



Hood House incident

McConnell reports results of inquiry

by Ed Brodeur
Staff Reporter

President McConnell issued a statement yesterday afternoon reporting the results of an inquiry by Dr. Charles H. Howarth, director of the University Health Service, into an incident at Hood House.

The incident involved James Zoller, a student, and Dr. William Crandall, assistant director of University Health Service, and occurred on Monday evening, February 24. (THE NEW HAMPSHIRE, Feb. 28, 1969)

The complete text of McConnell's statement follows.

Statement

Dr. Charles H. Howarth, Director of the University Health Service, has submitted his report on the treatment of a student patient admitted to Hood House (the campus infirmary) on Monday evening, Feb. 24. Dr. Howarth's report includes testimony from the doctor who treated

the patient, from nurses, ambulance attendants, campus police officers, and from the patient himself.

The testimony is inconclusive. All of those directly acquainted with the incident emphasize that the patient was unpredictably violent and irrational, and that he forcefully resisted handling and treatment. Subsequent diagnosis indicated the patient had suffered a mild concussion and amnesia due to a fall on an icy, snow-covered sidewalk near Hood House shortly before he was found by passers-by and admitted to Hood House by the nurses on duty there.

Those who provided testimony and who are familiar with procedures for first aid and medical care of accident victims assert that they saw nothing in the doctor's handling of the patient which they would consider to be unprofessional or brutal. Two of the students who assisted,

or witnessed, the handling of the patient are critical of the doctor's attitude towards the patient and the amount of force he used in treating the patient. The situation is perhaps best summarized in this quotation from one of a number of unsolicited letters and comments received by me as a result of this incident: "I am sure that Dr. Crandall will always be a burden to the public relations of Hood House, but he has medical skill rare in a college health service."

Allegations and charges of the nature reported in THE NEW HAMPSHIRE on Feb. 28, 1969, concerning the treatment of this patient and criticism of the general operations of the University Health Service are extremely serious matters.

To be effective in caring for and administering to the needs of the people it serves, a medical facility must have the confidence of the community and the respect

of all segments of that community. I feel, and I believe the campus community would generally agree, that our University Health Service has provided professional service of high quality during a period of expanding responsibilities, an increasing heavy patient load, and limited staff and facilities.

It is, however, impossible for laymen to evaluate intelligently such highly specialized matters. In the face of periodic criticism from an important segment of the community, it is vital that the reputation of the Health Service, as well as the professional stature and personal integrity of those in its employ, be removed from the area of public speculation and casual allegation.

Dr. Howarth has requested, and I have directed, that a complete study of all matters affecting the operations of the University Health Service be undertaken as

soon as possible by an impartial board of professionally competent evaluators. The evaluation will include a study of the Hood House facilities, the qualifications of the staff, staff-patient relationships, the type and sufficiency of the services offered under the University's health program, and student-faculty-staff satisfaction with those services.

Arrangements to engage a study team of unimpeachable competence are now under way. I will report in further detail when these arrangements are complete and the team is ready to begin its task. In the interim, I have authorized the Health Service immediately to appoint a fourth medical doctor so that we may provide satisfactory medical service on a broader basis and reapportion the patient-load of an already overworked staff.

Jenks Committee holds last meeting, referendum next week

by Pat Broderick
Ass't News Editor

The Committee on Government Organization (Jenks Committee) conducted a final open hearing yesterday, at 1 p.m. in the Stratford Room of the Memorial Union.

R. Stephen Jenks, chairman of the committee, termed the hearing an "informal meeting" to give students, faculty, and administration the opportunity to voice their opinions of the report, discuss possible problems, and have certain points of the report clarified. Forty students, faculty members, and administrators, and six members of the Jenks Committee attended the hearing.

The question of "all or nothing," and the possibility of an alternative proposal were mentioned.

"If we don't accept this proposal, is that the end?" said one faculty member. "Is it all or nothing?"

"We don't have to go the trustees with an all-or-nothing attitude," said Jenks.

"The tricameral system is the alternative," he added. "I'm sure that it won't work and I will vote against it."

Opposition was brought against the section of the report that states: "Twenty-eight of the 30 student senators would be elected by district and the President of Student Senate as well as the President of the Student

Government would be ex-officio member."

The caucus, said Senior Doug Peters, should choose their own leaders, and not have them imposed.

"You're bringing old hangups into a new system," said Peters.

"If the caucus doesn't want to see me in there," said William McLaughlin, Student Senate president, "I'll resign."

"That isn't the point," maintained Peters.

Changes in the report, according to Brad Cook, president of Student Government, should be recommended to the new senate after the report is accepted. "The plan should be passed the way it is written," said Cook. "We won't have any trouble getting the changes this way."

"Students," said John Curtis, assistant director of housing, "should realize that when they vote for the report, they are not necessarily voting for the report verbatim."

One faculty member suggested a rewording of the ballot that would inform students of this fact.

Senior Tim Hopkins asked the committee if students would be included in the University planning committee.

"A lot of trouble could be avoided if they sat in," said Hopkins.

"Some of the committees," said committee-member Roy E.

McClendon, "will be made up of students, faculty, and administration. One group will not be represented to the exclusion of the others."

Jenks, on the question of representation in the student caucus, said that the matter dealt more with "communication rather than representation."

"In past elections," said Jenks, "students complained that they did not know the people they were voting for. He added that most students are familiar with members of their housing unit, than students in their major department."

Consequently, the undergraduate student Senators will be elected in districts. Students on campus will be grouped according to residence and placed in approximately equal-sized districts.

Two candidates will be nominated from each district and placed on the election ballot through primaries. Students will then vote on the nominees from their own districts at district polling places.

Commuters will be allotted Senators according to their numbers. The Senators will be elected by commuter districts within the colleges.

"If a Senator moves to another district before his term has expired, he will lose his Senate seat," said Jenks.

"We created these districts

to insure that they (senators) are broadly representing the students, rather than on a narrow base of representation," said Jenks.

Asher Moore, professor of philosophy, believes that there should be a compromise between the students who want immediate action, and the more conservative faculty, who "carefully examine the situation."

"The two senses of time must work together," said Moore.

15-meal-per-week ticket available next semester

by Tim McDonald

The Dining Hall Committee, composed of RHAC representatives and members of the dining hall staff, has initiated a new meal ticket plan to go into effect next semester. Students may purchase a 15-meal-per-week ticket for use during the week only, at a cost of \$220 a semester or a 21-meal-per-week ticket for \$250 a semester.

"This new plan is the result of students' requests and participation," explained Herbert Kimball, Manager of Financial operations. Kimball further explained that the suggestion was brought to him by members of RHAC who felt that it would be of aid to some students.

"There seems to be apathy, now that the report is out," said Jenks. "If the report is not approved, I'm going back to teaching. I've done my thing."

Referendum

A referendum on the Jenks Committee proposal will be conducted March 17 and 18 during the noon and evening meals at Huddleston and Stillings or at the Memorial Union between 10 a.m. and 4 p.m.

"The plan," he said, "will save some students a considerable amount of money."

The two-ticket system represents one innovation in the dining halls initiated as a result of student activity.

"This last semester we tried to get juniors excused from having to eat in the dining halls," said Al Mohle, chairman of the dining hall committee last semester. "I made a survey of the eating places downtown and found that they would be able to handle the extra people at the rush hour."

Mohle distributed a questionnaire to sophomores and juniors to find out their reactions to this proposal. Most replied that they would rather eat at the dining hall.

"The proposal wasn't accepted because the dining halls are non-profit and they need a guaranteed number of people," Mohle said.

Mark Wefers, president of RHAC, and David Roy, chairman of the Dining Hall Committee this semester, discussed some of their future plans.

Roy said he hoped to set up suggestion boxes in the dining halls, and expressed a desire to have his committee help plan menus.

"The biggest things we hope to accomplish this semester are getting the suggestion boxes in the dining halls and beginning the menu planning," said Wefers.

Wefers asserted that long-range plans for the dining halls (continued on page 3)

Bulletinboard

Student Publishing

The Student Publishing Organization will interview all freshmen, sophomores, and juniors interested in working on the student magazine "AEGIS", course evaluation "Explore", and the handbook, "Cat's Paw". Call 868-9959 or leave your name and phone number in Room 107c or at the Main Desk of the Memorial Union.

Freshman Class

Petitions are now available for candidates for freshman class

offices, and may be picked up in the Student Senate Office. They must be returned by March 21. Voting will be held March 26 at Stillings and Huddleston during the noon and evening meals.

Psychology Conference

The Psychological Conference has been rescheduled for April 26. Registration will be conducted from 9 to 10 a.m. in the lobby of Conant Hall.

Cash prizes and special awards will be given for research papers on any aspect of psychology. Original research must have

been done by students within the last year, and must reach the conference by April 12. Competition is limited to undergraduate and graduate students only. To enter the competition an abstract of the research must be sent in application form to: Psychological Conference, Psychology Department, Conant Hall, UNH, Durham, N. H., 03824.

