

Co-eds Compete



Joyce Weishaupt

Joyce Weishaupt is a junior with a major concentration in elementary education. She lives in Swanzy, N. H. and graduated from Monadnock Regional High School.

Some of Joyce's hobbies include swimming, water and snow skiing, horseback riding, sewing, and dancing.

She wants to travel and meet people, and to see them in their own environment. She enjoys psychology and working with children, but dislikes people who are untruthful with others and to themselves.

Florence Reed is a junior, majoring in physical education. Her favorite hobby is all types of sports, especially gymnastics and dance. This past summer Florence went to gymnastics camps in Michigan.

She entered the pageant to learn grace and poise and also to learn to be more like a lady.

Her pet peeve is "Somebody who acts like they're not-not to be false."



Florence Reed

Photos by Lemos



Shirley Potyrala

Shirley Potyrala is a junior and majors in elementary education. Her hobbies include sewing, sports, traveling, and walking.

Shirley's one wish is to travel to Europe and go to Poland to visit with some of her relatives. She would also like to visit Viet Nam to see what is going on there herself.

When asked why she entered the pageant she replied, "It will be very challenging to appear in front of people and to meet people."

Her favorite food is lobster, her pet peeve is false people, and her favorite courses are Math and English.

Barbara Temple lives in Sterling, Mass. with her parents and six brothers and sisters. This year Barbara is a junior and majoring in physical education.

This summer Barbara worked as a life-guard and swimming instructor at Wheelock park here in Keene. She enjoys swimming and all types of sports.

She said she entered the pageant because she wanted to find out what a pageant is like, and to meet people.



Barbara Temple

Party

Continued from Page 1
doubts, fears, anxieties and joys, where he can search and question without shame," said Father Vallee. "Second, we offer a word which is the honest response to the unique and highly individual needs of the students. And third, we offer a home where some degree of comfort and intimacy can be experienced...our home is the place where the student can experience a sense of belonging, of friendship and of being himself."

Hearing

Continued from Page 1
year. In fact this is the answer." He said that the committee would poll the community to find out the general reaction to the proposed calendar. Then, on February 4, the Calendar Committee will propose the revised calendar to the College Senate. The plan for next year would call for the 6 week break between semesters, but would not offer the enrichment courses, as these are still in the planning stages.

Following the hearing Pat Barnard, a member of the Committee, remarked that only a small minority of students were represented at the hearing. Saying that the hearing came at a bad time because of the proposed tuition hike, she stressed that the purpose of the program was education rather than money.

classical in nature. The play does use, however, a "chorus" made up of Mark Tullgren and Sharon Driscoll, and this concept is classically Greek in drama.

The production is designed to promote the contemporary quality of the story and this design is aided by a surrealistically created set and the employment of slides and original music. A series of film interludes created by Mr. Guidotti and Robert Carlton will also be used in the play.

These will later be incorporated in a full-length film to be shown this spring. The costumes worn by the players are basically modern and serve to further the now image of the play.



Cheryl Downing

Photo by Foust

rights of family custom and civic law.

The Anouilh tragedy is very different from the original concept. The Sophoclean play offered the classic unity of time, place and the action of a single plot only. The CAT performance allows for the introduction of more characters and subplots.

The conflict in this tragedy occurs between Creon and Antigone, who attempts to bury her brother, despite Creon's edict. It is a conflict between the conflicting

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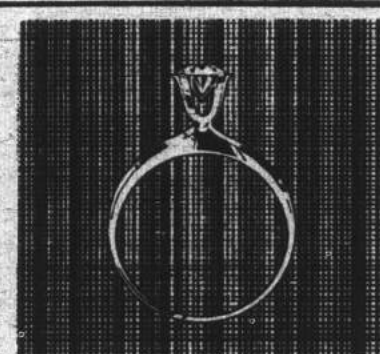
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KEENE, NEW HAMPSHIRE 03431

FEB. 11, 1970

Urban Problems Discussed By Wilkinson

By RON BOISVERT

Dr. Fred J. Wilkinson, acting assistant commissioner of the U.S. Office of Education's New England regional headquarters spoke here Feb. 3 on the topic of urban problems.

A 1952 graduate of KSC, Dr. Wilkinson received his M.Ed. from Boston University and his Ed.D. from Harvard University. He has been with the Office of Education since June 1968 and is currently director of urban and community education programs of the New England Model Cities Program.

Dr. Wilkinson, a native of Wilton, N.H., opened his lecture by characterizing the nation's poor. He began saying, "Most of the population today considered disadvantaged are the minority groups: Negroes,

Puerto Ricans, Mexican Americans, Indians, Cuban Refugees, Appalachian Whites and the nation's poor migrant workers. They are concentrated in the central city slums or the rural depressed areas, but particularly in the inner city slums."

