In Intellectual Question
THE MERGER OF LOWELL TECH AND LOWELL STATE
by DAVID A. HEALY

The question of the merger of Lowell Tech and Lowell State is currently receiving considerable attention in the State Legislature. Arguments pro and con are abundant. They range from organizational viewpoints to just name status. Anyone who believes that the quality of a science degree from Lowell Tech will diminish is quite mistaken—for the courses will remain the same, and if you worry about admission standards, it is feasible to have separate admission requirements for a liberal arts major for a science major. Now getting to the most important aspect of a merger if it should occur about, that is, the intellectual broadening of the student that would occur if the two schools were joined.

For four years I have attended classes, sat in board sessions and in fraternity house and have grown up to be a common man. My wide perspective of life has come about from contact with people in all fields, whether a Music Major at Lowell State or a Transistor Theory major at Boston University. Now this choice is a complete education has been my own, but I suppose all have been searched out as much if this wide spectrum was made possible by a combining of the two schools. A total perspective of the many questions of life can be looked for, rather than the limiting questions of science.

If the purpose of college is to educate, then a better education can be received by the merger. Education is fundamental for the learning of life, so much so that the longer the time of a science major to complete the necessary education for the people at the other end of the spectrum—the sociologist, the political scientist, the teachers, the poor, etc.—then our automated society will continue as a more fossilized plane in this already mechanized direction. Are people going to be subject to machines or are machines going to be subject to people? If the current trend continues, a mass society will resuscitate.

Looking into myself and at the people at Lowell Tech a regionalized, conservative mind is nurtured because of the existence of Mandel and of the courses offered here. The regionalized educational practices of the Institute foster this view of life and society. Everyone is happy with the status quo. We learn by law in science—we don't learn about life by law! Questioning society is very methodical, a step-by-step procedure. Life just isn't like that! Science and Art are interspersed, however, solutions to the multitude of problems in life and society could be simple. If a scientist or engineer is not made aware of life, then maybe our technocratic society wouldn't be so cold and calculating. Definitely through a combination of both schools, this would be for the total education to be made into a realization.

What the combined schools would be called is insignificant; who would run the combined schools is most important; it is the total education of the student that is important. This would make a possibility with the merger.

By remaining out of a daily contact with people studying all fields of life, courses in the law, art and literature-arts students will remain the same. Gone are the days when science can be separated from contemporary society. It should be an integral part of it.
black pride
by Alvin C. Frost

Black pride consists of many things, but the most important thing is one's dignity. It is the pride that is white when a black man speaks, dressed or undressed. It is the pride that is white when a black man walks, talks, or does anything. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is not the pride of the white man. It is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.

The black pride that is white is the pride of the black man. It is the pride that is white when a black man is a success, or a failure. It is the pride that is white when a black man is a success, or a failure.
Dear Editor:

Recently the freshman chemistry lecture has turned into a piston style camp: Jolts, ya know. Studs are largely responsible for this action in that they should have a little more respect for the privileges of unlimitedählence. Lost in this is the fact that once a lecture is required to attend the lecture should contain only those who wish to pay attention to what is being taught. Some, or the persons who wish to talk, had stayed out of the hall. Using our parking lot was no where we have never had much trouble with.

However, as is often the case, with little complaints, ours has been begun to be brought to those in charge. If a semester is required to attend the lecture should contain only those who wish to pay attention to what is being taught. Some, or the persons who wish to talk, had stayed out of the hall. Using our parking lot was no where we have never had much trouble with.

Also, it is not completely without cause. This system of maintaining order is not only effective, I hope that any future problems will be met with more responsible students.

D. N. Hyden

Dear Editor:

Just who the hell does that vegetable Acid Burns think he is? He has his nerve making that speech to the Providence that the college life does not necessarily have to include any social life. Social life at Tech is dead, dead! And if you were to take the nature of all the students at Tech and add them together, you would get the equivalent of two dozen dead shuffling hands. If you mention the word culture around those hands, immediately everyone runs for a bacteria count. The sports up here are great though; but how few can you cram into a room to see a game of chess.

As Acid Burns Burns, born off your back, for complaints about Tech is dead... well, the school would be forced to take notice at the events the Student Council had planned or events at other schools which the Student Council had been cut off enough to protest. So give yourself a good shake, stick it up your side and need, Acid Burns and shape up. After a while Tech will grow up.

Until I write again.

Technologically yours,
Red Beard the Dum Dum

Dear Editor:

In relation to the above note at the freshman chemistry lecture level by Acid Burns, I would like to mark that his letter is let-

Dear Editor: (Continued)

ning us a group of quack chemists toна the nature of the living organism, with cells and cell walls. Rather, a symbol of the dinner would be much fresher and once we have dinner, we will not be able to re-

construct a more salable and more promising beast.

As to "Through the Looking Glass" which Alice asked the White Rabbit "What's your name?", his answer was simply "Rabid" at the beginning and con-

struct a more salable and more promising beast.

In anatomy, one very naturally begins with the heart, the nervous and central nerve of the body. Since it expresses the health or, conversely, the illness of the whole body.

At the head of the list we have a president we might call sick, in fact, might be, maybe a little suspicious of his health. How prematurely he was named, tailored silk suits and Our Lady of Dulles never might grab the annual report at any of the largest corporations of this country.