Theology Anyone?

Anyone interested in information about theological seminars or theological education may con-

tact Charles Gross at the campus Ministry Office at 8 Ballard Street, Ext. 515.

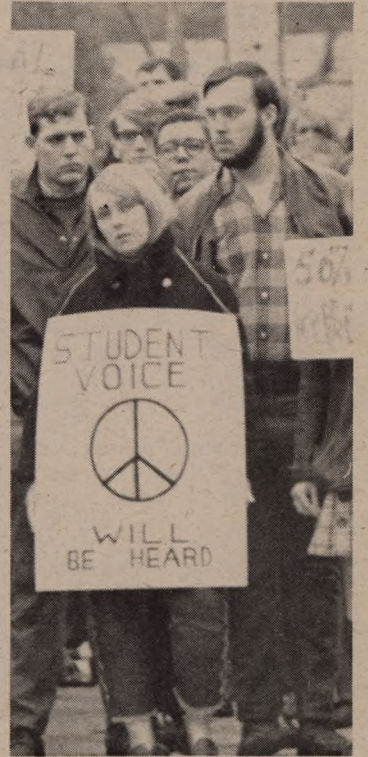
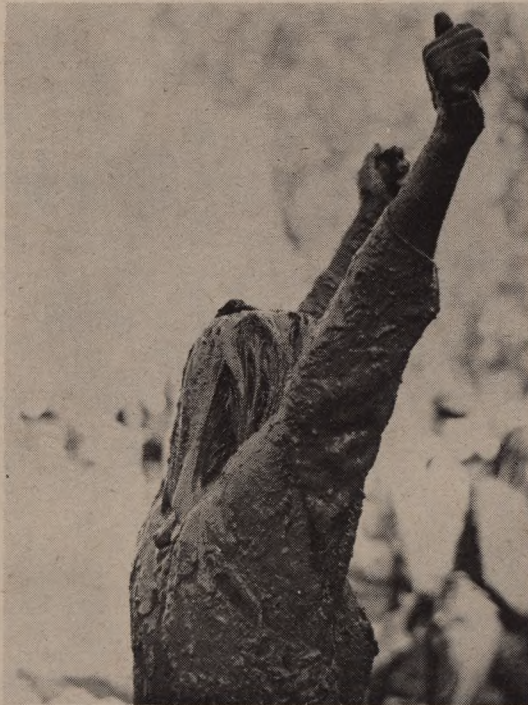
Judiciary Board

Applications for the Student Judiciary Board are available in the Student Senate Offices and the Office of the Dean of Students.

Senior

Seniors are requested to return questionnaires regarding Senior Week activities to Toni Valley, senior class secretary, at the Memorial Union desk.

Problems vs. Progress



THE NEW HAMPSHIRE

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Durham, N.H.



The demand for a new and effective University government was born from a movement for change that has revolutionized higher education during the past decade. THE NEW HAMPSHIRE staff has prepared an in-depth analysis of some of our problems which the new government will face.



Whittemore school revamps program, institutes 'Administration' major

by Robin Snodgrass

The Whittemore School of Business and Economics is changing its face, not its name. A new major, Administration, will replace the present Business Administration major.

Sophomore BA majors will switch into the new Administration program in September 1969, but the BA program will remain through June 1970 to enable juniors to complete their major under the old catalogue and within the 4-R system.

The required courses will be entirely different from the present courses, but all problems of equivalency will be handled individually. "No student will be hurt by the changing of the program," said Jan Clee, WSBE dean.

"We made the change in light of the EPC Report and the new general education requirements," said Richard Mills, as-

sistant WSBE dean. He explained that the 4-R system made it necessary to reduce the number of required courses.

"We felt that the program should be as broad as possible, but should have something which permits specialization," he continued.

The new Administration program will be primarily for juniors and seniors. The junior year is absolutely structured with room for one elective each semester. The senior year is divided into optional tracks which are structured within themselves with room for one elective the first semester and two electives the second semester.

Two of the options will be institutional administration and business administration, and the other tracks will be initiated as the demand for them arises.

"The institutional administration track is an attempt to recog-

nize the growing importance of institutions in the service sector (as opposed to the goods producing sector) of our economy," explained Mills.

Clee explained the changes in detail at a meeting last night for all BA sophomores and juniors. The following course descriptions are taken from the flier that Clee distributed at the meeting.

All junior Administration majors will be required to take two full courses and two half courses each semester. These required courses are as follows:

Admin. 601-602, Values in a Managerial Society, "involves a critical examination of the values which appear to underlie our managerial society and of the processes by which such values are formed and modified...The course runs throughout the year as a half-course in each semester."

Admin. 605-606, Quantitative Analysis I & II, "will be concerned with models used in decision making under conditions of certainty and uncertainty."

Admin. 611-612, Organizational Behavior, "is a two semester sequence...designed to provide students with exposure to appropriate behavioral science concepts and the opportunity to apply them." These are also half-courses.

Admin. 614, Organizational Theory, deals with, "analysis of major theories of formal organization, with particular stress on the relevancy of these theories to the analysis and administration of various type organizations."

Admin. 617, Financial Reporting, Accounting, & Control (FRAC) is, "an integrated view

of accounting, control, and economic models applicable to organizations for purposes of reporting performance, planning and reviewing operations, and making decisions."

All first semester senior Administration majors will be required to elect one specialized track which will consist of three specified courses. The tracks will begin in September 1970, and student ideas will help to determine what tracks will be offered.

"We plan to form groups next semester to determine what the tracks will be," said Mills, "and student participation will be welcomed."

All second seniors will take an integrating course to bring together the various concepts, and a seminar in their chosen track.

Dining Hall

(continued from page 2)

are being made. "We still want to get the juniors out of the halls. Many of them will still eat there, but they won't be made to," he said.

"We also want to start a committee to work with the administration in planning of dining halls within the dorms," continued Wefers.

He explained that under such a system the cost would not be too much greater as evidenced by the food cost of fraternities. Also the food would be better prepared since it will be made for smaller groups.

"These, of course, are long-range plans," Wefers noted. "We are bringing them up now so that they will be considered when the planning of new buildings is being made."

Also on the committee are Bruce Bynum, vice-president of the Student Government, one host from Stillings and one from Huddleston, and four students, two from each dining hall.

The committee, which has only recently been re-organized this semester, is now planning the menu for the next buffet in the dining halls. Roy will also sit in on the planning of the next menu.

In response to student suggestions that UNH use a catering service for dining facilities, Jane

Griswold, director of the Dining Service, explained, "Basically their policy is the same. The difference is that while we offer a service, they are running a business. They have to make a profit to stay here."

Kimball said, "A catering service at the University probably

wouldn't save us any money, and the variety in the menu would not be as good."

Keene State College is serviced by Treadway Food Service. One week hamburgers or hot dogs were offered at lunch for four days while at UNH a different selection was offered each day.

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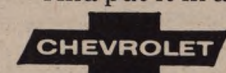
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News analysis

N.H. tax structure archaic

by Pete Riviere
Staff Reporter

In the last four years the University of New Hampshire

has faced one budget crisis and is awaiting its second. Each crisis brings cries of "Unfair to education" and other emotion-

al outbursts.

The problem is not that the University is a legislative scapegoat, although that may be partly true. Most other state agencies also suffer from the same affliction. Lack of money.

Now more than ever the problem deserves the attention of every citizen. Our state relies on a horse and buggy tax structure to fund a space age society.

Non-durable industry is perhaps the state's largest economic problem. Non-durables include items such as textiles, apparel, leather, rubber, plastics. These industries pay low wages.

The electronic components industry, also a large state employer, is again a low wage payer. Both industries are labor intensive, that is, employers of low skilled workers. This allows industry to select from a large labor force and thereby keep the wage down.

It is here in the low profit non-durables industry where one of the State's archaic laws squelches any move to modernize. Working, in some cases, with about a 3% profit margin industry can hardly afford to modernize its productions. All machinery and property owned by a manufacturer is taxable property. The manufacturer is in effect burdened with a property tax. With so much emphasis placed on property taxes, heavy industry is discouraged from settling in New Hampshire and once here is less likely to modernize.

