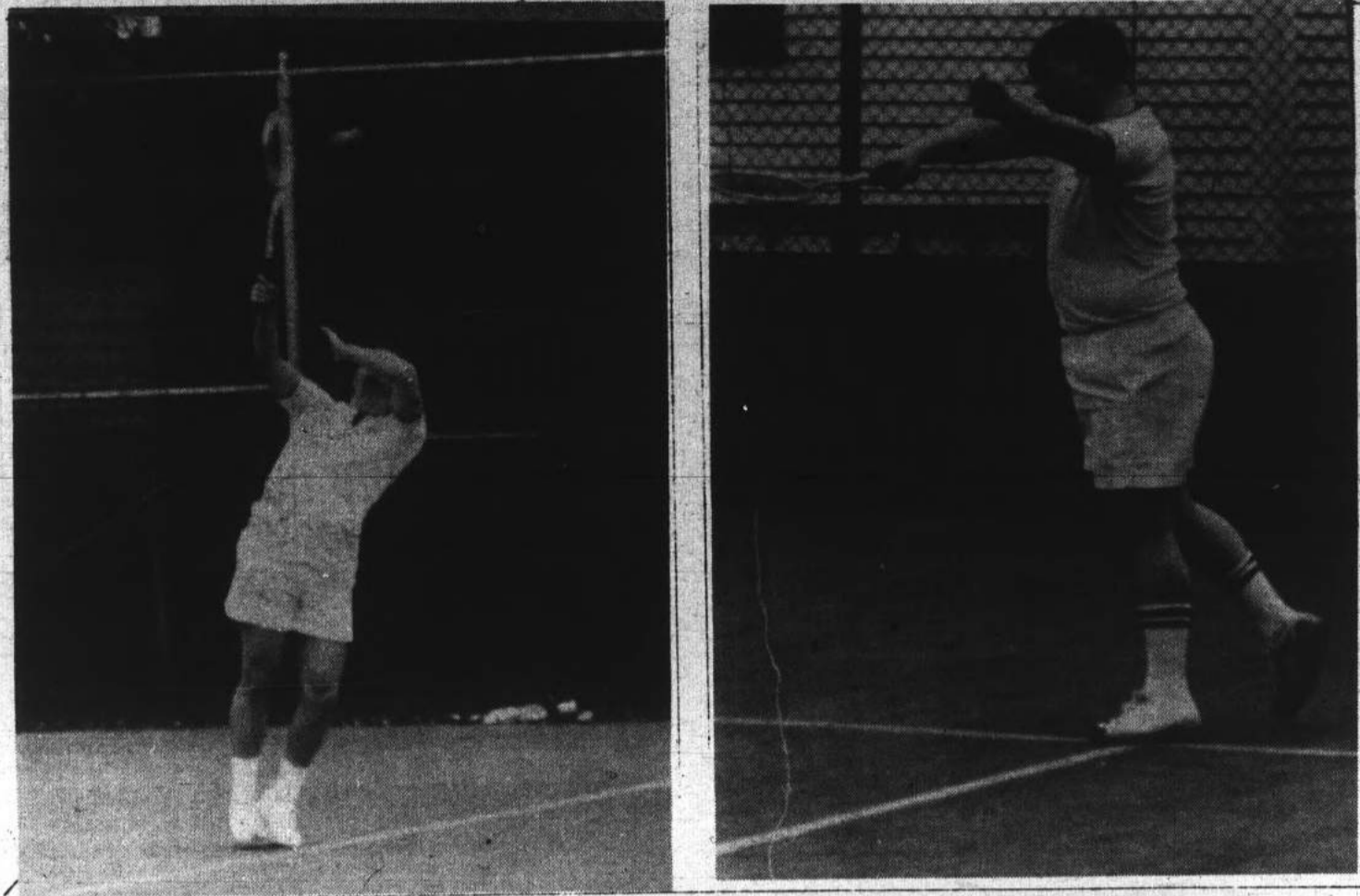
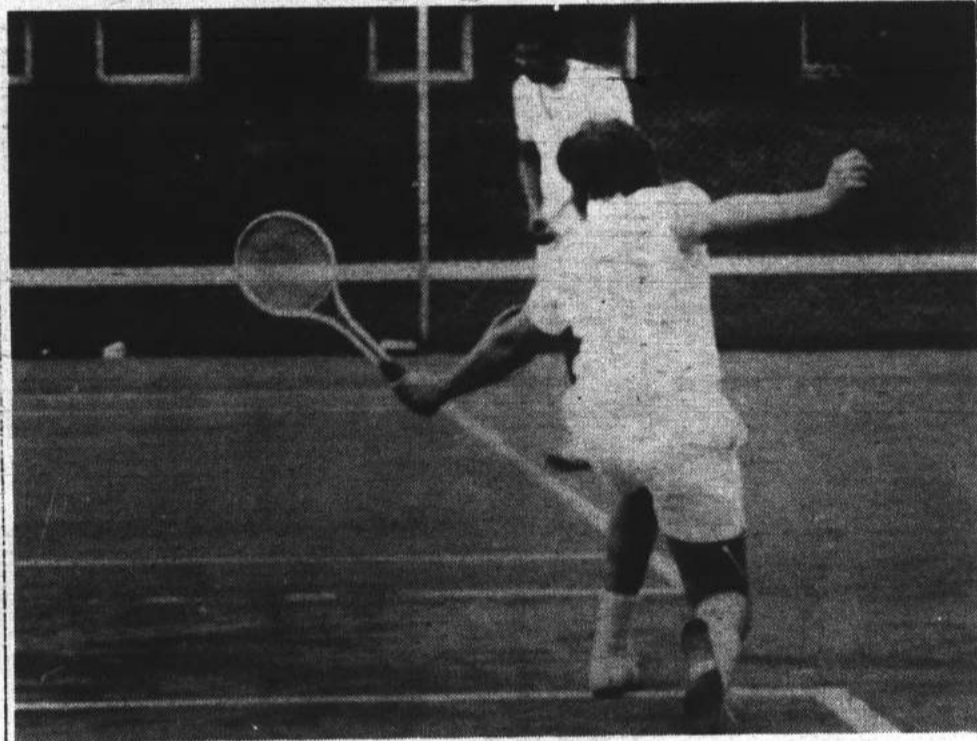


