FtlN SfJEf  REPORT FORMED

EDITORS' NOTE: The final report of the ad hoc committee was unanimously approved by the Faculty Council and endorsed by the S.G.

In May 1969 the Faculty Council created an ad hoc committee to study the work of the student body and to make recommendations to the Council. The committee was unanimously approved by the Faculty Council. The report is printed on pages 4 and 5.

The Southern Connecticut Moratorium Committee has announced a slate of activities for the October 15th National Vietnam Moratorium.

The Committee, initiated at SHU, is the regional coordinating organization for Southern Connecticut Colleges and Universities and is staffed by elected student government representatives from SHU, Fairfield University, the University of Bridgeport, Norwalk Community College and Hope College. The Committee's policy, it was reported, has been defined as "not wanting to cripple universities or shut them down simply to use them as a base for fighting against the war."

Opening the day's activities will be a rally on the University of Bridgeport campus beginning at 12:01 a.m. on the fifteenth. At that time speeches will be delivered and a candlelight vigil will be held. Several rock bands - the names to be announced, are scheduled to play. The Committee expects thousands of students from Southern Connecticut institutions to attend.

During the day, students are expected to return to their respective campuses in order to work for the community. The day's work is intended to spread the idea of peace and to build support for the 2-day moratorium scheduled for November 14 and 15th in Washington and San Francisco. Public participation is essential and encouraged for the general success of the program. The Southern Connecticut Committee wishes to note that students participating in the Moratorium should stay away from campuses entirely except for reasons of group organization prior to going into the community.

At 7:00 p.m. everyone will gather at the SHU football field for a final rally and candlelight vigil. Area folk singers have been asked by the SCMC to perform and several Moratorium supporters including director Paul Newman, have been extended invitations to speak.

The National Vietnam Moratorium Committee is staffed by veterans of the McCarthy and Kennedy campaigns. The Washington-based organization has received support from Sen. Charles Godell, Sen. Mark Hatfield, Sen. Eugene McCarthy and Sen. George McGovern. Also supporting the Moratorium are John Kennedy Galbraith, economist and former United States ambassador; Joseph Duffoy, chairman of the Americans for Democratic Action; Dr. Benjamin Spock; noted pediatrician, and Paul Schrade, Western Director of the United Auto Workers.

Bhnn To Meet With 1970 Grads

All seniors who will be graduating in January, June, or August of 1970 have been requested to see Mr. Bohn before Oct. 8 and Nov. 28, concerning their degree requirements. Appointments must be made in advance at the registrar's office. Mr. Bohn will be meeting with graduating seniors between 1 p.m. and 5 p.m., Monday through Friday.

Dramatist Appointed

Clarett I. McNeal, Rock Ridge road, Newtown, has been named assistant professor of English at Sacred Heart University, according to Dr. Herbert C. Clish, SHU's dean of faculty.

A scholar, a writer, and a dramatic director, Mr. McNeal is planning to expand the scope of dramatic activities on the SHU campus and in the surrounding area in addition to his teaching duties.

A former associate professor and acting chairman of the department of English at New Haven college, Mr. McNeal received his B.A. degree from Boston university and his M.A. degree from Yale. He is presently undertaking doctoral studies under the auspices of the University of Denver. He is a U.S. Army Veteran.

The plays written by Mr. McNeal which have been brought to the stage are "Without," produced at Poets' Theatre, Cambridge, Massachusetts; (Continued on Page 5)
**To The Editors:**

In an interview with Black frosh, Frank Sparks, he was quoted as saying, "Black is being at Sacred Heart and not blending in." Many of your Black freshmen hear this very same sentiment. Their first, last, and only sentiments of SHU.

You joyfully open wide your doors, and welcome students wholeheartedly. Why not Black students? Why are we not accepted on the same grounds and merits as Year? And then too, it's not just enough to accept. We should be treated any differently from you for Our Blackness than you for your white-ness, and the System, shall shatter!?

