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Student Government President Mark Wefers and Carolyn Beebe, speakers at President's Convocation Tuesday, March 10 (photo by Hendrick)

Convocation told 'machinery' for academic policy is inadequate

by George Owen
Contributing Editor

"The machinery for making academic policy at this University is incapable of dealing adequately with the needs of its students," sophomore Carolyn Beebe, told over 300 people who attended the President's Convocation on Education Tuesday.

At one point President John W. McConnell spoke about the possibility of a new office on campus, that of the Ombudsman. This office would deal with important student academic problems which required immediate student attention. This office would cut red tape for students with critical problems, McConnell suggested.

Steven Jenks who is responsible for the creation of the "new" University senate which is comprised of students, faculty and administration, spoke on "the use and misuse of the senate." He pointed out certain problems within the senate, stressing the fact that it is a "somewhat slow moving because it is a legislative body." Jenks also thought that "the senate meetings were being used as a kind of forum but that it was actually designed for making decisions."

Jenks told those who were at the convocation that confusion had become a problem within the new government system. He stated the reasons for this:

- First, students don't know where to go to get an answer;
- Second, students who do know procedures but do not get answers have a problem;

Third, some just don't use the machinery because they do not trust it and work outside it.

Jenks concluded his remarks by suggesting that a major step toward streamlining the senate would be the use of the student and faculty caucuses.

Ron Winslow, assistant news editor for THE NEW HAMPSHIRE, who spoke after Jenks concerned his talk with the budget allocations of the University. According to Winslow, "Where the University spends money defines its priorities and reflects its educational philosophy."

One of Winslow's major criticisms was that "Budgetary decisions are made in a murky process involving departmental proposals, deans' conferences and high administrative discussion, with the critical decisions being made between deans and high administrators."

He also attacked the legislature which decides how much money the University will have to work with every two years.

"After the University comes up with a budget, the legislature usually tears it apart and the University has to scuddle for adjustments."

Winslow took a look at some of the results of these decisions. "Curiously, the sociology department has recently initiated a graduate program, costing money and faculty time, while in the last five years, the average undergraduate sociology class has increased from 50 to 110," said Winslow.

"One faculty member told me 700 students were turned away from psychology courses this

semester and 500 were denied seats in sociology. The list goes on through every liberal arts department and some other departments in other colleges as well," he said.

Miss Beebe, who is also Secretary of student government came down hardest on the decision making within the University.

"For years the structure for decision making has excluded two major segments of the University community, the faculty and the students. Recently the department chairmen have added their lot to the powerless. All the while the administration and its apologists have made platitudinous statements about equal representation supposedly expressed in the spirit and structure of the new 'Jenks' senate. All the platitudes have amounted to empty rhetoric in the hope that students and faculty would accept this token of symbolic power and never demand a real, tangible voice in academic policy matters."

She concluded, "The existing machinery at this University functions just fine. Like a well-oiled bureaucratic machine should. But to continue the metaphor, the students are relegated to being the squeaky wheel which is often greased into silence with empty but smooth rhetoric, when they should be the integral gear which perpetuates or halts the work of the machine."

Mark Wefers, student body president, who said he had not prepared a speech because he thought not many people would attend the convocation, spoke primarily on education.

"In the theories of the philosophy of education we have to realize that our education is not coincidental with our life."

Wefers told the convocation that "maybe the reason we can't determine how we live in the University is because we also cannot determine our life styles when we get out."

Dwight Ladd was one of the three faculty members who spoke on the commonness of the educational problems at UNH. He said he knew of at least three other campuses which have similar problems, Buffalo, Toronto, and Stanford.

Ladd's remarks focused on the fact that "two years ago UNH moved away from real general education requirements" and that this has made it difficult to make plans and determine needs in the specific departments.

Ladd pointed out various ways to cope with the problem caused (Continued on page 3)

The Military Industrial Complex and the University

by Pete Riviere

About as many people as it takes to man a B-52 attended Tuesday morning's workshop and panel titled "The University and the Military Industrial Complex." The workshop might better have been called "Of MICE (Military Industrial Complex Establishments) and MEN."

Valentine Dusek, instructor of philosophy, was the chief member of the two man panel. Joining him in a short presentation was John Donovan, associate professor of economics. Both men considered the workshop topic to be severely limiting, but neither they nor the intimate audience were restrained by the mere title of the workshop.

Dusek illustrated the different views held by varying interest groups relative to the military industrial complex. "The liberals tend to want to prune the inefficiency out of the complex

while the radical views the MIC as the king pin which holds all the keys to correcting society's other problems," Dusek said. "The radicals tend to think the military is to blame for its direction and its concentration of power, but the military is still under civilian control. (Special Forces, the draft and things of this sort were initiated by our great liberal legislators.)

"But what of the campus pressure as a result of the MIC?" asked Dusek. Answering his own question the speaker cited the supposed "pure scientific research" carried on at the University. "It is easy to disclaim this sort of operation as pure research because all the money comes from the government (or its agencies) or from the military. But the problem is extensive here at UNH," asserted Dusek.

He did not, however, dispel the possibility of its occurrence

Of MICE and MEN

and continued to list the things some larger private and state universities are involved in. Among those activities is the use of formerly foreign-study institutes to study domestic situations and formulate counter-insurgency plans to deal with

those situations. Several larger institutions who formerly operated such schools for foreign research have already shifted their study to domestic problems.

The Central Intelligence Agency and National Security Agency

were also included in university affiliated activities.

"None of this is reality here at UNH now but it could be, particularly with the growth of the New England Center for Continuing Education," Dusek said. He related his experiences with a New Hampshire Council for World Affairs meeting held at the NECC which invited the CIA's

number two man to be its keynote speaker. Also on the program as speakers were two representatives of Praeger Press, a New York publishing house suspected of being under the CIA's giant wing.

At this point, Donovan sprinkled several statistics on the unsuspecting audience. "New Hampshire is ninth in the country for per capita dependency on defense related expenditures," he said. He further clarified that most of New Hampshire's defense work is done in electronics and communications, but that this University had an instance in its history when it researched biological, chemical warfare tools.

Two quick solutions were offered for purifying the University of its military industrial complex (Continued on page 4)

Present role of the University considered destructive

by Jonathan Hyde
Staff Reporter

The present role of the university in serving only the leisured or aristocratic class instead of the entire community is a destructive force to all members of society.

This was the theme of a speech given by Dr. Tom Levin, director of Health Careers program at Albert Einstein Community College before an audience of about 25 people in the Stratford Room of the Memorial Union Thursday afternoon.

Levin began by sketching an historical background to the development of the university. In the medieval period, according to Levin, there were two social groups, which he referred to as the underclass and the overclass.

The university was concerned with developing the intellectual pursuits and maintaining the social pattern of the overclass at the expense of the entire community, "a kind of intellectual Playboy Club," Levin said. There were no poor in the universities. The underclass was concerned with survival, and the process by which they learned skills was never considered an educational process. "The universities today are a continuation of that process," Levin maintained.

Education is then characterized as non-utile, he said, and is not concerned with any immediate use which, of necessity, the poor must have.

Levin suggested that this concept of university education may be so strong that it will not be possible to adapt the system to cope with a different role.

Levin noted that whereas in the past such protests as panty raids were not taken seriously, the unrest now on campus is a matter of serious concern since unlike panty raids, it is directed at socially relevant issues. He added that the university system was still concerned with reaction to the pressure for change rather than taking a hard look at their social position in society.

Turning to community colleges, Levin expressed mixed reaction to their role in hel-

ping fill the educational void for the underclass

He was concerned that these colleges, because they were involved in vocational education for the immediate use of the poor were still relegated to an inferior educational position in the eyes of most people. "They used to be considered respectable when young ladies of good breeding went there," Levin added.

He was also concerned that the four year universities would use the establishment of community colleges to absolve themselves of the responsibility to change.

On the positive side, Levin pointed out that a difference in life styles did exist between the two classes of people, and that this was reflected in the area of education they wished to have. The community colleges could anticipate these differences. "The poor are not interested in an English survey course, not because they don't have the intelligence, but because they need immediate use of their education," he said.

Levin sees three main aspects of the confrontation between the poor and the university. "The poor," he said, "must learn to accept long term goals that do not have immediate relevancy and use. . . you can't learn to be a doctor in one lesson."

In return the overclass must learn to deal with immediacy and relevancy, which Levin commented "is a profoundly difficult thing to do. . . about as earth-shaking as Brahms in the White House." He maintained that the universities have used curricula for an "academic brace" in the past and that they are realizing that this is no longer valid.

The final aspect of this confrontation concerns both groups, and necessitates them working together to adapt the university as a "vehicle for man to learn about life and leisure." In the past Levin said, "navel gazing was done by freaks and analysts," but with society reaching the point where work is becoming obsolete, the main occupation of man will be leisure, as distinct from laziness. According to Levin, the university must play a vital role in this change in society.

Womens Lib goal: to start society over

by Nancie Stone
Staff Reporter

"The revolution is coming! We women don't want equal rights. We want to bring the whole society down and start over!"

