

IMPRESSIONS OF THE FIRST WISEMAN CONVOCATION



by Ernest Hebert

The event of the first Wiseman Convocation may best be dramatized in Judeo-Christian terms. Perhaps Dr. Zorn, with his heavy intelligence, had the most precise insight into the convocation. He is an historian and a catholic, splendidly equipped to penetrate the subtleties of the sin of Pride. But this is the mid-twentieth century, and the metaphors have changed. Today we say Dr. Zorn has an authoritarian personality; he is part of the gray of bureaucracy—something not evil or even human, but pervasive; something all ways with us, but intangible, like the bad air poisoning the atmosphere of a large city.

As I entered the new gym, I felt pervasively close to Zorn. In a self-mocking way, I was enjoying the sensation that he and I had both sinned; where as John Wiseman had not. Although Zorn's sin of Pride was older and more grandiose, mine had the feature of being modern. I was in a state of self-imposed indifference, having told myself I simply did not have the capacity to bother with someone else's problems. One rationalizes; the busyness of school and work, the agonies of commitment, the pursuit of private pleasures and eccentricities—writing, for example—conspire to prevent one from facing important issues. I was very much a Keene State College student. But one's morality intrudes upon expediency. I went to the Wiseman Convocation out of a sense of guilt.

Big Man Little Man

I believed that Wiseman was doomed. Zorn had made a mistake, one which he must certainly have regretted. But that wouldn't help Wiseman:

Administrative edicts are as final as commandments. Zorn would defend himself as if the issue were his holy honor rather than John Wiseman's job.

Zorn did not have enough humour to understand himself as a symbol of oppression. Nor was he sufficiently evil to exploit that power. He did not respect the intelligence of others, so he would probably try to talk his way into a stalemate. The only hope was that he would be clumsy about it.

Wiseman, on the other hand, was consciously, perhaps painfully aware that he represented the little man wronged by the institution, and that at heart he would come out of it a martyr. He would also be silent. Circumstances made it gauche and inappropriate for him to speak in his own defense. He was to sit with secret thoughts and feel himself handed about by both sides as an instrument to score points.

As it turned out Wiseman's position was so unimportant, it served merely as an abstract frame of reference. The issue at the first Wiseman convocation was Dr. Zorn and all he represented: leadership by absolutism, strength by paranoia, justice by expediency. Only pressure by the indifferent could help Wiseman, and I saw no possibility of this. I was wrong.

Dr. Zorn's performance at the convocation was adequately heinous enough to shock even the most indifferent. The boycott followed and it was clear that Wiseman's victory, though not complete in the sense he got his job back, was morally certain.

The Show Begins

It was immediately apparent the convocation was rigged. Students and some faculty sat in the bleachers of the gym like high schoolers waiting for an assembly to begin, while Zorn and Davis stood, looking bored and impatient, like magicians before the show.

I sat with Zorn stalling for time. His tactic seemed to be: say nothing for an hour and go home. First he made an appeal for money for a student whose home had burned the previous night. No one could possibly question that! But he milked it too long—something like delight touched his lips as he

shaped his words, extended them... extended them into numerous syntactic compounds—complexities. There was a good deal of shuffling in the seats.

The Triggerman

I glanced up into the engineering booth, and saw Bob Mallat, his eyes sweeping the bleachers like guns. I could feel myself getting tense. I remembered that five years earlier he had said to me, "We don't care what you (students) think." This was perhaps one of the few honest remarks attributable to an administrator at Keene State College in my memory.

Mallat has a face which can not lie. I have seen him act as moderator at meetings, and no matter what he said one always knew how he really felt by observing the relative contortions of his features. It is as if his mind is capable of but two attitudes—approval and disapproval—and that the expressive possibilities of his face were directly tied to that mind.

And for that reason he serves a very useful function. Look at that face, so incapable of falsehood. The disapproval, the vexation, that look of a triggerman, will tell you more about the fear, the puzzlement, the frustration, the anger bubbling beneath the calm of this campus than all the choking, smoking-screen rhetoric one gets from Hale Building.

The Unsaid

By this time it was clear there would be no dialogue. If only Zorn could have dropped his guard long enough to make some half-wit human remark! If only some, one student were articulate enough to make a reasonable plea for justice! But Zorn could not speak his true mind because he had forgotten how.

The tactics of responsibility by scapegoating, of explanation by camouflage, of confrontation by diversion were so familiar to him that the possibility of simple honesty was denied him.

The students could not speak effectively simply because they had not practiced enough. They were not prepared to deal with the brutality of Zorn's obtuseness. They shouted they tried to plow through. There was M. Treat reading her marvelous, prepared statement

in a filmy voice no one could hear; there was J. MacDonald reeling the bambast, flaying impossibly at Zorn's gray smog; there was E. Hebert absurdly shaking his finger at Davis when it was Zorn he was really angry at; there was the faculty, silent, hesitant, silent.

None was equipped to cope with the emotion of the moment. They had the right instincts but were inarticulate from too much rage and too little preparation.

Irrelevancies

Zorn was rambling, saying in essence: we're not going to tell you why we dumped Wiseman because we don't want any trouble. Zorn's primary emotion at the moment seemed to be annoyance; the great man had condescended to bare himself in public, and that was enough; he certainly was not going to lend dignity to the proceedings by answering questions, much less do public penance.

In spite of myself, I couldn't help but admire his gift for... expertise vagueness. One learned from him all sorts of administrative irrelevancies—what committees did, how problems were examined and re-examined and never unmade, ways handbooks can be used as weapons, how scapegoats are created, i.e., Dr. Zorn would have us believe the Wiseman condition never would have for an erroneous news story in the Keene Evening Sentinel, printed a year ago. Dr. Zorn never mentioned John Wiseman's name. It had taken him perhaps sixteen minutes to say "No!"

The King Leaves

Very abruptly the convocation ended. Dr. Zorn simply stopped it; he took his microphone and went home. Those who still wanted to say something had no one to say it to. People started to get up and leave. Cheryl Paradis tried to initiate a "We want Wiseman cheer, but if fixated. We were all too much in shock to cheer.

Man In The Middle

I think that Dr. Davis has the sensitivity and intelligence to become a good administrator. Therefore, I will suppress my original reaction to his performance at the convocation. I will not say, "Dr. Davis you betrayed us. You spoke to us on that sun-hot Fall day on the lawn in front of Fiske and you made us believe that you understood the University should be a sanctuary of

choices. (1) They can submit—many do, gossiping about the travesties of the administration, but nonetheless allowing themselves to be ruled by it.

(2) Fight—a few are open antagonists against the administration; but they are careful combatants, jabbers who keep their chins tucked in, who hit and run, who become sickened by the sight of blood. (My own sympathies lie with them; I too do not like to fight—it hurts to get hit.) The fighters at KSC are over-matched.

(3) Leave—the school had an infuriating record of turnover. Usually it is the brightest and most talented who leave, their very abilities making it easy to find another job. One does not know whether to applaud their wisdom or damn their cowardice. Because of various manifestations of fear, the faculty is an inadequate force to face the administration.

At that first convocation it was students who rose in fury and challenged the validity of Zorn's remarks. Faculty members equally enraged sat emphatically in their seats in public what it felt. It is obvious that if the faculty is to establish its personality at KSC, it will have to establish its courage first. And as a tactic, it will have to join with students in some sort of coalition to get its proper share of power at KSC.

The Ideal And The Actual

As I sat squirming in my bleacher seat, I began to get the subversive notion that I, as well as anyone else with something to say, had the right to appropriate Dr. Zorn's microphone. Obviously, he believed he had the prerogative to run the convocation as he pleased. It was this kind of thinking which turned his critics at KSC into bonafide enemies. Zorn's absolutism was in direct opposition to the role of administration as I understood it—it had become illegitimate.

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The Student Leaves

I left the gym looking for something to kick. I couldn't channel my anger. I tried to hate Zorn. It didn't work. He had merely stepped into a vacuum; and we got what we deserved. He was the kind of person he was, and that was that. If only he had had the wisdom to relax his dictatorial rule, if only he had stuck to raising money and constructing buildings. God what an architectural shambles the campus had become in five years.

The Silent Liberals

I looked at the faces of some of the faculty at the convocation. Their eyes were disbelieving; they were brooding; they were silent. Of the three power blocks at KSC—students, faculty, administration—it is the faculty which has the greatest responsibility for making changes and establishing an intellectual climate. It is, after all, the personality of the faculty which shapes the education which will be shared at a university.

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The problem of the faculty at KSC is its own sense of fear. Untenured members in particular are aware that Wiseman's fate can be their fate. They have three choices. (1) They can submit—many do, gossiping about the travesties of the administration, but nonetheless allowing themselves to be ruled by it. (2) Fight—a few are open antagonists against the administration; but they are careful combatants, jabbers who keep their chins tucked in, who hit and run, who become sickened by the sight of blood. (My own sympathies lie with them; I too do not like to fight—it hurts to get hit.) The fighters at KSC are over-matched. (3) Leave—the school had an infuriating record of turnover. Usually it is the brightest and most talented who leave, their very abilities making it easy to find another job. One does not know whether to applaud their wisdom or damn their cowardice. Because of various manifestations of fear, the faculty is an inadequate force to face the administration. At that first convocation it was students who rose in fury and challenged the validity of Zorn's remarks. Faculty members equally enraged sat emphatically in their seats in public what it felt. It is obvious that if the faculty is to establish its personality at KSC, it will have to establish its courage first. And as a tactic, it will have to join with students in some sort of coalition to get its proper share of power at KSC.

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The Monadnock

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WEDNESDAY, MARCH 19, 1969

AAUP BACKS WISEMAN



photo by Treat

SOPHOMORE MEETING

Sophomore class president, Bob Anderson has announced that there will be a class meeting tonight in SA 101 at 7:00.

He said that the meeting is for the purpose of discussing the new class constitution, and also to discuss representation on the inter-class council.

Mr. Anderson said that the inter class council can be important in developing a better week end social life if it can get support.

He urged members of the Sophomore class to attend this meeting.

KSC'S FIRST INTRA MURAL SKI RALLY

In spite of the cold there was a good showing of spectators for KSC's first intra-mural ski rally.

The KSC students joined to make teams; Alpha A, Racks Rockets, GDI's Alpha B, Moccus, Mixed Fruits.

Brian Maynard, and Rick Swain proved to be good sports, for it was Rick's fifth time on skis, and Brian's third!

A two dollar entry fee went towards the purchase of a permanent trophy to be left in the gym. Each year, the winning team will be added to the trophy.

Also, three team trophies were awarded. 1st place to Alpha A, 2nd to Racks Rockets, and 3rd to the GDI's Individual trophies were awarded to the members of the winning team.

Everyone seemed to have a good time, and their already looking forward to next year's rally.

Lourie On Tour

An entry by the chairman of the art department at Keene State College is included in the New Hampshire Art Association's 1969 traveling show, which will be exhibited throughout the state this Spring and Summer.

The work by Herbert S. Lourie, associate professor of art, is entitled "Choirs." The exhibition of prints, paintings, drawings, sculpture and photography begins in the library gallery at Newport on March 22, moves to the Lamont Gallery in Ex-

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photo by Hebert

Beta Beta Beta Booksale

On Wednesday, April 16, Beta Beta Beta will sponsor its annual book sale. Summer Harris, president, said that the sale will be held in the library conference room.

"We get the books from professors," said Mr. Harris. "Before the sale all the profs get a request in their mail. Then we assign one member of the organization to solicit the books from several professors."

Mr. Harris said that the proceeds from the sale go to scholarships for Beta Beta Beta members. He said that last year's sale brought in more than \$100.

Trip To Athens

Keene State College students, do your student union daydreams take you on journeys that your realistic pessimism tells you can never happen? How would a trip to Athens do for a start?

Dr. Harold A. Goder, professor of biology, says that a trip to Athens is planned for 1970 if enough students are interested. Could it be that Dr. Goder doesn't put much stock in student passion?

Students who have the urge for going places can obtain special rates for tours through the auspices of the Peterborough Educational Organization. The purpose of this organization is to promote education through travel.

Dr. Goder said that if enough Keene State students joined the association (see \$1), the college could have its own chapter. The Peterborough group would then act as a parent organization.

The association arranges tours through the Collossus Travel Agency in Hartford and Pan-Am Airlines.

If 150 members of the college community join the Peterborough Educational Organization, Dr. Goder said Athens trip can be realized. Forms are available in his office, 310 Science.

Persons wishing to travel to China, Cuba, or Viet Nam need not bother.

Anderson The Florist

352-6422
21 DAVIS ST.



photo by Hebert

Recent Senate Action

On Monday, March 17, the student senate passed a resolution demanding the reinstatement of Dr. John P. Wiseman, assistant professor of history. (For that story, see last week's Monadnock.)

In other action, the senate voted to raise the student activity fee by five dollars each year for the next three years. This would raise the present fee of \$25 to \$40 over the next three years.

Clair Berwick, chairman of the finance committee, said that the committee had received \$56,000 in budgetary requests but with the present fee of \$25 per student only \$45,000 could be projected.

Mrs. Berwick asked that the activity fee be made non-refundable, so the senate would no longer need to set up a special fund to make refunds to persons who withdraw before the end of the year.

The senate voted to create a new committee "with the purpose of investigating the course of student monies, both student activity fees and other expenses." Dana Sullivan, Claire Berwick, Susan Callahan, and Royal Ford were named to the committee, with Steve Skibinski as chairman.

The senate voted to recognize the constitution of Sigma Chi Delta, a new men's fraternity.

The senate also turned down a request from Kappa Delta Pi fraternity for \$250 for sponsoring a formal dance. Claire Berwick said that the request had been presented to the finance committee with the understanding that the social council was not going to sponsor a formal. But Mrs. Berwick said that Pamela Vandenburg financial chairman for the social council, told her committee that the social council was going to have one after all.

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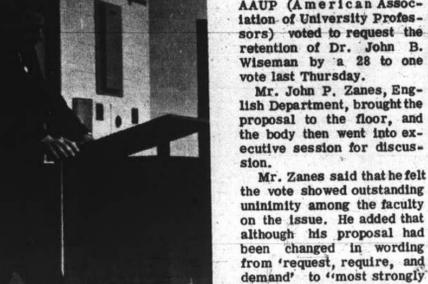


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A Fall Column Of Your Letters

To Mr. Hebert:
This letter is a commentary on your "Impressions of the First Wiseman Convocation".

