"NO MORE TRICKS, BABY!"
Dick Gregory

Raps...

In a moment of truth (I), I think today that the great speaker whose words we have heard must really need no introduction. I think today that we, as people, are very much like the words of the verses you have just heard. But today, I would like to present to you the people... the people... the people... the people of the United States of America. It is my privilege to introduce to you the people of the United States of America. It is my privilege to introduce to you the people of the United States of America. It is my privilege to introduce to you the people of the United States of America. It is my privilege to introduce to you the people of the United States of America.

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The Accordion

by Dr. Gordon Brown

When I was seven years old, my parents arranged it

that I would take accordion lessons. Accordion music had

no attraction for me, but I trusted my parents’ wishes,

at least they respected their authority. The reason for my

taking the accordion lessons, as explained by my father, was

back to the days when he had been at evening student in

bassoon college. He had worked his way through by

playing the bassoon in various orchestras. However,

explained, drums are difficult to carry from

My parents decided that I would take accordion lessons, and I

would be expected and apparently thought it

through college. A good job and higher horizons.

I suppose many parents and

minded my parents’ wishes.

It would just be a waste

of time to think about

the accordion through my

boyhood, and I set about

to play. I didn’t play loud at

first, but when I noticed that

my parents were in the

room, I would suddenly

stop playing and look around

silently. They would say that

I was practicing, but I knew

they could see me.

I was just trying to

improve my skills. As I got

better, I started playing

quieter and quieter. When

I was nine, I started

playing in public. I was

very nervous at first, but

then I began to enjoy it.

I decided to

continue playing, and

when I was twelve, I

became a professional

accordion player.

I have

played at many concerts

and festivals since then,

and I have even

recorded an album.

I am very grateful to my

parents for arranging the

accordion lessons, and

I hope to continue playing

for many years to come.
Flannery

On

Suffolk

by Linda Fossey

Frances X. Flannery, lately named treasurer of Suffolk, and an interview at two difficult centers to bring together. Between ringing of telephones, expert questions and friendly Duffy were able to discuss the proceedings on a variety of subjects.

As the youngest member of the Trustees and AD executive we wondered if she was important at the rate of growth and change here. Speaking of his six years at the university he cited his growth with me. "It has been the new building from the vacant lot, the acquisition of the Cambridge Street property and the construction of the building on Cambridge Street and I would say that we have had significant changes here at Suffolk.

Flannery and the AD board, however, that six or five years will continue to bring together the institutions of limited land, limited resources, and said that they were "very pleased."

Frances X. Flannery was recently named treasurer of Suffolk University, a position she has held since 1964. The university, which was founded in 1957, has a student body of approximately 4,500 and offers programs in business, education, arts and sciences. Flannery is a graduate of Boston College and has a master's degree in business administration from Northeastern University. She has served as assistant treasurer of the university since 1962.

Flannery is a member of the Board of Trustees of the Boston Foundation and the Boston Globe Foundation. She is also a member of the Board of Directors of the Massachusetts Conference of Services to the Blind and Visually Handicapped and the Board of Directors of the Massachusetts Association of Special Education.

Flannery has been active in community affairs and has served as a member of the Boston City Council and as a member of the Massachusetts House of Representatives. She is a member of the Board of Trustees of the Massachusetts State School for the Blind and the Massachusetts Council for the Blind and Visually Handicapped.

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**Quinn's Politics**

By Irene Duggan

Attorney General Robert H. Quinn, sponsored by the Political Science Club on March 28, spoke about the political men being today in a forum at 11:30 a.m. for students, faculty, and attorneys.

Mr. Quinn's speech was well-received and was highlighted by his strong and confident delivery. He was able to convey his ideas effectively and passionately, which made the audience better understand his perspectives.

He emphasized the significance of the current political climate and the importance of remaining informed and engaged. His speech also provided insights into the future of the political landscape and the challenges that lie ahead.

Overall, Mr. Quinn's speech was a success, and the audience was impressed by his knowledge and expertise in the field of politics.


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**APRIL IS V.D. MONTH**


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**Red, White and Blue Fascism**

(Ad: Note: The following article has been reprinted from *Communist*, June 20, 1968.)

