

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.

ally. An apparent correlation exists between the students who wish to take genuine intellectual risks and those who are most restless in the present university and who seek change within it. The goal of the restless student is a way of acting and reacting rather than a particular model.

Curiously, those who seek change fall back upon the institutional device to channel their aims. Thus the politically radical student who wishes knowledge of psychology or methods of revolution institutionalizes what he wants by asking that courses be offered in these subjects.

Several kinds of students are involved in the current unrest: those responding to certain ideological notions regarding change in society and the university, those who want the university to take a stand on outside issues, and (probably the largest group) those interested in reforming the university because it is in bad shape in their estimation. The university is not meeting the needs of either students or society.

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.

Reliance 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 bureaucratic kind 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."



The Monadnock

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Students to voice opinion on University's policies



The New York Pro Musica will be here on Thursday April 17 in the Milhi 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 Skibinski, 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 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.

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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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. Lambert, 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-

Concert Lecture Presents Dance Company

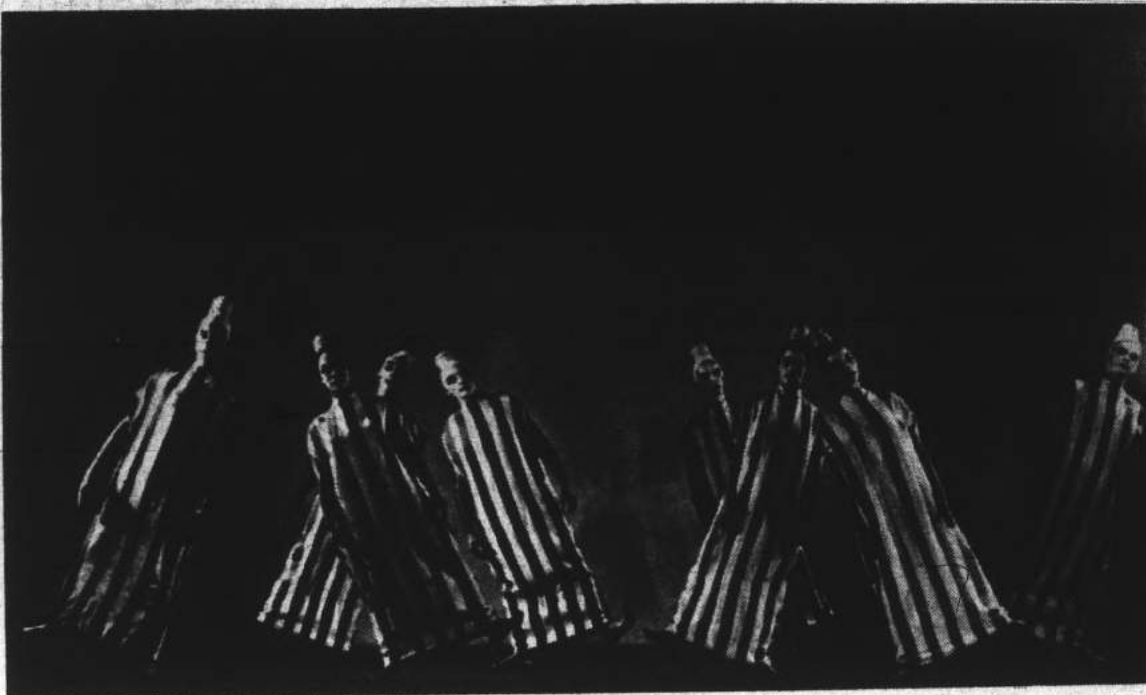
Among Alvin Nikolais' unique contributions to dance is the continuous, multi-media, abstract theatre work he has evolved. In developing this form he is giving America a new theatre. For some 20 years he has been an innovative force, in mixing media to create a total theatre, and the result is drama that engages the sensory experiences of the spectator. Nikolais' theatre is one of dynamics, where dramatic meaning is found in form. He builds drama through molding 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 pack the playhouse during seasons, or who see the Nikolais Company on tour or television discover that the drama danced doesn't ask for literal explanation. Instead, the

dance images invoke a reaction 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 Alvin 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.