"The evidence seems to suggest," Dr. Wilkinson explained, "that in their yearnings, ambitions and potential they are not appreciably different from other people. Basically, they want what all of society wants, but are frustrated in attaining it."

"One program that is attempting to bring the inner city residents to full status in sharing the opportunities and accomplishments of the American Dream is the Model Cities Program," he told the audience of some 40 students and faculty.

Calling the Model Cities Program a "significant social experiment," Dr. Wilkinson said that it is "designed to concentrate public and private resources in a comprehensive 5 year program to attack the social, economic, and physical problems of slums and blighted neighborhoods in our cities, cities which vary in size from 4000 people to 8 million."

The basic goals of the program as outlined by Dr. Wilkinson are, "increased supply of new and rehabilitated housing, better education from pre-school to adult, improved health and dental services, increased opportunities for economic development, jobs and job training, better transportation, reduced crime and delinquency, better physical surroundings as well as public and commercial facilities."

"The inner city poor, white, black and
Continued on Page 4



The goals of the Model Cities Program are explained by Fred Wilkinson.
Photo by Foust

Rebound By Terry



Dave Terry jumps for rebound in game with Lyndon State.

Photo by Merrill

GOV. PETERSON SUMMARIZES REPORT OF TASK FORCE

By RON BOISVERT

Governor Walter R. Peterson spoke here Mon. Feb. 9 to outline the recommendations of his Citizens Task Force Report.

The governor's appearance here was the first of a series of speaking engagements he has scheduled throughout the state to summarize the Task Force's recommendations. He is also attempting to acquire a grass-roots reaction to the report which he will take into consideration as he proposes various legislation to accomplish the report's goals.

The governor began his talk by attempting to present the problems of N.H. in a "simplified context." He explained that in the last 10 years, the population of the state has increased by 25%, while the cost of government has about doubled. "While the population has increased by 25%," he said, "the population of out public schools has grown by 50%. We are paying the price of improved quality of education in N.H.," he continued, "The cost of public education has increased by 100% in 10 years."

He explained that the purpose of the Task Force was to define and suggest answers to the problems of the state. He divided the results of the report into 4 categories.

First, "between 3 to 4 million dollars is available in potential savings, short run, for the citizens of N.H.," he said. These savings would be the result of control over transportation, improved centralized purchasing, and the elimination of current, unfilled positions in state government.

Peterson's second point was that "they will not be lasting savings unless some of the money we save is invested in improved management."

"Making government work," was his next concern. Under this topic he recommended a 4-year term for the governor and an annual session of the state legislature.

His final point was that "the system does not grow as fast as the state. . . and therefore we need more money." As a means to gain an increase in revenue, Peterson cited the Task Force's recommendations for a 6% tax on business profits, a 4% tax on non-resident income, a 1% increase in paratransit tax, and a 2 cent increase in cigarette prices.

Calling the present tax structure in N.H. "just about the most antiquated that you can think of," Peterson explained that the business profits tax would raise \$22.8 million for the state. He stressed that this tax would not discourage new industry from coming to N.H. because "the heads of industry don't object to

Continued on Page 2



Governor Peterson answers questions on next year's tuition hike for out-of-state students.
Photo by Lemos

Governor Peterson holds up his proposed reorganization of the executive department.
Photo by Lemos

HONORS SYSTEM DISCUSSED

By STAN ARTHUR

On Feb. 2, the Admissions and Standards Committee met to discuss Dr. Felton's proposed honor system for Keene State College and the proposed formation of a separate department to set standards and rules governing the program.

Under this system superior students would, through specially designed and organized seminars, be offered a suitable scholastic challenge not offered by standard courses of study. The honor student would be dealt with on a more personal, specialized basis and would have more freedom to choose which particular facets of a course he wants to explore more deeply. In this way, the seminar would be "tailor made" to fit the individual student.

It was estimated by Dr. Felton that about ten per cent of the student body would be capable of doing honors work. However, only about five per cent would participate and, eventually, only about two or three per cent would complete the entire program and graduate with honors. The student who takes standard course wouldn't be able to graduate with honors.

Along with a separate course of study and department to handle them, it was further suggested that these special students have a separate section assigned to them in the men's dorm.

Throughout the meeting, some skepticism was expressed concerning the ultimate acceptance and initiation of Dr. Felton's proposed honors system and the resulting formation of a special department to govern it. This was due to the varied courses of study offered at KSC. However, Dr. Felton hopes to refine and further discuss the honors system at future meetings.

