

Spring 2-29-1968

Maine Campus February 29 1968

Maine Campus Staff

Follow this and additional works at: <https://digitalcommons.library.umaine.edu/mainecampus>

Repository Citation

Staff, Maine Campus, "Maine Campus February 29 1968" (1968). *Maine Campus Archives*. 436.
<https://digitalcommons.library.umaine.edu/mainecampus/436>

This Other is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in Maine Campus Archives by an authorized administrator of DigitalCommons@UMaine. For more information, please contact um.library.technical.services@maine.edu.

Community concert Don Shirley to perform

by Tracy Bronson

Igor Stravinsky and Duke Ellington have different musical tastes, but they agree on Don Shirley. Says Stravinsky, "His virtuosity is worthy of the gods." Adds Ellington, "Not only is he great musically, but he has the fingers to execute his virtuosity." The man who has earned this praise, Don Shirley, will appear in Memorial Gym, Saturday March 2, at 8 p.m. as the next of the Community Concerts.

The program won't be settled until Shirley gets the feel of the audience and decides what will be enjoyed most. His selections will come from a repertory that includes Bach and Scarlatti,

Lennon and McCartney, Dylan and Seeger, Gershwin and Rogers. This variety of music is performed by the Don Shirley Trio—piano, cello, and bass—a group that is winning raves everywhere.

But his leadership of the trio is only a tiny fraction of what Don Shirley is. He arranges most of the music they perform, composes, and appears as a piano soloist. The works he has composed range from symphonies to a Schweppes commercial. He has been a guest soloist with this country's major orchestras and is one of only three piano soloists ever to appear in Milan's famous La Scala, the other two being Rubenstein and Richter. Besides all this

Shirley is a music scholar expert in Ambrosian and Gregorian chants.

Not content limited to music, Don Shirley has a Ph.D. in psychology, which he earned with Phi Beta Kappa honors. While a teacher at the University of Chicago, Shirley received a grant for the National Psychological Association to study the emotional effects of music on big-city delinquents. He began testing the responses of audiences while he played, and soon he found himself a concert musician.

For sidelines Shirley knows most of the Middle Eastern languages, has read the Koran in Arabic, has designed sets for television, and paints. Some venture so far as to say that he is versatile.

The cellist of the trio is Gilberto Munguia, who holds a bachelor's degree from Louisiana State University and a master's from Yale. He has won several major cello competitions and has performed as a guest cellist in the U.S., Canada, Mexico, and Switzerland.

Henry Gonzalez, bass player, has a B.A. from San Fernando Valley State College. He was with the Houston Symphony for two seasons and studied under Paul Gregory and Pete Marcuro.



This is Don Shirley, an excellent pianist, composer, musicologist, psychologist, Mid-Eastern linguist, artist and leader of the Don Shirley Trio.

Versatile

Hitler documentary will be televised March 6

"Adolph Hitler is dead. The Third Reich he built, which lasted so short a time, twelve years, but which in its calculated butchery of human life and the human spirit, surpassed anything this earth has seen, is now a painful memory . . ."

The writer of these words is William L. Shirer, author of the monumental history, "The Rise and Fall of the Third Reich."

"The Rise and Fall of the Third Reich," depicting in detail one of the darkest eras in human history, will be telecast Wednesday, March 6 and Friday, March 8 (10-11 p.m., EST) and Saturday, March 9 (9:30-10:30 p.m., EST).

It is now almost 23 years since World War II ended; 35 to 40 years since the rise of Adolph Hitler. Almost half of the population of the United States was born after his death, and as time passes, less and less is said about him.

"With the passage of time, things begin to fall into different perspectives," said Jack Kaufman, producer-director of the documentary. "You know—villains—historical villains—can easily become heroes with the passing of time. Somehow the reverse should be true; it rarely is."

"I think it's difficult for a generation today, which is absorbed with war in Vietnam and the potential of bombs which are far more frightening than any weapons Hitler could unleash, to do anything but pooh-pooh the past and say, 'Well, it's done with, and really, who was Adolph Hitler? What kind of moronic generation would go out and take such a funny, little man seriously?'"

"You can laugh about him now . . . when Hitler is seen on a German television documentary, you hear gales of laughter. And kids are always telling their parents, what kind of idiots were you to listen to this man?"

"The trouble with all this is that the entire tragedy—perhaps the worst in history—can be reduced to a kind of fantasy or legend. I think it's important to remind young people. That's why the documentary is not so much the story of the rise and fall of the Third Reich as it is a story which teaches us something about human beings."

"Without becoming too philosophical, I feel that the Germans were a test case for humanity to show how easily a society and its values can be perverted. Not simply by participating in the evil, but by turning its back on it."

Noted surgeon meets newsmen

by William Yates

Dr. Robert J. White, noted Cleveland neurosurgeon and pioneer in experimental work with the nervous system, held a press conference Monday afternoon at the University of Maine in Orono.

White discussed the feasibility of heart and brain transplant operations, and the moral implications of such procedures.

He said in cases of heart stoppage, "It has been traditional for the M.D. to proclaim death. But more properly, death should be linked to the brain, which is the principal organ of an individual."

Replying to a question concerning brain transplants, White said, "I'm very glad you asked that question, because it is especially appropriate at this time, due to the great interest in transplant operations. It can be done in animals experimentally, but by no means in the human sense."

White stated, "No-one could cut all the necessary nerves and then re-fix them and have them perform normally." He added that brain transplants were the most doubtful of all organ transplants to achieve.

Commenting on such an opera-

tion, White stated, "I certainly don't see in the immediate future—my future—any possibility of brain transplants."

He noted since the first kidney transplants during the fifties, renal exchange "has become a well-recognized field of endeavor." However, he added, "People must ask themselves about the propriety of using human hearts. He said, "A heart transplant has a far different connotation. The over-all accomplishment of a heart transplant has all the color, all the drama, all the sensationalism not present with any other organ."

White noted that all hearts to present have come from persons with terminal conditions; thus there have been few moral conflicts. However, he cautioned future dangers might develop in finding suitable donors. White said, "What is needed is a more concise, reasonable, scientific definition of death." He also commented that the heart transplant operation is very difficult and very expensive to perform. He indicated that complications arising from these two factors might be problems of great significance in the future, should the operation be attempted on a wider basis.

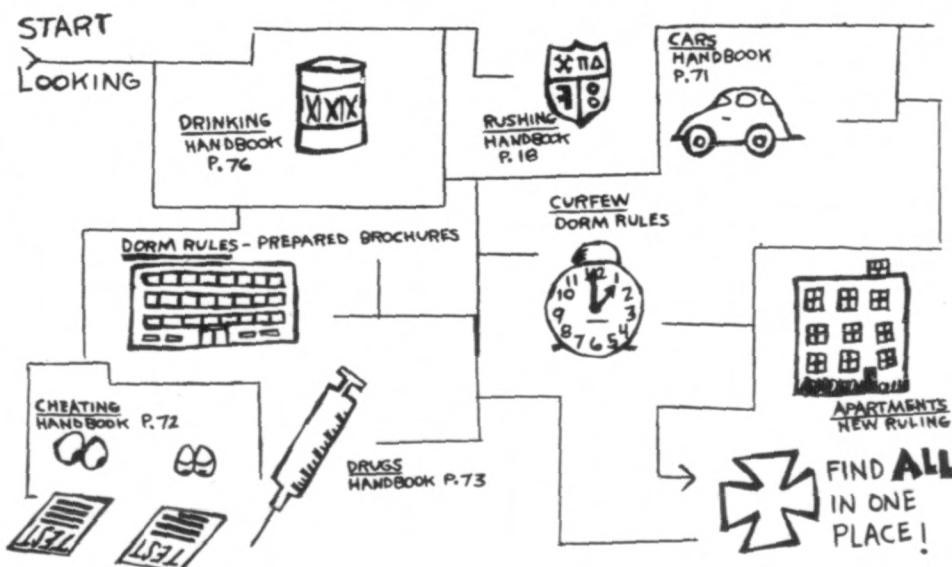
the maine CAMPUS

A Progressive Newspaper Serving A Growing University

Number 17

Orono, Maine, February 29, 1968

Vol. LXXI



All in one

The proposed Disciplinary Code is a formal definition of student rights on the University of Maine campus. For complete text turn to center section, page 5.

Picking the brains of Maine WMEB air Campus Bowl

by D. Johnson

What is the land of the rising sun? How often is the U.S. population census taken? Who introduced into Europe? How many of these questions can you answer?

Two weeks ago on February 16, these questions were asked of two panels of students from TKE and DTD fraternities in the newly initiated WMEB Campus Bowl.

Campus Bowl? What's that? It's a brainstorm that Dick Gleason, Student director-producer of WMEB, had several months ago.

He is introducing this program with the intention of broadening the listening audience of the campus radio station, and arousing interest between students here on campus.

The program is patterned after its successful television counterpart—College Bowl. The rules are the same except that the winning team doesn't return each week. Instead, the two teams that have the highest scores at the end of the season are pitted against each other in the Super-Campus Bowl on May 23.

The groups who participate are not restricted. Those scheduled so far are fraternities and dorms, but as the program expands, it will include any organization interested.

The program is broadcasted on 91.9 cc at 8:30. It is open to the public, so if you would like to be a member of the audience, go on over to 120 Little Hall and cheer on your dorm organization. If you can't be in the audience, be sure to grab the nearest FM radio and tune in!

Dinnerware exhibit to open at Carnegie

With shapes and styles ranging from classic to psychedelic, a Contemporary Dinnerware Exhibition will open in Gallery One, Carnegie Hall on Sunday, March 3rd.

Dinnerware designs have been borrowed from several sources. The University of Maine Art Department, which has assembled this collection of contemporary china, requested noted companies both home and abroad to lend their most modern setting to the month-long University of Maine exhibit. Major American china

companies, as well as Norwegian, Danish, German, Finnish, and Japanese manufacturers contributed to the china collection. Numerous friends of the University Art Gallery have loaned settings to the show. Over one hundred contemporary settings will be on display.

Also shown will be handcrafted ceramics of Maine, the work of Dennis Vibert from Sullivan, Robert Dunlap from Deer Isle, Caroline Ingraham from Green, the Andersons from East Boothbay, the Rowntrees from Blue Hill, and John Emery from Springvale.

The contemporary china and ceramics show, a major exhibit in the Spring Program of the Arts and Activities Committee, will open with a Tea sponsored by the Chi Omega Sorority. Chi Omegas will be on hand from 3:00-5:00 p.m. Sunday afternoon to greet guests and serve refreshments. All are invited to attend.

Opening simultaneously with the Contemporary Dinnerware display will be a John Ireland Collins Exhibit; watercolors and oils by artist Collins will enhance the walls of Gallery One during the month of



International sets

March.

Born in Atlantic City, New Jersey, the 42 year old artist now resides in a home on Pleasant Point. In 1945, he became a Marine Corps artist. One year later, he entered the Corcoran School of Arts in Washington, D.C. After four years of study, Mr. Collins was invited to the Provincetown, Massachusetts home of Karl Knaths;

there he studied for a year with Knaths. In 1960 and again in 1963, Collins traveled to Norway to study the works of Norwegian painter Edvard Munch.

The artist has held one-man shows this year at both the Farnsworth Museum in Rockland, Maine, and the Harlow Gallery in Harlow, Maine. His third Boston exhibition will open this spring at the Joan Peterson Gallery, and continue

through the summer.

Collins has exhibited at the Corcoran Gallery of Art, Washington, D.C.; the Montclair Art Museum, Montclair, New Jersey; the Brooklyn Museum, Brooklyn, New York; the National Academy of Design, New York; the High Museum of Art, Atlanta, Georgia; the Silvermine Guild, Norwalk, Connecticut; the Maine Art Gallery, Wiscasset, Maine; the Portland Museum, Portland, Maine; and the State Arts Festival, Augusta, Maine.

Examples of John Ireland Collins' work are included in the Artists of Maine Gallery and in the University of Maine Traveling Art Exhibit.

Both the chinaware and the Collins exhibit will be open daily 9:00 a.m. to 5:00 p.m.

UM-UNB exchange

Sophomores interested in applying for the Junior year exchange program with the University of New Brunswick for the academic year 1968-69 should see Professor Edgar McKay at 111 East Annex or at 213 Library as soon as possible. Deadline for applications for the three exchange scholarships is March 22.



Stag on Campus Mar. 4

Name a job that interests you. Chances are there's a career waiting for you in that job at the sign of the Stag, The Hartford Insurance Group. In fact, there are 71 separate functions at The Hartford . . . from accountants to engineers to technologists to writers.

When the recruiter from The Hartford is on campus, sign up for an interview.

See him March 4. Contact the placement office for time and place.



HERFF - JONES
presents

Official University of Maine
Class Rings

on display

Main Lobby ... Memorial Union
Tuesday and Thursday 1-3 P.M.