Sir, I do hope you are a psychology major. You did a simply perfect job of psychoanalyzing Dr. Zorn. I was thoroughly amazed. I didn't realize we had such brilliant people on campus. From your article I naturally assumed you have been a close companion to Dr. Zorn for the past five years. How could you have written such a scintillating article otherwise?

You had such wonderful things to say about him. You are so very kind. And I was also astounded by your acute memory. I'm sure within a few months, I would have forgotten something you've remembered for five years.

Your criticism was very constructive and your conclusion beautifully valid.

Yours truly,
Herman

Ed's note: Correction Herman. It wouldn't have taken you a few months to forget anything. You probably do quite well at discarding facts in seconds... right after every test.

Dear Dave, Bruce, George, Ken, Kevin (an brothers),
We appreciated your participation during freshman orientation. The hazing was such fun. Too bad the independents aren't creative enough to recognize the merit of belittling people. And as for you independents:

Do you keep files of old papers and exams for the purpose of organized cheating? Do you think education is a joke, and laugh at those who make honest attempts to learn something? The fraternities do.

Do you participate nightly in "pass-out" parties when you could be attending senate meetings, or lectures, or holding in some way to improve the college? The fraternities do.

You also made reference to a number of \$20 shrubs. What is a \$20 shrub made of, gold?

You need not worry about the shrubbery here at KSC. I will let you \$10 that not one of the bushes will have to be replaced. That same grounds crew will nurse them back to health.

The grounds crew will also spend taxpayers money picking up beer cans and other items which students litter all over the campus. The laws will look like hell this spring because lazy students tramped all over them last fall.

It is obvious to me that you know nothing about landscaping. I would estimate that it will cost at least a few hundred dollars to replace trampled grass, and, after it is all replaced, the same lazy students will trample it in next fall.

So, Mr. Therrien, I have some advice for you. Stop being a know it all bull artist, and stop cutting across our once beautiful lawns.

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.

SIMON'S
THE STORE OF FINE
DIAMONDS
Keene, N.H.

Do you let the group pick your friends? The fraternities do.

Do you criticize people you don't know? The fraternities do.

Who fought for business visiting hours? The fraternities did.

Who fought for women's curfew hours? The fraternities did.

Who organized and put on the "Give a Damn" show? The fraternities did.

The problem is, fraternity members, that no group on this campus is better than anyone else. We choose our friends and groups according to our own attitudes, and ideas. But this does not give us the right to criticize others for thinking in a different vein from ourselves. It does not give us the right to ignore the good that all groups may accomplish.

The fraternities have done things which anyone will agree were good. They have done things which some people regard as foolish.

The independents have done things which everyone will agree were good, and some things which some people regard as foolish.

But that's what the world is... different ideas, and attitudes.

Shouldn't we hear in mind that we are all students here, and that most of us are trying to do what we think is right? Shouldn't we try to be more open minded about the other guy's idea of what is right?

Signed:
a freshman

To Mr. Therrien:
I am glad to see your concern about the shrubbery on this college. But I don't quite understand how you can criticize the grounds crew for hitting a few bushes with their tractors.

It seems to me they did a most creditable job of removing the snow which we had over 30 inches of the white stuff within a week or so.

You also made reference to a number of \$20 shrubs. What is a \$20 shrub made of, gold?

You need not worry about the shrubbery here at KSC. I will let you \$10 that not one of the bushes will have to be replaced. That same grounds crew will nurse them back to health.

The grounds crew will also spend taxpayers money picking up beer cans and other items which students litter all over the campus. The laws will look like hell this spring because lazy students tramped all over them last fall.

It is obvious to me that you know nothing about landscaping. I would estimate that it will cost at least a few hundred dollars to replace trampled grass, and, after it is all replaced, the same lazy students will trample it in next fall.

So, Mr. Therrien, I have some advice for you. Stop being a know it all bull artist, and stop cutting across our once beautiful lawns.

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Who fought for business visiting hours? The fraternities did.

Who fought for women's curfew hours? The fraternities did.

Who organized and put on the "Give a Damn" show? The fraternities did.

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ROMEO AND JULIET

A Review by John P. Zanes

Two questions present themselves to the reviewer of a movie version of a Shakespeare play immediately. Is it a good movie? and Is it good Shakespeare? The questions are a little more pushy than the old problem of the book and the movie version. A modern producer or director of Shakespeare becomes a play doctor who has worked of the greatest genius of English literature who has maintained an agonizing silence under his four lines of bad doggerel for 353 years. Shakespearean purists are hardly as silent, nor are critics of the film. In the case of the Franco Ziffarelli production of "Romeo and Juliet" which opens for the general public tonight at the Plaza Cinema the answers to the two questions are refreshingly simple. It is a good movie, it is a beautiful movie. And yes, sir, it is good Shakespeare.

For one who has been a grand lady of the theater, great-grandmother, play Juliet, a girl just entering her teens, it is a rewarding experience to see a young girl who looks as Juliet should. In almost no time she is Juliet. Mercutio looks like Mercutio, not like Mercutio's father, and his part moves as it should, believably, even through the death scene. Romeo, as a young man sighing with puppy love who is surprised into real passion with tragic consequences seems just what he should be. Tybalt is done magnificently, living and dying. Of the other, older characters, the high point of delight may be Juliet's nurse, as warm-hearted and bawdy as Shakespeare imagined.

There are three excellent fight scenes, the first being a general fight verging on riot in the market place, and the other two being fatal duels. The realism of the light between a raging Romeo and Tybalt is outstanding to the point of making the standard movie duel absurd, but then it ends in a Veronese square, with nobody swinging on drapes or chandeliers. Yet it is hardly more effective than the final tragic double death in a receiving vault replete with corpses in various states of decay.

Shakespeare has been edited. In the interests of moving action certain passages and complications have been cut or simplified. Some stuff which scholars tell us was intended to tickle the fancy of the cheaper seats has been dropped, but by no means all. The bedroom scene of Romeo and Juliet (who are properly married by that point, sorry about that) is certainly more elaborate than could have been staged at the Globe, but when one imagines Shakespeare with a camera and a modern film budget one might fancy something not far from the Ziffarelli effects. One small measure of the success of wedding the dramatic material to modern technological creative art.

And Shakespeare is great. Whether one knows and loves the tragedies as reader or student, whether one has or has not been moved by Prokofiev's great ballet version, or whether one enters the theater as innocent of criticism, familiarity with the story, or understanding of the stage as was Shakespeare's audience, the story as here presented should be effective and moving. It is a beautiful rendering of a story great beyond time. Go see it. It is worth more than the price of admission.

Common Market Proposal Made for Colleges

The Wisconsin State College Faculty Senate recently endorsed the first step of the State College Common Market Proposal.

The passed motion reads: "The Wisconsin State College Faculty Senate acknowledges the evident benefits to the student as delineated by Chancellor (G. Theodore) Mittan in the State College Common Market Proposal and recognizes that the proposal will enable the State Colleges to develop areas of specialization without the costly duplication of facilities, equipment and library holdings."

"The Senate, therefore, enthusiastically endorses as phase one of the proposal. The Faculty Senate feels, however, that it must re-

serve consideration of phase two, three and four until a detailed presentation is made available."

The Common Market is a system by which students in their junior and senior years could attend any of the colleges in the State College System without the necessity of transferring.

This would allow for students to attend more than one college during his college life and would also make available areas of study which are not included at the college at which he completed his general requirements.

The states of the proposal from which the WSC Faculty Senate withheld approval are:

State two - concentration on unique programs and specialties existing only at one of the colleges to which the others would be tied as federators of both students and faculty.

State three - development of a faculty interchange on both a temporary and permanent basis.

State four - full cooperation of the state colleges with all other segments of education in Minnesota.

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Pros and Cons of 'no credit' System

Dean Phillip B. Secor of Muhlenberg College recently gave a perspective of some of the advantages, problems and effects of abolishing the credit system to the faculty in a talk and a written memo.

A major advantage of the program, according to the memo distributed to the faculty, would be to free the curriculum from the time-space orientation it now has.

Currently courses are given credit on the time the student spends with the professor. Thus, a course where the student is in class for three 50-minute periods is worth three credits.

Under the course system, a course would simply be given the notation of one-course. Thus, a professor might decide to meet more frequently with introductory language classes because of the greater opportunity for students to speak the language and not be prohibited by the limitation of three credits specifying three hours in class.

Thus, the major features of the change would permit much greater experimentation and variation by individual professors which is now prohibited by the credit system.

Student editorial opinion points out that "Re-evaluation of the credit system seems a constructive step toward greater flexibility and freedom in the structuring of courses at Muhlenberg. The possibility of minimizing class time to allow for independent study, or adding to scheduled classroom sessions for discussion or demonstration, is exciting."

"There are many complications, such as the problem of arranging lab sciences within the course unit system in an equitable manner, but at this stage it would seem worthwhile to pursue the experiment."

Chorus
cont. from page one

ster on April 22, and will be displayed at Sunapee State Park on July 1, the Thorne Art Gallery from August 10-31, and at the Arts and Science Center in Nashua throughout September. Other locations are planned.

Grace Bliss Stuart prizes will be awarded to the most outstanding entries in each of the five categories. The juror is David S. Brooke, director of the Currier Gallery of Art in Manchester.

\$500 To Be Awarded In Contest

Harpers Magazine will sponsor a college criticism contest for college students. The contest, held for the first time this year, is open to all articles of political, social or artistic criticism of unusual quality.

The critiques must concern an event, issue or personality that has had national exposure and is of current interest. They must be written by a college or university student and have appeared in any official or unofficial college publication between September 1, 1968, and April 30, 1969—the date the contest closes.

The magazine is offering three first prizes—\$500 for political criticism, \$500 for social criticism, and \$500 for film, theatre, music, art or literary criticism with matching prizes of \$500 to the publication which carried the winning articles.

The entries will be judged by the editors of Harper's Magazine and the winners announced in June.

Peace Corps Request Early Applications

BOSTON -- The Peace Corps has urged students who wish to be considered for summer training programs to submit their applications soon, preferably by early April.

Last year, many students who planned to enter Peace Corps service in the summer after graduation were disappointed when their applications were not processed in time, according to the Northeast Peace Corps Center in Boston.

An average of 10 weeks passes between the receipt of an application in Washington and the issuance of an invitation to Peace Corps training.

As summer approaches, the processing time is longer due to the increased work load. Therefore, many programs are filled or have started training before late applications can be completely processed.

Applications and Peace Corps information are available on many campuses from the Peace Corps Liaison. The nearest Peace Corps office is in Boston at 408 Atlantic Avenue, 02110 Phone (617) 223-7366.

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FRAT NEWS

TEKE TALKS Alpha News Kappa News

On Saturday, March 1, TEKE sponsored a very successful road rally. We hope to make this an annual event as those who entered had a tremendous time. The winning car was co-driven by Tom Allen and Frater Bob Ross. Trophies and other prizes were awarded to the top three cars by Frater Rollie Ambiehl, who organized the event.

The house is proud of its contribution to the local Head Start program. We have been assisting Frater Bill Marcello, who is a teacher there, in cleaning and setting up the classrooms, and also in working with the children during their activities. Since many of the children have no fathers our presence there is greatly appreciated.

Our pledge program is now in its final phases. Thanks to Frater Barney Kolb and his membership committee, we have had a very well organized pledge program.

Finally, we thank Moy the Boy Wonder for going home this weekend, as the house was actually quiet for a change.

The latest activity of Alpha took place Sat. March 8, in the Science Center.

The Brothers conducted the Junior Leader Training Conference for the Daniel Webster Council.

Troop leaders from Surry, Keene, Swanzey, Dublin, Peterborough, and Jaffery attended.

The brothers gave lectures on Patrol organization, hiking, patrol program planning, patrol camping, and patrol advancement.

Ice cream and milk were supplied and the Coca-Cola company donated soft drinks for a 10 minute break in the afternoon.

The brothers would like to thank Mr. King and the PE dept. for the use of an inflatable dummy for a first aid demonstration.

The ride board in the student union has been used a great deal. Remember, it can only work if people are willing to GIVE rides as well as take them. It will be moved to the dining commons bulletin board in the next three or four weeks.

The next Alpha activity is in the planning stages. They want to have a car wash for April 5, but are still looking for a place to have it.

The next meeting will be tonight, Wed. March 19 in the student union. All college males are invited to attend.

Faculty Evaluation at Westminster

Some professors at Westminster College are being rated by their students on terms of the professor's personality, capability, honesty, testing, mechanics, and students' general feeling towards him and his class.

This is a trial program of the Professional Life Committee on recruitment and promotion of the Self-Study.

According to Dr. Phillip Lewis, dean of the college and chairman of the Self-Study's Steering Committee, the form distributed to selected professors is to be used to examine the validity of this type of instrument for evaluating professors.

Class types include elective, required, and major courses.

The student does not sign his name but indicates by letter (H, A, or L) whether he considers himself high, average, or low in ability. He then rates his professor by the same terms on 36 items.

The forms, collected and sealed in a labelled brown envelope, are stored in the registrar's office until after final grades are turned in. They are then returned to the professor so that he may add the grade distribution for each class.

The instructor may use his

English Grad Work Like Medical School?

In the near future, preparing for graduate study in English will be similar to preparing for medical school, a faculty member at the University of Chicago predicts.

Methods of teaching English, especially at the college level, are going to change dramatically within the next few years, according to Gwin J. Kolb, Professor and Chairman of the Department of English Language and Literature at the University.

For example, students who major in English and plan advanced study in graduate school will follow a course of study clearly designed for the English major. In a way, he said, "it will resemble the course of study premedical students take now, except that the course will be in the area of English studies."

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STAFF MEMBER OF THE WEEK

Do any of you know how many parking violators there are at Keene State College? At least one man does, because he has been kept busy tagging them for the past year and a half. His name is Officer Arthur E. O'Neil, and his job is to keep the peace on campus, and to see that no damage is done to property. He estimates that, on the average, 50 cars are tagged every day by Officer Radicioni and himself.

Far from being a newcomer to police work, Officer O'Neil states that he had spent 29 years with the Keene Police department, coming to the force in 1938. He got his on-the-job training at that time, and since then has alternately served "on the beat" as a patrolman, and has done much traffic supervision. In fact, Of-

ficer O'Neil states that he directed traffic at the intersection in front of St. Bernard's Church in Keene for 15 years!

