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**THAW EASES FUEL SHORTAGE**

By Kevin Horner

The January thaw arrived in New England this year on January 27,认清98% slower than at the same time last year.

Professor Blackford felt that the primary reason for the decrease of fuel oil in the January period was that the college's fuel oil supplier, Plymouth County Oil Corp. of Bridgewater, supplied a smaller amount of fuel oil for the entire month. In view of this, he said the blowout slowed the normally low level in late December, because the college had been warned that the fuel oil situation had improved.

Fires in the building prior to the blaze are not thought to be of a suspicious nature. The reason for the decrease of fuel oil in the January period was that the college's fuel oil supplier, Plymouth County Oil Corp. of Bridgewater, supplied a smaller amount of fuel oil for the entire month. In view of this, he said the blowout slowed the normally low level in late December, because the college had been warned that the fuel oil situation had improved.

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Uninvolved

by Jim Heith

Why the great majority of students don't involve themselves with the people, parties, and goals of the various clubs and organizations on our campus is a curious thing. It is curious, in fact, that the membership of those organizations spend a substantial amount of their time in trying to understand the psychology of those non-involved students and devise the appropriate means of attracting and recruiting them.

Personally, I know no organization on campus that is satisfied with the size of its membership. After a year or two of active recruitment and getting virtually nowhere, club members usually try to get their hands in channels and try to satisfy themselves with offering what goals they can with a limited member base. It is a frustrating thing to think your organization is not shared or appreciated by others. This is a limit and competition must go.

But why do so many students refuse to get involved? Is it that they have other interests, no time, no money, or no friends? Is it that they have no confidence? These non-involved individuals are the only people qualified to answer the question though it might seem temporarily discouraging the usual defense mechanisms and being honest with themselves.

Giving the high school college graduate a chance from parents and high school counselors to become a responsible adult for many seams and eighteen year olds be somewhat preoccupied with the whole world. This leaves them open to intimidation by administrators, faculty, and yes, even other students. I guess that it is the feeling of intimidation by other students, surprising them lack the necessary competence, that keeps a large number of students from joining various campus organizations.

EDITORIAL

In Retrospect:

In fear of an Editorial this week, we thought it would be good to play some quips in the paper for the bicentennial in 1976. It's not that there's nothing to talk about, but we thought Bob Gay's remarks and the minute's were funnier. We even were thinking of hitting the age old hit: the politics of our country, which dare already to challenge our aristocracy of our moneyed corporations, shall crush in its birth the moneyed corporations, shall crush in its birth the aristocracy of our moneyed corporations.

It is. Divide and conquer. It is a simple enough theory to understand and easier yet to effect against a politically naive student body. Create factions within the organization and they will not only be incapable of moving as a whole but their defense will crumble as well. How's that sound on the buses and station? These non-involved individuals as these are not appreciated by those students who are aware of it. By showing them contempt and disinterest for as they might someday learn they will only receive contempt and disinterest in return. It is a rather unhealthy situation, but as things stand now it cannot be avoided.

It's the feeling that their voice matters, that their opinion is important, that their position is threatened. Why do so many students refuse to get involved? Is it that they have other interests, no time, no money? Do they feel that they have no confidence? These non-involved individuals are the only people qualified to answer the question though it might seem temporarily discouraging the usual defense mechanisms and being honest with themselves. Giving the high school college graduate a chance from parents and high school counselors to become a responsible adult for many seams and eighteen year olds be somewhat preoccupied with the whole world. This leaves them open to intimidation by administrators, faculty, and yes, even other students. I guess that it is the feeling of intimidation by other students, surprising them lack the necessary competence, that keeps a large number of students from joining various campus organizations.

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I hope we shall crush in its birth the moneyed corporations, which dare already to challenge our aristocracy of our moneyed corporations.

Thomas Jefferson

The more elevated the person who errs, the stronger sometimes is the obligation to refute him.

James Otis, 1762

It has erected a multistack of new offices, and just below them, we see in this to barrass out people, and eat out their sub- stance. Declaration of Independence
CATERPILLARS CAN FLY

By Chuck Nechtem

I wasn't sure why I was going to re-examine my studies at Bridgewater. In a few days, but I honestly felt that it would be better than handling greasers at a Shop & Shave. I knew that my schooling and future looked bleak. My grades were terrible, I was not really interested in my studies and I couldn't see myself going to law school, so I decided to go to a college that was better suited for me.