UNIVERSITY STORES

"Majoring in Service"

Book Sale

Fiction

Non-Fiction

Biographies

Novels

MANY TO CHOOSE FROM

AT UP TO **50%** SAVINGS—

Come in and browse

University Stores is owned and operated by the University of Maine, serving the campuses at Augusta, Portland, and Orono and elsewhere about the state as needs arise.

Wes Sch

The stu classes Mo exciting we activities. T gone more aspect of falling in

A compl orately ligh formed a h "Psychedeli night at th Don White crowned k Schussboom a junior m is senior P jor.

"Rough S brought Al



Classified

Free-lance anywhere in Town area Peter Legen

SP G Rou



Gerard

True winter campers are is fashionabl is warm an movement. whether the in snowy we but cold, b Clothing we and winter fitting enoug pressure. Lig from the s warmth. Un be ones tha tion without clammy. T underwear jamas are ex

COMMERC Be comforta You will fin come to TH BER SHOP Town. We d razor cutting Service of H for Privacy. appointment HELPFUL Make your corners. Cl flashlight. D angle and r it is directed

Weekend a big success Schuss went smoothly

The student body returned to classes Monday morning after an exciting weekend of Schussboomer activities. Things could not have gone more smoothly with every aspect of the weekends schedule falling in its proper place.

A completely disguised, elaborately lighted gymnasium transformed a basketball court into a "Psychedelic Snowflake" Friday night at the Schussboomer Ball. Don White and Lynda Bond were crowned king and queen for Schussboomer Weekend. Lynda is a junior majoring in Art and Don is senior Physical Education major.

"Rough Sledding Ahead in '68" brought Alpha Gamma Rho its

fourth straight win in the snow sculpture competition among the fraternities. Sigma Alpha Epsilon took second place and Sigma Phi Epsilon rated third.

In the men's dormitory division, Corbett Hall took first place with Dunn Hall and Stodder Hall taking second and third places.

Androscoggin Hall won in the women's dormitory division. Hart Hall received second place and York Hall took third.

While the snow sculptures were being judged, there was great activity going on behind the infirmary as Schussboomer games got under way. Taking first place in the fraternity division was Tau Kappa

Epsilon with Sigma Nu coming in second. Alpha Phi took first place in the sorority competition. Second place honors went to Pi Beta Phi.

First place in the men's dormitory division was given to Hannibal Hamlin Hall and second place to Dunn Hall. Kennebec Hall placed first and Knox Hall second in the women's dormitory division.

A standing ovation brought the great Louis Armstrong onto the stage for Saturday's concert. Armstrong's ability to capture his audience was doubly enhanced by the versatility of his all stars.

The Association, made up of six quite unique individuals, entertained a capacity crowd Sunday afternoon.



UMVETS

Veterans,

All those interested in a practical joke contact Nat Emery, 67 Main St., Orono, tel. 866-3317.



Classified:

Free-lance photographer will go anywhere in the Bangor-Orono-Old Town area for moderate rates. Call Peter Legendre at 866-4605.

SPORTS Go- Round



Gerard & Harold Thibodeau

True winter sportsmen and winter campers are not worried about what is fashionable in clothing, but what is warm and what gives ease of movement. Warmth and ease of movement should be kept in mind whether the clothing is to be worn in snowy weather or in non-snowy, but cold, blustery winter weather. Clothing worn in winter camping and winter sports should be loose-fitting enough to avoid binding and pressure. Lightweight wool garments from the skin out give the best warmth. Undergarments ought to be ones that will absorb perspiration without becoming soggy and clammy. Two-piece suits of long underwear or warm flannel pajamas are excellent.

COMMERCIAL:
Be comfortable as well as protected. You will find self assured when you come to THIBODEAU V.I.P. BARBER SHOP, 35 N. Main St., Old Town. We do styling . . . coloring . . . razor cutting . . . re-touches. Sale and Service of Hair Pieces. V.I.P. Room for Privacy. Call 827-5531 for an appointment.

HELPFUL HINT:
Make your flashlight see around corners. Clamp bicycle mirror to flashlight. Directs beam of light at angle and reflects article at which it is directed.

Critical Defense Positions

Looking for challenge?
Satisfaction?
Opportunity for growth?

PLAN YOUR CAREER IN ROCKET AND MISSILE PROPULSION

EXPLORE the potential for professional achievement at the Naval Ordnance Station, Indian Head, Maryland.

Few technical fields offer you as many opportunities for an exciting and rewarding career as the rapidly growing field of chemical propulsion. Indian Head is a recognized leader in research, development, production, and evaluation of propellants and rocket propulsion systems and has advanced the state-of-the-art of chemical propulsion through participation with the Department of Defense and NASA. Indian Head has made important contributions to the Po-

laris, Poseidon, and Sidewinder propulsion systems as well as virtually every missile system in use by the Fleet today.

Located 25 miles south of Washington, D.C., Indian Head is close to the cultural, social, and scientific advantages of the Nation's Capital offering opportunities for pleasant suburban or country life within a few miles of mountain and shore resorts.

Professional positions available in:

Engineering
Aerospace
Chemical
Electrical

Electronics
Industrial
Mechanical

Science
Chemistry
Physics

Other
Accounting
Mathematics

Liberal career Civil Service benefits include graduate study at nearby universities with tuition expenses reimbursed.

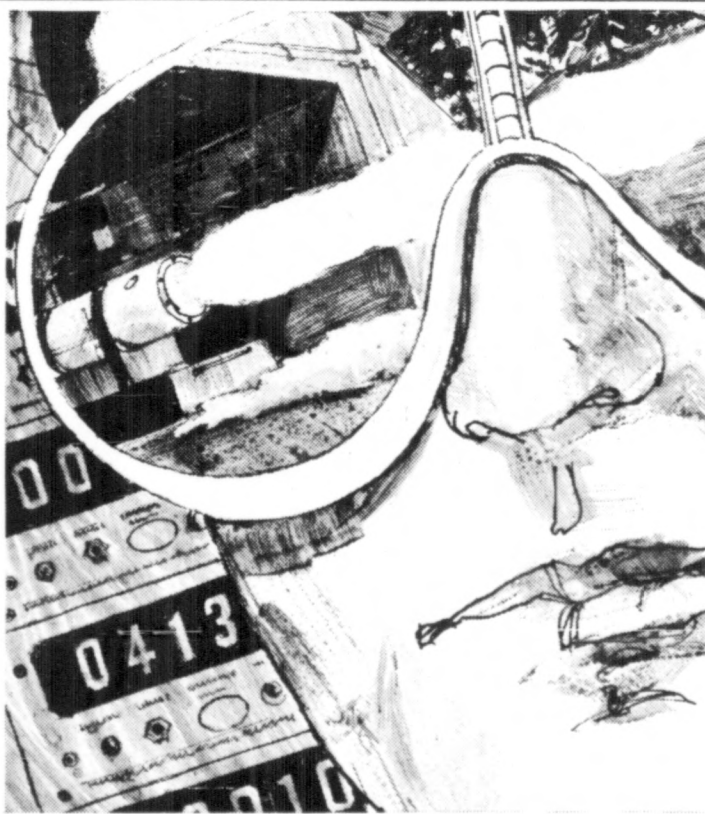
Career positions are also available for BUSINESS and LIBERAL ARTS graduates in finance, procurement, personnel administration, computer programming.

Naval Ordnance Station
Indian Head, Maryland 20640

An Equal Opportunity Employer

Representative on Campus MARCH 12, 1968

For interview, contact your placement office



Free University Movement a radical idea in learning process

The Free University Movement, a radically new idea in the learning process, has finally reached the campus of the University of Maine. A small group of Maine students is attempting to fit the idea to the needs and desires of the students on this campus.

What is a Free University? In essence, it is a communication of ideas between participants who want to learn for their own benefit. It places its emphasis on the desires and interests of the students and not upon the structured, formal type of learning process. The movement takes education out of the crowded lecture hall and places it in a coffee house or similar place where ideas can be communicated. The classes become whatever the

student desire—flops or genuine educational experiences.

How does a course in Existentialism sound? Interested? Other courses such as The Origins and Meaning of Black Power, Psychedelic Art, and Beat Poetry are being discussed. In order for the Free University Movement to serve the interests of U. of M. students, suggestions and ideas must be submitted. If any student or instructor would like to participate or offer suggestions for courses, correspondence may be submitted to the Free University Movement, Student Senate Office, Memorial Union. Courses and discussion leaders are now being lined up in hopes of getting the movement started this spring.

Who is ugliest? Contest will find him

Most college campuses in this country have their B.M.O.C. (Big Man On Campus), or a reasonable facsimile. However, the University of Maine at Orono soon will have a U.M.O.C. (Ugly Man On Campus)—and it will all be for the benefit of charity.

Alpha Phi Omega, the service fraternity at the university, has come up with plans for an Ugly Man Contest with students casting ballots for their choices at a small fee per vote and then viewing the coronation of the winner at a dance March 23. Funds collected from the balloting and at the dance will go toward one of the Alpha Phi Omega charity projects.

And according to Spencer Bernstein of Alpha Phi Omega, there are a surprising number of male students on the Orono campus desirous of winning the U.M.O.C. title. "Thus far we know there are four or five candidates for the title and we expect to get quite a few more," says Bernstein. Voting on the candidates will take place between March 15 and March 22.

Candidates have until March 1 to throw their hats into the ring and trophies will be awarded the winners.

Bernstein hastened to add that the committee is not looking for a Dracula or a Mr. Hyde type of candidate, and doesn't expect to find

one on the Orono campus. "We just hope they can make themselves up to be ugly, either with costumes or other means and promote themselves as U.M.O.C. through rallies, speeches and personal appearances. It's something to get a chuckle out of, and a few dollars for charity as well," said Bernstein.

everybody's
doin' it . . .

by Karen A. Marks

The versatile Don Shirley Trio will appear in the Memorial Gym Saturday, March 2, at 8 p.m.

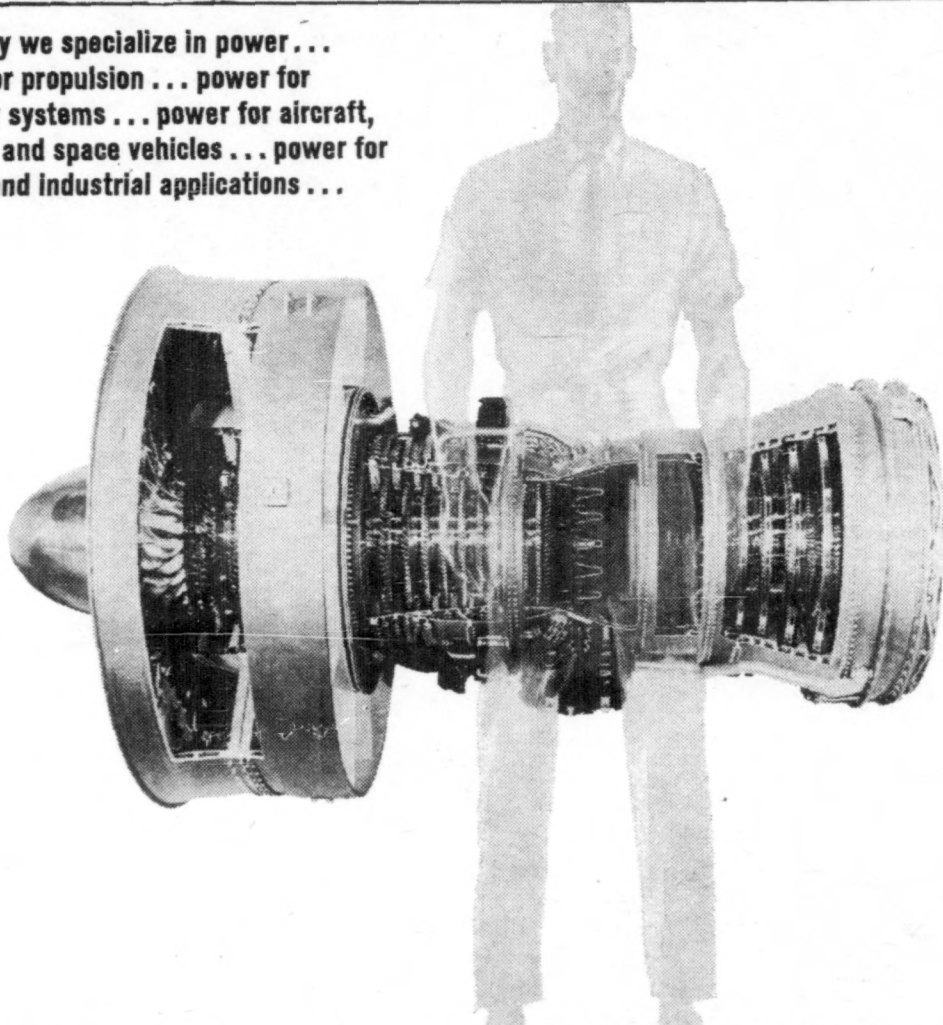
The War on Dirt is on! Pi Beta Phi will attempt to clean house at Sigma Alpha Epsilon this Saturday afternoon.