Monadnock Editorial

WHAT ABOUT EDUCATION?

Many citizens of both New Hampshire and other states heard Governor Peterson Monday night outline plans for progress of this state. The truth of a few matters really came out during the question and answer period.

Peterson received favorable signs from his stands on lowering the voting age from 21 to 19 and on reducing the size of the legislature, which has the largest House of Representatives in the nation except for the United States Congress.

However, Peterson's main concern seemed to be money — but very little of it for education. The audience's main concern dealt with the cutback in aid to the University system. Because of the cost of tuition for out-of-state students, there is a popular feeling that many of these students will not come to Keene, thus denying one kind of education by that action.

Peterson skirted the question of solving the problem by replying that it would be hard to sell the idea of more money for the University system to the state legislature. Yet, who, if not Governor Peterson, made the drastic cut in education in this year's budget?

Gov. Peterson stated in his formal speech that the money the Task Force hopes to save could be reappropriated. For what? No mention was made of education here.

The Governor expressed his sympathy for out-of-state students, but said that until the state receives added income, there would be little hope for them. (Incidentally, isn't it rather difficult to believe a corporation, or anyone for that matter, would be willing to pay taxes no matter how equitable they are?)

He pointed out to a Connecticut student that his state could afford to subsidize non-resident students because of higher economic standing. But as one girl asked, "What about Vermont?" I happen to come from Vermont, which has one of the lowest per-capita income standing, and yet we subsidize out-of-state students.

Peterson expressed a desire to up-grade the quality of education in New Hampshire. Many people seemed to think he contradicted himself by threatening the number and quality of out-of-state students by not helping them. The Governor seemed to like definitions; perhaps he should define "quality."

One of the ambiguous quotes Peterson used was, "Tradition is the albatross around the neck of progress." (One of the few examples of vocabulary appropriate for the general intelligence of the audience.)

What progress? The only progress we see is limited to the administration of the government, but certainly pays little attention to education.

The Governor's hope that the current enrollment of out-of-state students within the University system will remain as high as 25% and that the tuition will not need to be raised is just that—an unrealistic, clouded viewpoint. We think the Governor expressed many wishful thoughts, but few real solutions or encouragements. We at least give him credit for not making any promises!

Cheryl Doyle

Peterson

Continued from Page 1

paying taxes if they are fair... if they are related to ability to pay."

The governor called the Task Force Report, "an approach to N.H.'s problems which is pragmatic, practical, and possible of accomplishment, not too far ahead of the people yet... our reach does not exceed our grasp."

Finally Peterson expressed his confidence that the enactment of the Task Force recommendations would provide extra revenue for the state "to solve some of the pressing problems of our time: additional state aid for a fully funded program to attack drug abuse, additional state aid for air control and water pollution abatement, additional state aid for a better air pollution program in N.H., to education, to a better law enforcement, soundly conceived rehabilitation programs for people who need help."

Governor Peterson then entertained questions from the audience of some 200 interested students, faculty, and residents of the Keene area. The first question concerned higher education in N.H., with particular emphasis to the tuition hike for out-of-state students.

Paul Levine Mellon, President of the Council of '72, pointed out that, "My parents are subsidizing N.H. students in out state (Conn.)...and yet I will be paying the actual cost of my education in N.H." He also noted that "this increase would cause the transfer of many students from the college and will deny the opportunity for out-of-state students to come to KSC." He then asked what action was being taken to combat these problems.

The governor began his reply stating, "We still need more money, and some of that money ought to go for aid to the state university; and this is a very hard thing to sell to the state legislature."

"The people in charge of the university system requested a substantially larger

appropriation that was actually granted: ...there wasn't money enough to pay for it," he continued.

Peterson went on to say, "I have opposed attempts to limit the number of out-of-state students that come to the state university because I believe very fervently that a vitally important part of the educational process is the association you have with other people."

He concluded, however, in saying, "You have come to N.H. and we want to make you welcome...but you have come from one set of circumstances where the economic rules were different, where the per-capita income was substantially higher; and therefore those people of that state could support a heavier tax burden; therefore there is more money available to fund public services; and therefore there is a different set of rules in which the game is played." He later said he would like to see as the "number one priority" the raising of the income levels of the N.H. residents such that we would be able to handle the problem like states with higher income levels.

Another student, foreseeing a drain of out-of-state students from the college, asked why this was permitted to happen and if it would be permitted to continue. Peterson answered saying, "First, I hope we can maintain the present ratio (25% out-of-state) and second, I hope it will not be necessary to increase tuition beyond the level that it is presently set at."