But we can plan. Black students must be accepted for what we are, for Our very being, for Our very life. We are Black, and Our consciousness is a fact. Awareness must not be suppressed. Our general sentiments may change, but your painted-on smiles, you may even talk yourself blue in the face about how, "Oh, I like negroes, I associate with negroes, negroes are O.K. with me," but you see you're only pretending. Black people are on to your ways. You are not psyching anybody's mind, but your own. You see. Black people plan to be here for a long time to come. Black people will not just die out, no matter how hard you may wish it, "Because Death is Freedom to a Slave." No matter how you may try to rid yourselves of us, "Black is Beautiful, and Black Shall Overcome." There will always be a Black replacing the Black you thought you got rid of. Black people will never become integrated. Our general sentiments shall always live on...

Respectively submitted by

Debbie Hinn and the Black Frosh of SHU

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**TO THE EDITORS:**

Some remarks on the activities of 15 October.

Politics belong on the campus. The fact that this proposition is so universally approved makes one feel sure about the health of our institutions.

But to use the university as a political organ is, I suggest, not proper. The effort is pointed up by the use of some institutional (SG) funds to set up the activities of October 15th. The excellence of these funds do not justify such procedure.

I think the general sentiment as a political organ is, I suggest, not proper. The effort is pointed up by the use of some institutional (SG) funds to set up the activities of October 15th. The excellence of these funds do not justify such procedure.

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**To The Editors:**

The Post Publishing Company has asked me to contact students interested in going into professions related to the many aspects of the newspaper business and other students as well to invite them in a group to visit the Post building on State Street for a tour of the plant. This is a very worthwhile tour and is quite an educational experience. A special tour of Sacred Heart University students will take place sometime between October 5 and 11, 1969. Please contact this office for further information.

**Jack Butler**

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**NOTE: EDUCATIONAL TESTING SERVICE**

Educational Testing Service announced today that under-graduates and others preparing to go to graduate school may take the Graduate Record Examinations on any six different test dates during the current academic year.

The first testing date for the GRE is October 25, 1969. Scores from this administration will be reported to the graduate schools before December 1. Students planning to register for the October 7 will incur a $3.00 late registration fee. After October 20 there is no guarantee that applications for the October test date can be processed.

The other five test dates are December 13, January 17, February 28, April 25 and July 11, 1970. Equivalent late fee and registration deadlines apply to these dates. Choice of test dates should be determined by requirements of graduate schools or fellowships to which you are applying. Scores are usually reported to graduate schools five weeks after a test date.

The Graduate Record Examinations include an Aptitude Test of general scholastic ability and an Achievement test covering achievement in 21 major fields of study. Full details and registration forms for the GRE are contained in the 1969-70 Bulletin of Information for Candidates. The Bulletin also contains forms and instructions for requesting transcript service on GRE scores already on file with ETS. This booklet may be available on your campus or may be obtained from: Educational Testing Service, Box 955, Princeton, New Jersey 08540; Educational Testing Service, Box 1502, Berkeley, California, 94701; Educational Testing Service, 1001 Drown Street, Evanston, Illinois 60201.

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**To the Editors:**

Although the article written by MACIE was impressive, I am forced to disagree. The second week of September was the beginning of a new and exciting life for all of my friends and myself. For us, Orientation Week of '69 was not a complete failure.

From asking questions of the people involved, I've come to realize how futile things were inadequate. I did not "pitch in" as was necessary for a complete success, the administration did not give much assistance in the arrangements as was asked of them, and a few other incidents.

On the other hand, we enjoyed meeting new people, including SOME of the faculty, and learning about SHU; also, finding all the different rooms became an adventure, NOT a chore. What kind of Freshman class would we be if we didn't wonder where the Ekat and West wings were? I'm sure that MOST of you look back upon your first week — and year, with fond memories — just as we are now and will in the future. Registration was not unpleasant. (Everyone got tired of writing their names.) Many thanks go to Mr. Dean, for his directions to our conversation; also to the couple of special people who helped new friends understand the first time. The first time is expected to be a bit ominous.