From his scholastic tower of Babel he issues periodic editorials that fail to rise his public to the remonstrance and from the masters of the "great unknown" whom he should be responsible, as any businessman is responsible, for the health of the new employee. On the contrary he give the appearance that such contact will be degrading to his health. Like a 20th Century Student he probably has gone beyond the political hedges and expenditures that had him appointed in his pres-

test past by some "human... oh all the homo" of similar uncutting civilCancelar.

If we skip the other vice-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

vestigations which occupy offices in an attempt to maintain the honor and decorum of an educational institution, even in the absence of any anti-

students, we, and satisfied

David Baker

Dear Editor:

In relation to the above note at the freshman chemistry lecture level by Acid Burns, I would like to mark that his letter is like-

Dear Editor: (Continued)

ning to the notice of the entire student body. As Acid Burns stated, "What's your name?" I would like to add, "What's your name?"

Dear Editor:

In relation to the above note at the freshman chemistry lecture level by Acid Burns, I would like to mark that his letter is like-

Dear Editor: (Continued)

ning to the notice of the entire student body. As Acid Burns stated, "What's your name?" I would like to add, "What's your name?"

Dear Editor:

In relation to the above note at the freshman chemistry lecture level by Acid Burns, I would like to mark that his letter is like-

Dear Editor: (Continued)

ning to the notice of the entire student body. As Acid Burns stated, "What's your name?" I would like to add, "What's your name?"
Muhammad Ali at Editor's Conference
Reported by LES L. BERNICK
of the U.C. College's Conference

Muhammad Ali (commonly known as The Greatest of the many sportsmen at the Olympic Games) is an individual who has been involved in the plight of the black man in America. At his homecoming conference he was confronted with thousands of questions on many aspects of his life. What was revealed was what we have all expected, that pseudo-superiority complex he has to have as a prize fighter.

All, a few of the black press, the prominent Jews, speaking on the black situation, and white as well as blacks, didn't care for whom he stood. He even cut his own hair and put that same hair to average black people.

He answered at this very point, black pride and equality, but we have different names for it. Haided万亩 in fight, black pride was the same, but the same names, as a matter of fact, all colors believe in integration to an extent, but this will not be the same in America. We believe in integration, but we don't believe in being white, but to build a future for ourselves and the future of this country. People, we're all brothers and sisters. A lot of people, I think Muhammad will lead us. Offer something for the people. All are as follows:

Q. Is black separation considered a form of unity amongst the black people?
A. "We want to own our own things. We want to control our own destiny. What is black pride? For many black people, the black man would have to go to war for black pride. We have our right to have a job, to be something. Jobs that color discrimination don't get. We have to fight to make them to be accredited with these teachers."

Q. Do you think of Malcolm X?
A. "I don't think I can talk about the student protest, the follower of John S. Harris, the student who formed himself."

Q. What's your agenda?
A. "I think we have a continuing and a positive agenda. If we can get all the students to work together and not be divided, then we can make sure that we are making our mark on the black community."

(Continued from Page 2)

EDITOR'S NOTE—
Professors who can't teach will necessarily have the truth if they take away the protection of their discipline. However, the Professors who can teach but who getные из даних научных исследований и публикаций должны быть возвращены в образовательные процессы. Студенты должны иметь возможность инициировать и проводить исследования в области, которые им нравятся. Учебные планы должны быть гибкими и адаптированными к потребностям каждого студента, а также учтены индивидуальные различия между студентами. Учебный план должен быть адаптирован под нужды и способности каждого студента, чтобы подготовить его к будущей профессиональной деятельности.

THE "94"
Serving Breakfast Complete 699
50 Var. of Sandwiches
Every Savory Mode
Call or Visit Flynn Travel Service
Professional Building
25 Palmer Street
Lowell, Mass. - 454-8231
In Downtown Lowell

ATTENTION ALL SENIORS
must go to Public Relations office to check in and make sure you are made out for graduation anything for THE NEXT WEEK

THE PEOPLE PLACERS
The S.H.S principle of job placement service: COMPLETELY PERSONALIZED GUIDANCE for the JOB SEEKER, COMPLETELY INDIVIDUALIZED SERVICE for THE EMPLOYER.

This professional approach—an original manpower development by S.H.S means the "right job for the right person" on the one hand and the "right person for the right job" on the other.

The basis for the S.H.S System is INFORMATION in DEPTH from the job seeker and employer alike as well as our CONCEPT OF SPECIALIZATION within our own resources. We have "right jobs" for the "right people" and perfectly suit any kind of job situation from trainees to highly skilled professionals.

PLACING BY S.H.S is far more than ordinary employment agencies. It is a personalized "career developer" with equal importance placed on both the needs of the individual and the company. All positions are free by appointment.

If you are an individual looking for a promising opportunity for advancement and more money, call the S.H.S office listed below.

S-H-S INTERNATIONAL
The SCHNEIDER, HILL & SPANGLER NETWORK
The People Placers
100 MERRIMACK STREET
LOWELL, MASS.
Phone 458-2571

115
Drayton, Gerald
182
Arkin, Kenneth
122
Carrick, John
136
Marston, Samuel
231
Carr, Robert
167
Lambert, David
101
Wright, William
146
Folsom, John

115 W L
122 2 1
136 2 1
167 2 1
182 2 1
231 3 0
101 1 0
146 1 0
122 3 0

On May 4, 1969 the campus of Lowell Technological Institute was a sea of humanity. The students, faculty, and staff were all part of a grand celebration. This was "Upstream Day," a day that had been observed on the campus for nearly a century. It was a day of tradition and pageantry, a day that brought together the past and the present.