TENNIS TEAM



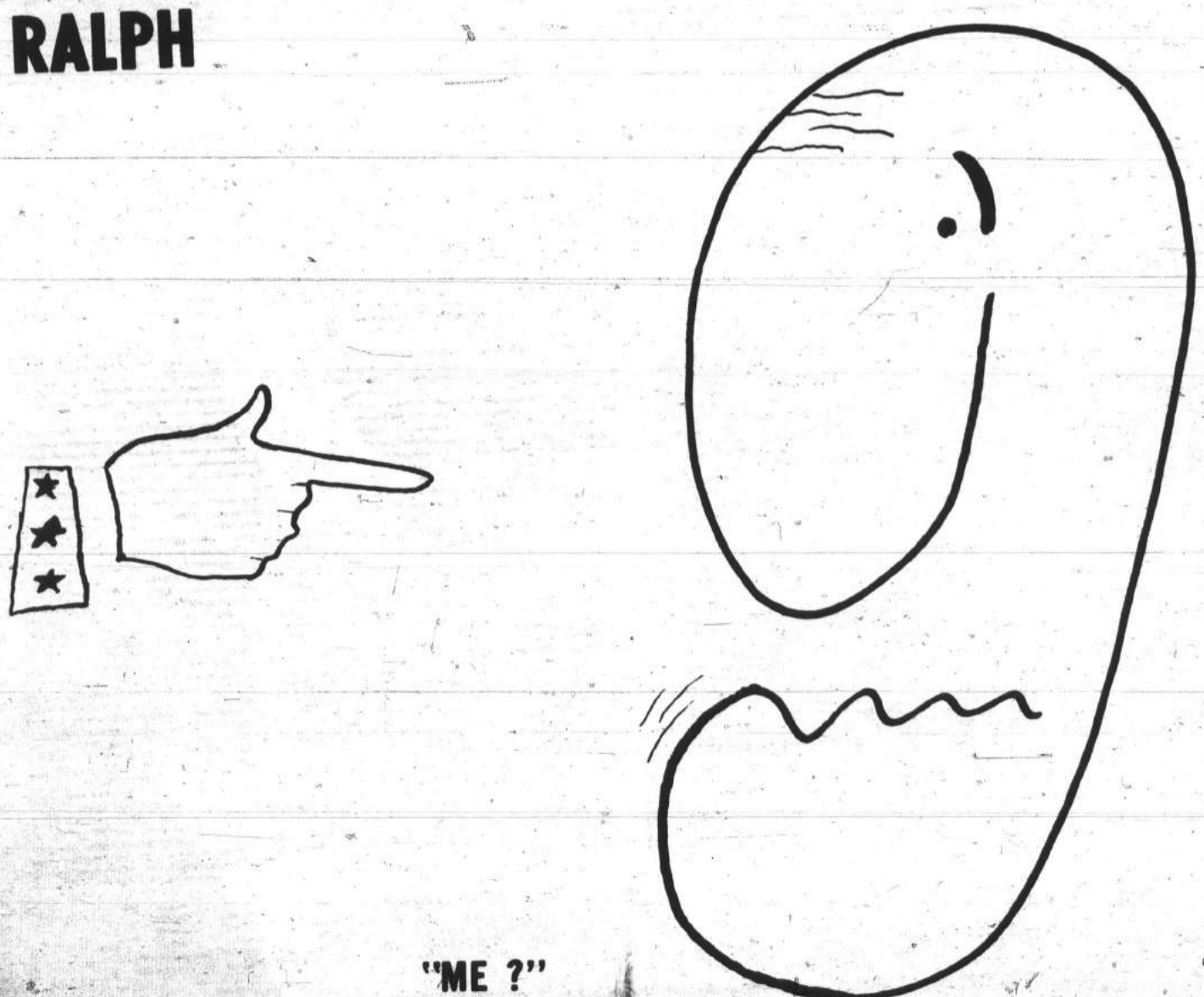
WINS OPENER



NEXT HOME GAME APRIL 30
KEENE VS FITCHBURG

PHOTOS BY D.F. HERBERT

RALPH



May Sarton
Poetry Reading 7:30 PM
Sunday April 27,
Library Conference Room

SUMMER COLLEGE WORK-STUDY
OPPORTUNITIES IN
NEW HAMPSHIRE
INTERESTED?
CONTACT THE STUDENT
FINANCIAL AID OFFICE
AS SOON AS POSSIBLE

Library Report

The March meeting of the Library Advisory Committee of Keene State College was held on March 16 in the Library Conference Room. Absent were: Dr. Aldrich, Mr. Mack, and Mrs. Lafreniere.

Mr. Barnes, librarian, reviewed the comparative development of book collections in the various disciplines and reported the library holdings to be between 60,000 and 65,000. He informed the Committee of the departments that are active in ordering books and departments that are relatively weak and need some bolstering. Mr. Barnes approximated the number of volume increase in 1966 - 67 to be 6,485 and in 1967 - 68 to be 12,262.

General discussion followed relative to the best sources from which books may be ordered. Among these mentioned were the SATURDAY REVIEW, NEW YORK TIMES, and LI - library journals. Mr. Barnes reported that the Library will order books requested by students, if requests are justified. In the ordering of books, one of the major prob-

lems that the library faces is the failure of those who order books to write the full names of the authors. He hoped that faculty members would enter the authors' full names rather than just the last names and initials.

General discussion was conducted on the loss of books and periodicals and how such loss may be prevented. Is the answer having students at the doors to check departure? Mr. Barnes felt that this method was not really effective, but it is necessary to educate the entire student body on this matter. He stressed again the importance attached to overdue books and stated that students should not be allowed to receive a degree from this institution or register in ensuing semesters if they owe money to the Library.

Mr. Barnes further reported that a total of 1,666 volumes were lost from the Library in 1967 and this loss represents at least \$13,000.

The next meeting of the Committee will be held in mid-April.

Summer Session Catalogues
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The Monadnock



Vol. 20 No. 27

KEENE N.H. 03431

Wednesday, April 30, 1969

GOVERNOR PETERSON HERE ALSO

KSC AWAITS WORD FROM TRUSTEES

Senate Met Sunday Night, Called For Convocation

By Dana Sullivan

Tuesday's convocation was called for by a unanimous decision of the student senate in a special emergency session Sunday evening (April 29).

Student senate president Donald R. Nelson said he called the senate meeting to discuss two major issues:

1) the failure to obtain the necessary three-fourths majority of the college senate in the vote for additional student representation on that senate,

2) the refusal of the board of trustees to withdraw the terminal contract of Dr. John B. Wiseman.

President Nelson explained administrative power was used in swaying at least one of the votes on the motion for increased student representation. He added that a department head had sent a letter to certain faculty members urging them not to vote in favor.

Nelson said he was not objecting to the faculty member's right to write the letter but "the language of the letter was not that of a reasonable argument."

The trustees voted not to withdraw Dr. John B. Wiseman's terminal contract on Saturday (April 19). The vote came in a closed session of the regular April meeting of the board.

Nelson said that he felt "something should be done."

He presented a list of proposals for discussion:

1) a request for the resignation of Edward F. Pierce, dean of administration,

2) the invalidation of the college senate vote

3) the resignation of Anne C. Peters from the college senate,

4) reaffirmation of the senate's March 10 demand for the reinstatement of Wiseman, and

5) a reaffirmation of the request for additional student representation on the college senate.

"I do not think we are being unreasonable," Nelson said.

Francis L'Hommedieu said, "Pierce has to go." He said that Wiseman's case was an example of what happens to faculty members who refuse to "submit to coercion."

Marilyn Trest, college senate representative, cited the "prevailing atmosphere of dishonesty at Keene State College."

Don Nelson said "Keene State is going in a bad direction. I've seen this trend for four years."

Donald Therrien said he wanted to see "more backbone in the faculty. Some of them have callouses on the backs of their hands from sitting on them so long."

L'Hommedieu spoke of the fear inherent in the position of the faculty. "Let's not assume their support!"

Dr. Peter H. Jenkins, faculty adviser to the senate, said that recent events were "symptoms of a bad situation."

