names like "Groping Gertie" and "Marble-Puss," and especially Françoise Christophe as the beautiful madam, Eg-lantine - who notes that "Men are tough and soft as asparagus tips" - Mme Presle as the "Duke of Clubs" ravishing white-haired "Duchess," Mlle Bujold is as always great to look at, and here, in her late ingenue stage as an actress, sweet and lovely - as the old forties song goes - and a sexy little tight rope walker to boot.

KING OF HEARTS is one of the few movies one could risk labeling "wacky" and "touching" at the same time, expressing sentiments ranging from "We need a cuckold for the sake of the town's equilibrium," to "To know the world, you have to get away from it," without ever treading that thin line between bathos and tragedy. With its silk hats, brightly colored boas, white camel drawn "coronation" cart, and its rather unusual "happy ending", KING OF HEARTS is a raffishly winning satire with a singularly ingratiating performance by Alan Bates as the hero. You'd be crazy to miss it.

KING OF HEARTS is being presented by the Social Committee as the 3rd film in its mid-week series, on Wednesday, February 14, at 7:00 and 9:30 p.m. in U.C. #107.

Cole Discusses Admissions

Dean of Admissions Austin Cole opened the meeting of the Student Senate, C.L.A., held on January 28, 1973. Mr. Cole directed his remarks toward the efforts he felt students could make in recruiting prospective high school students since applications have decreased from last year by 20%. He stated that this drop may be attributable to the fact that Drew was not hurt last year by a decrease in admissions, as were other colleges and universities. In addition to recruiting at high schools, Mr. Cole suggested that students might initiate a letter-writing campaign in order to augment applications.

Tom Quirk reported the resignations of three senators, Carol Golden, Tanya Furlan, and Nicky Guerlain. These resignations left senate seats open from the junior class, Foster, and commuters,

respectively. The senate then scheduled for these elections as follows:

- January 31 - petitions go out
- February 7 - petitions due back
- February 14 - primary elections
- February 21 - final elections

At these times, male and female freshman advisors will also be elected. Their election will follow the timetable previously stated.

Jane Barsky and Peter Brown were appointed to the University Facilities and Services Committee. John Kaftel was appointed as an interim member of the Academic Standing Committee.

Peter Brown then announced that there would be three students appointed to the R.A. selection committee. It was agreed that petitions for these posts would be available from dorm senators. Applicants are subject to senate approval, a matter

agreed upon at an earlier senate meeting.

A resolution calling for the itemization of all costs now listed as an "unpaid balance" on students' University bill was passed unanimously. While a resolution requesting the reopening of the Glenwild Gate and one asking for an increase in the number of commuter senators failed, a resolution calling for the installation of more lockers in the U.C. was tabled until more information regarding this necessity was available to the senate.

Before adjourning, Peter Brown reminded the senators of the meeting of the senate all senate sub-committees, and student representatives to Faculty committees at Little Brook Farm, on Saturday, February 3. The stated purpose of this meeting will be to coordinate activities during the Spring semester.

J.J. Cale an anticlimax

By Rick Atkinson

After three concerted listenings of the new J. J. Cale album, I have come to the conclusion that the producer made a wise decision in placing the song LIES (Cale, BMI, 2:54) first. For one thing, it is the only tune in this collection that leaves the listener with the feeling that the musicians put any work into it. Cale is backed by a host of more than competent musicians, as he is on the rest of the numbers. This particular selection, however, has a well arranged brass section, which adds a musical dimension not present in the other eleven tunes. Especially apparent in LIES is a very strong B.B. King influence on Cale's guitar work, which, otherwise, would be merely fair. The number is well produced, but there is no climax, and the song doesn't seem to go anywhere.

The second number, EVERYTHING WILL BE ALRIGHT (Cale, BMI, 3:26), has a very heavy jazz influence, but unfortunately, doesn't have any of the sophistication or vitality. The song is very tight, with Bobby Woods' piano ever present and quite good. EVERYTHING ETC. has a false ending, which is slightly confusing and quite unneces-

sary. The song itself has no climax and the CODA just seems to accentuate it. Cale's unusual vocal style, however, makes the song worth listening to; he has a strange soothing effect, making this, and most of the rest of the album, very easy listening, if not overly exciting.

