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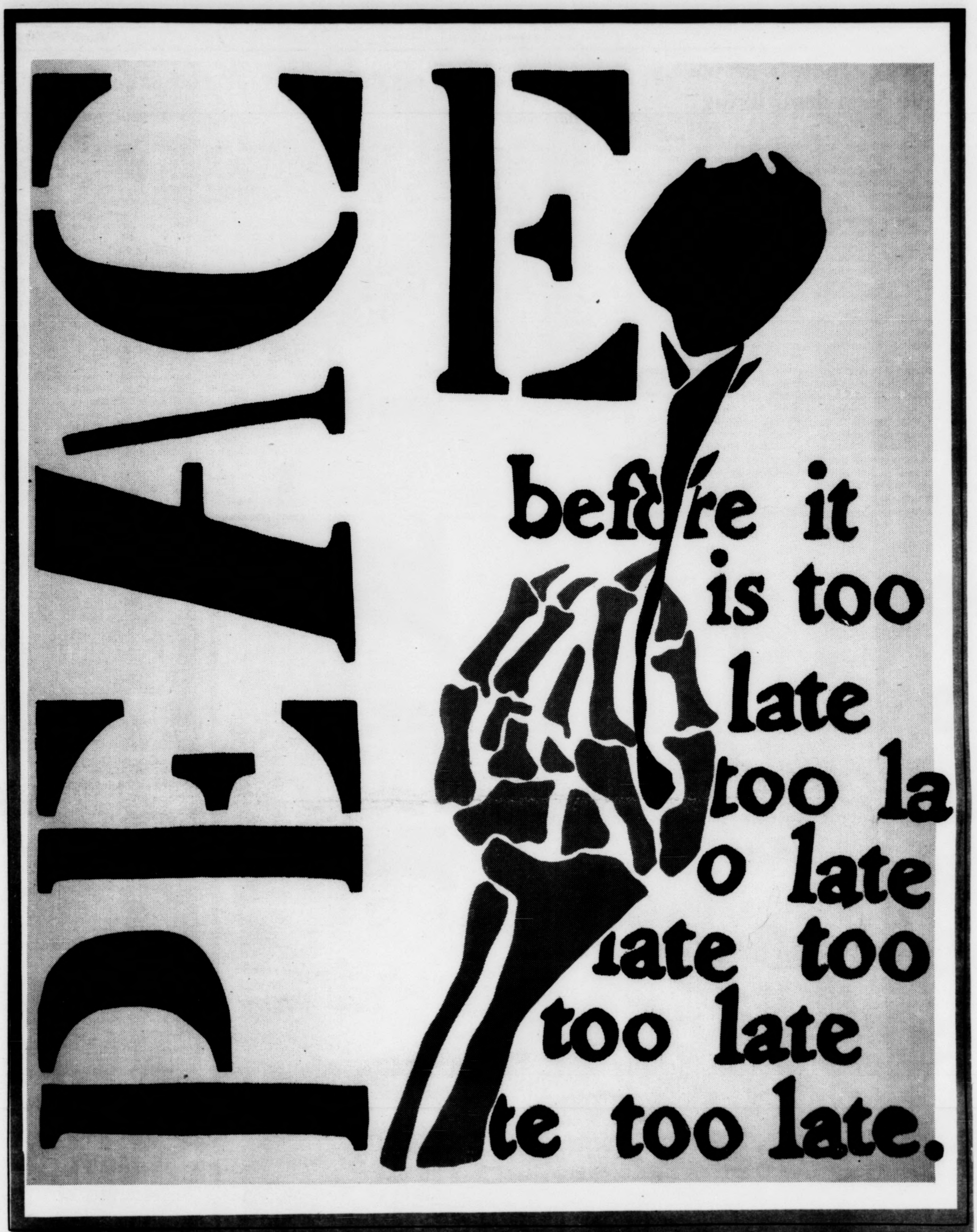

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Sociology students propose VOTE in dept. hiring

by Mark Leslie

At a meeting Tuesday, sociology students and faculty unanimously passed a proposal giving sociology students a vote in the department's hiring of professors.

The proposal, which must be approved by the College of Arts and Sciences before it is put into effect, adds three students to the existing Department Selection Committee consisting of the department chairman and three faculty members. Each member of the board will have one vote.

The three student representatives voted into the Selection Committee were Linda Bright, Peggy Dumais and Robert Daigle.

At the meeting, Sociology Prof. James Nolan said, "President Libby said students should not administer this University. I agree with President Libby that students shouldn't, but the faculty shouldn't and the administration shouldn't. All of us should be making these decisions together."

The Sociology Student Union will present another proposal to the ad hoc student/faculty committee on the moratorium. This proposal establishes a Department Council, consisting of the department chairman, three faculty members of the department and three students chosen by the Sociology Student Union.

The function of the proposal is to: serve as a constructive body to initiate harmony in the department; allow students to serve as part of a legislative body; let the chairman become chiefly an administrator; and allow recognition of mistakes by sharing of responsibility and accountability.

Prof. Joseph Scimecca: "Working through the structure is fine. Mark (Stein) and I tried it and look what happened. What you're trying to do here is fine; I just wish Mark and I would be here to see the changes. We've been sacrificed and President Libby and everyone feels sorry about it, but I hope something comes of this. Don't throw it away now."

Combination residence halls for men and women

by Diane James

Combination residence halls for men and women is one of the long range goals within the Housing Office, said Dean Margaret Yeatman of Housing. Dean Yeatman said that she would like to see the campus divided into three to five sections – each one having a coordinating resident.

Yeatman said that the coordinating resident would be responsible for coordinating the residence hall's governance with that of the J-Board. He or she would be an advisor to the student government within his section. He would be expected to act as a clearing house for problems, policies, and regulations. The coordinator would evaluate, on a regular basis, operations within his section and make needed recommendations to the Dean's Office, she added.

Another development under Housing's long range plan, said Dean Yeatman, is a new policy of staffing in the residence halls. She explained that eventually there may be a phasing out of house mothers. That is, when their contracts expire, they would not be replaced. Yeatman said that she would like to see graduate students, young married couples, and faculty fill the position of head resident.

Two deans for over 4000 students seems inequitable said Yeatman. She would like to see one dean per 1000 students. If the above plan is initiated, the area coordinators could act as assistant deans, she explained.

The responsibilities of the new Dean of Resident Hall Staff would be to evaluate and re-evaluate policies and regulations, said Yeatman. They would make contacts with other campus agencies and groups. There would be a student staff committee that would coordinate with the deans the results of research, study, evaluations, recommendations for change, and innovations, she explained.

Steps have been taken to initiate the new plans within Housing, said Yeatman. Last fall the Housing Office saw the coordination of two systems that have been diametrically opposed – Dean of Women and Dean of Men. She said that the two offices have combined their meeting times, housing announcements, and various research committees.

A new plan for choosing residents within the dorms is under way, said Yeatman. The applicants are first interviewed by head residents. Then their applications are sent to the Housing Office along with references. Yeatman said the ones that appear most eligible are subjected to a discussion program. Here, she explained, they are asked to make a decision concerning various topic statements. Yeatman said that this is a way of determining group leadership. While the applicants are tossing their ideas back and forth, they are being evaluated by two head residents and a dean, said Yeatman.

At the end of this process, the names of those who have been recommended are arranged in alphabetical order and sent to each head resident. The head residents pick the ones they feel are most eligible and send their names to the Housing Office, she said. This is all done anonomously, said Yeatman.

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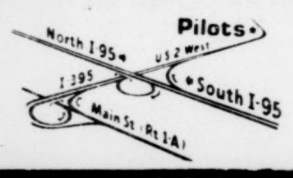

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AN NCC PRODUCTION

CO-ED HOUSING STILL UP IN AIR

by Russ Van Arsdale

by Mike Zubik (typed by Linda White)

The future of Estabrooke Hall, UMO's co-educational graduate dorm, is in what residence hall director William Wells calls "an uncertain position" for next year.