He said there was indeed a "real fear" among the faculty. He spoke of the methods used in the college senate. "That's politics, dirty politics, but politics nonetheless." He warned the student senate



Camera catches trustee Charles Spanos (left) in "silent prayer," while Governor Peterson listens to student and faculty positions.

PHOTO BY TREAT

Open Hours

Following the approval of open hours for upper class women, a trial program went into effect this past weekend. The upperclass women each contributed 75 cents to carry the cost of a security guard to open the doors. The trial period will include only weekend open hours.

LATE NEWS

The Board of Trustees Will Meet Thursday

NO MORE MINOR

In its last meeting, the college senate voted to remove a minor requirement for liberal arts majors.

The proposal will be presented to the Board of Trustees at its next regular meeting, in May.

A two year calendar was submitted to the senate, and after much deliberation, was passed, although the body elected to consider alternatives at the next meeting in May.

Dr. Harold A. Goder questioned the length of the first semester, and reminded Dean Edward F. Pierce, chairman of the ad hoc calendar committee that a survey had shown 84% of the faculty favored ending the first semester before Christmas vacation. Dr. Goder plans to submit a calendar that will follow the majority will at the next meeting.

Byrd Says Campus Heads "Spineless"

WASHINGTON - UPI - Sen. Robert C. Byrd, (D-W. Va.), terming campus administrators "weak-kneed and spineless," introduced legislation yesterday to make it a federal crime to disrupt any federally-assisted school.

Byrd's bill would provide a one-year prison sentence, a \$1,000 fine or both for any one who prevents, obstructs, or interferes with the administration or operation of a school.

By Dana Sullivan

The entire community of Keene State College is waiting for the decision of the board of trustees in the case of Dr. John B. Wiseman.

On Saturday the trustees, including the Governor of New Hampshire Walter Peterson, met with the student and college senates in the morning and with other members of the college community in an open afternoon session.

The unprecedented meeting was called at the request of UNH president John McConnell after the all-college convocation on Tuesday, April 22.

All three sessions were marked by tension which has been accumulating for nearly a year on the Wiseman issue.

The trustees met first at 9:45 in a closed session with the student senate, in the Ella Keene Lecture Hall in the science building. The senators spoke on the Wiseman case and other campus issues. As each senator spoke, he was quizzed by the trustees and the governor.

At 11 a.m. the trustees moved across the lobby to the Maynard Waltz lecture hall to meet with the college senate.

After a lunch recess, the trustees reconvened at 2:30 for an open session to allow other students and faculty members express their views.

Dr. Michael Keller, assistant professor of history, spoke first, arguing against a statement attributed to Dr. Roman J. Zorn concerning "mediocrity" of the history department. Dr. Keller listed the qualifications and accomplishments of each member of the department.

Mr. Mark Sherman, instructor in history, said that the evaluators of Dr. Wiseman decided that he did not fit into the "mold, or mood of the College." He said that it was the evaluators themselves who "did not fit the mood of the college, present or future."

Holman Forbes declared that the students present "do not represent the majority of the student body." He said the proof of this was the small number of students present (there were about 100). He urged the trustees to "support the administration" and not the set a precedent or "my education will go downhill!"

Then Donald Nelson, student senate president, said that, "The student body of Keene State College overwhelmingly supports John Wiseman," as indicated by the vote at the convocation.

Henry Parkhurst, teacher, said that his only sources of information were the newspapers and local gossip, but that he sees, "no reason why John Wiseman should leave Keene State."

continued page two
Books - Greeting Cards
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Photo by Treat

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DEPARTMENT STORE
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Waiting
The Vogue
Garland, Gay Gibson
Lady Bug, Jonathan Logan
Main St. Keene, N. H.

Photo by Treat
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For The Young At Heart
Main St. Keene, N. H.

TRUSTEES MEETS WITH STUDENTS AND FACULTY

(cont'd from page one.)

Kathi Doody, speaking for her own "student body" said "Doctor Wiseman is one of the best teachers I've ever had."

Francis Jones, associate professor of English, referred to the circumstances of the writing of report of the Personnel Welfare Committee on which he served. He was questioned about the report by trustee Lewis Fisher of Dover. Mr. Fisher pointed out that the language of the report did not in any way constitute a recommendation of Dr. Wiseman. "What purpose did your report have other than to pass the buck on the board of trustees?" Pamela Vandenberg spoke in defense of the competence of Dr. Wiseman. She also questioned the procedure used in evaluating Wiseman. "I have spent approximately 180 hours in the classrooms of untenured professors, and not in one of these has there been any observation,

either by a department head or an administrator."

Thomas Neil, assistant professor of chemistry, said he was "taken aback" by the conduct of Dr. Wiseman at the convocation. He added that this was his first opportunity to speak his mind. He said he deplored the "burn, baby, burn" attitude of those who were pushing the issue.

Anthony Rosinski criticized "accordance of authority without question." He said everyone should try to view the situation objectively.

John Shortlidge, Keene City Solicitor, said that it seemed some people were trying to discourage an appeal. "If you want to make the process ineffective, why bother with it to begin with?" Cornelius Lyle, assistant professor of English and journalism, said the "justices" of the case have been explored. He asked the board to consider the "merits" of the case. "John Wiseman may have brought on his own difficulties, perhaps we all do.

But in the past year his difficulties have compounded themselves. To bear these burdens is more than most should ask of any man."

John Zafes, instructor in English, said "There is more heat than light in this issue." He asked the trustees to give Dr. Wiseman a chance for "reconsideration for sober judgement by a new administration."

Dr. William Felton, associate professor of sociology criticized the "character assassination" of former president of KSC in the Wiseman case. He admitted that in the process of building a college "perhaps a few toes are stepped on."

But he said that Dr. Zorn was right 98% of the time. He said that Dr. Wiseman's case should have remained a faculty matter. "It's too late to cry about spilled milk." Trustee Fisher asked Dr. Felton, "Do you think that if a faculty member has been the victim of an injustice he should remain silent just for fear of rocking the boat?" His question brought prolonged applause.

EXPERIMENTAL THEATER

The Experimental Theater presented two superlative plays on two consecutive nights to two sparse houses.

The first play, "Infinity of Wood," was written by Keene's own Joseph Citro. James McDonald directed the play which deals with the relation to seasonal date. "Newtonian Physics and its relation to seasonal date," played by Norma McQueney, tries to convince George, played by Dana Sullivan, that she actually saw a chair move of its own volition. Dana proceeds to explain that the chair didn't move, but that the house was moved by machinery outside. Norma, quite confused, is stunned into bewilderment as Dana proceeds to explain that, although there is an inner wall, there is no outer wall, while there is an inner door, there is no outer door,

while there is an inner window, there is no outer window. There is nothing but wood. An infinity of wood!

Both Miss McQueney and Mr. Sullivan turned in fine performances and presented the message excellently. As I looked around I found my discomfort that too many people were in coffins. You could see what was inside, but what lie outside?

The second play, "The Good-Bye Voices," was written by John Del Monte. John is a senior at Waterford High School in Waterford, Connecticut. He writes under the name of John Michaels. The J. Citro directed play really made one think.