Officer O'Neil explained that his only time away from the force occurred after 11 years of police work, at which time he says he "went to work for my wife," for two years. Mrs. O'Neil owns and operates the Curtain and Drapery Shop at 32 Church street, which they founded 18 years ago. As well as displaying ready-made drapes, Mrs. O'Neil makes special ones to order. Officer O'Neil still helps out in his spare time, by installing them and moving equipment.

Officer O'Neil likes to travel, and in 1963, he and his wife drove to San Diego, and Los Angeles, taking a southern route, by way of

Tennessee, Alabama, Texas, and Arizona. On the way home they followed a northern course, with stops in St. Louis, Indianapolis, and West Virginia. Officer O'Neil has also vacationed in Canada, mainly in Sherbrooke, Montreal, and Three Rivers but admits he enjoys traveling in his country more.

Officer O'Neil states that he'd like the students' cooperation, and wishes they'd get the proper decals (in the long run it's less expensive than parking tickets) and that they'd park in the proper lots. "We're not out to crucify them," he explains, "we'd like to be friends with everybody." But when measures are necessary, of course, they will be taken.

own discretion for any other use he makes of the individual instructor or student, and the forms will be destroyed after use.

Dr. Lewis also noted that several departments already use a similar evaluation form for their own purposes. Students rate the professors' personalities as to friendliness, enthusiasm, politeness, humor, grooming and tolerance.

They rate his capability, according to his appearance, of being well informed in the subject matter, ability to express his thoughts well, clarity and pointedness of explanations, sensitivity and awareness of students, how well he listens to the students, and willingness to help students individually if necessary.

The professors' tests are rated for warning, number, adequacy, emphasis of under standing as well as memorization, being "well marked," promptness of return, and fairness.

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Punitive Reclassification Denounced

The American Civil Liberties Union today petitioned the Supreme Court of the United States to declare unconstitutional the punitive draft reclassification and attempted induction of Timothy J. Breen into the Army.

Mr. Breen was a full-time student in good standing at Berkley School of Music in Boston and was properly deferred for undergraduate study in accordance with the Selective Service Act and Regulations. In November, 1967, Mr. Breen gave his draft card to a clergyman to be returned to the government as a symbolic statement of his disapproval of U.S. participation in the Vietnam war.

Following the policies set by General Lewis B. Hershey National Director of Selective Service, the local draft board in Bridgeport, Connecticut promptly declared Mr. Breen delinquent and summoned him for a pre-induction physical examination on January 11, 1968. Lower federal courts have stayed Breen's induction pending the outcome of the ACLU petition seeking a Supreme Court ruling.

This petition is the first in a series the ACLU will file following the favorable Supreme Court decision in the Oesterich case which nullified the punitive reclassification of a ministerial student. The Court described

that reclassification, which was also pursuant to the Hershey directives, as "lawless."

In the next two weeks, the ACLU will file a petition on behalf of a graduate student whose deferment was withdrawn and on behalf of a young man sentenced to four years imprisonment for refusing to submit to induction which had been accelerated after he had turned in his draft card to protest the war.

In commenting on punitive reclassifications, ACLU legal director, Melvin L. Wulf said, "The dangers of using the draft law as an instrument of punishment, rather than as a means to supply

troops to the U.S. Army are manifest. Because the draft itself is the object of widespread protest, those who oppose it or the war will inevitably be caught in a self-executing trap designed to silence opposition to the draft by turning its opponents either into soldiers or prisoners. The first Amendment will no longer tolerate such a limited number of options."

The ACLU petition was prepared by ACLU cooperating attorney Emanuel Margolis of Stamford, Conn., Lawrence Weisman of Bridgeport, Conn. and ACLU Legal Director, Melvin L. Wulf.

Amer Dream Seen As Nightmare

Notre Dame, Inc. - (L.P.) The American dream has turned into a nightmare for many of the nation's young persons, according to the Rev. Theodore M. Hesburgh C.S.C., the president of the University of Notre Dame.

Father Hesburgh, a member of the U. S. Civil Rights for eleven years, noted that the frustration felt by disillusioned students had legitimate causes, one of them racism. "Black Americans, they found, generally live in the worst houses, in the worst sections of our cities, and so were fated to continue to attend the worst schools which are located there, so that their frustration and lack of social mobility upward seems ever circular and inevitable," he said.

Vietnam is another issue raised by the young which demands attention, according to Father Hesburgh. "Too few of the elders really debated the issues or drew back from the mounting cost in lives and dollars," he charged.

"Few really asked about

the morality of our national course in spending \$30 billion a year tearing up a plot of land and people, nowhere near the size of California, while the whole wide world of dire human need and misery merited only \$2 billion annually in critical assistance."

Vietnam has triggered the U. S. campus revolt, the priest-educator stated. "Some students found in the university 'the root cause of their alienation from an establishment or a society that they judged to be impersonal, often irrelevant, sometimes immoral, and generally more difficult to move than a cemetery,'" he explained.

But the campus revolt holds out an opportunity, Father Hesburgh pointed out. "The world needs energy, imagination, concern, idealism, service and, with all its problems, gets all too little of these great human qualities from the older generation."

"The world also needs reasonable criticism and

Different Kind Of Student Control

Student radicals aren't in control of Oregon's college campuses, and aren't likely to be, according to Russell Sadler, chairman of Oregon's Interinstitutional Student Committee on Higher Education. They won't so long as authorities here continue performing as they have, he said.

Sadler, whose group includes student government leaders from seven schools in the state system of higher education, said "most student reform efforts are, as they have usually been, in the hands of responsible moderates."

"Our strategy is one of reconciliation, of negotiation and the proposal of responsible alternate policy," he said.

Asked about the use of an obscene phrase in the Oregon Daily Emerald, Sadler, a University of Oregon graduate student, said three things could have happened to the University's student

newspaper as a result of its "intemperance": An administrative reprimand; filing of a legal complaint if a law was broken, and "the sanctions of the market place."



photo by Hebert

FOR A MOMENT JOHN IS FALLING THROUGH AN INTERUNIVERSAL BARRIER...

I GOT TO GET BACK BUT THE BOOK WAS CALLED FROM MY HANDS... I'M FALLING... I'VE GOT TO GET BACK...

GOD GOD IT WORKED!

BUT HOW??

WAIT... IF THE SPELL WORKED RIGHT IF I COULD PLACE THERE I CAN USE ON THE BOOK FROM THE BOOK... LET'S SEE NOW...

IF I REMEMBER CORRECTLY I GOT TO CONCENTRATE ON THE BOOK... HARDER... HARDER...

I CAN SEE IT... NOW REACH OUT... AND REACH... IT... TO ME... HARDER... OH MY... NOW... HARDER...

I CAN DO IT! MY MIND ISN'T STRONG ENOUGH TO PULL THE BOOK THROUGH THE DIMENSIONAL INTERFACE!

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Admission: KSC students-ID card students-50¢ adults-\$1.00

peaceful protest as a constant spur to progress and for the redress of many horrible inequities and injustices. The world needs to change its structures, too, because, obviously, many of them are not producing the climate in which justice is available to all, not to mention opportunity, which is even more important to the young."

He labeled as "clearly tyrannical" a student demonstration last November which prevented a Central Intelligence Agency representative from conducting job interviews in the Administration Building.

Father Hesburgh said that the 30 students who blocked the CIA interviews in the University's Placement Office "used their freedom of action to obstruct the freedom of others and to impose their own personal convictions on others."

He observed that "most universities have already stated clearly that while peaceful protest is legitimate, protest that infringes on the rights of other members of the community or obstructs the normal functions of the University is cause for separating from the community those who indulge in such action."



The Monadnock

KEENE STATE COLLEGE LIBRARY



Vol. 20 No. 23

KEENE N.H. 03431

WEDNESDAY APRIL 2, 1969

KSC FACULTY MEMBER SELECTED FOR WHO'S WHO

KSC CO-ED TO REPRESENT N.H. IN COLLEGE QUEEN PAGEANT



MISS CAROL LYNN OLEKSIW, a junior who has been selected to go to Palm Beach next Friday, April 11 to compete for the title of "Miss College Queen."

Miss Carol Lynn Oleksiw, a junior at Keene State College, has been selected as one of the most outstanding college girls in the State of New Hampshire. She has earned a trip to Palm Beach, where she will compete for the title of "National College Queen."

Based on her scholastic accomplishments and her leadership in campus activities, she was chosen as State Winner from among thousands of college students. She will represent this State during the 15th Annual National College Queen Pageant. The State of Florida plays host to this event each year, honoring collegiate women from across America.

She will leave on Friday April 11, traveling by plane to West Palm Beach. She will participate in a series of forums and will face nearly 40 national judges - educators, journalists, celebrities. They will score each finalist on her knowledge, academic achieve-

ments, personality, poise and her record of service to her college and her community.

The entire Pageant will be filmed for television, in color. She will appear throughout America. The Coronation of the new "National College Queen" will be on Sunday evening, April 20.

For the past year, hundreds of college newspapers across the nation have encouraged students to enter this competition. Candidates were also nominated by sororities and campus club groups. The final judging was completed recently in New York City, and 50 National Finalists were selected. There will be one candidate from every State, including Alaska and Hawaii. While in Florida, she can now win more than \$5,000 in prizes, including a trip to Europe and a Pontiac "Firebird" convertible.

The college girls will spend ten days in Florida, living at the fashionable



Mrs. Jacqueline Oberfrank

and Development Company. One factor which helped the candidate from this State reach the National Finals was an essay she wrote, entitled "Why I Decided To Attend College". Each year, the National Judges include Deans from universities, authors and publishers, and a representative of the United States Department of Health, Education and Welfare. When the Pageant begins in Palm Beach, in April, watch this newspaper for further news about the progress of our candidate.

The name of a Keene State College faculty member born in Georgia and educated in Florida and Maryland has been selected for inclusion in a Southern who's who volume.

Mrs. Jacqueline Oberfrank, an instructor in speech and dramatic arts, is among some 4,000 persons chosen from 15 Southern states for the 1968 - 1969 edition of "Personalities of the South," a reference book of educational, business, governmental and civic leaders from the Southern states.

Mrs. Oberfrank joined the KSC faculty last September after teaching English, music, speech and dramatics at the secondary level for five years and five years as an instructor in speech and drama at Salisbury State College in Maryland.

Born in Sumner, Ga., she went to high school in Delray Beach, Fla., and graduated from Florida Southern College with a bachelor of science degree in speech and drama. She earned her master's degree in speech and theater from the University of Maryland and did further graduate work at the University of Iowa.

Mrs. Oberfrank was president of her college theater group at Florida Southern, appearing in 14 student productions. She organized and directed a religious drama group while in college and was elected to Alpha Psi Omega, the honorary drama fraternity.

She was a charter member of the Maryland State Drama Association, and of the group first theater festival the Wilcomco Senior High School Dramatic Club which Mrs. Oberfrank directed won the festival's first prize for its presentation of Albee's "The Sandbox."

Mrs. Oberfrank, a resident of Troy, also organized the Salisbury, Md., Optimist Club's Boys Oratorical Speaking Contest and coached this group for five years.

KAPPA'S BLOOD DRIVE SUCCESSFUL

A total of 174 pints of blood were collected at the Red Cross blood drawing at Keene State College Monday and Tuesday - 80 on Monday, 94 on Tuesday.

Mrs. Shirley Bradley joined the 5-gallon club; Henry A. L. Parkhurst was a new 4-gallon donor; new 3-gallon club member was Corinne Bennett; and Robert Davis, Francis Amer, Joseph Cross and David Costin completed their first gallon. There were 52 new donors.

Kappa Delta Phi Fraternity was the Keene State College sponsor with Allen Dunbar and Marty Kadel as the co-chairmen and turned out 120 students and faculty members including:

Robert Anderson, Jean Andrew, Jeffrey Arnold, Cheryl Auger, Lucinda A. Baker, Peter Baldoumas, Patricia Barnard, Kathleen Bean, Hank Beecher, Maurice Belanger, Priscilla A. Bomise, Barbara Bessie, Raymond A. Bibeau, Beverly Bigelow, John Blackburn, Delaine Brown, Mary Cantwell, Robert Casagrande, Jr., Ellen Cassidy, Gail Capelle, David Cherwin, Dennis Clark, David Colby,

Maureen Cowie, Martha Cintrubus, Cynthia De Goosh, Alan Dickinson, Walter Dignam, Floyd Draper, Allan Dunbar, Joey Edward, Robert Faulkner, Patricia Flanders, Neil Gallagher, Edward Garrige, Jerry Gilman, Marjorie Gleason, Steve Groves, David Gustafson, Peter Gway, Marcia Hall, George Hanna, Robert Harkins, Jr., Stephen Harris, Wayne Harris, Wayne Helle, James R. Hicks, John Hosking, Jacqueline Howe, Paul Huard, Robert Hurley, Earl Ingalls, Elizabeth Intrieri, Martin Kadel, Alison Kearney, Patricia Keating, Dale Kelley, Susan Kelliber, Gary Keimodicky, Christopher Keyes, Gary King, Kathleen Kne, Richard LaFontaine, Ronald Lambert, John Landry, Marcia Lecuyer, Sheila Lemos, Samuel Lind, George Manekas, Lauren MacMichael, Richard McIvain, Judith McKinley, Maureen McLaughlin, Jeffrey McLynch, Nathan Madvidovsky, Blaine Morgan, James Moylan, Jr., Paula Newton, Bruce Norton, George Nostrand, Joseph O'Leary, Peter Ochs, II, Glenn Page, Joan Pletcher, Daniel Dal Pra, Richard Provencher, Richard M. Provencher, Christine Richard, Christopher Raudomis, Margaret Richard, Gall Routhier, Richard M. Roy, James Saraceno, Arthur Sewell, Jr., Maureen Sheehan, Jacob Skinner, Hope Smith, Linda Snyder, Diana Sommer, Mark Sowa, Edward Stackpole, Cynthia Stancliff, William Staple, Kenneth Sutcliffe, Michael Sot, Chester Suga, David Tait, Donald Therrien, Ronald Vallee, Kenneth Warren, Raymond Watkins, Skip Woodward, Fred L. Barry, David Costin, Jr., Mary Cumminskey, William Gonnell, David Harvey, Donald Moore, Henry A. L. Parkhurst and Emma Rieth.