Another detrimental tax for the manufacturer is the Stock in Trade Tax. This levy is placed

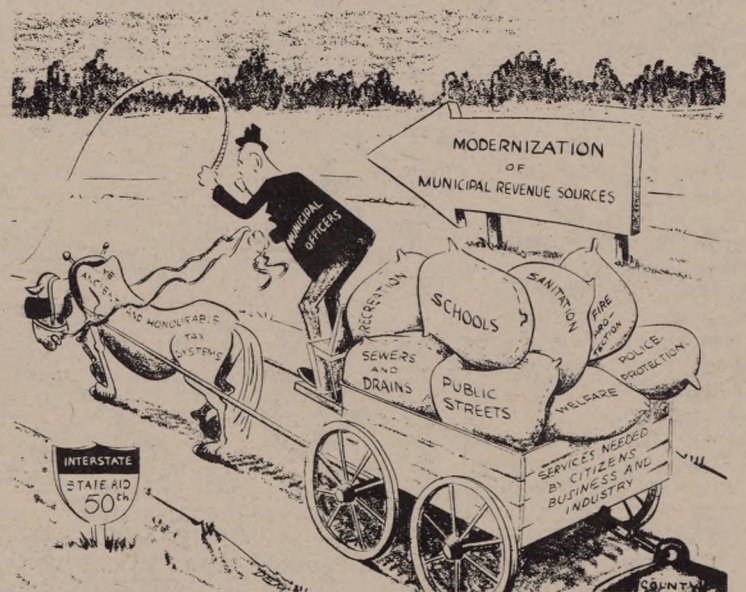
on the products and raw materials in inventory of merchants, manufacturers and farmers. It is detrimental because it dissuades heavy industry from situating here since their end product would be taxed while being built.

Both taxes hinder industry but the effects are irrelevant to col-

\$8,244, business administrators \$8,508 and engineers \$9,300.

Evidently teachers graduating from New Hampshire colleges have seen the light and moved to more lucrative out of state positions. Between September 1965 and August 1966, of those certified teachers in elementary edu-

Cartoon from the May, 1967 issue of TOWN and CITY published by the New Hampshire Municipal Association



lege students unless they plan to invest in New Hampshire manufacturing or if they plan to work in the careers directly related. Then their profits earned would be smaller and their payroll checks would also shrink.

If your future lies in New Hampshire education, you too will feel the effects of "no money available." New Hampshire ranks 35th in teachers' salaries in the nation. This position is two lower on the scale than it was in 1967.

Beginning salary for New Hampshire teachers with Bachelors Degrees is \$5,519 as opposed to \$7,836 in other fields. For Masters Degree teachers received an average \$5,848 in 1966, business interests within the state paid production managers

41.4% left New Hampshire. Similarly 26.3% of secondary education teachers chose to leave.

Either New Hampshire must pay higher salaries or cut back its emphasis of training teachers in our State Colleges. Currently we devote too much money to train teachers for other states. Our school systems are becoming saturated with older, less enthusiastic teachers and educators of insufficient qualifications. Incredibly some people say teachers should compensate for lack in pay with job satisfaction.

Potential businesses consider the educational standard of a state before making a decision to locate. It would be wise and expedient for the state to improve

(continued on page 11)

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Lots of parking, but they're all in the wrong places

by Ron Winslow

A long line of cars is parked on the right side of College Road. The occupants are attending an event at the Johnson Theater. Every car is tagged.

A sign posted in a dormitory reads: "If your car is parked in the Shop 'n' Save parking lot, please remove it. The lot is to be plowed."

A faculty member walks into an empty classroom at 10:20. He couldn't find a parking place.

A driver tours the Union parking lot four times and finally gives up his search for a space. He then finds himself trapped in the lot by two lines of tagged cars along the access drive.

These are all symptoms of a basic problem at the University: the parking situation.

Controversy

Construction along College Road, an unusually heavy snowfall and spotty police checks have brought the issue to a head, creating a controversy which has tapped the patience of the more than 2500 drivers on campus.

For 15 years the University has been planning and building a centralized campus. A concentric pattern with the library at the core extends to academic buildings, then to living facilities, with parking lots on the outskirts of the campus.

"The major difficulty," according to Alden Winn, chairman of the traffic committee, "is that people don't understand the University parking policy."

But many who do understand it don't want to accept it. C. Robert Keeseey, dean of students and secretary of the traffic committee, expressed the attitude of several faculty and students. "If I have to walk a block-and-a-half, I don't like it."

Inadequate facilities

Students and faculty feel parking facilities are inadequate, but Clifton Hildreth, head of security, notes, "Lewis Field lot isn't half-full any day you want to check it."

Lewis Field is a commuter parking lot. But, according to Keeseey, "there's a feeling among commuters that spaces requiring a 5 or 6 minute walk to class just aren't adequate."

Winn thinks the real issue isn't adequacy but convenience. He was quick to point out that "adequate parking doesn't necessarily mean convenient parking."

No one is hiding the fact that

interior parking is inadequate. "We never intended parking spaces to be on the doorsteps," said Richard Brayton, director of physical plant development. The University intends to locate peripheral lots within a 3 to 12 minute walk from the center of campus.

Communications

If people understood or accepted the peripheral parking idea, many immediate problems would be solved. "Communications are a problem," said Brayton. He suggests meetings between the traffic and planning committees and faculty, staff and students to explain the issue.

But understanding and acceptance are not the only part of the problem. "We're at the worst point we can be at right now," said William Drew, a member of the planning committee, referring to the snow, construction and enforcement problems.

Snow removal is a seasonal problem which struck big this year. High mounds of snow have shrunk the parking areas, and removal itself created problems.

Maurice Shampoux, manager of the Durham Shop 'n' Save, offered his facilities for student parking while campus lots were being plowed.

Students abused this privilege and began parking there permanently. "It would have taken little effort to move the cars back to clean lots," said Hildreth, "but Shop 'n' Save customers found the lot full. Mr. Shampoux had to withdraw his proposition."

Plowing plan

Winston Caldwell, head of works, admitted the problem is a big one. "We hope to work up a plan this summer which would coordinate the shuffle from one lot to another during plowing," he said.

Presently there are five construction sites along College Road,

the greatest area of confusion.

"Construction companies are required to provide on-site parking for their employees," Hildreth said. "We lost 82 places near Parsons Hall overnight."

Four hundred other spaces are now building foundations in that area.

Chicken coop spaces

In order to make up for the lost spaces, the space being vacated by the chicken coops near Kingsbury Hall will be made available for parking. A 2000-car lot has already opened at the south end of College Road.

The tie-up around the construction will be there awhile. "The mess is going to continue at least until July," Brayton said. The bulk of the construction near the road is scheduled for completion by that time.

People parking along College Road are only complicating the problem. "These people are making a hazard area, increasing chances of collision and endangering pedestrians," Hildreth said.

Fire problems

Doug Peters, an interested commuter, has suggested that fire apparatus could never reach a fire should one occur in the construction area.

The University operates its parking policy on a type of volunteer basis. "We ask everybody wishing to use a car to register it with the security office," Hildreth explained.

The office must control the use of cars so people within walking distance won't take up space needed by commuters and faculty and staff who must drive to school.

Students who live within a mile of campus receive an "off-campus" sticker. This permits them to park on campus only after 5 p.m. on weekdays and anytime during weekends.

"Oversubscribed"

The Security Office has issued 2029 parking permits for 1694 spaces. "We're oversubscribed," explained Hildreth, "knowing that everyone isn't going to drive all the time."

Campus officers, including a student force of 30, tag any unregistered or improperly or unlawfully parked cars. Most violations constitute a one-dollar fine, payable within seven days.

After seven days the ticket goes to the business office for billing. A one-dollar billing charge is tacked on to the violation fee. The fee becomes a debt owed to the University.

"Some students collect a handful of tickets, thinking it's a joke," Hildreth said. One student found out otherwise when he had to pay for \$66 worth of tickets to get his grades.

Money collected for violations goes back into the administrative work of the security office. It also helps toward replacing signs vandalized at \$10 a throw.

Criticism

Inconsistency in patrols have brought criticism from drivers. They feel the spot-checking policy is unfair.

"We don't have constant patrols because we don't have the



Clifton Hildreth

(photo by Hendrick)

force," Hildreth explained. "People patrol during critical hours."

"As a result," he continued, "people are playing the game. Sometimes you win, sometimes you lose."

Courtesy parking tickets often lead to the discovery of unregistered cars on campus, drawing a \$10 fine for their owners. Once a car receives two courtesy tags, the security office researches its owner. If he is a student, the office bills him for the violation.

Ticket appeals

Anyone receiving a ticket may (continued on page 12)

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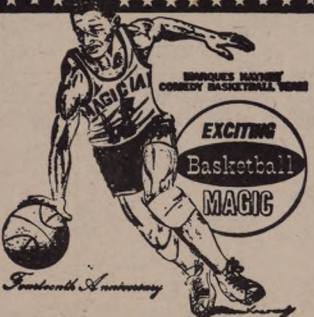
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MAGICIANS



VS

New Hampshire All Stars
Monday March 17th
Fieldhouse
1.50 per person 8:00 p.m.

Little Girls

The women on this campus have been brainwashed into believing that they require special protection and guidance.

Why should a woman have to wait until she is 21 to get an off-campus apartment? Men do not. Why should women be inconvenienced by having to go to a key center to get into their own dorms? Men do not. Why should freshman women have to sign in and out of their dorms, and tolerate the insulting practice of surprise "bed-checks" by their resident assistants? Seventeen and eighteen year old women are old enough to tuck themselves into bed.