The next three tunes, I'LL KISS THE WORLD GOODBYE (Cale, BMI, 1:45), CHANGES (Cale, BMI, 2:20), and RIGHT DOWN HERE (Cale, BMI, 3:24), are quite uninspired, with an exceptionally disappointing organ lead in the third. The three of them display strong jazz influence, but, again, lack the vitality and spontaneity of that mode. The musicians supporting Cale are again very competent, but give the impression of being over-rehearsed. These numbers are definitely fillers, lacking anything outstanding except perhaps strong rhythms.

IF YOU'RE EVER IN OKLAHOMA (Cale, BMI, 2:07) is a spirited number with a surprisingly articulate fiddle ride by Vasser Clements. Josh Graves' dobro is fair, and the song seems to hold together fairly well.

Side two starts out promisingly with RIDIN' HOME (Cale, BMI, 2:42), with J. J. playing all the instruments with the exception of a fine harp solo at the

bridge. For some reason, however, the sound quality on this tune is exceptionally poor, lacking high frequencies. I tend to doubt that it is this particular pressing, since the reproduction on the rest of the songs is quite good.

GOIN DOWN (Don Nix, BMI, 3:02) is a filler. There are no lyrics to speak (or sing) of, and the music is quite repetitious. Bill Boatman, however, plays the finest rhythm guitar I have heard in a long time. J.J. is on electric piano, and plays it very well. This is about the best number on the album for musicianship, with the whole standing out as opposed to any particular part.

The rest of the album is less than spectacular, with a rendition of the Butterfield standard MO JO being particularly insulting. The last number on the album is a blue grass number that someone saw fit to include congas in.

The album as a whole left me with the impression that J.J. Cale wants to break into jazz, but lacks either the talent or the energy. Cale's vocal style is quite unusual and increasingly interesting. J.J. CALE is not a particularly exciting collection of tunes, but it is performed well, except for occasional indignities.

Little Brook Cont.

The most controversial resolution of the day, narrowly passed on the second ballot, after a call for a roll call vote, reads: "Whereas the University has ignored this Resolution in the past, be it resolved that the Senate, CLA, resubmits the Resolution calling for the implementation of the title 'Ms.' in all University written and oral correspondence." This issue stirred definitely the most heated debate of the year.

In general, the feeling was that this conference was worthwhile. Several individuals remarked it would have taken at least a full week to deal with those matters back on campus. Presently, there are plans for another conference in approximately six weeks.

