

EDITORIAL

Recently, five of us had the opportunity to attend the New England Teacher preparation conference which had as its theme "Moral and Spiritual Values in Teacher Education." One did not have to venture very far into the proceedings of the conference before the realization suddenly came, "why has this phase of education, which is perhaps the most important application of teaching, been so long neglected and put into the background?"

There seems to be an apparent misconception that education does not make much difference in the lives of those who come under its influence. This belief must be shattered; moral and spiritual values must be inherent in all education, for any other form is mis-education. This is no longer someone else's problem or a pure academic quest. The promotion of moral and spiritual values must take on a real and vital meaning.

Many teachers have constructed their courses with the goal of a more Christian pupil, and undoubtedly they will continue their crusade. However, education as a whole has talked of spiritual values in whispered tones and has largely evaded the use of religion as the basic core and reason for all learning.

Many educators lean on the popular excuse that legal barriers prohibit the use of religion in the classroom, but facts are easily gathered to show how erroneous this premise is. Who can produce a law which can be interpreted to mean that the teaching to do good is unlawful? The Supreme Court has even established that children may be released from school time to be given Religious instruction in the faith of their choice.

Naturally the leaders of the conference did not advocate in any way the indoctrination of pupils into a particular religious faith. Public schools cannot dictate convictions, but they can impel students to act on the challenge of Religion. Common beliefs are present in every classroom; these are the building blocks of a bigger spiritual and moral person. It is natural for children to want to know why, and we could well make better use of this curiosity. The discussion of Religion cannot be evaded when it is essential to the learning process.

Spiritual and moral values will remain superficial and unheeded if the present practice of saying in effect, "you've learned everything in the book, now go out and use it to the best advantage," continues. No teacher should ever feel any qualms about bringing the spiritual side of life into any subject where it is pertinent to the discussion, regardless of pressures from parents and other sources. No one ever need apologize for doing right or teaching the truth.

No subject can be apart from Religious meaning. All learning must be directed toward the final purpose of a more spiritual and moral society or else why learn at all? Teachers must have this objective in mind in every phase of their work if education is to help every person within its scope to gain purpose, meaning, and an ultimate reality.

Letters to the Editor

BUREAU OF NON-VITAL STATISTICS
Concord, N. H.

21 October 1952

Dear Editor:

This news item has come to the attention of the Bureau: "College students should study at home two hours for every hour they have in class." The Bureau, feeling that this is possible and sometimes impossible, but highly improbable, decided to make a study on this maxim of idealism. When we say that it is possible to carry out this rigid standard, we assume that the student is able to carry on at top level awareness on five, three and even one hour of sleep on week nights and make like Rip Van on week ends.

We have set up this table as that which we think would be the average for a KTC student.

Day	Hours class	Must study	Hours of study	Sleep	Hrs. slp.
Monday	4	8	7 pm-3 am	3 am-6:45 am	3 3/4
Tuesday	4	8	7 pm-2 am*	2 am-6:45 am	4 3/4
Wednesday	5	10	7 pm-3 am	3 am-6:45 am	1 3/4
Thursday	4	8	7 pm-3 am	3 am-6:45 am	3 3/4
Friday	5	10	7 pm-3 am**	3 am-6:45 am	3 3/4
					17 3/4

* studied 1 hr. during day
** studied two hr. during day

(Student works afternoons)
(Case study based on actual schedule)

Thus in five days we would get 17 3/4 hours sleep. Assuming that we all should have 8 hrs. of sleep a night or 56 hours a week, we would have to sleep about 19 hours on each Saturday and Sunday night to make up for lost sleep. However, it is impossible, say medical men, to make up for lost sleep. So what shall we do.

We feel and predict that about the time that Thursday's 9 o'clock class was starting, the student would be in a sad state of catalepsy (this is not, as some self considered scholars think, a morbid fear of felices, but the same thing as rigor mortis, only in a cataleptic state the organism is alive).

The previous table was made out putting the emphasis on study and making sleep expendable. If we reverse the emphasis and made study expendable (which is the most common thing done in colleges anyway) then the whole theory would be impossible. The only possible way to carry out the axiom would be to change the law of the Universe and have 36 hours in a day. Some educators feel they can do anything and have 36 hours on water, but we seriously doubt if any can influence the universe to any noticeable degree.

Recommendations of the Bureau:

If your teachers can stand the same amount of strain as would be required under this idea, you should be able to also. (Bureau feels that you as the student have nothing to have insomnia over on this point.)

When you reach the cataleptic stage, apply to the administration for a leave of absence (death in the family, viz. you.)

Sincerely,
I. M. NUMBERLESS,
Chief of Bureau

FOOD FOR THOUGHT

I started out at the beginning of this election year as open minded as I could. I tried to take into consideration the elements of corruption that are bound to sneak into any government when one party stays in power any length of time and also the limitations of our President although not for one moment did I doubt his sincerity. Give Truman 50 years for his policies to take effect and he will be a long way from the top of the list of our worst presidents.

Getting back to the subject, I looked forward with a great deal of anticipation to what the new G.O.P. liberals had to offer, realizing that the liberal element was still standing when the convention dust cleared away. But most of all I wanted to hear from their new candidate, the celebrated Napoleon of our Armies and International leader commonly known as "Ike."

Now the dust has cleared and the reasons for this selection are as clear to me as the two trying years that I have spent in the Army. My selection is for the Democratic candidate for president, Adlai Stevenson.

In the following order I would like to present my criticisms, disappointments and decisions on the subjects of "Ike," G.O.P., Democrats, and last but not least Adlai Stevenson.

As I just mentioned earlier, the G.O.P. liberals emerged with their candidate the winner. It was a bitter fight, one that almost broke the Ashbow; however, due to the master touch of one Tom Dewey, he ended on top. But, the leaders of this fight had a tough one

H. Dwight Carle

Mr. Carle was born in Hyde Park, Mass. February 12, 1895. He attended schools there and graduated from Hyde Park High School. He attended Middlebury College, Middlebury, Vt., and received his B.S. there. He received his Ed.M. from Boston University and also did graduate work at Harvard.

During World War I Mr. Carle was assigned as a chemist in a poison gas plant in Willoughby, Ohio.

He taught in Massachusetts secondary schools and was principal of Ashfield High School in Ashfield, Mass., and later he also served as principal of Bridgewater High School in Bridgewater, Mass. He came to KTC in 1924 and was made Dean of men in 1930.

Dean Carle's main interests are in nature and science. He is a past president of the N. H. Academy of Science, and has made a study of the snakes of New Hampshire for the academy. He is also writing a book on snakes, and frequently gives lectures on geology. He is the founder of the N. H. Science Fair, the N. H. representative to the New England Science Fair, and a past president and member of the Science Teachers' Association. He also teaches science at KTC and is the author of many articles.

In addition to these more academic interests, Mr. Carle is a member of the Rotary Club, a Mason, a member of Kappa Delta Kappa Scholarship Society at B.U. He is also the founder of the Student Council at KTC and is a past president of the Faculty Club. Interested in promoting outdoor activities for the students, Dean Carle has been instrumental in obtaining the college camp, and has, on various occasions taken student groups up Mt. Monadnock. On one occasion, he led a group in marking a trail up the mountain.

Dean Carle is a prominent person on the campus, in the community, and in the state. He has done much to further the interest of science in each of these institutions.

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Vitals (Continued from Page 1)

Banjo and Fiddle Kroll

Michael Vitale

Michael was called back for three encores which consisted of the "Hot Canary," "Mighty Like a Rose," and a Waltz by Brahms.

Michael has great genius and his poise on stage is definitely professional. He pleases everyone who hears him and Keene should be proud to do all they can for him.

He will now continue to study at the New England Conservatory of Music with Mr. Alfred Krips, assistant concert master of the Boston Symphony Orchestra. Mr. Fredrick Hendrickson of Keene, Michael's teacher here, will continue to supplement the school's teaching.