Jan Brownstien, who played the first man was hung up over a murder he had committed. The murder of the woman he loved. Tony LaValle, who played the

continued page eight



Watch it...he's a democrat



Excedrin headache #7

Photos by Treat

NEW PRESIDENT TO TAKE OFFICE AUGUST 1

The new president is Dr. Leo F. Redfern, who is presently dean of administration at the University of Massachusetts. Some of you met him when he visited the campus recently. For all, here is a summary of his background:

He is a native of Berlin, Vt., is married to the former Edmonde St. Laurent of Berlin and they have two children, Laurie, 15, and Charles, 9. Also a shaggy black dog, Ralph.

Dr. Redfern is a graduate of the University of New Hampshire, where he was editor of The New Hampshire, the student newspaper his senior year. He received his master of arts degree from UNH, a master of public administration degree from

Harvard and his doctoral degree from Harvard. He has been dean of administration at UMass for 4 1/2 years, joining the staff there in 1961. He previously taught in the department of government at UNH and was an associate professor of political science at the University of Wisconsin. He was a teaching fellow and tutor in government at Harvard and held a Sheldon Traveling Fellowship from Harvard in 1955-1956.

In 1958 and 1959, Dr. Redfern was a staff member of the Ford Foundation Committee on Government and Higher Education, chaired by Dr. Milton Eisenhower. This work resulted in the co-authorship of the book, "The Campus and the State."

During his tenure at UMass, Dr. Redfern has been director of the Office of Institutional Studies, director of the Labor Relations and Research Center, acting university secretary, and university liaison delegate to the New England Center for Continuing Education, the Massachusetts Board of Higher Education, and the Advisory Commission to the Massachusetts Board of Higher Education.

He describes his duties as dean of administration as including the development of new programs and projects for the University, and liaison between the university and other institutions and agencies of government in the area of administrative

and legislative problems and issues. In 1964, he was chairman of the UMass "task force" which paved the way for the establishment of the University of Massachusetts Boston.

He is an Army Air Corps veteran of World War II, serving in the Pacific area as a staff sergeant and holds the rank of captain in the Air Force Reserve. His spare-time interests include golf, swimming, ice skating, and fishing. His wife adds that he is an "avid reader."

Dr. Redfern expects to assume his new position on August 1, but hopes to be able to visit Keene State College frequently before then as his schedule will allow.



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STAFF MEETING WED. APRIL 30 7 PM

THE MONADNOCK NEEDS HELP IN THE OFFICE

There are just two more issues of the Monadnock for this year. The editors are determined to make them the best.

We need any kind of help you can give. See Marilyn Treat or Dana Sullivan or come to the staff meeting Wednesday, 7 p.m. in the Monadnock office in the basement of the student union.

We are also looking for Faithfuls for next year's Monadnock.

Medical Hall

• Drugs • Cosmetics • Greeting Cards Main St. Keene, N.H.

stick around

SPRING WEEKEND

Spring Weekend festivities will open Friday morning when voting for the May Queen will be held from 10 to 11 in the union, and from 11:30 to 1 at the commons. The polls will return to the union at 1:30 and continue until 4.

The weekend semi-formal will be held in the multipurpose room from 8 to 12 at which the coronation of the May Queen will take place.

A battle of the bands is scheduled for Saturday from

12 to 5:30 in the gym. KSC students, faculty and staff will be admitted free. All guests, and non-college members will be charged \$1.50. The social council hopes to apply the proceeds to an outdoor dance at the end of the semester.

A rock dance will be held in the multi-purpose room Saturday evening from 8 to 12, featuring the "Mercy Men".

The weekend will conclude with a Sunday evening concert featuring The Founda-

tion, an english group which recorded "Build Me Up Buttercup". The concert will be held in the gym at 8. The doors will open at 7.

Joseph A. DeStephano, president of the social council has announced the candidates for Spring Weekend Queen.

Representing Monadnock Hall will be 20 year old Susan Kelliher, class of 1971. Sue is an elementary educa-

tion major, belongs to the Association for Childhood Education, and the Special Education Club. Her favorite sports are skiing and swimming.

Nancy Mullen, class of 1971 will represent Alpha Pi Tau. Nancy is 20 years old, an elementary education major, and enjoys all sports.

Eighteen year old Beverly Adler, class of 1972, will represent Fiske Hall. Bev is also an elementary education major, and enjoys swimming and skiing.

Representing Tau Kappa Epsilon will be Colleen Cullen, 19, class of 1971. Colleen is an elementary education major, a member of the social council, and especially enjoys outdoor sports.

Pat Macaulay, 21, class of 1969 will be representing Kappa Delta Phi. Pat is a Liberal arts history major who works at the College Library, and enjoys sewing in her spare time.

Angela Chmielewski, 21, class of 1970 has been chosen to represent Randall Hall. Angela is a home economic major, and makes most of her own clothes.

Representing the campus newest fraternity, Sigma Delta Chi will be 19-year old Arlene Guthrie, class of 1971. Arlene is an elementary education major, an enjoys all sports.

MAY QUEEN CANDIDATES

VOTE FOR YOUR

FAVORITE

THIS FRIDAY

AT THE UNION



Beverly Adler



Pat Macaulay



Susan Kelliher



Colleen Cullen



Arlene Guthrie



Nancy Mullen

Angela Chmielewski

The Monadnock

Guest Editorial

By Col Adams

After all the hullabaloo that has transpired concerning the dismissal of Professor Wiseman, it seems to me, as an older student, that both sides are still at an impasse; and it is likely that truth will be once more suppressed by power.

It is an old story that arrogance and pomposity excite subservience and gets along well with sycophants. When the attitude of "if you don't like it go somewhere else" is ineffective in changing an independent spirit, then, of course, the only alternative is to charge the outspoken rebel with incompetence. This almost always results in the recalcitrant one's sinking and withdrawing from the area of combat. Luckily for most of us in this case this kind of strategy has not worked.

Wiseman is not entirely right - no one ever is - because we live in a world of individuals who have different ideas and values, and each of us is trying to assert ourselves, say and do things that are not always respectful of the feelings of others. But this is a human failing of the high and low and has nothing to do with competence.

The arbitrary use of superior position to annihilate those it does not like regardless of ability must not be allowed. Objectivity is the most overworked word in this institution. But where is it in practice? Are you objective only if you agree? Right where is it in practice? Are you objective only if you agree? Right here we have an excellent example of why young people today are storming the walls of conformity and hypocrisy. The educational institution teaches its students to be courageous exponents of truth by its words and then turns about and refuses to honor truth in action.

As, but we must maintain a good public image; it is said by the "objective." In other words, we must continue to espouse our phony gospel of dignity for every individual and then do our best to stomp out individuality whenever we decide it may be dangerous or upsetting. Any wonder that the young cannot communicate with the older? Can honesty reason with dishonesty?

Somewhere along the line results must start to command respect, regardless of whether or not the one who gets them from when he is not supposed to or laughs when he shouldn't. Only then can objectivity become a viable word rather than a mask to conceal the whims of authority.

The majority of the student body is saying that Wiseman gets the results. He is an effective teacher by their standards. The administration should be able to prove otherwise, and they haven't. But reasoning with unreasonable authority seldom pays off, at least it hasn't so far in this instance.