Senior Lewis once wrote a book called It Can't Happen Here, the title of which was an ironic comment on the United States' history with fascism. The book, which was written during the 1930s, described how fascism could easily be imported into America. The author, Lewis, was concerned about the rise of fascist movements in Europe, and he feared that similar movements could also occur in the United States.

He argued that the United States was not immune to the dangers of fascism and that it was important to be vigilant against any potential influx of fascist ideas. He also emphasized the importance of educating the public about the dangers of fascism and the need to work together to combat it.

Lewis's book was a warning to the American people about the potential for fascism to spread in the United States. He highlighted the importance of staying informed and engaged in political matters, as well as the need to support democratic institutions and values.

*From *Communist*, June 20, 1968*
Would You Kill For Peace?

Dick Gregory (Continued from Page 2)

great war the actions have not ended with those who...great hero...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great war...great 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April 19, 1979

I can't help but wonder why the Maryland House of Delegates has decided to hand out this afternoon, a resolution declaring装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置裝置装置装置装置装置装置裝装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置裝置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置装置device.
April 22, 1976

I knew what to look for when I arrived.

I was watching the Black woman who had come to America.

She was a young woman, but she was not the type to be easily deceived.

She had come to America to find her place.

I knew she would find it.

She was strong and determined.

I knew she would succeed.

I was watching her, and I was waiting for the moment when she would take action.

I knew it was coming.

I was patient, and I was ready.

I knew she would need me.

I was watching her, and I was waiting for the moment when she would need me.

I knew she would come to me.

I was waiting.

I knew she would come to me.

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A. 22, 1970

断裂者之后

在艺术中，断裂是一个重要的概念。它表示一种在多个地方同时存在的形式，这种形式可以是情感、思想或行为的。断裂在艺术中是一个非常重要的概念，因为它可以提供一种新的视角，帮助我们理解世界的复杂性和多样性。它可以帮助我们更好地理解艺术的本质，以及它对我们生活的影响。

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The computer industry will pay good money for your brain.

April 22, 1970

In our back page, an article about the computer industry and its potential for good business opportunities in your brain.

The Other Computer Company: Honeywell
In the current climate, military and pseudo-nationalism, we have no doubt about what the choice should be. We can't happen here unless we make a serious analysis presented by know-nothingism and nationalism, we have no doubt as to the result.

South Dakota, Harrison of New Jersey. They won't happen here either. We can't read the future, but the report are not and kind activists of the left or groveling for the sake of identification, would it term anti-Semitism?

The other Computer Company

Red, White and Blue
Fascism

College Level Exam Program

Am
d

Student for
your brain.

will pay good money for
Pollution Major Issue
Kennedy, Sargent
Top S.U. Poll

by Bob Kasparian

A recent survey of 400 Suffolk College students showed considerable Gov. Francis Sargent and his running mate, Rep. Martin J. Lankey, would win the November election. The poll, conducted by the Reporting class of the Journalism Department, indicated pollsters will be the major player in the election.

Edward M. Kennedy, recent U.S. Senate from Mass, received an overwhelming 90% of the votes. His opponent, Joseph Stanley received 10% of the vote and Edward Richarder son 1%.

Suffolk Journal asked the University's Kennedy and Sargent for their opinion on various issues. They both said they were in favor of abolishing death penalty. They both also said they were in favor of cuts in taxes and increased education. They both also said they were in favor of increased funding for education and increased funding for mental health services.

April 22, 1978

Counselling

Time To Care
by Gerry Manghah

In every community today there are individuals who need help. Most of them have problems, although sometimes they are not aware of it. The problem may be a murder thought, or a problem with school, or a problem with work, or a problem with family. They need to talk about the problem, and they need someone to help them.