Marlene Dixon, assistant professor of sociology at McGill University, Canada, stood behind the podium in the Stratford Room Monday afternoon, tired from five days of traveling and lecturing in Wisconsin, yet energetically explaining women's liberation to the men and women in the audience.

"Women must understand themselves as a part of a worldwide revolutionary movement. We must take our history in hand and determine our own lives. Until we are a part of the architects of a new society, we will not be free."

Miss Dixon explained there will be no revolution until women realize their significance as a political force. Men and male chauvinism are not the real enemies; it is our imperialistic society which must be attacked, she said.

"We must ask what makes them (men) the agents of the oppression of women," said Miss Dixon. "Men don't even know what they're doing to women."

Dixon continued that when the liberation movement began, women were not an autonomous group, but part of a male-dominated organization. These men spoke of liberation, but ridiculed women when they wanted to participate in decision-making and not remain merely the secretaries and bookkeepers.

"We discovered male chauvinism," she explained. "The standard male response (to our demands) was that all women needed was agood (lay); and women began to focus on chauvinism."

"As long as this sexual role was of primary concern, a primitive level of consciousness was

prolonged. We began to see the need for our own movement, because the negative reaction of men impeded our development. We were frozen in this chauvinistic struggle and were unable to develop a more sophisticated analysis of the problem."

In 1969 this autonomous women's group was organized to bring to women a realization of their oppression and to help them develop a political consciousness.

"When you see this is a common problem, you realize it is a political problem with a political solution," she added. "The answer is not in finding (Continued on page 6)

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American Blacks at Workshop find little relevancy in racist educational system

by Mike Painchaud

Thirty-five white students gathered with one-third of the American blacks on campus at an Educational Innovation workshop in the Stratford Room, Wednesday, to discuss "Education and the Blacks." Approximately 50 American blacks are enrolled at UNH.

The workshop evolved into an informal question and answer period that focused on the need for more relevancy in education, and more black relevancy in particular.

"We blacks have a purpose," said one black student. "We'll get an education when and where we can. Whites have a choice. When it comes down to a real confrontation the white can decide whether to get on the line or off the line. The black has no choice. He's on the line all alone."

Bruce Bynum, former vice-president of the student government, expresses the view that the only hope for educating the white population in general to black problems lies in the academic community.

"There is a need, first, to provide black relevancy in education," said Bynum. "Second, to educate whites to the inherent racism of white people and their

system."

The blacks present agreed that there is little in the way of a constructive program to provide relevancy in education to blacks at UNH.

"There is no black studies program at UNH now. A program means a degree in a field. All we have is a few token courses," a black student said.

The blacks present seemed to indicate there is little desire on the part of UNH blacks for an autonomous black studies program.

"We are better off organized within the structure," said Bynum. "If the black studies program is integrated and absorbed into the system, then there is less of a chance we will be among the first programs to be cut off when white people lose interest in such activities."

Black studies is not the solution," said another black. "It's just appeasement. When we get out of here in four years, it's still the same. Knowing all about black history doesn't help you on the street corner of a ghetto."

One white student asked what attracted black students to a school where there was little to offer in the way of relevant education.

"My main attraction to UNH is a free education. As a whole

the school doesn't enthrall me in the least," answered one black.

Another black student said he had serious doubts whether or not blacks should be here. "UNH is a typical white school providing typical white racist education," he said.

The blacks were asked what was the hardest single problem they faced upon arriving here. Answers ranged from "adjusting to dorm living" and "facing Friday and Saturday nights alone" to "keeping my black identity" and "shaking from my mind that whites aren't just seeing me as a preconceived image."

The blacks each cited instances of prejudice and discrimination on campus, but in general agreed that racism here was covert, rather than overt.

"UNH is not a comfortable environment," said Bynum. "But the nation as a whole isn't. I don't see how blacks and whites can encounter each other, given the way the system is, without some hostility."

The discussion broke up after two hours when several of the blacks left to attend Associate Professor George Cunningham's history class. Cunningham, a black, was described by one of the departing blacks as "the only real educator at UNH."

Women's Coalition demand THE NEW HAMPSHIRE publish special edition

by Pat Broderick
News Editor

The NEW HAMPSHIRE office in the Memorial Union was taken over Tuesday by 20 members of the Women's Coalition and was occupied for three hours.

Members of the staff discovered the occupied office after they returned from the convocation at 2 p.m. Peter Riviere, editor-in-chief, was admitted to the office and was issued two demands.

The coalition first demanded a written apology from the paper concerning an article on an Anti-War forum written by contributing editor George Owen which appeared in the March 3 issue. The paragraph the coalition regarded especially offensive read, "Throughout the entire conference bouncy flesh on flesh, unharmed no-bra female liberation members were walking in and out of regular meetings, bumping and grinding out their propaganda, demanding that the conference concern itself with the cause of female liberation."

The second demand called for a special edition of THE NEW HAMPSHIRE devoted exclusively to the female liberation movement written and managed entirely by women on March 20.

The staff and coalition negotiated and reached a final compromise. Both agreed to a special issue devoted to female liberation to be published next Friday. The staff will consist of coalition members who will be in charge of writing the articles and headlines and taking and developing the pictures. Some regular staff members will be working with the coalition, including Riviere, who will assist primarily in editorial and technical matters, the news editor, copy editors, the advertising and production managers, and a few female staff reporters.

Riviere during the discussion remarked that both newspaper staff and coalition had "or else's" if their demands were not met. The two groups agreed that the special issue was important not because of the confrontation, but for the informational and educational significance.

During negotiations other staff members were admitted to the office. Owen was contacted when

members of the coalition requested his presence in order to discuss his article.

Owen had been confronted by three of the women after his article was first published. At that time the women had demanded an apology from the paper for printing his article. Riviere, after consulting with the staff, offered the women space on the editorial page for letters (see March 10 issue), front page space for their version of the female liberation's action at the forum, or both. A retraction or apology at that time was refused.

Emotion was displayed on both sides. One basic disagreement between Owen and coalition members concerned the role of the female liberation group at the anti-war forum. The conference had been conducted two weeks ago in Cambridge Mass.

Owen explained that he had written the paragraph in question to discredit those women who in his opinion had disrupted the conference. He said he would apologize in print to the women who were offended by the article, but maintained that the female liberation group had no right to place their demands before the anti-war movement. (Owen's apology appears on the editorial page.)

One coalition member explained that as long as women were kept in a secondary position in society, there could be no unity among men and women at the conference. Owen was criticized for what was, in the coalition's opinion, an attempt to isolate the anti-war movement from such issues as racism, male supremacy, imperialism, and capitalism.

Owen said he would apologize for the physical description he had used in his article, but not for his rationale for using it. His statement was accepted by the coalition after it had been revised once.

Both NEW HAMPSHIRE staff and coalition agreed on the importance of informing students, male and female, about the liberation movement. According to the recent issue of Tumbrell, the special issue is expected to deal with "male chauvinism, female liberation, imperialism and any other subjects we feel are relevant to human liberation."

Alternate learning techniques demonstrated

by Regan Robinson
Staff Reporter

Role-playing, theater games, and discussions involving case methods, team teaching and living-learning groups comprised the Alternative Learning Techniques workshop conducted in the Memorial Union Wednesday afternoon.

The workshop, led by Dwayne Wrightsman, professor of finance, included a demonstration of various teaching methods by about 20 students and faculty present.

Bill Gilsdorf, instructor in Speech and Drama, presented the case method and role-playing techniques. Three volunteers adopted roles as the group observed. Gilsdorf explained how the method would be used in his communications class. The idea would be to learn something about how the people were relating to each other and addressing themselves to the subject.

Steve Jenks, professor of business administration, pointed out variations of the role method which make it useful in other disciplines. He added that this technique, along with others discussed in the workshop, lend themselves to some subjects better than others.

Deductive reasoning was turned into a game by Steve Fink, visiting professor and psychologist at the Whittemore School of Business. He handed fresh le-

mons out to fifteen people. Allowing a few minutes for everyone to study his lemon, a verbal introduction of the lemon was made to the group by each lemonholder. The fruit was then returned to a shopping bag and mixed up.

Each lemon, which had been so special, was once more relegated to being just one in a bunch. The real test came when the participants were asked to find their own lemons again. Each lemon was returned to its owner.

This game was originated by an unidentified professor who, explained Jenks, was lecturing on stereotypes. He felt that the short experience the game provided would stimulate interest and provide something concrete for students to grasp.

Larry Clark, a graduate student in the Whittemore School, who is teaching his first undergraduate course this semester, has been experimenting with learning games. The game Black and White, which he discovered in Psychology Today, is like Monopoly but the players are either black or white. The game is almost impossible to win if you are black.

Of course there are always a few exceptions. To win, a player or group of players working together must own all the property. Whites start off with more money and have more advantages, and the blacks are in a minority. There are opportunity cards and possibilities for a black to move ahead, but it is difficult. Clark adopted the game to economics by applying principles of partnerships and corporations to the buying and selling.

Two theater games were taught by theater major Ed Trotta. The games, he explained, always restrict one sense and by doing so refine the other sense.