The uncertainty revolves around an expected 15 per cent rise in graduate enrollment. It is impossible to predict how many of the new grad students will want to live in Estabrooke, and an exact count of present residents returning next fall is also impossible.

An added concern is the overcrowding of Memorial Union during lunch hours. To relieve the pressure on the Union, the re-opening of Estabrooke's cafeteria, closed since January 1968, is now being considered.

Assistant Dean of Students Dwight Rideout and Wells met March 12 with the Estabrooke Committee, that dorm's elected representatives, and interested residents. Estabrooke President William Philie said "no plans have been set definitely" for next year. Discussion then turned to the options available.

Mr. Wells said a food service could be instituted in the basement of the dorm; that area could serve 170 faculty members. The re-opening of cafeteria facilities on the main floor, presently a lounge, would enable the dorm's residents to eat there instead of York cafeteria.

Re-opening the cafeteria would necessitate converting the lounge into a dining hall, which the students at the March 12 meeting strongly opposed, despite the offer of five-day meal tickets for those who wanted them. They said they did not mind walking to York, as it offered a change from the "same old faces."

They opposed the idea primarily because, as Wells pointed out, the lounge would be gone and the dining area locked when not in use. The students maintained the main floor lounge has been essential to facilitate communication between the women, who live in the north section, and the men in the south side. Closing the lounge would, the students said, in effect make Estabrooke two separate dorms. "With this closing off there would be very little intercourse," Rideout predicted innocently.

Another line of discussion concerned the make-up of Estabrooke next fall. The consensus seemed to be that a mixture of grad students and seniors was the most livable and economical arrangement. Since there are far fewer women than men grad students the acceptance of underclass women would be a necessity on a generally overcrowded campus.

The possiblity of obtaining another dormitory for the grads was discussed. Somerset, Oxford and Knox Halls were considered since their design (four sections per floor, each on a separate wing) would facilitate "integrated" floors. Wells, however, equated the students' chances of getting another dorm with his of jumping over the moon.

The Estabrooke situation is slated for consideration by the Ad Hoc Housing Committee, which is currently embroiled in the Stodder controversy. Rideout, who chairs that committee, expects to make recommendations on Estabrooke in his final report to President Libby before the spring recess.

Indications point towards split coed housing in Stodder and Chadbourne Halls next year. The ad hoc committee on housing, meeting March 24, decided to make a formal recommendation of the split housing plan to President Libby.

The term "split housing" was defined by Assistant Dean of Students Dwight Rideout, chairman of the committee, as the dividing of a residence hall into halves, with women occupying one half and men the other.

The housing plan developed when Mr. James Harmon, Director of Admissions, discovered 148 girls would not have housing next year. An ad hoc committee meeting was held March 13 to discuss the question of whether a male residence hall should be converted to a female residence hall. If the answer was affirmative, a sub-committee had chosen Stodder Hall as the dorm to be converted.

The committee decided split housing in the two men's dorms would solve the problem. A delegation approached President Libby with the plan, which he rejected. He was unaware that other educational institutions in the state, such as Gorham and Farmington, have some form of coed housing, and that Chadbourne Hall was divided, making it more feasible as a split dorm. When he was informed of these facts after a March 18 meeting, he approved the plan.

It was further decided at the March 24 meeting that women from Penobscot and Ballantine Halls would have squatters' rights in the women's halves of Stodder and Chadbourne.

A sub-committee will be formed to consider the problems of the split housing arrangement, such as which side of the men's dorm to convert, what to do with the men taken from the sections, and how to handle the problem of counselors and house mothers. The committee will be headed by Director of Housing William Wells, and will have representatives from the Housing and Residence Offices, Stodder, Chadbourne, Penobscot, and Ballantine Halls.

New rent plan

by Fred Howe

Paul Gauvreau, Student Senate Representative for off-campus students, proposed to a Democratic Caucus a law be adopted that would allow tenants to pay their rent to a city controlled bank account until landlords brought their apartments up to standard.

Gauvreau, fighting for housing reform, believes our common law system is a major problem. A similar "escrow" bill was defeated by the 104th Legislature in January of this year.

A solution to the rental problem apparently cannot be found in the present system, Gauvreau indicated, and added, "I would call for the gradual growth of tenants unions, trying to weed out the landlords who are trying simply to use the student" for their own gain.

Gauvreau plans to organize a tenants union at UMO during the 1970-71 school year. Gauvreau cited political reasons and lack of time remaining in the semester for not establishing the union this year.

As a preliminary step to a UMO union, Gauvreau attended the First Annual International Conference on Students' and Tenants' Rights held recently in Ann Arbor, Mich.

Housemothers replaced by young couples

by Eileen Shuman

The fraternity housemother is being replaced. When a housemother leaves a fraternity her successor may be a young married couple, probably a brother and his wife.

On the UMO campus the trend was started by Dick and Pat Fox, who resided as houseparents at Sigma Phi Epsilon last semester. The trend is being continued this semester at Lambda Chi Alpha, with Tom and Lee Ann Endicott.

Though the houseparent idea is new on the campus, it was readily accepted by the administration. David Rand, assistant dean of students in charge of student organizations, was very pleased with the idea, saying, "Traditionally, the housemother is perceived as a person who is the chaperone and hostess for a fraternity. She lends an air of dignity and contributes to the atmosphere of the fraternity."

"However, the trend is moving away from the motherly image, in keeping with the way college people think today," said Rand.

Jon Waterhouse, Lambda Chi senior, explained the question of changing from a housemother to houseparents is one of hard-core traditionalism. In this case, the brothers of Lambda Chi thought that the change would be for the best, financially and socially.

Retaining the air of dignity and the atmosphere a housemother creates, the young woman acts as a stablizer, holding the brothers' respect for her and for themselves. They also feel that it is easier to function with a woman around who is closer to their own age.

Lee Ann said her duties are few; attending meals and parties, though she does other things for the brothers such as entertaining houseguests and odd jobs. "I mend an awful lot of dungarees," she explained.

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moratorium notebook

THURSDAY, MARCH 19: Hauck Auditorium is buzzing. Everyone who enters is carefully surveying those already there, being careful which side they sit on. The handful of students walks down front, taking center seats in the first and second rows. Looking back over four or five empty rows to the first groups of faculty, it is clear for now they are on their own.

President Winthrop C. Libby stands before the conglomeration of microphones and the buzzing stops. Deathly silence. Less than a year as president, he has grown noticably older in that time. He stands alone, and except that he looks physically tired, it's impossible to gauge the pressure on him. Impossible to calculate the letters and phone calls, threats of resignations, thoughts and words of the chancellor and trustees which may have influenced what he is about to say.

His first words and tone bring panic. It seems any moment he will tend his resignation. Surely, people think, he must know that would be a mistake. But he doesn't tender his resignation. Instead he endorses a committee report supporting the firing of two sociology professors. And then, without warning he crashes down upon that report, declaring he is solidly behind the man the committee had unanimously voted to censure, telling a full auditorium he most definitely would not accept that kind of conclusion.

His next words drop jaws. He tells the community of his plans to fire an entire department. And then he leaves. No questions asked. Six minutes have gone by since he began to speak. The faculty, assembled in its totality for the first time in close to five years, rises for a standing ovation. Students sit motionless, shocked, uncertain of what was happening.

Less than an hour later the Main Lounge is packed. Emotions are at the breaking point and people have all they can do to talk. Some members of the Student/Faculty Relations Committee make a quick statement and leave. The few who stay are verbally attacked.

And after everyone speaks the time comes for action. The call for a strike is shakily answered. The call is put out again and the response comes back louder. The issue is torn between the immediate case of the two men and the bigger issue which has come out of it. The start of a march on campus is interupted by one of the "moderate" faculty members, who rambles on in an attempt to discredit any further activities. He speaks not to the students actively involved, but to those on the edges, telling them a march was pre-planned and by participating they will be used.