Getting a summons to Kangan Court became fun — after receiving a few, especially to the couple of people who didn't intend to receive any. And then ended up in court. We laughed, didn't we? Anyhow, we had our revenge!

Although I am writing this for a special part of the Freshman class, I'm sure that from talking to many of the other Frosh that they agree with me. I enjoyed Orientation Week — and I WOULDN'T HAVEANTED IT ANY OTHER WAY.

Kathleen Miller '73

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**ABOUT SHU**

By RAYMOND SPAZIANI

It seems that almost anything can go on in the SG and no one seems to care. How can we explain this to the SG and seem to feel the benefit to the university would much in favor of the proposal. "I only hope the students will realize what this fee would mean for our university activities," he said.

One faculty member said he would be in favor of the activity fee for the students only if the administration would drop the $25 general fee. Freshmen heartily agree with the proposal and seem to feel the benefit to the university would be well worth the money. In contrast, almost all of the sophomores violently oppose the proposal except for those in SG. Lou Cretella, president of the senior class, is very much in favor of the proposal. "I only hope the students will realize what this fee would mean for our university activities," he said.

The financial burdens of attending this university are great. The students generally seem embarrassed by the growing costs and the afraid ofolvency surrounding the financial activities of the university. However, this reporter feels that if the activities at Sacred Heart are going to have any semblance of real university activities the fee must go into effect.

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**A PASSENGER CAB**

Everything is disconnected. You who once rode the blue steel rails shabby in a blue-sun sky. Caressed and loved by blowing winds which blew in and out your door.

Led by a strong bright iron charioteer, with a revolving eye to see through the night and twisting, hissing pipes carrying steam throughout. Creating a mesmerizing sound to comfort and console the nervous people riding.

A masterpiece of metal wonder now forgotten, Sitting on a rusty siddeal in ill repair.

No longer are you carried in the arms of the chariot. Your seats are torn and dusty — Your winds no longer love but rage.
Letters to the Editor

To the Editor:

This letter represents the opinions of a large number of freshmen who violently detest the printing of the letter by "Moor," lapsing over Orientation Week. We thought it to be most unfair to the Orientation Committee and in order to give everyone a good deal of time and put a lot of hard work in making that week a success, we also thought it was very cowardly of "Moor" not to sign his real name.

Most freshmen enjoyed the activities and those who did not were under no obligation to attend. It was their loss not ours. Many friendships were made that week which will long be remembered.

The purpose of this letter is to commend the Orientation Committee, the fraternities, Thom Serrati and all those who helped make this week a success. I am sorry for those of you who were not at Orientation Week and one cubicle which is being set up to handle the increased personnel. We have the equipment since you took over the department since you took over the changes in the school's existence.

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SHU Dramatist


His "Worthy Woman" was published in 1966 by Azael books which may also publish another of his works. In addition to teaching, Mr. McNeal supervised the remodeling of the New Haven college theatre and directed several productions with the college's stock company for Ling-Temco-Vought, Inc., Dallas, one of which took first prize in a national contest sponsored by the Industrial Management society; was a member of the New House commission of the Arts; and was an editor and proofreader at Salisbury House, incorporated, in Boston. A native of Woodland, Maine, Mrs. McNeal resides in his New town home with his wife, Brenda, and children, Meredith, 6, and Peter, 3.

Think Shrink

A Conversation with Donald Brodeur

The pulse of Sacred Heart University's students has not only here at SHU. It is a matter of cooperation and unity. The changes in the physical appearance after graduation in psychology is kind of a rare thing. A person with a bachelor's degree in psychology really would not have much of an opportunity to work in the field of psychology without going on . . . a number of our students are taking courses in special education, where they would teach the handicapped, mentally retarded, or gifted children.

"There are all kinds of special education courses being developed to handle what would be considered problem children in the public school system and there are special teaching certificates you can get in these areas . . . a background in psychology is a good start for getting into these programs.