Two people were blindfolded in the first game called the Hunter and the Hunted, and roles were chosen. The hunter tries to find the hunted aided only through sound and feeling. The hunted, using the same senses must stay out of the hunter's way. The others in the group make a ring to keep both sightless players within a specific area.

In the second theater game, people were paired, one male

and one female. Both participants had their eyes closed. The female was instructed to think of her face as clay, and by the sense of touch to mold her face into that of her partner's.

Position of the head on the shoulders and neck was important as well as the features. Still with closed eyes the male spoke his name. With her fingertips on his vocal cords and then her own the female attempted to mimic her partner's voice. From each pair came the hesitant voices then eyes were opened and the game was over.

Trotta explained that this was a sophisticated game to help people see the connection between the way a person looks and the way he sounds. For an example he did an impersonation of an old lady and he achieved her voice mannerisms by forcing his chin back onto his chest.

Wrightman praised the contribution that small living-learning

groups can make in education. He related his own experience at Michigan State University where he lived and ate with a small group of friends who provided intellectual stimulus. Instead of his spending the year in an area of limited studies, he broadened his area of experience by associating with what he called a learning commune.

Team teaching in its different aspects was discussed. Jenk's concept of team teaching is two or more professors working together with the purpose of presenting different approaches to the subject. Two conflicts which may arise are personality conflicts between the professors, and team teaching may mean even less association with the students by the professors.

The traditional lecture method was not dealt with because it was correctly assumed that students see that method demonstrated often.

Workshop asks, does educational structure promote learning?

Wayne Worcester
Managing Editor

It would probably take an entire task force months, perhaps years, to decide whether or not the educational structure of the University promotes learning; but a 90 minute discussion moderated by an historian with a sense of humor, and led by a tough-minded philosopher, an education-oriented economist, and a graduate English major who summured in Britain, is a good beginning.

Allen Linden, associate professor of history, Duane Whittier, associate professor of philosophy, Dwight Ladd, professor of business administration, and Diane Kruchkow, graduate student of English spoke before thirty-seven persons gathered in the Carroll Belknap Room of the Memorial Union

Wednesday afternoon.

Ladd considers University education a two-fold division: general education and specialization. "The two are basically incompatible under the University's present structure," he said. "Departments are concerned primarily with majors, as they should be. The structure is well-suited for majors, but the 'elective' aspect of our system doesn't facilitate general education."

The traditional problems of education are compounded today because rapidly changing definitions of study areas have created what Ladd termed a lag between specialization and general education. Definitions of such fields as history, biology, economics, or sociology are no longer clearly defined, he explained. "Disciplines are changing to encompass broader areas of study."

The panel agreed the University structure should enable one to study in a newly-designed field such as urban affairs or ecology.

Ladd suggested students, in cooperation with their advisors and consenting faculty, be allowed to design their own area of study.

Whittier described the structure as a wheel. The wheel's hub would represent the student's major concentration; its spokes, related, interdisciplinary courses. Whittier suggested each course be taught by teams of two professors from different disciplines to allow the student a viable sense of the interrelatedness of study areas. Such a design would dramatize the correlation between disciplines by

bringing them into the classroom together. A student could more easily grasp the problems of a field such as urban affairs because related courses would be taught by both an economist and a sociologist.

Ladd said the University has not changed its structure as student enrollment has grown. "We need a structure that will minimize the effects of size, rather than maximize them."

Whittier suggested the college of liberal arts be divided into 10 separate "colleges" that would allow both students and faculty the advantages of closer working relationships.

"As the structure is now," said Diane Kruchkow, "you come out of the University as a major, not as a person. The structure should motivate students to learn."

"I find it disturbing, sometimes offensive that not enough of a challenge comes from students," said Whittier.

Both Whittier and Miss Kruchkow agreed most students still consider education as simply a means to get a good job after graduation.

Whittier suggested students take a "long break" between high school and college, and possibly this "hiatus" could give industry a chance to help relieve the University of what has become an overwhelming strain to teach students all aspects of knowledge. He suggested an apprenticeship arrangement in which students could work with industry, and allow society a chance to complement their education.

Open admissions suggested as means of providing education to the poor

by Tom Keller
Staff Reporter

The policy of open admissions to educate the poor was among suggestions discussed at a workshop entitled Education and the Poor, Wednesday afternoon in the Stratford Room of the Memorial Union. Twenty-nine persons attended.

Educational opportunities for the economically disadvantaged was the central focus of the meeting. Katherine Betsko, a representative for the Commission on Contemporary Issues, advocated the admission of poor people to the University.

"They're as bright as other people, but they can't get into the University," she said. The poor often have a special intelligence which could be improved, she explained. "We would like to develop their special intelligence. It's a problem not unrelated to educating disadvantaged Blacks."

The policy of open admissions would allow students to enter college regardless of academic qualification. "Spiro Agnew is fighting open admissions. He says it will be like opening our doors to the rabble," said Mrs. Betsko.

Herman Gadon, associate professor of business administration, suggested the focal point concern environmental approach. "We should go to the communities where the people are," he said.

The University presently has taken little action with the problem of the poor, added Gadon. "I see that the University has taken no official position with respect to Vista. But I do think that it can give way in many places," he said.

Many members of the discussion believed that the service of the volunteer social worker was necessary. Gadon felt that each volunteer should help fellow volunteers to improve their effectiveness. "Volunteers should use each other to help the poor," Gadon was criticized that his methods would only impose meaningless values on the person and not help him.

Gadon replied that the object was to educate "the poor" and others to the real problems. "We want to awaken them to the real

issues. We want other people to be awakened to the real issues."

Evelyn Magoon, who came from a low income family, related her personal experiences in college. She explained her difficulty adjusting to other college students from the middle income bracket. "I felt they were looking down on me. I felt really shitty. I don't think college students understand what it's like to be poor."

Mrs. Betsko suggested that full academic credit should be given to volunteers who are helping the economically disadvantaged. "People get credit for working in some senator's office over the summer. Why shouldn't they be helping kids in a poor family?"

Edward Harris, of Washington, D.C., appeared near the conclusion of the meeting to offer his thoughts on community colleges. Harris said a university has the potential to educate an individual in the community beyond mere formal education.

Two key forces in university effectiveness on the poor lie in community action and the budget, he explained. "Public pressure seems to be the only means at present to motivate the universities. But colleges are going to have to do some shifting in their budgets to make programs work."

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'Mixed media thing' mixes sensations

by Nancy Hayden

Light. Sound. Painting. Music. Where does one leave off and the next begin?

The separation of the senses and media Tuesday night was almost impossible as Al Edelstein and the Rob Hope Jazz Group presented a "mixed media thing" to an audience of about 60 in Murkland Auditorium.

The purpose of the mixed media experiment, according to Edelstein, was to interact light and sound -- to make one hear light and see sound. The group accomplished this to an amazing extent, using painting, music, and different forms of light.

The program began with members of the audience using their senses in the usual manner -- seeing light and hearing sound. The jazz group played several songs, as orange and blue lights from the floor lit the stage. As the music continued, the audience was already becoming involved in the program, tapping feet, swaying gently from side to side, or simply sitting quietly getting into the music.

After a short introduction and explanation by Edelstein, the interaction of senses began. A white light shone from behind an easel holding a piece of plate glass in place of a canvas. As the music softly began, Edelstein painted with a wide brush, working around the form of the easel which showed through the glass.

Blue and orange lights from the floor slowly alternated while Edelstein filled in spaces between his first brush strokes, mingling colors as the saxophone, flute, piano, bass, and drums mingled their sounds.

Senior Mike Greene, who was in charge of the lighting, started a strobe light flashing in time with the music. The strobe accentuated the piercing notes of the flute, while Edelstein painted the saxophone's tones.

Edelstein then painted over half the glass with gray, and added red streaks. As the music became quieter, and the strobe slower, he slowly poured a jar of black paint over the streaks.

In a sudden change of mood, the music became almost frantic, Edelstein jumped up and down as he painted the sounds of the sax and drums, and the quickly-flashing strobe made the whole room vibrate.

Sounds appeared on the glass as Edelstein threw handfuls of phosphorescent paint on to it. The strobe slowed down to the point where each time it flashed, the stage looked like a frame from a movie.

Not content merely to interact the senses of the audience, the group interacted within the media. The drummer played the strings of the piano with his drumsticks. The bass player slapped the strings and body of his instrument and slid it across the floor. The drummer then

(Continued on page 3)

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FLF's Feminist Theatre portrays the inequality of the sexes in society

by Regan Robinson
Staff Reporter

What's the male equivalent of slut, of bitch, or broad? Did you know there are more whooping cranes than female legislators in North America and whooping cranes are almost extinct?

The feminist theatre, sponsored by Female Liberation Front successfully and comically portrayed common situations of society's inequalities based on sex Sunday night in Murkland Auditorium.

The audience retains those thoughts for consideration another time because strains of "Why Don't We Do It in the Road," can be heard and the first scene is beginning.

Faded in on a couple in a parked car after a date. The conversation and actions portray some of the problems of institutionalized dating. The scene regarded the philosophy of males who believe their date, in return for what they pay out during the evening, have certain obligations to them.