The march is discredited and fizzles. It is killed by the same professor who five days later will stand up in the back of Hauck Auditorium and using more fancy language call students "boy." It is killed by one man who at times very well symbolizes the professors whose attitudes students can't understand or like.

But while that attitude kills the march, it doesn't stop the students. At a senate meeting later that night the senate votes to stop classes for two days and talk about what's wrong. That vote is backed by over 200 students who have cramed into the gallery. And the vote sets machinery working which still has not been able to realize what it has done. It is apparent students want some changes.

FRIDAY, MARCH 20: One by one the groups of administrators decide to lend their official support to the activities. Things are suddenly happening on a very large scale. The senate office explodes with activity, mimeograph paper is consumed like water. And over the weekend nights, while tenured professors sleep soundly, students learn again what it feels like to sleep five hours in the last 72.

By dawn Saturday a tentative schedule is arranged, the areas of discussion are finalized and an eight page newspaper is off the boards on it's way to the printer. From many places on campus students watch the sunrise, hoping for a new day. It is Sunday morning, while tenured faculty members are in church, before some students collapse. New students step into their places and Monday morning, again only with time out to watch the sunrise, things are ready to go.

MONDAY, MARCH 23: We sit, we discuss, we are angered when people say "that's a special case," we learn who our friends on the faculty are. We also learn some faculty seem deathly afraid of what we are trying to do. They feel we're trying to pull the rug out and sit them on their ear. Indeed there are faculty we'd like to give this treatment, but not many. All we are really saying, to those who care to listen, is we want a sharing in the responsibilities of decision making.

maine campus editorials

students want in -

That's what came out of this two-day event. Whether it be in curriculum, hiring and firing, requirements or any other academic area, 3500 students, as many as would have been on campus anyway, trudging from one class to another, books falling out from under tired arms, said they wanted in.

Students are tired of being called "boy." Even Maine students are tired. For more than five days the apathy which cloaks this campus like a Scottish fog disappeared, and students said what they thought.

And now everybody knows what they think. The faculty knows, the administration knows, the chancellor who put in a two hour appearance Tuesday knows, the trustees who never showed at all know. The State of Maine knows.

Everyone knows some changes are needed. Fast changes. Everyone knows the students know what's wrong with the system. Everyone knows the students are expecting the faculty and administration to co-operate in changing the system.

Nobody knows, however, what the faculty and administration is going to do about it.

Which is why students can't give up now. Which is why they have to continue the work they started during what now seems so long ago. Which is why they must continue to be on the lookout for signs like the Stein/Scimecca case, signs which indicate things aren't working correctly. Which is why they must keep pressuring administration for immediate change, less the whole atmosphere and spirit of the moratorium fall, extinguished at the hands of a tri-partite committee.

Things have to happen fast. Students got themselves together in a hurry, there's no reason why faculty can't do the same.

And where does this leave the people. They are what we must really be concerned with. They are our resources.

Perhaps all it takes is the understanding we are all alike, the understanding that without our cloths and our masks we all stand naked together. Perhaps all it takes is a forgetting of human nature and more emphasis on humanity.

If we are to make this university work we must be both humble and forgiving. We must be humble enough to admit our own mistakes. We must be forgiving enough to help others admit their own mistakes. We must not think it necessary to resign our positions everytime someone questions our judgement.

The whole thing is going to take work. It's going to take consessions from faculty and administrators to move over and make room for the students so long left out in the cold. It's going to take mutual understanding. And it's going to take a willingness to work towards the good of the university, not towards the good of one's self.

We all know the consequences of not working together. Only hatred and rebellion can come of it. Before we have to go through all that, it would seem better to try and work together to accomplish the intergration of thought and responsibility this university must soon undergo.

It's not as glorious as revolution, but it's neater.

by David Bright

the maine campus

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reader opinion

new model better be good

Dear CAMPUS,

As a sociology major and a member of the Sociology Students' Union, I have been deeply concerned with the events of the past few weeks within the Department of Sociology, and to be frank, I'm sickened by some of the garbage and hypocrisy that I've seen. I'm pointing out no one person or faction in particular; I'm just feeling really discouraged and put down.

When we first started inquiring into these happenings within the department a few weeks ago, faculty and administrators alike were enthusiastic and encouraging, saying, "Well, it's about time the students started getting involved." But when, through legitimate channels, students tried getting some answers, things snowballed, some morbid realities were revealed, and now these same faculty and administrators shout that these events are throwing the University into a state of turmoil. The truth hurts, Babes.

And the sociology faculty? Libby, a man whom I've always respected in a big way, sees a total restructuring of the department, with all new faculty. THIS is a cop-out if I ever saw one, when things get tense, to "simply" erase the slate and start anew. This works when you're dealing with dysfunctional math formulas, but when you're dealing with people's careers and students' educations, the consequences can be a bit more drastic.

Constantly, we've been told that there are many different criteria concerned in hiring and firing procedures, all of which, directly or indirectly, are "in the vested interest of the students." Well, I'm almost sick of THAT cliche. In this community, where the principles of free thought and liberal education supposedly reign supreme, a lot of students are (until recently) unrighteously ignored. The medium of these principles lies in the instructor and his instruction, and when the student assesses the fulfillment of his schooling, it is by evaluating these instructors and their in-class abilities first!

I hope that in future departmental restructurings, more priority will be given to student needs that directly relate to his schooling, and to instructors' teaching abilities in stimulating the student mind.

As it stands now, sociology of Maine is, for certain, loosing five out of its nine faculty, with two more leaving as soon as they locate new jobs. We the students have judged, and we want most of these people back, to hell with Ph.D's! In the past year alone I've had Nolan and Scimecca for 12 course hours, which I value as an experience in education. And I thank Jerry Manekar for all his help as advisor, and then some.

At one time I had hoped when the Sociology people realized that their students would not tolerate all these internal antagonisms inside the department, that they'd come together in a spirit of cooperation. But tragically it's too late now, they're all leaving. As for the "all-new improved '71 model" of UMO Sociology Department promised us by administrators, I will only say that it damned well BETTER BE GOOD!!!

Jeff Hale

sociology stand

To the Editor:

We would like at this time to clarify the position of the Sociology Student Union on the issues in the Department of Sociology. We have not, and will not, give up. We still advocate the re-instatement of Joseph Scimecca and Mark Stein as well as the rest of our deposed faculty members.

We will continue to do everything we can, as we have done in the past, to obtain the academic freedom which has been so non-existent on this campus. Denial of academic freedom to one is denial of academic freedom to all.

The Sociology Student Union

healthy vacation

To the Editor:

With the impending vacation, I would like to point out again the University's long-standing policy on medical care for students during periods when the University is not in session. Most of the Staff is given time off during vacation periods at considerable saving in salaries. To do otherwise would be very uneconomical in terms of cost per student visit.

Therefore, no medical care is available to students during vacations. The student Health and Accident Insurance should cover accidents. If illness results in costs the student can't pay, we will attempt to arrange help through Student Aid.

For students remaining on campus who become ill, try a local physician first, and if he is unable to see you, try the Emergency Room of either the Eastern Maine Medical Center or St. Joseph Hospital, both in Bangor.

Robert A. Graves, M.D.
Director, Student Health Center

power to pencil pushers

To the Editor:

When I first learned of the Student Senate's resolution to boycott classes for two days, I thought to myself: "Ah ha! The worthy legislators are just trying to capitalize on the administration's embarrassment over the Sociology Affair." When I learned of the decision of the Council of Colleges to support a two-day moratorium, however, my thinking was redirected: "Ah ha! The worthy legislators have just succeeded in capitalizing on the administration's embarrassment over the Sociology Affair."