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An Opinion

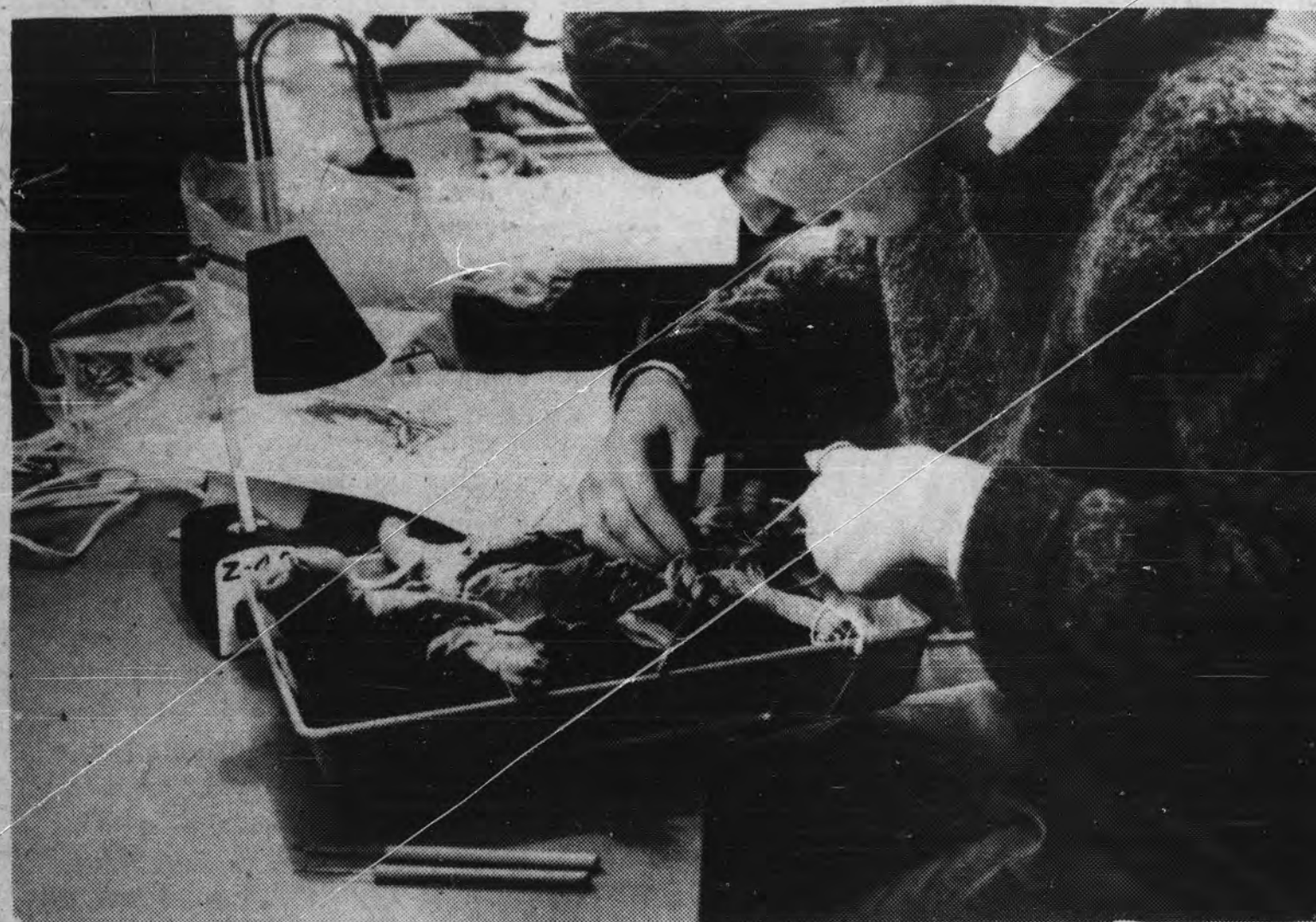
Vivisection and True.

If (a man) has been touched by the ethic of Reverence for Life, he injures and destroys life only under a necessity which he cannot avoid, and never from thoughtlessness. So far as he is a free man he uses every opportunity of tasting the blessedness of being able to assist life and avert from it suffering and destruction. Devoted as I was from boyhood to the cause of the protection of animal life, it is a special joy to me that the universal ethic of Reverence for Life shows that sympathy with animals, which is so often represented as sentimentality, to be a duty which no thinking man can escape. (Albert Schweitzer, 1949, p. 203)

As a young child I once spent two or three weeks during the summer at Loon Lake, in the Adirondak Mountains. One day, as I was walking by myself, I noticed a school of tadpoles swimming near the edge of the lake. Many of the tiny creatures had little legs and were well on their way to becoming adult frogs. A miraculous transformation was taking place right in front of my eyes, and the feelings of wonder and amazement that awoke in me at that time were quite overwhelming. I spend a good part of every day for the next two weeks watching the tadpoles and marveling at the experience, which for me was unforgettable.

Very rarely during eight years of study in college and graduate school did I have any feelings of wonder or admiration or respect even remotely similar to that earlier experience of the tadpoles. I learned a great many facts, modes of analytic thought, and advanced techniques of research, but the actual experience of living creatures as living creatures was not part of my education:

It seems that biology has largely forgotten that organisms are alive. The study of life is in many cases an investigation of "components and processes of living systems"—a description that suggests the emphasis on mechanisms and mechanical principles. Many factors contribute to this approach. I would like to examine one of them: the use, in high schools and colleges, of vivisection in experiments on animals. In my opinion, the value of these studies is negligible; at the same time they produce, in the students required to perform them, feelings of disgust, disrespect and alienation. Many students of my acquaintance have said they did not pursue the study of biology in college because they had been required, in high school, to kill animals.