The audience, almost completely on the side of the female, applauded her artful solution to the attack. She locked him out of the car. The problem is still a problem and it is not always the fault of the male. A more equitable social system would

alleviate some of these basic misunderstandings.

The unsolicited advances of men to unaccompanied female or females was considered in the next two scenes.

A public bar is a public bar. In the public bar a female does no more expect male advances than she solicits them. In this scene it was illustrated how ignorant males (maybe a little more so because of too much alcohol) are incapable or unwilling to understand that a female has something else on her mind than the subject of males. It was inadvertently implied that the males indeed are the ones who can't get females off their minds.

In separate scenes the stereotypes of College Joe, Party Playboy, Happy Hippie, Loving Liberal and Rhetorical Radical approached a UNH coed. The enticements differed but the prizes were all the same.

These males didn't need encouragement, in fact they had trouble recognizing discouragement. When a woman says "no" the word should have the same meaning as when it is used by a male. The female says no and the male hears "I just need a little more encouragement." It is a shame that to enforce a verbal negative response a female has to resort to physical force as the coed has to in this scene.

A short burlesque scene was played by using the curtain, a lot of feminine undergarments, and "The Stripper" theme song by David Rose. Hoots and cat calls from the male participants in the theater added to the realism of the scene.

A large segment of the program was devoted to the growing-up process and environment of the female. Short skits examined the stereotype Susie-Be-Nice at age three, eleven, sixteen and as a college student.

Dolls made up Susie's playthings even when she showed a preference for guns or trucks. Other hang-ups that a young female must face because of society, were portrayed.

The only scene of the entire night that did not invoke laughter was the last look at Susie. She had reached her "goal" and was about to be proposed to. It wasn't funny anymore.

The roles were played with conviction and some fun. The players knew the situations, had evaluated and recognized the problems. Props and sets were minimum to keep from detracting anything from the scene and its action.

The cast included: Debbie King, Molly Stark, Tracey Cullen, Beth Clark, Art Milner, Johanna Cotton, Art Goldsmith, Marilyn Merrifield, Dick Lewis, Susie Sunsweet, and Sarah Low.

Workshop discusses innovative education

by Kathy Novak

A course should be an avenue through which a student can learn his own capabilities, according to Paul Brockelman, associate professor of philosophy. At a workshop Wednesday at 2:00 p.m. in the Senate-Merrimack Room of the Memorial Union, Brockelman said that the goal of education should not be merely the transference of knowledge and skills from the professor to the students, but the teaching of methods of learning, so that the student can learn on his own.

The workshop, which was entitled "Perspectives on Innovative Education" was attended by more than 50 people. Dwight Webb, assistant professor of education and associated with the Life Studies program, introduced himself, and the other members of the panel. These included: Robert Fried, instructor in English and director of the Life Studies program; Brockelman, whom Webb called "the soul behind Life Studies;" and Dick Polonsky, a UNH graduate now associated with the Seacoast Educational Advancement Program.

Webb read some statements by psychologist Carl Rogers about the assumptions that our educational system has been based on.

Included in the assumptions were the following: One, the

student cannot be trusted to pursue his own learning.

Two, presentation equals learning. If information has been "covered" in class, the student has learned it.

Three, the purpose of education is to provide building blocks of factual information.

Four, the Truth is known. There is one "right" answer to everything.

After a brief audience discussion of how current Rogers' writing is and whether or not most of the assumptions he names are made by professors at this University, Brockelman presented his views about what higher education is today and the need to change it to conform with changing needs.

He pointed out that 50% of college-age Americans are now attending institutions of higher learning, as compared with 4% in 1900. Until recently, he said, higher learning was a middle and upper class phenomenon. Now universities are being democratized, Brockelman continued, and this is going to bring about an even-faster rate of change in our society, since a college degree provides an access to power and social mobility.

Most of the audience sat quietly with chin in hand, apparently listening but not visibly reacting.

Brockelman said that a liberal arts college should expose a student to a number of possibilities so that he may discover what is relevant for him. A course should provide personal growth

for the student. The professor should be available to provide advice, criticism and resources, but the student should provide the impetus for learning, he said.

After comments from members of the audience, Dick Polonsky talked about the dilemma of professors who are just as frustrated as students with traditional teaching methods.

Polonsky said that he found his education so irrelevant that he quit school after his sophomore year to join VISTA. He thinks that what is needed is "experiential learning." Students would actually participate in their education, rather than sitting back and absorbing information, then regurgitating it on an exam.

Polonsky, who returned to UNH after VISTA and became involved in the SCORE tutorial program, says that while SCORE is not a panacea, it is a way for students to have learning experiences outside of the classroom. They can become more aware of their own strengths and weaknesses, he said.

The general reaction of the audience after Polonsky finished speaking was they were frustrated. A student complained that while there is always talk about the lack of relevance of our education, no one does anything to change it. He inquired of the panel what positive action could be taken. Robbie Fried reacted to this by saying that the student was falling into the pattern of demanding answers from professors, other than seeking answers themselves.

At this point a break was called, because the sound of drilling outside the Union was so loud that it was muffling the discussion.

The drilling was halted and about 35 people returned to the room for the rest of the workshop.

Robert Fried spoke about the role of the faculty in innovative education. He feels that the power structure of the University should be changed to make it more responsive to the students' needs. He is against over-assertion of authority by faculty members.

He said that when a faculty member tries to grow and expand as a person, he becomes a student himself, as well as a teacher.

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Mixed media

(Continued from page 2)

picked up the bass player's bow and drew it across a cymbal, creating a variety of strange tones.

Edelstein meanwhile experimenting with his painting. He dribbled paint directly on the glass from jars and buckets, smeared paint with his hands, and scratched designs in the paint with his fingernails, revealing the colors in earlier layers.

It seemed as if he were actually "playing" the painting, slapping the glass, then fluttering his hands gently, teasing out the notes of the flute or saxophone.

By this time the audience was completely caught up in the performance. One could not only hear light and see sound, but could feel the sound as the strobe light vibrated the room. The increasing smell of paint creeping throughout the room added a feeling of unity and brought all the senses even closer together.

Edelstein knelt in front of the easel and shaped the music still more. As notes appeared on the glass, the painting took on different forms. At one time it was a jungle of living phos-

phorescent vines. At another point it became a crowded city with a stained-glass sunset in the background.

Once more he smeared the glass into a uniform color. Reaching up from the floor, he placed three brushes in the thick paint on the glass. One slid gently down the painting while another tumbled in jerky movements and fell to the floor with a cymbal crash. Edelstein quietly turned the remaining brush as the strobe flashed slower, then softly removed it from the paint.

Standing up suddenly and gripping a wide brush in both hands, he violently struck the painting with loud cymbal crashes. The music became louder and faster. The strobe's frenzied pattern gave the whole room a feeling of rapid motion.

Louder and faster it continued, the composition becoming more and more frantic, until Edelstein picked up a hammer and smashed the glass, destroying the light-sound and leaving the mind in darkness.

One of the very first community winter carnivals in the Americas -- and probably the world -- was at Newport, N. H. in 1917.

Convocation

(Continued from page 1)

by a move away from general education requirements and one toward specific courses elected by the student. He suggested that the University could cope with this problem three different ways: first, establish a general studies college; second, establish high level administrative offices concerned with non-majors, such as a dean of undergraduate studies; third, decentralize the University forming smaller independent colleges which could deal much better with problems. An example at UNH would be the direction the Life Studies program has taken.

Ladd concluded, "Any of these have merits and obvious weak-

nesses. Some risk seems inevitable. He told the convocation that there are various methods for eggs to make an omelette referring to the University situation.

Sandy Lovell, another faculty member, spoke on research at the University.

"Research for the sake of research only has no place at the University but research for education is important to the University."

Concerning the plight of all universities, he said, "More problems arise because the university offers more than small liberal arts colleges."

One of his last remarks suggested the real plight of the university which has disturbed the individual. He said "The university has lost many of its humanitarian qualities."

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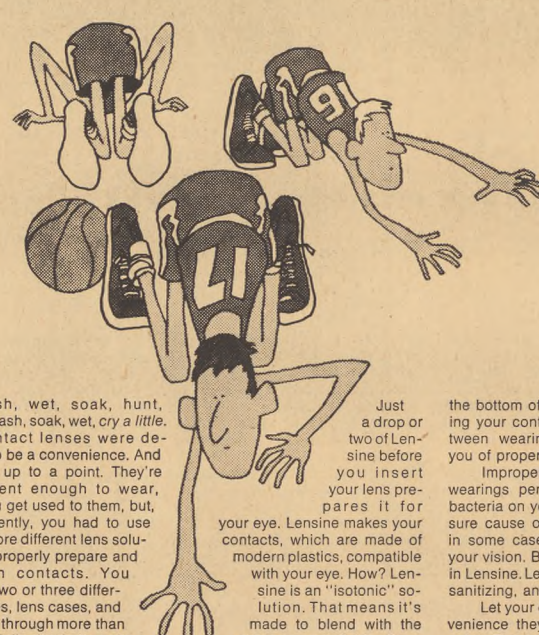
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ECOLOGY - ENVIRONMENT - EARTH - EXISTENCE - END???