From Elliot Community Hospital came: Mrs. Susan Dearborn, Alan Harvey, Diane Pickett, Mrs. Martha Tenney, Mrs. Mary J. White and Robert K. Wood.

Donors from Keene Clinic were: Shirley Bradley, Dr. Allan Freeman, Mrs. Louise Hansen, Dorothy Leighton and Mrs. Shirley Prouty.

Joseph H. Maasscottie was a donor from Findings, Inc.

GOODNOW'S DEPARTMENT STORE
32 Main St. Keene, N.H.

Tickets for Mother Courage will be on sale Now through April 11
Box Office Hours are April 3-5 1 to 3 p.m., April 7-8, 1 to 3 p.m. and 6 to 8 p.m., April 9-11 1 to 3 p.m. and at the door, 7:15 p.m.

Tickets at the Union Desk

Notice

There will be a Peace Corps representative on Campus Thursday and Friday, April 3 and 4.

On Thursday, he will be in Room 14 of the Student Union from 1 to 5 p.m.

Also on Thursday, a Peace Corps recruiting film will be shown in the Science Center Keene Lecture Hall.

The representative will be in Room 14 from 10 a.m. to 5 p.m. on Friday.

Deadlines

Just a reminder for deadline on some campus events. The Journal deadline is April 4. Copy may be left in Room 29 Parker Hall.

The applications for residence hall counselors are due no later than Friday, April 11. Applications may be obtained from the Dean of Women, Mrs. Ruth Keddy at Hale Building.

Groups wishing to compete in the annual MENCOSPECTRUM must audition this week through April 4.

Placement Program

This week, several educators from the state will be at KSC for the Placement Information program for Seniors.

On Wednesday Mr. Alan Doughty, Assistant Superintendent of Schools, Woboro will be on campus from 9:30 a.m. to 3 p.m.

On Monday, April 7, Mr. Arthur Mitchell, Assistant Superintendent of Schools, Derry will be here from 10:30 a.m. to 3 p.m.

On Tuesday, April 8, Mr. Roland Schoepf, Superintendent of Schools, Pembroke will be here from 10 a.m. to 3 p.m.

Seniors who are interested in appointments should contact the Placement Office at Hale Building.

Dean Keddy Doesn't Sign Out

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The Monadnock

It was a Friday afternoon, and I was doing some last minute check work on a news story before the paper went to press.

Dean Davis was the last on my list of people to contact, and as luck would have it, he had appointments straight through the afternoon. My experiences with the white house led me to believe that it would be impossible to see him even for a few minutes. He, like Dr. Zorn and Dean Pierce, would be generally unconcerned with students, for they are merely a thing, a number to be impressively recorded on paper and used as reinforcement for budget requests.

But he thought he might be able to squeeze me in between appointments, and I went to his office surprised, but none the less on the defensive. Deans of Instruction do not become pleasant people without sufficient motivation.

It took only a few minutes for him to answer my questions. He was straightforward, and although apologetic about what information he could give me, he was in no way patronizing, or attempting to make excuses. He began to talk about students and their involvement in campus activities. He talked like he was real, and like he knew I was real. He was not deluding himself into believing that students were another world, unimportant, and incapable of disrupting or contributing anything of consequence to his world. In a matter of minutes he became very human.

He drank a coke while we talked, and his desk was not neat. (I was accustomed to the perfectly orderly desk which indicates really nothing.) On his bookcase was a small statue of (I suppose) a Greek philosopher. He had crowned the statue with a small football helmet. His sense of humor made me wonder if perhaps he was aware of his being human and therefore capable of mistake.

I spent about twenty minutes talking to him. I found myself enjoying the conversation. Enjoying it perhaps because he was interesting and interested. Enjoying it perhaps because I was discovering something I thought non-existent; a Dean of Instruction who was interested in students.

I am still not sure that all this means anything other than an affirmation of the quality of personality of a man who sits behind a desk in Hale. I don't know if he will come out from behind the desk, and I don't know what will happen if he does. I do know that where Dr. Zorn and Dean Pierce have shown apparent incapability for dealing with a real world and real people, Dean Davis had shown not only capability, but desire to do so. We can, at least for the time being, dream about changes.

NHEA-ACT DISCUSS DIFFERENCES

It was announced today in a joint news release from the New Hampshire Education Association executive board and the Association of Classroom Teachers board of directors that a meeting was held this past weekend (March 21 - 22) in an effort to resolve differences between the two groups.

The session was directed by Harvey Zorbaugh, New England representative for the National Education Association. At issue were several points relating to the organizational structure of the NHEA as well as the matter of sanctions.

The NHEA has as one of its nine departments the classroom teacher organization, ACT. The whole area of classroom teacher involvement in the affairs of NHEA came in for review. Agreement was reached that recommendations would be formulated to insure equitable representation of ACT members on the NHEA executive board including the possibility of general election for NHEA officers rather than the current method of nominating committee process.

While agreement was reached on a closer working relationship between NHEA and ACT, differences were not entirely resolved on the question of sanctions. At the February 28 Assembly of Delegates meeting the ACT attempted to secure the imposition of sanctions. The move was defeated by the delegates who adopted instead the recommendation of the executive board to

Operation Easter Bunny

On April 5, a Saturday afternoon, the Newman Center at Keene State College will be sponsoring an Easter Party for the underprivileged children in the Keene area at the new Newman Hall.

Twenty to thirty children, from ages four to seven will be invited and treated to a penny hunt, an East egg hunt games, gifts, refreshments and Easter baskets.

To make this party a success, the Newman Center needs your help. If anyone would like to help in any way, it would be greatly appreciated. For details please contact any of the following members of the Newman Student Association:

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Keene, N.H. 352-9200 102 Main St.

An open letter to Jack Brouse from Jay Crooke, a former student at URI and member of THE now serving in Vietnam.

Here are some of the thoughts that have gone through my head the past 8 months on what is called by most of the GI's I've talked to "The Most Wonderful Weed in the World."

You're sitting in a bunker waiting for nothing to happen. You've been waiting for hours while the mountain sun dragged over head; pretty soon you'll go on guard atop the bridge to wait 5 more hours 8 to 1 AM, staring at the rice paddies and the water--waiting waiting.

Or you sit at your typewriter, or at the wheel of your vehicle, or anywhere else. Doing your job--the same job--day after day, week after week, month after month.

Hill the rack, but it's too warm. You daydream because it's too warm. Daydreams are an escape. An escape from daily incidents we make into Big Things, because we're like that. Lack of mail, A Dear John. An then, too, we have our own personal hangups. There are plenty of things to escape from.

Escape to where? Into the mind? Release the soul, the self, the Real Me? Religion tells us that, in death, the soul is freed from the physical self. That's one hopeful answer. For later.

But what about the Now? The Guru says, "Meditate." I don't have the kind of patience. "So" some would tell you, "help the process along. Expand your mind."

The most available "aid to mind expansion" in Viet Nam is marijuana. Maybe you have it? Haven't tried it. I'm sure you have opinions about it.

What are your opinions based on? What facts are there about marijuana? What facts proven beyond a shadow of a doubt? There's only one. Marijuana is different to everyone, everyone is his own judge.

How does it affect the GI? Some report a "floating" sensation. Most say that "time slows down" and one is "more aware" of one's surroundings, "depth perception" I think they call it. Some say their mind wanders--very much like dreaming while they're wide awake.

A man who helps me guard the bridge with ground radar says he'd "rather get high on smoke than juice (beer)." "Better control," he says.

Another spec. 4 who works with a 23" Xion Serchlight says that "grass doesn't require an outlet like beer. With beer you need to rid yourself of some deep-felt emotions--as in dancing or making love. You need mixed company. Here in the field we know we won't see girls for a year other than peasants in the field or the 35 ones in the village. Pot is an escape," he readily admits but "unlike beer most get violent or aroused in any way, unless they've been drinking, too. A lot of times this is the case."

And, of course, it's so easy to get. Beer is just as illegal for the field soldier as grass, but beer is bulky and easily seen while a \$2 pack of ready-roles (20 joints, filter tipped) can be carried like a pack of cigarettes.

How do I feel? I suppose you have been wondering and you've a right to know. It is an everyday occurrence here and if you "cool it", no one will say anything if they smell it. (There are exceptions, of course. They are in a minority.) Right or wrong at home doesn't mean a hill of beans to a GI in Nam. He spends most of his waking hours wondering when it's going to be his turn to lose a limb, his manhood or his life. So he escapes to his Linus Blanket and hea returns to reality to do his job. Much like the middle-aged civilian and his "relaxing" noon cocktail.

Reality in a rice-paddy can be a haymaker, though, a sniper round, RPG Rocket or Flame Thrower or Satchell Charge. And alot of times too sudden for the man to react.

This experience has helped me to catch a glimmer of understanding to the difficult question of right and wrong. My personal reaction is I believe, what it should be in My personal life. Dig Reality, the little things. Every second civilian life. Dig Reality, the little things. You may never have spent on earth, dig something. You may never have another chance. The human mind is capable of greater things--without "assistance".

Dig riding back from Saigon in the back of a jeep in a rainstorm. Groove on a cold shower on 100 degree day. Dig AFVN Radio playing Janis Joplin or Ray Charles. Dig that's your thing. Dig the little things. You can if that's your thing. Dig the little things. You can if the experience depresses you, block it out of your mind. And dig the good.

That's all for now, Jack. The mosquitos are beginning to dig me.

Pamela Cimlikowski (Monadnock Hall), Louise Parsons (Randall Hall), Leo Pelletier (Newman Center), or Diane Hammond (Randall Hall).

W.C. Fields tonight

Thurs. + Fri.

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LETTERS

To whom it may concern: Mr. Snowblower speaking. As I was observing your MONADNOCK newspaper last week, I first thought I was finding an interesting article. But, as I read a few paragraphs, that was a disastrous disappointment.

And of course by now, as most people who read the article know, the article was about shrubbery. I must admit the one who wrote this article doesn't know anything about shrubbery or the price of shrubbery any more than the hog does a holiday.

Respectively yours, Your fair weather friend of the maintenance Dept. - Keene State College - Dear Editor:

We would like to use this column to make a public apology to the Shed Restaurant for the disturbance we created there on Saturday night. We strongly feel that any discredit attached to the incident should be reflected on us and not on the Shed. We hope that the business the Shed has worked to build and the good will it has shown to its customers will in no way suffer because of our actions. As we hope we may have the opportunity to demonstrate in the future we have a sincere and serious respect for the Shed and its proprietors; we hope that our apology will be accepted.

We would also like to express our gratitude for being allowed to attempt to make amends through public apology rather than to face the consequences of possible legal action.

Sincerely yours, John A. Carey, Dudley B. Furbeck, Jr., Anderson The Florist, 352-6422, 21 DAVIS ST.

Anderson The Florist

352-6422

21 DAVIS ST.

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The Monadnock

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Oleksiw-cont. from p. 1

Palm Beach Towers. During a series of seminars and competitive events, each of the young women will be asked to voice her opinions on a wide range of subjects. Forums will be conducted on Education and Campus Life, General Knowledge, Current Events, Fashions, Career Goals, etc.

As future homemakers, the students will also be tested in the field of Home Economics. They will prepare their favorite recipes, during a cooking competition conducted by Best Foods Division, Corn Products Company. The new National College Queen will receive a special guest at the Rose Bowl Game and at "The Tournament of Roses Parade" on New Year's Day.

Next month, all of Palm Beach County will be cooperating to stage a colorful and educational Pageant. The Center for Safety Education of New York University will give driving instructions. Candidates will demonstrate their knowledge of highway and pedestrian safety, with awards being given to the best.

To encourage safe driving among millions of college students, during the Pageant the Center for Safety Education of New York University will give driving instructions. Candidates will demonstrate their knowledge of highway and pedestrian safety, with awards being given to the best.

Questions most frequently asked by teenagers concerning the drug problem will be dealt with in a series of programs titled "Drugs; Use and Abuse" to be telecast on the New Hampshire Network's Channels 11, 15, 49, and 52.

Aimed at junior and senior high school students, their parents and teachers, "Drugs; Use and Abuse" begins with a one-hour teacher's program April 9 at 3:30 p.m. which includes excerpts from the four student programs and evaluates the most effective means of

The Vogue

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Ad Hoc Committee To Study URI Policy

Appointment of a nine-member ad hoc committee to study University of Rhode Island policy with respect to employment interviews and to assay the University's placement service is recommended in a report given Dr. Warner A. Baum, URI president, by the ad hoc "working group" he named recently to evaluate interview methods and policy.

This committee was appointed by President Baum after interviews for the Dew Chemical Company were picketed on a two-day visit to the campus. Some students blocked the stairway in the placement office for two hours, preventing other students from being interviewed. The committee recommends that membership on the ad hoc committee be two faculty members, two administrators, four undergraduate students and one graduate student.

After reviewing the statement of philosophy and policy of the Office of Career Planning and Placement, and holding open hearings to get reactions to present policy

Winthrop's Experiment Final Schedule

Passed in faculty conference last spring and initiated on an experimental basis for one year, the following policy concerns the final examination schedule at Winthrop College:

"That the final examination schedule be eliminated and final examinations be optional with the professor.

"That the instructor in each class be urged to have at least four major items on which to base the student's final grade. He may require a combination of one hour tests, written reports, oral reports, or appropriate performances on projects.

"That the faculty be encouraged to spread the last major tests or projects so students will not have final tests in all their courses during the last week of classes. In those courses where it is possible, the last test should not cover the entire course.

"That the penalty for absence from class during the compulsory last two weeks of classes shall be the final grade of F in the course.

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THE STUDENT ART EXHIBIT is on at the Student Union

now through April 6. The exhibit was organized and set up by Steve Read, a sophomore art minor.



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The Monadnock

Vol. 1 No. 1

APRIL FOOL ISSUE



PHYSICAL PLANT IS HALTED



Admissions Speed Up

In response to a request registered by Dean of Admissions John Cunningham, the Board of Trustees has presented the admissions office with a machine to aid in the rolling admissions process.

About a month ago, Cunningham reported that his office was far behind in the projected admissions of new freshmen for next year which was to bring the student enrollment up to 1850.