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Book Review

By Harold R. Isaacs, Stanford, Cal: Stanford University Press, 1938. Revised Edition 1951. 352 p. \$5.00
Book reviewed by J. Wade Caruthers

Those Americans who should favor continued support of the Nationalist government of Chiang Kai-shek, will find scant support for their views in Isaacs' story. Nor will the critics of the Chiang regime find any clear cut and practical alternative out of the dilemma now facing American policy-makers. Mr. Isaacs views the Chinese revolution of 1925 to 1927 through the eyes of a democratic socialist. As an ex-Newsweek staff-writer Isaacs had the opportunity to travel in China and Europe during the early 1930's examining Chinese Communist documents, current newspaper accounts, Comintern files, and interviewing Communist officials who had been active during the violent years in China between 1925 to 1927.

Mr. Isaacs laid bare the nature of the tragedy of the Chinese revolution. The real tragedy lay in the fact that by 1925 Russia, led by Stalin, had repudiated world revolution and turned within itself. Content to use China for his own narrow purpose Stalin, through the Comintern, gave the Chinese Communists advice that checked the mass movement. This made it possible for Stalin at once to use China as a tool against Britain and to wage war against Trotskyism.

Thus, Chiang Kai-shek had free reign for his policy of uniting China with the advice and money of the Western powers and Chinese bankers. Russia deliberately set the revolution off from its proletarian and agrarian roots and brought on the debacle of 1927 which resulted, not in a mass revolt, but in the military coup of Chiang Kai-shek.

With sympathy Isaacs traced the sorry years that saw the defeat of the worker and peasant uprisings. Blood repression and military rule of the Chiang right-wing faction of the Kuomintang, was the situation in the fall of 1927 described by Isaacs as he reiterated his bitter theme.

Over the prisons and execution grounds flew the banner of the Kuomintang that had been freed from the Kremlin. Under it, the people had risen. Under it, understanding, they had been struck down.

The real chance for genuine "democratic revolution" was lost in 1927. After that date the Kuomintang, under Chiang Kai-shek, became increasingly corrupt, until finally, after World War II, it was unable to maintain organized government. The result was an upsurge of Chinese Communism—this time as militant and dictatorial as its Russian mentor. Since 1949 China has been plunging down the "blind alley of totalitarianism." It is difficult for this reviewer to say how the mass revolution occurred according to Trotskyite lines in 1927, how totalitarianism could have been avoided any more successfully than, than in 1949.

Though the basic thesis and the evidence mustered to support it seems irrefutable, one might feel that Isaacs, clouded by his Trotskyite

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THE MONADNOCK, OCTOBER 28, 1952

Page THREE

College Participation Urged in Coming Community Chest Drive

S. C. A. Initiates 22 Members at Outing

Twenty members were initiated into the Student Christian Association at the college camp October 23. The ceremony was a candle-light service. The challenges given in this ceremony were by Ruth Brainerd and Kendall McCormick.

The principal speaker on the program following the ceremony was Miss Johns, regional secretary of the Student Christian Association in New England. Her topic was The S.C.A. Member's Place in the World. Mrs. Deans spoke on student-faculty relations through the S.C.A. Miss Bruce summarized the benefits of being an S.C.A. member. The responsibilities of the S.C.A. member were brought to the attention of the group by Robert Pearson.

Proceeding the ceremony the group dined together. Chairman of the upper committee was Priscilla Osborn.

Chairman for all arrangements of the evening was the president of the association, Robert Sudak.

Guests present were Mrs. Randall, Mr. and Mrs. Carle, Mr. and Mrs. Eaton, Mr. Meury.

Those being initiated were Mr. and Mrs. Speck, Edna, Rev. Ed Evans, Mary Pellerin, Frank Remington, Mary Roberts, Carole Runnells, Barbara Ryan, Joan St. John, Elaine Smith, Frank Taylor, Jean Worth, April Hanson, Elizabeth Kilgore, George Rollins, Sally Wendelin, Priscilla Holmes, Linda MacFall, Hazel Taylor and Rose West.

Conference (Continued from Page 1)

ive religions. It was pointed out that Leslie College and the University of Iowa offer such a course.

With this information the teacher would be equipped to guide the children. It was also pointed out that should we attempt such a program in the public schools, we should keep in mind that such a study may not be dogmatic and that we must stress the likenesses between religions rather than the differences.

The point of athletic program in some schools being detrimental to the development of moral and spiritual values was discussed, and the consensus of opinion was that this lay upon the shoulders of the administrative forces of the schools. For example, since some coaches must win 55 per cent of their games in order to insure their position, the winning of a game becomes the end—all, rather than the means to an end—this end being physical growth and the development of good sportsmanship.

It was decided that the problem must be solved by a combination of home, church, and school; the school taking on an equal portion of the responsibility, rather than completely ignoring it as we are now doing.

The fourth sub-topic of the general theme of the conference, was the religious activities program in

teacher education. In this particular group, led by Dr. Alden J. Carr, Castleton Teachers College, Castleton, Vt., with Miss Viola Levanthal, Anti-Defamation League of B'nai B'rith, Boston, Mass., as consultants, a definite religious activities program of teacher college, was discussed.

At first, there was much discussion on whether, while covering this topic, we should deal with a program which taught teacher college students how to teach religion, or with a program mainly for students. The latter was chosen for the limited time which he had for discussion, since it must come first, even though the other angle might be introduced later.

A great deal of time was spent in enumerating the various religious activities found on various teacher college campuses in New England. The list included such activities as classes in Biblical literature, religious organizations on campuses, grace at meals, Christian observances, chapel periods and morning devotions as expressed in many of the training schools affiliated with the colleges. After much discussion, it was agreed that these so-called religious activities were not all that we needed.

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Co Co San, one of the aspirants to the office of mayor, is shown entering the campaign scene on his magic carpet guarded closely by his Tibetan henchmen.

Higher Learning Has Lost Meaning, According to a Famous Educator

New York, N. Y. (I.P.)—Higher learning in the United States has "largely lost its meaning," and as a result, "some of the basic values of liberal education have thereby been sacrificed," according to Oliver C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching.

Declaring that "quantity has been substituted for quality" and the "quantitative conception of a liberal education . . . has vitiated the entire process by a wrong emphasis in the teaching of cultural subjects," Mr. Carmichael pointed out that the main problem in higher education has been the gradual acceptance of certain basic fallacies.

The first of these fallacies, he said, is the idea that if a student acquires a certain number of credit hours, it all adds up to a liberal education. "This philosophy is a legacy of the free elective system," Mr. Carmichael said.

Eleven fallacies referred to Stevenson's success as Governor of Illinois and his heritage in public affairs. Five more stated that Stevenson seemed to be sincere and honest in his stands and had the best views of government. Eight votes referred to the belief that the Governor was campaigning on his own terms and could carry them out if elected because of his independence of party domination. Rounding out the pros for Stevenson were six ballots stating that the Democratic nominee was concerned with the working man and six expressing their dislike of a military man as president.

CLASSIFIED ADS

Beginning with the next issue, the Monadnock will run a classified ad column for the students and faculty only, at the rate of twenty-five cents per fifty words or less.

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The third fallacy cited by Mr. Carmichael is the view that education is the view that education

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Club Constitutions are Submitted For Approval by Student Council

At the last regular meeting of the Student Council held in Parker Hall on October 21, the Activities Committee, under the chairmanship of Norman Valtier, reported that they had received constitutions and questionnaires from 17 different clubs and organizations. These forms were submitted by: Alpha Phi Omega, Student Christian Association, Canterbury Club, Dramatic Club, Sigma Pi Epsilon, Alpha Pi Tau, Sigma Tau Gamma, Kappa Delta Phi, College Social Committee, Nu Beta Upsilon, KTC Glee Club, Newman Club, Intramural Council, Women's Athletic Association, Elements Club, Manchester Club, Women's Athletic Association Honor Society, and Kappa Delta Pi.