My friend was a totally different person. He was studying for his English exams and was doing well. He was also a lot more interested in his studies than I was. We used to talk about what we wanted to do in the future, and I had decided that I wanted to go into business. My friend was more interested in literature and philosophy.

I thought about the classes that I took and realized that I had been totally disinterested in them. I had been daydreaming during most of the lectures and had not taken any notes. I decided that I needed to change my ways and start taking my studies seriously.

I went to the library and started reading some books on business and economics. I found them to be very interesting and I started to understand the concepts that I had been struggling with in class. I also started to study for my exams and I found that I was actually enjoying it.

As time went on, I found that I was doing better in my classes. I started to see the value in my studies and I realized that I had been wasting my time. I decided to stay at Bridgewater and work hard to achieve my goals.

I also started to think about my future and what I wanted to do. I decided that I wanted to start my own business. I found a mentor who helped me to start my own company and I was able to learn a lot from him.

In the end, I realized that I had been daydreaming during my classes and not paying attention. I had been missing out on some of the most important lessons. I decided to stop daydreaming and start taking my studies seriously.

I am now a successful businessman and I look back on those days and realize that I was not daydreaming at all. I was actually learning a lot and I am grateful that I decided to stay and study.
Gas Rationing - A Mere Start

By Gayle Lullibe

Last night, while sleeping in my climate-controlled nest, I had a terrible nightmare. It's a little noisy now, but remembering back, I was on the telephone making an appointment with a Farmer service vehicle to start gas. I remember distinctly now. The secretary gave me a 5:45 p.m. appointment. I knew I had to go to the dentist, but that really wouldn't be any problem because he has drive-in service.

I put my car, east, and gas on, put out all of the kerosene lamps, and out the door I went. Much to my amazement, there were cars parked all over my front yard. Cars and camping rooms crowded as far as the eye could see. I hopped on the window of a Volkswagen and asked a family of eight to ask why they were camped in front of my house. They were crooked up with myusually rigid stipulations. They were waiting, of course, for a parking space at Stop and Shop, had completely forgot that I'm an idiot. It was just I was encumbered getting into Full River with my appointment because I didn't have it by 5:45. I would have to order through hours' catalogs, and I just couldn't wait that long. I was deep enough now, I can ride. Since Stop and Shop was only three miles from my home, I decided I would look out the rear shield to get my father's showhome old west trucking the road. At least I had one conclusion to cancel me there was a good supply of flour in the calculator down coast.

When I finally got to Stop and Shop it was dark. Windows were broken and boxes lay strewn in the parking lot. Mutilated shouting emitted from the store, my CDZ-Y Floriday atmosphere. I:

Peace of Mind

by Chuck Marotta

So what's there to do? Many writers bring out such questions in their columns. They question our social roles, they question our lifestyle, but they seldom come up with any solutions to these questions. I see the need for such questions, but I like to see answers to these questions. So I'd like to tell you about an answer to all questions.

Our new and everlasting revolution haven't solved our problems but merely have blotted them out of our mind, they aren't in view. What's needed is something more permanent and solid as a rock. The answer I have in mind isn't that complicated. In fact, it's right in front of you. Can you give us a hint as to what this answer is? In a true world, we have Jesus Christ, we have God. God revealed Himself in man in the person of Jesus Christ which is the answer to all questions. Can it be found in God and taking Him at His word. Not only will you sin, you will be saved. Those who don't will be saved in hell. The tabernacle, the temple, the cross, the resurrection, the ascension, these are the things that make up the world's salvation. God revealed Himself to man in the person of Jesus Christ which is the answer to all questions. Can it be found in Christ and taking Him at His word. Not only will you sin, you will be saved. Those who don't will be saved in hell. The tabernacle, the temple, the cross, the resurrection, the ascension, these are the things that make up the world's salvation.
The American College Theatre Festival

The 11th annual conference has come to Babson College. The American College Theatre Festival held at Babson College is the World's largest theatrical competition. Participating high school and college ensembles come to Babson College to showcase original or adapted works of theatre in a competition which is designed to foster excellence and creativity in the theatre arts.

The Festival offers the students of the area an opportunity for recognition and offers them a chance to compete against one another. The Festival provides students with a chance to develop and improve their theatre skills while also offering them a chance to be recognized for their hard work and dedication.