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 the associate and his wife 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-

Monadnock Quiz

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



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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

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 fun reading. However, I could not discover in and among her flowery verse exactly what her "hang-up" was and its toward physical education.

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 "book bag" is fine, but a little coordination, grace, and poise to carry that bag might make this girl the "fine English teacher" she is striving so diligently to be.

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 aware, displaying a vivacious, outgoing personality, which only compliments his intellectual activity.

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 "just" 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

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AMERICAN CIVIL LIBERTIES UNION STATEMENT ON CAMPUS DISORDERS

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 piling 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 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 causes 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 21, 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 confronting changing 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. Bunzel, of San Francisco State College, whose views are unpalatable to some student activists was drowned out by 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 as well as "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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STUDENT FRAT NEWS

SIGMA NEWS

The Brothers of Sigma Delta Chi met on Tuesday April 8, 1969 for their regular meeting of the month. New charter members were welcomed to the first meeting. The Brotherhood now stands at 32 members, and looks forward to larger membership next year. Housing contracts were reviewed for the occupancy of Winchester House next fall. The new "Sigma House", as it will be called, is a recently renovated structure and a pride of Sigma Delta Chi. Doctor Goder attended this meeting in his new role as house director. Plans are also under way for next year's social and community activities and a calendar will be set up under the direction of Alan Cohen, chairman of this committee.

The Brothers entertained on Saturday, April 12, 1969, the Province Collaborator of Phi Mu Delta Fraternity Dick Holoff. Mr. Holoff was impressed with the campus and Sigma's gain in establishing a fourth social service fraternity at Keene State College. Sigma Delta Chi has long been interested in a national fraternal organization and Phi Mu Delta is one fraternity under consideration.

Sigma's two softball teams are looking forward to a successful season in intramural competition. Our competition will learn through sad experience the nefarious nature of such all time greats as "The Mad Russian" Olen tak on third, "prk Chop" Provencher, behind the plate and "Hollywood" Al Cohen on the mound. The Sigma Delta Chi line is usually pugnacious as the teams who play Sigma A and Sigma B will soon prove. Our best wishes to the sluggers of Sigma A and Sigma B in the coming season.

In the IFC league and final playoff is on Thurs. April 17, 1969 at 7 p.m. The Brothers of Sigma, realizing the merits of membership on the IFC, have made application to this organization and it is our serious hope that we become a member. Problems in the interpretation of Sigma's constitution have led to joint talks and the success of these will be demonstrated on Thursday. Our belief in the democratic process of the IFC has led us to petition for admission and, we, the Brothers of Sigma Delta Chi, hope for the benefits of this democracy in the consideration of our case.

More news next week.

Mr. Pizza



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KAPPA NEWS

Last Wednesday night marked the finish of Kappa's initiation for 1969. The third degree banquet was held at the Black Lantern Restaurant after which the final oaths of the brotherhood were administered. This year's initiation was run very smoothly, under the direction of Degree Master Dave Brown. He was assisted by a committee consisting of brothers George Manekas, Tom Burns, Neil Gallagher, Glenn Page, Jack Carey, and Marty Kadel. Brother Brown turned in a phenomenal job which was most certainly appreciated and enjoyed by the pledges.

Through our careful selection process and vigorous initiation, we have maintained our brotherhood position as the smallest and tightest knit organization on campus.

The annual Kappa Kapers, a one night show featuring skits on a variety of subjects, is once again in the stages of preparation. Brothers Steve Stefanik, Marty Kadel, and Dan Dal Pra are in charge. This year's production promises to be another scandalous affair which will stick in the

Bill cont. from 1

curried, compared to the substantial number of negotiations that have been concluded peacefully throughout the nation, reveals that the strikes usually resulted from refusal of the school boards to consider reasonable solutions to the disputes.

"When an obstinate school board knows that its position will be sustained by an injunction, there is little motivation for it to try to negotiate a compromise settlement. By giving that small minority of school boards a feeling of uncertainty as to whether an injunction would be issued, the proposed bill would encourage peaceful settlement of disagreements."