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SURVIVAL KITS

ECOLOGY - ENVIRONMENT - EARTH - EXISTENCE - END???

TEACH-IN, APR. 22 - TEACH-IN, APR. 22

The NEW HAMPSHIRE has come under extensive criticism in recent weeks for its management, coloration and selection of news. The attack was not leveled from any particular arena, but rather has been spread evenly throughout the campus population.

The most severe attack has been rendered by the Women's Coalition, an ad hoc group comprised entirely of women irate at several articles which leveled offensive remarks at women involved in the recent Anti-War meetings in Boston, Massachusetts.

The Editors and staff consider the appearance of these comments inexcusable and inappropriate in an organ as important and powerful as a campus newspaper. As a result of these criticisms and attacks, several basic organizational changes have been made. No longer will any piece of opinion be placed front page in the newspaper.

A student newspaper, relies on experimentation and opinion as exercises of competence in unknown areas. When this experimentation is restricted it is natural that a reporter's and editor's potential as effective communicators is mutually restricted. Experimentation will continue in the pages of the NEW HAMPSHIRE, although

Keeping the politics

out of the human cause

somewhat restrained by the new spirit of caution instilled by the recent criticisms. However, censorship and restrictive threats by any student organization or sector of the community will not be permitted.

Our role as promoters of the activist cause will continue when staff agreement permits. It is in this light that the Editors and staff of the NEW HAMPSHIRE have chosen to honor the demands of the Women's Coalition to print a special issue next Friday devoted entirely to the cause of Female Liberation.

The issue will be written by the women but will be edited by the NEW HAMPSHIRE staff. All standard production work will also be the responsibility of the normal NEW HAMPSHIRE staff.

As a rumor spread through-

out the campus that the editors had backed down in confrontation with the Women's Coalition, the defenses against the female liberation cause seemed to have increased in intensity. It is not our intention to polarize, or promote conflict, or reaction to minority causes. Rather, we feel the cause of the oppressed women to be directly related to matters of other social importance. We urge you to accept this special issue, not with your minds convinced, but open.

Humanity is no one's exclusive cause, not the NEW HAMPSHIRE editor's or women's liberation, or the peace movement's, or anyone's. It must be understood that politics is not a necessity for humanity. Forget the politics and seek the humanity of this special issue.

Alternate life styles found agreeable, but no specifics

by Jonathan Hyde
Staff Reporter

"Just suppose for the sake of argument that the University planned no more housing development beyond its present facilities. Where would the student coming to UNH in future years live and how would these students cope with the problems? What sort of reform of alternative life styles could or would the student body decide on?"

This statement read by one of six panel members introduced a workshop discussion of life styles, attended by 30 people in the Durham room of the Memorial Union Wednesday night.

There seemed to be a general consensus that alternative life styles were necessary, but civic actions to facilitate this provided a greater problem.

Peter Riviere, one of the student panel members, pointed out that several alternatives were possible even within the present dormitory structure. He suggested examples such as a co-ed dorm, the abolition of all house officers, resident assistants, head residents and the creation of suites, as possible experiments which could be enacted.

A student suggested that alternative living conditions could be provided on campus, and could become an integral part of the educational process as recommended by the Educational Policies Committee Report, issued in 1967.

One of the women present pointed

out that the females on campus were still not as free as the men in terms of choice since women under 20 are obligated to live in the residence halls. Men are not obligated to live in residence halls.

Mark Wefers, student body president, said there was a bill which would abolish this requirement for women. He explained that this bill had been initiated last spring and was now before the Student Welfare Committee.

Mike Greene, a member of the Contemporary Issues Commission which sponsored the week's events, referred to the puritan ethic "it's good for you," which he said was the rationale behind compulsory dormitory living. He considered that if students wished to have an active role in their lives they had to start at the University level.

Alternatives that were suggested to dormitory living included apartments, opportunities for communal living and log cabins. The discussion inevitably led to the question of the University's policy of 'loco parentis,' and the larger issue of how protective an atmosphere the University should have.

Wefers suggested that the University did not have to reflect the outside world, "which most of us agree could do with some changes, but instead we should concentrate on organizing our community in the best possible way."

Wefers explained that if the community was successful then presumably this would spur students to enact change in the out-

side world.

Several students were concerned with developing a sense of community. Craig Abbott, former president of the Interfraternity Council, agreed that this was a serious problem. He said that the fraternities had formerly relied on the social aspects of the system to develop this sense, but this was no longer valid.

Riviere said he felt it was necessary to have some other common purpose, an elusive quality, other than a wish to share a common life style, to bind people together.

Toward the end of the workshop, one student expressed the inevitable frustration of a discussion such as this: what happens now? Bill Kidder, a graduate student, stressed the need for students to develop a coherent and well planned alternative before demanding change. "There is no substitute for homework," he said. This response was shared by several members of the panel.



THE NEW HAMPSHIRE
MAGAZINE WILL BE
EXPLODING ONTO
THE SCENE SHORTLY

What happened to Innovation week?

by Pete Riviere

With a great deal of invisible advance preparation the Commission on Contemporary Issues launched its Educational Innovation Week. Following recent academic crises on campus the turnout was expected to be enthusiastic and overwhelming. Student and faculty response were in fact enthusiastic but could not be termed overwhelming. As is commonplace with events of major importance

on this campus attendance was poor.

Lee Rosenblatt, a student organizer of the week, responded to the attendance figures in this manner. "We knew that workshops work best with smaller numbers and we therefore purposely scheduled workshops to conflict with one another to spread the involvement. I don't think the week can be termed a failure. We planned it to

activate people on education and I think we have succeeded. It's now up to Student organizations and the faculty."

Some films, workshops and displays were so poorly attended that those in attendance were often dwarfed by the size of the room. Twenty people in the Strafford room for a lecture and workshop on Classroom Assessment cannot be termed a re-assurance to any sector of this community that higher education is actively being sought by its members. Extenuating circumstances throughout the week bit sharply into attendance figures.

The University Senate, scheduled coincidentally with Classroom Assessment was one such circumstance which was unavoidable.

Even the President's Convocation at the Field House on Tuesday was poorly attended with only 300 plus persons showing up. Where was all the excitement generated for examination of academic policy matters of a few weeks past?

Several Workshops, although titled enticingly, often proved too esoteric for student involvement. One which comes to mind was "What is a Good Teacher." The material, the presentation format and the background of the keynote speaker were so ab-

stracted from the students' everyday situation that this workshop almost precluded any student participation whatever.

Another factor with direct bearing on student enthusiasm is that most workshops managed, in one way or another, to promote the unfavorable thought that "To change anything at this University, students must do extensive leg work, research and organization before proposing structure and operational changes." In situation after situation faculty give this same advice to students offering to help only after the bandwagon is rolling. This faculty attitude toward changes leads many students to the realization that they are an isolated example of activism and that others (faculty) have tried these changes, and have been worn down by a durable administration. One student exclaimed "How come the faculty won't help us? They have information we can use that we don't even know about." Another unanswerable question.

"The week was relatively successful," said Mike Greene, another student organizer of the week long activities. Relatively successful for those students and faculty who identify with the goals of better education expressed this week, and now, because of the week, identify with persons of similar interests and intentions.

No evaluation of this week is possible or will be possible if we accept Rosenblatt's view of the commission's objectives. The success or failure will be measured in the weeks, months and maybe years to come, and it will be determined by the efforts of those actively seeking and promoting change.

of MICE and MEN

(Continued from page 1)

alliances. One was that any federal grant for research be of a variety dissociated with defense or military purposes. The other suggestion was to rid the campus of ROTC. A cautionary note was sounded by Donovan as he clarified that "because this was a state University it must serve the needs of the people." Donovan's view of the present operations was that they did not serve the majority, but instead benefited those few who could profit by it. Never stated, but surely implied, was that these few men were mainstays of the military industrial complex.

As always, the University's political posture on research grants and banishing ROTC were discussed. They were quickly dismissed in a sort of paradoxical statement by Donovan, "They're (the University) acting politically if they allow these things to persist, and they're political if they move in the direction of removing these operations."

Donovan soon left the prose and branched into his seemingly endless supply of fact, statistics and minutiae.

"The United States has been involved in armed conflict for 1782 months of its 2384 month existence under the constitution," according to Donovan. Discussion later in the program led to the agreed conclusion that this situation was not a result of mistakes made in international diplomacy. It was agreed that the military protects our property and economic interests in most countries of the world. Donovan explained the massive economic effect of exorbitant

Welfare system contributes to the destruction of families in country

by Marcia Powers
Staff Reporter

The destruction of families is going on in this country because of welfare, Jeanette Washington told an audience in the Strafford Room of the MUB, Wednesday night.

Mrs. Washington, welfare recipient and Eastern Representative of the National Welfare Rights Organization (NWRO), spoke on "A Novel Idea in Education: The Poor Learn Their Rights." Her speech was one segment of Education Innovations Week at the University.

A major complaint that recipients of welfare are not receiving an adequate amount of money to support their needs was made in Mrs. Washington's speech as well as the film, "The Welfare Revolt."