"Upstream Day" had its origins in the late 19th century when the students of Lowell Tech, then known as Lowell Institute, would take a boat ride down the Merrimack River. The boat would start at the end of the campus and proceed upstream, a journey that offered a unique perspective on the campus and its surroundings.

In the early days of the 20th century, "Upstream Day" evolved into a full day of activities, including a parade, picnics, and sporting events. The event was a chance for students to enjoy the outdoors and to celebrate the traditions of the school.

Over the years, "Upstream Day" has been a source of pride for the students of Lowell Tech. It has been a day to remember, a day that has been etched in the memories of those who have attended.

"Upstream Day" is not just a day of fun and frolic, it is a day that has its roots in the history of the school. It is a day that reminds us of the importance of tradition and of the role that institutions of higher education play in shaping the future.

This year, "Upstream Day" was celebrated with a series of events, including a parade, a picnic, and a series of sporting events. The students, faculty, and staff all came together to enjoy the day and to celebrate the traditions of the school.

"Upstream Day" is a day that brings together the past and the present. It is a day that is a reminder of the importance of tradition and of the role that institutions of higher education play in shaping the future.
L.T.I. STUDENT-LEADERS ATTEND M.I.G.
BILL HENRY EICKLER ELECTED CLERK OF THE HOUSE OF REPRESENTATIVES
by LES L. BUSCH

Four members of the Lowell Tech Student Council were selected to attend the Lowell Institute at the recent Massachusetts Intercollegiate Assembly held in Boston. The conferences provide an opportunity for the participants to broaden their horizons and to discuss current issues with other students from all over the country.

William House Communities on Education and Senate Committee

The lobbying was to be a part of the public advocacy efforts that will be formed following the conference in order to promote the intercollegiate government at the various schools. Among the topics discussed were the need for a strong college government, the importance of understanding the purpose and function of the General Council, and other bills which interest the college leaders.

Governor Francis Wayland introduced the students to the House of Representatives on Friday, May 24, at the Floor of M.I.G., on the opening day of the legislative session. The students met Speaker John Barry, the President of the House, and other members of the Council, and were given a tour of the building.

The joint session was held as part of the celebration of the one-year anniversary of M.I.G. and any student wishing to participate in the proceedings was invited to attend.

The House was then adjourned and the representatives of the intercollegiate legislators met in the legislative chambers to discuss the bills which were passed during the session the previous day.

1. Lowering voting age to 18.
2. To allow student representatives to serve on committees of all State Colleges.
3. To give students the right to vote in the admission of new members.
4. To encourage participation in student government.

Bill Advancement

The measure was approved by the House Ways and Means Committee and was given two readings without debate on the informal session proposed. The sponsor, Rep. Paul J. Lowrey, a Ways and Means member, made the following points during the debate on the first reading of the bill:

"The bill has been effective in the Education Committee. The study would be under the direction of a group of instructors, legislators and others interested in the subject as they develop it, "is feasible and advisable," he said, noting that out of a number of prominent educators support the idea and potential is not in question. He stated there is sentiment for it, with no objection to it."

Dr. Russell W. Ehlers, second left, presents Foster Grant scholarship to Ronald P. Balog, left. Other scholarship recipients are Theodore Symonds, winner of a Hobay Chemical award, and another Foster Grant scholarship recipient. The $2,500 tuition awards were made during the plenary department open house Tuesday. In background is the Lowell Tech student government recently donated to the L.T.I. plenary department and in full operation for visitors that day.

An Editorial:

The WAR OF THE PRONOUNS

by MIKE GOLDEN

The latest war stems from the schools Deremer. For years the schools have never changed many of their antiquated laws and may even have been acquired many five years ago, but are inadequate for today's growing college. Many students were students were a little perplexed in seeing certain demands, so they soon began to take it, and win in many cases. Whether this right is not the point when the administrators had tried to understand the problems and not been so rigid in their stance on the many issues, this whole mass probably would never have materialized.

So where does this turmoil put the student? Is he left free to ride his horse of plain old-fashioned philosophy and has the right to look on the other side of the picture? Is he looking for a job, the writing of an application letter and interview procedure. A valuable instrument can be obtained on a borrow basis from the Secretary of the Department of Employment and Management under the direction of our S.A.C. Council.

L.T.I. SCHOLARSHIP WINNERS

Dr. Bruce H. Cline, Department of Social Science at L.T.I. granted permission to "The Society for Advancement of Mental Health" for the use of his self-help manual, "Beyond the Learning Disability Syndrome." This is the latest in a series of seminars for students who are unable to continue their education.

Professor Awarded Grant

Professor Alphonse Blumstein of Lowell Technological Institute has been awarded a grant from the Commonwealth Technology Research Corporation for a project on "The Development of a Computer-Assisted Instruction System." The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions.

The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions. The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions.

Professor Awarded Grant

Professor Alphonse Blumstein of Lowell Technological Institute has been awarded a grant from the Commonwealth Technology Research Corporation for a project on "The Development of a Computer-Assisted Instruction System." The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions.

The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions. The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions.

LSST-LT MERGER STUDY

The report of a study of the possible merger of Lowell Institute and Lowell Technological Institute was presented to the Board of Trustees Wednesday afternoon.

The report was based upon a study of the current status of both institutions and a review of the resources available to each. The report concluded that a merger would be beneficial to both institutions and recommended the establishment of a joint council.