In the finality it seems that arbitrary power will only listen to honesty that is armed with equal strength, and the only way to accomplish this may be to organize and boycott. If this must be done as a last attempt to get the establishment to cancel Wiseman's termination order, I will be the first to shout Obe; so long as the boycott is orderly and nonviolent. It must be nonviolent or it will be just extolling the raw power that it is trying to overcome. Let's hope that the situation will not have to come to this. However, if it does it will prove that the administration needs the lessons that the institution is teaching far more than do the students.

From The Editors Desk

What will we be doing May 12 when UNH holds its Tax Education Day? Before you decide to join in, you might consider a couple of points.

First, the problem is not as simple as asking for more money, "cause it just isn't there. Education is not the only program that will be sadly lacking funds; money is needed in virtually all areas.

Secondly, calling off classes to talk to ourselves seems foolish when we really ought to be talking to the voters who think we don't need a broad base tax. There's no need for a strike of any sort unless you know no one will take the time to listen. That may or may not be the case; we haven't tried talking yet.

We wish a speedy recovery to Dean of Instruction Clarence Davis, and hope that he will be able to return soon.

Congratulations and thanks to Alpha for meeting the Monadnock's Thursday 4 p.m. copy deadline consistently.



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A POEM

By Keith Doodv

With a humble pen I comment on a recent dissertation
Dr. Felton proudly thought as verbal prestidigitator.
In offensive offense, fending all attempt to be specific, (and in honesty, Professor, at that you are terrific).
Dr. Felton dared to comment that a man who acts from reason
if he lets his conscience dictate can be qualified for treason
if in doing so his feelings are opposed to status quo
for he follows not directions that the herded people go,
for he speaks what's real within him
when he knows his truth will pain him and it really doesn't matter
what his quietness could gain him;
and he dares to vote while standing
for he's confident of right; and he need not send out letters saying:
"Numbers give us might!" Or he puts great faith and trust
in humans under thirty for he knows it isn't long hair that makes people fight so dirty.
And the greatest crime, I look it

while I listened quite aghast, (and after twenty minutes I was pleased it was the last!) seems to be that it's detestful for a man to rock a boat, when, in truth, it seems too obvious that the ship can hardly float, and the captain had deserted from his errors growing pale and he left a second mate who could hardly find the sail!
In retort, I have to mention for a man you wouldn't know who rocked much stronger vessels
in the storms of long ago; (and I think he wouldn't mind it if I put him on my side for in truth, dear Doctor Felton, it's for "rocking" that he died.)
So, in parting, Sir, I offer that you look outside your hole for regardless of your wishes man's progressing from his soul not from narrow-minded virtue or from principles he knows, but from love and understanding and from feeling as he grows!
And I hope that you abide, Sir, by the quote I send you please from a disappointed Doodv and a smiling Socrates.

"Go about the world. Search and make inquiry into the wisdom of anyone; and, if he is not wise, show him he is not wise; . . . the unexamined life is not worth living . . . the difficulty, then is not to avoid death, but to avoid unrighteousness, for that runs faster than death."

LETTERS

My Friends, Colleagues and Associates:

In the last couple of weeks, as we of course are all aware of, there has been considerable turmoil on the Keene State College campus. We are all a part of this campus and we must all concern ourselves with the problems and issues which confront us. I address this letter to you, not to rehash the issues which divide us, but rather in the fervent hope that a discovery I have made will serve to help us in the future.

In the past two weeks I have, for whatever reason, met for the first time more than ten of my colleagues among the faculty with whom I had not previously been acquainted with well enough even to say "Hello" to when passing on the street. This because I simply would not recognize them, nor they me. And THAT, my friends, is what the problem is at Keene State College! We have a faculty of just over 90, and administration of considerably fewer numbers, and a student body of approximately 1650. Given these very small numbers, there is absolutely no reason why we should not, at the very least, know each other! The faculty members whom I have met for the first time in the past

two weeks have been totally delightful and I have felt extremely sorry about not knowing them previously. Perhaps, you might say, it is his own fault for not meeting the people he works with and, to a degree, I would agree with you. I ask you, also, to introspect and see whether you too might have made a greater effort to meet me. There is little wonder that differences arise simply because we have never talked with one another. I would argue that if differences cannot be rationally discussed on a college campus wherein the three distinct groups - students, faculty and administrators - all of which are theoretically intelligent, then the society at large has, I fear, no chance.

I therefore pledge myself, between now and the end of the year and indeed in the future, to try and know all of you a little bit better. I ask, may I pray, that you will try to do the same. We will ALL be better off for it.

Sincerely,
Michael D. Keller

Free Tickets

The last of the series of Foreign films shown at the Colonial Theater will be shown May 7, at 8:35 p.m. The film, starring Maya Plisetskaya, is a Russian made film about the famous prima ballerina of the Bolshoi.

Students tickets are free, and a limited amount will be available starting 8:30 a.m. Wednesday, May 7, at the Union desk.

Handwritten note: *John Jones was Monadnock Note*

Hosts Needed

Next Saturday and Sunday 22 foreign students from the School for International Training in Brookline, Vt., will be guests at Keene State College. There will be three from Iran and 19 from South American countries. They will stay in dormitories, eat at the Commons and attend Spring Week activities.

Mrs. Fritz Sommerschein, a KSC sophomore, is making arrangements for the visit. She said that the group will arrive at 9:30 Saturday morning at the Student Union.

These students are now studying English at the Brookline school before entering American universities in the fall.

Mrs. Sommerschein said that hosts and hostesses are needed to entertain these students over the weekend.

Activity Fund

The Student Activity Fund Committee has announced budgets for each campus organization.

Cultural	
Beta, Beta, Beta	1,000.00
Concert and Lectures	9,000.00
Drama	3,000.00
Student Ambassador	1,000.00
Social	
Alpha Pi Tau	100.00
I. F. C.	900.00
Menc	350.00
Newman Center	300.00
Nu Beta Upsilon	12,800.00
Social Council	

PUBLICATIONS	
Monadnock	7,000.00
Kronicle	13,000.00
Sigma Pi Epsilon	1,000.00

Other	
I. D. Cards	875.00
Contingency Fund	1,000.00



WHEN CHOOSING
A DIAMOND
GET THE VALUE
YOU PAY FOR

Don't let the love light blind you to the true value of the stone you're selecting. We will show you exactly what the quality factors are, assist you in making the wisest choice. It pays.

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DIAMONDS
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STUDENT FRAT NEWS

McConnell Met With Student, College Senates Before Convocation

At last Tuesday's special student senate meeting with President John McConnell, William Staples, freshman senator, cited the lack of major changes in next year's academic calendar as proof that student opinion does not influence major policy decisions. Even though 84% of students polled expressed a desire to have first semester finals completed before Christmas next year, he said, no major calendar changes were made.

President McConnell responded by saying that a calendar change is an "impossible job" because of the different requirements of courses, staff faculty, administration and students. "Don't be discouraged . . . it takes a lot of work to change college structure."