"When people in this country send men to the moon to get rocks, and people can't eat these rocks," she said, "we'd better get food, clothing and housing or we're going to disrupt more what's already been disrupted." NWRO is attempting to coordinate nationwide efforts of mothers on welfare to "stand up to the government and say there's too much going wrong in this nation." The government has a responsibility and we're going to fight for that, said Mrs. Washington.

Mrs. Washington discussed national welfare rights and the struggle that the poor are involved in. "We have mothers and children, disabled, unemerged, blind and elderly people

that are on welfare. We need the mothers to agitate to get our basic rights: food, clothing, adequate rents and job opportunities, and all the things the state said we would get."

Mothers on welfare are often depicted as lazy, irresponsible and shiftless. By organizing their own program (NWRO) they have proven otherwise, she said. Mrs. Washington does not consider herself militant but says she might be just too honest in telling the government what she thinks of it. "We're going to raise hell. We're going to make their lives miserable for them if we don't get what we want."

Concerns of the organization are slum areas that charge enormous rents, garbage, rats and roaches crawling about, and the education of children. Children on welfare, she says, are identified in some schools by wearing tags that say "welfare."

"We're concerned with educating the middle class as to what is going on in this country. We want to separate the partition between the poor and the non-poor, the haves and the have-nots."

The organization is also concerned with the situation of Whites relating to Blacks. "We both have the problem," she explained. "Races don't mean anything. We're not fighting people, we're fighting a problem."

In defending the organization's "militant tactics," as depicted by the news media, Mrs. Washington said, "we're there and we know what's going on. They (news

media) write for their own conveniences."

The film "The Welfare Revolt" depicted problems faced by the 10 million welfare recipients in the country. Money governs the life of the mother on welfare. Some women receive only thirty cents a day to support each child.

Being on welfare is waiting in a line for food stamps. One woman interviewed in the film said that being on welfare made her feel like the lowest person on earth.

Gov. Nelson Rockefeller, as noted in the film, called welfare a "narcotic" and "a destroyer of human spirit."

The film depicted the first step of the welfare revolters, to get adequate money to raise families, decent jobs, and to share in the decisions which direct their lives. Welfare recipients are tired of waiting.

Following the film, Mrs. Washington spoke of New Hampshire and Vermont welfare recipients in relation to the welfare revolt. "They're passive. There's no agitation. They have to understand how the system works. They never know anything until it hits them in the face." NWRO will help them, she said, if they want it.

In contrast to Mrs. Washington's beliefs, a young female in the audience said that she went on welfare because she thought it was a "step up." To conclude Mrs. Washington said, "We're not trying to change the world. We're trying to change the system that governs our lives."

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yard, we must pressure the power structure to insure that these people (misplaced by job elimination) are no longer oppressed. We must redirect the power flow," argued Donovan.

Therein lies the major import of the workshop; the powerlessness of the ordinary man. "Redistribution of the power is the answer to this problem, it cannot simply be a redistribution of income," said a member of the discussion.

Several alternatives suggested as receivers of the redirected funds from a curtailed defense establishment included the obvious social necessities; medical research, rebuilding the cities and ghettos, work on the environmental problems and concentrated effort on a viable transportation system. "Think what this would do to the consciousness of the American people. It would get people seriously involved in sociological research, it may break down racial lines, and would redirect the emphasis from private sector research into social enterprise," said Donovan.

Discussion during the workshop also touched on the educational effects of research, ROTC and the MIC. As indicated by student feelings, there was great concern for how the money was being spent. "I am not so concerned with ROTC candidates learning to shoot a rifle, but I am concerned with what they will shoot at when they learn to shoot a rifle straight," he said.

The same concern was expressed by Donovan about what is done for example, at MIT's Lincoln Labs. "Theodore Draper, the director of Lincoln Labs says that it could not produce the gadgets it does without federal funds. Why is it that Lincoln Labs is producing gadgets when there is such a need for people services,

and there it stood. After a two hour flight of discussion, the B-52 crewmembers emerged from their destroyed craft after having crash landed. The following statement from the craft's pilot sums up the problem, "All of a sudden we realized that we didn't have any power."

Academic committee seeks input

The Academic Planning Committee of the University Senate has as its central charge the review of current academic policy and proposed new programs as well as the responsibility to make recommendations as appropriate on long-term academic growth. On the basis of academic considerations, the Committee also recommends to the Physical Plant Development Committee additional major requirements for space. In addition, the Senate has referred to the Academic Planning Committee the ongoing review of financial allocations within the institution and the consideration of possible guidelines relative to the recent problems with registration and enrollment.

During the current year, the Academic Planning Committee has been reviewing past planning efforts and information with respect to the present situation. A distinct need exists for the University Community at large to express itself on a number of issues related to academic policy as well as the more recent charges from the Senate. To facilitate this process and to insure that all interested parties will have a chance to be heard, the Committee has divided itself into six more "hearings" depending upon the interest shown; also, the members of each sub-committee will be available for individual comment or discussion. It is recognized that many of these sub-committees are working in closely related and inter-dependent areas; members of the Community are urged to express their concerns and opinions to as many of the sub-committees as possible. By late in March or early April, it is expected that each sub-committee will be in a position to report to the whole Com-

mittee so that an interim report to the Senate can be provided, hopefully in April, and a final report in May.

The areas of involvement for the six sub-committees are as follows: (1) the size of the Durham campus - this sub-committee is studying various factors, pro and con, related to the question of whether a ceiling should be placed upon the ultimate number of students on the Durham campus; (2) the University of New Hampshire System - the relationship of the University in Durham to other institutions in the system, including the Division of Continuing Education and the Merrimack Valley Branch, relative to future academic developments is being studied by this sub-committee; (3) what type or style of University should be our goal - this question obviously relates directly to the previous one and the next one and at the same time it can be expressed in other ways; what should be the relative importance of graduate education on the campus, what should be the relative importance of teaching, research and service within the University and in what ways can the University best serve the needs of the State; (4) Academic Programmatic Development - this sub-committee is studying the place of current programs, proposed changes in programs and new program development as well as the broad question of the academic organization on campus; (5) Guidelines - this sub-committee is directing its attentions to the need for a clearer understanding of faculty teaching loads, class enrollments, curricular concerns of an immediate nature and similar problems; (6) Facilities - the problems related to proper and adequate space to operate the wide di-

versity of academic programs offered on the campus and recommendations for additional space or alterations to current space are the objectives of this sub-committee.

The Committee encourages all members of the University Community to participate in the "hearings" or to make their wishes known individually to members of the appropriate sub-committees. The whole Committee will be reviewing the individual sub-committee reports and recommendations and will develop specific recommendations to the University Senate.

The membership of the various sub-committees is as follows:

FACILITIES
Katherine Amsden
John D. Cronin
Michael Shaffran

GUIDELINES FOR CURRICULUM
David W. Ellis
L. Jackson Newell
Douglas G. Routley

PROGRAMS INCLUDING POSSIBLE REORGANIZATION WITHIN THE INSTITUTION
Ralph J. Cahalane
Jan E. Clee
Harry A. Keener

SIZE OF UNIVERSITY
Jeanne M. Armstrong
Richard S. Davis
Wayne E. Wrightsman

SYSTEMS INCLUDING EXTENSION AND MVB
Trevor Colbourn
Carleton E. Menge
Russell L. Valentine

TYPE OF UNIVERSITY
Linda R. Behringer
Lawrence Slanetz
Paul Varette

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WILDCAT WING Al Clark chases a puck cleared by Boston University goalie Tim Regan in the first period of Tuesday's ECAC tournament game. Regan made 15 saves in the game while UNH goalie Larry Smith stopped 25 shots.

(photo by Wallner)

Kendall wins NCAA skimeister award

(Continued from page 6)
10m, the first event of the meet. New Hampshire was unable to recover from the disastrous results of the first event despite first place honors in Cross Country and a second place finish in the Jumping. As a result, the Cats turned in their poorest finish of the season, sixth place.

Bruce Cunningham, however, copped the Nordic Combined Title by turning in the best combined performance in cross country and jumping.

Dartmouth

The Dartmouth Outing Club hosted its 60th Winter Carnival Ski Meet Feb. 13-14. Determined to rebound from the results of the previous week, the Cat skiers placed fourth in the two-run slalom behind Middlebury, Dartmouth and Williams.

Kendall placed 13th, Woodman 14th and York 22nd from a field of 58 in the slalom to move New Hampshire into fourth place in the early phase of the meet.

Of the ten teams competing, three were freshmen squads from New Hampshire, UVM and Dartmouth. Scott Daigle finished ninth for the Wildkittens and Jim Richards placed 25th to put the New Hampshire freshmen in ninth place, ahead of the UVM frosh.

In the giant slalom, the Wildcats placed fifth, the Wildkittens seventh, fifth, seventh and ninth place finishes by Dascoulias, Cunningham and Daley gave New Hampshire a second place stand in cross country, the third event of the meet. The freshmen finished tenth in the event.

The final event was jumping. Kendall placed fifth, Cunningham

14th and Costello 15th from a field of 32 to lead the Wildcats to a third place position in the event and third place in the final four-event team scores, behind Dartmouth and Middlebury. The freshmen finished ninth, ahead of the Vermont freshmen.