I became painfully aware of the error of my thinking when it was later brought to my attention that things were at a very serious pass indeed: Stevens Hall was falling down. That upset me considerably, since Little Hall happens to be right next door, and I have my office there. I decided to go to the newspaper to find out the real facts in the case. The only person available, however, was an office boy, who stopped sharpening pencils long enough to engage in the following conversation:

ME: "Say, can you tell me why classes are being called off for two days?"

HE: "That should be obvious. All of the back-stabbing and power plays in the Sociology Department have proved beyond a shadow of a doubt that liberal arts education here is irrelevant and outdated. Consequently, we must shut down the college for two days and talk this whole thing out. I can assure you, however, that the decision of our student leaders has nothing to do with the sensationalism of the Sociology Affair."

ME: "Well, that all sounds logical enough. But, why do the discussions have to be held during class time? Couldn't the university be saved after four or on the weekend?"

HE: "You sound like one of those reactionaries who want to have business as usual."

ME: "Gee, I didn't mean to. All I meant was I don't feel that the students will benefit by losing class time. There's hardly enough as it is."

HE: "So what? Everyone knows that students here learn more on the streets than in the classroom. Besides, the President left himself wide-open... I mean the President himself suggested last fall the idea of taking two days off to discuss the goals and directions of our university."

ME: "That's true, but I'm sure he meant calm, reflective discussion. Doesn't the Sociology Affair tend to cloud the atmosphere a bit?"

HE: "Of course not. It just proves, as I've already told you, that the arts and sciences curriculum is irrelevant and outdated."

ME: "So you did. But wouldn't the cause of reflective, intelligent discussion be better served by having a little moratorium after spring recess, so that there would be less emotionalism involved? I imagine that the mortar in Stevens Hall will hold up a few weeks more."

HE: "Yes, but the students might forget how serious the problem is. You know what, it sounds to me like you just don't care about saving our university. What's more, I'll bet you're one of those faculty members who are so tied up in their own politics of daily existence they forget about the students."

ME: "Golly, I hope not! In any case, I guess I'll remember 'em now, huh?"

I left the newspaper office feeling somewhat despondent. My day was brightened, however, by the thought that those were just the opinions of an office boy. I decided to go back later and talk to the editor.

A. Singerman
Instructor of French

no word

Gentlemen:

Approximately ten days ago one of your graduate students phoned this station in search of employment (part-time). He was advised to contact me, and he later called me by phone. I asked him to pick up an application form at our reception desk (since I might be out of the office), but to date have had no further word from him.

Would it be possible to bulletin this letter?

Rudolph O. Marcoux
Station Manager

Editor's Note: Yes.

king's garbage truck

by Steve King

I've been student teaching for the last eight weeks, and I've been out of touch. This Sociology Department flap and the resulting moratorium and intensive scrutiny of the whole University has hit me with the suddenness of a cyclone. Here are some of my thoughts, given in a "for what they are worth" spirit--many of them may have been kicked around already while I've been playing High School Confidential.

First, no head-hunting. Some University heads may be worth hunting--I think of certain Administration people, at least a half-dozen grossly incompetent faculty people, and several students--but the issue should be the University and how it could be inproved. We're not out to wreck any who but rather to build a better what.

Second, let's not grab at any particular college. The whole thing started with A&S, and there are some lousy things going on there--for my part, I think Mssrs. Stein and Scimecca were probably railroaded--but there are lousy things going on in other colleges, too. I've been associated with the College of Education for four years, and if anyone is interested enough to look me up, I will tell you things about the situation in that particular barrel of goldfish that would make a preacher want to lay the good book down. But it's neither here nor there. The question is, How do we make the University better? And that question applies to all colleges, right across the board.

My particular hobby-horse is the question of requirements--if anything is to come out of the moratorium, I hope it will be a taking of the first step to ax this particular form of campus insanity.

I believe college requirements for all branches of the University should be abolished, for a number of reasons. Here are some of them:

Students hate requirements. Most merely go through the motions, get their C, and try to forget the whole thing. You can lead both horses and students to water, but it's time we all realized you can't make them drink--not unless they are thirsty. Requirements are generally a waste of time, money, and intelligence. You simply can't inculcate a love of learning by making some of it mandatory. The opposite is the more likely result.

Required courses are courses of poor quality. They are monopolies, and monopolies tend to be fat cats. Under the present system every department involved with required courses receives so many head of students (like head of cattle being driven to market). With the students insured, the courses (Sh-1, Gy-1, Py-1, Zo-3, for a few) are often taught by zombies reading dusty dissertations, they tend to be as depersonalized as a Detroit assembly-line, and they tend to be lackluster and of generally poor quality.

Required courses often roadblock the student from an area where his greatest interest and talent lies. An English major with a great flair for critical analysis and some writing talent logically belongs in A&S--but the A&S language requirement may force him into an unhappy birth in Ed. because of a language deficiency. The same may be true of a potentially great teacher who ends up in A&S because he can't handle Ed.'s physical science requirement.

And worst of all, the failure of a required course may cause an otherwise capable student to flunk out or drop out.

"Yeah, yeah," some wise guy is yelling from the balcony. "But what about the drip who would never get out of his rut if you didn't force him to? If you leave off requirements, the idea of a liberal education goes right down the drain!"

The guy from the balcony is wrong.

Instead of requirements, you beef up the whole advisor-advisee relationship. You institute advisor-advisee seminars, and you give students advisors who know what they're talking about. Then you can replace requirements with *strong recommendations* made by the advisor and tailored to fit the student's individual needs. It's true that this system would probably screw up a few IBM cards at first, but individuals tend to do that. And I happen to think education is getting a little too computerized as it is. The student, in the last analysis, can make up his own mind whether or not to take the recommendations.

Will it work? Why not--most Freshmen (and lots of Sophomores too) are practically begging to be advised; doing away with requirements and leaving only a vacuum would be doing them a disservice. And in the minority of cases where the advised student decides not to take the advice, that's his affair. And you know something? I'm betting in at least 50% of the cases, the student would turn out to be 100% right.

I doubt the requirement system can be cranked down in one semester--maybe not even in two. But faculty, students, and administration members should agree on a definite deadline when requirements will be finally relegated to the junkyard where they belong. Any hedging or wait-and-see policy should be greeted with a quick and heavy student strike--the hour is already late. It's time to make a start.

effluent clear-up

To the Editor:

It has been brought to my attention that a number of misconceptions have arisen about the goals and purposes of the Effluent Society and its relation to the Teach-In. I would like to clear up these misconceptions. The stated purpose of the Effluent Society is pollution abatement. We intend to achieve this goal by selecting one or two areas to "attack." We shall gather the information together to inform ourselves; then we shall make this information available to the citizens of Maine. We shall try to influence the voters to put pressure on the legislature to take action on environmental problems. Our members will also engage in letter writing to their Congressmen to make their positions clear. We intend to hold open meetings with speakers and movies on environmental topics.

Our two major projects are a study of the Penobscot River, and the following of legislative and judicial action on environmental issues.

Our membership is open to anyone in the state of Maine who would like to work with us.

We are in support of the Teach-In Committee on campus in Orono, however we are not running the Teach-In. The Teach-In committee, chaired by Curtis Laffin, consists of the Wildlife Society, the Effluent Society, The Forestry Club, The Plant Science Group, the Maine Outing Club, the Population Committee, The Maine Campus and numerous students and faculty members who are unaffiliated with any particular organization. Anyone interested in the Teach-In should contact Mr. Laffin (c/o the Forestry Building, University of Maine, Orono 04473). The Effluent Society is helping by planning two panel discussions, one on oil and one on the Penobscot River.

Janis A. Rommel (Mrs.)
President, The Effluent Society

Rehearse for th

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REHEARSE FOR THE APOCALYPSE. HERE ARE A FEW SUGGESTIONS:

Better start preparing your pallette and stomach for the fare of the 80's:

* Mix detergent with everything you eat and drink. There's already quite a bit but there will be a lot more in the future.
* Learn how to digest grass and other common plants.
* Start fattening your dog, cat, parakeet and guppies for the main course of the future.
* Develop a taste for grubs and insects - your ancestors weren't too proud to lift a rock for their dinner.
* Practice starving.
* Every night before bedtime drink a glass of industrial and organic waste on the rocks (with mixer if you prefer).