The survey Staples referred to was made by a subcommittee of the Academic Calendar Committee. Appointed by the college president, their report said it sought the opinion of students, faculty, and administration on matters pertaining to the length of the class period and academic days, the beginning and termination of the academic year, the use of January for experimental programs, and the desirability of ending the first semester before Christmas. The report said that most of the 380 respondents to the pole favored a two semester academic year of 14 weeks with 55 minute classes and with the month of January free for academic tours or intensified studies, with no final examination, and the semester ending before Christmas.

The members of the Academic Calendar Committee are: Dean Campbell, Dean Davis, Prof. P.G. Blackator, Prof. L.F. Hays, Prof. S.W. Joyce, Prof. J. G. Smart, Prof. P.A. Nickas, Mr. Maurice Belanger, Mr. William Stapples, Mr. Thomas Martinson, Mr. Paul Pouliot, Edward F. Pierce, Chairman.

RECENT ADDITIONS

This may be an exciting time in the history of Keene State College, but perhaps the "major" events may be overshadowed by other "issues" in the lives of a few of our friends.

Lawton Phillips Boura III weighed in at six pounds and five ounces at 12:30 Sunday, April 20. We would have let everyone know sooner, but Lonnie was too distracted by campus politics to let us know.

Mrs. Fred Bramante had a boy, too. He was born 5:50 p.m. Friday, April 25. And since he weighed seven pounds, thirteen and a half ounces, the Bramantes had no choice but to name him Michael Angelo. (As Tom Powers said, an appropriate name for a "rock" artist.)



KSC BEAT PLYMOUTH 2-0
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• Radios
• 8 Track Tapes
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32 WASHINGTON ST., N.H.
S & H GREEN STAMPS

KSC Downed In 4 School Track Meet

The KSC varsity track team opened its season April 23 against Fitchburg State College, Lyndon State College, and Worcester State College. The final score was Fitchburg - 7 1/2; Worcester - 38 1/2; Lyndon - 30 1/2 and Keene - 25.

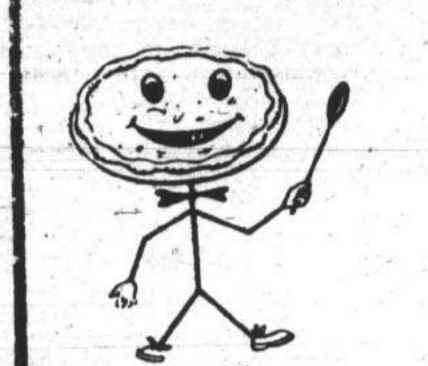
100 - 10.3	2. Maxwell (K) 10.5
220 - 23.8	2. Maxwell (K) 23.9
440 - 54.0	3. Anderson (K) 56.0
880 - 2:08.6	3. Aiken (K) 2:10.0
1 Mile - 4:49.2	2. Malkoski (K) 4:53.0 Hanrahan (K)
2 Mile - 11:00.0	3. Malkoski (K) 11:05.5 4. Anderson (K) 11:16.5
120 High Hurdles - 15.6	No Keene Entry
180 Low Hurdles - 21.6	No Keene Entry
Shot - 42' - 9 3/4"	Anderson (K) 31' 7 1/4"
Curtis (K) 30' 10"	
Discus - 124' 2"	No Keene Entry
Javelin - 166' 4"	Anderson (K) 144'
Long Jump - 11' 11"	Anderson (K) 17' 1"
High Jump - 5' 11"	Dignam (K) 5' 4"
Pole Vault - 10' 6"	No Keene Entry
1 Mile Relay - 3:41.2	(K) 3. (Maxwell, Griffin, Aiken, Martin)

ROAD RALLY

The Kappa Epsilon will sponsor its second Road Rally of the year on Saturday, May 1 at 1 p.m. Everyone is welcome to participate and any car will do. Donation is \$2 and four trophies will be awarded. There will be two classes: sport and sedan. Starting point is at TEKE house. Come test your driving skill!!!!

Freddy was last seen trying to buy an electric wheelchair, a twelve ounce barbell, and some bottomless diapers.

Staff
MEETING tonight 7:00 p.m.
MONADNOK Office
MR. PIZZA



THE PLACE TO MEET AND EAT
90 Main St. 352-9875



Wiseman: Not alone now.

RECONSTRUCTION

PASS-FAIL

New Brunswick, N.J. — (L.P.) — Pointing out that his report "The Reconstruction of an American College" has concentrated on a variety of efforts to remove a sense of requirement, restriction, and regulation and to replace it with a sense of an open college, flexible, changing, finding values in use, freeing teachers and students to discover new possibilities in themselves and in their work, Professor Warren I. Susman states:

"In a desire to follow through on this policy of an open college, I propose the following:

1. Grades: Grades continue to be a source of considerable student unrest. The general objections to grades are well-founded; students would prefer more lengthy personal evaluations and they are, of course, right. This report recommends something of this sort in the work of the Experimental Semesters. But two factors of considerable significance make the full elimination of grades impossible: (1) The whole system of graduate and professional education demands some sort of comparative system of evaluation, and grades alone seem to serve this function, and

(2) I taught for five years at an institution where no grades were ever given to students during their residence at the college in an effort to do away with unhealthy and anti-social competition. Students, instead, were given lengthy verbal evaluations.

All this did was to intensify student interest in grades; never have I spent quite so much time talking with students about how they were doing and never have I seen such psychological distress because they couldn't translate my comments into traditional grades. Students demanded to know how they were doing comparatively; the sense of competition is not invented at the college

level nor is it easily eliminated there.

The pass-fail system is at best a devious device that refuses to face any of the issues squarely. The time has come when an open college ought to do just that. With all the weaknesses of any system of grading, we cannot eliminate it completely.

Rather than hide behind a growing pass-fail system I propose we take a more daring step. The Rutgers College grading system seems to me one of the best because it is clean and simple; let us simplify it still further.

I recommend that Rutgers College adopt a system of three grades: Distinction, Pass, and Fail.

I propose, in other words the elimination of the grades of 2 and 4; both are fudge grades. Students as good as our simply should not be allowed any credit for work that is not clearly pass work and such work ought to be respectively satisfactory, a 3 or pass grade, not a 4.

As for the elimination of the 2, it is easier to designate work of genuine distinction and mark it off from merely satisfactory work.

2. Examinations: Grades exist because examinations exist and examinations exist because courses exist and we calculate a college education in terms of the number of courses taken and satisfactorily completed. If this were the best of all possible worlds we would not engage in such a system of accumulation and calculation.

Students would take what work was necessary to become educated (that is, to meet some overall standard set by the college) and then would be granted a degree.

We are forced in the current system to count often too heavily on course examinations and too rarely on a system to check on whether the student is able to use

intelligently and in relationship to other knowledge what he acquired in a particular course taken earlier in his college career.

I would prefer a system of comprehensive examinations than our current system of course examinations.

After serious investigation, however, I am convinced that such a system for a college of this size and this variety is not feasible. This does not mean that it is not possible, at least, for some departments that wished to experiment along these lines.

It does seem that in the major field the idea of comprehensive examinations as a substitute for course examinations might be a possibility, especially if the department had a small major.

I propose, therefore, that any department that wishes be allowed to give student majors temporary grades in any course taken in the major department and eliminate the course examination.