Sigma Alpha Epsilon will provide drinks for the Little Sisters of Minerva this Sunday from 3-4 at their open house. Tea, that is.

Alpha Gamma Rho recently bestowed Honorary Membership upon Larry Lagasse.

Best wishes to Andrea Anger pinned to John Patterson, Alpha Gamma Rho; Ginny Farwell, Alpha Phi, pinned to Jim Weaver; Terry Webberoff, Alpha Delta Pi, pinned to Ted Pettingail, Phi Kappa Sigma; Betsy Hoctor, Alpha Phi, pinned to Steve Dyer, Phi Kappa Sigma; Carol Rogers pinned to John Munne, Phi Kappa Sigma; Cathy Kennedy, Alpha Phi, pinned to Paul Herer, Phi Kappa Sigma; Cindy McGown, Alpha Chi Omega, pinned to Dick Steeves, Sigma Phi Epsilon; Rhonda Field pinned to Dave Ouellette, Sigma Phi Epsilon; Nancy Bolles pinned to Tom Paquet, Phi Eta Kappa; Heather Ashmore, Husson College, pinned to John Linnehan, Phi Eta Kappa; Nancy Keene, Chi Omega, engaged to Mac MacBride, Phi Eta Kappa; Sarah Herick, Chi Omega, engaged to Ken Iwashita, Lambda Chi Alpha, Michigan State; Becky Schruggs, Jackson, Florida, engaged to Frank Keenan, Phi Eta Kappa; Ellen Greigg engaged to Walt Stinson, Alpha Gamma Rho; Joan McLaughlin engaged to Robert Eigen, University of California Law School; Joy Ann Bergquist, U.M.P., married to J. Micheal Henderson, Phi Eta Kappa; Elaine Roberts, Pi Beta Phi, married to Reggie Steeves.

Some say we specialize in power . . .
power for propulsion . . . power for
auxiliary systems . . . power for aircraft,
missiles and space vehicles . . . power for
marine and industrial applications . . .



... they're right.
And wrong.

It might be said, instead, that we specialize in people, for we believe that people are a most important reason for our company's success. We act on that belief.

We select our engineers and scientists carefully. Motivate them well. Give them the equipment and facilities only a leader can provide. Offer them company-paid, graduate-education opportunities. Encourage them to push into fields that have not been explored before. Keep them reaching for a little bit more responsibility than they can manage. Reward them well when they do manage it.

You could be one of the reasons for Pratt & Whitney Aircraft's success . . . if you have a B.S., M.S. or Ph.D. in:
**MECHANICAL • AERONAUTICAL • ELECTRICAL
• CHEMICAL • CIVIL • MARINE • INDUSTRIAL
ENGINEERING • PHYSICS • CHEMISTRY • METALLURGY
• CERAMICS • MATHEMATICS • STATISTICS
• COMPUTER SCIENCE • ENGINEERING SCIENCE
• ENGINEERING MECHANICS.**

And we could be the big reason for your success. Consult your college placement officer—or write Mr. William L. Stoner, Engineering Department, Pratt & Whitney Aircraft, East Hartford, Connecticut 06108.



Pratt & Whitney Aircraft

CONNECTICUT OPERATIONS EAST HARTFORD, CONNECTICUT

**U
A**
DIVISION OF UNITED AIRCRAFT CORP.

An Equal Opportunity Employer

FOR YOUR LEISURE HOUR COMFORT!

SPERRY TOP-SIDER

CANVAS OXFORD

Sperry Top-Sider's exclusive anti-slip sole gives you a firm grip on every type of court. Extra deep rubber sole & foot-contoured fit. Cushioned arch & every point of wear reinforced. Men's only in stock.

\$10.95

A.J. GOLDSMITH
MEN'S & BOY'S STORE
10 NORTH MAIN ST.
OLD TOWN

The pre
plinary ac
state unive
past, court
interfere v
garded as
colleges and
their stude
where stud
criminal lav
enforcement
relied upon
action rathe
nal prosecu
of a devel
drastic effe
suspension
of a student
much disci
tutions of
creasingly a
yers accus
guards of t
For that rea
decisions, a
civil rights
sought to e
cedural reg
ary proces
decisions w
binding upon
jurisdiction
versity of M
they would
on local dec

Dixon v. A

The most
area of stud
Alabama Sta
F.2d 150 (5
368 U.S. 93
students were
warning, that
by the state
grounds for
It appeared d
had participa
civil rights si

Disciplinary Code

February 20, 1968

Professor John Coupe
Chairman, Faculty Council
Stevens Hall South
Campus

Dear Professor Coupe:

Attached is the report of this committee in compliance with the action of the Faculty Council during the May 1967 meeting.

The committee wishes to recognize with gratitude Dean Edward S. Godfrey and Mr. David Gregory, student, both of the School of Law, for preparing the introductory material, the first draft of the proposed code, for participating in all the meetings and for redrafting all changes into proper language.

The committee also wishes to acknowledge the wholehearted support of Director Robert Cobb, Director Lloyd Jewett, Director Bruce Poulton, Dean John Hakola, Dr. Dorothy Dissell, Mr. Arthur Mayo, Dean John Stewart, Dean Mary Zink, Mr. John Blake, Mr. Walter Fredinger, Mr. Richard Randall and Mr. John Noble who attended the meetings as non-voting discussion participants.

The committee and the discussion participants met for one full Saturday during each of five consecutive months. Every phrase of every sentence was freely discussed with ample time between meetings for further thought. We do not claim that this is a perfect code. We do feel that this is our best effort to provide a workable code for the present and the immediate future.

Respectfully submitted,

George Connick, faculty member
Paul Cota, student member
Gary Libby, student member
Jane Huard, student member
William Pease, faculty member
Kenneth Wing, faculty member
Harold Young, faculty member and chairman

The Legal Status of State University Disciplinary Proceedings

The present legal status of disciplinary actions against students in state universities is unsettled. In the past, courts have been reluctant to interfere with what has been regarded as an inherent power of colleges and universities to discipline their students. On the contrary, where students have violated the criminal law off campus, public law enforcement authorities have often relied upon academic disciplinary action rather than the normal criminal prosecution. However, because of a developing awareness of the drastic effects that expulsion or suspension may have upon the life of a student, the arbitrary nature of much disciplinary action in institutions of higher learning has increasingly affronted judges and lawyers accustomed to stringent safeguards of the rights of an accused. For that reason, some recent federal decisions, arising in the context of civil rights controversies, have sought to establish minimum procedural requirements for disciplinary proceedings. Although those decisions would not be necessarily binding upon courts that would have jurisdiction over a contested University of Maine disciplinary action, they would probably be influential on local decisions.

Dixon v. Alabama.

The most significant case in the area of students' rights is *Dixon v. Alabama State Bd. of Educ.*, 294 F.2d 150 (5th Cir.), cert. denied, 368 U.S. 930 (1961). A group of students were notified, without prior warning, that they had been expelled by the state college; no specific grounds for expulsion were stated. It appeared during the trial that they had participated off campus in a civil rights sit-in demonstration. Be-

cause of the extreme facts, expulsion without warning and without explanation, the legal issue presented was narrow and rather basic: Does the Constitution require that disciplinary action by a state educational institution be in accord with due process of law? Remanding the case to the district court for reinstatement of the students, the federal circuit court held that such action must be consonant with fundamental notions of due process insofar as it is appropriate to require adherence to elements of due process in non-judicial actions of this kind.

State universities as state agencies.

The law does not attempt to give one complete and exhaustive definition of "due process of law"; instead, courts wait for particular cases to be brought before them and then ask, "In this case has a state deprived a person of life, liberty, or property?" If the answer is affirmative, they then ask, "What elements of due process of law should be required in this kind of situation?"

Implicit in the *Dixon* decision is a determination that state educational institutions are governmental agencies, at least for the purpose of applying the due process requirement. The court appears to have had no difficulty in finding state action in the college's disciplinary procedure. Further, the court treated the potential harm to a person expelled from college as sufficient to answer affirmatively the question whether a state had acted to deprive a person of life, liberty, or property.

The precise nature of the private interest involved in this case is the right to remain at a public institution of higher

learning in which the plaintiffs were students in good standing. It requires no argument to demonstrate that education is vital and, indeed, basic to civilized society. Without sufficient education the plaintiffs would not be able to earn an adequate livelihood, to enjoy life to the fullest, or to fulfill as completely as possible the duties and responsibilities of good citizens.

There was no offer to prove that other colleges are open to the plaintiffs. If so, the plaintiffs would nonetheless be injured by the interruption of their course of studies in mid-term. It is most unlikely that a public college would accept a student expelled from another public college of the same state. Indeed, expulsion may well prejudice the student in completing his education at any other institution. Surely no one can question that the right to remain at the college in which the plaintiffs were students in good standing is an interest of great value. [*Dixon v. Alabama*, supra at 157].

The *Dixon* decision, viewing state educational institutions as state agencies and recognizing disciplinary expulsion as a deprivation of life, liberty, or property, holds that disciplinary action by a state educational institution must be taken in accordance with due process of law.

Appropriate principles of due process.

The precise requirements of due process are determined by answering the question, "What elements of due process is it appropriate to require in the context of the given situation?" The generality of the notion of "appropriateness" permits a court to consider a large number of factors in reaching its decision on whether a particular state action has abridged a person's constitutional right to due process.

The precise nature of the interest that has been adversely affected, the manner in which this was done, the reasons for doing it, the available alternatives to the procedure that was followed, the protection implicit in the office of the functionary whose conduct is challenged, the balance of hurt complained of and good accomplished—these are some of the considerations that must enter into the judicial judgment. [*Joint Anti-Fascist Refugee Committee v. McGrath*, 341 U.S. 123, 163 (1951), quoted in *Dixon v. Alabama*, supra at 155.]

The *Dixon* court did not attempt exhaustively to delineate the requirements of due process but specified only the minimum requirements of due process. Specifically, those minimum requirements were held to include (1) notice to the student of charges against him prior to the disciplinary authority's determination of a sanction to be imposed and (2) an opportunity for a hearing.

The notice and hearing requirements were elaborated in dicta; that is, statements made by a court which are not binding law but which may be influential in subsequent decisions involving similar controversies. "Notice" is a communication to a student containing a statement of the specific charges against him (the rules or regulations which he is said to have violated) and the facts which, if proved, would constitute a violation of the rules and would therefore justify disciplinary action.

The court further stated that a charge of misconduct (as distinguished from failure to meet academic standards), since it involves a determination of facts, requires more than an informal interview of

an accused student by an administrative official. A hearing should be held, the court said, which gives the disciplinary authority an opportunity "to hear both sides in considerable detail." Names of adverse witnesses and a report of the facts to which each witness testifies should be given to the student prior to the presentation of his own defense; the student should have the opportunity to present his defense and the written or oral testimony of favorable witnesses. Findings (determinations of fact) of the disciplinary authority and results should be made available to the student.

Another court, although not establishing additional constitutional requirements, has recently indicated its displeasure at a disciplinary authority's reliance upon hearsay information and at regulations that suggest that disciplinary action might ensue from any breach of criminal or civil laws. *Knight v. State Bd. of Educ.*, 208 F. Supp. 174, 180-81 (1961).

Arguments that educational institutions have understandably made and that have been traditionally accepted by courts were rejected in the *Dixon* decision. The lower court had refused to order reinstatement of the expelled students on the ground that a disciplinary proceeding should not be required to adhere to standards of due process because college education is a privilege and not a right. The circuit court quoted a Supreme Court decision in which a similar argument had been sarcastically rejected: "One may not have a constitutional right to go to Baghdad, but the Government may not prohibit one from going there unless by means consonant with due process of law." [*Cafeteria & Restaurant Workers Union v. McElroy*, 367 U.S. 886, 894 (1961), quoted in *Dixon v. Alabama*, supra at 156.]

The college in the *Dixon* case further argued that the expelled students had waived their rights by an implied contract. It was a tenuous argument that a contract could be inferred, but the court did not rest its rejection of the argument on that ground. The court assumed that a contract had been consummated and concluded: "It nonetheless remains true that the State cannot condition the granting of even a conditional privilege upon the renunciation of the constitutional right to procedural due process."

The court did not deal explicitly with the traditional argument that colleges stand in loco parentis and are therefore excluded from the requirements of due process; it is, of course, clear that such a view was implicitly rejected by the court.

Implications of the Dixon view of state educational institutions as state agencies.