Campus almost shutdown

It was learned today that KSC came close to closing indefinitely last week when the four man executive committee came to a deadlock in its decision making.

turn to empty the wastebaskets, Dean Pierce was appointed to fill in. Heated discussion came, when on last Wednesday, Pierce was scheduled for waste basket duty, and Mallat claimed it was "only right that the responsibility be turned over" to him since he had missed a turn the previous week.

office by student activists at the U of Nevada at Los Vegas. It is rumored that he locked himself in after students threatened to cut off his ears for selling indulgences, but this rumor has not been verified, although it is known that Zorn banked some 7,000 dollars last week and invested some 1,000 in stocks.

faithful bulldog sneaked in through the chimney and carried a message written on the back of budget report to the police.

News Menu At Commons

The KSC Dining Commons Committee has elected to make a major change in its weekly menu. Beginning this Friday, fortune cookies will be served with all meals.

Mr. Hellebrigg, manager of the Dining Commons has said that it will be difficult to serve peanut butter because it is messy. He added that Mr. Wels would probably not be willing to give his home work assignments via the cookies if the peanut butter is served because he is known to be partial to cream cheese.

KSC'S PIERCE MAKES FLICK

Keene State College will have a new claim to fame in Dean of Administration Edward F. Pierce.

The fun and frivolity is timed when "Smiley" and his "Disciples" close down the campus at the U of Nevada at Los Vegas and the National Guard is called in. You'll be rolling in the aisle when 15 bystanders get killed.

Pierce said that although this is his first role in a movie he feels "right at home in the role." He said that as a teenager he was a juvenile delinquent and at the age of five he began a long career of deriving small satisfaction from cheating at marbles.



HERE IT IS! YOUR VERY OWN PHOTO OF OUR VERY OWN Dean Pierce, as he appears in "Date with the Devil's Disciples".

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The rapid expansion of the KSC physical plant was brought to an abrupt halt for several hours last Thursday when the main line of communication was cut off.

Dean Mallat at the head of the physical plant said that his walky talky became inoperative when the little diodes and cathodes of the battery became clogged with peanut butter. Mr Mallat explained that it is essential to the operation of the highly delicate walky talky that the diodes and cathodes be kept clear of peanut butter.

A member of the maintenance crew, who was coincidentally given a terminal contract last Friday, told a reporter that he had often seen Mr. Mallat with peanut buttered toast stuffed in his coat pockets.

Mr. Hellebrigg, manager of the Dining Commons has said that it will be difficult to serve peanut butter because it is messy. He added that Mr. Wels would probably not be willing to give his home work assignments via the cookies if the peanut butter is served because he is known to be partial to cream cheese.

Dr. Felton said that he did not care what was served with the cookies because no one would do any better on his tests anyway. He said that the dining commons committee will only succeed in disrupting the scale, and pointed out that there is low probability for helping a student to understand the tests because they are drafted after the fashion of the National College Boards and are not meant to be understood.

Louie Louie
Wallefjah

Keddy Defends Co Eds

It was fortunate for Keene State College co-eds this week that the Dean of Women is on their side.

charges made in the letter and said that although "most colleges in the United States allow matriculation by both male and female students, there would be no such action allowed" as long as she is named an apology within 24 hours.



The Monadnock

VOL. 20, NO. 24

KEENE N.H. 03431

WEDNESDAY APRIL 9, 1969



VOTE ON FRIDAY YES OR NO

STUDENTS TO VOTE ON NEW SENATE CONSTITUTION

'Mother Courage' nears production

Bertolt Brecht's "Mother Courage," an unconventional staged and vivid indictment of war, will be presented for four nights next week by the Keene State College Theater under the direction of Mrs. Jacqueline M. Oberfrank.

Set against the backdrop of the Thirty Years War in Europe during the early 1600's, "Mother Courage" has been termed as "anti-heroic, anti-classical, anti-romantic worm's eye view of war."

WOMEN'S HOURS EXTENDED

Evening curfew for upper-class coeds at Keene State College will be extended one hour Sundays through Thursdays for the remainder of the Spring semester following approval by the Council for Women Students and the Dean of Women's Office.

For ten years students made their way across the Atlantic through A.E.S. Service to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe.

Semper Ubi Sub-ubi

Brecht, whose best known popular works "The Three-penny Opera," written with composer Kurt Weill, was playwrights during the 1930s and 1940s. His playwrighting was marked by two distinctions: unconventional staging and what has been termed his "alienation techniques."

General admission is \$1 for adults and 50 cents for students. KSC student admission is by ID card. Tickets may be purchased at the Student Union box office desk Main Street, from 10 a.m. to 11 a.m. and 1 p.m. to 3 p.m. through this Friday, April 4; from 6 p.m. to 8 p.m. on Saturday, April 5; and from 10 a.m. to 11 a.m. and 1 p.m. to 3 p.m. on Monday, Tuesday and Wednesday, April 7-9.

Michael Harrington, author of the Other America, outlined the needs and possibilities for a modern society before an audience of more than 300 persons at KSC Tuesday night, April 1.

Regarding the possibility for change through political means, Harrington said that the basic problem is one of "creating a new majority capable of solving these problems."

Summer Work in Europe

Job opportunities in Europe this summer. Work this summer in the forests of Austria, on farms in Germany, Sweden and Denmark, on road construction in Norway, in industries in France and Germany, in hotels in Switzerland.

Travel Group Starts Rolling

The travel group that has been started on campus by Dr. Harold Goder and others who went to Portugal last February will have its second meeting April 15 at 7 in the Science Center 101.



Mother Courage goes on stage next week at Drenan Auditorium.

Harrington Defines Needs

According to Harrington, the most pressing social need is that of adequate housing. He said that the Housing Act of 1968 does not even provide for as many units as the Housing Act of 1949.

He said that the liberal wing of the Democratic Party said Harrington. "I have been planting the radical banner all my life," he said, but he said it didn't work.



Those who did not attend the first meeting are welcome to attend. This group is not restricted to KSC students and faculty, but is open to their family and friends.

On Friday, April 11, KSC students will have a chance to vote for or against the Student Senate's proposed new constitution.

The most significant difference between the old and proposed constitutions is the structure of the senate. The senate now consists of the class presidents, and three men and three women from each class.

The office of vice-president would be split. There would be one vice president for student affairs and one for social affairs.

The voting will take place on Friday, April 11. The polling places will be the Student Union (9-11, 1-3) and the Commons (11-1).

Those who did not attend the first meeting are welcome to attend. This group is not restricted to KSC students and faculty, but is open to their family and friends.

Applications to join the Peterborough Education Association with which the travel group is affiliated may be obtained from either Dr. Goder or Drew Howard.

The membership fee is one dollar per year.

LETTERS

To the Editor:
Being fully aware of the risk one runs in attacking any single department of KSC I cautiously inquire what practical or logical grounds there are for the imposition of physical education requirements on students, not to imply that KSC needs logical grounds on any matter. I pose no radical solutions, (though would be delighted to hold a sign or sing a song in front of the new gym if anyone is more gutsy than I); I simply am forced to a position of rebelliousness against the oppressive frowns of semi-agile, U. S. Ked-clad officials who grin a nasty "wait till you try to get your diploma" at me while I patiently explain that I shall not compromise on this point, or participate in their "stop in the green zone" regimentation. Many an athlete's foot lies latent in that preventative I am sure!

As a freshman, I was vehement but quietly resentful being only too thankful that the utter shame of exposing my flat little chest to 30 or 40 buxom young beauties was over. KSC offers one, at least, the privacy to don one's skivvies where one pleases.

As a sophomore, I became, in all things, more boisterous and redundant in vain. I did my share of squawking. There is no escape! Phys-Ed people are latent masochists. So, heading now toward my junior year, I am nervously negative. I think they will soon close in -- stuff ping pong balls in my nostrils and smother me. In

resort, I turn to intellectual justification for their position and plead for any rational reason, (that domain which I originally enrolled to explore), why I am forced to expand myself in an area in which my flesh refuses to expand. I predicate my con argument on two points: first that my body does not lie to me. When I drink too much, I vomit. It knows all right, I vomit. It does not like to pant or sweat. If it were good for it, it would not rebel; second, I am no 200 pound lazy slob. There is no sport I do not enjoy. I am in complete appreciation of the athletic art. But, let's face it, why should I feel bad? Can you write a poem, Mr. King? I'll "your bag", Sir, with ping pong balls if you must. Mine is a book bag. The simple truth, people, (which I now use as a "dig" being fully aware that my arguments are lacking substance for some reason), is that there might indeed be a rapid depletion of enrollment in Physical Education courses if it were not a required subject. And, after all, we have just blown the budget on a new gym and all. But that, as they say, is not my "hang-up".

Please, in the name of Jack LaLane, leave my frail little poetic body the hell alone. Stop waiting for the kill and let me graduate and be a fine English teacher still being unable to bowl. If not, then I inquire how soon the Home Economic requirements will go into effect.

International Club To Start

Mrs. Kitty Sonnenshein plans to continue the work she started with exchange students with an 'International Club'. Students here entertained and then in turn were entertained by the students of the School of International Training.

Mrs. Sonnenshein hopes that the 'International Club' will provide more opportunities for meeting students from other countries. She had planned a meeting for Thursday at 7 p.m. in the Library Conference room, and invites all interested students to attend. She also asks that students who are interested, but can't attend the meeting, leave their names at the Union Desk, in care of her.

Class President Robert Anderson was reimbursed \$50 for the traveling expenses of Dr. Earl Reynolds lecturer of Southeast Asia and out commitment in Vietnam. The sophomore class sponsored this lecture and film presentation last January.

Tri-Beta Booksale

The Tri-Beta Biology Club will hold its annual booksale April 16 in the Library conference room from 9 am to 4 pm. The purpose of the sale is to raise money for scholarships for promising biology students. The prices of the books will be very reasonable and anyone wishing to donate books are requested to contact Dr. Goder or a biology club member.

The Brotherhood will donate money, shortly, to the Ed Olson scholarship fund



Large College Can "Drown The Student"

Montpelier, Vt. -- The public small college has almost completely disappeared, according to Professor Robert S. Babcock of Vermont's State Colleges. In this report on Castleton, Johnson and Lyndon State Colleges, Dr. Babcock says that "there are now 18 state colleges in California, whose beginnings were not unlike those in Vermont, with enrollments of around 20,000 and with gargantuan aspirations."

Excerpts of the report: "The Creation of three Swarthmores," reprinted from the American Oxonian follow: In order to transform three former small state colleges into Swarthmore, it is first necessary to believe that such a thing is vastly important. Preserving, or creating, a Swarthmore (or a Reed, or a Kenyon or a Middlebury) in the face of this pressure of numbers is difficult, to say the least, but it becomes almost impossible in the face of other pressures from within academia.

The chief roadblocks to the preservation of the genuine liberal arts environment comes from inside the establishment. The largest of research funds, at first principally from the private foundation, but massively augmented by federal funds in the post-Sputnik era, mostly in the laboratory sciences, has been too great for any university to resist. Nor can one blame them, being starved for funds. But these funds are never "free;" they must be in part matched, at the inevitable expense of the less favored disciplines. By their very existence they place a distortion in the curriculum, which even the strongest president, or dean, cannot resist, whatever his own educational philosophy.

Such sophisticated research can only be undertaken in places where there are a large number of graduate students pursuing the doctorate. An eminent professor cannot do research and still teach a full load. He needs his assistants as teachers and as aids in his laboratory.

You cannot justify elaborate laboratories and highly expensive equipment with out Ph.D. programs and a large number of graduate students. You cannot pay for them without a large number of undergraduate students, majoring in these disciplines. Thus the rush of numbers came at exactly the time they were most needed and most justified.

Under the pressure of research and the pressure of numbers, who suffers? The undergraduate who has not yet chosen his vocation, and the teacher. The brilliant teacher, absent-minded and

obsessed, whose concern was for his students, has been pushed aside. The rewards of academia often go not to the classroom teacher but to the wheeler-dealer who can get the most grants and, to repeat those grants, publish an ever-flowing number of monographs in learned journals.

Now the loyalty of many a professor is not to his institution but to his discipline; he sheds teaching for research -- no matter what kind -- for that is where the reward lies; he moves from college to college, bringing his grants with him, for the lure of higher salaries and a lower teaching load, for increasing time spent in the laboratory instead of the classroom.

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Your Final Exam Schedule Compliments Of The Shed

COURSE NO.	TITLE	INSTRUCTOR	ROOM
Monday, May 19, 1969 -- 9:00-11:00 A. M.			
Bio 102 B	General Zoology	Goder	S 102
Bio 106 A,B	General Biology II	Gianferrari	P. Aud.
Ed 410	Educational Evaluation		
Sec A	" "	Blacketor	M 74
Sec B,E	" "	Idiculla	M 73
Sec C,D	" "	Lovering	M 78
PhysSci 162	Physical Science		
Sec A,C,E,H	" "	Nickas	S 101
Sec B,F,I	" "	Kenney	M 71-2
Sec D,G	" "	Glovannange11	Bu 219
Sec J	" "	Larracey(Quirk)	S 305
IE 110	Electronics	Greer	T 12

Monday, May 19, 1969 -- 12:30-2:30 P. M.			
Econ 356	History of Economic Thought	Hayn	S 125
Eng 104 C	Backgrounds of Literature	Aldrich	M 78
Eng 203 B	Patterns of Fiction	Zanes	M 86
Eng 311	Shakespeare	Crayson	M 81
Eng 352	American Lit: 1865-1920	Cunningham	M 71-2
Span 302	Advanced Spanish	Park	S 127
Geog 318	Geomorphology	Hobart	S 109
Hist 254 C	Recent U.S., 1918 to Present	Wiseman	S 211
Hist 392	East Asia: China & Japan	Sherman	S 101
Math 314 B	College Geometry	Mack	S 121
Geol 232 B	Historical Geology	Layman	S 209
Geol 318	Geomorphology	Hobart	S 109
Phys 242 A	General Physics II	Quirk	S 305
Sec B	" "	Kenney	S 317
Psych 201 D	General Psychology	Jenkins	S 213
Soc 242	Social Problems	Felton	S 102
IE 405	General Metals	Tisdale	Bu 109
HE 202	Food Preparation	Chickering	B1

Monday, May 19, 1969 -- 3:00-5:00 P. M.			
Ed 405	The Exceptional Child	Shepherd	M 86
Eng 242	Technical Writing	Lyle	M 81
Eng 333	Neo-Classical Literature	Antrim	P 1
Eng 375	Modern & Contemporary Poetry	Battenfeld	M 78
Fr 402	Adv. Conversation & Reading	Svoboda	S 129
Ger 302	Advanced German	Batchelder.	S 127
Span 102 A	Elementary Spanish	Park	S 117
Hist 251 B	Amer. Colonies & Revolution	Wheelock	S 213
Hist 254 B	Recent U.S., 1918 to Present	Keller	S 211
Hist 324	Europe Since 1918	Granquist	S 115
Math 311	Linear Algebra	Riley	S 119
Math 352	Advanced Calculus II	Tourgee	S 121
Mus 103 A,B,C	Fundamentals of Music	Bird	P. Aud.
Phil 204 A	Introduction to Philosophy	Hornbeck	S 125
PE 304	Prev. & Care of Ath. Injuries	King	G
Chem 222 B	Organic Chemistry	Neil	S 317
Psych 313	Physiological Psychology	Brown	S 209

Tuesday, May 20, 1969 -- 9:00-11:00 A. M.			
Ed 303	Principles of Education	McMahan	M 74
Sec A,D	" "	Congdon	M 71-2
Sec B,C	" "		
Geog 104	Physical Geography	White	S 101
Sec A,D,F	" "	Hobart	S 102
Sec B,C,H	" "	Havill	P. Aud.
Sec E,G	" "	Tisdale	T 12
IE 130	General Metals	Aldrich	Bu 219
IE 150	Machine Shop I	Aldrich	Bu 219
IE 204 A,B	Machine Shop IV		

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Tuesday, May 20, 1969 -- 1:00-3:00 P. M.