"So far we've had students accepted in graduate programs at Fordham, the New School for Social Research in N.Y., Springfield College, Maine; Fairleigh Dickinson, Villanova, and the local schools . . . "

Q. Do you have any words of wisdom for any of the freshmen who are considering psych, as a major?

A. "I would say that anyone considering psych. as a major should thoroughly discuss it not just put it up with it, have a liking for it . . . biology particularly and mathematics . . . They should be willing to spend time in the library and in the lab, at least for part of the week.

"Psych. courses do not gear you straight into your dreams. You are going to solve their own problems or be able to analyze your friends or relatives, but I think it will give you some valuable insights into human behavior regardless of what kind of work people do after they graduate.

"So, like science, like people, and be willing to put in some time after class hours on the weekends, particularly on lab work.

Q. Do you anticipate any problems with the psych. department this year?

A. "I see less problems than we had last year, except perhaps lots of people and not enough equipment to go around.

"It's a matter of cooperation and one thing that the psych. students are very cool at doing is cooperating with each other . . ."

Another problem might be we need new faculty to expand the course offerings, which is very important, and I think that the plan will fare and what do you think of the plan as such? . . .

A. "I may not want this all the time, but no one on the committee.

"I think the plan will pass. It passed the faculty council with unanimous approval which surprised me . . . "

"I think that it is an indication that all the members of the faculty and the administrators are willing to sit down and work together with the students as a group to try and keep this University in what I guess you could call "now."

"I am not one hundred percent in favor of the entire plan but no one on the committee in. I think that is a sign that there is some give and take . . ."

"I didn't want to see ten students on the . . . Senate. I felt that was too many . . . "

My feeling was that I didn't think that there would be (Continued on Page 8)

Into the Jazz Thing

By RAYMOND SPAZIANI

In the mid-1940's, when the big bands ruled popular music, there was a group of young trumpeter player that changed the whole music scene. His name was Dizzy Gillespie. Together with Charlie Parker and Thelonious Monk, Dizzy formulated a new form of music known as bebop. Dizzy was more than just a great innovator and creative jazz musician. His crazy antics on and off the stage were known far and wide. He was a leader of the "beat" movement of the '50's and his popularity was remarkable. Everyone knew Dizzy Gillespie, the way he expressed himself, the way he dressed . . .

As time passed, however, the "beat generation" was replaced by the "hippie's" who did not like jazz nearly as much. Dizzy's popularity began to wane. "Man, jazz is malady for young people but, the cats we play for all seem older now," he once said. Even though the jazz Dizzy played grew better, the nightclub dates Dizzy was asked to play grew fewer and fewer. Finally, Dizzy's only sanctuary became Greenwich Village, where he started many years before.

I heard Dizzy about two years ago at the Village Vanguard. His greatness was unparalleled. His wild, soaring trumpet solos were as if the years had taken away and it was 1950. Only the audience had changed. People half listened to him. Waiters served right in front of the stage and no one seemed to pay much attention.

I recently heard a tape on the radio called "Chicken Goulash." The style of the trumpet was unmistakable but this was soul music not jazz. A friend of mine asked me who that "great new group" was. I wasn't sure but Walh Devana of WCCL cleaned it up for me. It was Diz-e-linque with a big hit. The original had dixie but it's all..."
FREIMBLE

The creation of adequate and appropriately representative means for the initiating, sustaining, and implementing of policy at Sacred Heart University requires normal understanding and communication among all elements of the university.

Each of the four elements of the university — Board of Trustees, administration, faculty, students — has special responsibilities, and it is essential that these responsibilities be clearly defined and mutually agreed upon. It is essential, too, that each element provide for participation from the other elements in the process of decision-making wherever such participation is appropriate.

The following recommendations, which represent the opinion of the majority of the Committee, are designed to implement the principles of decision-making and thereby to create a climate in which communication among the various elements can be more frequent and more effective.