The bill provides that the organization representing the majority of the professional employees in a school system be designated as exclusive representative of all such employees in negotiating with the school board.

One important advantage of a federal statute, Mr. Chanin pointed out, is that it would make possible the establishment of national legal precedents in the negotiation field. Presently,

More news next week.

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ALPHA NEWS

The arrival of the spring season, the brothers of Alpha are looking forward to the intramural softball games. Both old and new brothers have displayed a substantial amount of spirit with 62 brothers signing the roster. Last year, Alpha went undefeated, and their victory in the fraternity championship game won the house the Inter-fraternity Athletic Award. The brotherhood this year is hoping for a repeat performance which would net us the athletic trophy again.

The brothers were paid a visit recently by alumni Brother Charlie Colcord, from the pledge class of 1956. Charlie is a brother whom no one has seen for a long time, but one whom no one will forget for a long time either. He was passing through, and as he did, he left us with a sizeable donation towards our new house and many interesting stories about several professors and other alumni brothers.

For all of those students who allowed us to exhibit their works this year, we say thank you. There were a large number of exhibitors this year compared to last which was the reason for its popularity and success. Hopefully, it will be an even bigger event next year.

The exhibit was dismantled this past weekend and most of the works are in Mr. Moore's office where they can be picked up any weekday from 9 am to 5 pm.

There is costly and time-consuming case-by-case testing of the same basic issues in various states throughout the country. Administration of the law would be a five-member Professional Employee Relations Commission in the U. S. Department of Health, Education and Welfare. The members, appointed by the president with Senate approval, would be paid \$27,000 a year for the full-time positions, with the chairman receiving an additional \$1500. Headquarters would be in Washington, D.C., but regional offices would also be established to administer the act on a day to day basis.

States having negotiation statutes essentially like the federal one could operate under their own law, while states with laws that did not meet federal standards could either strengthen them or come directly under the federal act. More than 15 states have some type of negotiation law - although some are very weak - and nearly as many others are developing bills or have ones pending.

Starting point in implementing the federal legislation on the local level would be a teacher organization's request for official school board recognition as exclusive representative for negotiation purposes. How a competing organization could intervene by presenting a verified membership list containing at least 30 per cent of the professional employees in the negotiating unit. In cases of doubt as to the teachers' organizational preference, a secret ballot election would be held to determine the representative.

In general, the law would cover public school professional staff at the elementary, secondary, and higher education levels, but would specifically exclude superintendents and assistant superintendents - representatives of management in the day-to-day operation of the schools.

Whether such persons as guidance counselors, librarians, psychologists, and social workers, as well as principals, vice principals, and other first line supervisors, would be included with class

room teachers for negotiation purposes would be determined locally. It would be unlawful for a school board to impose reprisals or discriminate against teachers for exercising the rights guaranteed by the statute; refuse to negotiate in good faith with the recognized teacher organization; or deny that organization a place to meet access to work areas, use of bulletin boards and mail boxes, or the right to membership dues deduction.

The teacher organization, on its side, must not attempt to nudge the board into any of these violations and it must negotiate in good faith. The law provides a two-step process of third-party intervention to resolve negotiation impasse. The first step is mediation. If within 15 days the mediator has failed to work out a mutually acceptable agreement, the parties - or the Commis-

sion, if the parties cannot agree - can select an arbitrator with power to subpoena testimony and documentary evidence and make recommendations for settlement.

The recommendations, which would not be binding upon either party, can be made public 10 days after presentation to the parties if agreement has not been reached.

It would be at this point that a legal teachers' strike could occur. However, a rare, Mr. Chanin predicted because in the vast majority of cases the parties would have come to an agreement before reaching this critical stage.

For further information, contact Mel Hayes, National Education Association, 202-223-9400 or John B. Tucker, Asst. Executive Secretary, NHEA, 224-7751.

Dear Abby...