"I got the most amount of money that I could out of the legislature, 1969 session, for the good of Keene, Plymouth, and Durham," he added.

Frank L'Hommedieu, KSC Student Senate President commented, "It is in my opinion that the size of the state legislature is the major albatross around the state's neck." Pointing out that in many cases the legislators are ignorant of the problem of the state, he asked what the Task Force recommended in this area and

what the size of the legislature should actually be.

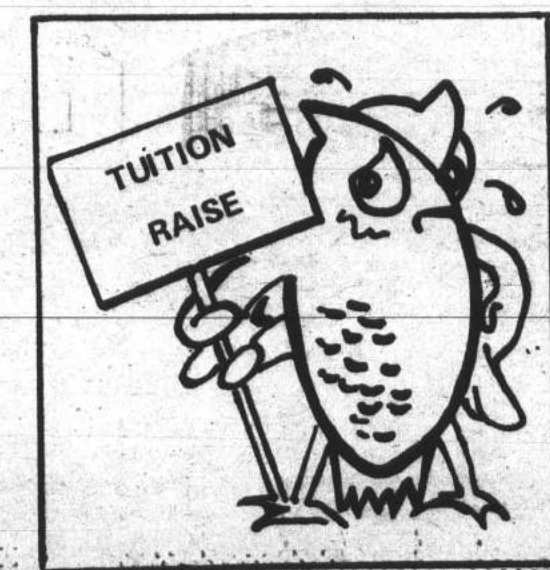
Saying that the report does not deal with this problem specifically, Peterson agreed that the size of the N.H. legislature (presently the largest governing body in the world) should be reduced. Noting that the average age of the legislators was about 67, Peterson explained that the major problem with the legislature was one of view point rather than ignorance. He went on to say that what is needed is a "better mix" of older and younger legislators.

When asked of his views concerning the lowering of the voting age in N.H., the governor said that he was in favor of a reduction of the age to 19. "Today's young people," he said, "through the media, through the technology...know a great deal more at an earlier age than perhaps I did at that age."

Another student asked why the state would want to pay money to build a stadium for a professional football team with money that could be used for a more important need: education.

The governor pointed out that a professional team is "worth from \$9 million to \$16 million in business it brings annually to the general area." Revenues to the state would then grow and "there would be more money available for some of the things you're interested in."

NOTICE: ALL STUDENTS ANTICIPATING REQUESTS FOR FINANCIAL AID FOR 1970-71 SHOULD PICK UP THE NECESSARY APPLICATION MATERIAL IN THE STUDENT FINANCIAL AID OFFICE.



MR. GOVERNOR...!



In the final question of the evening, one student pointed out that with the increasing cost of education it would be impossible to "hold the line" on tuition in the future. Peterson, in reply, again stressed that, "I still hope we could hold the line in terms of constant dollars and their purchasing power...and leaving some flexibility to the trustees to admit at least 25% students from out of state because I think this is important to the educational opportunities you all have."

The Monadnock

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EDITOR:

Ray Miller

COPY EDITOR:

Cheryl Doyle

REPORTERS:

Cheryl Doyle, Ron Boisvert, Steve Lewis, Sandy Brown, Kenneth Atherton, Pat Gilmartin, Rosalynn Santa Croce, Susan J. Sante

PHOTOGRAPHERS:

Warren Merrill, Sheila Lemos, Gary Jonah, Janet Vlachos, Camie Foust

COLUMNISTS:

Fay L. Gemmell, E.T. Guidotti, Frank L'Hommedieu

CARTOONISTS:

David Allen, Pat Gilmartin, Bob Schoefmann

ADVERTISING MANAGER:

Joyce Calogero

CIRCULATION:

Bob Schoefmann, Ken Atherton

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Ken Atherton, Pat Gilmartin, Irene Lyon, Sheila Lemos, Steve Lewis, Cheryl Doyle, Ron Boisvert, David Allen

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PROPHET MOTIVE

Students' Rights

By Fay L. Gemmell

A young man, kind enough to support my journalistic ego by evidencing at least an awareness of "The Prophet Motive", asked me to try my pen on the subject of students' rights. All right, Steve, let's try.

Somewhere under the broader subject of human rights there logically appears the category of students' rights, a subject much in need of intelligent study and responsible action.

There is a history of revolution and social evolution in the matter of human rights. For example, in England the aroused national conscience which finally got written into child labor legislation was rooted in the slowly emerging insight that children were little people, little human beings.