Appreciating that most services and products will disappear over the next ten to twenty years, we suggest this little dry run:

* Turn off your gas
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* Sit naked on the floor and repeat this chant: PROGRESS IS OUR MOST IMPORTANT PRODUCT, PROGRESS IS OUR. . .

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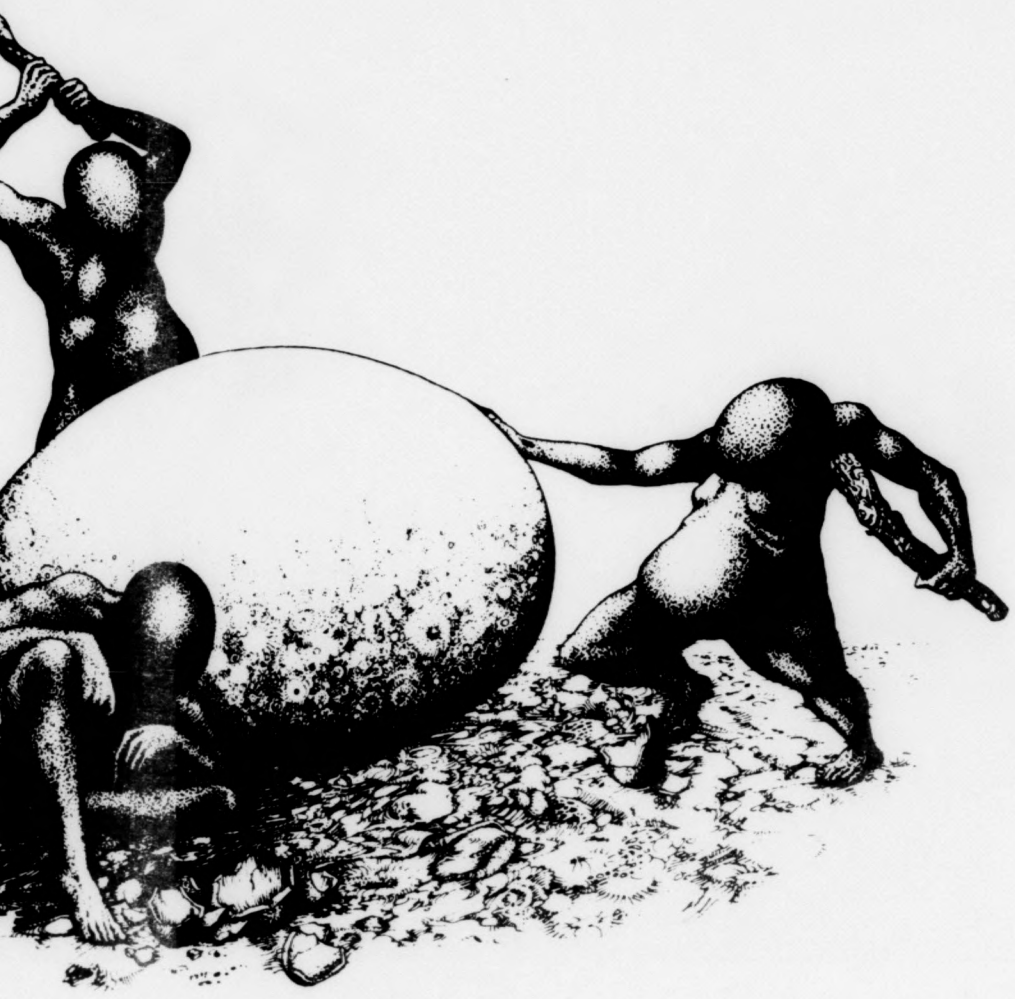

time to start hoarding. Start buying things you'll need after the Fall on credit - after the collapse no one will bother with collecting debts.

* While on the subject: start thinking about creative new uses for money since its present function will soon end. Remember, paper - particularly tissue - will be in short supply.

* Think about creative new uses for other potentially obsolete things like electric can openers, televisions, brassieres, toilets, alarm clocks, automobiles, etc.

* Accustom yourself to human body odor

t this chant:
PRODUCT,

e's no better

* Now is the time to learn a trade for the future - practice making arrowheads and other implements out of stone. Advanced students should start experimenting with bronze.

* For those of you who are investment minded, buy land, but you'd better leave enough bread to also buy a small arsenal to defend your property with

* Remember Victory Gardens? Plant your Survival Garden now!

* Better quit smoking - or rip off a tobacco warehouse.

* Stockpile useful items like matches, safety pins, thread and needles, condoms, etc.

* Learn how to shoot a bow and arrow.

* Start preparing for the fashions of the future. You girls might take a hint from the heroines of monster films and start tearing your clothing in tasteful but strategically located tatters in order to create the Fay Wray look of tomorrow. Those less frivolous minded among you should start cultivating your body hair. (Remember a naked ape is a cold ape)

* You housewives had better learn how to maim and kill with a vegematic.

* Finally everyone should buy a boy scout manual - or in lieu of that, buy a boy scout.

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$500 PRIZE

to be awarded for the best slogan prepared by a student on any of the 215 campuses where this ad is appearing.

Rules: Simply devise a brief statement of the importance and urgency of checking population growth – to the environment, to quality of life, to world peace. Send it on or before April 22 to this newspaper, addressed "Population Contest." Judges on this campus will be three members of this paper's staff appointed by the ad manager. All decisions final and only their selection will be eligible for big national prize, to be judged by Paul Ehrlich, David Brower, and Hugh Moore.

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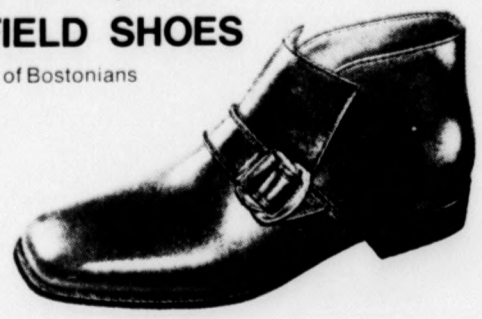

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Poor turnout at AWS meeting

by Carol Coates

Twenty women students were present at the annual spring assembly held March 17 in the Main Lounge of the Union. Traditionally this meeting is held each spring to give the candidates seeking office a chance to give their last campaign speeches before AWS elections are held the following day.

At the time of the meeting no one had signed up to run for President, and no campaign speeches were given. Instead President Cyndy McGown called the meeting to order and spoke briefly. Then the treasurer's report was read, and the twenty women discussed what to do about the conditions surrounding the election.

First, after discussion a vote was taken in favor of postponing elections for one week.

Claudette LaFleur, Chairman of the elections committee, explained how the campus mail had not reached dormitory governments. The mail, containing copies of proposed poll questions, information for those interested in seeking office, and voting regulations, had been mailed out in campus mail envelopes from the Union on March 5. Some dormitories did not receive it until March 15 or 16.

A revote was taken on whether to postpone elections. It was decided elections would be held the following day, since it seemed those truly interested in holding an office would have already signed up. However, midnight was set as the time limit for anyone deciding to seek the Presidency.

Judy Hackett, AWS president

Judy Hackett was chosen to head the new slate of AWS officers elected March 18. She defeated Carol Caughran 479-261 votes.

Other officers elected were: Mary Jo Gibson, 1st vice-president; Debbie Roddey, second vice-president; Peggy Cullenberg, secretary; Linda Hevey, treasurer; Kerry Atherton, activities chairman; Carol Garner, Standards chairman, and Stephanie Parker, publicity chairman. The total number of women voting in the elections were 730.