One of these individuals is Sally. She is a fourth grade student at John F. Kennedy School. Sally has been having trouble with her homework. She is not doing well in school, and she is not getting along with her parents. Sally's mother is concerned about Sally, and she is trying to help her. Sally's teacher is also concerned about Sally, and she is trying to help her. Sally's teacher and Sally's mother have talked with Sally's counselor, and Sally's counselor has talked with Sally. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counselor has talked with Sally's teacher, and Sally's counselor has talked with Sally's mother. Sally's counsel
Suffolk's First Spring Weekend

Even if we can't call it a true Spring Weekend, it is close to one as we have witnessed Sun come in April. April 92, proved to be one continuous function after another (with the exception of Sun night) the very reason we won't call it a true Spring Weekend. The Dawn is the Student Activities Association and the Psychology Club sponsored Mountain Sun that we enjoyed in the Southfork Amphitheater. This was exactly the beginning. Later that night, in the Southfork Amphitheater, students listened to the music of the record, in the form a concert. The concert was an event that we have never heard before. It was filled with music and energy. It was a fun night that we all enjoyed.

THE TIME DRAWS NEAR

The academic year is drawing to a close. The last issue of the Journal will be out next week. It is coming up with the tradition of past years, the last issue will be a Party Issue. We want to make this the final test and every student who can read this is now honest only to articles we and we are looking for. We are looking for a variety of articles that will appeal to all aspects of Suffolk. Any cartoonist who would like to work on the Party Issue should send his/her articles to the editor at the College of the Arts and Sciences. If you have any articles that you would like to put in this issue, we would appreciate it if you could turn in your articles before the deadline.

Letters To The Editor

To the Editor,

I would like to comment on a recent article that appeared in the newspaper. The article was about the problems facing our student body. The student body is facing a lot of challenges, and the article did not do justice to the situation. It is important that we address these issues head on and work together to find solutions.

Sincerely,

[Signature]

To the Editor,

I agree with the points you make in your article. However, I would like to add that the student body is not the only group facing challenges. The faculty and staff are also dealing with many issues. It is important that we all work together to find solutions.

Sincerely,

[Signature]
THE FACULTY COMMITTEE ON TENURE AND REVIEW HAS ARRIVED AT ITS DECISION REGARDING DR. BRUHM HEARING - IT HAS HELD THE PHILosophY CHAIRMAN'S RECOMMENDATION NOT TO REHIRE DR. BRUHM.

WE OF THE JOURNAL HAVE WAITED QUIETLY AND PATIENTLY FOR JUSTICE TO TAKE ITS COURSE. IT DID NOT AND WE WILL NOT MAKE THAT MISTAKE AGAIN.

EDITOR AND STAFF OF THE SUFFOLK JOURNAL
APRIL 15th
Dell 'Aria Raps
Biology Prof.
Instructor Woodworth
Approves Changes in Grading System
Agape Without Student Consultation
by Richard S. Dell 'Aria

The question of biology labs has again reached its critical stage. Last semester an attempt was made by a student government committee, of which I was a member, to change the laboratory grading system. The committee reached the following conclusions with Mr. Woodworth, lab instructor:
Failure: Below 60
P pass: 60-70
Honors: 70-75
An honor grade would raise a student's classroom grade. Each student would vote on whether or not it would change the system. Mr. Woodworth saw fit not to follow the committee's suggestions. He did modify the following:
Failure: Below 60
Pass: 60-69
Honor: 70-79
There was no vote taken by the classes to either accept or reject the plan. Instead only an announcement during final exams. Needless to say not every student received an honor grade of his specifications and many students were hurt.

The question of failing the lab and therefore failing the entire course was said to be unnecessary. Why then the New England Association of Colleges and Secondary Schools, the body that accredits Suffolk University, would demand that the lab be a "sufficient" part of the class remains a mystery. If the lab is "sufficient" then the student can not be failed for not doing it. Students in the class were forced to report both the lab and the lecture. At a cost of both F's and 4 semester hours of work and possibly held up degree requirements and graduations.

What we would term an "AID" to the student.
The main term over the change made last semester was that the students who were most affected by the change were not allowed to sit in on the discussion concerning any changes made. After the semester has begun:
After a student votes:
All you know is what a student expects and how to play for it.
Will he go on:
Now after the controversy the science department has worked to change the system again without student consultation, again without you speaking your mind. Why is this practice being continued in the lab?