That they are indeed, and the whole world has a long way to go in understanding and implementing the power behind

That they are indeed, and the whole world has a long way to go in understanding and implementing the power behind that wise insight. Bothersome, controversial, but legitimate background questions wait impatiently in the wings of the play called "Today" for their entrance and their scene, stage center. When does a man become a human? Is a baby born human or is he a candidate for humanization? Is "human" confined to physiological and biochemical definitions of the highest form of animal life? Is the word psychological and spiritual in its overtones? Is it a combination?

If a human adult has rights, if an adolescent has, a student, a child, a baby, then sequential logic is not entirely lacking in the thinking of those who take the position that a human fetus has rights.

Among today's most ardent advocates

and demonstrators for students' rights, unfortunately only a few, as in the case of generations before them, give evidence of thinking beyond their rightful noses, a student may bitterly criticize his elders for not having planned a healthful future for mankind, at the same time, claim proudly that he is an "existentialist". Most students concern themselves with their rights only, and very current ones at that. Turned in upon itself, such a philosophy in any generation can become sheer despotism.

The cry for the right to do one's own thing is a very old cry. If the older generations didn't always clamor for that same right, then it is evident that today they are learning fast—from the kids.

(Margaret Mead take note.)

Let's take a current illustration from our own campus. Many a student will argue for, even demand, HIS right to do whatever he "feels to be right" regardless of what mores, traditions, laws, or rules say or have said. Slow though progress may be, an ear is being given to such demands. Many of them are based on genuine concern for such human and humane precepts as righteousness, justice, and mercy, "old" but sound virtues, all capable of translation into the mod vernacular and "free" expression.

A professor, on the other hand, doing HIS thing, being himself, is often sharply criticized by some students, sometimes in a very personal way. It is my understanding that a recent College Senate ruling states that class attendance in itself should not be the measure of the grade received by a student in a course. Speaking of rights, what right has a student, himself an ardent do-your-own-thing advocate, to criticize a professor who acts like-wise and continues to take attendance regardless of the new ruling?

It is impossible to prove whether or not a professor, consciously or otherwise, under the old rule or the new, allows the attendance record to effect his grade evaluation. It is in a very similar way impossible to prove whether or not, consciously or otherwise, under old rules or new, students who live together, sleep together allow that fact to affect their objectivity regarding sex, love, marriage, the family, and even mental health.

In each case, in inescapable historic context, we shall see. Perhaps the mood of the day is more, we will see—if the old grammatical tense difference is still in vogue.

To Be Continued
In Next Week's Issue

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The Essence Of Landscape

By JANET VLACHOS

Lilla Cabot Perry painted a landscape in oil on canvas which upon close observation contains purple birch trees, skies streaked with yellow and Mt. Monadnock executed in a combination of pinks, yellows and lavender—perfectly capturing the essence of a late afternoon winter scene near sundown. Mrs. Perry has subtly corrected a common misconception that birch trees are white with grayish of black flaws in the bark revealing to an at first dubious eye, that birches always have been and always shall remain to be, colored by light to dark tones of purple. Drifting to the background where Mt. Monadnock majestically rests, she once again confronts the viewers self-assured sense of reality and truth, boldly suggesting that the mountain is yellow, pink blue and purple all at once, which any imaginative person will deny in a second. But waiting and observing for a few extra seconds, Mt. Monadnock slowly melts and belongs in the mellowness, of all soft colors as the artist speaks of her exposure to nature, through color and light.

The paintings on display at the school Art Gallery are by a woman who painted during a very exciting time in Art History—the Impressionist period of the late 1880's. The concern for light and color values—stemming from the Artist's need for a new freedom on his canvas. Painting out of doors was a new idea and exposure to nature brought a freshness and new concept to painting. Art of imagination rather than imitation, which at first may be difficult for an observer to accept capturing the essence of a moment, an image, the colors of the image.

Mrs. Perry has captured the essence of landscape scenes right in this area and also proved her competence at portraits. The translucent quality of the faces gives to each one, a certain breathing agelessness, which she achieved through her knowledge and sensitivity of color and interplay of light.

Learning that snow is not white, it becomes colored with luminous intensity, just as a shadow is not absolutely dark, but colored. The image of color.

Housing Committee Meets; Lewis To Chair

By RON BOISVERT

MOOG TO SPEAK ON SYNTHESIZER

By RON BOISVERT

Robert Moog, the much acclaimed developer of the Moog Synthesizer will speak at KSC on Mon. Feb. 16. His topic will be the Synthesizer and Electronic Music.

Mr. Moog is a 35 year old graduate of Cornell University where he majored in engineering physics. Moog has been working in the development of electronic musical instruments for some 20 years. He is the developer of the synthesizer, a device which electronically duplicates and innovates any sound desired, using the piano keyboard.