The Activities Committee will take all these groups into consideration in allocating funds, and in determining whether or not the times of meetings should be changed in order to avoid conflict with other organizations. Any club which did not submit the necessary information to the Student Council will not be considered by the committee.

Michael Karnackiewicz, chairman of the Athletic Committee, reported that student members of the Intramural Council have been selected. They are: William Derby, commissioner; Jesse Evangelou, secretary-treasurer. The council will meet the first Wednesday of each month.

The Student Council then elected Harold Haggood as representative to the Social Committee, with Peggy McNeil as alternate. Mary McGurk then gave a report on the new members of the Public Relations Committee. They are: Ruth Brainerd, Joanne Ricci, Herman Oberle, and Eastman Steere. The chairman said that the Inter-visitations Committee will be selected at a later date. Mary then gave a report of the Eastern States Conference which she attended in New York City. They made plans for the conference to be held on the 28th, 29th and 30th of March.

The Student Council is now in full swing and all the committees are working. The minutes of each meeting will be put on the bulletin board along with the attendance record. Read the minutes and also look to see if you are being represented.

Letter

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tion has guaranteed him this right ever since its existence. The three big disappointments that I've given me were the following: his failure to make a decision on the Nixon affair, his complete acceptance of Taft's policies over a New York Times article, and last, his acceptance of McCarthy, Jenner and all others regardless of policies in his all out efforts to gain votes.

At a time when the General had an opportunity to make one of his first major decisions, the Nixon case, he confused the issues and threw it like a hot ball of fire back in the direction from whence it came. Mr. Nixon in return very cleverly disguised this moral mistake that he had made and came up with a speech so packed with emotion that it made some soap box operas as "Till Top House" appear like a good high school try.

Many people are trying to confuse the issue, justify the Nixon move by comparing it with the fund that Stevenson used to supplement the salaries of his state administrators. Nixon's fund was paid directly to him to be used for campaign purposes. Is the senator that new to politics that he does not know the unwritten rules of this profession stating that party headquarters will register and direct the handling of such funds? It takes very little common sense to realize the dangers that our political system could encounter if our individual politicians had to solicit their funds from private and special interest.

Yet many Americans voiced their approval to Nixon. I had to ask myself, are these the people who

are going to stop corruption in government?

The second move was when Taft walked into Ike's rooms in New York, sat down at the breakfast table with him and handing him a group of papers said, "If you agree with me on these points, I will campaign for you." Even the press correspondents who support Ike had to bow their heads when they spoke about this one. Taft knows where he stands and he definitely does not have to run and jump on the General's Bandwagon. It is quite evident that he has his own bandwagon. If Ike does get into the White House, he may rule the White House, but Taft will rule the senate. For everything Ike wants passed he will have to bargain with Mr. Taft, whose voting record speaks for itself.

Ike has abandoned the foundation of any platform in favor of leading what he calls a Crusade. Richard the Lion Hearted is going to lead a crusade on Washington to clean up corruption and clear out the Reds. Regardless of his intentions, good or otherwise, can he carry them out with the men that he has surrounding him?

In his favor, he has Lodge and the younger liberals in the Republican party who will probably do their best. I do not hear very much from these people as of late. However, let us look at some of the others. Is Tom Dewey going to achieve this for us? How often do we read of corruption in New York State? Are we going to give the job of digging out the Reds to McCarthy who has yet to make one conviction or shall we let the F.B.I. continue their excellent job of presenting the evidence needed in the past to convict these spies? I would like to know when the General plans to use such men as Jenner, who also helps to make up his crusade? His approval of this move indicates to me that we need more people in Washington to go around calling such individuals as George C. Marshall walking lars and traitors to our knowledge of these fields.

To avoid wasteful overlap, the factor analysis approach will be used. It is believed possible to obtain some 15 scores, essentially uncorrelated with each other, which will provide the clearest possible differentiation between predicted success in the various courses of study and vocational fields.

"Since it appears that a pilot study may serve as the best means of demonstrating whether the battery can accomplish its objectives, a preliminary battery of tests measuring about a dozen independent aptitudes and six types of interest has been constructed. This is considered essential for intelligent citizenship and is required of all candidates for a bachelor of arts or science degree.

"Exceptional students, whether by reason of superior secondary school training, or because of wide reading, are excused from any of the required courses in which they successfully pass a proficiency examination. Students may also substitute introductory courses in the departments related to their area of concentration for the general requirement in this area.

"Three of the required courses are designed primarily to improve the student's facility in communicating ideas—written composition, oral communication, and the ability to think straight (studied in either mathematics or logic). The other courses aim to supply fundamental insights and appreciations in the chief areas of modern knowledge.

"Plans have been made to develop and to try out measures in these areas. Each study will involve the preparation of a test battery including several tests in the area under investigation and two or three tests of each of a number of related factors that are already well established. Such studies will be made at a variety of types of institutions, and validity data will be obtained in each case.

Tests Provide Valuable Guide in Choosing High School Subjects

Princeton, N. J. (I.P.)—The course of study which a student decides upon in high school may well determine his future vocational possibilities, according to Henry Chauncey, president of the Educational Testing Service. If the course has led him to college, he adds, there again a further choice will confront him, the choice of major field.

The goal of one of the four planned research programs of the ETS is to produce a battery (or batteries) of tests for use in guidance at the high school and college level. This battery is aimed at providing valid prediction of success in a variety of educational and post-educational programs. It will cover aptitudes, interests, and personality in proportions corresponding to our knowledge of these fields.

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"Three of the required courses are designed primarily to improve the student's facility in communicating ideas—written composition, oral communication, and the ability to think straight (studied in either mathematics or logic). The other courses aim to supply fundamental insights and appreciations in the chief areas of modern knowledge.

"Plans have been made to develop and to try out measures in these areas. Each study will involve the preparation of a test battery including several tests in the area under investigation and two or three tests of each of a number of related factors that are already well established. Such studies will be made at a variety of types of institutions, and validity data will be obtained in each case.

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Freshman Elections to Be Held Next Week

The freshmen have shown a tremendous amount of spirit up to now and these elections are the most important organized effort they have met so far. Any freshman interested in running for not office may make up a petition, stating his name and the office for which he is running. These petitions must be signed by twenty freshmen. Each person may sign one petition for each office. The offices which they may seek are President, Vice President, Secretary, Treasurer, and Student Council. In the final elections, they will elect two boys and two girls. All petitions must be turned in to the Student Council by November 3. Campaigning will be on the 4th and 5th of November, and elections will be held on the 6th in Parker Hall.

Education (Continued from Page 3)

tion is "primarily concerned with communication of knowledge whereas it is actually the communication of intellectual power." He used as an example the bequest of a mathematical formula to a student. Without the knowledge of how to use it, the formula is worthless, he said.

"Short courses that give only a smattering of information in a given field, and no conception of the mode of thinking by which the knowledge was derived, contribute little if anything to the education of the student," Mr. Carmichael said. He criticized academic courses which teach men to perform mathematical computations but not to think mathematically, to manipulate laboratory apparatus but not to think scientifically, and to summarize philosophical arguments but not to think critically.

The fourth and final faculty mentioned by Mr. Carmichael is the confusion of facts with truth, research with learning, and the search for knowledge with the spirit of inquiry. "Pursuit of the truth is undoubtedly the highest function of the university," he declared, "but that is not mathematics, or science, or research. The truly educational courses are those which emphasize not merely knowledge but interpretation, not facts but the implications, not breadth of information but depth of understanding.