Abuses of "Living Material"

Several arguments usually are advanced to justify the use of vivisection in education. Many well-meaning teachers who favor the development of experiential learning hold the view that teaching is enhanced by providing "living material" for the use of students. As a general proposition this may well be true, but in actual practice it depends entirely on how the organisms are used and the attitude the instructor adopts toward them. An experiment in which the brain of a frog is destroyed in order to study the spinal reflexes of the animal demonstrates very little that could not be found in any elementary textbook and is a gruesome experience for a student of even modest sensibilities. On the other hand, one can learn a surprisingly large amount about a frog by quietly observing its rate of respiration and its feeding habits. A film I have used in class, on the feeding preferences of a toad, had never failed to elicit interest and a sense of wonder. In addition, an imaginative teacher could good use of transparent organisms (various species of fish and invertebrates) to demonstrate living processes in living animals. It seems to me that one must always keep firmly in mind that the experiment is supposed to be demonstrating. Does the result in any way justify the agonies inflicted on a sentient creature?

A common complaint about vivisection in classroom exercises is that the experiments very often do not work, because the teacher is untrained and inexperienced.

The result of an hour or two of work is a heap of dead animals, a class of students filled with distaste, and "another unsuccessful experiment." My own long-standing dislike of earthworms originated in a mishandled high school experiment and was corrected only years later, when I witnessed the incredible role that earthworms play in reducing leaf compost to soil. But my point is more than this. Even if the teachers had the best possible training, and even if the experiments were always successful and were always carried out in the most humane way possible, the destructive effect of the experience on the student, in my view, simply would not be worth it. My opposition to vivisection is based on a concern for the humane treatment of animals and, equally, a concern for the emotional and mental health of the students.

The psychologic effects of vivisection on the personality cannot be overemphasized. In no way does vivisection make a man better, more capable, or more humane. Every time one kills an animal he becomes increasingly insensitive, callous, and cruel. Experimentation of this kind leads to a systematic and progressive crippling of one's capacity for feeling and produces changes of personality that, in my opinion, are noticeable even to someone with no formal training in psychology or psychiatry. A person who is ready to inflict suffering on defenseless animals will certainly be capable of doing the same to his fellowman. We live in an age of sadism and criminality. Is it ask-

Aims of Education

ing too much for biology to try to awaken respect for life and to develop love and admiration for living things? The future of the world may depend on it.

In many courses I took as a student various animals were used more or less as reagents were used in chemistry experiments. The instructions in the laboratory manual invariably stated, "Sacrifice the animal..."; but one could easily have scratched out the word "sacrifice" and substituted "use" or "kill." In no sense was a sacrificial mood present in either the students or the teacher. Most of the experiments we performed could have been presented to us by means of short films or reading assignments, and we could have spent out time observing living fish in aquaria, living amphibians and reptiles in terraria, or any living organism in its natural habitat.

Is Knowledge

Served by Cruelty?

The use of living animals in experimentation has been justified by its contribution to the advancement of human knowledge. The developments in medicine through the use of vivisection, for example, are indeed very great, but the question under consideration here is whether high school or college students derive any benefit whatsoever from studies of this kind. No single experiment in high school or college advances human knowledge in the slightest.

The late Joseph Wood Krutch, naturalist and literary critic, called attention to the cruel and pointless nature of many so-called investigations in which animals are starved, infected, inoculated, and abused in a variety of ways simply so that students can witness at first hand the effects of experimental procedures and manipulations, the results of which are already known. One biology supply house provides eight different deficiency diets and appropriate test animals so that students can observe various forms of malnutrition.

By now it is as well known that a rat will sicken and die without certain minerals and vitamins as it is that he will die if given no food at all. Would anyone learn anything by poking out the eyes in order to prove that without them animals can't see? ... Taught by such methods, biology not only fails to promote reverence for life, but encourages the tendency to blaspheme it. Instead of increasing empathy it destroys it. Instead of enlarging our sympathy it hardens the heart.

(Krutch, 1956, p. 142)

In actual fact these studies are not experiments at all; they are simply dem-

onstrations. In no way do they give the students a true experience of research or the joy of discovery.

Vivisection is included in premedical curricula as a prerequisite for later medical studies and as a means for developing manipulative skills. In my view, undergraduate premedical education would be performing a far greater service by developing veneration and compassion for life. In an age of specialization, when many physicians are more interested in the disease than in the welfare of the patient, compassion is needed as much as diagnostic, therapeutic, and technical skills.