The synthesizer has been used by many popular groups, such as the Beatles and the Rolling Stones. It has also been used for the background music of many motion pictures as well as TV commercials. It was used to duplicate compositions of J.S. Bach in the recording "Switched-On-Bach", the largest selling classical recording of the past year.

An informal coffee hour will be held on Mon. morning with Mr. Moog in the Music Dept. All faculty and students are invited to both coffee hour and lecture at no charge.

The lecture is being sponsored by the KSC chapter of the MENC, and will take place at 1 p.m. in the Waltz Lecture Hall of the Science Building.

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Notes from the Green Room

By E. T. Guidotti

[These bits and pieces are derived from an actors exercise in which an actor chooses five random words, out of 50 or 60 supplied by the Ensemble, and builds his phrase using them.]

Impressions of ANTIGONE by The Celebrant Actors Theatre

-Acceptance of Aged Tension is our black and red rejection
-Alone, powerful anger-rage rubs frustration strange
-The Fear of Death in Tragedy gives the color red to the C.A.T. performance of *Antigone*.
-Love? No. Pathos and confusion rule the kitchen of *Antigone* in the morning.
-*Antigone* is woman but is not placid, for what takes place around *Antigone's* bench is ominous filled with hate, love, and loyalty and finally destruction.
-*Antigone's* stubborn lack of surrender forces Creon to brutality that is deep inside his absurd mind of politics.
-The pride of Oedipus was scared out of Ismene's sister overshadowing her passion for life itself.
-Anguish and martyrdom? No. The red soul shows no anguish.
-Act out the fear and hate toward the callous guard.
-The care in this irony gives deception strength, but also make it a trap.
-The Queen smothered in her midwife as the girl excites her defiance without shame.
-Creon rules his country out of touch with every man possessing only the love of his velvet cat.
-From the womb comes the mire of duty and thrones and the omens of death.

Wilkinson

Continued from Page 1

Puerto Rican," he went on, "must be faced, dealt with and fairly treated by your generation and mine, otherwise the country we pass on to our children and grandchildren may be one too terrifying for them to wish to inherit."

"Our central task," Dr. Wilkinson concluded, "is to complete in the 70's what we started in the 60's: to help people to help themselves while continuing to cherish and preserve individual dignity."

A question and answer period followed the lecture. In response to a question concerning the means used to reach a solution to urban problems, Dr. Wilkinson said, "In order to solve the problems of the cities, and they must be solved, the problems of race relations, and they must be solved, unusual, unique, creative, daring, challenging solutions must be found. Some of these solutions undoubtedly will be out of keeping with the American ethic of the past; but I think that we must realize that some of the American ethics of the past have been somewhat out of keeping with the character of what they were supposed to have been; and have created our problems."

The lecture, which was held in Waltz Lecture Hall, was the first of a series sponsored by the Council of '72.

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Antigone Opens Tonight

By COLIN R. LYLE

The Celebrant Actors Theatre is presenting the Jean Anouilh play *Antigone* this week. The performance takes place in Drenan auditorium at 8:20 on Tuesday, Wednesday, Thursday, Friday, and Saturday.

The director, E. T. Guidotti, and Robert Carlton, who is in charge of special effects, have introduced a number of original touches into the performance of this classic Sophoclean tragedy.

Slides and film interludes have been added to the visual media of the play and music has been composed to fit the new theme and structure.

The play opens with an explanation of the story and an introduction of the characters by the chorus composed of Sharon Driscoll and Mark Tullgren. The concept of a chorus, which keeps the audience informed of what's happening and helps set the mood, is basically Greek in form. The chorus also introduces the parts that the gods take in the play.

The individual acting in the major roles, Charles Howland as Creon and Cheryl Downing as *Antigone* is extremely good and adds considerable life to what could have been a mediocre play. The Anouilh version of *Antigone* leaves something to be desired at times but the quality of the acting more than makes up for it.

The effect of the slides and the correlation of these slides with the action on stage is a major success. The slides, for the most part, are abstract creations but they often mirror or set the mood for the action on stage.