In the Spring of the student's senior year the department would offer its majors a comprehensive examination based on all the work done in the department (or done for the major in the case of special programs). The grade of the comprehensive examination would then automatically become the grade in all the courses for which temporary grades had previously been assigned.

In addition to this kind of experimentation, the open college ought to encourage a variety of different kinds of examination experiences: the take-home examination, the oral examination, the analytical essay as a substitute for an examination.

Investigation indicates that there has been an increase in short-answer examinations in courses as a result of the increase in size of upperclass courses

especially. There is nothing intrinsically wrong with such an examination but the time has come when teachers in the college ought to know more about ways and means in testing, when the testing function ought to be enriched with new knowledge and new skills currently available from experts on testing.

Comparison

Annapolis, Md. — (L.P.) — Director of Admissions J. M. Tolbert of St. John's College reports that a recently completed survey here showed that 87 per cent of the students were more concerned with academic life than with social activities.

The survey, entitled "Questionnaire on Student and College Characteristics," prepared by the Educational Testing Service, revealed that ninety-four per cent thought the faculty-student relationships were close and informal, with 98 per cent declaring a majority of the faculty seemed genuinely interested in teaching.

One section of the questionnaire concerned classroom activity and faculty-student relationships. Ninety-four percent of the students stated that the instructors challenged them, 95 percent believed that the students are encouraged to think for themselves. Ninety percent of the students thought there was a great amount of contact with the faculty (called tutors at St. John's) outside the classroom, with the tutors treating the students as individuals.

Commented one student on the reverse side of his questionnaire: "St. John's is committed to the active use of reason by its members." It encourages "education, not instruction," wrote another.

Education Study At Stanford

Stanford should stop imposing general education via the registrar's office, "get rid of rule-ridden education," and unleash creative talent now policing a "byzantine" curricular structure to help undergraduates learn at the University. This view was presented recently by Vice Provost Herbert L. Packer, steering committee chairman of the Study of Education at Stanford (SES) to about 40 Junior Faculty Forum members.

The SES report on undergraduate education provides some "entering wedges" for change in the structure of the University, Packer said. But the report on governance "says pretty tough things to departments about democratizing their procedures. All we can do is recommend, you can agitate, I think you should," Packer said.

He called the SES report "essentially a conservative document. We tried to figure out how, without tearing the place to pieces, we can maximize the educational opportunities it offers," Packer declared. "SES quite liberally did not identify the addressees of our recommendations. The constitutions should be acted upon."

"The SES group is now interested by standards as the power struggle goes on. We're in for a lot of turbulence and ferment. That's a very healthy process," Packer added. Explaining the rationale of SES recommendations, he said: "Given the present fragmented state of knowledge, we felt the best strategy for achieving general education would be to force specialties to relate their interests to broader concerns" in freshman tutorials.

"The freshman year is best, because students don't have all the methodology to allow the faculty to take off on their own quarter inch of the universe. Instead the professor would be encouraged to say, here is what fascinates me, and why," giving the student a chance to see "the mature mind at work."

The tutorial program would be open to younger professors, he said, permitting them to move forward in areas of knowledge which interest them without being forced to teach as many broad survey courses.

Prof. Michael Arbib, who moderated the session, read a letter stating that the overwhelming majority of Western Civ instructors favored a one-year requirement for historical studies, rather than a one semester or two-quarter sequence suggested by SES.

A Western Civ instructor in the audience noted that "there's no one in the Western Civ staff who likes teaching from a common, stiff compiled syllabus. In fact, they like to do their own thing. Rather than 'covering 20 centuries an eighth of an inch deep,' Packer said, the SES recommendations would permit deeper study in a narrower field, such as the history of science.

Emphasizing the need for a "spirit of self-determination" among students in charting their educational programs, Packer said, SES doesn't view requirements as a merit badge pinned on subject matter."

The SES suggests three means of seeing that educational reform is made a continual process at the University.

Creating a standing committee of the faculty, with student members "to concern itself solely with identifying institutional problems and seeing to it that they receive attention"; Appointing a part-time officer of the administration whose sole responsibility is "to promote the processes of self-examination and self-renewal"; and

Organizing an Academic planning Office to assist student, faculty and administration efforts to obtain data on which rational planning depends.

Commenting on the University's relationship to society and the need for continual reform, the SES Steering Committee's report on "The Study and Its Purposes" states:

The problems of society, for a time obscured by economic prosperity and the quest for personal achievement... assumed in this decade a new dimension. Whether in New York, Paris, Berkeley, or here at Stanford, the relatively affluent students at our great universities, those to whom society promises the greatest prestige, political power, and material comfort, have gone into opposition. And a focal point of their disaffection is the university itself, the principal institution that conserves, creates, and transmits the values and substance of our cultural tradition.

This disaffection has been directed toward the rigidity of academic procedures, the notion of education as an imposed process, the idea that universities are not so much the servants of society as of the existing social order. It is often said that educational institutions have somewhere lost track of their raison d'être: education. It has become a commonplace that students and faculty alike are caught up in endless numbers of requirements and punchcards, outward signs of inward indifference.

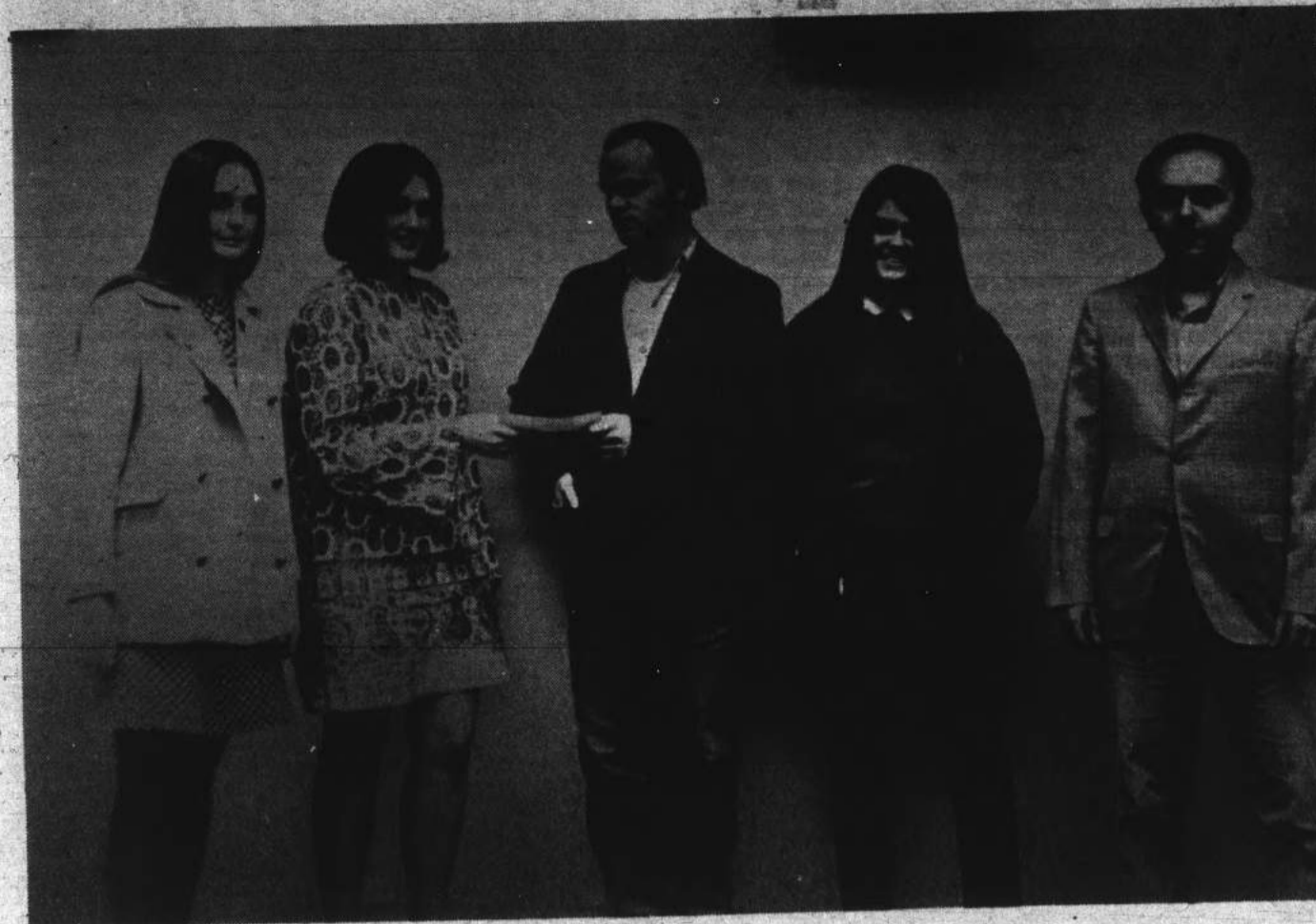
Whether this criticism is largely wrong, exaggerated, or substantially correct, it is there, and members of the University have not been at all reticent about expressing their views and their grievances.