Bio 283	Comparative Anatomy	Goder	S 307
Ed 201	Human Growth & Development	Cunningham	Bu 221
Ed 378 B	Foundations of Reading	Saltz	M 84
Ed 403 B	Audio-Visual Instruction	Lovering	P 9
Eng 212	Advanced Journalism	Lyle	M 74
Eng 304 A	Descriptive Grammar	Fosher	M 78
Eng 336	20th Century British Literature	Aldrich	S 129
Fr 102 A	Elementary French	Havill	S 109
Geog 306	Geography of Asia	Wiseman	S 211
Hist 122 A	Hist. United States Since 1865	Wheeler	S 125
Hist 251 A	American Colonies & Revolution	Casey	P. Aud.
Hist 334	Soviet Russia: 1917 to Present	Taylor	Bu 214-
IE 308 A,B	Graphic Arts		219
Math 314 A	College Geometry	Mack	S 121
Phil 251	Ethics	Hornbeck	S 209
PE 402W	School-Community Recreation	MacMillan	G
PE 403 B	Health in Public Schools	King	G
PE 405W	Coaching Team & Individual Sprts.	Richardson	G
Chem 122	General Chemistry II	Neil	S 317
Geol 332	Petrology	Layman	S 203
Psych 202	Development Psychology	Thompson	S 213
Soc 201 A	Introductory Sociology	Felton	S 102

Wednesday, May 21, 1969 -- 9:00-11:00 A. M.

Eng 102	Literature & Composition	Jones	M 88
Sec A,G	"	Cunningham	M 86
Sec B,J	"	Antrim	S 102
Sec C,F	"	Zanes	S 101
Sec D,I	"	Battenfeld	M 71-2
Sec E,R	"	Aldrich	M 70
Sec H,Q	"	Grayson	P. Aud.
Sec K	"	Rieth	Bu 219
Sec L,N	"	Keddy	M 74
Sec M	"	Fosher	M 78
Sec O	"	Batchelder	S 125
Sec P	"		
Eng 206	Survey of British Literature	Grayson	P. Aud.
Sec A,B	"	Antrim	S 102
Sec C	"	Zanes	S 101
Sec D	"		
HE 402	Adv. Textiles & Clothing Const.	Eaves	B1

Wednesday, May 21, 1969 -- 12:30-2:30 P. M.

Bio 102 A	General Zoology	Gregory	S 101
Ed 378 A	Foundations of Reading	Saltz	M 84
Ed 403 A	Audio-Visual Instruction	Lovering	P 9
Eng 104 A	Backgrounds of Literature	Lyle	M 73
Eng 203 A	Patterns of Fiction	Rieth	M 88
Hist 254 A	Recent U.S., 1918 to Present	Keller	S 211
Math 152 A	Calculus II	Riley	S 121
Mus 110	Music Theory I	Goder	M 70
PE 152W	Skills & Techniques II	Irvine	G
PE 152M	"	Theulen	G
PE 403 A	Health in Public Schools	MacMillan	G
Astr 332	Astronomy	Giovannangeli	S 201
Phys 341	Optics & Acoustics	Quirk	S 317
Psych 201 A	General Psychology	Brown	S 209
Psych 421	Psychology of Learning	Jenkins	S 213
PolSci 112 A	American Government	Stauffer	S 125
Span 102 B	Elementary Spanish	Park	S 117
Hist 122 C	Hist. United States Since 1865	Wiseman	S 305
Hist 336	Modern Germany	Leinster	S 115
Math 310	History of Mathematics	Mack	S 127

Wednesday, May 21, 1969 -- 3:00-5:00 P. M.

Art 103	Introduction to Art	Weis	S 101
Sec A	"	Lourie	Bu 219
Sec B,C	"	Oberfrank	M 88
DA 205 A	Fundamentals of Speech	Cunningham	M 71-2
Eng 454	Seminar: Fitzgerald, Faulkner	Tourgee	S 119
Math 301	Computer Mathematics	Irvine	G
PE 254W	Skills & Techniques IV	King	G
PE 356W	"	Doble	Bu 115
IE 302	Power Mechanics III	Eaves	B1
HE 102	Basic Clothing Construction	Chickering	P 1
HE 304	Nutrition	Pardus	P. Aud.
Mus 104 A,B	History & Literature of Music		



OTHER EXAMINATIONS

Courses which are cross-listed with the Keene State College Late Afternoon and Evening Program will have final examinations scheduled during the last session of each class. Included in this listing are:

Teaching Home Economics	333
Industrial Education	354
Foreign Languages	357
English Secondary School	360
Mathematics	361
Science	362
Social Studies	363
Children's Literature	307
American Historiography	411
Semiconductor Physics	105

Thursday, May 22, 1969 -- 9:00-11:00 A. M.

Bio 355	General Endocrinology	Gianferrari	S 307
DA 205 B	Fundamentals of Speech	Oberfrank	M 82
Econ 101	Principles of Economics	Hayn	S 102
Eng 334	English Romantics	Keddy	M 74
Geog 314	Economic Geography	White	S 109
Ger 102	Elementary German	Batchelder	S 125
Hist 252 A	U.S. Constitution to Civil War	Smart	S 101
Hist 302	Roman History	Harvey	M 88
Hist 401	Mexico & the Caribbean	Casey	S 119
IE 160	Power Mechanics I	Doble	Bu 221
IE 170	Woodworking	Andrews	T 12
IE 304	Electronics	Greer	Bu 219
Math 152 B	Calculus II	Riley	S 121
PE 102	Motor Anatomy	King	G
Psych 201 B	General Psychology	Brown	S 209
Psych 324	Social Psychology	Jenkins	S 305
Ed 356	Tchg. Music in Secondary School	Pardus	M 70

Thursday, May 22, 1969 -- 1:00-3:00 P. M.

SpEd 302	Educating Mentally Handicapped	Shepherd	H 16
Eng 104 B	Backgrounds of Literature	Lyle	M 73
Eng 222	Creative Writing	Keddy	M 74
Eng 353	American Lit: 1920-Present	Battenfeld	M 71-2
Span 202	Intermediate Spanish	Park	S 127
HE 301	Family & Personal Finance	Chickering	B1
Hist 253 A	U.S. Civil War to World War I	Keller	S 102
Hist 311	Old Regimes Europe From 1600-1788	Granquist	S 115
Hist 361	American Westward Expansion	Wheeler	S 101
Math 152 C	Calculus II	Regopoulos	S 121
Math 313	Mathematical Probability	Mack	S 119
Phil 320	American Philosophy	Hornbeck	S 209
PE 204M	Introduction to Coaching	Theulen	G
Chem 222 A	Organic Chemistry	Neil	S 317
Geol 232 A	Historical Geology	Layman	S 305
Psych 341	Behavior & Personality Disorders	Thompson	S 213
PolSci 112 B	American Government	Stauffer	S 125
Anth 302	Cultural Anthropology	Havill	S 109
TE 182	Electricity Electronics II	Greer	T 12
Ed 369	Teaching Phys. Ed. Sec. School	King	G

Friday, May 23, 1969 -- 9:00-11:00 A. M.

Ed 202	Educational Psychology		
Sec A,B	"	Shepherd	M 71-2
Sec C,E	"	Blacketer	P. Aud.
Sec D,H	"	Idiculla	M 70
Sec F,G	"	Thompson	Bu 219-
			221
Ed 376 A,B	Methods & Materials Elem. Ed.	Staff	M 86-
			87
Ed 377 A,B	"	Staff	M 81-
			82
Math 102	Fundamentals of Mathematics		
Sec A,C,E	"	Mosley	S 101
Sec B,D	"	Peters	S 102
Math 106	Algebra & Trigonometry		
Sec A,C	"	Regopoulos	S 101
Sec B,D	"	Tourgee	S 102

Friday, May 23, 1969 -- 12:30-2:30 P. M.

Hist 106	Western Civilization Since 1715		
Sec A,C	"	Granquist	Bu 219
Sec B,G,J	"	Harvey	P. Aud.
Sec D,H,K	"	Leinster	S 102
Sec E,F,M	"	Sherman	M 71-2
Sec I,L	"	Casey	S 101
Hist 122 B	Hist. United States Since 1865	Keller	S 211
Eng 351	American Lit: Colonial to 1865	Jones	M 88

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Friday, May 23, 1969 -- 3:00-5:00 P. M.

Art 204	History of Art	Weis	Ru 219
Bio 256	Plant Anatomy	Gregory	S 307
DA 205 C	Fundamentals of Speech	Oberfrank	P. Aud.
Econ 307	Labor Economics	Hayn	S 125
Eng 243	Great Ideas & Literature	Jones	M 88
Eng 304 B	Descriptive Grammar	Fosher	M 74
Fr 102 B	Elementary French	Svoboda	S 129
Ger 202	Intermediate German	Batchelder	S 127
Hist 253 B	U.S. Civil War to World War I	Smart	S 211
Hist 362	Amer. Soc. & Intellectual Hist.	Wiseman	S 101
Math 108	Probability & Statistics II	Mosley	S 119
Math 151	Calculus I	Regopoulos	S 121
PE 306W	Org. & Adm. of Physical Education	MacMillan	G
Phys 243	General Physics III	Quirk	S 317
Psych 201 C	General Psychology	Jenkins	S 213
Soc 201 B	Introductory Sociology	Felton	S 102
HE 407	Home Management Theory	Eaves	Bl

Saturday, May 24, 1969 -- 9:00-11:00 A. M.

Fr 202	Intermediate French	Svoboda	S 129
Hist 252 B	U.S. Constitution to Civil War	Smart	S 305
Math 421	Set Theory	Riley	S 121
Mus 210	Music Theory II	Goder	M 70
Phil 204 B	Introduction to Philosophy	Hornbeck	S 125
PE 202W	Theory of Dance	Richardson	G
IE 206	Graphic Arts		
Sec A	" "	Doble	Bu 219
Sec B	" "	Taylor	Bu 219
IE 140	" "	Taylor	Bu 219
HE 204	Child Development	Chickering	Bl

Saturday, May 24, 1969 -- 1:00-3:00 P. M.

Psych 302	Experimental Psychology	Brown	S 207
PolSci 213	State & Local Government	Stauffer	S 211
PolSci 304	International Relations	Stauffer	S 211
Soc 492	Seminar in Student Values	Felton	S 213