C. Robert Keesey, dean of students, admits that a double standard exists on campus, and this archaic philosophy includes "protecting women from the depravations of men."

Ruth Hurley, dean of women, believes that curfews for freshman women help them academically. Men do not have this "academic aid." Do women need more supervision than men do? These implications are insulting. Coeds should take steps toward abolishing these out-dated rules, or they will remain second-class citizens.

Some of the exceptions made to these rules are more insulting than the rules themselves. If a woman under 21 wishes to be released from her housing contract, she must first petition, and then get written permission from Mommy and Daddy approving her apartment. Men have no such rules. They may, at any age, live in any kind of apartment they choose, approved or otherwise.

In an institution that considers itself progressive in the student rights movement,

women on this campus are treated as second-class citizens. Surprisingly, women are partly to blame.

Last year, Ruth Hurley, dean of women, sent out a questionnaire asking 575 sophomore women this question: Do you think freshman women should have curfews? Fifty-eight per cent of the 118 women responded, yes, women should have curfews both semesters, and 40 per cent favored extending the no-curfew system to second semester freshman women. Only two women were in favor of no curfews for freshman women.

The Housing Committee of the Residence Hall Advisory Council, headed by Mike Tierney, is working on the elimination of the freshman curfew and the housing rule that forces women to live in residence halls until they are 21.

"I see a good chance of these things being done because of the current feeling in the University community of a sense of equality," said Mark Wefers, president of RHAC. "As it is now, there is more or less a double standard favoring men over women."

Women on campus are going to have to start concerning themselves with these inequities. Rules governing women do not prohibit them from "privileges." They prohibit women from exercising their rights as equal members of the University community.

If UNH women expect to obtain an adult education, they must be treated as adults, not little girls.

Pat Broderick

Faculty evaluation necessary

University administrators have consistently asked for student perspectives, but only a comparatively small group of activists demand the right to determine policy in matters directly affecting their education. The majority of students have abandoned the idea of a regularly published student evaluation of faculty and courses.

Two years ago, the Student Senate published "Explore", the first significant student evaluation of University courses. Next year a new curriculum will be instituted — the 4R-4R system, and a better student evaluation will be needed.

Students now have departmental repre-

sentation and a voice in course selection and content.

"Explore" should become a faculty evaluation. The only practical criteria for faculty promotion now are research and accumulation of degrees. A student evaluation should be instituted so that a faculty member's teaching ability can be considered by the community. Many faculty members will object to this intrusion, but students have suffered from the power of the grade for years. We are not advocating a means of retaliation but a means of evaluation. And one which does not presently exist.

Wayne Worcester

THE NEW HAMPSHIRE

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Backtalk

letters and opinions from our readers

PLEA MADE FOR TAX REFORM TO HELP N.H. EDUCATION

It is with great interest that I have followed the current student desire for change at the University of New Hampshire. I am particularly pleased about the positive approach toward a solution as expressed by those who want a reorganization of the New Hampshire tax structure.

It is time that all those involved in and with education get together to do something positive and concrete to bring about a most necessary change.

It may be of interest to you that at the Oct. 17, 1968 meeting, the Assembly of Delegates of the New Hampshire Education Association adopted the following resolution:

"That the NHEA continue its efforts to obtain reform of the present New Hampshire tax structure and an increase in tax revenue in order to eliminate unequal educational opportunity because of the unequal local financial resources."

The NHEA has also issued and reiterated a sanctions alert in New Hampshire advising all appropriate agencies in and outside the state that state-wide sanctions are imminent unless there is some indication of change in the current position taken by the state's responsible officials. The Assembly of Delegates of NHEA voted to meet again in February 1969 to review the actions of the General Court at that time.

Also, at its regular fall meeting on Oct. 29, the Supervisory Union #56 Teachers Association including 190 teacher members in Newington, Oyster River (Durham, Lee and Madbury), Rollinsford and Somersworth unanimously passed the following resolution:

"That the teachers of Supervisory Union #56 favor all those candidates willing to appropriate and distribute funds to support education in New Hampshire from the State level to a point at least equal with the national average."

We also actively oppose all candidates who are unwilling to take steps in support of education from the State level.

We request the people of New Hampshire to help us improve education in this state by joining with us in support of those candidates who are willing to relieve the local property owner of his

tremendous tax burden by increasing state aid to education.

The League of Women Voters of New Hampshire under its curriculum continues its support of a fair and coordinated state and local taxation which broad based tax at the state level.

The publication ABN HAMPSHIRE answers "Does New Hampshire have new taxes?" It lists the names of those who were affiliated with the Citizens Council for New Hampshire, published in the March 1968 issue.

I sincerely hope that the entire community will join the educators and others in the state for constructive change which will also bring about a constructive change at our state level.

Mrs. Marie



THE NEW HAMPSHIRE

Editorials and Opinions

pages 6 and 7

Friday, March 14, 1969

AWAITS APRIL

I just want to express my appreciation for the recent article about graduate political science. It is a useful reminder that the April first edition is not now when that issue appears. I report that some students are taking courses in black mathematics, algebra lacking identity, take it too seriously.

Lawrence C. Unannexed V

PILAR SHARES VIEWS ON JENKS REPORT

I wish to share with the university community a summary of some of my thoughts on two aspects of the Jenks Committee proposal for a new university government; first, what is the rationale for encouraging direct participation of students in the major governing body of the university, and, second, in what ways the proposed governmental structure remedies some of the deficiencies of both the old University Senate and the present Interim Senate.

A University Senate with three dozen students will not provide an experience for all who desire it. Nevertheless, the device of a forum between the Student Caucus and the Student Body does allow for considerable participation in community planning by all those who are willing to become involved. There also exists the avenue of serving on various university, college and departmental committees.

A second and extremely important reason is that a University Senate with a fair representation of students provides a de facto redefinition of student power in a positive and effective sense by placing it within the framework of the university community. This new definition of student power is in complete contrast to the essentially negative and ineffective view of student power in terms of intimidation by sheer force of numbers or loudness of voice. Student power is now made operational by placing students into the university government in such a way that they can freely present their views, defend their positions in a rational manner, make known their needs and pass judgement on similar actions of their colleagues -- fellow students as well as faculty and administrators -- and all without

becoming co-opted in the process.

The most glaring deficiency of the old University Senate (proposed) was perhaps the absence of provisions for student views into it. I view on a question was not one had to run out to shout or else ask the boyish-looking professor. There was virtually no interaction between the University Senate and the student body, and, consequently, the Senate could seldom, if ever, effectively, if at all, to provide a forum where were debated and acted upon by the University Senate. In the Spring of 1968, student views were generally excluded from even the right of merely attending Senate meetings. The step in the right direction was when the Senate formally invited student participation in its committees and meetings to the students. The Interim University Senate twenty-seven students as members represented a more significant step forward. The Senate now provides student input, established with the Student Senate and the Student Body, but on the whole makeshift operation. It is that simply adding student input to the existing operative in their absence is as designing new machinery to function as a just Student-Administration v. important deficiency of Senate lies in the inappreciation of its committee structure.



"Nasty leak that. . . glad it's not in our end of the boat."

FRATTAROLI EXPLAINS REQUIREMENTS FOR CLASS OFFICE

I am somewhat disturbed by the letter to the Editor referring to the "wall of mystery which seems to enshroud the political class structure", appearing in BACKTALK (March 7th edition). With all due respect to Mr. Brackett's powers of recollection, I would like to refer to our informal meeting in mid-December concerning class election procedures. At this time I informed him of the "prerequisites and legalities" to which he refers. He also learned that each year scheduling and dates of elections were determined and announced by the Student Senate Elections Committee. I would also like

to note that many other "hopeful freshmen" have approached me with similar inquiries. In casual discussions with these potential candidates I have related to them (as I have to Mr. Brackett) the "rules of the game".

Thus, for those whose memory serves them short, but particularly for those who are sincerely interested in participating in one of the many forms of student government (i.e. the class system) I would like to make known the following:

1. Any student who wishes to run for class office must obtain a certificate from the Registrar's Office stating that the student holds a 2.0 average or better.

2. All candidates must obtain from the Student Senate a candidate's petition (office, downstairs in the MUB) and secure along with it the signature of fifty classmates.

3. At this time, the Senate Election Committee has not decided upon the

The role of a student newspaper

A mirror or a voice

by Jonathan Kellogg

The student journalist is more vulnerable than his professional counterpart. A professional writer is somewhat removed from his critics while the college writer's critics are his peers and often his instructors. This vulnerability often leads student newspapers to become reflections of the trivia which surrounds college life.

These newspapers may become the voice of administration policy, or they tend to be cluttered with pinning announcements and club notices. They are filled with easy-to-write, wholesome stories like "Speaker Here" and "Alpha Zeta Holds Dry Rush Party." On stormy days the paper is very popular with students who forget their rainhats.