As the matters stand modified the lab is 25% of the grade; classroom 75%. A 135 classroom average and 90% in the lab will not receive a "C" as he would have under the old system but rather a "D". Again the students are going to suffer. Last month I prepared an alternate grading system. I'm sure there are other students who have plans that they feel will add the problem of how to obtain a fair grade. Before this new system was instituted the students should have had a chance to speak.
The time has come for even the Suffolk student to rise. Those who are affiliated should come together for a discussion of this vital problem. A general meeting will be called in the near future. Who will you hit? The time and place of this meeting will be posted. We must fight this problem on one front.

To those who failed biology last semester because of an "F" in the lab, you will be most affected by any change. We must fight to insure the fact that we be allowed to make only the lab work.

I know firsthand the inequities of the grading system. I saw a "B" average in the classroom turn into an "F" because of a 57 in lab. I don't believe this is fair. I'm just as upset as the classroom portion of the grade and I'm sure that those who failed did not want to.

C'est Finis
The Golden Cafe
A FINAL PERFORMANCE
APRIL 24th
Featuring
KEYRON-UNIQUE
Blue Band
Cindy Arbor
and
A Surprise Guest Star
It's the
last entry of the year
and it
with a bang

St. John
The Evangelist Church
7:30
$1.00

GUEST EDITORIAL:

Student Gov't: Know Your Place

by Ed Wagshel, V.P. of SGA

Club budgets, personality, conflicts, social activities, biology jobs, admission of funds, joint Council Constituional revision.

This is only a partial and superficial list of the problems that Student Government has had to face this year, often without immediate or even meaningful results. If one were to take every problem, Student Government has faced, many explanations could be offered for such non-specific conclusions.

Yet I believe the underlying reason for Student Government's decline is the cost of the body itself. The body itself does not fully realize its true position in the university. Since my tenure as president of the body I have been involved in a few of the present major difficulties, and as I attempt to solve them, I have gained some insight. The sad part is, the "sight" I claim to have suddenly realized is so obvious and simple I'm ashamed to admit what took so long.

The use of the word "Government" in the body's title comes with it various connotations that are not necessarily applicable to the body's position at all.

Firstly, Student Government is part of the bureaucracy here at Suffolk. It is part of the hierarchy, Student Government takes in the activities fees from members and distributes these funds to student activities in general. It is a service for the students. As Student Government, there are only two possible courses of action for you to follow. Be it a service to the administration as is my mind, and therefore Student Government.

The only power relationship between the administration and the students in that Student Government is in reality nothing more than an institutionalized referee body for the students. It can make no meaningful school policies alone, but only make suggestions to the faculty or administrations and, for most suggestions, they can be ignored. Undertaking all of this is the fact that Suffolk University does not run on democratic principles. The power does not go from the masses to the top, but rather from the top to the bottom; from the Board of Trustees right down to the line to the student. Student Government should keep all of this in mind when deciding what to arrange in the future. It should realize that it does not have the power to do what it has apparently thought it could do in the past, but rather realize its position in the complete scope of the university.

I will add at this point that I personally find it unfortunate, both as a student and a member of Student Government, that the body is in the position it is. But until someone comes up with a worthwhile solution, I would suggest that Student Government become more student-service oriented. I would suggest that Student Government mend and work toward such things as a cooperative book store rather than flounder in selling all of the demands, accomplished one time consuming manner.

Student Government, know your place. Realize that a change in the administration can change a lot and to you therefore cannot keep on going under the assumption that you can just separate oneself up to yourself, free of the ramifications of major change in the university.

And most of all, understand that if you utilize your true position in the bureaucracy of Suffolk University, you may very well go from falling adequately to provide these student services; for which you were elected and existent with students funds. For, and thereby became not so much the victim of student apathy, but perhaps the cause of it.
to repeat both the lab and the course. At a cost of both $10 and 4 semester hours of work and presumably building on the grading system of the previous year, students who missed class moved last semester were given a "C". The students who took the test were given a "B". Students who missed the test were given a "D".

Hardly what one would term an "ABC" to the student. The main point made by the change made last semester was that the students who were most affected by the change were not allowed to sit in on the discussion concerning the changes made at the end of the semester.

After the semester had begun, almost unknown to the students, the same grading system was continued. The students were given a "C" depending on whether they had taken the test or not. Students who took the test were given a "B". Students who missed the test were given a "D".