It is reasonable to expect that the tenor of recent judicial decisions regarding constitutional rights of individuals will be felt in the area of students' rights. It is highly probable that, when confronted with similar controversies, other courts will follow the *Dixon* decision, as indeed some already have done. *Due v. Florida A. and M. University*, 233 F. Supp. 396 (N.D. Fla. 1963); *Goldberg v. Regents of the University of California*, 57 Cal. Rptr. 463 (Ct. of Appeal, 1st Dist., Div. 2 1967); *Goldwyn v. Allen*, 54 Misc. 2d 94, 281 N.Y.S.2d 899 (Sup. Ct. 1967). Those courts that follow *Dixon* will begin with the following premises: a state university is a state agency; expulsion from a university for disciplinary reasons is state action within the meaning of the fourteenth amendment; a college education is an interest to be protected within the meaning of "life, liberty, or property" as used in the fourteenth amendment; therefore, in a disciplinary action a state university must adhere to appropriate requirements of due process of law.

The *Dixon* decision attempted

only to announce the minimum requirements of due process, notice and hearing. It remains for other courts to determine what further elements of due process are appropriate to be required in the context of a state university's disciplinary system.

Self-incriminations; search and seizure.

The privilege against self-incrimination obtains in all state and federal criminal prosecutions and is, furthermore, available in all governmental investigative proceedings when the testimony sought to be elicited would be incriminating in a criminal prosecution. By analogy, any act calling for disciplinary action which also constitutes a violation of state or federal criminal law should not be the subject of forced testimony in a disciplinary proceeding. The rule applies to the testimony of witnesses as well as to that of an accused student.

Whenever a state university official or employee attempts to search a student's room without that student's permission, the university is engaging in constitutionally questionable activity. The invasion of privacy is obviously objectionable as a matter of personal relations. The United States Supreme Court has held that state law enforcement agents may not, without a properly obtained warrant or freely given permission of the suspect or certain unusual circumstances, enter and search the premises of a suspected criminal offender. It has also been held that a person's constitutional protection from unreasonable search and seizure may not be waived by anyone other than himself; as a result, no one may give permission for the search of another's premises. For example, a hotel manager may not effectively give permission for search of a guest's room (*Stover v. Calif.*, 376 U.S. 483 [1964]) and a landlord may not effectively give permission for search of a tenant's rented dwelling (*Chapman v. U.S.*, 365 U.S. 610 [1961]). A search made in such circumstances is illegal. Since a victim of an illegal search has little opportunity for a legal remedy (only in special circumstances may a law enforcement agent be sued), the Court has held that things or information thus illegally obtained may not be admitted into evidence over objection in a criminal proceeding against the person. This rule is known as "the exclusionary rule."

One result of the Court's view of unreasonable searches is that permission given by a university official or employee for a law enforcement agent's search of a student's room would probably not justify the search. In the event that reasonable grounds exist to believe that a student has possession of contraband in his room, the university may refer the matter to the appropriate law enforcement authorities for possible issuance of a search warrant. Of greater immediate importance is the effect of the exclusionary rule upon a search of a student's room by a university official or employee for the purpose of obtaining evidence of an infraction of university regulations. If such a search were made without the permission of the suspected student, a court might reason by analogy that evidence so obtained could not be used to prove violation of a regulation in a disciplinary proceeding.

The prohibition against searches for the purpose of obtaining evidence of an infraction of university regulations would not extend to normal room inspections at previously designated times to determine that rooms are being properly maintained; nor would it bar entry of a room by proper authority in order to prevent imminent damage to property or harm to persons. Any contract that a student signs permitting searches as a condition of living in university housing would cover in-

spections for those purposes; such a contract would probably not be construed, however, to permit searches for contraband.

Substantive regulations.

The foregoing questions relate primarily to procedural matters. Even less settled are questions relating to substantive regulations proscribing student conduct. For example, in order to prohibit any given type of activity by students, a state university might be required to show a causal connection between activity of that type and some injury to the pursuit of learning in the university or to the social and administrative activities that accompany and presumably support the educational process. If constitutional limitations are ever placed on the university's right to define offenses, those limitations are most likely to be imposed in areas where specific constitutional guarantees are thought to be infringed.

Notice.

Since regulations are designed to channel student conduct and since penalties do ensue from their violation, courts are likely to require that regulations be precise enough to give adequate warning of forbidden acts. Regulations prohibiting "conduct unbecoming a student" have thus far escaped judicial review; but the far-reaching effect upon students of severe disciplinary

action may eventually incline judges to require clearer warning of conduct that would result in dismissal or suspension.

Summary.

State universities will probably not be permitted much longer the immunity from legal review of their disciplinary decisions that they have long enjoyed. Although there are few recent decisions specifically involving students' rights in disciplinary proceedings, developments in other areas of the law are certain to affect such proceedings to some degree. The extent of that effect is presently a matter of conjecture; two antithetical tendencies of courts create a field of tension within which decisions will be made: to treat university disciplinary systems in a special manner distinct from other quasi-judicial systems and to give consideration to the effect upon a student of severe disciplinary sanctions.

Until now, court decisions have gone no further than occasionally to impose minimum procedural requirements. It seems clear that a student will be entitled, as a matter of constitutional right, to be given notice of the charges against him and a fair hearing. It is possible that the notice requirement will be expanded to include warning of proscribed conduct. It is possible also that students will be accorded the protection of the search and seizure provisions of the Constitution in disciplinary matters.

As an example of the understanding here suggested as necessary to devise and evaluate a disciplinary system, we should consider the view of students implicit in many university disciplinary systems. It is difficult to correlate one obvious university purpose of providing guidance of the most progressive and critical sort in intellectual matters with the striking lack of critical thought in statements in many university handbooks and bulletins that students are expected to conduct themselves, both within and outside the university, as "good citizens" or "in a manner becoming students of this university," or "with such sense of personal honor as is demanded of good citizens." At least a part of the personal honor to which it is a function of a university to awaken its students is the intellectual integrity which demands withholding subscription to such expressions in the absence of some clarification of their meaning. As rules of conduct, such statements do not supply a sufficient indication of forbidden behavior. If such statements are interpreted as incorporating the entire corpus of what may be loosely termed middle-class values, then they must be examined in terms of appropriateness; if they are not so interpreted, they are useless as guidelines for distinguishing permissible from forbidden conduct. Critical consideration of a disciplinary system must begin with what has traditionally been viewed by courts as a university's inherent power to discipline students. Analytically, phrasing the jurisdiction of a university over student conduct in terms of sheer power is probably apt, for the institution does have power, as a practical matter, to discipline students for almost any act. The notion of appropriateness can here be given some meaningful content through a decision by the university to impose a self-limitation upon its exercise of that power.

It is suggested that exercise of university power over student conduct be restricted to regulation of conduct on or involving university property, and conduct, regardless of

where it takes place, demonstrating that the student is likely to cause a substantial physical danger to persons in the university community. The chief reason for this self-limitation is that it demonstrates clearly what the university is not; namely, another instrument for state enforcement of moral attitudes. Neither is a university primarily a state instrument for the formation of human lives according to a preconceived ideal "good citizen." Insofar as a university is charged with formation of human conduct and social attitudes, the end is mainly exploratory and the means, communication of ideas and association with distinguished teachers. The interest served by disciplinary systems is assurance of the peaceful pursuit of a university's intellectual goals and protection of persons while engaged in pursuing those goals.

Within the sphere of university interest mentioned above—conduct on or involving university property and conduct indicating substantial potential physical danger to members of the university community—not all conduct is appropriate for university regulation. Further distinctions must be drawn, which admittedly cannot be absolutely precise, with as great a degree of exactitude as possible. This conclusion does not demand that every conceivable act of misconduct must be anticipated with a correlative rule: it does require, however, that categories of forbidden conduct, appropriate for university regulation, ought to be delineated in such a way as to give reasonable warning to students that the conduct is forbidden. If the categories of forbidden conduct prove to be inadequate, as occasionally they may, to comprehend certain acts deemed appropriate for university regulation, then additional formulation will be necessary from time to time. The university must be prepared to refrain from punishing a student for an act that does not fall within any category of acts prohibited at the time it was committed. Elementary considerations of justice forbid punishment without warning.

University of Maine Disciplinary Code

I. Purpose. The University of Maine Disciplinary Code is designed primarily to ensure peaceful pursuit of intellectual and subsidiary activities at the University of Maine or under its auspices and to ensure the safety of persons engaging in those pursuits while they are at the University or under its auspices.

II. Jurisdiction. The Disciplinary Code is limited to the regulation of individuals¹

A. conduct

1. occurring on any campus of the University of Maine, on other real property held by the University, or on University-related real property, or
2. involving University-held or University-related personal property, or
3. occurring at activities pursued under the auspices of the University, or
4. occurring on another college or university campus, except where such conduct is permissible under the rules and regulations governing that campus.

B. conduct, regardless of where it occurs, indicating that the presence of the student at the University results in a substantial danger of physical harm to persons in the University community.

As used in this section, the following definitions apply:

"Real property held by the University" and "University-held personal property" are to include property held in any manner, whether owned, rented, chartered, or otherwise engaged. Regulation of con-

duct occurring on or involving such property shall not be made to depend upon the manner in which that property is held.

"University-related real property" and "University-related personal property" shall include only such property as is held by members of the faculty or administration, by other University officers or employees, or by University-approved organizations. "University-related personal property" shall include also any document or record issued or purporting to be issued by the University.

"Activities pursued under the auspices of the University" shall include any activities specifically sponsored or participated in by the University or by any University organization. Such activities do not include informal off-campus gatherings of students.

The conduct referred to in subsection B. shall include only acts physically harming another individual or threatening him with physical harm, and acts, although not resulting in physical harm, that are committed in reckless disregard of possible physical harm.

III. Sanctions. No sanction or other disciplinary action may be imposed on a student except in accordance with this Code. The following sanctions may be imposed for the infraction of University regulations:

- A. Expulsion from the University.
- B. Suspension from the University for a period of time not to exceed two years.

C. Disciplinary probation. A student placed on disciplinary probation shall not participate in any intercollegiate event or in any off-campus event in which the student represents the University, or hold any office in a University organization. Such a student may also be denied financial aid. A student placed on disciplinary probation is subject to removal of any specified privilege or privileges conferred by the University. Disciplinary probation shall be imposed for a definite period of time at the end of which the removed privileges of the student are automatically restored, subject to the conditions of section IV. A. 10.

D. Office probation. Office probation is an official notation taken by a disciplinary authority of a violation of this Code. A student placed on office probation is subject to removal of any specified privilege or privileges conferred by the University or any organization of the University. The sanction shall be imposed for a definite period of time, at the end of which the removed privilege or privileges are automatically restored, subject to the provisions of section IV. A. 10.

IV. Regulations.

A. Expulsion is the maximum sanction that may be imposed for the following forms of conduct:

1. Theft, occurring under the conditions of section II. A.
2. Destruction, damage, misuse, or defacement of property by acts committed deliberately or in reckless disregard of possible harm to property, occurring under the conditions of section II. A.
3. Lewd or indecent conduct, occurring under the conditions of section II. A.
4. Cheating, including plagiarism, on University work.
5. Knowingly falsifying University records or documents, or knowingly causing University records or documents to be falsified.
6. Knowingly furnishing false information to members of the University faculty or to other officers or employees of the University in pursuit of their official duties.
7. Possession of narcotics, marijuana, hallucinogens, amphetamines, or similar drugs, occurring under the conditions of section II. This provision is not applicable to any drug prescribed for the student by a licensed physician. "Possession" shall include, but not exclusively, the use or internal presence of such drugs.
8. Intentional infliction of physical harm to another individual or acts committed for the purpose of inflicting such harm or in reckless disregard that such harm might result, occurring under the conditions of section II.
9. Assisting in the infraction of any of the provisions of subsections 1. to 8. of section IV. A.
10. Any infraction of the provisions of this Code while under disciplinary sanction.
11. Two or more acts in violation of a single subsection of section IV. B.

B. Suspension is the maximum sanction that may be imposed for the following forms of conduct:

1. Violation of rules establishing house closing or visiting hours.
2. Trespass on any University-held or University-related property access to which is by rule or convention denied to students in general or to the individual student at a time when such access is prohibited. This conduct shall include trespassory violation of dormitory or housing rules and raids on University or University-related buildings. "Property" indicates such property as is included in section II.
3. Possession or use of alcoholic beverages under the conditions of section II. A. 1., excluding such possession or use by persons over twenty-one years of age in homes of members of the faculty or other officers or employees of the University or of married students. "Possession or use" shall not include internal presence of alcoholic beverages if consumed off campus or in the housing facilities listed above, unless such possession is attended by disorderly behavior on campus.

Legal Concepts and Disciplinary Regulations

Implicit in the foregoing discussion is the assumption that a disciplinary system should be examined in terms of legal concepts. Criticism directed at persons who are said to confuse disciplinary with legal procedures¹ does not take into account the fact that courts are likely to view disciplinary systems in terms of legal concepts. The *Dixon* decision based its holding that constitutional requirements are applicable to disciplinary proceedings upon a view of state educational institutions as governmental agencies; as governmental agencies, at least in this limited sense, state universities are obliged to meet certain constitutional standards which courts will determine with reference to the notion of appropriateness of application.