A good college newspaper should certainly carry club announcements and the necessary, run-of-the-mill stories. Generally the editors are aware of the necessity of these stories which are the life blood of campus organizations.

If they aren't aware, they get the message quickly. Last year the UNH Student Senate attempted to withhold funds from THE NEW HAMPSHIRE because the paper wasn't printing enough club announcements.

Essentially there are two rules for the student newspaper: one is shaping events as well as reporting them; the other is merely reflecting current events.

Like any newspaper, the student newspaper has the potential power to create issues and generate discussion. The leadership role is difficult because college communities are a select audience and react vehemently to criticism. More often than not, the newspaper itself becomes the center of controversy.

Ted Fredrickson, editor of THE NORTH DAKOTA STUDENT, resigned this year after the State Legislature attempted to censure the paper for printing four letter words.

THE NEW HAMPSHIRE has come under heavy fire this year for printing stories about the University Health Service and for not printing the essay "The Student as Nigger." Other incidents involving THE NEW HAMPSHIRE have resulted in threatened beatings, anonymous phone calls and bomb threats.

The student newspaper is always

under pressure from student and faculty interest groups. Everybody from fraternities to the campus radicals believes they belong on the front page.

THE NEW HAMPSHIRE has remained fairly independent from the administration. And to its credit, the administration has never "gotten tough" with the editors.

Donald Murray, THE NEW HAMPSHIRE's faculty advisor, wrote to President McConnell when he was offered the advising position. Murray believes the paper should be "able to print what (the editors) judge newsworthy without interference and held fully accountable for what appears in print."

"Their judgment," Murray continued, "will at times be bad, but to remove the chance for bad judgment is to eliminate the opportunity for education. I believe it is most important that neither the administration nor the faculty limit the students' freedom to publish or their obligation to be fully responsible for what they do publish."

To be more than a mere reflection of events the newspaper must accept that obligation and dig out the news and present it efficiently and honestly. During the student power movement this fall, THE NEW HAMPSHIRE attempted to be a constructive force, a place where students could read the facts as they occurred and consult an opinion if they wished.

THE NEW HAMPSHIRE has attempted to meet its leadership role by presenting student problems to the whole community. This is not "trouble-shooting", but a means of communicating information so that crises can be understood and problems solved.

The most sensitive area is interpretation. Do a group of students have the right to put a faculty member's career on the line by printing a story that could result in his being fired? The answer is yes. If the faculty member is clearly failing his responsibilities.

The student newspaper is not like the commercial press. It is run by students and will be what they are willing to make it.

The student body numbers over 6,000 and there must be a place for them to present their problems, their beliefs, and their praise to the community. This is the purpose of a student newspaper.

UNIVERSITY COMMUNITY

of the changed membership. Such matters as membership and jurisdiction need to be reconsidered, some new committees may need to be formed and old ones abolished or reorganized. In addition, the position of the present Student Senate vis-a-vis the University Senate is ambiguous and, if continued, could lead to inefficient operations and, worst of all, to antagonisms which need never arise.

I appeal to members of the university community to study carefully the proposal of the Jenks Committee, and to cast their votes on the referendum. No one is claiming that the proposed changes is a perfect solution to our community needs, but it appears to contain sufficient flexibility to be self-corrective -- an advantage the present governmental structure possesses to a far too limited degree.

F. L. Pilar
Prof. of Chemistry

RHAC INSTITUTING BOOK EXCHANGE IN DEPARTMENTS

Dear Editor:

In reference to John Cronin's letter of March 4, I'd like to inform the University community of a project being undertaken by the RHAC Services Committee.

At the end of second semester, RHAC will be sending letters to department offices encouraging each professor to gather names of all students who wish to sell the texts used in his classes. Next semester, students will need only refer to these professor's lists to find out which of last year's students are willing to sell their texts.

Rachel A. Doiron
Chairman Services Committee

exact date of the election, petition availability, and the date when petitions must be completed. However, I do feel safe in saying that class elections will most likely be held in late April. The Elections Committee will make public, with ample time for a "viable

campaign", all information concerning election scheduling.

In response to the last concern of the letter, class elections WILL be held.

Carmen Frattaroli
President, Inter-Class Council

Out in left field

by John Christie

In November, 1967, Timothy J. Breen, a student in the Berkeley School of Music in Boston gave his draft card to a clergyman to be returned to a Selective Service center as a symbolic statement of his disapproval of U.S. participation in the Vietnam war. Two months later he was declared "delinquent" by his local draft board in Bridgeport, Conn., and summoned for a pre-induction physical examination.

Breen was re-classified and declared delinquent under a policy set by General Lewis B. Hershey, National Director of the Selective Service System. Early last year Hershey encouraged draft boards to re-classify anyone 1-A (draft eligible) for actions that hindered the operation of the draft or obstructed the policies of the United States.

In other words, local boards can and have drafted any full-time student who takes part in a demonstration against the war or the draft.

Over 500 students have been re-classified under this policy. However, there is some hope that the trend will change. The American Civil Liberties Union has come to the rescue of Breen, and has petitioned the Supreme Court to declare unconstitutional

the punitive draft reclassification and the attempted induction of Breen. Breen's induction has been stayed pending the outcome of the petition.

It all goes to prove that the old general isn't as dumb as we think he is. He has reversed the old adage from "If you can't beat em join em" into "If they try to beat ya, make em join."

It's a good way to get rid of "trouble-makers". A draft board gets wind of a student registered with them participating in a draft counseling service and reclassifies the student 1-A and send him for a physical.

What choice does he have? He can either let himself be inducted, resist and go to jail, or resist and go to Canada. Of course, he can always appeal his case and possibly have his induction stayed, as Breen has done. Meanwhile even this student cannot continue to actively oppose the draft, or do much else since he would be too busy appealing his own case, a process which usually takes one or two years.

ACLU Legal Director, Melvin L. Wulf, said, "The dangers of using the draft law as an instrument of punishment, rather than as a means to supply troops to the U.S. Army are manifest. Because the draft itself

is the object of widespread protest, those who oppose it or the war will inevitably be caught in a self-executing opposition to the draft by turning the opponents into soldiers or prisoners. The First Amendment will not tolerate such a limited number of options."

The Supreme Court has demonstrated its opposition against the Hershey directive in the Oestereich case. Oestereich was a divinity student when he was reclassified 1-A for his part in an anti-draft demonstration. At the time he was exempt from the draft as a divinity student. The Court described that reclassification as "lawless".

The ACLU hopes that the Court will rule likewise on the reclassification of a deferred student because of his political activities.

The idea of punishing any citizen for dissenting is against the longstanding tradition of the rights and duties of citizens. Furthermore, drafting a person for his political actions, whether they are legal or not, is contrary to the right of due process. When that right is lost we are not far from the day when Mayor Daley will be President Daley and the John Birch Society will be running the Department of Justice.

"Academic conspiracy" exists against faculty women

by Pat Broderick
Ass't News Editor

Discrimination is not always conscious, neither is it always documented by written laws. These two facts make discriminatory practices often difficult to recognize and even harder to fight, and almost impossible to prove.

Peter Sylvester, professor of philosophy and a former president of the local chapter of the American Association of University Professors; Jere Chase, executive vice-president; and John Richardson, chairman of the English department, were questioned on the issue of discrimination against women faculty members.

Sylvester explained the system he called the "academic conspiracy." He also admitted that there "certainly is a difference" between the salaries of men and women faculty members.

According to Sylvester, each department chairman works with the dean of the college. He tells the dean what the department is doing, and discusses faculty raises. After the dean checks the budget, he discusses the amount of the raises with the chairman. The budget is then sent to the academic vice president who makes the final decision.

cision.

In the hiring of a new faculty member, the chairman makes the contacts, after the dean has given his approval. "The chairman knows what the going price is to get a teacher," said Sylvester. The chairman decides on the cash offer.

"If there are inequities, they are inequities that the dean and the chairman have decided on," said Sylvester. "Academia is a large conspiracy, where women generally get less. It is systematic inequity. We didn't invent it, we participate in it."

The issue of "nepotism" is an unwritten law that affects faculty wives who teach in the same department as their husbands. Of those nine persons interviewed, eight agreed that the University tried to discourage a husband and wife from teaching in the same department full time. Four of the six women interviewed were technically hired as part time teachers.

Chase explained there was a "nepotism" policy, because there would be "all kinds of problems" if a husband and wife worked in the same department. "Particularly, if one is the chairman of the department," said Chase. "It is hard to be objective in evaluating one's husband or wife."

Chase also maintained that

there were no restrictions on granting tenure to both members of a family. A part time faculty member, however, is not eligible for promotion or tenure.

Richardson said that he sensed when he first came here in 1946 there was an unwritten policy at the University that prohibited faculty wives from working full time and receiving tenure. In the English department, Richardson said, there is "no discrimination at the moment."