To the administration, it is most important, and therefore Student Government is part of the bureaucratic hierarchy of the school. The only power relationships between the Student Government and the administration is that Student Government is in reality nothing more than an institutionalized lobbying body for the students. It can make no meaningful school policies alone, but only make suggestions to the faculty or administration, and, like most suggestions, they can be ignored. Underlying all of this is the fact that Suffolk University does not run on democratic principles. The power does not go from the masses to the top, but rather is diverted from the top to the bottom, from the Board of Trustees right down to the line to the students. Student Government should keep all of this in mind when deciding what to arrange in the future. They should realize that it does not have the power to do what it has apparently thought it could do in the past, but rather realize its position in the complete scope of the university.

I will add at this point that I personally find it unfortunate, both as a student and a member of Student Government, that the body is in the position it is in, but unless someone comes up with a worthwhile solution I would not expect a change to occur. I would suggest that Student Government research and work toward such things as a co-operative book store rather than floundering in all of the decisions surrounding such time consuming matters as its construction.

Student Government, know your place. Realize that a change in the system will require a change in you and that you therefore cannot keep on doing the same old thing that you are doing now. If you want to keep the administration from feeling as though you are infringing upon their sovereignty, then you must realize that Student Government is in reality nothing more than an institutionalized lobbying body for the students, and therefore must understand that you are separate entity to you, free of the ramifications of major change in the university.

And most of all, understand that until you realize your true position in the hierarchy of Suffolk University, you may very well go on failing to adequately provide those students-elect for whom you were elected and entrusted with students funds for and thereby become not so much the voices of student quality, but perhaps the cause of it.

---

by Robert John

"Woodstock, the movie" (as instant history)

It's getting hard to create myths. These days with the world's huge camera, flattering every painter and critic, events, making the 'trend on the scene in today's newspapers, are now a fact of our experience. Events fall into a fairy tale of disinterested audacity and destruction. No one knows the past as it really is, and it's a moment of inexpressibility - yours at a brief understanding of our experience.

DAN RAE

With reasonable faith, it seems clear that the Richard Whiting Library, a storehouse of ideas and magazines, could remain the center of most ideas and magazines for a very long time to come. There's a lot of promise and much to be said about the Whiting Library, but even as it is, it's a place where you can find a lot of ideas and magazines. It seems possible that the Whiting Library will remain a center of ideas and magazines for a very long time to come. The Whiting Library is a storehouse of ideas and magazines, and it seems possible that it will remain a place where you can find a lot of ideas and magazines for a very long time to come. It seems possible that the Whiting Library will remain a center of ideas and magazines for a very long time to come.
Those who are affected should come together for a discussion of this mutual problem. A general meeting will be called in the near future where you will be. The time and place of this meeting will be posted. We must fight this problem as one

In those who fail to see the beauty that surrounds them. The fact that you are allowed to make it on the job will not allow their beauty to be lost. The way they do it is by showing the world that what they are trying to do is a nobly one. They do not feel that either. The way they are trying to do it is by showing the world that what they are trying to do is a nobly one. They do not feel that either.

It's getting hard to create works these days with the steady stream of the camera capturing every movement. It's creating an environment where the past as time allows a base of influence to educate the minds of our children. However, it's possible now to put on a show that even through the system will allow the student to be a moment of tranquility among a better understanding of my experiences.

“Woodstock, the movie” (as instant history)
by Robert John

It's getting hard to create works these days with the steady stream of the camera capturing every movement. It's creating an environment where the past as time allows a base of influence to educate the minds of our children. However, it's possible now to put on a show that even through the system will allow the student to be a moment of tranquility among a better understanding of my experiences.

With this in mind, it's existing that the Woodstock film documentary The Woody Allen Woodstock was one of the greatest films of its time. It's a special way the world can see. But those who waste their time won't possibly understand what I mean. The film is a special one, the whole world can see. But those who waste their time won't possibly understand what I mean.
Ten each is happening to keep track of all of it. In music, in life. Spring is doing its thing with the promise of exams and term papers. So, here are some ideas for your mind if you really can't handle this, or can handle it. Your ideas, grow.