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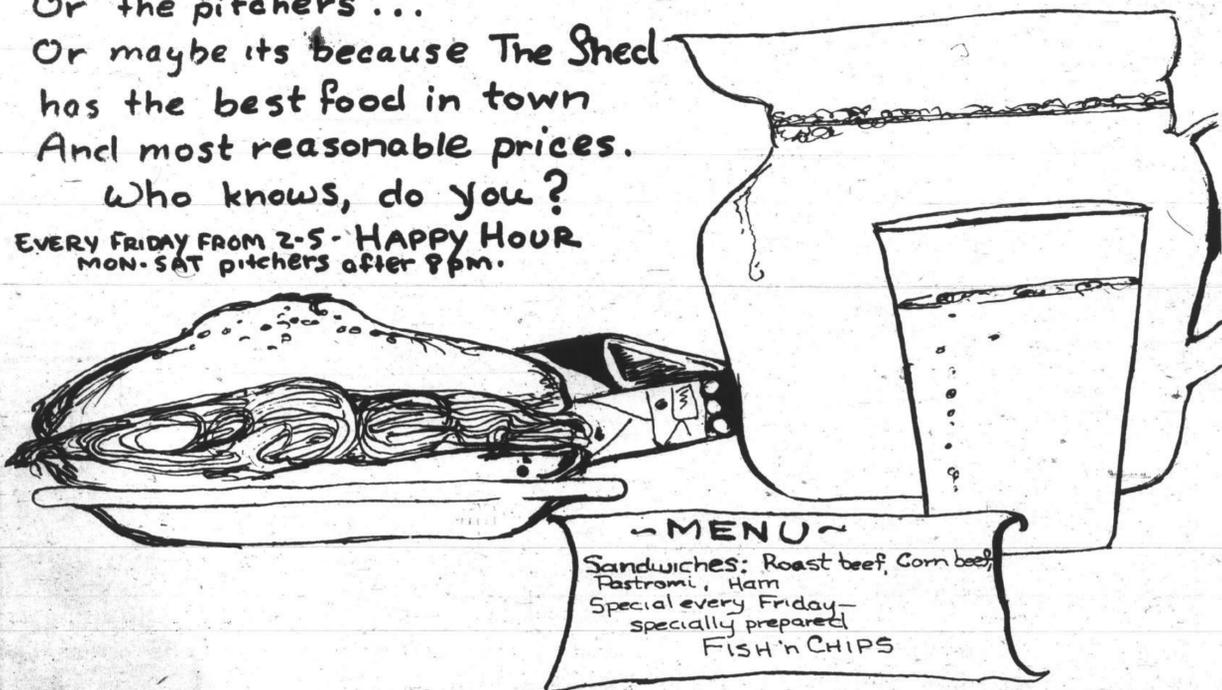
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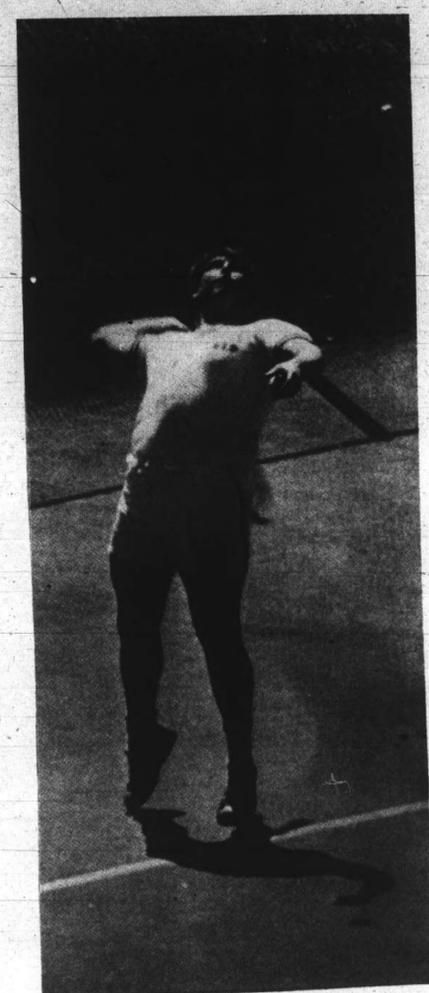
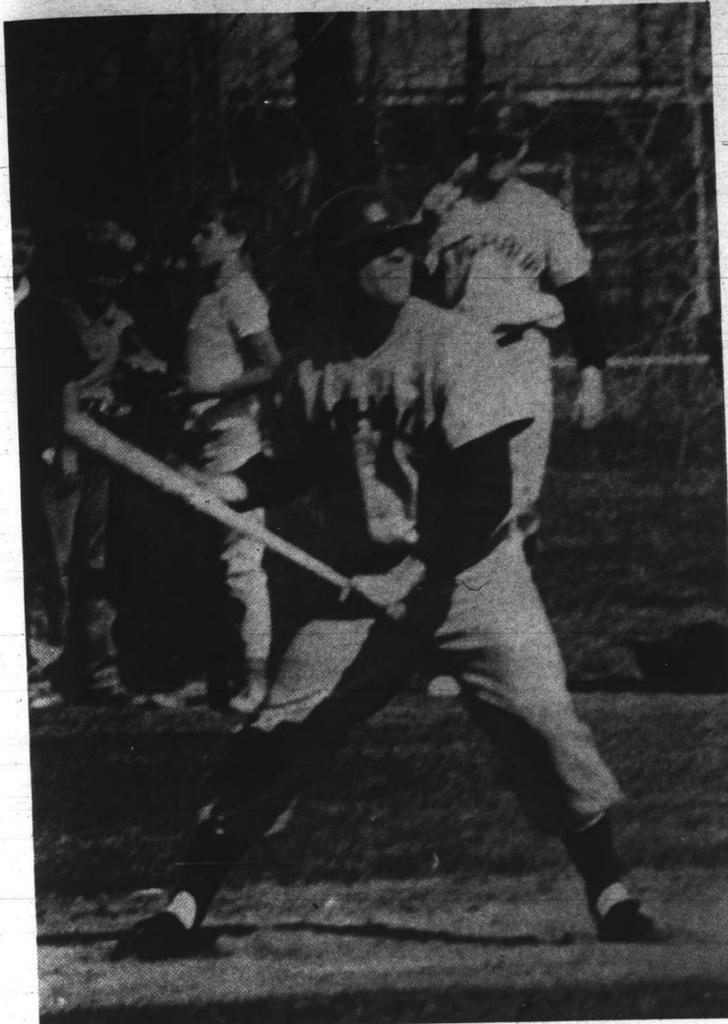
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Spring Sports Schedule

BASEBALL

Sat., April 19	Salem (Double Header)	Away
Tues., April 22	Lowell	Away
Thurs., April 24	Worcester	Away
Sat., April 26	Lyndon (Double Header)	Away
Mon., April 28	Plymouth (Double Header)	Home
Wed., April 30	Fitchburg	Home
Sat., May 3	Johnson	Away
Mon., May 5	North Adams	Home
Thurs., May 8	Westfield	Home
Fri., May 9	Lowell	Home
Sat., May 10	Eastern Conn. (Double Header)	Home
Mon., May 12	Worcester	Home
Wed., May 14	North Adams	Away
Sat., May 17	Gorham (Double Header)	Home

GOLF

Thurs., April 17	At Eastern Conn. with Westfield	Away
Tues., April 22	At Lowell with Johnson	Away
Tues., April 29	Gorham	Away
Thurs., May 1	At Plymouth with Gorham	Away
Sat., May 3	At Johnson	Home
Tues., May 6	Plymouth	Home
Wed., May 7	New England	Home
Fri., May 9	Lowell	Home
Mon., May 12	North Adams	Away
Thurs., May 15	Castleton & Salem	Home

TENNIS

Fri., April 18	Worcester	Home
Sat., April 19	St. Anselm's	Away
Mon., April 21	Plymouth	Away
Tues., April 22	Rhode Island	Home
Thurs., April 24	Fitchburg	Away
Sat., April 26	Gorham	Away
Wed., April 30	Fitchburg Conference Tournament at	Home
Fri., Sat., May 2 & 3	Plymouth	Home
Tues., May 6	Westfield	Away
Thurs., May 8	Plymouth	Home
Sat., May 10	Alumni	Home
Wed., May 14	Rhode Island	Away
Sat., May 17	Gorham	Home

TRACK

Wed., April 23	At Fitchburg with Lyndon and Worcester
Sat., April 26	At Lyndon
Sat., May 3	At Plymouth with St. Francis
Sat., May 10	At Boston - Conference Meet
Thurs., May 15	At Castleton with R.I.C.

Spring Track

About twenty athletes are going through the agony of getting into shape as the KSC Varsity Track Team gets ready for its first season. With thirteen veterans of high school competition reporting, chances for a successful season look good. Maurice Collins, whose 1968 cross country team placed high in the conference meet, will be coaching. All of the meets will be away, but a practice meet will be held on April 10 at Monad-

nock Regional High with Keene High and Monadnock. A meeting will be held on April 17 to announce transportation, practices, equipment, and meets. The time is 7 in the STA 102. Anybody who would like to be on the team should be there. Any further questions should be referred to Rick Martin in 214 Huntress or Mark Malkowski in 328 Huntress.

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KEENE N.H. 03431

WEDNESDAY APRIL 16, 1969

Report on Campus Unrest

Pittsburgh, Pa. -- The following report, released by Chatham College, concerns a two-day meeting last June for the purpose of discussing current campus unrest. Chatham, assisted by a sponsoring grant from the Loyalhanna Foundation, called together a group of 22 college and university presidents, faculty members, educational association executives, representative students, college psychiatrists and foundation officers.

Highlights of the conference: Few assumptions are shared among faculty and students as to what general education for a mass society comprises or ought to comprise. Most students want an education but they don't know what it means.

The great majority of students manage to get along in the university by adapting themselves to the expectations of the situation in which they find themselves.

The psychological style of gradual readjustment may render them far less able to change when the circumstances of their environment are altered suddenly or drastically.

Most students find companionship in their activity. As one student participant in the conference remarked, "Such events and activities provide a strong sense of community that is lacking on the campus. If you are somehow in the middle of an underground movement that may be overthrowing the university, or whatever it may be up to, you are bound together by common cause in a way never before experienced."

Another participant observed that rioters, such as those at Columbia, meet regularly and with satisfaction for reasons and in order to talk over "old times."

The idea of academic community has seldom been applied to students with the same conviction which encompasses faculty. Today's students do want, however, a more recognizable form of membership in the academic community on their own campuses and in higher education across the nation. They seek a personalized role in the academic process. They want a central part in exercising some measure of control over their own destiny. They want

to feel that they are genuinely represented by their participation not just in the way policies are carried out but in basic discussions. Faculty members and administrators often are misled by the rhetoric of student demands. Thus it frequently is impossible for them to hear the substance of what is basically a plea.

For example, the constant student demand for relevance seems to require greater change than many of the students actually are seeking. A student participant observed that "the student wants a different kind of learning situation which will help him to read, write and think. It is not Plato which is irrelevant, but the manner and method by which Plato is taught."

A potential for constructive change exists within our often-antiquated universities. But it requires a creative, active attempt not to defend against demands but to understand what is being asked and to be willing to modify.

In essence, the university must "cooperate" with the "confrontation" so that students will feel a genuine

sense of community in their own education. What they learn is often determined by how they learn.

While each campus confrontation remains different from every one which has gone before, the once-phenomenon of confrontation is now an almost accepted part of university life. College and university administrators, faculty members, trustees, alumni and friends must accept controversy as a normal pattern henceforth.

It remains the duty of the university to inform its students and constituency what type of activity will be permitted and what will not. The outer limits of freedom can and must be defined.

The university has a responsibility to share with the public not only the situation but the history of the situation. Thus a situation should not be revealed only when it has reached extreme proportions if universities expect public understanding and support.

Turning to police power to solve campus demonstrations involve much more than most people realize. Prior discussion is highly advisable regarding the

merits and demerits of the use of police power. A responsible officer who summons the police and works with them should be identified from the start.

Balance on police is not a step to be taken without care and thought. Once legal force is summoned, the tactic is no longer one of the university's choosing. By definition, the police must win; no method of enforcement ultimately is beyond their use.

The typical student attitude toward confrontation and force was defined by one student participant in the conference. "Why can't you use confrontation and force as a way of breaking down the bureaucratization of academic life? In other words, why can't you use it as a way of helping to create the sense of community so that it is the community that makes the decision? That decision ultimately may exercise sanctions against the minority. That community ultimately may decide it wants the privileges that go with the sanctuary of the campus."

Concert Lecture Presents Dance Company

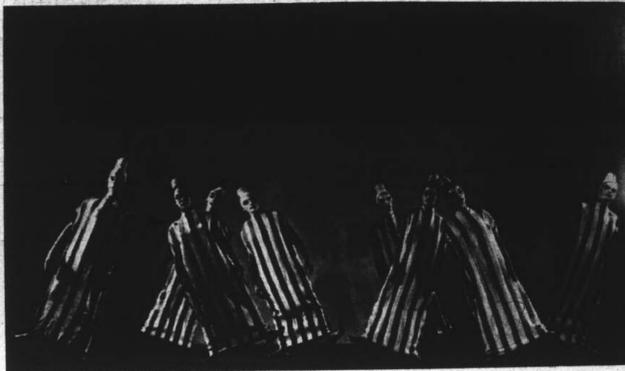
Among Alwin Nikolais' unique contributions to dance is the continuous, multi-media, abstract theatre work he has evolved. In developing this form he is giving America a new theatre. For some 20 years he has been an innovative force, in mixing media to create a total theatre, and the result is drama that engages the sensory experiences of the spectator. Nikolais' theatre is one of dynamics, where dramatic meaning is found in form. He builds drama through moulding abstractions of sound, time, shape, color light and motion. All these elements placed in co-equal interaction on the stage are the script and the actors. The choreography is nonlinear in structure, so that

instead of telling a narrative the dance work makes a poetically direct, sentient communication.

Nikolais' choreographies of abstract elements were first seen in dance solos and short pieces employing small groups. But after he developed his company and school at the Henry Street Playhouse in New York City he began constructing the lengthy works requiring large casts and complex, futuristic technical resources, which have attracted so much interest and acclaim.

Spectators who reach the playhouse during seasons, or who see the Nikolais Company on tour or television discover that the drama danced doesn't ask for liberal explanation. Instead, the

dance images invoke a re-creation of associative interpretation, quite personal but perhaps freshly perceptive, from the spectator, as if he were involved in a highly fluid Rorschach test. This form of drama is having a telling effect on communication arts apart from the modern dance. Nikolais' sentient, abstract works can now be seen as directly influencing American ballet, the musical comedy, the new crop of American dramatists, and lighting, staging, and directorial techniques in theatre and television, and his costuming ideas and stylized makeup have indelibly influenced the world of high fashion.



The Alwin Nikolais Dance Company will appear here Tuesday, April 15, at 8:30 in the Keene Junior High Auditorium as part of the Concert and Lecture program of KSC.

Monadnock Quiz

QUESTION: How many men have died in Vietnam since 1963?

Cunningham Named Danforth Associate

Dr. Richard E. Cunningham, associate professor of English at Keene State College, has been selected by the Danforth Foundation as a Danforth Associate for a two-year term.

The Danforth Associate program, which includes 2,100 persons at some 700 colleges and universities throughout the United States is an effort by the foundation "to recognize and encourage good teaching and to assist in personalizing the educational program."

The program states its aim as placing "an emphasis on the role of the teacher-scholar who has a strong concern for students as persons, who has competence in his discipline,

who is a man of faith and who has an awareness of the relevance of that faith in the problems of our age."

Appointment generally is restricted to persons who "carry major responsibility in the classroom" and who are not concerned primarily in research or administration. An annual gift of \$125 is provided to carry out the aims of the program. In addition, a \$100 book fund is provided annually.

Dr. Cunningham, a graduate of Notre Dame, earned his Ph. D. from the University of Illinois in 1967. He joined the faculty of Keene State College in 1967.

KSC Prof Published

John P. Zanes, English professor at KSC has published several poems in American and Canadian journals this year.

He recently published 7 poems in the "Fiddlehead," one of Canada's oldest and most distinguished literary journals.

He also has a poem in the Winter issue of "The Canadian Author and Bookman, and Canadian Poetry."

A chapbook of his work is to be published in May by New Brunswick Chapbook, consisting of some 20 poems, and he will have a poem in the next issue of the "Washington and Jefferson Lit-

erary Journal."

Mr. Zanes also contributed two pieces to the last issue of KSC's "Journal."