Lest I be accused of arguing against all forms of experimentation with animals, let me point out that numerous experiments, illustrating a wide variety of physiologic phenomena, can be performed with living animals or with the students themselves as subjects. Isometric and isotonic muscle contraction, muscle fatigue, the rate of nerve-impulse transmission, respiration studies, experiments in sensory physiology, and countless other experiments can be carried out in these ways. In most cases it is simply unnecessary to destroy an animal to study a given physiologic process. An imaginative teacher could use every means at his disposal to use living animals to

illustrate the points under consideration. In my experience, students have always been eager to serve as subjects in physiologic studies and have learned as much as they would have through vivisection. As newer forms of educational equipment become available, the range of these experiments should expand considerably.

The Life of Feeling

It may seem that I have overemphasized the role of education in fostering the development of the life of feeling—for education is supposed to be concerned with the training of the intellect. It is essential, however, that students feel inwardly connected with the material they are studying. A student can begin to understand the "personality" of a species of bird or insect from patient observations of its habits without even knowing the common name of the animal. Only when he has achieved a familiarity founded on devotion and a sense of kinship can he pursue a true course of intellectual study. Many students of biology have little acquaintance with living plants and animals; and what concerns me greatly is that vivisection severs the connection that does exist and thus makes real learning impossible. A student will eagerly learn the names, parts, and processes of plants and animals for which he feels admiration and respect.

I was once asked to cite an example of how one could teach in a manner that stimulates a sense of wonder in students. In reply I described a study of homing in the Manx shearwater, a seabird inhabiting the western coasts of the British Isles. A young shearwater from Wales was taken by airplane across the Atlantic and released in Boston, 5,150 km away; 12-1/2 days later the bird had successfully flown the unfamiliar waters of the Atlantic and was back at its nest. My questioner's response was that the wonder experienced by the students was in direct proportion to the inexplicability of the example: the students were awed by the shearwater's homing because no easy "explanation" was available. "But," the questioner continued, "how would you teach about ordinary phenomena for which there are explanations, in a way that develops reverence?" My answer is this:

A great deal of what passes for scientific explanation, especially in teaching of biology, is actually a set of abstractions having little to do with the phenomena themselves and must to do with theoretic models and mechanisms abstracted from the phenomena. The more one analyzes the parts and processes of an organism, the more one finds oneself at a remove from the life of the animal. Only by experiencing the animal as a living, sentient, responding creature can one begin to awaken the faculties of comprehension needed to understand life. A sense of wonder can be developed in any circumstance if the observer confronts the living organism itself and sets aside the tangled web of explanations and mechanisms, which deter him from experiencing the living creature. To the extent to which he can open himself directly to even the best-understood phenomenon will he feel a sense of wonder. To him every living creature will become truly a wonder of creation.

Franz E. Winkler, physician and author of "Man, the Bridge Between Two Worlds" (1960), has suggested that children, whose minds are unencumbered with intellectual explanations, are much closer to direct awareness and comprehension of the living world. Because of this they have a real sense of wonder. Winkler wrote:

As a matter of fact, the more intellectual we become, and the more we learn about details and mechanisms, the further we remove ourselves from the comprehension of the whole. The child feels this immediately and counters abstract "explanations" with a most sensible response, and endless series of "Whys". Usually the conversation ends with mutual resentment and

Continued on Page 2 0

NY PRO Musica Convocation



Performing on Sunday, February 11, in the first College Convocation of the new semester, the New York Pro Musica ensemble will present an evening of music and drama from the 16th and 17th centuries. The program will be held in Baldwin Auditorium, beginning at 8 p.m.

Now in its second decade, the 12-member ensemble of singers and instrumentalists provides its audiences with musical masterpieces from the eras that produced the works of Shakespeare and Titian, and the discoveries of Galileo and Newton.

Not restricted to the concert stage, Pro Musica present in full costume musical dramas, sacred works, songs and dances, and the music of various national traditions. Its Drew program will feature a performance of *Intermedii for Adelonda di Frigia*, a sixteenth century court drama by Pietro Veccoli and Federico della Valle set on the mythical Isle of the Amazons. Other works on the program will be Lorenzo Allegri's *Seventh Ballo*, originally composed in honor of the approaching marriage of the Prince of Urbino to Claudia de Medici; his second and eighth *ballos*, written for court performances in the Duchy of Tuscany; and two *toccatas* by Girolamo Frescobaldi.