CATCHING UP

C.S.N. & Y. JONI MITCHELL, JOHN SEBASTIAN, TOM RUSH, JOE COCKER, THE DOORS, McCARTNEY

April 12, 1970

RAPPING AROUND

SYFY JOURNAL
“Hello/Beatles/Goodbye

“I read the news today, oh boy...”

The Beatles

April 21, 1970

FILM REFLECTIONS: Short Takes

“The Prime of Miss Jean Brodie

The Only Game In Town

“Bob & Carol & Ted & Alice”

By Kenneth Johnson

Recently, because many of the best local houses were closed off in the face ofatoriums, I was able to see The Prime of Miss Jean Brodie, a film I had missed on 8mo and Cunard.

For the film is worth seeing. Miss Smith, at Walker’s behest, is trying to break the mold of the teaching profession and their students under her tutelage. She does gain a performance that deserves the title of Miss Brodie at a private play for action. If the action is the course of the story, then it is a couple of times. She must be fearless, passionate, cold, lyrical, witty, whirlwind, crackled, and her name, Miss Smith’s achievement is that she is thoroughly, dynamically performing while portraying all these emotions.

Indeed, the film has been described as a true story in the real action. But it is nothing like the real life story of Miss Brodie. She is not a light-hearted version of the story. The only one true story of this is the story of the woman who is, at the age of 35, made a teacher in a school in Scotland. The story is a true story. There is no one, singularly a true story of the story. The story is a true story of the story.

The Prime of Miss Jean Brodie is a story of the story. The story is a true story of the story. The story is a true story of the story. The story is a true story of the story. The story is a true story of the story. The story is a true story of the story. The story is a true story of the story. The story is a true story of the story. The story is a true story of the story.

And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture. And the onlooker’s eyes are on the picture that all may be used to make the picture.
There are some things I’ll remember
All my life though some have changed
Some have gone and some return
All these photos have their moments.
With friends & family I still recall
Some are dead and some are living.
In my life I’ve loved them all.

But of all these friends & lovers
There is one I can’t compare with you.
And these memories have their mystery
When I think of love as something new.
Though I know I’ll never
For people and things that went before.
Now I’ll often stop and think about them.
In my life I’ll keep you near.

June 9th

There are some friends that are
Always good and bad.
The place and time becoming
It’s remembered and forgotten.
But then again, there are
Some that never go away.

With love & laughter, we’ll still remember
All the times we had and the things we’ve had together.

Tickets will be available at the door for the following events:

- Monday, June 10th: BOAT RIDE
  Rows Wharf 8:30 to 10:00 pm

- Tuesday, June 11th: BANQUET
  1800 Club, East Boston
  Semi-formal Dinner: 8:00 to 10:00 pm

- Thursday, June 13th: PICNIC
  Glen Ellen Country Club, Millis, Mass
  From 12:00 to 10:00 pm
  Golf, Bar, 250 foot swimming pool

Tickets will be available at the door for the following events:

- Friday, June 14th: Cocktails
  7:00 to 10:00 pm

Junior Senior WEEK

June 8th
Monday, BOAT RIDE
Rows Wharf 8:30 to 10:00 pm

June 9th
Tuesday, BANQUET
1800 Club, East Boston
Semi-formal Dinner: 8:00 to 10:00 pm

June 11th
Thursday, PICNIC
Glen Ellen Country Club, Millis, Mass
From 12:00 to 10:00 pm

June 13th
Saturday, PROM
Chateau Deville
Saugus, Mass.
Cocktails: 7:00 to 10:00 pm

A limited amount of tickets available.
**June 8th**
Monday, BOAT RIDE
Rowes Wharf 8:30 to 8:30 pm to 12:00 pm – Hors D'oeuvres, Bar

**June 9th**
Tuesday, BANQUET 1800 Club, East Boston
Semi-formal Dinner: 8:00pm to 12:00pm

**June 11th**
Thursday, PICNIC – Glen Ellen Country Club, Millis, Mass.
From 12:00 to 10:00pm Golf, Bar, 250 foot swimming Pool,
Dinner 5:00pm Rock Band from 6:00 to 10:00pm

**June 13th**
Saturday, PROM  Cha-cha Deville
Saugus, Mass. Cocktails 7:00pm Formal

Tickets will be given out the first week of May and up until the last week of classes.
A limited amount of tickets Available.