Mr. Zanes was an assistant professor of English at the University of New Brunswick for three years and also taught two years at the University of Texas, where he is currently a Ph.D. candidate.

He was asked by the University of New Brunswick to read some of his poetry at their Encenia Ceremony this spring. The Encenia is the University's graduation.



YOU CALL THIS NEWSPAPER WORK?

Students to voice opinion on University's policies



The New York Pro Musica will be here on Thursday April 17 in the Mill purpose room of the new Student Union.

The inter-school conference on student leadership between Plymouth, UNH and Keene is scheduled for this weekend.

The first session will begin in the Waltz Lecture Hall at 10 a.m. Saturday morning, and following a lunch break, an afternoon meeting will go from 1:30 to 4:30.

Saturday evening the representatives from each school will break into groups of about six to go to various homes of faculty members for informal discussions.

On Sunday, each delegation will briefly explain the structure of student government at their school and what the student goals for the year have been. They will also discuss plans for the coming year.

A Sunday afternoon session will include discussion on

Student involvement in curriculum development

Student parietal program and curfew hours.

The crisis with the Legislative budget.

Student militancy, and student power.

The group will also discuss the possibilities of holding a similar conference each year.

Students who have agreed to attend are student senate president Don Nelson, senate vice president, Frank L'Hommedieu; Steve Skibkowski, Sumner Harris, Marilyn Tress, Dana Sullivan, Gail Capel, Paul Lapolosky and Don Therrien.

Social Council Elect Officers

In accordance with the revised Social Council constitution which calls for early election of officers, the Social Council on Monday, April 7, elected a new slate of officers.

This is to allow the new officers to gain some experience before taking full responsibilities of their

responsibilities of their office.

The newly elected officers are as follows: President, Joe DeStefano; Vice-president, Carol Oleksiw; Secretary, Judy McKinley; Treasurer, Marsha Gessner; Budget Committee, Rick Dimico and Rosalynn Santocroce; and Parliamentarian, Mike Levesque.

Cont. p 2

Bill Aims At Reducing Teacher Strikes

Washington, D.C. -- A federal bill requiring negotiation between school boards and organizations representing public school teachers will be introduced in Congress soon, the National Education Association announced today.

If enacted, the legislation would represent the first

would represent the first full-scale effort by the federal government to regulate employment relationships

between state and local governments and their employees.

The bill would directly affect nearly two million teachers and other professional staff and more than one hundred thousand school board members. It would have potential impact on schools enrolling about 50 million students.

Federal regulation of this type is desperately needed, according to Sam M. Lam-

bert, NEA executive secretary.

"Although some states have provided fairly adequate procedures for regulating teacher-school board relations, many have refused to grant teachers even the basic rights that most other employees in the country have had for years," Dr. Lambert declared. The result, he added, is an "almost chaotic diversity among various parts of the country."

The statute, structurally similar to the National Labor Relations Act, would open a wide scope of matters to teacher-school board negotiation. These could include not only teacher salaries and working conditions but also "virtually everything of importance to teachers," Dr. Lambert said.

An increasing number of state and local negotiation agreements now cover such areas as class size, teacher load, teacher assignment,

recruiting, selection of textbooks, and use of teacher aides.

The bill would legalize teacher strikes only under restricted circumstances. Courts could issue restraining orders or injunctions if the striking teacher organization had jumped the gun and failed to use the law's entire impasse procedure.

The strike posed a "clear and present danger to the public health or safety," or the striking group was not the official teachers' representative in the particular school system.

Robert Chanin, NEA's chief counsel for school-board professional staff relations asserted that the legislation is designed to reduce not increase - the incidence of teacher strikes.

"In our experience," Mr. Chanin said, "teachers are not strike-happy. An examination of the relatively few teacher strikes that have oc-

NHEA Exec Resigns

The New Hampshire Education Association's executive board announced today that it "has accepted with regret" the resignation of executive secretary Robert G. Lewis. Chief executive officer of the 7,000 member NHEA since 1956, Lewis tendered his resignation effective July 1, 1969.

The formal statement issued by the NHEA reads, "The NHEA executive board announced that it has accepted with regret the resignation of our executive secretary, Robert G. Lewis. His decision to relinquish this position was based solely on matters of family concern and health. He has asked for the resignation to be effective as of July 1 when he will have completed 13 years of continuous service to the association. This request has been honored

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NHEA Exec Conf. pl

by the executive board. "The board expresses its sincere appreciation for the long and devoted service rendered to the teaching profession in New Hampshire by Bob Lewis. He will be missed by us all."

Lewis assumed his responsibilities with the NHEA in 1956 following five years as superintendent of the Cathedral of the Pines, the international shrine in Rindge, N.H. He is a graduate of Dartmouth College where he served for a time as coach of freshman soccer and intra-mural boxing. He began his career in education as teacher of Latin and coach of boys' sports in The Morgan School, Clinton, Connecticut. Since then he has had a varied experience in administration and personnel management, not only in education but in business.

Lewis has been a member of the New Hampshire Fulbright Scholars Committee, and is a co-founder and former secretary of the Joint Committee on the Needs of Education. He served with the Advisory Council for Development of Management Courses in the UNH Extension Division, and is now a member of the Council for Teacher Education. On three occasions he has been appointed to the Governor's Committee for the United Nations and to the steering committee for the Governor's Committee for the United Nations and to the steering committee for the Governors Conference on Education. Lewis was a member of the steering committee and a director of the Citizens' Council for a Better New Hampshire, a member of the Evaluating Committee for the State Department of Education, and served as a delegate to the 1968 Republican State Convention. He is now on the executive committee and board of directors of ACTION for a Better New Hampshire.

Lewis is clerk of the Council of New England Education Associations, Inc., a director of the National Council of State Education Associations, and a director of the Horace Mann Insurance Group. He is a Life Member of the National Education Association and a long time member of the Concord Rotary Club.

While residing with his family in Concord during his years with the NHEA, he and his wife plan to move to Arizona.

MAKE-UP COURSES
 ANY STUDENT MAKING UP A COURSE THIS SEMESTER NOTIFY THE REGISTRAR BEFORE FRIDAY APRIL 25



LETTERS STATEMENT ON CAMPUS DISORDERS

AMERICAN CIVIL LIBERTIES UNION

To the Editor:
 I would like to reply to the letter you printed in your Wednesday, April 9, 1969 edition of the Monadnock under "Letters to the Editor" and try to answer the distraught girl's plea for "intellectual justification" for the physical education requirements at KSC.

This girl displays great writing ability and has a gift for unique word combinations and good choice of adjectives. Actually I found her letter quite enjoyable and hilarious for my reading. However, I could not discover in and among her "flowery verse" exactly what her "hang-up" was and as a physical education major, and excuse me, only an English minor, I feel compelled to explain the necessity and goodness one can find in physical activity.

A "frail poetic body" constitutes a frail mind. A well rounded individual, which I did not detect in this girl from her letter, is a person physically awake, displaying a vivacious, outgoing personality, which only compliments his intellectually active mind.

I am not a "200 pound lazy slob" either. I don't run around the athletic field three times a day, nor do I jog to classes, as many think

we as physical education majors do. But physical activity has not broken my "frail" body. Oh, yes, I have had pains and sore, pardon the word, muscles, but experiencing good physical exhaustion has permitted me to face the hustle and bustle of studying and working. I have also encountered the "Great American Cover-up", but my zoology course has taught me that man perspires naturally. Is she trying to tell us she never perspires except when engaged in ping-pong?

If this girl truly wants to be a "fine English teacher" she will only attain that when she opens her mind to the other things in life besides poetry. Even if all her friends are intellectuals, she might find herself being invited to play a few sets of tennis or shoot eighteen holes of golf with them. The physical education requirements at KSC are striving toward this carry over.

A two year requirement of physical education falls in line with a two year requirement of English and history. I hate to disillusion this girl, but not everyone is sold on poetry, yet they must persevere and submit. I am sure she would agree it did not and will not harm them, and I am saying, have faith, physical education will not destroy you.

Sincerely,
 Patricia Murdock
 Class of 1970

Student protests and demonstrations in high schools, colleges and universities have mounted in volume, scope and intensity. Many of them have raised issues of fundamental importance about the nature and goals of our country and its institutions.

Student demonstrations have shown deep concern about the materialism of our society and the plodding pace toward desegregation and equal rights. They have raised questions about the moral bases of the Vietnam war, the power of the military-industrial complex, and the perversion of the university's purpose to serve military ends. They have sought a participatory role for faculty and students in the running of educational institutions and the revision of curricula to increase their relevance to the problems of life in our society.

On many college and university campuses there have clearly been grave violations of principles of sound academic governance. Administrators have denied to faculty and students a significant voice in the making policy so vitally affecting them. Administrators and faculties both have frequently proved indifferent or slow to recognize the legitimate needs and aspirations of students. And, all too often, governing authorities have failed to give rigorous priority to academic, moral and human considerations over financial and organizational ones.

In general, whatever differences of opinion exist on how best to serve the cause of peace, equality, justice and freedom, it is well to recognize, too, that the student protests have in great degree been motivated by extraordinary selflessness, idealism and altruism. Speaking of a student demonstration in support of opening up opportunities for blacks in the construction of Buffalo campus buildings Governor Nelson D. Rockefeller on March 22, 1969 said, "I think that students have assumed a share of social responsibility in the life of our community and I applaud them for it." So do we.

We are aware of the fact that student dissenters are handicapped by lack of funds and of direct access to media to mass communications as well as by stubborn and often recalcitrant resistance to desirable change. Many have used, therefore, dramatic forms of protest to call attention to their grievances.

We believe in the right and are committed to the protection of all peaceful, non-obstructive forms of protest, including mass demonstrations, picketing, rallies and other dramatic forms. However, we are deeply disturbed about some methods that some student activists have used in the attempt to achieve their ends; methods which infringe and subvert the basic principles of freedom of expression and academic freedom. Protest that deprives others of the opportunity to speak or be heard, or that requires physical take-over of buildings to disrupt the educational process, or the incarceration of administrators and others are anti-civil libertarian and incompatible with the nature and high purpose of an educational institution.

In December of 1968, students at New York University's Loeb Student Center stopped an address by Nguyen Huu Chi, the South Vietnamese Permanent Observer at the UN, by draping a Nazi flag across him, hurling an egg and pouring a pitcher of water over him. They then invaded another room, seized the notes of James Reston, executive editor of the New York TIMES and tore them to bits. He left without delivering his address.

In January 1969, at a symposium at Northwestern University on confining change, student activists shouted down all but the most radical speakers.

In February at Harvard University, students disrupted a course whose focus they resented.

In March, Professor John H. Bunzl, of San Francisco State College, whose views are unpalatable to some student activists was drowned out in a flood of shouts and questions in his classroom.

At a conference on "World Problems and American Change" on March 22, 1969, Arthur J. Goldberg, former Supreme Court justice and United States ambassador to the United Nations, was shouted down by about 30 youngsters who dumped the head of a pig on the speaker's table.

Fundamental to the very nature of a free society is the conviction expressed by Mr. Justice Holmes that "the best test of truth is the power of the thought to get itself accepted in the competition of the market." When men govern themselves they have a right to decide for themselves which views and proposals are sound and which unsound. This means that all points of view are entitled to be expressed and heard. This is particularly true in universities which render great services to society when they function as centers of free, uncoerced, independent and creative thought and experience. Universities have existed and can exist without bricks and mortar but they cannot function without freedom of inquiry and expression.

For these reasons, the American Civil Liberties Union has from its very inception, defended free expression for all groups and all points of view, including the most radical and the most unpopular within the society and the university. To abandon the democratic process in the interests of "good" causes is to risk the destruction of freedom not just for the present but for the future, not just for our social order but for any future social order as well. Freedom, the world has learned to its sorrow, is a fragile plant that must be protected and cultivated.

We speak out of faith in our conventional wisdom -- commitment to the principles of free expression embodied in the Bill of Rights -- principles which are still essential, exhilarating, dynamic and even revolutionary. Free expression, academic freedom, habeas corpus, due process of law, and other liberties painfully won after centuries of struggle are worth preserving and extending.

It is well to remember, too, that violence and the threat of violence may be used in "good" causes. They were employed by the Nazi in Germany and by Hungarian fascists to shut down universities or oust particular faculty members or students. They were used in the attempt to block the admission of James Meredith to the University of Mississippi and to block integration widely across the South. And there are those who today would use these methods to destroy our universities, not to reform them.

There are dangers, too, that violence and the threat of violence will breed a counter-violence and backlash that will defeat or set back the very objectives student activists seek to serve and lead to repressive counter-measures. Already under federal law enacted in 1968, any student convicted of a crime or regarded to have seriously violated college regulations, may be declared by the college authorities ineligible for two years to receive federal scholarships or loans. Under legislation enacted in 1969 any student convicted of a crime related to a campus disorder may not receive federal loans or scholarships.

In addition, no less than eighty bills are before the California legislature, and the New York legislature recently adopted a law intended to curb campus violence. At least 18 other states have campus control measures under consideration. Colorado has enacted a law which imposes fines of \$500 and jail sentences of a year for those who interfere with the normal functioning of a college or university.

We are opposed to these measures. Their imposition is not likely to quiet down but rather to inflame further the unrest. Many of them are vague and would superimpose severe financial penalties in addition to punishment already provided by law. Their thrust often would be effective only against the poor. What is more, they threaten the traditional autonomy of academic communities to govern themselves. We are pleased that President Nixon has publicly recognized that the maintenance of order on campus "is fundamentally the task and responsibility of the university community." That function is more likely to be achieved if accompanied by orderly change.

We believe that the discussions between open-minded trustees and students which brought changes at the University of Pennsylvania set an admirable example. Similarly, we commend the experimentation in shared governance at Antioch College and Richmond College of the City University of New York.

In general, we are convinced that universities must draw upon the whole academic community -- trustees, administrators, faculties and students -- to effect desirable changes. Where existing processes are inadequate or unrepresentative, creativity and imagination must be summoned to the task of developing new mechanisms for peaceful communication and decision-making that will prove responsive to just demands.

Let us recognize, finally, that some student activists have been moved by conscience to use extraordinary means in the belief that ordinary means have failed to build a just and equal society and secure peace. We in America have the burden of changing and adapting our social institutions and policies to demonstrate that we have the capacity and will to redress the evils of our social order.

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