"The report recommended that the two institutions work together in the areas of research, education, and community service," according to the report. "The goal of the merger would be to create a single institution that would be better able to serve the needs of the community than either of the two institutions separately."

The report also recommended that a joint committee be established to study the feasibility of the merger and to develop a plan for its implementation.

A WAY OF THE PRONOUNS

by MIKE GOLDEN

Theunt the unreal stems from the schools Deemer. For years the schools have never changed many of their antiquated laws and may even have been acquired many five years ago, but are inadequate for today's growing college. Many students were students were a little perplexed in seeing certain demands, so they soon began to take it, and win in many cases. Whether this right is not the point when the administrators had tried to understand the problems and not been so rigid in their stance on the many issues, this whole mass probably would never have materialized.

So where does this turmoil put the student? Is he left free to ride his horse of plain old-fashioned philosophy and has the right to look on the other side of the picture? Is he looking for a job, the writing of an application letter and interview procedure. A valuable instrument can be obtained on a borrow basis from the Secretary of the Department of Employment and Management under the direction of our S.A.C. Council.

"OPERATION JOHNSON" OFFERED TO SENIORS

Professor Shelleh Chazan, Department of Social Science at L.T.I. granted permission to "The Society for Advancement of Mental Health" for the use of his self-help manual, "Beyond the Learning Disability Syndrome." This is the latest in a series of seminars for students who are unable to continue their education.

Professor Awarded Grant

Professor Alphonse Blumstein of Lowell Technological Institute has been awarded a grant from the Commonwealth Technology Research Corporation for a project on "The Development of a Computer-Assisted Instruction System." The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions.

The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions. The project is to be administered by the Commonwealth Technology Research Corporation with funds to be provided by various sources including industry, government, and private institutions.

LSST-LT MERGER STUDY

The report of a study of the possible merger of Lowell Institute and Lowell Technological Institute was presented to the Board of Trustees Wednesday afternoon.

The report was based upon a study of the current status of both institutions and a review of the resources available to each. The report concluded that a merger would be beneficial to both institutions and recommended the establishment of a joint council.

"The report recommended that the two institutions work together in the areas of research, education, and community service," according to the report. "The goal of the merger would be to create a single institution that would be better able to serve the needs of the community than either of the two institutions separately."

The report also recommended that a joint committee be established to study the feasibility of the merger and to develop a plan for its implementation.

"It is the role of the teacher, in part, to plan and create situations in which his pupils can develop this ability to raise questions they never thought of before and, as a consequence, produce answers they did not know they possessed."
by ELLERY HENRY and FRANK SPINOZA

The varsity and junior varsity seasons begin February 9th with a 1-0 record. Though the '69-'70 season may not be as successful as the '68-'69, our boys' players can appreciate the talent and drive of the men. The season has started well despite the absence of the full team in the opener. The varsity team has faced many close games, some wins, and even losses. The JV team was held to a 1-0 loss by New York City traffic, which resulted in winning four varsity games. Unfortunately, some of the players had to deal with a quick suspension beforehand for the first encounter.

Matt Brown, Rick and Bob late in the game didn't get to the fieldhouse until 15 minutes after the game was concluded. The varsity team has been a big player as the new head coach, Matt Brown, has started with success. The JV team was named All-New England and featured many of the seniors, including Bailey, Robert Davis, and Donald Roderick. The seniors have been treated with respect and have had a strong influence on the team's direction.

As always there were no officials in the squad, all of the players are still required to return next year. The team had to be watched closely by the opponents, especially for the seniors, as they are expected to be strong competitors in the upcoming season. The following players are expected to shine in the season:

- John Michael Haker, Mike Opperman, and Mike Oberg, who will be playing their final season. Haker and Opperman have had a strong influence on the team's success, while Oberg has been a consistent scorer.

The team's schedule is intense, with games against several top teams, including the New England and Ivy League conferences. The seniors have been working hard to prepare for these challenges, ensuring that the team is in the best position possible for a successful season.

THE JUNIOR VARSITY

The JV team has started the season strong, with a 1-0 record. The team has struggled against some tough opponents, including an early loss to New York City traffic. However, the team has bounced back with a strong performance in the last game, earning a victory against a tough opponent. The team is looking forward to the upcoming games and is confident in their ability to compete.

The team's schedule includes several top opponents, including the New England and Ivy League conferences. The team is working hard to prepare for these challenges, ensuring that they are in the best position possible for a successful season. The seniors have been working hard to lead the team and are expected to be strong competitors in the upcoming season.

INTERCOLLEGIATE WRESTLING PROGRAM FOR 1968-69 SEASON

This was the second year for the intercollegiate wrestling at Lowell Tech. The program was organized by Dick Raymond, the new Head of the Education Department, who served as wrestling coach. The program was initially staffed by Gerald Gross, Robert Hottenberger, and Robert Taylor, among other coaches.

The first call for wrestlers in November brought out a strong response, including 24 freshmen and 31 freshman candidates. As the season progressed, the number of freshmen who joined the team increased, with a total of 20 wrestlers and 23 freshman candidates, but 29 freshmen were developed. Although there were only two wrestlers in the team at the end of the first semester, the team still managed to win both matches and set a record for the school. The freshmen have been an integral part of the team's success.

The team's dominant wrestlers are25

- Mike Oberg, who has won several matches and has impressed with his strength and agility.
- John Michael Haker, who has shown great potential and has won several matches against tough opponents.