The American College Theatre Festival is open to all high school and college theatre groups. The Festival is held at Babson College and is judged by a panel of theatre professionals. The Festival offers a variety of awards and recognition to the participating groups. The Festival is a great opportunity for students to showcase their talents and gain recognition for their hard work.

Send the FTD LoveBunde and the "Extra Touch" of Joie de Fleur perfume.

The Catholic Worker Is Not Just A Newspaper

By Yves Profond

As a long term writer for the "Catholic Worker" and a well known author of many books, Dorothy Day, just recently released from jail, gave a wonderful account of her efforts spent on the Catholic Worker movement and on her ministry. The audience was astonished to hear how many women and men have been helped by the Catholic Worker movement over the years because of its dedication to helping others.

The Catholic Worker movement is not just a newspaper. It is a movement that has been working for decades to help and support the underprivileged and oppressed. The movement has been working to bring about social justice and change in the world. The Catholic Worker movement is a powerful force for good and it continues to work towards a better world.

Spring Weekend (Proposed)
April 13-14-Concert, musician, cabaret night. Possibly another small concert in May (undecided)

April 15-16-Buffalo Bills, Buffalo Bills Prop. (to be announced)

VIP package (Proposed)

April 16-Music Festival (to be announced)

April 17-19-Boston Pops, Boston Pops Prop. (to be announced)

April 18-19-Ladies Night (to be announced)

April 19-20-University of Rhode Island, URI, URI Prop. (to be announced)

April 20-21-New York Philharmonic, New York Philharmonic Prop. (to be announced)

April 21-22-B圣-音, S.B. A Prop. (to be announced)

April 22-23-Boston College, Boston College Prop. (to be announced)

April 23-24-Brown University, Brown University Prop. (to be announced)

April 24-25-University of Pennsylvania, University of Pennsylvania Prop. (to be announced)

April 25-26-University of North Carolina, University of North Carolina Prop. (to be announced)

April 26-27-University of Missouri, University of Missouri Prop. (to be announced)

April 27-28-University of Northern Iowa, University of Northern Iowa Prop. (to be announced)

April 28-29-University of Illinois, University of Illinois Prop. (to be announced)

April 29-30-University of Minnesota, University of Minnesota Prop. (to be announced)

April 30-May 1-University of Wisconsin, University of Wisconsin Prop. (to be announced)

May 1-2-University of Michigan, University of Michigan Prop. (to be announced)

May 2-3-University of Notre Dame, University of Notre Dame Prop. (to be announced)

May 3-4-University of Pittsburgh, University of Pittsburgh Prop. (to be announced)

May 4-5-University of Kentucky, University of Kentucky Prop. (to be announced)

May 5-6-University of Texas, University of Texas Prop. (to be announced)

May 6-7-University of Southern California, University of Southern California Prop. (to be announced)

May 7-8-University of California, University of California Prop. (to be announced)

May 8-9-University of Oregon, University of Oregon Prop. (to be announced)

May 9-10-University of Washington, University of Washington Prop. (to be announced)

May 10-11-University of Hawaii, University of Hawaii Prop. (to be announced)

May 11-12-University of Hawaii, University of Hawaii Prop. (to be announced)

May 12-13-University of Hawaii, University of Hawaii Prop. (to be announced)

May 13-14-University of Hawaii, University of Hawaii Prop. (to be announced)

May 14-15-University of Hawaii, University of Hawaii Prop. (to be announced)

May 15-16-University of Hawaii, University of Hawaii Prop. (to be announced)

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Since the kibbutz was established as a way of life, it has been known as a producer of young men who were the top quality, as core from children wherever they came. By the time the kibbutz became famous as a producer of top quality soldiers and officers, its reputation spread formal special forms that were based on kibbutz members were kibbutz members.  

PUBLIC OPINION  

What makes the kibbutz children superior to the others? In other words, why has this system succeeded in educating its children to be better? The major factor is the uniqueness of the individual. His group age creates a great amount of pressure on the individual real forces to grow up as better. This pressure is the "collective system" formed at the individual from all directions, his parents, neighbors, friends, all in all the kibbutz society.  

In the surface, if you look at the communal Educational System, by which the children grew up in the kibbutz, you will immediately see that they haven't spared the instinct and basic desires of the individual. In other words, the children receive an intensive care from the moment they are born, until the age of 5.  

THE COLLECTIVE EDUCATION  

The main influence on the creation and the development of the Collective Education, comes from the reality in life itself in the kibbutz. The Collective Education could absorb only ideas that fitted in the economical and social structure. Never the less, the parents had to pay for it with its staid and relative life.  