Poll questions concerning curfew procedure, closing hours for gentlemen in women's lounges, and the possible elimination of the organization were also voted upon. These issues will be brought to vote again possibly with Senate elections in April as referendum questions. The poll results are only to serve as a guideline in formulating the referendum questions.

Environment Teach-in begins April 7

by Paul Adamus

Maine's first environmental teach-in will begin Tuesday, April 7.

On that date, at 7 p.m. in Hauck Auditorium, six pollution experts from throughout the state will look into the fate of the Penobscot River during a panel discussion "The Penobscot – River or Sewer?"

The panelists include Merle Goff, Bangor City Manager; Clinton Townsend, president of the Maine Natural Resources Council; Dr. Franklin Woodard, a UMO Assistant Professor of Civil Engineering; Dr. David Dean, Director of the Darling Research Center; Edgar Imhoff, Director of the UM Water Resources Center; and David Pollard, Manager of the St. Regis Paper Company in Bucksport.

"The panel will be asked some hard-hitting questions," says David Herer, a senior in Chemical Engineering and chairman of the Penobscot Valley Committee of the UM Effluent Society. Among those he notes are: "Can the Penobscot be adequately cleaned up by 1976? Why isn't it being cleaned up faster? What can individuals do to make industries cleanup? What, if anything, can the river be used for now?"

"Our real objective is to inform ourselves and the public on the whole picture of this local river," Herer emphasizes. He notes that following the panel discussion in Hauck, the panel will adjourn to the Lown Room of the Memorial Union for informal discussion.

Earlier in the evening, probably at 6:30, the panelists will be interviewed live on ETV.

From then until April 22 the Teach-in will feature more pollution panels, films, entertainment, and discussions on the topics of oil and the Maine coast (April 9), population (April 13), Maine's pulp and paper pollution (April 15), agriculture's environmental effects (April 16).

On Monday, April 20, Stewart Udall, the former U.S. Secretary of the Interior and author of "The Quiet Crisis" will give the Teach-in's keynote address in Memorial Gym. The month's events will be climaxed on April 22, the national environmental Teach-in day, by campus exhibits, class discussions, and a rally.

The concept of a nationwide campus environmental teach-in was first proposed by U.S. Senator Gaylord Nelson of Wisconsin, early in September. Almost immediately, university groups adopted the idea and scrambled around eagerly trying to obtain the most eminent ecology speakers. By early December the date for the Teach-in had been set for April 22, called Earth Day. The national news media, seizing upon the now-magic words of "ecology" and "environment," publicized widely the national Teach-in plans.

It was then that a group of UM students in the Effluent Society first got wind of the plan and immediately set to work formulating Teach-in plans for UM. They decided to draw together several UM groups to organize the Teach-in, feeling that manpower would be needed and that a coalition of groups could draw widespread student and faculty support.

In a January meeting, representatives of The Effluent Society, Wildlife Society, Maine Outing Club, Plant Science Club, and Forestry Club agreed to co-operate on the Teach-in and they formed the UM Environmental Teach-in Committee.

On February 9 the Effluent Society held a mass meeting to introduce the Teach-in plans to the public, and drew a crowd of over 130. President Libby and student senate leaders voiced their support for the Teach-in.

By this time, plans for the April 22 Teach-in had been made by at least 900 colleges and over 2000 high schools across the nation. Thus when the UM committee tried to obtain films and big-name ecology speakers, they were mostly unsuccessful. Undaunted, the committee decided to conduct the Teach-in throughout the entire month of April, rather than just on the 22nd. By doing this, they became, as the NEW YORK TIMES then noted, the only student group in the nation to devote the entire month to the environmental crisis. In addition, they now found good speakers somewhat easier to obtain.

Meanwhile, contributions had come from students, faculty, the administration, and private groups. Exhibits, a "dirty pictures" pollution photo and art contest, and an environmental button sale were all lined up for the Environmental Month.

Unless a child who has swallowed a coin has real trouble breathing, don't turn him upside down or whack his back. Call a doctor. Children under the age of four swallow the most pennies, those under five the most nickels, those under eight the most quarters, and teenagers the most half-dollars. Coins, however, account for only about 10 per cent of the objects youngsters swallow. The other favorites are buttons, thumbtacks, seeds, peanuts and small plastic objects.

Before the Senate Appropriations Committee, the representatives of the FAA could point to only one single benefit of the SST – that it will shorten the time it takes to fly overseas. (Congressional Record, 12/17/69).

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Saturday, March 28

Sierra Club Snowshoe Walk in the lue Hill area. Led by Jon Webber, ast Blue Hill (734-2433). Meet at he Blue Hill Post Office at 1 p.m.

Saturday, April 4

Sierra Club, Beachcombing and iking at Machiasport. Led by Jane lson, Machiasport (255-3078).

UMO Horseman's Club used track nd apparel sale, Field House.

Monday, April 6

Effluent Society Meeting, N. angor Room, 7 p.m.

Tuesday, April 7

Environmental Teach-In begins. "The Penobscot, River or Sewer?" Hauck Aud., 8 p.m.

Horseman's Club, film and peaker on Foaling, 140 Little Hall, 5:30 p.m.

Cheerleading Try-out practice, ange Lengyl Gym, 7 p.m.

Poetry Festival, Jacque Van Luik, Main Lounge, Union, 8 p.m.

Wednesday, April 8

Poetry Festival, Robert Bragg, Main Lounge, Union, 8 p.m.

Thursday, April 9

Poetry Festival, Donald Junkins, Main Lounge, Union, 8 p.m.

Cheerleading Try-out practice, studio Lengyl, 7 p.m.

Teach-In, "Oil and the Maine Coast," Hauck Aud., 8 p.m.

LIBRARY HOURS
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Friday, March 27	Closes 5 p.m.
Sat. March 28	Closed
Sun., March 29	Closed (EASTER)
Monday, March 30	8 a.m. - 5 p.m.
Tues., March 31	8 a.m. - 5 p.m.
Wed., April 1	8 a.m. - 5 p.m.
Thurs., April 2	8 a.m. - 5 p.m.
Friday, April 3	8 a.m. - 5 p.m.
Sat. April 4	Closed
Sun., April 5	5 p.m. - midnight

POTTERY COURSE

(PICS) - Students in a course in pottery will exhibit their creations at an Open House from March 23 through 26 at the University of Maine's South Campus in Bangor.

The public is invited to view the clay works of the 26 students enrolled in the Continuing Education Division course and of their instructor, Ivan Booker of Brewer.

The exhibit is open from 9 to 11 a.m., 4 to 6 p.m., and 7 to 9 p.m., Monday through Thursday, in Building T-18, Illinois Avenue.

The MUAB Student Art Show has been taken down early, due to a theft. All other art work may be picked up in the MUAB office, on the third floor of the Union.

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Chamber Music enjoyable

by Eileen Stretton

Chamber music is generally not the type of music I choose to listen to. But due to coersion from friends and an assignment from the Campus I found myself in Hauck Auditorium Sunday evening listening to the New England String Quartet. And I found myself enjoying it.

On a stage recently cleared of the trappings and settings of a Maine Masque play, four men, two with violins, one with viola, and one with cello took my imigination and spun it around with romantic visions for nearly two hours.

Although I know little structurally of what I heard, I was conscious of the tremendous amount of effort and concentration involved increatinga cohesive and precise piece of music. The smoothness and precision required by each member in joining in and contributing his own part impressed me more than any explanation of technical composition could have.

The imaginary settings of Mozart's "Quartet in D Minor" flew from an 18th century fancy dress ball complete with minuets, ringlet curls, and silk knee breeches to a lilting Allegretto suggesting a child skipping through a flowered meadow.