Kendall won the skimeister award of the Winter Carnival, the first of four for this season.

Williams
The Eastern Intercollegiate Skiing Association Division I Championships were held at the Williams College Winter Carnival Feb. 20-21.

The ski meet opened with the giant slalom Friday morning. New Hampshire placed 18th (Kendall), 20th (Kingsbury) and 39th (Cameron) for an eighth place stand among the ten squads after the first event.

Cross country was held that afternoon and the Wildcats placed first on the basis of first, third and ninth place finishes by Cunningham, Dascoulias and Jim Doucette.

Fourth place finishes in the slalom and jumping moved the Wildcats into third place in the final standings and assured them of a berth in the NCAA's.

Kendall won the skimeister award with an amazing 43 point lead over his closest contender.

Bruce Cunningham won the Nordic Combined Title, 8.4 points ahead of Robert Fisher of St. Lawrence.

Middlebury
John Kendall won his third skimeister award of the season at the Middlebury College Snow Bowl Feb. 27-28 to lead the Wildcats to a third place finish behind Dartmouth and Middlebury.

New Hampshire finished sixth in the men's downhill in the

opening event of the Snow Bowl, but on the strength of fifth and seventh place finishes by Kendall and Kingsbury in the slalom, the Wildcats were able to clinch third place and move up in the standings.

In the Nordic events, the Wildcats attained fourth and fifth place slots. In cross country, the Cats finished eighth (Dascoulias), 13th (Cunningham) and 15th (Daley) for the fourth place position. Sixth, 17th and 18th finishes by Kendall, Costello and Cunningham enable New Hampshire to place fifth in jumping.

The season isn't over for the skiers yet. Team competition has closed, but individual members will be competing in the Eastern Alpine Championships, downhill and slalom and the Eastern Nordic Championships, cross country and jumping, within the next few weeks.

Under the direction of Coach Upham, the Wildcat skiers have climbed from Division II anonymity to national recognition in the space of a year with sights aimed for top honors next year.



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Bulletinboard

Fellowship of Christian Athletes

The Fellowship of Christian Athletes will sponsor a Bible study every Sunday night until Spring vacation. Meetings will be held from 8:30 to 10:00 p.m. in the Field House Lounge. The public is cordially invited. For further information call Joe Austin at 862-2793 or Bill Murdock at 862-1622.

Grecian Clearwater Revival

There will be a meeting of those interested in working for the "Grecian Clearwater Revival" on Monday night at 9:30 p.m. at Alpha Gamma Rho.

International Students

The International Student Association is having its annual International Dinner this year on Saturday, Mar. 21 at 6:30 p.m., at the Catholic Youth Center. UNH international students will cook dishes from all over the world, and entertainment will be provided. The dinner is open to the public. Tickets are \$2.50 for members, and \$3.00 for non-members. They are on sale now at the International Student Office in Huddleston, 862-2030, or at I-House, 862-1150.

MUSO

There will be a free concert entitled "New American Music Band" with Brass on Sunday, Mar. 15, from 9:15 to 11:30 p.m. in the MUB.

"White Trash" will play at a dance on Monday, Mar. 16 from 8:15 to 12:00 p.m. in the Strafford Room of the MUB. Admission is free.

UNHITE

UNHITE will sponsor a free film called "A Picture on your Children" on Thursday, Mar. 19, at 7:00 p.m. in the Strafford Room of the MUB.

A film called "Multiply and Subdue the Earth" will be shown free in the Strafford Room at 1:00 and 3:00 p.m. Tuesday, Mar. 24.

Senior Key

Senior Key is offering a scholarship of at least \$200 for a deserving male student who will be a first semester junior in September. Applications for the scholarship may be picked up at the Financial Aid Office and must be returned before April 15.

Tutoring

Tutoring is available for UNH undergraduate students in a wide range of ac-

ademic courses. For further information contact Linnie Higgins 868-5287.

Inter-Varsity Christian Fellowship

The Inter-Varsity Christian Fellowship will hold a discussion with Dr. Barker, professor of New Testament at the Gordon Divinity School on Monday, Mar. 16, at 6:30 p.m. in the Carroll Room of the MUB. The topic will be the Holy Spirit in the Church. Everyone is cordially invited.

Mortar Board

Any eligible junior or first semester senior women, with a 3.0 cumulative average or better, who are interested in being considered as candidates for Mortar Board, the senior women's national honor society, and who have not received information concerning this, may do so by contacting Marilyn Clute at 862-1111. Applications will be considered until Mar. 18. There will be a coffee hour on Tuesday, Mar. 17, from 7:00 to 9:00 p.m. in the Carroll Room of MUB to answer any questions regarding this organization.

Study Abroad Opportunities

The following programs involving study abroad have been received in the International Student Office.

1. The Institute of International Education, which administers the Fulbright program.

2. Beaver College in Pennsylvania is offering a summer course for graduate students on Urban and Social Planning in Britain at the University of Manchester. Also a semester program in Latin American studies at Universidad Catolica in Lima, Peru; and a summer program for undergraduates at the Technion in Haifa, Israel.

3. The American Leadership Study Groups for overseas study and travel is offering student and paid staff positions within its summer programs overseas. These programs are five weeks in length including one month in residence at one of several European Universities.

4. Syracuse University will offer Graduate Overseas Fellowships in the Fine Arts for study centered in Florence, Italy.

5. The University of Toronto offers two French Summer School sessions at Saint-Pierre et Miquelon.

6. Opportunities are available for summer school in Mexico City. The six week session lasts from June 15 to July 31.

7. Study opportunities are also available during the summer in Venice, Paris, Madrid, Amsterdam, and Brussels.

For further information on these and other opportunities, contact the International Student Office, Huddleston Hall, 862-2030.

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The Aquarius Coffeehouse is looking for someone to take over its managerial duties next year. If you have a cool head for business, and more importantly, if you dig people, call MUSO at 862-1485 or Roger at 862-1655.

FOR SALE — '62 V.W. Bug; radio; w/w; good condition; \$395. Alan Miller 862-2793. Rm. 403.

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BU DEFENSEMAN Bob Murray skates in to protect Tim Regan who has trapped the puck. BU's Mike Hyndman and UNH's Al Clark and Dick Umile move in to cover on the play.

(photo by Wallner)

Extra Points

by Bruce Cadarette
Sports Editor

Guy Smith dejectedly skated off the ice at the end of the game against BU and went straight to the locker room. The other players lined up and shook hands with their opponents. But Guy Smith was a disappointed player. He had played over half the game at defense and played excellently, the whole team had played their best game of the season, but they had lost. The season was over and Smith left.

Sixty playing minutes earlier New Hampshire had skated onto the ice as underdogs. The Boston papers as usual rated BU the favorites but both teams knew there was no clear favorite going into the game.

BU fans cheered for the Terriers to run UNH off the ice and New Hampshire fans screamed at every Wildcat charge to the BU end. But the screams and cheers were in vain. Bob Murray, Wayne Decker, Ted Braynd, and Mike Hyndman, the Boston defensemen, frustrated every New Hampshire rush. Pete Stoutenburg, Guy Smith, Bob Davis, and Ryan Brandt, the defensemen for UNH, checked, poke-checked, and used their bodies as screens to block Terrier shots all night.

Tim Regan and Larry Smith prowled their goal areas like bulldozers scooping up everything that came near them, and the fans on both sides waited for their team to break loose. BU had beaten New Hampshire twice, but the Wildcats were the highest scoring team in the East. One team had to skate off the ice as the loser.

Low scoring games in most sports are generally considered boring, but as the fans heard the other first period scores indicating runaways for Clarkon, Harvard, and Cornell they realized they were witnessing the best game being played that night. The pressure at the break was almost unbearable and no relief was offered as it continued for another period. Al Clark hustling, digging, setting up Louis Frigon and Dick Umile for countless shots. The second line of John Gray, Mike McShane, and

Terry Blewett, skated like madmen and forced the play into the Boston end. Still the Boston defense held and most surprisingly tempers were restrained with no penalties being called.

For 15 minutes of the third period the pressure built. The players checked harder and the defenses stiffened even more. The fans quieted down, not out of boredom, but because they knew the first team to score would win.

Finally the pressure snapped. Larry Davenport broke in on Smith and scored on a shot difficult for any goalie to handle. Smith would have stopped it if the shot had not been perfectly placed.

The rest of the game was anticlimactic. New Hampshire hustled, but everyone in Boston Arena, except the Cats, knew they had already lost.

Hockey is over at New Hampshire for Al Clark, Pete Stoutenburg, Ryan Brandt, Larry Smith, Gary Jaquith, and Bob Grant. Guy Smith skated off the ice Tuesday night for the last time this season, but he will be back next season along with 15 other members of this year's team.

The memories of losses linger longer than those of wins, and if UNH gets a few defensemen and a good goalie from this year's freshman team there may be fewer unpleasant memories to plague the team next year.