"Research and higher learning are not twins in the educational process," he said, adding that research is concerned with adding to the storehouse of knowledge whereas higher learning is concerned with the development of intellectual power. Mr. Carmichael warned however that higher education today places too much faith in research alone. "Research may serve to be a formidable foe, but it is not a winning play of the team has been really outstanding. If their offensive punch can be developed a little more, the KTC soccer team should post a winning record for the season.

The student attendance at the home games has been good. Let's all go out to the "A" field on October 30 and watch the team play its last home game of the year with Fitchburg Teachers College.

Campus Club Workers Hold Outing at Camp

On Tuesday, October 4, a weiner roast and social entertainment were enjoyed by the men's service fraternity, A.P.O., and its auxiliary, the Women's Service Club. The group met at the college camp, chaperoned by Dr. and Mrs. Caruthers, Miss Taylor, Dr. Early and Mr. Kiely. The festivities started at five o'clock and lasted until around seven.

After partaking of a really delicious picnic meal, prepared by the college kitchen, the group went inside and everyone joined in some excellent activities, mainly taking in the form of dancing games. In charge of the entertainment was a committee headed by Peter Koulakis and including Ralph Werniger, Fred W. Miller, Carol Allen, Jane Kingsbury and Janet Forest. The always successful "Broom Dance" was among the games outlined for the group to enjoy.

Largely because of the cooperative spirit of the participants, and also due to the careful planning that had gone into it, the social was a successful and enjoyable affair.

LAUNDROMAT
Self Service
Open 7 to 7 p. m.
53 Cottage St. Keene, N. H.

Owl Booters Edge New England 3-2, Lose in Final Minutes to RICE 1-0

Tuesday, the 14th, the KTC soccer team traveled to Henniker to post their second victory in three starts from New England College. Two freshmen, "Skip" Reagan and Ed Croteau, are to be given the credit for scoring. Reagan put the Jockeymen out front 1-0 in the first quarter, but in the second period NEC's Balton tied it up, until Reagan came back once again to put the Owls out front.

The third quarter was scoreless. In the fourth quarter, New England's Chapin knotted the count. With two minutes to go in the game, Croteau slammed in a point to place KTC ahead 3-2. A tense moment arose seconds afterwards when New England got the ball only a yard away from Keene's goal. In a frantic scramble the Owl's managed to move the ball out.

Paul Wilkinson, who was knocked out in the first game with NEC has been ordered to give up soccer. This leaves the Jockeymen even more short-handed. For this game Coach Joyce used only two subs.

The Linemen
KTC
Regan ol
Niemiela il
Richard c
Croteau ir
Tousignant or
Derby lb
Kerr ch
Saladino ch
Parker lb
Warren lb
Tierney lb
Hale lb
Subs
Jacques
Berry

OWLS EDGED BY R.I.C.E. 1-0

The KTC booters lost their second game of the season to a spirited eleven from R. I. C. E., by the score of 1-0. The game was a hard-fought scoreless duel for three periods, but in the fourth quarter, the Owls were edged by the top of the goal and into the net for what proved to be the winning marker.

The loss evened the Owl's record at 2-2 for the season. The inexperienced Owl booters showed vast improvement in their play and with more game experience should prove to be a formidable foe. The defensive play of the team has been really outstanding. If their offensive punch can be developed a little more, the KTC soccer team should post a winning record for the season.

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Play is about to unfold in an intra-mural football game between Blue Spruce and the Rock Hills as the ball can be seen just after being snapped from center.

Powerful Kappa Eleven Wins the Intramural Football Crown at KTC

Girls Victors Over K.H.S. in Field Hockey

They did it again. The KTC girls proved last Thursday that they have the stuff of which good athletes are made. The highly trained Keene High School field squad came down to play us. We took on both the Varsity and the Junior Varsity and beat them both. Pretty good considering that we only had enough players for one team.

Any afternoon that you would like to see a good game of hockey, journey down to the "A" field. Games are played every day at 3:30. There's plenty of competition and excitement! The freshman class has supplied the college with a group of energetic, outstanding hockey players. Maybe they will be able to give the juniors a little competition when it comes to interclass games. We sure hope so.

Plans are almost completed for the annual Red and White day. Don't forget to support your team. If you signed for a sport, be a sport, and be there to play it next Saturday. Win or lose, you can help your team. The team gets a point for every person who participates. Those people who weren't able to play can at least cheer their team on. Be sure that your players have plenty of encouragement. If they signed for a sport, be a sport, and be there to play it next Saturday. Win or lose, you can help your team. The team gets a point for every person who participates. Those people who weren't able to play can at least cheer their team on. Be sure that your players have plenty of encouragement. If they signed for a sport, be a sport, and be there to play it next Saturday. Win or lose, you can help your team. The team gets a point for every person who participates. Those people who weren't able to play can at least cheer their team on. Be sure that your players have plenty of encouragement. 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Pianist Mario Lake Plays at Assembly

At the October 13th assembly, the student body of KTC was entertained by Mrs. Maria Lake, an extremely accomplished pianist. Born in Italy, Mrs. Lake studied at the Conservatory of Genoa for ten years, where her talent received acclaim. During part of this time she served in the capacity of music instructor, and obtained the title of Professor. She has also done an amount of private teaching.

She came to this country, sponsored by Mrs. Candello of Keene. Married now, with a small daughter, Mrs. Lake plans to live in the United States permanently.

The students of KTC received her program with enthusiasm. She played brilliantly, out-doing all advance reports we had received of her exceptional genius. Among her selections she included the famous "Warsaw Concerto," written during the last war, and a favorite of all modern lovers of music. When called back for an encore, Mrs. Lake played one of the beautiful Brahms piano concertos.

Mrs. Lake is now planning to play for the pupils at Wheelock School. She is arranging her program so that she may adapt her playing to their interest levels.

The attention of the students was held unflinchingly throughout the assembly period, due as much to Mrs. Lake's captivating charm as to her great technique and talent.

Mayer

(Continued from Page 1)

backed by Blue Spruce. White-robed figures escorted Mr. KTC on his campaign speeches and wooden crosses and letters spelling KTC were burned on the lawn in front of Fluke Hall.

All of the candidates toured the campus nightly and made campaign speeches before Huntress and Fluke Halls. Most of the houses sponsoring the would-be Mayors held open house at least once during the week.

On Friday the voting was held in Parker Hall and 250 students cast their ballots. The winner was not announced until Saturday night. The Mayor's dance was very well attended and all the students enjoyed dancing to the music of Eddie Bourassa's orchestra.

At 9:30 one of the Councilmen of the Keene city government presented the winner—Lil Abner—with a gold trophy cup, inscribed with the words "To the Mayor of KTC." This cup was donated by Simonds Jewelry Store. The new mayor made a fine acceptance speech and thanked all those who had helped him in any way, especially Virginia McLevey (Daisy Mae) and Frances Volkman (the Wolf Girl). Lil Abner and Daisy Mae then led the grand march which ended beside the refreshment table where cider and doughnuts were served. The new Mayor has invited all the other candidates to be members of his council and the rest of the council will soon be set up.

Patronize Our Advertisers

RED FEATHER Dance and Revue

Keene City Hall
November 7 - 8:00 p. m.

ALLEN KENDALL AND HIS ORCHESTRA

Admission — 75 cents

All proceeds will go to the
KEENE COMMUNITY CHEST DRIVE

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Keene's Oldest Store

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Conference

(Continued from Page 3)

ed at teacher colleges. Unanimously, the group agreed that there was definitely a need for objective studies of all religions, mainly the three Christian ones: Protestantism, Catholicism, and Judaism, on teacher college campuses. Also, that these courses in the objective study religion became a part of the teacher college curriculum. The point was made here, that the longer these objective courses in religion are delayed in our teacher colleges, the longer will be the delay of objective teaching regarding religion in our public schools, and the longer it will be before our public school teachers can adequately help children to get up moral and spiritual values for themselves.