Bela Bartok's "Quartet No. 6" moved from a fiery "Vivace" to a sad, story "Burletta" to a busy plucking session in "Burletta." Beethoven's "Scherzando Vivace," from the "Quartet in E Major, Opus 127," conjured up pictures of Gypsy camps and wagons, and his Finale softly brought my imagination back into Hauck Auditorium, 6th seat, fifth row.

everybody's doin' it

New officers of Alpha Omicron Pi include: president-Bonnie Crocker; vice-president-Ann Scully; corresponding secretary-Sue Maines; recording secretary-Nancy Coffin; and treasurer-Cathy Tripp. AOPi's new initiates are: Donna Burton, Bette Cain, Nancy Coffin, Kathy Duffendack, Keyth Harvey, Joan Jacoby, Laura Johnson, Karen Jonason, Joan Moriarty, Brenda Peterson, Martha Pinkham, Terry Roy, Barb Sirois, Mary Towle, and Kathy Van Dyke.

Alpha Delta Pi announces its new slats of officers: president-Ann Parker; first v.p.-Suzella Roy; second v.p.-Margaret McCue; recording secretary-Wendy Spence; corresponding secretary-Judy Pancoast; treasurer-Ginny Gibson; membership chairman-Carol Fisher; historian-Jan Kesner; guard-Maria Morrison; and chaplain-Lyn Hubina.

Newly initiated sisters of Alpha Delta Pi are: Bonnie Brag, Mary Jo Gibson, Rita Harrington, Debby Hornstra, Donna Jewell, Bobbi Johnson, Barb Kennedy, Penny Lehtola, Debbie Moore, Kathy Murphy, Diana Orsini, Marcella Phillips, Karen Picucci, Linda Rice, Nancy Rivelli, Cathy Sampson, Lynn Sleeper, Sissy Van Orman, and Mary Jane Gorham.

Congratulations to: Meridith Anderson, Phi Mu, pinned to Eugene Dumont, Alpha Gamma Rho; Sissy Van Orman, Alpha Delta Pi, pinned to Donald Kenderdine, Sigma Phi Epsilon, Baldwin Wallace College, Berea, Ohio; Kathy Jewell, Alpha Delta Pi, pinned to Ken Krupka, Delta Tau Delta; Barbara Kennedy, Alpha Delta Pi, pinned to Richard Thereault, Sigma Nu; Meredyth Dankin pinned to Darrell Breed, Kappa Delta Phi.

Congratulations on recent engagements: Donna Richardson, Chi Omega, to David Jordan, Unity College; Carol Smith, Chi Omega, to Karl Kronquist, Mercer University, Macon, Georgia; Karen Erikson to Bob Clunie, Alpha Gamma Rho; Barbara Cooper, Chi Omega, to Joey O'Connel, Sigma Chi.

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Sensitivity groups open new doors

by Chris Danaher

What do you know about Sensitivity Groups? No doubt you've heard something about them, from one source or another. Movie screens have flashed the experiences of Bob and Carol and Ted and Alice through every neighborhood in the country. Hippie types spread the gospel of communication (verbal and otherwise) with fervor. The John Birch Society has denounced these sessions as "brainwashing." More important, how do Sensitivity Groups relate to students at Maine?

Basically Sensitivity groups consist of a number of people involved in an honest exchange of feelings and ideas under specified conditions. On campus, the Newman Center has sponsored a series, called "Think-Ins." The participants were students. At one session all were Catholic. At the other they were representatives of all faiths and some were of no faith.

They came together to find out about themselves and to get a new perspective on campus life. There were no startling revelations, no miracle cures for whatever ails you, but something definitely happened. Some of those involved call it "the most meaningful experience of my life."

Hogwash?

Maybe.

Maybe not.

This is a situation that many approach with trepidation. "You know what people say about those group sessions...."strange things happen." The room is dimly lit. Scattered pillows make a pattern on the rug or around a low table. Stangers amble in and out of the room attempting nonchalance. Their faces can be familiar.

When every pillow is occupied the session begins. The shy people scrutinize their feet. Bolder individuals challenge the eyes around them to a stare-down contest. Those who fall in between scan the group for hints of encouragement or friendliness. For a time the silence is deafening. The group leaders tread softly, trying to draw out members of the group by hitting a topic of general concern.

The first response isn't always good. Few will commit themselves to anything which they fear will make them look foolish. This is a sign for the leaders to remind the group that their most important function is trust. The adage "what we say here stays here" is a basic part of the atmosphere that allows people to be free within a group.

When the discussion starts again tentative suggestions for consideration often include the problem of identity. The idea of masks as a protection for "the real you" comes out often, as does the image of a puppet being pulled back and forth by parents, friends and society.

Inevitably the subject of religion also appears. "God is dead" as a theological thesis is too dry for most people but the religious hand-ups of your own age group can stir a fascinating response. Frank discussion brings to light and banishes doubts that are hard to face alone. Do you think you're the only one with deep dark guilts? You may be in for a surprise.

What about love? Who knows what it is, why it strikes, when it will really last? Bull-sessions in the dorm on this subject are one thing. They involve friends, generally of the same sex, who reinforce one another's fantasies about what the "other side" wants and gets. Starting that topic in a group gets an entirely different response. The comments come fast and furious from both sides and they are refreshingly blunt. The tendency to generalize by gender lessens with confrontation. It's not easy to get away with statements that start "all guys..." when there are several of them there; ready and willing and able to refute the charges.

The possibilities are endless. Anything that is on your mind, no matter how trivial it may seem, merits consideration by the group. Sometimes just the opportunity to say certain things out loud can bring relief. The fulfillment of the group session comes when something you say triggers a response by other members. The discovery that you are not alone is a significant step in finding youself as a person.

Is the effort worth it? Do you dare risk revealing yourself to others? There are questions that each individual has to answer for himself, sensitivity groups can only set the stage, the production of the play is up to you.

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Poll tells religious viewpoint

by Chris Danaher

The results of a poll to determine student attitudes and interests in religion was presented to the Committee on Religious Affairs at a meeting March 17. Mrs. Roberta Worrick, committee secretary, who conducted the survey, explained the results. CRA members then discussed the report and its impact on religious activities at the Orono campus.

Mrs. Worrick made up and sent out a questionnaire that inquired into student opinions in areas such as denominational services, religious speakers, discussion groups and accredited religious instruction. The questionnaire was sent to 493 randomly selected undergraduate students at South Campus and Orono in January of 1970. Responses were received from 60% of those contacted.

According to the report, Maine students show only moderate interest in religious services, especially regular attendance at traditional denominational services. This is in line with a national trend toward ecumenism. Students showed a high interest in famous speakers connected with religion such as Billy Graham, Fulton J. Sheen and Malcolm Boyd. However, CRA funds are not sufficient to meet the high cost of financing such renowned lecturers.

Projects involving time for planning religious programs received the least interest. Relevant group discussions, films and panel discussions were points of peak interest. The idea of religious instructions through accredited courses such as "The Sociology of Religion" and "Great Religions of the World" also received notable support from students.

Recruitment opportunities down this year

by Linda White

With official recruiting coming to a close this Friday, many members of the class of 1970 may still be without jobs and may have a hard time finding them this year.

Because of a combination of factors such as sharp cutbacks in defense spending, tight money, and the resulting profit squeeze, college recruiting has reached its lowest pace since the Korean War.

The University of Maine is faring well, however, in comparison to many other colleges. A recent survey of 141 colleges and universities showed job offers to bachelor's candidates down 16% while UM is down only about 10% from last year according to Career and Planning Director Philip Brockway.

The drop at UM is due to some business' cancelling and also to lack of student interest in certain fields. The smaller specialized companies have cancelled due to lack of openings said Brockway. A couple of aerospace companies also cancelled interviews because of the drastic national cutbacks in that field.

Arts and Sciences' students and general business students have been the hardest hit by the drop-off in recruiting. Brockway said that the most surprising drop-off has been in the biological sciences. For example, Jackson Laboratory in Bar Harbor did not recruit on campus this year because of a lack of openings and cutbacks in research funds.

Along with the cut in research funds and grants, governmental hiring has dropped off also. This affects the agricultural and forestry students, many of whom usually accept employment with various government agencies.