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**TELEVISION**

**"SON OF MAN"**
By Robert Ellis

An extraordinary adaptation of Keats' beloved 1819 epic poem was presented in Son of Man at 8:30 PM, June 9th on PBS, which coincides with the bicentennial of the famous poet's birth. The production was directed by David Miller and was presented on PBS, which is carrying the show for the first time.

"Son of Man" is a unique and important piece of the Keats' legacy, and it is a fitting tribute to the poet's life and work. The show is a blend of live performance and visual art, featuring a cast of actors and artists who bring Keats' words to life in a new and exciting way.

The production is a collaboration between PBS and the Keats Society, and it is a rare opportunity to see Keats' work in a new light. The show is a testament to the power of poetry and the enduring importance of Keats' legacy.

---

**SUMMERIZE COME TO URI**

**Flexible Scheduling:**
- First 5 weeks session begins June 15
- Second 5 week session begins July 12
- Evening and evening classes – arrangements available

**Guaranteed Courses:**
- Over 200 on each session
- Unique career-oriented programs
- URI East Campus, Revolution, The Urban Crisis

**Beyond Tuition Discounts:**
- Full scholarship and cultural program
- Bursaries available for URI students who are full-time, full-semester students
- 2% per session

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Kingston, Rhode Island 02881
RELAX... Enjoy the Grass!

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BE COMPUTER-MATCHED WITH OVER 200,000 SUMMER JOBS

• Choose your job, location and salary
• Nominal $4.00 cost • Guaranteed valid job prospect
April 22, 1970

A STATEMENT OF PURPOSE FOR APRIL 15TH TAXPAYERS' RALLY

As you fill out your income tax returns, remember...

APRIL 15TH IS

"SUPPORT THE PENTAGON" DAY

We are living in an era of forced, non-voluntary peace and an era of forced, non-voluntary war. You have no choice but to pay your taxes. You have no choice but to serve in the army. It's time to vote with our wallets.

You can show your disapproval of the war by participating in the April 15th Taxpayers' Rally. We will be gathering at the State House at 10:00 AM. The rally will include speeches, music, and a march to the State House, where we will present our demands to Governor Rockefeller.

Our demands include:

1. Eliminate the draft and conscription.
2. End the war in Vietnam.
3. Reduce military spending by 50%.
4. Provide aid to the war-torn nations of the world.
5. Invest in education, healthcare, and social programs.

We encourage you to come out and show your support for these issues. Your presence will make a difference.

The rally will be followed by a meeting at the Ithaca City Hall at 2:00 PM. We will discuss our plans for a sustained protest against the war and the military-industrial complex.

We hope to see you there.

Ithaca, April 15th

Gold Key Election

The following people have been elected into Suffolk University's Gold Key Society. A word about them...

CARLTON ELLIOTT C'71

1) Frank Schenck - 23 Boston St., Boston
2) Dana Pierce - 9 Dalton Rd., Newton
3) Kathleen Paris - 21 Kendall St., Cambridge
4) Brian Davidson - 116 Franklin Rd., Milton
5) Elton Cleaver - 33 Myrtle St., Boston
6) Edward Washburn - 2A Smith Court Apt., No. 2, Boston
7) Dante Rossetti - 349 Chestnut Hill Ave., Brookline
8) Miss Dorothy MacDonald - 20 Francis Street, Boston 02115
9) Mayor Mary Hoffman - 8 Harvard Ave., Arlington
10) Dr. Lorenzo Pedrick - Box 1645, Danbury, Conn.
11) Professor Thomas Diamond - 24 Pleasant Garden Road, Canton
12) Stephen Bullock - 2A Smith Court Apt., No. 3, Boston
13) Mrs. Alexander - 28 Land Road, Medford 02155

The Gold Key Society is a national honor society for outstanding students. Members are selected based on their academic achievement and leadership potential.

The Gold Key Society has a long history of advocating for social justice and world peace. We hope that our new members will continue this tradition of activism and commitment.

Thank you for your support.

Suffolk University Gold Key Society
SUFFOLK'S OWN

HYPNOTIST

AMAZES S.U.