THE NEW HAMPSHIRE
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Terriers end UNH's national hopes

by Bruce Cadarette
Sports Editor

Guy Smith was back skating on the second line, Ryan Brandt was back to playing defense, the third line was composed of different players in each period, Larry Smith skittered back and forth in front of the goal like a restless cat and played a near perfect game, but Boston University won the game 2-0 to eliminate UNH from the ECAC tournament.

The University of New Hampshire and Boston University played over 54 minutes of scoreless, close checking hockey before 4,000 fans at Boston Arena Wednesday until Larry Davenport shot the puck past Smith.

The Terriers put early pressure on Smith in the opening period, taking three or four shots on goal before the Wildcats could clear the puck. The game then settled into an even battle that continued for the rest of the game. Defensemen on both sides continually made great saves to help out goalies Smith and Tim Regan.

Holt started his line changes as the third line took to the ice for its second turn. Holt switched Gary Jaquith and Brandt, putting Brandt back on the second defense. Brandt, playing defense for the first time since the beginning of the season, combined with Bob Davis to stop Terrier drives throughout the night.

Pete Stoutenburg started the UNH offense moving at 9:50 of the first period when he slapped a shot from the right point that Regan just caught on the pads of his right leg.

Dick Umile had another chance for a New Hampshire score at 13:07 as he outskated the BU defenders. However, he turned in on the goal and lost the puck behind him.

The Wildcats controlled the puck at the end of the period but couldn't score as Regan kicked out Umile's slap and Wayne Decker dropped in front of Louis Frigon to catch a quick shot in the stomach.

In the second period Holt changed the wings on his third line taking out Jaquith and Al Catto, and putting in Dave Hindman and Paul Brunelle.

The Terriers were able to keep the puck in their offensive zone in the second period but the New Hampshire defense would not allow the good shots.

BU's biggest press of the period came two thirds of the way through and although they kept constant pressure on Smith for over a minute, the UNH goalie combined with Brandt and Davis to maintain the scoreless tie. The crowd and players were tense as the third period started. Two periods of scoreless penalty free hockey had been played and it appeared that the first team to get a break would win the evenly matched contest.

It looked like the Terriers were about to break the deadlock early in the period. John Danby fired a shot from 30 feet out that was headed for the left hand corner of the net, but Smith stretched his right leg out to skim it into the boards.

BU quickly brought the attack back to the New Hampshire zone. Ten players huddled around the Wildcat net with the puck bouncing back and forth between the sticks of opposing players. Smith moved out into the fracas to try

and stop play by trapping the puck. A BU player then flipped a wrist shot that just slipped past the right post of the open net.

The red-clad Terriers now had the momentum, and it seemed to be just a matter of time before Smith would make a mistake that would turn on the red goal light.

The break finally came with 4:36 remaining to play. Larry Davenport intercepted a pass near center ice. He flipped the puck across to Mike Hyndman on the right side. Hyndman slid into the offensive zone which quickly became flooded with players on the right side. Guy Smith slid to Smith's left to protect him from that angle and Stoutenburg stationed himself in front of the cage. Davenport then whisked in from the left point and took a cross ice pass from Hyndman at the face off circle.

Slipping behind Stoutenburg, he cut across the crease and faked Smith to his right. Davenport then slipped the disc into the right hand corner of the net just over the goalie's outstretched leg.

The second line of Gray, Mike McShane, and Hindman put a rush on the BU net for the next two minutes but couldn't get the puck past Regan. Gray was penalized along with Boston's Ted Bryand at 17:46 for high sticking and slashing, but New Hampshire still kept play at the BU end.

A two minute bench penalty for having too many men on the ice at 18:05 spelled the end of the Wildcats chances.

Holt pulled Smith with a minute left so the team could skate four on four, and it was then that BU picked up its final goal, as Pete Yeten skated in on Guy Smith, faked him to the right and then lifted the puck to the center of the net as Smith dove in an attempt to block the shot.

New Hampshire's hockey team ended its season with a 19-10-2 record as the final buzzer sounded 24 seconds later.

Wildcat skiers place seventh in NCAA

by Paul R. Bergeron
Ass't Sports Editor

Less than a year ago, the New Hampshire ski team, under the direction of new coach Tom Upham, received notice that the squad had regained Division I status in the Eastern Intercollegiate Skiing Association. Last weekend, a strong and balanced Wildcat ski team placed seventh in the National College Athletic Association (NCAA) ski championship held at Cannon Mountain and hosted by Dartmouth and the state of New Hampshire.

"Only fifteen teams out of approximately 150 colleges with four-event skiing in the nation are permitted to go to the nationals and they must qualify in their respective regions. We had to finish among the top five teams in the East to qualify for the NCAA championship meet," stated Coach Upham.

The highly vaunted ski team from Denver University, 60% of which is Norwegian, achieved its 12th National crown in the 14 years of NCAA championship meets.

The meet opened Wednesday, Mar. 4, with the first run of the giant slalom. Scoring is based on the results of the top three skiers of a team in an event. John Kendall placed 23rd, Mark Kingsbury 24th and Paul Bowles finished 34th to lead New Hampshire to a ninth place position in the standings.

New Hampshire topped all its Eastern opponents in the cross country run, finishing third as a team behind Denver and Fort Lewis. Bruce Cunningham placed ninth, Pete Dascoulias finished 13th and Paul Daley 22nd. The results of the cross country run boosted New Hampshire from its ninth place slot to fifth place.

The slalom was run Friday, with New Hampshire finishing

sixth as a team on the basis of excellent runs by Kendall, Kingsbury and Mike Woodaman.

Saturday morning, Mar. 7, the fourth and final event got underway, with the Wildcats in fourth place. New Hampshire was unable to match the jumping abilities of the western teams and the eastern powers and, consequently, finished eighth as a team, dropping the squad to a final seventh place stand behind Denver, Dartmouth, Colorado, Wyoming, Fort Lewis and Middlebury and ahead of the Air Force, Washington, Vermont, St. Lawrence, Montana, North Michigan and North Arizona.

Coach Upham said of the meet, "The courses were probably the toughest we've skied on all year, and of course, that's the way it should be for the nationals. The weather wasn't too good, with the fog and rain and the eclipse... All in all, however, the team did a real good job."

"The boys put on a damn good show. They skied excellently against some of the best skiers in the country, and to finish in the top half of the teams that qualify for the NCAA is very respectable."

"In individual showing, John Kendall placed best of those competing in four events for the skimeister award. Bruce Cunningham finished seventh in competition for the Nordic Combined Title which was another excellent showing," continued Upham.

The Wildcats did not enter into the national ski championships without handicaps, however. "Most of the teams, except Dartmouth, used freshmen," said Coach Upham. "If we could have used our freshmen we would probably have held onto fourth place with the jumping."

Injuries have not been a controlling factor this season, but have been an influence. Upham

pointed out, "Paul York, a top Alpine skier, was injured before the Williams meet, so we had to rely on C.J. Cameron who has a chipped bone in his ankle. He skied very well."

An important factor influencing New Hampshire's performance last weekend was the theft of the squad's equipment. "Before the nationals," said Upham, "someone stole the skis from the storage area. It was a serious setback. It was costly for the boys and the University and the team had to go into the meet not used to their skis."

Despite these setbacks, the Wildcat skiers turned in a fine performance and are looking ahead to a better showing next

year. "We could very possibly win next year. We will lose C.J. Cameron and Lance Costello, but we will pick up some real good talent from the freshman squad," added Upham.

During the first semester, the skiers worked toward individual improvement and competed on an individual basis. With the beginning of the second semester, the team prepared for their four scheduled Winter Carnivals, with an eye toward the nationals.

St. Lawrence

The first meet was held at St. Lawrence Feb. 7-8. The Wildcats finished last in a field of seven squads in the men's slalom.

(Continued on page 5)

Dixon

(Continued from page 1)

an individualized way to handle in your own corner of the world. That's selfish and allusory."

Although the audience was anxious to question Miss Dixon, it was not until her discussion that evening that the audience responded personally. For three and a half hours women compared their own sentiments with those of Miss Dixon. The discussion ended only when the Union closed.

Miss Dixon concluded, "Women are a product of a system that oppresses them in every way. They are paid less for their labor; they have less opportunity to find creative jobs;

they live in self-contempt, afraid to think in terms of a larger life. Our political and economic system has got to change."

But first women must realize they are oppressed, a difficult admission since it threatens their very life style. "Each woman must realize that she has been damaged, that she has had self-conceptions, that she is insecure. To do this she must read and study it out in her own head," said Miss Dixon. "Then she must learn to talk, because she knows she has to; she must learn to study, because she knows she has to; she must learn to be strong, because she knows she has to. Men are not going to give women power. We have to fight for it."

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Feature #54

The new SAAB 99 has a vent system so good there are no draft protesters.

It's designed to give you and yours all the fresh air you want without giving anybody the cold shoulder. In the winter, even the back seat passengers have individual heating controls. And to make driving even more of a breeze, the SAAB 99 is the only car in the world with front, rear and side window defrosters. At SAAB we build cars the way we build our jet planes—for maximum performance, comfort and safety.

SAAB
OF SWEDEN

Ask about our new SAAB leasing program. Unusual overseas plan: Free delivery from Sweden to P.O.E. East Coast.

WENTWORTH MOTORS