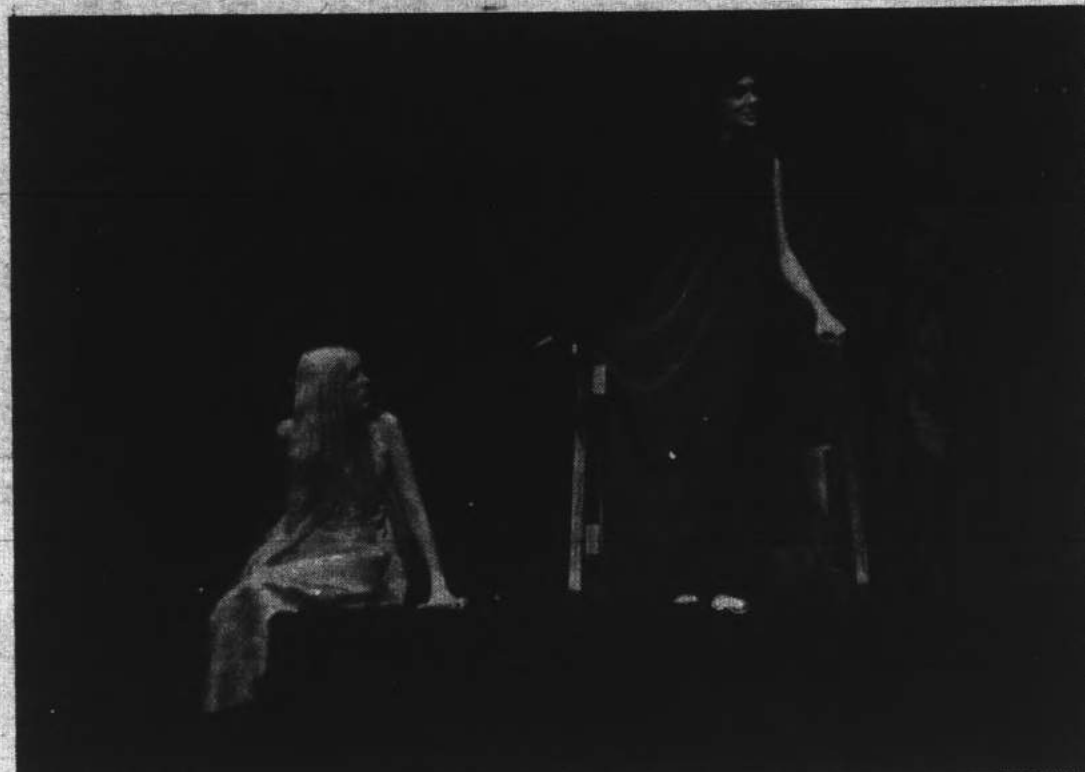
Another big plus in the production of this play is the effect produced by excellent lighting. This is an often overlooked area of theater and Jan Nadeau, who controls the lights, is doing a fine job.

There were, in the version I saw, some minor problems in the ability of the audience to hear the actors. Due to the slide projector, which should, by now, be silenced and the acoustics of Drenan auditorium, some of the key lines in the play were missed by the audience.

Also the overall mood of some scenes suffered in relation to the individual performances. The mood, however, was aided by the introduction to the characters of animal actions and traits.

The mixture of conflict between *Antigone* and Creon is extremely powerful in scope. This, blended with the introduction of sub-conflicts between the two sisters and between Haemon and Creon, leads to the involvement and total immersion of the audience in the struggle that is occurring on the stage.

The lighting, special effects, music and most of all the fine acting make *Antigone* an excellent performance and well worth seeing.



Camie Foust (l.) plays Ismene and Cheryl Downing plays Antigone in tonight's play.

Wind Concert To Be Given

By JANET VLACHOS

On Tuesday night, February 17, the KSC Wind Ensemble will present a concert at 8 p.m. in Drenan auditorium. It will be conducted by William Pardus, head of the music department.

The music to be performed was expressly written for band-wind ensemble medium. All selections to be played are composed by Americans with the exception of one; Jacobs, the outstanding contemporary British figure.

Featured works for the evening will be Chester Overture for Band by William Schuman, which is based on a marching song of the American Revolution, in Schuman's modern idiom. Suite for Band by Hovhanness is a series of solemn festival pieces with reflections of the composer's Armenian background. Other selections will be *Pagant* by Vincent Persicoletti and *Hands Across The Sea* by John Phillip Sousa.

A second concert is planned by the thirty-five piece band for April 15 with traditional as well as Avant Garde music. It is hoped that a good portion of the student body will come to the concert, draw some conclusions on the music and observe the quality of performance of a department in the college which is growing rapidly.

A dance will be held Saturday night and the main event of the weekend, the Stevie Wonder Concert, will take place the next day at 2:00 p.m. There will be no admission charge for KSC students.



Co-eds Compete

Kathy Dobens is a freshman from 15 Bell St., Nashua, N.H., majoring in elementary education.

One of the tiniest girls in the pageant at 5-feet-2 and not quite 100 pounds, Kathy is one of seven children and has three brothers and three sisters.

She placed third in the Hallmark Card art contest and enjoys painting, sewing and horseback riding.