This committee recommends the creation of a University Senate, to be organized as follows:

I. GENERAL PRINCIPLES AND PROCEDURES

A. The Board of Trustees is the legally constituted governing body of the University with the power to constitute government for the University.

B. The Board of Trustees recognizes the authority of a University Senate made up of administrators, faculty members, and students to enact legislation where the University is governed in academic matters, faculty status, student affairs.

C. University policies governing the above areas are initiated by the administration, the faculty, and student body through the University Senate. Creation of the Senate will not preclude the existence of non-legislative bodies in the university community.

D. The legislative authority of the Senate in the above areas is limited to the specific powers numerated in this report.

E. All policies initiated through the Senate are submitted through the office of the President to the Board of Trustees for review and approval.

F. Recognizing the competence of the Senate in its enumerated powers, this creation of the University Senate does not detract from the authority of the Senate in the above areas. Only in extraordinary circumstances shall the Board of Trustees at its own discretion make policy without legislative action by the Senate on matters which fall within the powers of the Senate.

G. The Senate will be the reviewing legislative act of the Senate. It will explain its decision in a written statement to the Senate.

H. Policies initiated through the Senate and approved by the Board of Trustees are, thereby, ratified and govern the University.

II. MEMBERSHIP AND ELECTIONS

A. MEMBERSHIP

The Senate will consist of 36 members: 20 faculty members, 10 student members, and 6 administrators. Membership will be determined according to the procedures described below.

FACULTY

1. Number: 20

2. Division: 10 senior professors (Professors and Associate Professors); 10 at large.

4. Method of Election: By and from the general faculty, subject to (2) above, from written nominations submitted to the Steering Committee. Each nomination form shall be signed by the nominator, the second and the nominee (to signify his acceptance).

5. Term of Office and Re-election: The term of office for faculty representatives will be two years. A faculty representative may be elected to two consecutive terms. After having completed two consecutive terms of two years each, representatives are ineligible for re-election until one year has elapsed since the first election. The first five [5] senior professors and the five [5] at-large representatives shall be elected for one (1) year. The first five (5) candidates polling the highest number of votes in each category (2a, 2b) shall have a term of two (2) years. The five (5) candidates polling the next highest number of votes in each category (2a, 2b) shall have a term of one (1) year. In all elections ties shall be broken by reballoting by the general faculty for the candidates so tied. After the first election, there shall be annual elections. The first election is for the entire Senate in appropriate categories (2a, 2b). In case of vacancies occurring after the election, replacements shall be elected from the proper category (2a, 2b) by the general faculty in the manner described (4) for the term so vacated. The initial election will be conducted by the Steering Committee of the Faculty Council. Subsequent elections will be conducted by the current Senate.

6. Time of Nomination and Election: During the month of April, annually. The initial election will be held in the Fall of 1969 for terms to expire on Commencement Day, 1970.

STUDENT

1. Number: 10

2. Division:
   (a) One Student Government member elected by the Student Government.
   (b) Five nominees of the Senior, Junior and Sophomore classes (Freshman class president to be invited as a non-voting member).
   (c) Six representatives elected at large.

3. Eligibility:
   (a) Any student having completed one full semester as a full-time matriculated student at Sacred Heart University.
   (b) Student has a cumulative g. p. a. of 2.0 or above.

4. Method of Election for At-Large Representatives:
   (a) Nominations for at-large representatives will be conducted by the Student Government.
   (b) Any student eligible under (3) above may declare himself a candidate for the office of representative at large. Nominations will be by petition of the student body; to be nominated, a candidate must present a petition signed by thirty members of the student body.
   (c) Graduating seniors are not eligible to vote for representatives.

5. Term of Office:
   (a) One year, subject to re-election.
   (b) Only those students who are eligible to vote are eligible to be elected.

6. Time of Nomination and Election:
   The initial nomination and election will be held in the Fall of 1969 for terms to expire on Commencement Day, 1970.