To get a better understanding of the sociology of the Collective Education, one has to understand the philosophy of the Kibbutz. Because the Collective Education reflects its foundation.  

THE FAMILY  

The family appears as an independent unit within the branches of the kibbutz. Even though the individual child is treated as "new in a group" he always decides to his his parents by reason of getting adapted to the environment. It is obvious that the parents plot their children and influence them to a great deal by supplying the love and affection which they don't get from their group.  

They are indeed the main family, the economical responsibilities from the parents towards the children are none. These responsibilities are on the kibbutz. The children know from their very childhood that their future is not established by their parents, but by the kibbutz and their own talent. In the city, the children are dependent on their parents economically, their parents supply their food, clothes, etc., the parents economic progress is a main factor in the formation of the personality. They are interested on the children's progress, and the parents influence is an important factor in their children's personality.  

Finally, along with their growing, the children see in the kibbutz the representatives of the older society in the kibbutz and get involved in them with a predominant connection.  

THE POLICY OF EDUCATION  

The life in the kibbutz and the collective education joins side by side the characteristics elements of the family. Their behavior however, are not analogous only the characteristic elements are different, because the influence on the children comes from the strong intimate connection between them. This connection is very strong but lacks the element of formality. The parents authority, out of the lack of it comes first of all from their personal characteristic element, their individual ability to educate their children and every day's behavior.  

In the kibbutz society, the parents derive their "ideal" of educating their children. When their chidren are in their house in the afternoon, he usually finds both of them, and they spend the whole of their afternoon together. The connection between the parents and their child is stronger than that of the city type. Because this life is dedicated to a "family get together". In other words the parents are involved in their children's education, which is not the case in the city. It brings the inner family connections to an extreme.More-over, the Collective Education System separated the education: job and left education from the parents duty of limiting their children's awareness of what to do, where to eat, what to buy, etc. The relations between the children and parents became more harmonic. Their emotional tie is stronger in the early Childhood stages, the kindness and the courtesy respect in the two years. These build the family life on a strong foundation and secure the parents became more harmonic. Their emotional tie is stronger in the early Childhood stages, the kindness and the courtesy respect in the two years. These build the family life on a strong foundation and secure their personal characteristic element, their individual ability to educate their children and every day's behavior.  

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THE KIBBUTZ SOCIETY  

The main influence on the creation and the development of the Collective Education, comes from the reality in life itself in the kibbutz. The Collective Education could absorb only ideas that fitted in the economical and social structure. Never the less, the parents had to pay for it with its staid and relative life.  

To get a better understanding of the sociology of the Collective Education, one has to understand the philosophy of the Kibbutz. Because the Collective Education reflects its foundation.  

THE FAMILY  

The family appears as an independent unit within the branches of the kibbutz. Even though the individual child is treated as "new in a group" he always decides to his his parents by reason of getting adapted to the environment. It is obvious that the parents plot their children and influence them to a great deal by supplying the love and affection which they don't get from their group.  

They are indeed the main family, the economical responsibilities from the parents towards the children are none. These responsibilities are on the kibbutz. The children know from their very childhood that their future is not established by their parents, but by the kibbutz and their own talent. In the city, the children are dependent on their parents economically, their parents supply their food, clothes, etc., the parents economic progress is a main factor in the formation of the personality. They are interested on the children's progress, and the parents influence is an important factor in their children's personality.  

Finally, along with their growing, the children see in the kibbutz the representatives of the older society in the kibbutz and get involved in them with a predominant connection.  

THE POLICY OF EDUCATION  

The life in the kibbutz and the collective education joins side by side the characteristic elements of the family. Their behavior however, are not analogous only the characteristic elements are different, because the influence on the children comes from the strong intimate connection between them. This connection is very strong but lacks the element of formality. The parents authority, out of the lack of it comes first of all from their personal characteristic element, their individual ability to educate their children and every day's behavior.  

In the kibbutz society, where the parents derive their "ideal" of educating their children. When their children are in their house in the afternoon, he usually finds both of them, and they spend the whole of their afternoon together. The connection between the parents and their child is stronger than that of the city type. Because this life is dedicated to a "family get together". In other words the parents are involved in their children's education, which is not the case in the city. It brings the inner family connections to an extreme.More-over, the Collective Education System separated the education: job and left education from the parents duty of limiting their children's awareness of what to do, where to eat, what to buy, etc. The relations between the children and parents became more harmonic. Their emotional tie is stronger in the early Childhood stages, the kindness and the courtesy respect in the two years. These build the family life on a strong foundation and secure their personal characteristic element, their individual ability to educate their children and every day's behavior.  