¹ See, e.g., Bakken, *Disciplinary Action and Law Enforcement*, published by American College Personnel Ass'n as Student Personnel Series No. 2.

Of greater significance is the tacit recognition by courts of the penal effect of imposing disciplinary sanctions upon a student. A view of disciplinary action as punishment does not overlook the fact that such action represents a "judgment of educators as to whether this particular student, at this particular time, is properly amenable to the educational process."² In terms of effect, the more severe disciplinary sanctions operate as punishment. For that reason, it is incorrect to subscribe to the view that "the principles of justice in civil life do not apply."³ The same sentiment of justice that has given rise to safeguards for individual rights in our judicial system provides an important criterion by which an academic disciplinary system must be judged. In a word, disciplinary actions must be fair.

² Brady and Snoxell, *Administration of Discipline and the Courts*, published by the American College Personnel Ass'n as Student Personnel Series No. 5, pp. 16-17.

³ Bakken, *The Legal Basis for College Student Personnel Work*, published by the American College Personnel Ass'n as Student Personnel Series No. 2, p. 34.

Moreover, the word "appropriate," used by courts in determining applicability of legal limitations to disciplinary systems, is equally relevant to the university's determination of the limitations which it ought to impose upon itself. In the context of such a determination, neither the concept of justice nor the notion of appropriateness can be entirely satisfied by making the disciplinary system barely meet minimum constitutional requirements.

The notion of "appropriateness" in this context comprehends to some extent a concept of the university's purpose, which, because of its pluralistic nature and its elusiveness of definition, is probably beyond precise isolation. Because of the difficulty of identifying the purposes of a university and their relative priorities, the concept of purpose is not alone sufficient for judging the propriety of certain rules of student conduct; but because one can speak, however roughly, of "purpose," it is a useful aspect of the notion of "appropriateness."

An additional consideration that must be given some weight is the educational function of the disciplinary system itself. A disciplinary system reflects a certain understanding, on the part of university officials, of the university and its purposes; by telling students what is expected of them the system reflects a certain definition of students. These views are certain to affect students' views of themselves and of their university. With an understanding on the part of university officials of a rudimentary content of the notions of justice and appropriateness and with proper attention to the didactic function of the definition which will be given those notions by the operation of a university's disciplinary system, we can devise a satisfactory body of regulations and means of enforcement.

4. Inter-son in reas physical ha

6. Two-tion of a s-tion IV. C.

5. Assis-of any of th-tions 1. to

C. Discipli-maximum sa-posed for th-conduct:

1. Disor-ring under th-II. A.

2. Violat-ing, of park-ing of the Univers

3. Violat-ing, of Univ-tions.

4. Unjust-ply with a re-udent by a-academic offic

5. Unauth-vehicle, occur-tions of secti

V. Procedure.

A. The appri-the University-amend procedur-regulations and-procedural prov-in its applicatio-student groups-(1) undergrad-Orono, (2) und-at Portland, (3)-dents at Augusta-dents at Orono,-Continuing Educ-students of the S-(7) other simil-as designated ac-VI. The approp-authorize commi-members of the-tive officials, and-according to no-to formulate rec-adoption and am-procedural provi-cedural provision-an administrative-forming the func-disciplinary Officer-this section and-selection of a com-the functions of-Committee as pres-tion. A Disciplina-be a member of-Committee. Such-visions shall be sub-tions specified in se-Cases of students-procedures adopted-section shall be ha-hoc Disciplinary-pointed by the Vi-Public Affairs of-The Disciplinary O-mittee shall be sub-tions specified in s

B. The Disciplina-initiate and supervi-Of possible violation

1. An investig-clude interviews wi-written statements fr-who may assist in th-of facts.

2. An investig-a request that a sus-come for an interview-disciplinary Officer; bu-may be asked to giv-or answer any questi-an alleged violation-which he is suspect-committed and no dis-tion may be impos-taken under the auth-tion V. D. unless the-been informed prior-t-of

a. the fact that h-of having violated the-Code and the regulati-pected of having viol-b. the nature and-date of the activity in-suspected of having e-c. the following-i. the suspected

probation. A student who is placed on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation. A student on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation.

on. Office probation is taken by the University. A student placed on office probation is subject to the same conditions as a student on disciplinary probation. A student on office probation may also be placed on suspension. A student on suspension may also be placed on office probation.

the maximum penalty for a student who is placed on disciplinary probation is suspension. A student who is placed on suspension may also be placed on disciplinary probation. A student on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation.

including plagiarism, falsifying University documents, or falsifying University records. A student who is placed on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation.

II. This procedure shall be subject to the limitations specified in sections V. and VI. Cases of students not subject to procedures adopted according to this section shall be handled by an ad hoc Disciplinary Committee appointed by the Vice President for Public Affairs of the University. The Disciplinary Officer and Committee shall be subject to the limitations specified in section V.

of the provisions of section V. A student who is placed on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation.

maximum penalty for a student who is placed on disciplinary probation is suspension. A student who is placed on suspension may also be placed on disciplinary probation.

establishing a record. A student who is placed on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation. A student on disciplinary probation may also be placed on suspension.

of alcohol consumption. A student who is placed on disciplinary probation may also be placed on suspension. A student on suspension may also be placed on disciplinary probation. A student on disciplinary probation may also be placed on suspension.

4. Intentionally placing a person in reasonable fear of imminent physical harm.

6. Two or more acts in violation of a single subsection of section IV. C.

5. Assisting in the infraction of any of the provisions of subsections 1. to 4. of section IV. B.

C. Disciplinary probation is the maximum sanction that may be imposed for the following forms of conduct:

1. Disorderly behavior, occurring under the conditions of section II. A.

2. Violation, after written warning, of parking or traffic regulations of the University.

3. Violation, after written warning, of University library regulations.

4. Unjustifiable refusal to comply with a request addressed to the student by any administrative or academic officer of the University.

5. Unauthorized use of a motor vehicle, occurring under the conditions of section II.

V. Procedure.

A. The appropriate faculties of the University may adopt and amend procedures for enforcing the regulations and implementing the procedural provisions of this Code in its application to the following student groups of the University: (1) undergraduate students at Orono, (2) undergraduate students at Portland, (3) undergraduate students at Augusta, (4) graduate students at Orono, (5) students of the Continuing Education Division, (6) students of the School of Law, and (7) other similar student groups as designated according to section VI. The appropriate faculties may authorize committees composed of members of the faculty, administrative officials, and students, selected according to normal procedures, to formulate recommendations for adoption and amendment of such procedural provisions. Such procedural provisions shall designate an administrative official for performing the functions of the Disciplinary Officer as prescribed by this section and shall provide for selection of a committee to perform the functions of the Disciplinary Committee as prescribed by this section. A Disciplinary Officer shall not be a member of a Disciplinary Committee. Such procedural provisions shall be subject to the limitations specified in sections V. and VI. Cases of students not subject to procedures adopted according to this section shall be handled by an ad hoc Disciplinary Committee appointed by the Vice President for Public Affairs of the University. The Disciplinary Officer and Committee shall be subject to the limitations specified in section V.

B. The Disciplinary Officer may initiate and supervise investigations of possible violations of this Code.

1. An investigation may include interviews with or receiving written statements from any person who may assist in the ascertainment of facts.

2. An investigation may include a request that a suspected student come for an interview with the Disciplinary Officer; but no student may be asked to give information or answer any question concerning an alleged violation of this Code which he is suspected of having committed and no disciplinary sanction may be imposed or other action taken under the authority of section V. D. unless the student has been informed prior to questioning of

a. the fact that he is suspected of having violated the Disciplinary Code and the regulation he is suspected of having violated, and

b. the nature and approximate date of the activity in which he is suspected of having engaged, and

c. the following rights:

i. the suspected student need

not give any information regarding the alleged acts, and

ii. the student may respond to questions or give any information either personally or, with or without his presence, through representation of his own choosing.

3. An investigation may not include a search of a student's person, room, or effects without his express consent except by law enforcement officers with a duly issued search warrant and may not include examination of articles or information obtained, directly or indirectly, by an unauthorized search. Nothing in this section shall be deemed to prohibit: (a) normal house inspections at previously designated times, and (b) forcible entry of any place or restraint of any person in order to prevent damage to property or harm to a person when made with reasonable belief that such damage or harm is occurring or about to occur.

C. The Disciplinary Officer shall determine the truth of alleged facts and whether a provision of this Code has been violated. In determining whether the alleged acts have been committed, the Disciplinary Officer may not consider

1. information that is irrelevant to the violation alleged, or

2. information that does not proceed from the personal knowledge of the person giving that information but from the mere repetition of or conclusion from what he has heard others say, including findings of fact by any person or group, or

3. articles or information obtained directly or indirectly through a search of a student's person, room, or effects contrary to section V. B. 3., or

4. the suspected student's refusal to consent to a search or to give information concerning the alleged acts, or information obtained from the suspected student contrary to section V. B. 2., or

5. any other information that appears to be unreliable.

D. The Disciplinary Officer shall have the authority to take the following action after he has determined that a student has committed an act in violation of this Code:

1. impose a disciplinary sanction of disciplinary probation or less, or

2. refer the student to University health officials or to the Committee on Administrative Disenrollment with the student's consent, or

3. refer the case to the Disciplinary Committee in accordance with this Code, or

4. make such other disposition of the case as is appropriate other than the imposition of a disciplinary sanction. This subsection shall include the power to require a student to replace or restore any property that he has stolen, destroyed, damaged, or defaced in violation of this Code and may be invoked in conjunction with imposition of a disciplinary sanction.

E. No disciplinary sanction imposed or other action taken under the authorization of section V. D. shall be operative unless reasonable steps have been taken to inform the student of

1. the facts found to be true, and

2. the sources of information determinative in finding those facts, and

3. the regulation of this Code found to have been violated, and

4. the disciplinary sanction imposed or other action to be taken, and

5. the student's right to appeal to the Disciplinary Committee. A disciplinary sanction imposed or other action taken under the authorization of section V. D. shall become operative three days, exclusive of Saturdays, Sundays, and holidays, after receipt of notice by the student unless the student appeals to the Disciplinary Committee in accordance with this Code.

F. A student's case may be brought before the Disciplinary Committee in the following ways:

1. The Disciplinary Officer may refer a case to the Disciplinary Committee under the following circumstances by submitting to a previously designated official a memorandum stating the alleged facts, the regulation alleged to have been violated, and the sanction recommended:

a. if the Disciplinary Officer determines that a student has committed acts in violation of this Code and that a more severe sanction than disciplinary probation ought to be imposed, or

b. if the Disciplinary Officer is in doubt whether acts that he has found to have been committed constitute a violation of this Code, or

c. if the Disciplinary Officer is in doubt whether a disciplinary sanction should be imposed or what disciplinary sanction should be imposed, or

d. under unusual circumstances. The official designated for the purpose of receiving disciplinary memoranda shall cause a copy of the memorandum to be sent to the accused student.

2. The accused student may appeal to the Disciplinary Committee under the following circumstances by submitting to a previously designated official a memorandum stating the grounds for his appeal:

a. if the student objects to a finding of fact by the Disciplinary Officer, or

b. if the student objects to the determination by the Disciplinary Officer that a regulation of this Code has been violated, or

c. if the student objects to the sanction imposed or other action taken by Disciplinary Officer. The official designated for the purpose of receiving disciplinary memoranda shall cause a copy of the memorandum to be sent to the Disciplinary Officer.

G. The Disciplinary Committee shall meet to hear disciplinary cases as expeditiously as possible.

1. A designated official shall cause the student to be notified of the date of the meeting, the membership of the Committee, and the matters specified in section V. B. 2. a. to c. if he has not previously been so notified by the Disciplinary Officer.

2. The hearing shall be closed unless an open hearing is requested by the student in a memorandum submitted to the chairman of the Disciplinary Committee or other designated official.

3. The accused student shall have the right to challenge for cause any member of the Committee by submitting to a designated official a memorandum stating the grounds for his challenge. Removal of members for cause shall be within the authority and at the discretion of the chairman of the Committee or the vice-chairman if the chairman is unable to exercise that function or is challenged for cause.

4. The Disciplinary Committee shall hold a hearing for the sole purpose of determining the facts alleged in the memorandum submitted by the Disciplinary Officer or found to be true by the Disciplinary Officer and whether a regulation of this Code has been violated. The Disciplinary Officer shall present information relating to the alleged acts, including written or oral statements, documentary material, and items of property. Copies of written statements shall be given to the accused student at the hearing, and he shall be permitted to examine any items of property presented. The student shall be permitted to be present while all information is being presented and shall be permitted to submit similar information on his own behalf. The Disciplinary Officer and the student shall each be permitted to present arguments on the interpretation of relevant provisions of this Code.

5. In closed session the Disciplinary Committee shall determine what alleged facts are true and whether a regulation of this Code has been violated. The Committee shall not consider the matters specified in section V. C. A majority vote shall prevail. If the Committee finds that the student has committed

acts in violation of this Code, the Committee shall cause the student to be informed of the matters specified in section V. E. 1. to 3.