Some assert that the university should be the indentured servant of the social order as they see it. Others think that the university as an educational institution should commit itself to promoting social change. Neither of these views can be accepted if the university is to maintain for its members the rights to think freely and well.

We prefer to think of the university as a kind of unbound servant. The university does, indeed, serve society: it preserves our common intellectual and cultural tradition, and transmits it to future generations; it is the ground for the creation of new values, new knowledge, and a new culture.

In short, it is the agent of both preservation and change both necessary to a vital society. But the university can serve society best only when its members are left free to pursue the scholarly interests that are vital to them. They cannot be expected to pursue that which is convenient or comfortable to the present social order, or, on the other hand, to plunge themselves into the newly fashionable, or even the new-

CONT ON 7



James G. McDonald presents awards to winner of the Sigma poetry contest: First place Susan K. Campbell, second place (not present) Marilyn Treat, third place, William Merizotis, Shirley Keefe, Debra Doucette. Judges were Dr. Bateman, Mr. Keady, and Mr. Foster. There were 31 entrants, and about 70 poems submitted. Winning poems will appear in the next issue of the journal, to come out next week.

Cont. From 6

ly urgent.

There has been a great deal of criticism in recent years centered about the supposed irrelevance of much that the university teaches. The notion that the university must be directly useful to society has made its effect strongly felt in the imbalance between government support of the sciences and the humanities.

At the same time, there are those who claim that universities have ignored the pressing social and economic difficulties of our time, isolating themselves in academic obscurity.

We believe that those who criticize the university for its alleged irrelevance sometimes employ a limited and mistaken conception of what is "useful." For the right individual the study of literature, for example, can give aesthetic pleasure, political insight, and moral judgment that, for him, nothing else can. The same things may be said for any of the humanistic disciplines or, for that matter, the social and natural sciences.

dilemma!



CONT ON 7

Authority Speaks On Drug Use

Chicago, Ill. — (L.P.) — Society's reaction to student drug use is "a little hysterical," according to Dr. Richard H. Moy, the Health Service Director and Assistant Professor of Medicine at the University of Chicago.

"Our reaction to the expanding use of drugs by students has fallen into predictable and somewhat sterile patterns; passing laws and promoting programs of education."

Elaborating, he said that "while laws and education with their concomitants of intimidation and fear have a role to play, they are not sufficient and are likely to miss the significance of what is really going on. While students worry about the law it is clear that in the case of marijuana that many are willing to risk even severe penalties."

"And in regard to education some students have long been more sophisticated about these drugs than those who now seek to teach them. It is entirely possible that by the time society has passed all its laws and launched all its programs of education, students may have gone on to something else such as mysticism, not because of what their elders have said and done about drugs, but because the students themselves have found that this is not the answer."

Dr. Moy said that students who take hallucinogenic drugs often are in revolt against anonymity of modern society. Noting the pervasiveness of scientific technology in our culture and its contribution toward depersonalization, he suggested that student drug-users often are seeking "the antithesis of scientism — affect, feeling, sensation, subjectivity."

"This is what Leary and Alpert have said," he commented, referring to psychologists Timothy Leary and Richard Alpert who were among the first to advocate general use of LSD.

The trouble with such drug use, Dr. Moy continued, is that it causes such a deluge of sensory input that the perceptions can be neither adapted nor organized. The person is left with a disorienting feeling that something important has happened, but he may be quite unable to integrate it into anything meaningful.

"Another problem" — the physician said, "is the id monsters that may creep out."

On every college campus, Dr. Moy said, there are those who will take drugs despite possible penalty, those who will not take drugs under any condition, and a third group that might be influenced in either direction.

Students who do take drugs often argue in favor of legalizing use of marijuana on the ground that it is no more of a problem than alcohol. Dr. Moy's answer is that, with approximately 5,000,000 alcoholics in this country, "another 5,000,000 on marijuana, we don't need."

It is his opinion that most students who try marijuana do so only once or twice to "get off the chicken list."

The posture of universities and colleges toward use of drugs, he continued, usually has fallen into one of three categories, the first being the firm stance, with the college acting as guardian of social mores.

A second is that a student who takes drugs must be treated by competent medical personnel," Dr. Moy said, "but this is not necessarily in the realm of mental illness."

The third posture cited was that of avoidance, in which college officials hope that students will not be overt in their behavior. "This doesn't work out," Dr. Moy remarked.

Calling it "a question of balance," he recommended that universities and colleges make a point of keeping abreast of student views so that "at least we have some idea of where we're going, so that we may be able to discuss the underlying questions with them and not just the overt manifestations of those questions."

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It is his opinion that most students who try marijuana do so only once or twice to "get off the chicken list."

The posture of universities and colleges toward use of drugs, he continued, usually has fallen into one of three categories, the first being the firm stance, with the college acting as guardian of social mores.

A second is that a student who takes drugs must be treated by competent medical personnel," Dr. Moy said, "but this is not necessarily in the realm of mental illness."

The third posture cited was that of avoidance, in which college officials hope that students will not be overt in their behavior. "This doesn't work out," Dr. Moy remarked.

Calling it "a question of balance," he recommended that universities and colleges make a point of keeping abreast of student views so that "at least we have some idea of where we're going, so that we may be able to discuss the underlying questions with them and not just the overt manifestations of those questions."

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