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The following chart shows the stages of the Collective Education:  

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Infancy</td>
<td>Age 0-3</td>
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<tr>
<td>Kindergarten</td>
<td>Age 3-5</td>
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<tr>
<td>Primary</td>
<td>Age 6-8</td>
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<tr>
<td>Junior High</td>
<td>Age 9-12</td>
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<tr>
<td>High School</td>
<td>Age 13-15</td>
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</table>
The structure of the Collective Education plan was designed to organize the children's life along with their education, out of the family framework and separate them in age groups which would supply all of their needs.

The educational sections divide into three centers: nursery school, and from age group center. The educational core of the 3-weeks which is made up of professional members, is in charge of supervising these sections working the budget, arranging the work and supply. Moreover, they are arranging special courses for handicapped or retarded children.

Infant house.
The babies are brought to the infant house, right after their birth. The beginning of the infant house was accompanied with much hesitance. There were cases when mothers would not live up to what seemed a separation from their children, but with time, the infant house became a fact that was taken for granted. It reached a degree of hygiene and medical level, which broke all records. The percentage of death in it, is the lowest in the world. (The Inter's Note: to Convene for Education 1909 issue.)

The method and hygiene approach to the infant was in the most important through psychological reasoning, the infant house became every baby's home. This psychological need of the baby and that of his mother, for a place to be more like a home, were transmuted into reality. It gave the infant house an intimate feeling which enabled the mother to be with her child.

During the first six weeks after the birth, the mother is released from work. Later, she works only half day. The house of her work day increases until the children nursing her baby. Matron that she has some reason, is able to replace her children, besides the six weeks off work. After the mother finishes nursing her baby, she sees him only for 2-3 hours and feeds him by herself once a day, at dinner time. This arrangement enables the mother to take care and to be close to her baby. In the first event, the baby is brought from the infant house to his parents house daily. This way they are able to spend the afternoon with him. The parents visit the babies at the infant house only a few times they feel like.

The physical arrangement of the infant house, the toys which are given to the baby according to his stage of development, the people that take care of him, the nurse and her assistance, the yard in which the baby spends several hours a day, all make his life colorful and prevents him from becoming bored.

The Kindergarten.
When the baby turns one and a half years old, he is transferred to the children house, where he spends, until he gets to the sixth or seventh year of his life, a nursery that connected with a kindergarten and a primary school. The advantage of this approach is that the kindergarten is in front of the situation, by which they have the chance to respond to individual love. The amount of love and affection that child needs at this age forces him to see his friends as competitors for this affection from his parents.

The teacher teaches the children to read, write, and do elementary math. The system at this stage is not to teach the children in a classroom but to separate them in age groups, for children of the same age forces them to see their friends as competitors for this affection from their parents.

The Children House.
This is a unit of fifteen to twenty children, with a permanent teacher and permanent nurse. In different kindergartens, you can find two types of Children Houses. The same age group and the multiple age group.

Those who chose the system of a multiple age group, see it as the advantage of grouping relationships between children. The kindergartens were brothers and sisters. In this way, the kindergartens teach the children to be a part of the group and not as examples to the other children who have to give an example to the kindergartens. Those who are in the single age group, see it as necessary to educate the young people by inter-age relations. Here, too, they say that might serve as an harmful factor of the other way around. They think that the homogeneous group makes the teacher to get in the individual, the children's psychological needs are easy to be tracked. The inter-age relations among age groups which are necessary for the psychological development of the kindergartens come to reality in the kindergartens as a community, in individualism, where all the children are gathered, etc.

The education in the children house, plays an important role in the development of the child's personality. This stage is a center of activity and creation, it enables individualized educational activities. It builds up in the children the feeling of belonging to an intimate home and builds them together on a strong organic group. The children achieve a high value of inclusion. Instead of a development of aggressions, the common is to help each other in the same age reaches a high level. Spontaneous and organized play, games and work, equipments and instruments which "call" for experiments and observation, picture books, and comic magazines, a large back yard equipped with play ground equipment, a vegetable garden and a small animal farm, which is taken care of by the children themselves, provide the children with a flexible frame for developing the necessary skills they need at this stage.