"It would probably vary with the department," said Richardson. "It might be more of a factor in smaller departments, because there may be undue influence if a husband and wife were in the same department."

Case A faculty wife, an associate professor, agreed. "A woman hired part time is not in direct competition with the others," she said. "That's the way the world is, isn't it?"

She added that the nepotism policy "alleviates difficulties." "In science, women are unique, but there are fewer women on the faculty now than when I came. I wonder where they all went."

Case B faculty wife is leaving the University because she feels she has been "unfairly dealt with."

Her contract ranks her as an "instructor," but her chairman considers her a "lecturer

"I've worked here five years, and I haven't gotten a vote," she said. "It is demoralizing."

She said that all she could do at the meetings was try and influence other votes. "I felt like a second class citizen."

This year, she was able to vote, because the six student departmental representatives voted in favor of it.

The University, she said, implied that all she could ever expect was a part time job, with no hope of promotion.

Case B has a master's degree and has taught for 12 years. She began teaching here in 1963, and in six years has received a total of \$1000 raise. Technically

she has been employed part time. A male faculty member, with comparable status, and only a year more of teaching experience, working full time earned a \$4,700 raise.

"If I had been working full time, my raise would have been \$2000, which is still \$2700 less than he earned," she said.

A raise may be awarded when the individual earns a PhD, publishes, or obtains a research grant for the University. Case D has brought the University two federal grants and national recognition in one of them. She did not get a raise.

"It seems to me the question (continued on page 9)

Academic irrelevancy: Way of life at UNH

by Robert Fried

Editor's Note:

Fried is one of several faculty members drafting a proposal for an experimental curriculum.

The student at New Hampshire who seeks an exploration of life through education sees his path consistently and resolutely obstructed by the University's often mindless pursuit of technical expansion and image-boosting scholarship.

The student soon learns that adjusting to academic standards at the University means that for him the search for truth will become the pursuit of accuracy, the search for knowledge will become the pursuit of information, the search for fulfillment will become the servile pursuit of high grades.

For the hundreds of such students who have forsaken us out of the necessity to make their lives meaningful, and for those teachers whose rejection of departmental "professionalism" has forced them to seek other positions where they will be free to teach in an unobstructed and undiluted way, the University of New Hampshire is a dynamic and expanding failure. It is an organism suffering from academic cancer -- the undisciplined and wholesale reproduction of like cells which can only obscenely be called "growth."

There has of late been much agonizing and public breast-beating over the question of the students' sense of relevancy. Except for those who have managed to scale their youthful aspirations down to the dimensions of an employment contract or an engagement ring, most students will readily admit: "No, I don't feel relevant here at UNH." This is not in itself tragic. No university need feel itself obligated to supply instant relevancy. But what is tragic is that most students feel that academic irrelevancy is the way of life around here and there is simply nothing to be done about but shut up,

take notes, and wait for weekends. The university becomes something to escape from. The weekly "grind" becomes an accepted, if resented, pattern, with weekends left to find out something about yourself -- skiing, sex, and either liquor or marijuana being the most common avenues of escape and self-dis-



Robert Fried
(photo by Conroy)

covery. The two goals become indistinguishable: self-discovery means escaping from the tedium of academic life. The students cease demanding anything from their education and figure it's up to them to get their kicks on the side. The university smugly assumes that because student "activism" is restricted to a handful of unshorn picketers, most students are reasonably contented. There is a little mumbling over "apathy" and then it's back to those research grants or scholarly articles. The university surveys its library acquisitions, its building plans, and congratulates itself, while academic life and pulse and breath is being buried under the cornerstone of the "new tomorrow."

There are at present at this university excellent courses being taught by inspired and dedicated men. Students often talk about the "one" class where something exciting goes on, the "one" teacher who really seems to be putting out. The odds against a freshman or sophomore student's having a majority of good courses with good teachers are great. The odds against his becoming so used to finding meaning in his coursework that he learns to expect it and demand it (continued on page 11)

From Sweden...
the classic female concept

Inga
is so graphic,
I could have sworn
the screen was smoking."
—N.Y. Daily Column

"If I were to describe in detail what goes on in 'Inga', I'd get arrested."
—Robert Salmaggi, WINS Radio

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NICHOLAS DEMETROULES
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Campus development plans for future

by Ed Brodeur
Staff Reporter

"Anyone who enjoys work can certainly have a hell of a time in this place."

This sign above a secretary's desk in room 208 of Thompson Hall captures the mood of the office. It's like a bunch of bees building a beehive. And essentially that is what they do.

Behind the doors of the Physical Plant Development Office, plans are made -- plans that will determine the present and future physical structure of this university, plans that will determine whether the lawn in front of Demeritt Hall will be buried under acres of asphalt and tons of parked cars, or whether towering concrete buildings will replace the trees lining College Brook.

Richard M. Brayton is the director of physical plant development. Planning and promoting new roads, rose gardens, parking lots and buildings are part of his daily routine.

Preserve Beauty

"I don't care if professors can't park beside their offices," he said. Brayton is more concerned with preserving the beauty of the campus than building four-lane highways to connect residence halls with the library, or parking lots in the center of campus.

In fact, Brayton's plans call for the closing of some existing roads and converting them to pedestrian walkways. "We should have nice places to walk where people won't get run over," he said. New roads would be built around the borders of the campus.

Brayton and his assistants are so concerned about preserving the natural beauty of Durham that they charted every tree and rock in the Strafford Ave. - Edgewood Road area before deciding on a location for the New England Regional Center for Continuing Education.

Master Plan

All physical changes in the campus go through an extensive planning period lasting from several months to years. All development is proceeding according to a master plan which was instituted 15 years ago and is constantly being revised and updated to anticipate future needs.

Major changes in the foreseeable future focus in the Stoke Hall area and behind Hubbard Hall. The Hubbard-area development is already underway.

A 440-bed residence hall and a new cafeteria are now under construction. The residence hall will have five stories with a ten story tower. Two others like it are in the planning stage.

Brayton described the new dining hall now being built as a "much more intimate place than Stillings and hopefully more pleasant."

It will consist of six smaller rooms rather than one large

"mess hall."

Major road changes may also make it possible to convert several other existing streets to pedestrian areas as well as easing traffic jams.

Ballard Street will be turned over to pedestrians and a new street connecting Garrison Avenue with the Huddleston area of Main Street may be built.

A "massive new administrative building," a new International House, a modern Alumni House, "parking space, lots of green grass, and maybe even a fresh water pool" may occupy the triangle created by the new road, according to Brayton.

A mammoth, ultra-modern complex of buildings is also being developed in the Strafford Ave. area as part of the N.E. Regional Center for Continuing Education. A large portion of the funds for this project comes from the Kellogg Foundation (the cereal people).

Fund Shortage

Brayton explained that a shortage of state funds is a problem in continuing campus development.

Concerning this year's budget he said, "They'll probably cut things out because of a lack of funds. However, we've never asked for anything we thought we didn't need."

Brayton explained that the University receives two types of funds from the state. General funds come from taxpayers and pay for buildings that do not provide income.

Self-liquidating projects are built with loans and are eventually paid for by the students. Residence hall construction and the Memorial Union addition are examples.

Admits Mistakes

Brayton admits that mistakes in planning have been made in the past.

"I think the largest mistake we've made over the years is to keep the administration in Thompson Hall," he said. Although T-Hall is the oldest building on campus and should be preserved, it is not an ideal building for administrative offices, Brayton explained.

Another problem, according to Brayton, is the shortage of centrally-located land for academic buildings. He mentioned the service building and Hewitt Hall as two examples of centrally-located buildings that ideally should be used for academic purposes.

"We should also have more activity areas near residence halls. I don't think everything should be mud but there should be some areas near residence halls where you can play ball," he said.

"There are a lot of things we'd like to be doing better than we are. But we are getting there," he said.

Faculty women claim discrimination

(continued from page 8)

of whether or not the teacher is good ranks at the bottom of the list," said Case B. "I know men who don't try to publish or perish, but are just trying to be good teachers. They do not get raises."

Case B believes that she has been discriminated against because first, she is a faculty wife, and second, she is a woman.

"As a faculty wife, I didn't have a choice," she explained. "They have you in a bind. When you're in Durham, N.H., there is no other University you can teach at. They (the university) know this, and realize they can get you for less. They save money on the women. And in the University today, teachers have no way of judging themselves and others other than by how much they get paid."

"I got a \$100 raise one year," Case B explained. "This is one way of telling you they don't want you around anymore. It's like a

slap in the face. When I asked my chairman about it, he said he had given the big raise to my husband, because his salary was the one that counted. He said that, after all, it was all in the family anyway."

"We are completely dependent on the departmental chairman to get a raise," she said. "We cannot go over his head to the college dean. The dean let the \$100 raise go through. The chairman probably didn't even justify his thinking to the dean."

Technically, Case B is teaching "part time" and is getting paid "part time."