In contrast to the drop in industrial and governmental job availabilities, hiring for educational positions remains about the same, Brockway pointed out. However, the number of openings in certain areas (i.e. English, history) has dropped. Brockway said that this is mainly affecting only the people who have not taken all the education courses or student teaching and therefore, cannot qualify for full certification.

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Bangor State Hospital debated

by Chris Danaher and Russ Van Arsdale

Problems in Maine's mental health institutions were explored at a teach-in/workshop held March 21 on the Orono campus.

"You can't change anything at any one level and expect everything to be all right," said Dr. Gordon Kulberg, professor of psychology at UMO. The inter-relatedness of problems of Maine's state institutions was stressed by Kulberg and other panel members representing Pineland State Hospital, Skowhegan Women's Correctional Center, Maine Medical Center and Bangor Counselling Center.

Conspicuous in its lack of representation was Bangor State Hospital, the subject of a searing report issued recently by the seven-member Student Mental Health Information Committee. The report cited the state hospital as the source of "a major social problem, but ten miles away from the UMO campus."

"Until we had worked there, we had had no idea as to the situation that existed," the authors say in the report. "After witnessing personally the 'phasing-out' of the only effective chronic treatment program on ward D-2, we presently feel the situation is being perpetuated," the report continues.

Section II of the report lists quotes from MAINE TIMES (Dec. 2 and Dec. 26, 1969), only two of which are attributed. One quote states "Bangor State Hospital is primarily a custodial institution, not a hospital." One quote notes the hospital "has repeatedly been refused accreditation as a hospital by the Joint Commission on Hospital Accreditation" and is therefore ineligible for Medicare and other Social Security funds.

"It (Bangor State Hospital) is not even approved or licensed by the State of Maine itself," one quote in the report reveals. The hospital has no "board certified" psychiatrists or credentialed psychologists, the report says.

The authors of the report found what they believe to be the answer to why nothing has been done by those in charge in a policy statement by the state Department of Mental Health and Corrections. This statement places responsibility for formulation of policy and programs with the Commissionor or, with his permission, the Director of Mental Health or the Director of Corrections.

Once such policy is established it may not be opposed by any other employee of the Department in any capacity, the report notes. Any violation of that directive is considered insubordination, the report states, thus endangering the career of any employee who attempts to institute productive changes.

Panel members noted other problems common to most of Maine's institutions. Money is scarce and improperly spent. Existing institutions are largely custodial, and there is a definite need for expansion. The personnel are not always qualified. Administration policies are rigid and virtually unchangeable by those who must work under them.

According to Dr. Bowman there is a conflict between the fiscal and the humanitarian. Bowman said caring for people instead of records should be the prime concern. The staff members who know what is wrong and where the needs lie have no power to effect a change in the budget.

Furthermore, he said our traditional conceptualization of the mental hospital as a custodial institution needs to be replaced by a modern hospital set-up. Dr. Peter Magaro of the UMO Psychology Department stressed the importance of environment in treatment. He said that eating, sleeping and occupation of idle time are greater factors in the lives of patients than formal treatment. The effects of treatment improve with living standards.

The need for expansion was brought out by Dr. Jackson who is director of Emergency Psychiatric Services at Maine Medical Center in Portland. Dr. Jackson said his in-patient clinic, which serves 200,000 people in southern Maine, functions with a capacity of 12 beds. He mentioned the lack of work in the area of child psychiatry in the state and the establishment of a satellite clinic in an old schoolhouse in Bridgton. Participation by the family in the treatment of the patient is stressed by the staff at the Community Mental Health Center at MMC so that transition will be smoother when the patient is released.

All of the speakers noted the fact that change can come only through the help of interested people. Pressure on legislators for change must come from the public. The consensus of the panel was that even the most courageous employee of the state system cannot force change alone.

IN MEMORY OF

Dr. James N. Clark

Dr. Charles N. Clark, Assoc. Prof. of French drowned Sunday, March 15 while scuba diving alone near Schoodic Point at Acadia National Park.

Dr. Clark, who specialized in 20th century French studies came to the University in 1965. A graduate of Yale University in 1948 with a B.A., an M.A. in 1949 and a Ph.D. in 1952, Dr. Clark had also taught at Yale, University of Colorado and University of Manitoba in Canada.

With such an excellent education and being so well-read, Dr. Clark was more than just a lecturer in his classes. His ability to bring in a multitude of related and intriguing stories added immensely to his courses.

Dr. Clark was a student of Marcel Proust, the major French novelist in the 20th century, and was in the process of writing a book on him. He managed more than frequently to bring Proust into most of his courses to his delight.

Dr. George Moody, head of Foreign Languages remarked on Dr. Clark's unending enthusiasm in everything concerning students. He enjoyed working with youth and it showed in his effervescent teaching and rapport with his classes.

This semester two french majors, Carmen Fortin and Mike Poirier initiated by themselves a seminar in 20th century poetry which they also teach. Dr. Clark took on the seminar as advisor despite his heavy teaching load. Carmen commented, "He always had time for students no matter what."

In Dr. Clark with his love for teaching and his vast wealth of knowledge the French department tragically lost one of its best professors.

Anyone who plans to student teach during any quarter of 1970-71 should make application not later than April 10, 1970.

Application forms are available at the main desk of the College of Education Building and may be returned there or to Mrs. Barbara Corley, student teaching secretary, personally, by students.

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Open admissions is step towards reform

by Paula Day

Open admissions is one step in the direction of an overall educational reformation in Maine. Open admissions is an attempt to begin this reform at the top of the educational structure. But the reforms will also have to work down.

This liberal policy was the chief topic under study at the Open Admissions Conference held here last Saturday. But discussion ranged from the prevalence of discrimination to the need for an overall tax reform in Maine.

Open admissions means the end to all arbitrary standards for choosing who will and who will not go to college. This means the elimination of college board exams to indicate which people are "smart" enough to do college work. It means anyone who wants to can go to college no matter how great his academic disadvantage.

If this plan were to go into effect at UM it would mean instituting remedial courses for incoming freshmen who are not academically prepared for college. They are not prepared because of the great discrepancy in the quality of education that different high school students receive within the same system.

The cause of this discrepancy is the tracking system. Beginning in junior high school all students are put in tracks that they stay in through high school. Which track a student enters is usually based on the socio-economic status of his family rather than on his abilities. Children of white-collar, professional workers enter the college track, while children of blue-collar workers enter the vocational/technical tracks.

Theoretically, everyone has a free choice as to which track he will enter. But the panel pointed out while 69% of the high school students whose parents were in Class I of the U.S. Census Occupational Classification (professional/technical) were in the college courses, only 17% of students from Classification IX families (laborers) were in that course.

However, these reforms are not financially possible under the present system of priorities for tax funds. A shift away from the military toward education, health, urban and rural development, etc. is necessary in national priorities.

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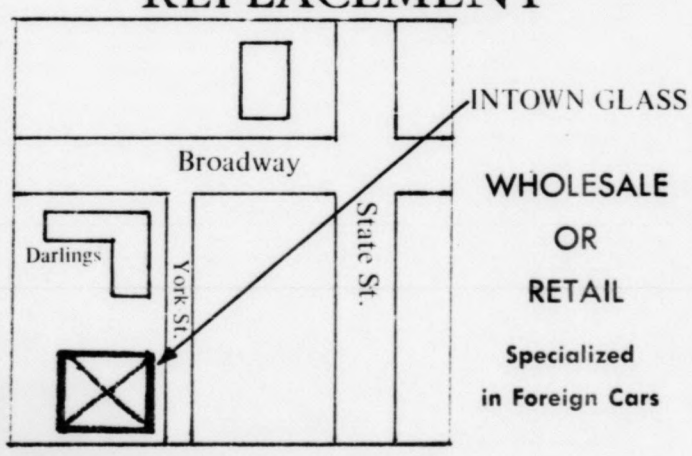

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sun by melisa lewis

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