The discussion from here branched off on various tangents. It would require a teacher who knew all about the three major religions, one who could be objective in his teaching, one who was clever enough to keep discussions on a highly objective basis. Surely, you all realize, that there would arise many problems such as these, but also, you are aware of the many possible solutions to them. A qualified director could be obtained in the same way that a qualified teacher is obtained for any other course.

As to being a required or an elective course, it is agreed that this should be left to the discretion of the individual college administrations, and the group came to no definite conclusion as they were divided as to how this should be handled.

From the subject of including a course in objective religion in teacher colleges, the group proceeded to discuss the necessity of some changes in the present religious activities on our teacher college campuses at present. They deemed this necessary in order that the activities might better help to fulfill the goals of objective studies of religion by creating better group relations on campus and better inter-group and international relations in the world.

One very important point came out of this particular discussion, that there should be more cooperation between the religious organizations on a campus. In other words, the Canterbury Club, Newman Club and the Student Christian Association, as well as other such organizations, should pool their strength and work together for the general good of the college through certain activities. This would not mean that they do everything in cooperation with the other organizations, but doing so, for example, for some activity at Christmas or Easter. No one in the group could define exactly why there seemed to be this lack of cooperation between campus and religious organizations. It was thought simply, to be that no one had thought of combining and doing something with the other clubs.

At home Mr. Barrett married Ethel Potter. They now have two daughters and a son who are married. Mr. Barrett has worked for the U. S. Government in the agricultural department and as an engineer at Surrey Dam. He has done some private farming and has been manager of a Woolworth store.

At home Mr. Barrett answers to the name of Seth because of his annual role in the "Old Homestead" play where he portrays Seth Perkins. The North Swansey and the Keene Legion Band have a better horn section because of the help of Mr. Barrett's tuba. He is now in the process of writing a book entitled "51 Years With the Tuba."

In 1936 a patent was taken out on the Corn-etie, a device for holding corn while being eaten, which was invented by versatile Mr. Barrett. However, this device is not yet on the market.

Mr. Barrett has entertained several times with his humorous epigrams. He also collects autographs among them he has Babe Ruth, F. D. Roosevelt, General Eisenhower, Bill Cunningham, and Mrs. Roosevelt.

Another important subject only touched upon briefly was the extent to which religious activities should be carried out in chapels and assemblies. Since it was discovered also that there was a wide range of definitions for both types of group meetings, and also a varied list of activities carried on in them, no definite conclusions were reached.

Summarizing the above, the group actually came up with only three main recommendations:

1. Recommended that there be a definite course offered in religion in teacher colleges.

2. That this course be objective in nature.

3. Recommended that these objective courses in religion be a part of the curriculum.

4. Recommended that the religious organizations on teacher college campuses strive for a more cooperative attitude between themselves and other organizations.

As was pointed out by Dr. Clarence Kinton, Director of the Committee on Religion and Education, American Council on Education, in his keynote address at the conference, the development of moral and spiritual values in education is no longer merely an academic question, but is a definite problem of the American people. This is fast becoming one of the most vital topics in the field of education today. We all know that the need for moral and spiritual values among our youth has arisen, and we as teachers must be prepared to meet this need.

Campus Poets May Try For Publication

All college students are invited to submit original verses to be considered for possible publication in the "Annual Anthology of College Poetry," according to an announcement by the publishers. The recognition afforded by this publication will reflect definite credit on the author as well as the school. Over one hundred thousand manuscripts have been submitted to the National Poetry Association in the past ten years, and of these, about four thousand have been accepted for publication.

The rules are as follows: manuscripts must be typed or written in ink on one side of the paper. The student's name, home address, name of college and college address must appear on each paper.

Students may submit as many manuscripts as is desired. Theme and form may be in accordance with the wish of the student contributor. In order to give as many students as possible an opportunity for recognition and because of space limitations, shorter efforts are preferred.

Patronize Our Advertisers

Club Exchange Dining Room

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AT MODERATE PRICES

SUNAPEE REALTY

Company

BRADFORD, N. H.

"All types of real estate
in the Sunapee Region"

Lake and Country Property

For Sale or Rent

W. EASTMAN STEERE, JR.

Broker

1652 - Purge of Liberalism; 1952 - Liberalism Still Attacked

The pendulum of history often swings back to familiar places. Three hundred years ago the old guard of conservative forces fighting to maintain the status quo or, if possible, to go back to the "good old days." Seats of education were attacked as radical and the solid citizens of that day made the world safe for their children by riding Congregationalists.

Now that we have become civilized our 100% Americans have dispensed with "dunking" and burning at the stake and communism has become the convenient scapegoat.

The editorials that follow are a continuation of a series that were written in an imaginative mood by the students of the U. S. History class. In reading them, keep in mind that these editorials were supposed to have been written when Puritanism was at its height.

Rear Guard Action

By E. Sweet

Our educational system and culture has reached a stage where it must undergo a serious test. Already at Harvard we have the beginnings of a much too liberal philosophy. This was not the case today. We all recall the past, that we may not be led astray.

Our fathers believed that it was absolutely necessary to establish an educational system to perpetuate their cause. These men were university graduates who knew that the way to "instill into the next generation the great truths of religion, to protect them from error, to develop new leaders and to prevent them from misinterpretation of the Bible," was through the field of education. It was Increase Mather who said, "The colonies must nourish schools and colleges so there might be able instruments raised up for the propagating of truth in succeeding generations."

Yes, they realized the necessity for giving the means to each individual by which he could comprehend the vital objectives of their religion. This was particularly important in order to have a literate ministry.

Ursum Oakes said, "The fall of school and contempt of learning will make way for rudeness, ignorance, want of able instruments to manage church and state affairs, sacrilege and ruin to this poor country. Think not that the commonwealth of learning may languish and yet our civil and ecclesiastical state be maintained in good plight and condition."

To carry out this great plan of education, Harvard College was established in 1636. One of its main objectives was to train able schoolmasters.

The government added its support. They required every town that had a hundred families or more to have a grammar school taught by a master capable of giving instructions in Latin and Greek. By 1642 the Act of Massachusetts required that all children be able to read perfectly. Furthermore by 1643 all towns with 50 families or more were required to provide a schoolmaster to teach reading and writing.

We can proudly say that New

England with its primary schools, grammar schools and colleges has had the most efficient educational system in America because our fathers planned with care and foresight such details as the plan of the villages that all homes might be within walking distance of the school. They provided good teachers by having their selection left in the hands of the selectmen who have always been good orthodox Congregationalists.

They selected as texts the Hornbook, Psalter, Testament and Bible, and the Primer with its pictures of martyrs being burned at stake, poems and object lessons that children might better understand the struggle of life.

We have been educated in other ways, too. Our bookstores are popular as well as our own books, we have imported the very best from England. We truly enjoy the classics.

We have had drama even though we insist it be kept in its rightful place in the playhouses and not in Church. These are what the people need — moral plays.

We bewitching of the soul by agents of the devil, Satan.

Can you now not see that the Mathers became afraid of the influx of rational thinking that started a few months ago, and so the book to try to prove there were still evidences of the super-natural in existence so they would not lose their power over you. They realized that they were losing their grip on your minds and wanted to counteract the growth of rational thinking from scientific research. What have they started? They should be labeled as witches and agents of the devil for their part in causing the death of so many innocent people.

As for the children who declared they were bewitched, I would have administered a sound thrashing. Did you not see that the "bewitched" children were having a fine bit of folly at innocent people's expense? And more the fools you for being so harsh that you could not allow the young people more fun so that you would not have had them reacting this way all of a sudden. Naturally they had to let loose pent up energy and chose a fine time to do it.

But then people who believe that mental sickness was demonic possession could believe in witchcraft. Curse the Mathers for planting the seeds of fear and awe in people so that they were ripe for an upheaval of these proportions. Oh you say the judges were rational men who should have understood the situation. I refute that, because the judges were under pressure from the clergy and some people in high office so that their sense of justice was blunted.