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KEENE, NEW HAMPSHIRE 03431

FEB. 18, 1970

WINTER CARNIVAL WEEKEND APPROACHES Stevie Wonder To Appear



Tamla Recording Artist, Stevie Wonder

VOTE TO BE TAKEN MON. ON PROPOSED CALENDAR

Open letter to KSC community:

In our efforts to solicit opinion from the college community, the calendar committee presents, for your scrutiny, the following sets of calendars. (Each set is simply a two year version of the same basic calendar with appropriate date adjustments). It is our hope that you will examine these calendars then cast your ballot for one or the other on Monday, February 23, 1970.

During the balloting, the calendars will be color coded: white will represent the revised calendar and blue will represent

Continued on Page 2.

[See page 2 for copies of the current calendar and the proposed calendar for next year]



Dr. Robert Moog discussing electronic musical sounds Monday, Feb. 16 in Science Center.



THE LONG AND SHORT of it in maxi and mini coats are worn by these 10 contestants in the Miss Keene State College Pageant set for Friday night (Feb. 20) at the Keene Junior High School auditorium. See back page for full page layout of contestants.

MISS KSC PAGEANT TO KICK-OFF EVENTS

MOOG HAPPENS, DELIGHTS CROWD

By BOB RANSOM

Moog happened in Keene. The revolutionary in the blue buttoned-down collar shirt appeared at a coffee hour Monday morning. Later, he gave a lecture-demonstration in the Science Center from 1 p.m. until 3 p.m. Moog was sponsored by the MENC.

Arriving from a concert series in Manchester, Dr. Moog demonstrated his synthesizer to an open class in the Music Room. Moog said the synthesizer had been developed over the last five years. Each costs \$5,000. First he emphasized that his brain-child does not produce fake musical sounds, but rather genuine electronic sounds.

"Sounds are put together out of its component parts." The sounds are first generated, then shaped by the "modifiers" and finally given contour by the "controllers." He explained that these are the steps from raw sound to musically interesting pitches.

In the afternoon he appeared before a SRO audience eager to hear the man who developed the synthesizer used on the popular Columbia album, "Switched on Bach." After a tape collage of and on electronic music, Dr. Moog went into the science involved in this new instrument. Next the musical engineer demonstrated live sounds on the console of plugs, dials and switches. He ended the MENC sponsored demonstration with five diverse electronic compositions. There were abstract compositions, like "Synthecon," improvisations, and literal translations of music.

The conservatively dressed Moog demonstrated a fantastic depth of understanding both in engineering and music. Most people had strong reactions to Dr. Moog and his synthesizer. One coed responded, "Yeah, wow! It's very new to me, but I'm enjoying it." Another replied, "Really good. I learned a lot more about this type of music." One music professor, when asked for his reaction, said "Definitely positive. Moog touched on a sound experience that is really immediate." Other comments ranged from "Great Stuff!" to "Fascinating" and finally, "mmmmmm." One student summarized all reactions by saying "it was reminiscent of those things that are to be."

The winner of the Miss KSC Pageant will be judged on beauty, poise, scholarship and talent and will be crowned by Paula Culley Purla, winner of the 1969 pageant. The new queen will reign over the carnival weekend and will go on to the Miss New Hampshire Scholarship Pageant to be held in Manchester this May. The new Miss New Hampshire will compete in the Miss America contest set for Atlantic City, N.J., next September.

Tickets for the pageant are available this week at the student union or at the door. There is no admission charge, but the doors will be opened at 7 p.m. for faculty and students, with the public admitted starting at 7:30 p.m.

The 12 contestants are Susan Crosby and Tina Kalantzis of Manchester, N.H.; Joyce Weishaupt, Maria Konides and Florence Reed of Keene; Arlene Guthrie and Karen Peterson of Northport, N.Y.; Barbara Temple of Sterling, Mass.; Shirley Potyrala of North Hatfield, Mass.; Beverly Adler of Raynham, Mass.; Darlene Chandler of Hopkinton, N.H., and Kathy Dobens of Nashua, N.H.

Judges are Dr. Michael D. Keller and David R. Leinster of the KSC faculty; Robert Cohen, producer of the Miss New Hampshire pageant; Meg Geraghty, women's editor of the Manchester Union-Leader and William Haggerty of Milford.

Miss Jean Cotti, a Keene State College senior from Plymouth, Mass., and winner of the talent award last year, will be mistress of ceremonies, Peter L. Desrochers, a KSC junior from Manchester, is directing the pageant.

The snow sculpture entries will be from the fraternities and residence halls at the College. The winning sculpture, based on the theme, "To Every Time

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