The team's schedule is challenging, with matches against several top teams, including the New England and Ivy League conferences. The freshmen have been working hard to prepare for these challenges, ensuring that they are in the best position possible for a successful season. The seniors have been working hard to lead the team and are expected to be strong competitors in the upcoming season.

Hockey — The End of A Season

by ALVIN C. FROST

Lowell Tech hockey team was held back by the lack of scoring in the opening game, and much of the season's success was attributed to the efforts of the defense. The team was held to a 1-0 loss by New York City traffic, which resulted in winning four varsity games. Unfortunately, some of the players had to deal with a quick suspension beforehand for the first encounter.

However, the team's record was 4 wins and 0 losses, the players all felt that they have a winning season. The team does not want to lose to New York Tech, but the loss of an outstanding player could not have been the team's overall performance. The team's selection of opponents could be had, if more funds were available. The team's future is promising, and with a much better team, they might run over some of their weaker opponents.

The team's future is bright, and next year Tech will have a team that could possibly lose, but they will be fighting to get nothing gained! Next year, when the hockey season opens, the team will have improved, and a win or loss against a better team means to look like a winner.

TECH BASEBALL SET FOR OPENERS

The Lowell Tech baseball team started its 1969 season last week with a 6-2 victory over A1 Tech in a 3-2 game. The team's first game of the season was played at the new stadium, which was dedicated to the memory of Pete Ostberg, a former player.

Before press time, a list of players was published. The team includes Frank Kaslowski, Merrill, Jones, and Don Johnson. The team will be led by Coach Birkhimer, who has a strong history of coaching in the past.

The team's schedule is challenging, with games against several top teams, including the New England and Ivy League conferences. The freshmen have been working hard to prepare for these challenges, ensuring that they are in the best position possible for a successful season. The seniors have been working hard to lead the team and are expected to be strong competitors in the upcoming season.

The team's future is bright, and next year Tech will have a team that could possibly lose, but they will be fighting to get nothing gained! Next year, when the hockey season opens, the team will have improved, and a win or loss against a better team means to look like a winner.
Dear fellow students,  

This year, we have a choice, and that choice is this: Who shall be your Student Council President?  

Many good students, and I'm sure all would say this year, 'courageous students' have been nominated for the Student Council President. They all have the ability to lead and are dedicated to the betterment of the college.  

I know that many of you are very interested in the Student Council and its work, but you may not feel that you have enough knowledge about the candidates to make an informed decision. I am here to help you make that decision.  

I, Jerry Covey, am your candidate for Student Council President. I am the only candidate with the experience and knowledge to lead the Student Council effectively.  

I have been a member of the Student Council for the last two years, and I have seen firsthand the challenges and opportunities that come with the position. I have been involved in the planning and execution of events, and I have worked closely with the administration to ensure that the interests of the student body are represented.  

I understand the importance of the position of Student Council President, and I am committed to using it to make a positive difference in the lives of our fellow students. I will work tirelessly to ensure that the Student Council is an effective voice for the student body, and I will always put the needs of our community first.  

I am asking for your support because I truly believe that, through your vote, you can make a difference in the lives of our fellow students. I will work hard every day to earn your trust and to serve you well.  

Please vote for me, Jerry Covey, and let's make this year the best it can be. I look forward to working with you to make a positive difference in the lives of all of our fellow students.  

Thank you for your consideration,  

Jerry Covey  

President of the Student Council
ARTICLE I - Organization and Membership

The Student Senate shall be composed of all duly elected (5) members, (6) officers, and (4) faculty advisors, (4) representatives of the Lowell student body. The Student Senate shall be the official student organization of Lowell Technological Institute, and shall represent and express the wishes of all students, as opposed to any particular group of students. The Student Senate shall have the following powers and duties:

1. To represent and express the wishes of all students, as opposed to any particular group of students.
2. To conduct and regulate the affairs of the Student Senate.
3. To initiate and carry out any activities authorized by the Student Senate.
4. To adopt and amend the by-laws of the Student Senate.
5. To nominate and elect representatives to the National Association of Student Senate Presidents.
6. To conduct and regulate the affairs of the Student Senate.
7. To adopt and amend the by-laws of the Student Senate.
8. To nominate and elect representatives to the National Association of Student Senate Presidents.
9. To conduct and regulate the affairs of the Student Senate.
10. To adopt and amend the by-laws of the Student Senate.
11. To conduct and regulate the affairs of the Student Senate.
12. To adopt and amend the by-laws of the Student Senate.
13. To conduct and regulate the affairs of the Student Senate.
14. To adopt and amend the by-laws of the Student Senate.
15. To conduct and regulate the affairs of the Student Senate.
16. To adopt and amend the by-laws of the Student Senate.
17. To conduct and regulate the affairs of the Student Senate.
18. To adopt and amend the by-laws of the Student Senate.
19. To conduct and regulate the affairs of the Student Senate.
20. To adopt and amend the by-laws of the Student Senate.
21. To conduct and regulate the affairs of the Student Senate.
22. To adopt and amend the by-laws of the Student Senate.
23. To conduct and regulate the affairs of the Student Senate.
24. To adopt and amend the by-laws of the Student Senate.
25. To conduct and regulate the affairs of the Student Senate.
26. To adopt and amend the by-laws of the Student Senate.
27. To conduct and regulate the affairs of the Student Senate.
28. To adopt and amend the by-laws of the Student Senate.
29. To conduct and regulate the affairs of the Student Senate.
30. To adopt and amend the by-laws of the Student Senate.
31. To conduct and regulate the affairs of the Student Senate.
32. To adopt and amend the by-laws of the Student Senate.
33. To conduct and regulate the affairs of the Student Senate.
34. To adopt and amend the by-laws of the Student Senate.
35. To conduct and regulate the affairs of the Student Senate.
36. To adopt and amend the by-laws of the Student Senate.
37. To conduct and regulate the affairs of the Student Senate.
38. To adopt and amend the by-laws of the Student Senate.
39. To conduct and regulate the affairs of the Student Senate.
40. To adopt and amend the by-laws of the Student Senate.
41. To conduct and regulate the affairs of the Student Senate.
42. To adopt and amend the by-laws of the Student Senate.
43. To conduct and regulate the affairs of the Student Senate.
44. To adopt and amend the by-laws of the Student Senate.
45. To conduct and regulate the affairs of the Student Senate.
46. To adopt and amend the by-laws of the Student Senate.
47. To conduct and regulate the affairs of the Student Senate.
48. To adopt and amend the by-laws of the Student Senate.
49. To conduct and regulate the affairs of the Student Senate.
50. To adopt and amend the by-laws of the Student Senate.
51. To conduct and regulate the affairs of the Student Senate.
52. To adopt and amend the by-laws of the Student Senate.
53. To conduct and regulate the affairs of the Student Senate.
54. To adopt and amend the by-laws of the Student Senate.
55. To conduct and regulate the affairs of the Student Senate.
56. To adopt and amend the by-laws of the Student Senate.
57. To conduct and regulate the affairs of the Student Senate.
58. To adopt and amend the by-laws of the Student Senate.
59. To conduct and regulate the affairs of the Student Senate.
60. To adopt and amend the by-laws of the Student Senate.
61. To conduct and regulate the affairs of the Student Senate.
62. To adopt and amend the by-laws of the Student Senate.
63. To conduct and regulate the affairs of the Student Senate.
64. To adopt and amend the by-laws of the Student Senate.
65. To conduct and regulate the affairs of the Student Senate.
66. To adopt and amend the by-laws of the Student Senate.
67. To conduct and regulate the affairs of the Student Senate.
68. To adopt and amend the by-laws of the Student Senate.
69. To conduct and regulate the affairs of the Student Senate.
70. To adopt and amend the by-laws of the Student Senate.
71. To conduct and regulate the affairs of the Student Senate.
72. To adopt and amend the by-laws of the Student Senate.
73. To conduct and regulate the affairs of the Student Senate.
74. To adopt and amend the by-laws of the Student Senate.
75. To conduct and regulate the affairs of the Student Senate.
76. To adopt and amend the by-laws of the Student Senate.
77. To conduct and regulate the affairs of the Student Senate.
78. To adopt and amend the by-laws of the Student Senate.
79. To conduct and regulate the affairs of the Student Senate.
80. To adopt and amend the by-laws of the Student Senate.
81. To conduct and regulate the affairs of the Student Senate.
82. To adopt and amend the by-laws of the Student Senate.
83. To conduct and regulate the affairs of the Student Senate.
84. To adopt and amend the by-laws of the Student Senate.
85. To conduct and regulate the affairs of the Student Senate.
86. To adopt and amend the by-laws of the Student Senate.
87. To conduct and regulate the affairs of the Student Senate.
88. To adopt and amend the by-laws of the Student Senate.
89. To conduct and regulate the affairs of the Student Senate.
90. To adopt and amend the by-laws of the Student Senate.
91. To conduct and regulate the affairs of the Student Senate.
92. To adopt and amend the by-laws of the Student Senate.
93. To conduct and regulate the affairs of the Student Senate.
94. To adopt and amend the by-laws of the Student Senate.
95. To conduct and regulate the affairs of the Student Senate.
96. To adopt and amend the by-laws of the Student Senate.
97. To conduct and regulate the affairs of the Student Senate.
98. To adopt and amend the by-laws of the Student Senate.
99. To conduct and regulate the affairs of the Student Senate.
100. To adopt and amend the by-laws of the Student Senate.

ARTICLE II - Officers

The Student Senate shall be composed of the following officers, who shall be elected by the Student Senate:

1. President
2. Vice-President
3. Treasurer
4. Secretary
5. Registrar

ARTICLE III - By-Laws

The Student Senate shall adopt and amend its by-laws from time to time as it may deem necessary. The by-laws shall be submitted to the students for approval at the annual meeting of the Student Senate.

ARTICLE IV - Student Senate Constitution

The Student Senate shall adopt and amend its constitution from time to time as it may deem necessary. The constitution shall be submitted to the students for approval at the annual meeting of the Student Senate.

ARTICLE V - Amendments

The Student Senate shall have the power to amend its constitution and by-laws by a two-thirds (2/3) vote of the members present and voting at any regular meeting of the Student Senate.

ARTICLE VI - Officers

The President shall be the chief executive officer of the Student Senate and shall have the power and authority to carry out the duties of the office. The President shall be elected by the Student Senate from among its members for a term of one year.

ARTICLE VII - Committees

The Student Senate shall have the power to create such committees as it may deem necessary. The committees shall be appointed by the President and shall report to the Student Senate.

ARTICLE VIII - Student Senate Constitution

The Student Senate shall adopt and amend its constitution from time to time as it may deem necessary. The constitution shall be submitted to the students for approval at the annual meeting of the Student Senate.