No one heeded the warnings of rational people but you plunged ahead on the purge of innocent people who naturally confessed to the charges under the pressure exerted. Thomas Brattle's plea for a return to sanity was ignored and everyone took up with renewed vigor this "bewitching" game of crying "witch."

I can see how you superstitious

Students... make plans now
to hear New England's finest

TED HERBERT
and His Orchestra

at the

WHITE ROSE BALL
November 15

Dancing 8 - 12 \$2.50 per couple

WHO WILL BE CHOSEN QUEEN?



of the belief that such things as thunder, lightning, drought, and blight are agents of a vengeful God, and can not be explained by natural law, of course these persecutions of innocent people will occur.

How could people who have been subjected to the belief that all people are born evil and must work to become good, or that only an elect few may go to heaven by predestination, conduct themselves otherwise? How could anything else but these horrible purges occur when people are insecure within themselves. Oh, but I am glad to see that finally some of you are beginning to think and reason about the folly of all this. You can now see just where your noble leaders, the Mathers, have been leading you.

Can you not see now that cries of "witch, witch," are the result of the mass hysteria and ignorance of the people? Oh, yes, the Mathers were clever. They published their wonderful book in time to cause so much alarm when some adolescent antics were interpreted as the bewitching of the soul by agents of the devil, Satan.

Can you now not see that the Mathers became afraid of the influx of rational thinking that started a few months ago, and so the book to try to prove there were still evidences of the super-natural in existence so they would not lose their power over you. They realized that they were losing their grip on your minds and wanted to counteract the growth of rational thinking from scientific research. What have they started? They should be labeled as witches and agents of the devil for their part in causing the death of so many innocent people.

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I can see how you superstitious

NOTICE AUCTION SALE

Wednesday, October 29, 1952
Kady's Auction Rooms
off Howard Street
Entire stock of Keene Book Shop
Stationery School and Office Supplies

Organization meeting of a
KTC Fish and Game Club
Monday, Nov. 3 at 7:30 p. m.
in Parker Hall
All interested, please attend.

Compliments of

Eddie's Barber
Shop

Ellis Hotel Building

Student and Activity Fee Allotments, '52-'53

Source of Income:
417 Students at \$20.00 — 8340
10 Students at \$10.00 — 100

Activity	Total \$8440	Balance	Allocation	Total
1. Soccer	77.92	225.00	302.92	
2. Basketball	335.17	515.00	850.17	
3. Baseball	282.26	320.00	602.26	
4. Tennis	(-) 34.38	300.00	265.62	
5. Hockey	157.90	450.00	292.10	
6. Miscellaneous	4.50	200.00	204.50	
7. Women's Athletics	60.05	140.00	200.05	
8. Kronicle (\$5. per person)	235.67	2110.00	2345.67	
9. Monadnock	240.35	800.00	1040.35	
10. Assemblies, Concerts	58.46	1250.00	1250.00	
11. Dramatics	58.46	150.00	208.46	
12. Student Ins. (1.45/p)	40.00	619.15	619.15	
13. Social Committee	433.28	1060.83	1100.83	
14. Clubs, Organizations	192.28	300.00	732.28	
	1768.58	8440.00	10,018.30	
	1576.30			

This is the final budget proposed to and accepted by the student body last Spring, with minor revisions made by the Student Council. Clubs and organizations will receive all balances from last year's accounts.



Mr. Ku Klux Klan is caught by the camera in the middle of one of the many speeches that were delivered to the potential voters during the contest last week.

fools could construe certain very plain evidences of innocence to be sure signs of guilt. And then secure in the fact that you thought you were doing right you actually murdered nineteen innocent people. Who is guiltier? The hunted or the hunters?

Marionettes

(Continued from Page 1)

In the "Magic Flute" twelve individual sets, with dozens of marionettes. Each marionette is usually operated by two people.

Prof. Hermann Aicher of Salzburg, Austria, and his troupe are now starting their season tour of the United States. This tour will last five months before they return to Europe for the annual Salzburg Music Festival. Salzburg is the home of Mozart, and the theatre's program for this affair includes a series of his operas to be performed by the marionettes.

The Keene audience accepted the

Keene
Dry Cleaning Co.
99 Main Street
20% Discount for Teachers
and College Students

THE VOGUE

Ladies' Apparel

"The Store of Nationally
famous brands as seen in your
favorite fashion magazine."

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ARMSTRONG NEWSSTAND

Open—7 a. m. - 12 p. m.

Everyday

Marionette Theatre very favorably. If this program is indicative of the entertainment to be presented throughout the remainder of the season, the residents of Keene and students of the Teachers College are due to receive a series of extremely beneficial and interesting performances.

Plays

(Continued from Page 1)

be presented on November 13. "Riders to the Sea," and "The Boor" are to be presented together in a so far undetermined date. The former is a twenty-minute tragedy in Irish dialogue. The cast, chosen from the Dramatics Club and the United States. This tour will last five months before they return to Europe for the annual Salzburg Music Festival. Salzburg is the home of Mozart, and the theatre's program for this affair includes a series of his operas to be performed by the marionettes.

We hope these presentations will be as well attended by students and faculty as the KTC dramatic productions of the past have been, for we are sure every one will find them affording a worth while evening's entertainment.

The Keene audience accepted the

Keene
Dry Cleaning Co.
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20% Discount for Teachers
and College Students

THE VOGUE

Ladies' Apparel

"The Store of Nationally
famous brands as seen in your
favorite fashion magazine."

103 Main St. Keene

ARMSTRONG NEWSSTAND

Open—7 a. m. - 12 p. m.

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Everyday

Everyday

Everyday

Everyday

Everyday

Everyday

Everyday

Everyday

Letter

(Continued from Page 4)
supervision of their schools. This resulted in better financial distribution and administration of their schools. The next move and a very natural state supervision, was one that came about only after bitter battles that lasted many years. The cry of socialism was not at all uncommon. We only have to look around us to see the advantages of equal schooling opportunities for all in the state. Is the Federal government wrong in asking for these same opportunities for all of our states?

Our states have also tried to build and support state universities. Usually the state universities in our wealthier states are vastly superior to those in other states. Is this equality? Some universities have excellent scholarship programs, others have high tuition rates and practically no scholarship programs. Is this equality? At the present time our cities and states are at the breaking point trying to keep pace with educational expansion. There is no indication of relief in the near future.

Our states need help if present standards are to be maintained. Already schools are beginning to run two shifts, giving the teacher a double load of teaching, and the students only spend half as much time in school. Is that the best we can do for our younger generation?

If history serves me right, one of our so-called strong states rights men, Thomas Jefferson, was called a traitor and tried for treason in the state of Virginia when he sent the colony's army to join Washington's Continental Army, leaving the state of Virginia unprotected. Do you think such people as Mr. Jefferson, a leading liberal of his day, would be for more state rights with such issues as the educational problem, facing us?

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For a Better Lunch

KEENE DINER

L. M. Colivas, Prop.

Granite State Studio
19 West Street
Portraits - Photo Finishing
and supplies

Special for October
20 prints from your
developed negatives
for \$1.00

two things, read into his background, and listen to and read his speeches.

Both his history and his speeches tell us that he is a well educated man. Although not entering into the political world until 1948, his governmental experiences started in 1933 under Franklin Roosevelt. From that time on he was in and out of Washington. He served as an assistant to Frank Knox when he was Secretary of the Navy. When leaving this post in 1946, he went to the State Department, working with this department in setting up the U.N. in San Francisco, and for the following two years was a special consultant in the U.N.