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"The system was inefficient," said Jenks, "even more so than our present bicameral system. But the absolute number of voting people is larger and I suppose this could be used as an argument against the unicameral idea."

He said several UNH faculty and an ad hoc committee of students are urging further consideration of a tricameral system as an alternative to his committee's proposal.

"Superficially," he added, "the tricameral system seems to offer more. After study, however, we feel the unicameral system is more liberal despite appearances, and we're pushing for the form we're unanimously in favor of."

WHAT LIES AHEAD?
The Committee on Government Organization presented its report and proposal to students and faculty March 6, and its ultimate adoption will hinge on favorable referendum results after March 18. Before that time a series of information and discussion meetings are planned and afterwards, assuming a "yes" vote, the proposal will be reviewed by New Hampshire's board of trustees.

If the proposal is adopted, says Jenks, elections will be held in late April and the new system will be in full operation next September.

"Since last May when we began work," said Jenks, "the committee has had four criteria in mind. We have been attempting to create a system of government which is fair to all and more efficient in operation. It must also allow more participation and finally, we've attempted to create a government which draws the university together and gets everyone more involved."

"We know we've met the first three," he said, "and we're certainly hopeful for the fourth."

ADVANTAGES OF UNICAMERAL SYSTEM
The Jenks committee unanimously approved the unicameral proposal and sees three basic advantages for the new government system. In addition to greater participation by students and faculty the committee feels students will have gained a much stronger voice in campus decision-making. Second, states the report, the proposed unicameral system is much more efficient than the present structure, allowing debate and decision on an issue "in a single University Senate meeting, rather than being debated at least twice as is now the case."

Additionally, the report states, a unicameral system should allow a reduced committee structure in the university, replacing "the present tangle of overlapping committees with a unified structure representing all members of the university community."



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LATE NEWS

McCONNELL AND TRUSTEES TO HOLD EMERGENCY SESSION WITH COLLEGE AND STUDENT SENATE

THE MEETING WILL TAKE PLACE HOPEFULLY WITHIN THE NEXT TWO DAYS

BOTH LEGISLATIVE BODIES ARE TO PRESENT A CASE FOR WISEMAN'S RETENTION

McCONNELL SAID THE TRUSTEES HAVE THE POWER TO MAKE AN IMMEDIATE DECISION.

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WEDNESDAY, APRIL 23, 1969

THE CASE FOR A UNICAMERAL GOVERNMENT

DURHAM, N.H. -- After ten months' study and work a committee here proposed March 6 that the University of New Hampshire's present form of government be abolished.

"What we are suggesting is a single-body governing system not modeled after anything," said R. Stephen Jenks, chairman of the Committee on Government Organization and an assistant professor in the Whittemore School of Business and Economics. "We believe students are responsible, are capable of representing the best interests of the university, and need to be heard on all matters affecting the life of the university."

The University Senate-appointed committee of 13 students, administrators and faculty members presented its proposal for a unique unicameral system of government Thursday at a university convocation. Public hearings and several discussion meetings will be held before the fate of the proposal is decided by a campus-wide referendum. Balloting by students and faculty will be completed March 18.

EQUAL NUMBER OF STUDENTS, FACULTY
If the committee's proposal is adopted -- and indications are that it will be approved by this community -- it would replace the present bicameral system of a Student Senate and University Senate (composed of faculty, administrators and students) with a single voting body to deal with university-wide policy, backed by supporting student and faculty caucuses.

Composition of the new University Senate would include equal numbers of students and faculty, said Jenks. "Our proposal is put into effect, to the best of my knowledge UNH will be the first university in the United States to go this way."

"A true reorganization of university government has been undertaken by few schools," he added, "and none have come out with plans as bold as to have students represented in equal numbers with faculty at the highest legislative level."

Proposed is a senate composed of 30 students, 30 faculty, 12 administrators and five graduate students, which would replace New Hampshire's present ratio of 27 students, 50 faculty and 13 administrators. All student and faculty members would be nominated and elected on a "district" basis.