APO Anti-Theft Campaign

By Harris Diamond

Starting this week Alpha Phi Omega will be conducting an anti-theft campaign. The service fraternity will engrave any valuable property, including seroes and televisions. The engraving tool, borrowed from the Madison Police Dept., will engrave the Social Security number of the student on the object, and the numbers will be held on file at the station.

Through this process there will exist traceable records in case of theft. This service will be offered three nights a week, Sunday, Tuesday, and Thursday, and any student desiring registration may sign up in the Commons. For further information about the service and about APO contact Mark Ross or any other member.

Continued from Page 19

frustration. Yet it is not difficult to answer the child's question provided we keep in mind that he is closer than we to a grasp of causality, and merely requests a translation of his intuitive comprehension into intellectual terms. (P.203).

In his book Winkler divides cognition into two constituent faculties: intellect and intuition. Intellect analyzes, dissects, and describes; intuition synthesizes and comprehends. Earlier peoples knew about the healing properties of herbs, had great skill in mathematics and in architecture, and understood many natural processes despite a lack of "scientific" knowledge. Winkler attributes these abilities to powers of intuitive comprehension, which he feels modern man has largely lost.

Intuitive powers are akin to creative faculties and must be stimulated and nourished by compassion and love. They have much more to do with appreciation of the whole than with analysis of the parts. The central role of intuition in scientific discovery is well known; it has been amply described by Poincare, Kekule, Gauss, Heisenberg, and others, and it has been investigated by Arthur Koest-

ler (1967, p. 112-120).

In my opinion, modern education, with its emphasis on components and mechanisms and the deadening of sensibility that results from this emphasis, will ultimately lead to paralysis of the very faculties of intuition on which the progress of science depends. If it were possible to develop this faculty, as Winkler suggests in his book, and bring it into balance with analytic intellect, many secrets of nature might be revealed through intuitive comprehension rather than through the endless dividing and subdividing of parts, which characterizes a good part of modern science. Education in biology ought to concentrate on developing an understanding of, and a devotion to, animals and life: intuitive faculties will never be developed in students who cannot truly love all living creatures.

Biology as Enrichment

Science is the leading force in modern life. In the future, scientists will more and more determine the course of world events. Science itself is neither good nor bad, but it is an extremely powerful institution for either the destruction or the salvation of mankind. The power and prestige of scientists makes them almost

immune to correction or control by the public. Thus far their performance has been doubtful and ominous, for the scientists of the 20th century have been more inclined to invent destructive weapons than to benefit humanity. The fate of our civilization may well depend on the way we educate our future scientists. Unless we train them from the very beginning to respect and uphold the beauty and integrity of creation, they will ultimately misuse their ever-increasing powers.

The power of science without the control of compassion and admiration for life is too immense to be applied merely for the satisfaction of scientific curiosity. If biology were taught in a manner that developed a sense of wonder and of reverence for life, and if students felt inwardly enriched from their study of life, these students would formulate as a life-long goal the steadfast determination to protect and preserve all life and would bring healing to a world desperately in need of it.

(The Acorn welcomes comment from the community concerning this article. Send c/o The Acorn.)



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Rangers Fall Short Despite Strong Comeback

By Wayne Spitzer

The varsity basketball team which began the season with a five game streak and a N.C.E. Christmas tournament trophy, currently being shown in the Gym showcase, has been plagued with injuries on its first man team, and has had to rely on the efforts of its freshman team, who have done more than a fine job this year.

Coach Harper, commenting on the team's injuries and losses, said, "We have lost four of the top six basketball players since mid semester. We lost one starter academically. Bob Mansueto left for a semester abroad in Copenhagen. Ed Osterhout pulled a muscle in his back and will be out for two weeks. Vern Shephard pulled a muscle in the King's College game. Plus Al Rentas has been bothered with a sore shoulder and Gary Jones has a pulled muscle. The only thing I can say is that we have a very healthy bench.

Travelling to Cathedral on the 24th, in a game the Rangers nearly won, the varsity basketball team were beaten by Cathedral in a close contest 80-74. Despite some normally fine marksmanship by Gary Jones who led the team with eighteen points and Vern Shephard who scored sixteen

points, the Rangers' winning streak came to an abrupt end. For Bob Mansueto who scored twelve baskets that game it was his next to last game.