What has he done since becoming governor? For those who want a man in Washington to clean up corruption look up this man's record in Illinois. How many Republicans mention this administration in their speeches? For those who have the ambition, check this man's record on roads, mental hospitals, schools, civil service personnel, economy, and administrative methods in the state of Illinois. His success must be accredited to his present knowledge of government and his capable selection of able leaders. As governor of Illinois, he was accused of being surrounded with a lot of well scrubbed college boys. And what may I ask is so wrong with this? Do we prefer the city political boss?

In closing, I would like to quote from Stevenson his few, simple but vivid remarks on "Our Destiny." "Destiny has given to this generation another long, hard and bloody struggle to save what our forebears have wrought and to forge a structure for peace which will blot out the evil shadow of tyranny creeping across the earth and let us live in a world where no one draws a chain."

Upon finishing this letter, if I should still call it one, I now realize that the enjoyment was mine in writing and not yours in reading. My apologies if need be for something heavy with words, but deep in my heart I hope it may

have served some little purpose. VINCENT D. RUSSELL.

(Ed. note: Vincent Russell, former managing editor of the Monadnock, is now serving in the armed services.)

Convention

(Continued from Page 1)
cation, which included the following: 1. Increase state aid to education from \$600,000 to \$1,200,000 annually. 2. Appropriate \$40,000 for scholarships to teachers colleges. 3. Increase appropriations of State Board of Education to permit additional specialized personnel. 4. Consider a six-year building program for Keene and Plymouth Teachers College at an estimated cost of \$2,125,000.

Dr. Clarence E. Manion concluded the afternoon with a challenge to the teacher, "Can We Teach Freedom?"

To open each session, a half-hour concert was given by the Stevens High School band. There was an extensive display of school materials provided by the publishing companies.

Book Review

(Continued from Page 2)
ite idealism, is unwilling to face the realities of the practical situation where an illiterate mass is stirred into political consciousness by a tightly organized minority.

Nevertheless, the tragedy of China is a reality of our time. No adequate solution has yet been found. Isaacs reminds us, and rightly so, that the tragedy of China is also the tragedy of the Western world. To this we would all agree. Whether or not we would adhere to the program of world socialism, we should take pause at the implications of his final warning that "we will either transform our pericentric world and cast a global society, in which Asia and Africa can thrive with us, or else they will, out of intolerable frustration, create a new set of tyrannies, of which Russia's will have been but the first, and China's the second."

*Published in "Social Education," February 1952.

Survey Shows the Things Students Think About During Time in Class

Chicago, Ill.—(AP)—A survey of what students actually think about in class, conducted by Benjamin S. Bloom, associate professor of education and examiner in the College of the University of Chicago, reveals wide variations in thinking that takes place.

The survey taken of students in five lecture classes and in thirty discussion groups showed that students spent almost two-thirds of their time thinking about the topic discussed or being lectured on. In the remaining third of the time their thoughts were irrelevant to the classwork.

In discussion classes, one-third of the thinking is made up of trying to solve problems that come out in the discussion. About a quarter of the time is spent in thinking about people, including oneself and the danger of being out in the discussion. Students spend forty per cent of the time merely following the lecture, a different kind of thinking from the problem solving involved in discussion classes.

Various psychological tests were applied to students reporting on what they thought in class. Those whose personalities were considered negative had two different kinds of thoughts. The bright students with negative thinking criticized what was being said in class. Less bright students mentally criticized other people in class, including their clothes, appearance, and conduct.

Persons suffering from anxiety, according to the tests, tended to think more about themselves than about what was going on in class. Because of a new technique, called stimulated recall, developed at the university within the last two years. By playing tape recordings of classroom events within two days after class, students were able to recall 95 per cent of what went

on. The recordings served as a stimulant to recalling their thoughts as well.

Tips for instructors also came from the study. One suggests that the wisecrack or the telling phrase attracts too much attention itself, distracts the student from the remainder of the lecture.

Members of the senior class are urged to compete for the \$5,000 in cash prizes offered by the National Council of Jewish Women for the best essays by fourth year college students on the timely subject, "The Meaning of Academic Freedom." The contest opened on September 15.

While entries will be accepted until December 31, 1952, contestants are requested to submit their efforts as early as possible. Essays of 2,500 words maximum should be mailed to Essay Contest, National Council of Jewish Women, 1 West 47th Street, New York 36, N. Y. First prize will be \$2,500; second, \$1,000; and third, fourth and fifth, \$500 each.

The Committee of Judges is headed by Supreme Court Justice William O. Douglas and includes Dr. Ralph Bunche, winner of the 1950 Nobel Peace Prize; Thurman W. Arnold, former Associate Justice of the U. S. Court of Appeals; Dr. Abram L. Sachar, President of Brandeis University; and Mrs. Douglas Horton, former President of Wellesley College and former head of the U. S. Navy Waves.

Interested seniors are asked to obtain the rules of the contest, as well as printed certificates of authorship which must accompany essays, from the National Council of Jewish Women's contest headquarters in New York.

Participating in the floor show were: Michael Vitale, the Cantin sisters, Roger Le Tourneau, Eddie Bourassa, the Beau sisters, Phil Stack, Ruth McNeill, the Robertson twins, Buddy Boyd, Bob Gordon Gene Francoeur, Ralph Carroll and Ginger Mannion. These artists gave an inspiring performance and should be roundly thanked for their efforts.

The dance, which was held Friday night, November 7, was the product of our young people of Keene—mostly Keene High School and Keene Teachers College students who collaborated together to show Keene that we, the younger generation, are fully aware of our responsibilities and plan to do them as well as we know how. The students themselves instigated the idea and were eagerly commended by the local Community Chest. This dance unified the efforts of twelve organizations to one successful end.

Perhaps Keene's most popular orchestra leader and his men—Allen Kendall—volunteered their time and ability to provide the dreamy music that you danced to between floor shows. The two floor shows began at 9:15 and 10:30 p. m. and were eagerly awaited by the attending crowd. Many of Keene's outstanding young artists performed outstandingly. Among them were two KTC students—Ed Bourassa and Ginger Mannion. We here at the college know how excellent each is in his field and we were very pleased to find out that the people of Keene share the same opinion.

At intermission time, refreshments of cider, sandwiches and cakes were served, and the Kappa men put on a series of five acts, with alumnus Charlie Mitchell as Master of Ceremonies. The acts included a hilarious skit called "Kappa Boys in the Future," two vocal numbers and a soft shoe dance by Dean Corrigan, Rod Bourassa, Margaret Russell and Ed Bourassa. The KTC arbor to the accompaniment of "Marcia and John," Eddie Bourassa at the piano, and a skit representing Kappa House today. Many more students helped on the program but prefer to remain incognito. Thanks for a job well done, kids! Keene is proud of you.

(Continued on Page 6)

Large Crowd Fills City Hall for Gala Red Feather Review and Dance

Community Chest Drive Given Tremendous Start; Talent from the Whole City Appears

The Red Feather Revue and Dance was a big success. The people of Keene showed their eager support of a very worthy cause—the 1952 Keene Community Chest—by filling up the City Hall Auditorium to capacity. Producing a night-club effect with the dancing floor surrounded by tables and chairs, the sponsors then introduced thirteen dancing, singing, and comedy acts in their two floor shows. The master of ceremonies was our popular WKNE announcer and disc jockey, Don Roberts, who enlivened the show with his witty remarks.

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KEENE TEACHERS COLLEGE
LIBRARY

ELEMENTARY GRADUATES HOLD K. T. C. CONFERENCE

Campus Calendar

Nov. 13—Thursday: "By the Spire," a three-act play presented by the Dramatic Club in Parker Hall.
Nov. 15—Saturday: Sigma Tau Gamma's "White Rose Ball" at Spaulding Gym.
Nov. 22—Saturday: Nu Beta Beta.

Dr. Wolfer, with Elementary Juniors and Many Faculty Take Part in the Activities

Dr. Wolfer, assisted by other faculty members and a group of Junior elementary students, was the organizer behind the successful conference for elementary graduates of the Class of '52 held here on Saturday, November 8, 1952.