"Every semester, I do a project within the department considered to be the equivalent to teaching a three credit course. I do not get paid for this out of University funds, but I managed to get partial payment from the federal government grant," she said.

"My chairman always acknowledged that I worked more than

part time, and that was very flattering. He called me a good sport. Well, I'm tired of being a good sport." According to the Explore Evaluation of teachers, she has been ranked a B plus teacher.

"I have been unfairly dealt with, and that is why I'm leaving," she said.

If the University gave me any indication that they would recognize my ability, I would stay. But I have to consider my career. If I wanted to wither away and die, I'd stay here."

Case C, a faculty wife within the same department as her husband, may be a sign of a changing policy toward women.

She has been teaching at the University for three years, two of those full time, as an instructor. According to Case C, the University asked her to work full time, and has not discriminated against her in any way.

"I think of her as another colleague," said the chairman of her department.

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ROTC ACCREDITATION UNDER FIRE

by George Owen
Staff Reporter

The year 1968 was one of open student revolt on many campuses. Yet some of the more lasting changes came quietly and swiftly. ROTC, the hallmark of land-grant universities came under attack by faculty and student war critics.

The Reserve Officers Training Corp controversy is no longer over whether mandatory ROTC interferes with personal freedom. That point is usually taken for granted. The question is whether courses within the ROTC program should carry academic credit.

The ROTC program has recently been attacked by those who feel that its relationship with the university is not con-

sistent with the philosophy of an academic community. The American Civil Liberties Union announced its position on ROTC February 28th in a letter sent to 325 college presidents: "In the considered judgement of the American Civil Liberties Union, the ROTC programs, as generally implemented today, threaten the values of free inquiry and academic autonomy which are at the heart of academic freedom. We, therefore, recommend that the ROTC program be separated to the maximum feasible extent from academic institutions and offer the following suggestions for effecting this separation."

"1. Where ROTC programs exist, they should be completely voluntary.

2. Academic credit should be granted only for those ROTC courses which are acceptable and under the control of the regular faculty. The granting of academic credit for courses prescribed by, taught by and controlled by an outside agency weakens the integrity of the university and infringes on its traditional prerogative of academic autonomy.

3. ROTC instructors should not hold academic rank unless they are members of a normal academic department subject to regular procedures of appointment and dismissal."

Last month Harvard withdrew academic status from its ROTC program. Dartmouth, the University of Pennsylvania and Western Maryland have all followed suit. St. Louis University revoked ROTC credit last December. Johns Hopkins University will not count ROTC credit toward a degree. Cornell is expected to take similar action.

Yale revokes credit

Yale University has also revoked academic credit from its ROTC program. An article in the Boston Herald-Traveler said, "Yale president Kingman Brewster's explanation for such an action was that the faculty found itself caught in a period of crisis with its logic down. With

the black power contingent in the colleges clamoring for the right of veto over faculty control of studies that touch on Negro history, the anomaly of permitting an outside interest-i.e. the De-



partment of Defense-to provide the professors and to dictate the substance of ROTC courses seemed all too glaring."

One of the early demands during the student revolt at the San Francisco College was the elimination of ROTC credit. Apparently this issue was overshadowed by others.

ROTC, because it provides men for military defense, has also become a target of protest by those who are against the Vietnamese war.

Imaginary dialogue

Part of an imaginary dialogue entitled "Guess Who's Coming to Columbia?" was recently distributed by the Students for a Democratic Society at Columbia University. The cast includes Mr. Wizard, a liberal, and a student.

"A student: Would you not further agree that the university serves both the military and more important the corporate interests in America--that through such things as recruiting, war research, and ROTC, the needs of those interests are served? Mr. Wizard, would you not then agree that if the university is to serve the people and not the corporate interests, those specific functions--military recruiting, war research and ROTC must be ended at Columbia? You say, Mr. Wizard, that you want to help people, you say you're against the war in Vietnam, against the crimes being perpetrated throughout the world by the American corporate structure--as above exemplified. Do you then see as a minimal step toward those ends the implication of the demands above outlined--the ending of ROTC, the ending of military recruiting, and the ending of military research at Columbia?"

Mr. Wizard: "Yes, son, yes. But what about freedom of speech?"

At the University of New Hampshire the ROTC program has gone unscathed.

Military training has been a part of the curriculum at UNH since 1893 when the state legislature accepted the program authorized by the Morrill Act, according to a report on the

leased by the Army there has been a substantial decrease in the number of schools with mandatory programs. In 1964 there were 132 schools with mandatory programs, now the number is 95.

According to a glowing Army report, the ROTC program has not been dropped by any school in the past five years. The number of ROTC graduates receiving commissions has increased and 30 more institutions will have adopted the program by 1972. At any rate, it is evident, there is a growing dissatisfaction with ROTC, which can be seen on many college campuses across the country.

At UNH there have been no recent protests against the voluntary ROTC program nor the University policy of granting academic credit for courses within the ROTC curriculum. The Air Force military program has received less reaction. Probably because opposition has been overshadowed by the loud protests against the Army program. According to Lt. Col. Bud Barbee, head of the Air Force program at UNH, the two programs are very different. The AFROTC program deals primarily with Aerospace studies. The program appears to be more concerned with Science and not that concerned with military tactics.

An interview with a UNH

ROTC faculty Army officer

The major, Major Deos was sitting at his desk smoking a common imported briar pipe which he often filled during the conversation. He explained the ROTC program at UNH, which is known as a Modified Branch General Curriculum. According to Major Deos this program gives a man more latitude to choose a specific field when he receives his commission because his military background at UNH has been a non-specific one. At other ROTC programs a man might specialize for example in an infantry curriculum, and not have a general knowledge of other fields before he began his two year normal obligation.

UNH offers both a four and two year ROTC program. The four year program is open to any male freshman. The two year program is designed to qualify students who have not taken ROTC during their first two years at UNH, and the transfer student for a ROTC program.

According to Major Deos, who holds a Bachelor of Science degree, a freshman entering the four year program begins his training for the first semester by taking a two credit classroom course, which meets 2 hours each week, and leadership laboratory, (marching). The classroom work includes marksmanship and functioning of weapons (theory is the primary function of the course), defense establishment (organization of the army defense department), and national security (how the defense establishment ties into national security). One of the points emphasized when the class considers the national

(continued on page 12)

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Tax structure

(continued from page 4)

the situation.

But again the State's hands are tied. It could not comply with its obligation to towns and cities under the Foundation Aid Law. The Foundation Aid Law sets minimum standards of education and then receives funds from the state to meet these standards. In 1967 alone the state fell \$14 million behind in this obligation.

When additional money is needed the state turns to municipalities for an increase in its property tax rate.

Our towns and cities collect more in taxes than does the state in all other revenue combined. In fact they raised and spent more than the state in 1967.

Local property taxes account for 80% of municipal taxes. Local property taxes are \$27 higher per person than the rest of the U.S. While personal incomes have increased 53% in N.H. property taxes have shot up 75%. Nationally, states contribute 26% of needed local revenues and 40% of educational costs. New Hampshire again is at the bottom of the list satisfying only 10% of municipal needs.

New Hampshire's infamy does not end there however. In 1967 it ranked 46th among the states in federal aid it had received. Again the problem is obvious. The state could not supply enough revenue to match federal funds. So money we pay as federal taxes goes to other states as federal aid because we can not afford to match the federal funds.

To compound the problems involved in getting federal aid most New Hampshire towns are so small and operate with such an inefficient administration they cannot coordinate efforts to receive these grants.

All other New Hampshire tax revenue is placed in a General Fund. In this fund is placed all revenue received from non-restricted taxes, (beer, liquor, rooms and meals as opposed to gasoline, and auto registration fees). Restricted taxes must be spent in constitutionally delineated areas; gasoline tax for highway improvement.

Sin-Taxes; beer, racing, cigarettes, liquor revenues provide the General Fund with 69% of its income. New Hampshire gains \$47.71 per capita in sin taxes to the next highest state in New England (Vermont) which pay \$34.73 per capita. Although the sin tax revenue jumped 220% from 1950 to 1967 it cannot keep pace with expenditures.

The new rooms and meals tax is already 3 million dollars below its estimated potential. The five year old Sweepstakes has not fared much better.

Our situation is desperate and the need urgent, yet the people of New Hampshire remain unwilling to change the tax structure.

There is no single solution. Our tax laws are an accumulation of old failures. Our legislators must set priorities in reevaluating our tax program. It should be noted that a \$190,000 legislative study is not the state's major concern.

First priority should be given to instituting a combined sales and income tax. Credit could be given to state residents for sales taxes paid, deducted from their state income taxes. Exemptions should be permitted for families earning a minimum income level. Staple items (food, clothes and rent) could also be exempt for residents.

All existing taxes restraining industrial progress should be repealed. Those taxes which would be lost in this move are Stock in Trade Tax, and property taxes on production machinery.