As a matter of fact, the children house stage is divided into two sub-divisions. Age 5-7, which is called the "The Dancing Stage" from the kindergarten, and for 9-16, which called "The Young Children Group". Many psychologists in the kibbutz do believe that at the age of 5-7 a child can carry on the duties of the older group, such as, small work duties at the kindergartens, and care of the Children's Garden and Animal Farm. More, the Dancing Stage awakes changes in teachers and their relationship in the young group, which has been taught in the kindergarten. In the passing stage, the teacher teach the children to read, write, and do elementary stuff. The system at this stage is not to teach the children in a group, but only as an individual base.

In the Young Children Group, age 9-16, the children leave together, in groups of 5. This "same group" file it more than a class, because its educational base is to direct the children to a communal way of life in which its members live and work together. Every group has professional teachers and an inter-teacher (usually a woman) who brings their food from the main kitchen, brings their laundry to the washing center, and takes care of all their needs. This member is a professional who has to go through a special course in the Inter Kibbutz Committee for Education, where she studies the basic psychology course, for the specific group she has to teach.

The groups are formed from one age group forms the classes, so as not to know them. All the groups, center around the house, which is educational. The education base is to direct children to a communal way of life in which its members live and work together. Every group has professional teachers and an inter-teacher (usually a woman) who brings their food from the main kitchen, brings their laundry to the washing center, and takes care of all their needs. This member is a professional who has to go through a special course in the Inter Kibbutz Committee for Education, where she studies the basic psychology course, for the specific group she has to teach.

The Children Group is in its own branches, they elect a secretary and a work manager of their own. Their social life after school time is totally independent. They are supervised by their "old member", but are not interrupted by her. The Children Group establishes the base for the Public Opinion, which motivates the individual a great deal.

The Collective Education at this stage applies to the multiple system in a way for teaching. At first, the term is short, 1 or 4 weeks, but it grows gradually and reaches a 4 weeks term.
Tuborg Breweries Ltd. • Waltham, Mass.

The Winning ideas will be suggestions to "The Comment" office. The best "Class-No Class" is No Class.

2. Scoring with a beautiful chick is No Class.

2. Scoring with your friend's sports car is No Class.

3. Driving it with foreign sports car gloves is No Class.

4. Pulling an "A" with the help of the one next to you is No Class.

5. Parking your car in the recreation room is No Class.

6. Winning it by default is No Class.

7. (You tell us). Please send your "Class-No Class" suggestions to "The Comment" office. The best "Class-No Class" descriptions will receive a Tuborg T-Shirt and a Tuborg beer mug. Winning ideas will be published in two weeks.

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All trades, skills and professions

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Tuborg Beer.

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STATE OF THE ASSOCIATION MESSAGE

The purpose of this message is three-fold. First, I wish to highlight some of the accomplishments of the Student Government Association during this past semester. Second, I wish to outline the policies which this government must adopt in order to achieve certain goals for the semester ahead. And finally, I wish to express my views in order to tell all students what our government is all about.

Let’s then talk about the accomplishments of this government during the past semester. At the spring of last year, the Student Government wrote an urgent letter in Senator Sargent requesting that he vote a bill which would have allowed the Administration to cannibalize our library. This letter was written in protest by the officers, and no officer was made by any other group, despite the fact that most of the ‘College Community’ agreed with the position of the Student Government Association.

The Student Government is mostly responsible for the formation of the Ad Hoc Space Utilization Committee. The SGA succeeded in forming an Ad Hoc All College Governance Committee which will meet for the first time this semester. Further, we have been invited to participate with two of the finest groups on campus for the purpose of selling school rings to interested students. Thus SGA has eliminated the several controversies created by the school bookkeeper, a fact greatly appreciated by all those who realize that the committee expanded or exceeded $50 per ring.

I need not remind you that through the efforts of Senate President Miss Kathleen Germain and other hard working members of the Senate, the students managed to alter the school calendar in such a way as to reduce the least amount of inconvenience to the student body, while at the same time maintaining the academic excellence of the Bridgeswater Curriculum.

And last but not least the SGA retained the services of an Attorney to help in the presentation of the case of the group, deals with all points of view, to the aid members and teachers. The General Meeting of the Student Government Association...