Registration took place in Parker Hall at 9:00 a. m., followed by greetings from Dr. Young and Miss Madeline Bartelle, Director of Elementary School Services in N. H., introduced by Caroline Lees.

To start the program, a panel discussion concerning "Problems of the Beginning Teacher" was held, chaired by Jane Thompson.

The remainder of the morning was scheduled for group discussion on the various problems which the teacher faces. Among the topics were: "What is Important for the First Day?" "What is a Good Daily Schedule?" "Do You Need Daily, Weekly, Monthly Lesson Plans?" "How Do You Locate and Utilize the Materials and Resources Needed?" "Is Discipline a Problem?" and "How Do You Establish and Maintain Good Relationships with School Administration, Fellow Teachers, and the Community?"

Students participating in these groups were: Lola Tanner, Margaret Sweet, Elizabeth Sweet, Robert Sudak, Lois Plimpton, Peg Hurley, Jane Kingsbury, Hazel Taylor, Betsy Severance, Bette Russell, Virginia Brooks, and Carol Lou Luscombe.

Lunch in Fluke Dining Hall preceded the afternoon session which had as its main feature a lecture, "Suggestions for the First Year Teacher" by Supt. Charles Bowly of Marlboro, N. H. There was also an opportunity at 2:30 for graduates to discuss their problems with the faculty.

The day terminated with a coffee hour in Hale Building and later at night, the annual Kappa Barn Dance in Spaulding Gymnasium.

Marine Officer Tells About OCS Program

The Marine Corps Platoon Leaders Class is an officer candidate program designed to train high-caliber men who can assume responsibility as commissioned officers.

Training periods for PLC's are limited to two summer periods of six weeks each, at the completion of which the PLC is eligible for a commission as a second lieutenant in the Marine Corps Reserve. No training or other work is required of the PLC during its academic year.

The first summer (junior) course is held either at Parris Island, S. C., or San Diego, Calif. Included in the first six-week summer training period is practical and theoretical basic military instruction. Weapons instruction and drilling constitute an important part of the course.

The second summer (senior) course is held at the Marine Corps School at Quantico, Va., for all junior course graduates. Included in the course is instruction in crew served weapons, with emphasis on the tactics and techniques of the platoon and company. Instructors for both courses are experienced officers and non-commissioned officers.

During the first six-week training period of the junior course, PLC members receive the pay of a corporal, about \$150. In the senior course, members of the PLC are promoted and receive a sergeant's rank and pay, about \$185. There are no allowances for dependents.

In addition to the pay and transportation to and from the training base, PLC's are furnished living quarters, uniforms, and medical and dental care. During off-hours, they have full privileges at the library, post exchange, theater, swimming pool, and athletic fields.

Included in the PLC training program are religious services especially scheduled for members of the class.

Approximately 300 PLC candidates were eligible for commission as second lieutenants in the Marine Corps Reserve upon completion of the senior course. The remainder of those who succeed.

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NOV. 12, 1952

Official Undergraduate Publication of Keene Teachers College VOL. IV, NO. 4

Kappa Fraternity Has Annual Square Dance

The annual square dance, sponsored by the Kappa fraternity, was held on Saturday, November 8. This year Kappa secured the services of Ralph Page and his orchestra. Mr. Page is the leading authority on the contra dances in the country, and undoubtedly the best done in the gym, which was decorated with wagon wheels, ox yokes, corn stalks, etc., to look like a country barn. Probably the individual at the dance receiving the most attention was Tar Baby, an unbelievably small horse, who stood in the corner by the door and gave real authenticity to the scene.

At intermission time, refreshments of cider, sandwiches and cakes were served, and the Kappa men put on a series of five acts, with alumnus Charlie Mitchell as Master of Ceremonies. The acts included a hilarious skit called "Kappa Boys in the Future," two vocal numbers and a soft shoe dance by Dean Corrigan, Rod Bourassa, Margaret Russell and Ed Bourassa. The KTC arbor to the accompaniment of "Marcia and John," Eddie Bourassa at the piano, and a skit representing Kappa House today. Many more students helped on the program but prefer to remain incognito. Thanks for a job well done, kids! Keene is proud of you.

(Continued on Page 4.)

Anna Bird Stewart Visits K. T. C.; Whole School is Host to Author

By Frances Ward
From October 27 through November 1, the English Club, Sigma Pi Epsilon, sponsored the well known author of children's literature, Miss Anna Bird Stewart. Miss Stewart, a native of Cincinnati, had just returned from her birthplace where she received the Ohioana Library Association award for her latest accomplishment, "Enter David Garrick." This is the second time that Miss Stewart has won this particular award. During the spring and winter months, the author travels throughout this country and Europe where she is known personally to thousands of librarians, teachers and students.

Miss Stewart began her active week on campus with her assembly talk, "Adventures in Research," on Monday morning. Her interest in the 18th Century was brought out as she discussed, among other things, her favorite subject, David Garrick, about whom she has been studying and writing since childhood. In the course of her speech, she explained how many of her stories came to be written, and related some amusing incidents which led to ideas for her work. Her many trips abroad, as she mentioned, provided her with a

(Continued on Page 3)

Nation Observes 32nd Nat'l Education Week

This week, November 9th to 15, the nation observes and evaluates our American schools, their teachers and modern education. It is the thirty-second annual observance of American Education Week which is sponsored by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. These organizations aim to bring the citizen and the school closer together.

Theme of this year's observance is "Children in Today's World." Certainly with the increased enrollment in our schools and the number of problems facing education, the topic chosen is a commendable one. Each day during the week will be set up to discuss one phase of the main theme: Sunday: Child and Church; Monday: Child and Home; Tuesday: Child and Heritage; Wednesday: Child and School; Thursday: Child and Country; Friday: Child and Opportunities; Saturday: Child and the Future. There is no doubt that the par-

(Continued on Page 6)

SCENIC THEATRE

Keene, N. H. Tel 716

Program of Coming Attractions

SUNDAY—MONDAY—TUESDAY Oct. 26-27-28

Robert Mitchell Susan Hayward

"THE LUSTY MEN"

WEDNESDAY—THURSDAY Oct. 29-30

Ray Milland Joan Fontaine

"SOMETHING TO LIVE FOR"

Cartoon Comedy Oct. 31-Nov. 1

FRIDAY—SATURDAY

Double Feature

"TULSA"

Susan Hayward Robert Preston

Color by Technicolor

—Co-Feature—

"DESERT PASSAGE"

Tim Holt

SUNDAY—MONDAY—TUESDAY Nov. 2-3-4

Color by Technicolor

"CARIBBEAN"

John Payne Arlene Dahl

—Also—

News Events

Cartoon Nov. 5-6

WEDNESDAY—THURSDAY

Double Feature

Dennis O'Keefe Evelyn Keyes

"ONE BIG AFFAIR"

—Co-Feature—

"CHICAGO CALLING"

Dan Duray

FRIDAY—SATURDAY Nov. 7-8

Double Feature

Frankie Laine in

"RAINBOW ROUND MY SHOULDER"

—Co-Feature—

"KANSAS TERRITORY"

Bill Elliott

COMING NOVEMBER 12-13

"BITTER RICE"

Vittorio Gassman Silvana Mangano

Now in English

One of the characteristic antics that entertained audiences throughout last week is shown above. The dancer is presumably undertaking the difficult "Hawaiian War Chant."

SHOP AT THE STORE "Where Your Dollars Always Buy More." ALL YOUR PURCHASES ARE GUARANTEED FOR PERFECT SATISFACTION AND LONG WEAR.

- Style Most Suits and Topcoats
- Jayson Shirts and Sportshirts
- Kandahar Sweaters
- Campus Sportswear

Bergeron's