Coach Harper, in talking about some of the strengths of the team, said, "Starting with Cathedral we did everything right, but win the ball game. We had less turnovers. We outrebounded them and took more shots from the floor. The only thing there was that they made a better percentage of their shots and that's what won the ball game."

Two days after, the Rangers played against King's College in what can be called a disastrous game, because of the loss of senior Ed Osterhout and freshman Vern Shephard, who had sprained his ankle late in the second half. Bob Mansueto who was playing his final game for the Rangers scored seventeen points and Gary Jones who was remarkably true to form, scored twenty five points in the game. The status of Ed Osterhout and Vern Shephard is still unknown although Coach Harper hopes that Shephard will be able to play.

Against Upsala in the Ranger's first

home opener, the Ranger's winning streak finally fell apart as Upsala beat the Rangers in an 80-44 game. At home this season the Rangers have been weak and with the loss of Mansueto, Osterhout, and Shephard the Rangers have nearly lost their home court advantage this season.

Coach Harper, talking about the losses at home said, "It was a complete disaster. We were without the services of Mansueto, Shephard, and Osterhout. Our bench tried to make it a game but we weren't up to the pressure we received."

Playing against another strong team, this time in an away game, the Rangers lost to Union last Saturday 101-65. Relying upon the performance of the Ranger's bench people, the varsity basketball squad played hard but couldn't meet the sharp marksmanship of Union. Again, injuries plagued the team and the freshman team held together.

The Rangers are scheduled to play against Rutgers-Camden on Thursday at Drew but with the loss of two members of the starting team and an injured third man the outlook for the Rangers looks bleak.

Women's Basketball

By Leslie Turton

The Women's basketball is well underway this year and has been since the middle of November. Coach Carol DeMaria is back again with improved practice patterns and much optimism as a new team is formed. The girls, new and old, are working together well and a strong team is beginning to emerge as practices progress. The girls had their first chance to test themselves at their initial game on December 13, away at Douglass. There they presented a threatening offense as well as a determined

defense with starters Lisa Hoefner (high scorer for the team, making 20 of the 34 points), Barbara Doktor, MaryJane Burns, Dana McIntosh, and Judy Knight who was playing with an injured finger. The girls coordinated well, meeting Douglass's fight with determination. Drew lost by only one basket, the final score 34-36. The loss, instead of discouraging the girls, left them with much optimism for the rest of the season and future successes.

The remainder of the season has resumed with diligent practices and a game

scheduled for Thursday, February 1, where the girls will play Upsala away. The game should be close as we lost last year by only four points. The following game will be Tuesday, February 6, away at St. Elizabeth. After that Ramapo will come to Drew on Thursday, February 8 for the girls' fourth game of the season. These upcoming games will give the girls competition but if the first game is any example of what is to follow, the other teams should not prove too tough to overcome.

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Social Committee Film Series

Weekend Offerings

Feb. 9-11: JOE (1970)
Feb. 16-18: Fellini's THE CLOWNS (1971)
Mar. 2-4: KLUTE (1971)
Mar. 9-11: THE MUSIC LOVERS (1971)
April: Roman Polanski's MACBETH (1971)
April 20-22: THE GARDEN OF THE FINZI-CONTINI'S (1971)
May 4&6: THE GO-BETWEEN (1971)
May 11-13: WOMEN IN LOVE (1970)
May 18-20: J.W. COOP (1972)

Midweek Offerings

Feb. 14: KING OF HEARTS (1967)-Alan Bates
Feb. 21: THE SERVANT (1964)-Dirk Bogarde
Feb. 28: DARLING (1965)-Julie Christie
Mar. 7: KES (1970)
Mar. 14: LOSS OF INNOCENCE (1961)-Susannah York
Mar. 28: BRINGING UP BABY (1938)-Katharine Hepburn, Cary Grant
April 4: TO HAVE AND HAVE NOT (1944)-Bogart and Bacall
April 11: OF HUMAN BONDAGE (1934)-Bette Davis, Leslie Howard
April 18: THE GURU (1969)-Michael York, Rita Tushingham
April 25: LONG DAY'S JOURNEY INTO NIGHT (1962)-Katharine Hepburn
May 1: LA FEMME INFIDELE (1969)-Co-Sponsored by the French Dept.
May 9: THE GRADUATE (1967)-Hoffman and Bancroft
May 16: MEET ME IN ST. LOUIS (1944)-Judy Garland