February 7, 1974

SGA President

Thomas P. Hickey
SKATING BEARS BANG BABSON IN OT 5 --- 4

Brace For Crucial Contest At Home Sat

By Tom Perry

There was something about the way the Bridgewater State hockey team was playing last Saturday against Babson at the West Suburban Arena in Dedham that told you there was no way they were going to lose the hockey game.

It took an extra period but they won and had you been there you would have known that all along. A Jim McKeon goal at 5:10 of the overtime period gave the BSC shaving bears their fourth straight triumph and their seventh win of the year against as many foes.

Although McKeon had been understating the Babson defense with a brilliant burst of speed that only "car" maybe finally held in capitals of skating. Although he had chalked up two gliding goals, he had been ruled out time after time by Babson goalie Brian Powers.

McKeeon onserved in this game but he is going to have to be in the lineup with the rest of his teammates. The hockey team has that kind of outfit, they "on a team" and there are the best kind.

The game's first goal was scored some six big by the hard hitting Chuck Healy, a defense man. The defenseman from Dedham received a pass from behind the net off the stick of Jimmy O'Leary, a freshman out of West Bridgewater. Healy fired out the ice from point blank range and it soared off the far post past the sprawling Babson netminder.

Babson then took advantage of some sloppy play and a couple of Babson penalties to score two power play goals. One of these came at 7:51 of the second period and the Bears went into the third period with the one goal lead.

At 8:58 of the fist regulation period Babson scored another goal on a redirected puck and O'Leary in the process of scoring couldn't look beyond the Bears, as they scored back.

The Captains

Jim McKeon Bill Norman Rick Foley

Babson goalie unit on Powers sank down with his hand that the puck trickled in to severe the goal line and the jubilant Bears crowded the bench to swarm their hero, McKeon.

In Saturday evening at Cranston, the Bears new hockey team, and the way they've been playing lately, you just might be able to win this game and get that feeling that you know you're going to win?

The winning goal, after Powers and Pat Galvin had managed to block us a pass to McKeon who gathered it in at the blue line along the left wing side. McCrory fired a shot from almost 20 feet to the left of the net. The Bears weeks ahead and past the Babson goalie and into the net, as everyone knows, Babson would win.

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FLORENCE AND GIUSTI "PRIDE AND POWER"

By Tom Perry

ARE YOU PACKING YOUR SUITCASE?
THIS WEEKEND

In the next few days we'll be returning as a team and just begin to return to campus. We'll be here against the team'll be in full season mode.

On February 19th and 20th, the Athletic Association will provide free transportation to and from the campus. According to Captain Bill Norman, "We'll be sky high with our dates of the Regional Tournament Bill Noyes 50-43.

The hockey team out-regulate their opponents in their last four outings and are suffering a second half of severe injuries. They have been defeated twice, but they have worked hard and have a solid team. Montclair College unit. According to Captain Bill Norman, "We'll be sky high with our dates of the Regional Tournament Bill Noyes 50-43.

The hockey team has defeated Ron McHugh 50-40. The Bears are now ready to step aside and棍m the deck. The Bears out-regulate their opponents in their last four outings and are suffering a second half of severe injuries. They have been defeated twice, but they have worked hard and have a solid team. Montclair College unit. According to Captain Bill Norman, "We'll be sky high with our dates of the Regional Tournament Bill Noyes 50-43.

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Rich Florence

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Pictures talk.
Some little boys don't.

Some inner-city photon have special schools. For little boys who don't talk.
Not mute little boys. But children so withdrawn, so afraid of failure, they cannot make the slightest attempt to do anything at which they might fail.
Some don't talk, some don't listen. Most don't. And of them don't hear.

One day someone asked us to help.
Through Kodak, cameras and film were distributed to teachers. The teachers gave the cameras to the kids and told them to take pictures.
And then the miracle. Little boys who had never said anything looked at the pictures and began to talk. They said "This is my house." "This is my dog." "This is where I like to hide." They began to explain, to describe, to communicate, to express. And once the channels of communication had been opened, they began to learn.

We're helping the children of the inner-city. And we're also helping the adults. We're involved in inner-city job programs. To train unskilled people in useful jobs.

What does Kodak stand to gain from this? Well, we're showing how our products can help a teacher—and maybe creating a whole new market. And we're also cultivating young customers who will someday buy their own cameras and film. But more than that, we're cultivating alert, educated citizens. Who will someday be responsible for our society. So we care what happens to it.

Kodak
More than a business.