The Federal Reserve Bank of Boston indicated in a recent report that emphasis on personal property taxes (Stock in Trade included) places business at a disadvantage and puts the state at a tax disadvantage in attracting

new business.

Growth in population naturally leads to greater needs in municipal and state services. Unfortunately growth does not mean progress. Many of the changes in tax structure require constitutional changes, which in turn require exceptional support and large majorities. If the changes are to be made the public must be educated. The public needs to know the facts and the situation in a realistic manner.

Obviously this article overlooks many problems related to New Hampshire's tax structure. Some of them; pollution, mental health, highway improvement, and recreational services also suffer in this great financial fiasco. It was not the intent of this article to review all the failures in New Hampshire's tax structure, space would not permit, but to consider some of the more relevant inconsistencies within the state and its tax structure.

Fried

(continued from page 8)

when it isn't there, are unthinkable. These are the odds we are up against, and these are the odds we are going to have to change if undergraduate education at UNH is to be allowed to raise itself from the level of vocational pot-boiling.

Those forces which have combined to produce a university operating on the principle of maintaining a scholarly "preserve" within a vocational "jungle" will of necessity oppose this two-fold attack on the privilege of the one and the purpose of the other. There is also

no money to be made by teaching undergraduates, none for the administration and none for the faculty. There is money in research grants and there is money in scholarly articles, but you do not gain advancement as an institution or as an instructor by holding a student up to public view, pointing to him, and saying: "Here is a man whom I have helped make free." People will only laugh at you, and if your student is really free, he won't let himself be used. So if we are to proceed in this business any further, it will have to be under the assumption that academic sickness has infected us to the point where we are starting to hurt, and that is why we act.

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Col. Boy favors ROTC credit

(continued from page 10)

security is the fact that what the military is doing is often controlled by civilians. According to Major Deos these courses are intended to make the cadets think.

Quietly enters Major Martin who is asked by Major Deos to sit in on the interview. During the conversation Major Martin, who comes from a military background, and has served in Viet Nam proved to be a quiet and serious officer who answered each question candidly but directly. One of the courses he teaches is Military history, which deals with wars and why they were won or lost. The politics of a war are usually not dealt with, according to Martin.

During the second semester of the freshman year, the ROTC cadet designates one of his courses as a substitute for ROTC. The course must contribute toward professional development, according to Deos. The student must also attend leadership laboratory during the last eight weeks of the semester, (marching.) There is no academic credit for the second semester.

During the sophomore year the cadet attends leadership laboratory at various times throughout the academic year, (marching). Classes meet two hours per week both semesters, for a total of four hours of academic credit.

According to Martin, the courses he teaches require student participation and conference. He believes that a great deal more is learned

through this method than through a lecture. He suggested that such courses as land navigation, military history and other ROTC subjects are just as academically credible as many of the courses taught in the various colleges at UNH.

During the first semester of the junior year, the student designates one of his courses as a substitute course for ROTC. He continues to attend leadership laboratory. When the cadet was a freshman he was under the command of other upperclass cadets (Squad leader and Platoon Sgts.) who taught him to drill and instructed him in class. As a junior the cadet is given a position of leadership such as a Platoon Sergeant. He teaches and leads others thus developing within his character leadership and confidence, according to Deos. There is no academic credit for the first semester.

During the second semester the cadet continues to attend leadership lab and spends three hours a week in the classroom. He prepares and presents classes and develops leadership as an instructor, according to Deos. The academic credit for this semester is 3 hours.

The summer prior to a cadet's senior year he attends summer camp for six weeks.

The first half of his senior year the cadet spends three hours a week in class learning military law, combined tactics and advanced coverage of certain courses he has studied briefly prior to his senior year. The

second half of the year he again designates a substitute course for ROTC.

Upon graduation the ROTC cadet receives his commission.

According to Major Martin, "The whole idea of ROTC is not to get professional soldiers; we can get them from West Point." He suggests the primary role of ROTC is to provide the army and society with men of leadership ability. We do not really teach men to kill in a ROTC course Martin suggested. Martin commented on the relationship of ROTC and the University: a man is here (UNH) to get an academic education first; these courses come first, the military comes second.

Contrary to general statements made concerning the regulation of ROTC programs by the institutions they are part of, at UNH the ROTC program is regulated by the University to some extent. Those officers who are nominated by the army to teach ROTC courses at UNH are subject to confirmation of appointment and dismissal by the President of the University.

Concerning the recent withdrawal of academic credit for ROTC courses at some colleges across the country, and with reference to UNH, Colonel Boy, head of the ROTC program at the University said: "Personally I for one would like to see academic credit retained." Boy, himself a UNH graduate, continued, "The decision is not ours to make. It's the University's, it's up to the Institution."

Money shortage aggravates parking problem

(continued from page 5)

appeal to either the traffic committee or the Motor Vehicle Appeal Board. The traffic committee handles faculty and staff appeals while the MVAB acts on student questions.

If a violator can provide reasons or evidence that he was wrongfully tagged, the boards will take appropriate action. "All appeals get careful and just consideration," Hildreth asserted. Hildreth speaks highly of the student-run MVAB. "It does a remarkably good job handling appeals," he said. The board uses the same criteria as the traffic committee and three of its members also sit on the faculty committee.

Brayton and Physical Plant Development are working on long-range plans to provide some 1700 new spaces, new roads, and a whole new development in the Ballard Road-Rosemary Lane section.

McDaniel Drive, running parallel to College Road near Hubbard Hall, is now under construction and will provide new space when and if the legislature comes up with enough funds to complete it.

Since parking improvements are under capital expense, the legislature holds the purse strings.

Lack of money

One of the reasons for inadequate parking has been lack of financing. University planning has suggested small areas nearer housing units and classroom

buildings, but the money hasn't been there. "When the funds are short," said Keesey, "parking facilities are squeezed out first."

The Lewis Field lot is slated for substantial expansion and possibly a "commuter center." "We're toying with this suggestion," said Winn. "Some com-



Alden L. Winn

(photo by Conroy)

muters seem left out of things, and we'd like to propose a miniature student union in the parking lot."

A snack bar, locker space and lounging rooms would be provided under the plan. The snack bar would make the venture nearly self-supporting, "a plus factor in getting funds for it," according to Winn.

Durham a factor

The Town of Durham is an important factor in long-range considerations. The scramble for

parking spaces ties up the town every morning.

A traffic survey indicated that 10,000 cars pass the Madbury Road-Main Street intersection each day between 7 a.m. and 6 p.m.

There has been talk of a high-rise garage over the bookstore parking lot. But a minimum cost, according to Brayton, of \$1100 per space has put a damper on the conversation.

Regular ground level lots cost up to \$400 per space.

The traffic committee has prepared a report concerning the whole parking issue and short- and long-range solutions. The report will be released soon, pending a review by the physical plant development office.

The Paper Jock

by Mike Painchaud, Sports Editor

The current furor over the professionalism of amateur athletics in the United States points out the need for a re-evaluation of intercollegiate athletics by members of university communities.

In many institutions the college athlete is no longer an amateur. He has become a semi-professional who is lured to the University by recruiters with large sums of money, fast cars and pretty coeds. There he is often supported for four years as he prepares for a career in professional sports.

The "big time" college athlete has become a full time athlete and part time student. He is no longer a football player for two months in the fall or a baseball player for two months in the spring. Extensive year-round training programs are mandatory and spring football and winter baseball are the rule.

The classroom is of secondary importance to the gridiron or basketball court in the experience of the "big time" athlete. He is educated only through his own efforts.

In general the concept that intercollegiate sports can contribute to the development of well educated individuals has been replaced by one that stresses winning teams that bring prestige and money to the school.

The prestige is undeserved, however, because an academic institution should not be evaluated on its win-and-loss athletic record. The profit value is skeptical at some universities because it is simply rechanneled through the athletic department to build more winning teams.

Universities are communities where athletes are a minority, but their talents and commit-

ments to sports cannot be disregarded. Intercollegiate athletics do make a vital contribution to an institution, but it should not be emphasized to the degree that general physical education programs, such as intra-mural sports, are neglected.

Non-athletic students are entitled to the facilities and instruction required to develop the physical aspect of their education. Since these students are in the majority, the university should place the emphasis in areas of physical education that will benefit them.

The University of New Hampshire is not a "bigtime" athletic school, nor does it over-emphasize intercollegiate sports. The general physical education program offered here is probably above average for a state university.

However, indications are that winning is being emphasized more and more at UNH. Three years ago many people were upset with a losing football team, this year their concern lies with the basketball team.

Recruitment efforts at UNH in all sports have increased greatly. Winning teams are desirable, but should we bring in athletes from out of state to have winning teams? Or should the University help develop New Hampshire athletes and build winning teams this way?

The members of the University community and the new University Government eventually will decide the course that intercollegiate athletics and physical education programs at UNH will take. The community must therefore make an effort to define the position of intercollegiate athletics in academic communities and decide.

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