ADMINISTRATION

1. Number: 6

2. Eligibility: Any person who will hold an administrative position during the period of incumbency.

3. Method of Selection: By the Administrative Council during each March of April.

4. The new Senate will take office on the day following Commencement each year.

OFFICERS

A. Chairman

1. Number: 1

2. Term: Five (5) years, subject to re-election.

3. Duties: Appointed annually by the new Chairman.

   (a) Chairmen of committees.
   (b) Call meetings, at least one meeting per month from October through May.

   (c) In the event that the Chairman is not available, the Vice-Chairman shall act in his place.

   (d) Preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate, and shall preside at all meetings of the Senate. (To sign any necessary papers.)

   (e) Administer the Senate policies and procedures established in (B) below.

   (f) Call emergency meetings if petitioned for by ten members of the Senate.

   (g) Appoint ad hoc committees.

   (h) Call meetings of the Senate at any time.

   (i) Perform other duties as assigned by the Senate.

   (j) Oversee the Senate's budget.

   (k) Appoint a parliamentary officer if he feels one is needed.

A. GENERAL REGULATIONS AND RULES OF THE SENATE

1. Election to Senate General:
   (a) All members of the Senate are eligible for Senate General nominations prior to the Senate General. The Senate General will consist of each constituent element.
   (b) At least one-third of the student members will be elected from the student body.
   (c) The Senate General will be elected at the first regular meeting.

2. Term of Office:
   Members shall be elected for a term of two years. At the time of election, the maximum number of members is five.

3. Quorum:
   Two-thirds of the members present shall constitute a quorum for the passage of legislation. A quorum may be called for by written request of any member of the Senate.

4. Suspension of Senate Operations:
   In the event of a vacancy or at the discretion of the Senate, the Senate may be suspended for a period of not more than one month.

5. Ad Hoc Committees:
   All committees shall be ad hoc in nature and shall have no power to act except as directed by the Senate.

6. Unexpired Terms:
   In the event of a vacancy or at the discretion of the Senate, the Senate may appoint a member to fill the unexpired term in the opinion of the Senate.
The President of the University will convey legislation approved by the Senate to the Board of Trustees. In his absence his appointed representative will perform this office.

To recommend to the Senate legislation concerning:
1. Rights and freedoms of students.
2. Necessary rules of student conduct.
3. Definition, establishment, and regulation of extracurricular activities.

Membership:
2 faculty, 4 students, 2 staff members from the Division of Student personnel.
At least 1 faculty member and 2 student members of this committee should be senators. One of the two student senators should be the representative elected by the Student Government to the Senate.

LIBRARY COMMITTEE

Duties:
The Library Committee shall evaluate and recommend modifications of existing policy, and evaluate and recommend new policy in all ongoing concerns of the Library.

Membership:
5 faculty members, with representation from departments of the humanities and departments of the sciences; 3 student members; the University Librarian.
At least 1 faculty member and 1 student member should be members of the Senate.

COMMITTEE ON ATHLETICS

Duties:
To investigate, formulate and recommend to the Senate legislation for policy regarding development of varsity athletic programs and financial aid to student athletes.

Membership:
3 faculty, 2 students, Director of Athletics.
At least 1 faculty member and 1 student member of this committee should be senators.

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THE SHIRT TALE
Today's Fashions For
For Him and Her
1091 Bridgeport Ave.
Milford, Conn. 873-9090

YOU
sitting in a dark stone house,
surrounded by pines,
(with holes at the top to let in starlight)

YOU
existing on a green velvet pillow
among dusty antiques and two-year-old magazines.
Refining thought to fact, figures, then fantasy.

YOU
living only one life at a time,
making the transition from child
(who is-to-same?) to adult occupations.

YOU
smiling at a foreign face to mirrors
combining your hair with a
wire brush.

whilst I, trying to tie everything together
with broken strings:

am aided by heavy twine
given to me by you.

Review
It's A Beautiful Day
By LINDA VERNILE

"For those who love life
in its clarity."