ARTICLE IX - Amendments

The Student Senate shall have the power to amend its constitution and by-laws by a two-thirds (2/3) vote of the members present and voting at any regular meeting of the Student Senate.

ARTICLE X - Officers

The President shall be the chief executive officer of the Student Senate and shall have the power and authority to carry out the duties of the office. The President shall be elected by the Student Senate from among its members for a term of one year.

ARTICLE XI - Committees

The Student Senate shall have the power to create such committees as it may deem necessary. The committees shall be appointed by the President and shall report to the Student Senate.

ARTICLE XII - Student Senate Constitution

The Student Senate shall adopt and amend its constitution from time to time as it may deem necessary. The constitution shall be submitted to the students for approval at the annual meeting of the Student Senate.

ARTICLE XIII - Amendments

The Student Senate shall have the power to amend its constitution and by-laws by a two-thirds (2/3) vote of the members present and voting at any regular meeting of the Student Senate.

ARTICLE XIV - Officers

The President shall be the chief executive officer of the Student Senate and shall have the power and authority to carry out the duties of the office. The President shall be elected by the Student Senate from among its members for a term of one year.

ARTICLE XV - Committees

The Student Senate shall have the power to create such committees as it may deem necessary. The committees shall be appointed by the President and shall report to the Student Senate.

ARTICLE XVI - Student Senate Constitution

The Student Senate shall adopt and amend its constitution from time to time as it may deem necessary. The constitution shall be submitted to the students for approval at the annual meeting of the Student Senate.

ARTICLE XVII - Amendments

The Student Senate shall have the power to amend its constitution and by-laws by a two-thirds (2/3) vote of the members present and voting at any regular meeting of the Student Senate.

ARTICLE XVIII - Officers

The President shall be the chief executive officer of the Student Senate and shall have the power and authority to carry out the duties of the office. The President shall be elected by the Student Senate from among its members for a term of one year.

ARTICLE XIX - Committees

The Student Senate shall have the power to create such committees as it may deem necessary. The committees shall be appointed by the President and shall report to the Student Senate.

ARTICLE XX - Student Senate Constitution

The Student Senate shall adopt and amend its constitution from time to time as it may deem necessary. The constitution shall be submitted to the students for approval at the annual meeting of the Student Senate.

ARTICLE XXI - Amendments

The Student Senate shall have the power to amend its constitution and by-laws by a two-thirds (2/3) vote of the members present and voting at any regular meeting of the Student Senate.
TO WHOM IT MAY CONCERN

by BILL HENRY
Student Council President

This being election time, I, Bill Henry, President of the Class of 71, want you to bear in mind the following responsibilities in your election:

1. Acting as a candidate for President of the Class of 71, I feel that you have a right to know something about me and the ideas I hold. I am a sophomore, a member of the Student Council and the IACF, and I am one of the students running for student council president this year. I am, by the way, not a member of the Body, but I will work toward establishing a good relationship with the Student Council.

2. Unconstitutional acts, if they are to be created, must be created by the administration, and the student body must beSubsequently informed of the act. By constitutional means, I feel the act should be in the interest of the student body.

3. As a member of the Student Council, I will present the administration with the facts of the situation, and I will be willing to discuss the matter with the administration.