6. If the Committee finds that acts have been committed in violation of this Code, a separate hearing shall be held to determine what disciplinary sanction, if any, shall be imposed or what other disposition of the case shall be made. The Disciplinary Committee shall have the power to impose any disciplinary sanction and the powers of disposition specified in sections V. D. 2. and 4. At the hearing the Disciplinary Officer and the student shall be given an opportunity to present any information relevant to what disposition of the case should be made. The Committee shall consider that information in closed session. If a disciplinary sanction is imposed or any other action is taken under the authorization of this section, the Disciplinary Committee shall cause the student to be informed of the matters specified in section V. E. 4. as soon as practicable and in no event later than the day following the conclusion of its deliberations, exclusive of Saturdays, Sundays, and holidays. If a disciplinary sanction is imposed, the student shall be so informed as soon as practicable and in no event later than the day following the conclusion of its deliberations, exclusive of Saturdays, Sundays, and holidays.

H. The Disciplinary Committee shall have the authority to hold a rehearing of a case under extraordinary circumstances at the request of a student who has been found to have committed acts in violation of this Code. A student requesting a rehearing shall submit to a designated official a memorandum stating the grounds for his request. The Disciplinary Committee shall decide as soon as possible whether to rehear the case and what limits, if any, it shall impose upon the scope of the rehearing. A majority vote shall prevail. The Committee shall cause the student to be notified of its decision on the application for rehearing. Any rehearing held under the authorization of this section shall be subject to the limitations of section V.

I. The Disciplinary Committee shall have the authority to meet with the Disciplinary Officer for the purpose of reviewing the disposition of cases and interpretations of this Code made by the Disciplinary Officer. No case may be discussed of which no disposition has been made by the Disciplinary Officer or which is being appealed to the Disciplinary Committee or for which the sanction imposed or action taken has not become operative according to section V. E.

J. Responsibility for interpreting the Disciplinary Code is vested in the Disciplinary Committee while deliberating on the disposition of particular cases. This responsibility shall include determining whether certain acts constitute violations of published rules and regulations. A decision whether given acts constitute a violation of the Code shall be made with reference to the purpose of this Code as set forth in section I. and to the question, "Was forewarning that the act was prohibited given to students according to a reasonable interpretation of the language of a regulation?" In discharging its responsibility of interpretation the Committee may request an advisory opinion from the Dean of the School of Law and may consult with the Disciplinary Committees of other elements of the University, as defined in section V. A., and with the Disciplinary Code Review Board.

K. The Chairman of the Disciplinary Committee shall cause to be kept a permanent record of all information received by the Committee, conclusions reached by the Committee, and action taken by the Committee. The record shall be approved by the Committee and shall be delivered to a designated administrative official for permanent custody.

The files may be opened at the discretion of the current Chairman of the Disciplinary Committee solely for the purposes of conducting the business of the Committee, except that the files may be opened for other appropriate purposes if the files so opened do not bear students names or other information suggesting personal identification.

L. No disciplinary sanction may be imposed upon any student and no action having an effect similar to imposition of a disciplinary sanction may be taken except in accordance with this Code. A student who objects to action taken against him which may have been in violation of this section may take his case to the Disciplinary Committee by submitting to a previously designated official a memorandum stating the action taken and the ground for his objection. Such official shall cause a copy of the memorandum to be sent to the person or principal officer of the group allegedly having taken the action. The Disciplinary Committee shall meet for the purpose of determining whether action has been taken in violation of this section. If the Committee finds that such action has been taken, it shall issue an order invalidating such action; and the order shall be binding on the person or group having taken such action.

M. No sanction may be imposed upon any student and no other action may be taken against a student under the authority of sections V. D. or V. G. 6. for violation of any regulation of this Code or for violation of any rule or regulation enforceable under this Code unless such rule or regulation has been published in a manner reasonably designed to bring it to the attention of all students subject to it.

VI. *Disciplinary Code Review Board.* There shall be established a board known as the Disciplinary Code Review Board composed of one member of the student body, faculty, and administration of each element of the University whose students are referred to in section V. A. It shall be the duty of the Board to review all proposed amendments to this Code, all proposed disciplinary procedures adopted under the authority of section V. A., and all proposed amendments to such procedures. No amendments to this Code shall be adopted without having received the recommendation of the Board on such amendments, and no disciplinary procedures shall be adopted or amended under the authority of section V. A., without having received the Board's approval of such procedures or amendments. After considering an amendment to this Code, the Board shall cause its recommendation to be sent to the faculty council. A majority vote shall prevail, but minority recommendations may be issued. After considering proposed disciplinary procedures or amendments to such procedures adopted under the authority of section V. A., the Board shall cause its approval or disapproval to be communicated for appropriate action to the faculty of the element of the University which submitted the proposal. The Board may from time to time designate additional elements of the University authorized to adopt and amend disciplinary procedures under section V. A.

VII. *Amending the Disciplinary Code.* The Faculty Council shall consider proposed amendments to this Code after receiving the recommendations of the Disciplinary Code Review Board. The Faculty Council shall vote on proposed amendments, and a majority vote shall prevail. A resolution of the Faculty Council in favor of an amendment shall be transmitted to the President of the University with a request that the President present the proposed amendment to the Board of Trustees for appropriate action.

maine

campus

editorials

a case in point

by brooks hamilton

With this issue the *Maine Campus* is publishing the complete text of a proposed disciplinary code for students, along with considerable background material. The Faculty Council (with its student representation) will soon consider it for change or adoption.

I am asked as a faculty member to say something about it to the student readers of this newspaper, to put it in some perspective.

It is in my belief one of the most important developments in the University's attitude towards students in my 16 years here. I would like to convey a sense of this importance to you, so you will do two things; read and study it, and then exercise your duty as citizens and develop opinions and ideas about it you can articulate through the many channels open to you.

It must be obvious to all but the most myopic that classes and courses in the traditional sense are now only a part of a student's education at a university. Education more than ever before means involvement in community affairs on all levels up to international. It has come to mean commitment to constant inquiry not just in a formal seminar or research basis, but also in a pragmatic and experimental way through many activities ranging from dem-

onstrations to the publication of underground newspapers.

The fact that students may have committed some excesses in trying these activist approaches is beside the point here. The University is trying to help create the kind of community where these tendencies will be used to help all of us learn more effectively.

I think the proposed disciplinary code is a case in point.

First of all in substance it is an attempt to articulate, within the area of student conduct and discipline, the real meaning of the University as a place to inquire and to learn in the modern sense. You should read most carefully the background material appearing in the text of the proposal before the disciplinary code itself, under the sub-heading of "Legal Concepts and Disciplinary Regulations."

In the second place you should understand that it is being presented to you as a proposal in the most open and public way possible, by means of its publication here in full, and by means of its presentation through the Faculty Council with its representation through the three interested parties; students, faculty, and administration.

As I said at the beginning, now is the time for citizenship to take place.



odd

bookings

up the down staircase ...

(ACP)—It was a year of the absurd, the ludicrous, the ridiculous.

Last year's "happenings," notes the University of Kansas *Daily Kansan*, make one wonder how we got started up the down staircase and where it's taking us.

Take, for example, the *Kansan* suggests, these phenomena of the year:

LBJ rejected an excellent portrait of himself as the "ugliest thing" he ever saw. Then he became a grandfather to a youngster whose "Republican" father called him an "elephant" and he married off his daughter to a Vietnam-bound Marine captain instead of the undrafted George Hamilton.

The birth and death of hippiedom was heralded, and for a while Haight-Ashbury meant love. Inaugurated, it seemed, by Lady Bird's beautification program, flower power appeared to be a permanent thing. Bubble-gum companies were offering flower-printed paper dresses by mail order.

Paper was in, along with plastic and aluminum wrap. You could order a floor-length paper wedding dress for \$1.50 or a tin-foil mini-dress for slightly more.

That development came in a year when a 17-year-old British girl weighting 90 pounds and measuring 31-22-32 made \$120 an hour modeling for the same fashion magazines which advertise bosom-building aids.

It became as difficult to separate the men from the girls as it was the actors from the politicians. As men's hair got longer and girls' figures became more Twiggy-ish, no end to the problem was in sight.

A matronly Shirley Temple, wearing the

longest skirt of the year, danced her way back into the public eye for a few brief shining moments, while Ev Dirksen entertained thoughts that he could sing while being LBJ's best buddy. Posters of Ronnie Reagan in a cowboy suit are selling well, but does that mean the honorable governor can ride on into the White House?

Bobby Kennedy became a father for the tenth time and Ethel still played touch football before breakfast.

Norman Mailer wrote another book and for lack of a better title it's called "Why Are We In Vietnam?"

The hula hoop returned, this time with a ball bearing inside that caused a "shoop-shoop" when the hoop went around. It was called, cleverly enough, the "shoop-shoop hula hoop."

The hippies added a new dimension to American slang. The "straight" world was encouraged to "tune in, turn on, and drop out," "go where it's at," "do your own thing," and "find your bag."

Psychedelic posters heralded the psychedelic era and brought along some of the most establishment-shocking crazes yet. It was a year for the "don't touch me" skin as bodies were painted in psychedelic swirls of color.

But it seemed girls couldn't decide whether they wanted to look like little girls—with ringlets, Mary Jane shoes, and white stockings—or super-zombies with silver-painted, rhinestone-lines eyes and the smasher-flasher fashions of psychedelia.

Designer Rudi Gernreich, creator of the topless in 1964, this year came up with the

near bottomless in skirts that reach unprecedented heights.

Frank Sinatra was married, saw his daughter achieve fame, had his front teeth knocked out, and was separated from his young wife—all in one year.

Some old favorites staged comebacks. W. C. Fields, who in the 30s said, "A man who loves whiskey and hates kids can't be all bad," had a comic revival on a scale equal to the dead serious Bogart cult which preceded it.

Wendy Vanderbilt's favorite evening dress in 1967 cost \$26. Black became fashionable again in haute couture and, among other lesser powers, Black Power was the going thing.

The No. 1 song in Detroit during the summer riots was "Light My Fire" by the Doors and a group called the Grateful Dead came out with a song called "The Cream Puff War."

The Beatles grew long hair, put on granny glasses, took lessons on the sitar from Ravi Shankar, then released an album entitled "Sgt. Pepper's Lonely Hearts Club Band."

The Arab-Israeli war yielded a series of jokes, such as the Arab tanks with back-up lights or the zillion dollar movie of the war called "The Shortest Day."

Then there was the scandal when, in the midst of the crisis, Egyptian Omar Sharif kissed Jewess Barbra Streisand during the movie version of "Funny Girl."

And, to add to all these problems, Billie Joe McAllister threw something off the Tallahatchie bridge and what it was we'll never know. . . .

Orono, Maine,

To the Editor:
Associations may
it was evident
cert, that the
forever.

To the Editor:
Any person w
University of Ma
us for our future
the following facts
As Maine stud
upon to elect th
student to be ki
Carnival. Doesn't
the time when we
zens, to elect th
(therefore best) m
of the United Stat
We are also pr
as a citizen by fi
triplicate or quad
Registrar's office,
through other bits
prepare us for li
mental bureaucrac
Furthermore, t
formed committee

the mo

ed
carolyn
editorial
michele

Published Thurs
Maine. Subscription
\$1.30 per column incl
866-7531. Member As
National Advertising
Street, New York 22
Maige, 04473.



world
we ex
of the
develo
us. In
tuition
many
uate s
New Y



Public
Electric
New Je
EQUAL OPPOR
One of Ameri
Most Progress

letters

talented performer

To the Editor:

Associations may be formed and associations may be dissolved, but it was evident from Saturday's concert, that the "Satchmo" goes on forever.

With apologies to Tennyson, I would like to thank the Schuss-boomer Committee for bringing such a talented performer and his group to Maine.

Lyman Holmes

good practice

To the Editor:

Any person who says that the University of Maine doesn't prepare us for our future is wrong. Witness the following facts:

As Maine students, we are called upon to elect the most handsome student to be king of our Winter Carnival. Doesn't that prepare us for the time when we are asked, as citizens, to elect the most handsome (therefore best) man to be president of the United States?

We are also prepared for our life as a citizen by filling out forms in triplicate or quadruplicate for the Registrar's office, as well as wading through other bits of red tape that prepare us for life in our governmental bureaucracy.

Futhermore, the College has formed committees on every possi-

ble piece of trivia, as do our leaders in Congress. They don't accomplish anything, but the fact that the student is on a committee looks good on his record. That's what counts, as it does for a congressman who is running for re-election.

The males on campus are asked, not once, but twice, to fill out forms concerning open house privileges. Don't the committees realize that the males want to be able to have girls in their rooms, and not necessarily for sex?

But all the above is good practice, so we'll be able to go out in the business world and be good citizens, and fill out forms properly, in triplicate, down to the birthplace of our mother's grandmother.