AUDIENCE

Sam Vee, hypnotist, lecturer, who was two weeks ago awarded a Suffolk audience, is putting on a show. With a group of people seated and making up a hypnotic audience, he was able to hypnotize the group and cause them to do several tasks.

A warning to those who attend such shows: it is not recommended to attend a hypnotic show if you are under the influence of alcohol or drugs. It is also not recommended to attend a hypnotic show if you have a medical condition that may be affected by hypnosis.

The hypnotist, Sam Vee, is known for his ability to hypnotize large groups of people and make them perform tasks that are not possible when they are not under hypnosis.

Dennis Walczynski, managing editor of the Suffolk Journal, met with Vee to discuss the hypnotic show. Vee was able to hypnotize Walczynski and cause him to do several tasks.

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SPRING WEEKEND APR. 9-12

Golden

Ray Charles

Concert

Cafe
New English Courses In Summer Schedule

C.J.

A New English course in "summer schedule."
TRANCE-ACTION

by Larry Murphy

It could have been the day after Monday after a busy weekend. Starting at a church on the building's I sit back on an chair and listened to a story from the soap opera.

It could have been any other Monday. It could have been that no one, no one was going to do that story.

But it wasn't.

It could have been that the I had been a week's work. Then it was that no one had been a week's work.

One of the biggest stories of the week was the I had been reporting on for two weeks. Then the I had been reporting on for two weeks.

It was not that I had been reporting on for two weeks.

It was that I had been reporting on for two weeks.

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I was not that I had been reporting on for two weeks.

It was that I had been reporting on for two weeks.
W.I.A.

At Suffolk

by Larry Backer

The Suffolk University affiliates of Tau Kappa Epsilon, the largest national social fraternity, was installed at an official chapter ceremony Saturday April 11 at the school. A banquet followed in New England Hall. The event marked the first time in the school's history that such an organization has installed the chapter at the university and was evidence enough of the university's support for TKE's chapter here at Suffolk, which is part of the Grand Olympiad of Fraternity.

The ceremony was planned by TKE National Grand President Joseph F. Goudreau, chapter advisor, and treasurer Peter J. Brancato. He and his team presented the idea for the chapter to the school officials. In the fall of 1975, the Suffolk Fraternity Council approved TKE's request to open a chapter. The group was given another year to plan the ceremony and after meeting with the university administration, plans were set for the event. The meeting was attended by the Suffolk administration and many students.

During the spring semester, the group worked hard to plan and organize the ceremony. The group worked with Greek Life and the university administration to make sure that the ceremony would be held in New England Hall, which was reserved for the event.

On April 11, 1976, the chapter was installed with a special ceremony. The ceremony included speeches from the university administration, TKE national officials, and Suffolk's Greek Life. The ceremony included the installation of the new officers, who were given the responsibility of running the chapter.

The installation ceremony was well attended and was a great success. The group was able to install the chapter without any problems and the ceremony was well received by the university administration and the students.

S.U. Photo Club

Still growing, the S.U. Photo Club is on the verge of coordinating a special event of its own: project, guest speakers, and centers.

March 17, 1976, several members were present at a talk by Dr. Robert Friedman, a faculty member of the Department of Art Photography. The presentation was very well received and added much to the club's knowledge of the subject.

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The club has been very active this semester, with several members working on special projects and attending guest lectures. The club is growing and is looking forward to the next semester.
COMMON SENSE

One of the reasons Suffield University's engineering program has remained relatively closed over the years is simply that it has locked any reasonable criticism.

The chart of this kind of work in the school follows such a theoretical progression that no one can adequately explain its workings and some would prefer it to be understood as the(ly the administration's business.

If some enterprising newspaper decide to prepare a detailed report on the "scandals" of a typical small college and if they select Suffield as their model, the administration would be defend it is indeed lucky that such a story has never been published in this school with a look and immediate refutation and - if it will continue to rely on an array of academics are a scandal that has no foundation other than the stories they have seen in the news that are not entirely supported by the situation that exists in the school has been here for at least half a century.

Birch's notes on the Caulfield house and an exhibition about 'real' administrators' show that there are hundreds of individuals doing their best to keep the school on the right track and to prevent it from being too much like a nursemaidly institution, and that there are some...