4. As a member of the Student Council, I will be willing to discuss the matter with the administration.

5. As a member of the Student Council, I will be willing to discuss the matter with the administration.

6. As a member of the Student Council, I will be willing to discuss the matter with the administration.

7. As a member of the Student Council, I will be willing to discuss the matter with the administration.

8. As a member of the Student Council, I will be willing to discuss the matter with the administration.

9. As a member of the Student Council, I will be willing to discuss the matter with the administration.

10. As a member of the Student Council, I will be willing to discuss the matter with the administration.

11. As a member of the Student Council, I will be willing to discuss the matter with the administration.

12. As a member of the Student Council, I will be willing to discuss the matter with the administration.

13. As a member of the Student Council, I will be willing to discuss the matter with the administration.

14. As a member of the Student Council, I will be willing to discuss the matter with the administration.

15. As a member of the Student Council, I will be willing to discuss the matter with the administration.

16. As a member of the Student Council, I will be willing to discuss the matter with the administration.

17. As a member of the Student Council, I will be willing to discuss the matter with the administration.

18. As a member of the Student Council, I will be willing to discuss the matter with the administration.

19. As a member of the Student Council, I will be willing to discuss the matter with the administration.

20. As a member of the Student Council, I will be willing to discuss the matter with the administration.

21. As a member of the Student Council, I will be willing to discuss the matter with the administration.

22. As a member of the Student Council, I will be willing to discuss the matter with the administration.

23. As a member of the Student Council, I will be willing to discuss the matter with the administration.

24. As a member of the Student Council, I will be willing to discuss the matter with the administration.

25. As a member of the Student Council, I will be willing to discuss the matter with the administration.

26. As a member of the Student Council, I will be willing to discuss the matter with the administration.

27. As a member of the Student Council, I will be willing to discuss the matter with the administration.

28. As a member of the Student Council, I will be willing to discuss the matter with the administration.

29. As a member of the Student Council, I will be willing to discuss the matter with the administration.

30. As a member of the Student Council, I will be willing to discuss the matter with the administration.

31. As a member of the Student Council, I will be willing to discuss the matter with the administration.

32. As a member of the Student Council, I will be willing to discuss the matter with the administration.

33. As a member of the Student Council, I will be willing to discuss the matter with the administration.

34. As a member of the Student Council, I will be willing to discuss the matter with the administration.

35. As a member of the Student Council, I will be willing to discuss the matter with the administration.

36. As a member of the Student Council, I will be willing to discuss the matter with the administration.

37. As a member of the Student Council, I will be willing to discuss the matter with the administration.

38. As a member of the Student Council, I will be willing to discuss the matter with the administration.

39. As a member of the Student Council, I will be willing to discuss the matter with the administration.

40. As a member of the Student Council, I will be willing to discuss the matter with the administration.

41. As a member of the Student Council, I will be willing to discuss the matter with the administration.

42. As a member of the Student Council, I will be willing to discuss the matter with the administration.

43. As a member of the Student Council, I will be willing to discuss the matter with the administration.

44. As a member of the Student Council, I will be willing to discuss the matter with the administration.

45. As a member of the Student Council, I will be willing to discuss the matter with the administration.

46. As a member of the Student Council, I will be willing to discuss the matter with the administration.

47. As a member of the Student Council, I will be willing to discuss the matter with the administration.

48. As a member of the Student Council, I will be willing to discuss the matter with the administration.

49. As a member of the Student Council, I will be willing to discuss the matter with the administration.

50. As a member of the Student Council, I will be willing to discuss the matter with the administration.

51. As a member of the Student Council, I will be willing to discuss the matter with the administration.

52. As a member of the Student Council, I will be willing to discuss the matter with the administration.

53. As a member of the Student Council, I will be willing to discuss the matter with the administration.

54. As a member of the Student Council, I will be willing to discuss the matter with the administration.

55. As a member of the Student Council, I will be willing to discuss the matter with the administration.

56. As a member of the Student Council, I will be willing to discuss the matter with the administration.

57. As a member of the Student Council, I will be willing to discuss the matter with the administration.

58. As a member of the Student Council, I will be willing to discuss the matter with the administration.

59. As a member of the Student Council, I will be willing to discuss the matter with the administration.

60. As a member of the Student Council, I will be willing to discuss the matter with the administration.

61. As a member of the Student Council, I will be willing to discuss the matter with the administration.

62. As a member of the Student Council, I will be willing to discuss the matter with the administration.

63. As a member of the Student Council, I will be willing to discuss the matter with the administration.

64. As a member of the Student Council, I will be willing to discuss the matter with the administration.

65. As a member of the Student Council, I will be willing to discuss the matter with the administration.

66. As a member of the Student Council, I will be willing to discuss the matter with the administration.

67. As a member of the Student Council, I will be willing to discuss the matter with the administration.

68. As a member of the Student Council, I will be willing to discuss the matter with the administration.

69. As a member of the Student Council, I will be willing to discuss the matter with the administration.

70. As a member of the Student Council, I will be willing to discuss the matter with the administration.

71. As a member of the Student Council, I will be willing to discuss the matter with the administration.

72. As a member of the Student Council, I will be willing to discuss the matter with the administration.

73. As a member of the Student Council, I will be willing to discuss the matter with the administration.

74. As a member of the Student Council, I will be willing to discuss the matter with the administration.

75. As a member of the Student Council, I will be willing to discuss the matter with the administration.

76. As a member of the Student Council, I will be willing to discuss the matter with the administration.

77. As a member of the Student Council, I will be willing to discuss the matter with the administration.

78. As a member of the Student Council, I will be willing to discuss the matter with the administration.

79. As a member of the Student Council, I will be willing to discuss the matter with the administration.

80. As a member of the Student Council, I will be willing to discuss the matter with the administration.

81. As a member of the Student Council, I will be willing to discuss the matter with the administration.

82. As a member of the Student Council, I will be willing to discuss the matter with the administration.

83. As a member of the Student Council, I will be willing to discuss the matter with the administration.

84. As a member of the Student Council, I will be willing to discuss the matter with the administration.

85. As a member of the Student Council, I will be willing to discuss the matter with the administration.

86. As a member of the Student Council, I will be willing to discuss the matter with the administration.

87. As a member of the Student Council, I will be willing to discuss the matter with the administration.

88. As a member of the Student Council, I will be willing to discuss the matter with the administration.

89. As a member of the Student Council, I will be willing to discuss the matter with the administration.

90. As a member of the Student Council, I will be willing to discuss the matter with the administration.

91. As a member of the Student Council, I will be willing to discuss the matter with the administration.

92. As a member of the Student Council, I will be willing to discuss the matter with the administration.

93. As a member of the Student Council, I will be willing to discuss the matter with the administration.

94. As a member of the Student Council, I will be willing to discuss the matter with the administration.

95. As a member of the Student Council, I will be willing to discuss the matter with the administration.

96. As a member of the Student Council, I will be willing to discuss the matter with the administration.

97. As a member of the Student Council, I will be willing to discuss the matter with the administration.

98. As a member of the Student Council, I will be willing to discuss the matter with the administration.

99. As a member of the Student Council, I will be willing to discuss the matter with the administration.

100. As a member of the Student Council, I will be willing to discuss the matter with the administration.
VOTE
The Board of Directors shall consist of a chairman and five members.

(a) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(b) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(c) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(d) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(e) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(f) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(g) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(h) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(i) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(j) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(k) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(l) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(m) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(n) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(o) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(p) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(q) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(r) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(s) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(t) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(u) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(v) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(w) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(x) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(y) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.

(z) The Grievance Committee shall be composed of the president, the chairman and four members of the Senate, and shall hear and determine the appeals of the Senate.