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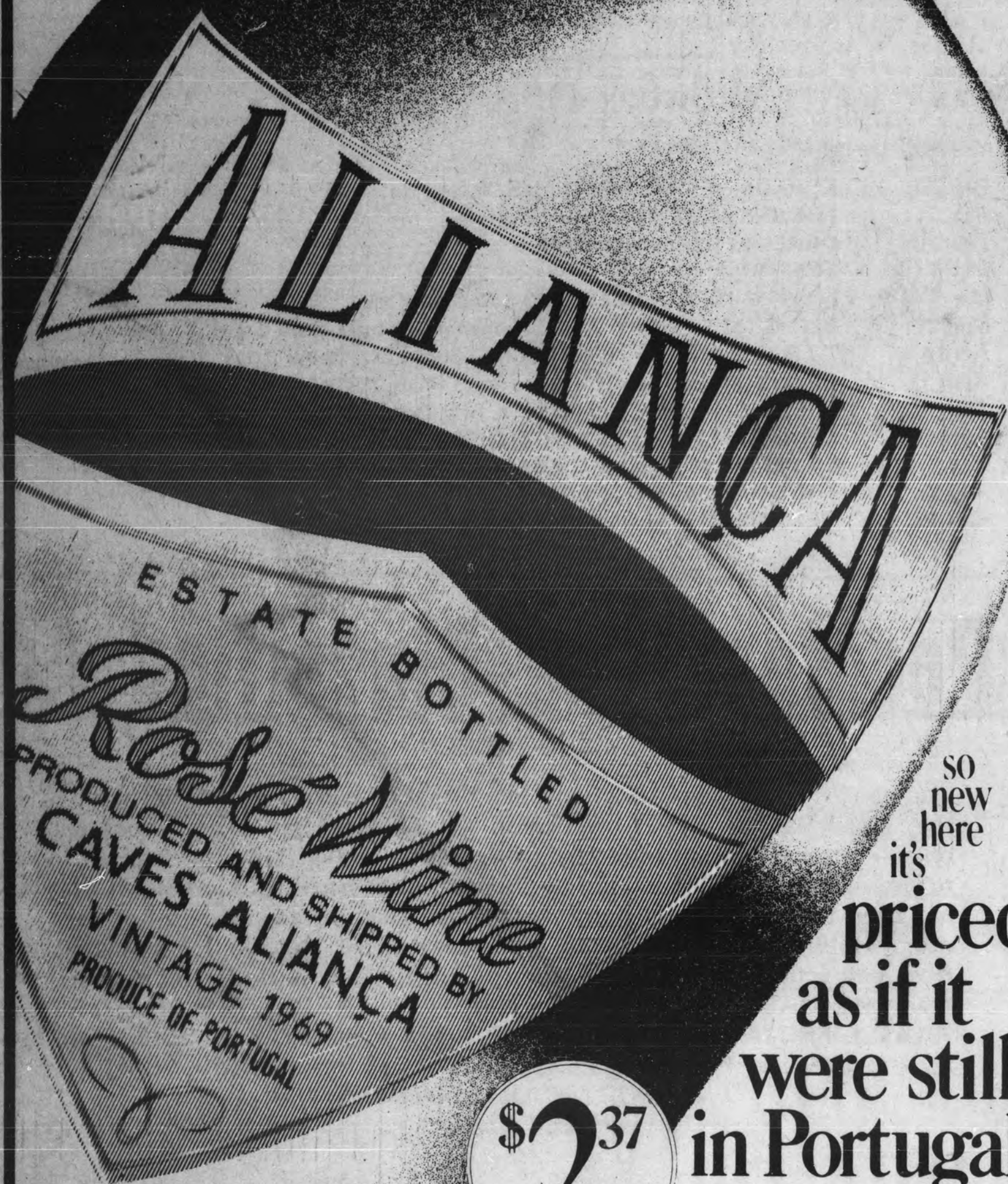
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