This quote is taken from an album put out by a new rock group from San Francisco. It's a Beautiful Day is what it's all about, and it also happens to be the name of the group.

The group is comprised of eight extremely versatile and turned on people. David Laflamme on violin and vocals, Hal Wagner on guitar, Mitchell Holman on bass, Ver Flentzs on drums and anchoring the group is Linda Laflamme: a blues type singer.

The album is truly beautiful. It's somewhat of a welcome change from the heavy rock which has been so prominent lately. If you want a different music experience then It's A Beautiful Day can provide you with one.

1. The Registrar will accept all course credits taken in the A.A. program as elective credits toward a B.A. degree for those students permitted to transfer to B.A. programs.

2. The department chairman has been asked to approve courses taken in A.A. as fulfilling B.A. requirements whenever the two courses overlap to the extent where taking the B.A. course would be academically unprofitable to the student. In the interpretation of this I am suggesting to the department chairman that credit be given for D grades only in unusual circumstances. Substitutions can only be made with the approval of the department chairman.

3. Any changes involving core requirements will need my approval.

New A.A. Policy Set

The following new policy is issued from Dean Stephen Bennett's office, should be read by all those wishing to transfer from the A.A. to B.A. program.

Anyone wishing further clarification should speak to either Mr. Bohn or their department chairman.

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BIGGER THAN WOODSTOCK?

Well not exactly ! ! !
Last year over 80,000 college
students passed through our doors.

THE 42 CLUB
420 Central Ave.
Scarsoald, New York

2 New Showcase Stage With 2 Bands Every Saturday Night

New entertainment schedule
$1.50 for non-members
Oct. 8, 10, 11 Gashouse Kids
Oct. 15, 17, 18, The Chains

Directions; Conn. Tpke. to Interstate
287 to exit 5 to ramp take left and
left turn onto Route 119 and follow
119 to County Center make right
turn onto Central Ave. 3 miles on
left.
O'Shea Interview

SHU * Philosophy = Flux

By CHRISTINA HUNZIKER
and VERNIA LUND

The following is an interview with Dr. Robert O'Shea concerning the Philosophy department's recent metamorphosis.

Q. What happened to Philosophy registration?

A. The freshmen are talking about Ph 150. As you know, we are now four in number, and the number of sections have to be pared down among the four. At the same time, Dr. Lehman is the most recent of them to have received contracts for his work. It is clear that any new majors will result only in such a proliferation, but this enlargement is responsible for half the material. Now that we are responsible for the necessary prerequisite, it is obvious that you are not going to do anything more than just touch upon it. It is also clear that some of us have been opposed to this process from the beginning, but unfortunately those voices have for the most part departed. I am the only one at the moment who is definitely opposed to such a wide sweep of things. However, the department is open to alterations. Of course, nothing can be done until September of 1970. We are committed now to the course here in the catalogue as such. But between now and the time that the number of majors might increase, it is possible to have four sections each semester with forty rather than ninety people in each.

Q. Is this helping arbitrary, because there are sophomores taking Ph 150?

A. In a couple of my sections, there are sophomores, but they are under 20% of the total enrollment of my classes this semester. The point is that the very core of the program is the senior. It is simply the case that they had to retrace and cut down the number of available sections in each of the required courses. You must remember that at the time of pre-registration in the spring we were theoretically a department of six. That is, Mr. Garcia-Gomez and Mr. Lupario had received contracts that were terminal, but it was presumed that they would sign for the coming year. Neither of them did, and that meant that a department of six became a department of four. So you can see where the juggling took place. I am sure that if that two had remained the people who had signed up for a Philosophy course would have had one.