Thornton H. Waite, '71

the maine

CAMPUS



editor
carolyn palmer
editorial editor
michele montas

business manager
jon devine
managing editor
melanie cyr

Published Thursdays during the college year by students of the University of Maine. Subscription rate: \$2.00 per semester, \$3.50 per year. Local advertising rate: \$1.30 per column inch. Editorial and business offices, 106 Lord Hall. Telephone (207) 866-7531. Member Associated Collegiate Press. Represented for national advertising by National Advertising Service, Inc., College Publisher's Representative, 13 E. 50th Street, New York 22, N. Y. Second class postage paid at the post office, Orono, Maine, 04473.

T

oday and tomorrow are a lot more than one day apart. Our world keeps changing and we expect you to stay ahead of the latest engineering developments after you join us. In fact, we'll pay the tuition at your choice of the many excellent evening graduate schools in the New Jersey-New York-Philadelphia areas.



Interviewer on Campus
March 5

Public Service
Electric and Gas Company
New Jersey

EQUAL OPPORTUNITY EMPLOYER.
One of America's Largest and
Most Progressive Suppliers of Energy

marlboro men v. 'twigs'

(ACP)—Twiggy was bad enough, says the *North-erner* of Bemidji (Minn.) State College.

For the average girl-watcher, the prospect of encountering thousands of mini-clad telephone poles with waist-long hair was enough to send him running to the post office clutching his Playboy subscription. But now the girls face the same dilemma.

One British woman who runs a male model agency reports that average chest measurements of her men have shrunk from 41 inches a few years ago to 33 inches today. That's only two inches bigger than the Twig herself.

And take a look at the current crop of guys adorning the pages of the big, slick magazines. They have shoulder-length hair, willow builds and not a single hair on their chests. They couldn't tame a lion with a Sherman tank and only the biggest of them could qualify for the Charles Atlas "before" contract.

The most extreme manifestation of this Twig compulsion has been the presentation of a line of formal and semi-formal skirts for men. With the advent of hairy calves protruding from knee-length kilts, we fear the girls may justifiably go inside with the retired girl-watchers and switch on the TV in hopes of catching Alan Ladd reruns.

We fear the world designers can no longer be held to be morally good if their aim, as it appears to be, is to emasculate modern man, de-feminize modern woman and turn us into one asexual society in which we won't be able to tell the swingers from the swishers.

Men, don't give up your trousers. Whether skirts get longer or shorter, let the women wear them. Let's encourage a return to the day of the Marlboro Man, when a fellow didn't have to apologize for having hair on his chest, which, back then, was supposed to be considerably bigger than Twiggy's.

Travel: EUROPE '68

- U. of M. Group Flight
- 17 June - 28 August
- \$315
- for more info:

Steve Skaling
110 Aroostook
866-4973

is that new
room too quiet?

How about a

Radio

◁ STEREO ▷

or

T.V.



NORTH MAIN OLD TOWN

Announcing:

H.M. Goldsmith's

Extracurricular Quiz

example: "To be or not to be, that is the question."

how to win: bring the answer to the store before the Saturday at 5:00 p.m. following the ad. If you have the correct answer, your name will be entered in the weekly drawing and the winner will be notified.

what: the merchandise advertised.

who may win: any Campus reader (Maine Campus staff and families not eligible).

when: every week starting next week.

Good Luck!!

CED Lecturer receives grant to study Boswell

A lecturer in the Continuing Education Division of the University of Maine has been awarded a grant of \$1,000 to continue research on the correspondence of James Boswell, the famed Scottish biographer of Samuel Johnson.

Mrs. John E. Hankins, a lecturer in English, was awarded the grant by the American Philosophical Society to continue editing the correspondence of Boswell with the overseers of his Scottish estate,

Auchinlech, in Ayrshire County, Scotland.

The research results will eventually be published by the Yale University Press as a volume in the Yale Research Edition of Boswell's Papers. A book, based on Boswell's correspondence with his friend, John Johnston, was published in the summer of 1967, and other volumes in the series by other scholars will be published by Yale shortly.

The correspondence with his overseers, James Bruce and Andrew Gibb, throws much light on 18th century life and the agriculture then, Mrs. Hankins said. There were more than 30 farms on the estate and they were run in a feudal manner, even though the age of feudalism had passed, she added.

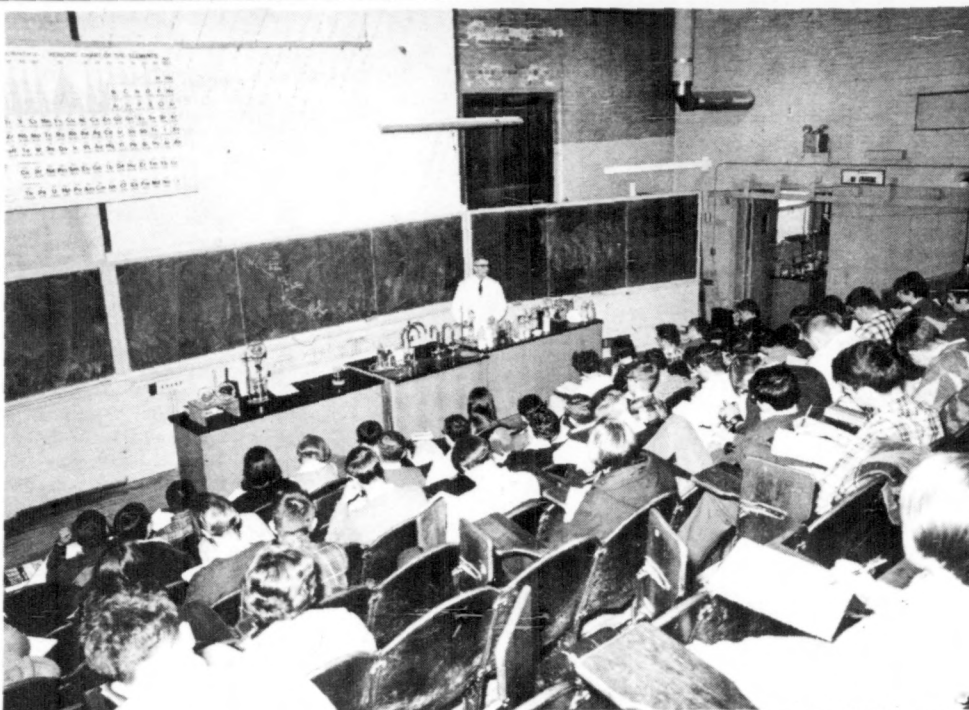
The private papers of Boswell, thought lost for some 120 years, were found in Malahide Castle, Ireland, in the 1920's. Even though several volumes of popular editions have been published in past years, more scholarly editions based on the private papers are now underway, Mrs. Hankins said.



R&A E.E. SENIORS

- LOOK into the engineering opportunities open in rural electrification and telephony
- ASK your Placement Office for pamphlets telling what the Rural Electrification Administration offers for a challenging career with all advantages of Federal Civil Service
- SIGN UP for a personal interview with the R&A Recruiting Representative who will be at your Placement Office March 5, 1968

NO DISCRIMINATION



Renovation

Renovation underway at Aubert

The old lecture hall, in use at Aubert Hall since 1917, held its last class February 16. It has been dismantled and will be made into two stories containing laboratories, storage areas and a classroom. The lecture hall seated 211 students.

A bit of nostalgia was experienced by members of the chemistry department at the University of Maine this past week with the use for the final time of the old lecture hall in Aubert Hall on the Orono campus.

The lecture hall, in use by chemistry students at the university since 1917, accommodated its last class Friday, Feb. 16, at 1:10 p.m. and then was given over to the contractors who are involved in a \$900,000 renovation project at Aubert Hall.

The old lecture area has already been cleared of seats that once handled 211 students and the area is being converted into two stories with the first floor to contain stock rooms and a preparation area for

the new lecture hall. The second floor will contain a high pressure laboratory, a classroom and a storage area.

Hallways on both floors will connect the section to the new and old portions of Aubert.

A new lecture hall went into use Monday, Feb. 19, and seats 210 students. This hall is located

in the old physics wing on the southwest corner of Aubert.

The renovation of Aubert Hall, scheduled for completion next fall, will include new laboratories, physical chemistry facilities and renovated research areas. The building is currently occupied by the chemistry and chemical engineering departments.

The Campus Calendar

A calendar of events of interest to students will be published weekly beginning with this issue. Affairs requiring a ticket or asking an entrance fee will list the cost and/or place of purchase. Otherwise, any event listed is free of charge. Any campus organization wishing their lecture, meeting, concert, etc., to be included should send or bring pertinent information to the Campus office at 106 Lord Hall. The deadline is Tuesday noon.

March 3, Sunday: The MUAB Bergman Film Festival's "Through A Looking Glass Darkly" will be shown in Hauck Auditorium at 2 p.m.

March 5, Tuesday: There will be a Premarital Lecture for Engaged Couples only, in the

Union. The topic is "Happiness Through Married Love."

The Poetry Hour will present John Huddleston reading from the works of Lawrence Ferlinghetti at 4:00 p.m.

March 7, Thursday: A talk entitled "Behavior or Control by an Imprinted Stimulus" will be given by Professor Harold Hofman at 4 p.m. in 130 Little Hall. The Psychology Colloquium speaker will also show a color film.

The Religious Education Series will present a talk by Father Lavoie at 6:30 in the Totman Room of the Union.

March 8, Friday: Clayton Hare will perform on the violin for the Friday Evening Concert Series at 8 p.m. in Lord Hall.

SHOP & SAVE

19 MILL STREET — ORONO

— DAIRY PRODUCTS —

Kraft Colored or White American Cheese Slices—12 oz. pkg. 49c
Wellesley Farms Sherbet—½ gal. 59c

— MEATS —

SMOKED PICNICS 6 to 7 lbs. 38c lb.
State O'Maine Grade "A" Fresh Small
ROASTING CHICKENS 3½-4 lbs. 39c lb.
Nepco SLICED CLUB BACON 59c
Nepco SLICED LUNCHEON MEATS 8 varieties
6 oz. pkg. 3 for 89c

— GROCERIES —

Calo CAT AND/OR DOG FOOD—15½ oz. tin 8/\$1.00
Kraft MAYONNAISE—32 oz. jar (with coupon in Bangor Daily News Wed.) 49c
Chicken of the Sea CHUNK LIGHT MEAT TUNA—7 oz. tin 3/89c
Green Giant PEAS—17 oz. tin 5/\$1.00
Geisha SLICED or CRUSHED PINEAPPLE—15½ oz. tin 5/\$1.00
Del Monte FRUIT COCKTAIL—16 oz. tin 4/\$1.00
Staff TOMATO SOUP—10½ oz. 10c
Fireside FIG BARS—2 lb. pkg. 2/69c
Bessey Breakfast ORANGE, GRAPE, GRAPEFRUIT—32 oz. jar 4/89c
Birds Eye PEAS, PEAS & CARROTS, CUT CORN—10 oz. pkg.—Mix or Match 6/\$1.00
Howard Johnson MACARONI & CHEESE—12 oz. 3/\$1.00

— PRODUCE —

Indian River Florida GRAPEFRUIT—white or red 6/59c
Indian River Florida ORANGES doz. 69c
TANGERINES 3 doz. \$1.00

Serving You Is Our Pleasure

8:30 A.M. - 6:00 P.M. Monday, Tuesday, Wednesday
8:30 A.M. - 9:00 P.M. Thursday, Friday
8:00 A.M. - 6:30 P.M. Saturday

MARCH 13:

That's when the Merck Representative will be on campus.

He has important information for you—like what it means to work for a leader in growth and in research investment. The material benefits you'll receive. The satisfaction you'll get, knowing your work contributes to a better life for people all over the world. Worth considering, isn't it?

Merck is hiring from many disciplines, at many degree levels. Check with your placement service for specific career information.



MERCK & CO., INC.
Rahway, New Jersey 07065
An Equal Opportunity Employer



Record

Boston
Maine

Boston Univ. the Black Bears and hung on trackstars 54-50 sweeps in the weight sprung the days's meet to a The Black Be this lead as the Schmid and Dav two in the long won the pole vault record in the 50 ner and Ed Sch two places in the Dahl easily won The Maine cl back by BU's Hemery and H clinched the mee two in the 1000 event. Each had event—Hoss setti in the mile and H record in the 600

The strong pleased Coach made a lot of season began."