SMALLER BODY, LARGER PARTICIPATION
Senators representing faculty and undergraduates would respectively constitute a Faculty Caucus and Student Caucus of the University Senate, according to the proposal, and each group would meet monthly with its "forum."

The Faculty Forum and Student Forum would respectively consist of all faculty and all students at the University of New Hampshire, with members of each being completely free to speak, initiate resolutions and vote. Resolutions or other expressions of opinion of the forums would be advisory, according to Jenks, and would be transmitted to the Senate by members of the caucuses. The plan calls for monthly forum meetings before the regularly scheduled monthly meeting of the University Senate.

Under this system, Jenks' committee feels, there is an opportunity for much larger participation by students and faculty in the decision-making process, although the actual number of senators will be reduced.

Today there are approximately 100 members of the Student Senate plus 91 University Senate members; with the proposed re-organization there would be 77 senators. "If there is objection to the smaller size of the Senate," Jenks said in reference to the reduction, "we could increase the numbers slightly. But we don't want to change the student-faculty ratio."

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ALTERNATIVES CONSIDERED

According to John T. Christie of Dover, N.H., a committee member and managing editor of the UNH student newspaper, more than 300 colleges and universities were surveyed by the committee before its final proposal was drafted. "At almost every school we surveyed that had done things in the past five years to involve students in the governing process, virtually all had simply added students to existing structures," he said. "In many cases what they already had were inequities, inefficiency and unrepresentative government."

Until recently several committees members were still considering a tricameral system (with three separate student, faculty and university) but, said Jenks, dropped the idea in favor of a unicameral plan after attempting to work hypothetical problems through it.

"The system was inefficient," said Jenks, "even more so than our present bicameral system. But the absolute number of voting people is larger and I suppose this could be used as an argument against the unicameral idea." He said several UNH faculty and an ad hoc committee of students are urging further consideration of a tricameral system as an alternative to his committee's proposal.

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Closed Circuit Is Open

The Keene State College Audio-Visual Center produced a videotape of Easter services of the United Church of Christ at 1 p.m. and 6 p.m. on cable T.V. American Cablevision (Mr. Fred Zecker, manager) and the United Church of Christ joined with the KSC-TV to provide this service to the community.

American Cablevision distributed the program over Channel 12, the weather station. Fred Zecker and his crew transported the equipment to and from the church. They also adapted the program to their modulator.

The Audio-Visual Center provided the cameras, equipment, and personnel. The three cameras were operated by Professor Sherman Lovering, Clayton Keith, Jr., special engineer; and Harold C. Colburn, technician. The program consisted of the 9 a.m. service and lasted

Committee on Government Organization members are: R. Stephen Jenks, committee chairman -- Whittemore School, Tel. 603-868-5511, Ext. 553 (home - 868-5017) Robert F. Barlow -- academic vice-president John T. Christie -- managing editor, The New Hampshire Bradford E. Cook -- student body president Robert E. Craig -- instructor, political science David W. Ellis -- associate professor, chemistry Roy E. McClendon -- assistant to director, UNH Extension service

John W. McConnell -- president William McLaughlin -- president, Student Senate Asher Moore -- professor, philosophy Robert A. Sawyer -- graduate student, education Richard W. Schreiber -- professor, botany

Students Get More Representation

Whitewater, Wis.- (I.P.)- Student representation on the allocations committee at Wisconsin State University at Whitewater will be increased next fall to two students for every faculty member represented.

According to Ginny Helvill, committee member, this latest move, approved by the administration, places faculty members to a greater extent in an advisory position and allows more student say in determining how they as students want their money spent. She further stated that other Wisconsin State Universities have recently staffed their allocations committees with students only, thereby giving students the complete responsibility in handing out budgeted money.

Professor Lovering said, "The T.V. Committee felt that such an experiment was necessary in order to evaluate the potential of cable casting at KSC. I hope it is the first of many. The possibilities are limited only by our imagination."



FRANK L'HOMEDIEU ADDRESSES JOHN 200 STUDENTS AT THE PRE-CONVOGATION CONVOGATION