Q. We hear that there were problems with the survey course. Could something have been done about them?

A. We have met on this and the majority of the department thought that we should wait until the end of this semester to have the course given in ordinary circumstances rather than in the extraordinary circumstances of the summer. In my experience, and I took a course such as this as a senior in college, it is too much in too little time. We barely cover the necessary prerequisite, so the course is responsible for half the material. Now that we are responsible for the necessary prerequisite, it is obvious that you are not going to do anything more than just touch upon it. It is also clear that some of us have been opposed to this process from the beginning, but unfortunately those voices have for the most part departed. I am the only one at the moment who is definitely opposed to such a wide sweep of things. However, the department is open to alterations. Of course, nothing can be done until September of 1970. We are committed now to the course here in the catalogue as such. But between now and the time that the number of majors might increase, it is possible to have four sections each semester with forty rather than ninety people in each.

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that many students who would be motivated and have the time and the ability to handle all disciplines, regardless of the student senators because they would have to work just as hard as anyone else on the Senate. And their primary duty is to get an education. I was out west. All I said was: "I don't think that's possible. What are they making the students believe in that? I don't think that's possible. What will it be?"

"On the whole I think the Senate as it is proposed will function quite well..."

On Sacred Heart University

Q. Can you tell us about your rate SHU in its progress academically?

A. I can only compare SHU students with students I have taught in other schools, and I would say that the rate of progress in all schools is about equal out there. As far as I understand it, they're about equal in abilities among students and I have taught at other schools, academically.

Q. And so you'd be academically that the school is improving too?

A. I mean, I've been here for two years and I've noticed a really positive atmosphere in SHU. They're about equal in abilities too. As far as I understand it, I've been told that the school is improving too.

Q. What are the school's future plans for the self-study report?

A. The only problem is to get the students to work. If a student wishes to learn more than superficially, he must have that university where he can study. You take your degree at that university where you have to decide for your major.

Q. How do you feel about the moratorium?

A. Personally I think it is a bad idea for people to express the way they feel about the war. I have been telling my classes that I will be in class because there might be some students who might not want to support it.

"For those who aren't going to express their opinions, I'm asking them to let me know in class whether I'm in agreement with them. And if you believe in what you're doing, you can get out and do something. If you are supposed to be ringing doors, then get out and do it. Don't just sit around in the cafe and grope..."

One final thing

"The extra-curricular activities at SHU seem to be flourishing and I think that's a good sign. If you've got a good spiritual student body either in the college or in the school itself I think the school has a good chance of being a successful school both academically and socially."

Dr. Brodeur received his Bachelor's degree from the Fordham College of Pharmacy, and both his Master's and Ph.D. in Experimental Psychology from Fordham.
face 5-20 years in prison and a $25,000 fine under Nixon's bill. Anyone convicted of a second selling offense will face 10-40 years incarceration and a $50,000 fine. There would be no opportunity for probation or suspension of the sentences.

In addition, the bill contains a "no-knock" provision whereby police may enter a home without identifying themselves. Other drug legislation before Congress concerns more educational and rehabilitative approaches. Sen. Thomas Dodd (D-Conn.) has proposed legislation that would do away with minimum penalties, leaving them up to judicial discretion, and broadens the eligibility requirement for treatment under the 1966 Narcotic Addict Rehabilitation Act.

Bills sponsored by Rep. Edward Koch (D-N.Y.), Rep. Lloyd Meeds (D-Wash.), and Sen. Frank Moss (D-Utah) would create commissions of one sort or another to study drugs more thoroughly before additional laws are enacted. Rep. Claude Pepper (D-Fla.), chairman of the House Select Committee on Crime, has requested the U.S. Surgeon General to prepare and issue a report on the use and effects of marijuana.

Meanwhile, the Nixon bill continues to be debated, even within his own administration. 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A Primer: An Editorial by T. Van Gorder Brown, Mary Louise Fuls, Successful, and Christina Jane Mary Taylor

See John.
See Maurice.
See Bill. (Editors’ note: if you can see him).
See John, Maurice, and Bill together.
See John, Maurice and Bill together running.
See the man.
See the other men.
See all the men together.
See the accreditors walk.
See the accreditors talk.
See the accreditors walking and talking.
See Maurice, John, and Bill running...and then (it has been said) that Bill runs faster than the speed of light).

See the accreditors.