The freshman proving also. Th his own freshma

Run-pro

in navy

black a

Leg



Hall since 1917, dismantled and laboratories, storage and 211 students.

ert

sics wing on the of Aubert. Hall, completion next fall, laboratories, physi- cilities and reno- areas. The building ed by the chemis- l engineering de-

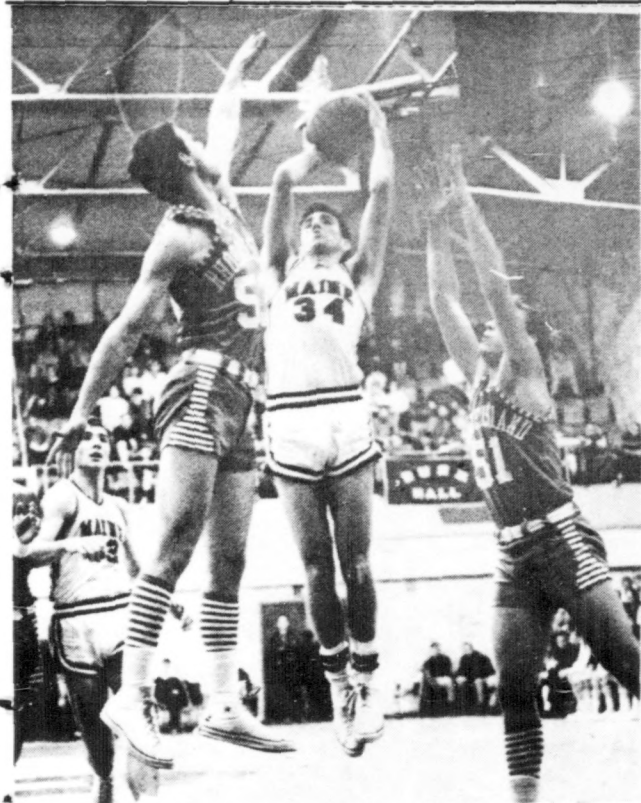
ar

ic is "Happiness ed Love." our will present on reading from Lawrence Fer- 00 p.m. * ay: A talk en- or Control by imulus" will be sor Harold Hof- in 130 Little chology Collo- will also show a

Education Series talk by Father in the Totman ion.

Clayton Hare the violin for ening Concert in Lord Hall.

enefits
ife
ering,
at many
nent
NC.
sey 07065
Employer



Record holder Jim Stephenson tries to get a shot away in action against Rhode Island in the Memorial Gym. Stephenson has already set a single-season scoring record this year, netting 503 points.

Boston University over Maine track team, 54-50

Boston University out-muscled the Black Bears in the weight events and hung on to turn the Maine trackstars 54-50. BU's three-place sweeps in the shot and the 35-lb. weight sprung the visitors in Saturday's meet to an early 18-0 bulge. The Black Bears cut steadily into this lead as the meet progressed. Ed Schmid and Dave Heward went one-two in the long jump. Dick Stetson won the pole vault and tied the meet record in the 50-yd dash. Gene Benner and Ed Schmid grabbed the top two places in the high hurdles. Joe Dahl easily won the two-mile. The Maine charge was turned back by BU's H-H boys. Dave Hemery and Peter Hoss, who clinched the meet by finishing one-two in the 1000, the next to the last event. Each had already won one event—Hoss setting a meet record in the mile and Hemery a fieldhouse record in the 600. The strong comeback effort pleased Coach Styrna. "We've made a lot of progress since the season began," the coach said. The freshman track team is improving also. Tim Johnson upped his own freshman pole vault mark

and Bob Witham contributed two victories as the freshman whipped their BU counterparts, 68-35. Saturday Maine will host the Yankee Conference Indoor Track Championships. This meet promises to be a fine spectator meet with many fast times and close races. Coach Styrna tabs Massachusetts and Rhode Island, last year's two top finishers, as the teams to beat.

Sports Calendar

Friday, March 1
—Varsity and Freshman Basketball, Bates at Orono, 5:35 and 7:35 p.m.

Saturday, March 2
—Varsity Indoor Track, Yankee Conference Championships at Orono, 10:00 a.m.

—Varsity and Freshman Basketball, Bowdoin at Brunswick, 5:30 and 7:30 p.m.



Maine-UMass Hughie Campbell, Maine's top rebounder, shows his stuff in last Saturday's game with UMass. The Bears forced the title-bound redmen to work overtime for a 74-68 victory.

Cubs still undefeated beat Bowdoin, NYA

The basketball Bear Cubs are still undefeated, having extended their winning streak to twelve games this week with wins over the Bowdoin freshmen and North Yarmouth Academy. Coming back from a 17 point edge for Bowdoin early in the game, the Frosh passed the Polar Bears and went on to win 64-53. Dennis Stanley was again high scorer, scorching the nets with 23 points. Dom Susi and Carroll Lee also did some impressive shooting, tabbing 14 and 13 respectively. A strong quint from NYA gave

the firstyearmen their closest contest yet, largely because of the efforts of former Orono ace Bob Arsenault, high scorer with 22 biggies. The loss for NYA ended their 29-game winning streak in an especially disconcerting manner. Susi and Lee led the Cub scoring, bagging 17 and 18 points. The last three games of the season for the freshmen are against Colby, Bates, and Bowdoin, with Colby posing the biggest threat to the win streak. In the first meeting with the Mules, Maine won by only three points, 80-77.

Horseman's Club
U. of M. Horseman's Club meets every Tuesday at 6 p.m. in 140 Little Hall. Everyone is welcome to attend.

INTERESTED IN
A CAREER IN
RETAIL STORE
MANAGEMENT?

THE
W. T. GRANT CO.

offers men an interesting and
challenging opportunity in
its MANAGEMENT TRAINING
PROGRAM to prepare for
Store Management and later
executive positions in a rap-
idly expanding company.
Unusually high income po-
tential, good starting salary.
Interviews March 6, 1968.
Register at your Placement
Office—School of Business—
and request copy of "W. T.
Grant Co. — Your Career."

THE CHALET
Bill Gavett
TYDOL

NEXT DOOR TO CAMPUS
ON COLLEGE AVENUE

WINTER
TUNE-UPS

866-2538

WE HONOR YOUR NEW PHILLIPS 66 CREDIT CARDS

UNIVERSITY MOTORS
Bill Gavett
CHEVRON

AT THE ORONO END
OF THE BRIDGE

SPECIAL
ON
SNOW TIRES

866-2311

Bikini-cut
Panti-hose

Run-proof seamless stretch
in navy, white, off-white,
black and brown.

Leggy Look For
Short Skirts

Cutler's
Old Town

if you're a wave-
maker, a boat-
rocker or a mold-
breaker, we just
might have something
in common. Our engineers
have broken a few molds in
the past and they'll break
a lot more in the future.
Check us out when our
representative visits
your campus.

Interviewer on Campus
March 5

Public Service
Electric and Gas Company
New Jersey
EQUAL OPPORTUNITY EMPLOYER
One of America's Largest and
Most Progressive Suppliers of Energy

Maine women to participate in intercollegiate badminton tourney

The second annual Women's Intercollegiate State Badminton Tournament will take place Saturday, March 2, at Lengyel Gym. Participating in the statewide double-elimination games will be: Washington State, Westbrook Junior, Nasson, Aroostook, Farmington State, Bates, Colby, Ricker, and the University of Maine. Each college will send four girls; two will play as singles and two as a double. The winners of the tournament will receive

trophies as the Intercollegiate State Badminton Singles and Doubles Champions.

The winners of the intermural tournament now under way will represent the University of Maine at the tournament. All the sophomore class phys. ed. majors will be officiating at the tournament. Refreshments will be served following the games which will begin with a 9:30 a.m. registration at Lengyel Gym.

Stephenson sets record Mass takes UM in OT

by D. A. Steward

For Maine fans, it seems that the only encouraging event to take place on the court in the Memorial Gym in the last week was a new scoring record set by Jim Stephenson. The 6'3" captain of the UM hoopsters upped his season total to 503 points in 21 games, easily surpassing Skip Chappelle's 1960-61 record of 485 points in 23 outings. Stephenson thus became the first Maine courtier in history to be enrolled in the 500 club.

The Fort Fairfield lad already is sixth on the career scoring list with 920 points. He should be able to better the two year scoring of 962, also set by Chappelle, and has a running shot at being the first Mainer to hit 1000 in two years. Barring any mishaps, Stephenson should be the second highest scorer in University history before 1969, and he is the only shooter to ever have had a

realistic chance of breaking Chappelle's career mark of 1352 points in 68 games.

While playing high school ball in Fort Fairfield, Stephenson's coach was none other than that former University of Maine great. . . . Tom "Skip" Chappelle.

In Maine's first meeting of the year with the Polar Bears from Brunswick on Wednesday, February 21, Stephenson poured in 26 points to pull within two of the one-season record, but it wasn't enough to put the Bears over the top. . . . just barely.

The smooth Bowdoin five upset the Maine hoopsters in overtime by the score of 100-95 in what appeared to be a replay of the BU game earlier this year. Maine struggled back from an 11 point deficit to tie the score at 87-87 with regulation time gone, only to be swamped under in the 5-minute overtime period, when

Bowdoin dunked nine straight points in the first 3 minutes and held for the win.

Diminutive Dave Smith and top rebounder Hugh Campbell sparked the rally that put the game into extra innings. Tom Farrell added to the cause with 19 points. Ed McFarland and Bob Patterson, both of Bowdoin, tied for scoring laurels with 29 points apiece.

Before a large, enthusiastic Schussboomer crowd last Saturday, the Bears lost another overtime contest, this time to the Amherst Redmen by the score of 74-66. Tom Farrell tied the score at 61 all after Maine had fallen victim to a UMass comeback assault, and that was the score at the end of regulation. Again Maine was quickly put out of contention, with Massachusetts swishing the first six points. A disappointing loss, but not nearly as disappointing as the first meeting this year with the Redmen, when they torpedoes the Bears 78-39.

The basketball team is heading into their last home game of the season against Bates this Friday night with a less-than-admirable 6 and 15 record. The last contest for the '67-68 Bears will be against Bowdoin at Brunswick Saturday.

Varsity and frosh golf

All interested in varsity and freshman golf should attend the organizational meeting in the Memorial Gym, Sunday, March 3 at 8 p.m.

KEEPSAKE —DIAMONDS—

DeGrasse Jewelers

watch and jewelry repairing

University of Maine

CLASS RINGS

Complete line of fraternity and sorority charms

38 Main St. Orono
Tel. 866-4032

The Maine Masque Theatre

Announces

Eugene O'Neill's

Long

Day's

Journey

Into

Night

Begins

7:15 P.M.

March 19-23

Season Ticket Exchange: Begins Wednesday, March 6
Individual Ticket Sale: Begins March 13
Hauck Auditorium Box Office

— PRISM —

Interviews for applications for Editor and

Business Manager of the 1969 PRISM will be

held MARCH 6. No Prism experience is required

for these salaried positions. For further informa-

tion, call 866-7698, ask for Mrs. Linda Griffin,

editor, or Mr. Tom Taylor, business manager.

**We employ
some 14,000 engineers,
scientists, mathematicians.**

Know about us?

Is our name familiar? Probably not. Few college men and women realize the enormous range of fine career opportunities available through our central recruitment offices. Or the advantages of civilian employment with the Department of the Army.

In no other work is the "need to achieve" greater — nor more strongly backed with top personnel, funds and facilities. It would be hard to name a specialization you could not pursue in depth at one of 30 installations across the country, or elsewhere . . . even around the world.

Excellent salaries, advancement, superior Civil Service benefits, choice working conditions and atmosphere. Simplify career-hunting! Request "Creative Careers," an eye-popping booklet . . . and/or send your resume.

Campus Interviews

MARCH 5, 1968

Contact your Placement Office
For Interview Appointment



U.S. Army Materiel Command

Technical Placement Office

Suite 1322, 1015 Chestnut Street
Philadelphia, Penna. 19107

An Equal Opportunity Employer, M & F

We're one of
the biggest
and it took

us 63 years to get this way. Now we need the kind of engineer who can make us twice as big in the next ten. If you can combine your technological training with imagination to produce results, see our representative when he visits your campus.



Interviewer on Campus

March 5

**Public Service
Electric and Gas Company
New Jersey**

EQUAL OPPORTUNITY EMPLOYER
One of America's Largest and
Most Progressive Suppliers of Energy

by Bob

Beginni

the Colle

will cond

basis, a s

titled the

gram. The

only for

the colle

be divided

Independe

a Special

Indepe

designed

a particu

particular

not cover

lightly w

regular co

allow stu

curiosity

interest to

Any stu

vantage of

contact a

aid him in

fore prere

The fa

the stude

and aid h

graphy a

once the

gated. Th

will not b

detail the

student w

penderly

research.

Banks em

particular

work with

son-to-pers

his course

indicated t

could lead

learning e

dent.

To be eli

Study Prog

rolled in the

have a mini

average of

more colle

Any stud

using this p

any faculty

whether or

conducting

the student

able, the s

should dete

value whic

study sessio

the discreti

member as

desires to co

study progr

Undoubte

faculty hav

pertise of fi

considered w

room curricu

Seminar Prog

able to study

of concentrat

sight into the

study and a

ones search fo

standing can b

neled.

Each semin

by either one

bers. A small

dents will co

unit. The ser

disciplinary in

be topical. M

ing to a parti

but also of co