

CON - CON



Colby

78

E3

Vol. 73

1969/70

Special
Issue

Cap. 2

editorial

summer editions

The ECHO has come to serve as the major vehicle for the reporting of information about the Colby Community to its various members. Recognizing this fact, the Colby Constitutional Convention Planning Committee requested the assistance of the ECHO in informing those concerned about the upcoming Constitutional Convention to be held on campus this fall. The ECHO realizes that it does not have the obligation to act as a brochure for a single coming event, but it does have the obligation to inform Colby students and other constituents of the college about any event which promises to greatly effect the campus life. It is under these unique circumstances that this special printing of the ECHO has come about.

Since it is not possible to build an entire issue around one piece of news, this summer printing of four pages is being issued simply to inform those concerned. It is designed neither to serve as a complete issue nor to advertise the convention.

Colby has long been burdened with a poorly defined system of channels that in the past has greatly hampered effective administration of necessary reforms. Student Government noted its own "universal frustration" with this ineffective maze of channels when the nine proposals were introduced last February. The nine proposals dramatized, for all to see, the short-comings of this system. Students, faculty, administrators, and trustees all came to realize that great gaps in the communicating processes had come to exist between these different bodies. The Constitutional Convention is an outgrowth of that realization. Much effort has gone into the planning of the Convention by a Planning Committee made up of twelve trustees, six faculty, five alumni, twelve students, four administrators, and five parents. The expressed aims of the convention are to determine in what areas the present organizational structure at Colby is inadequate, why such inadequacies exist, and to bring about suggestions to correct these inadequacies. The ECHO believes that the convention will find much business to handle and endorses the stated aims.

William Madden

PLANNING COMMITTEE MEMBERS

STUDENT REPRESENTATIVES

Mr. William Antonucci '69
Wolfeboro, N. H.
Mr. Steven Cline '70
Newton, Mass.
Mr. Robert C. Falsani '70
Berlin, N. H.
Miss Joan Katz '70
Brookton, Mass.
Mr. Benjamin W. Kravitz '70
Sharon, Mass.
Miss Snelia J. Marks '72
Forest Hills, N. Y.
Mr. Anthony M. Marramarco '71
Simsbury, Conn.
Miss Alice McLaren '69
Waterville, Maine
Mr. Stephen R. Orlov '71
Hull, Mass.
Mr. Christopher W. Pinkham '72
Canton, Mass.
Mr. Andrew J. Shookhoff '72
New York, N. Y.
Miss Alice Tall '71
Colby College

FACULTY REPRESENTATIVES

Prof James M. Carpenter
Waterville, Maine
Prof Charles A. Ferguson
East Vassalboro, Maine
Prof Bruce E. Fowles
Albion, Maine

Prof K. Frederick Gillum
Waterville, Maine
Prof Robert W. Pullen
Waterville, Maine
Prof Evans B. Reid
Waterville, Maine

ADMINISTRATORS

Dean Parker Johnson
Dean Jonas O. Rosenthal
Dr. Robert Strider
President
Mr. R. Williams
Administrative Vice-Pres.

TRUSTEE REPRESENTATIVES

Dr. Asa Adams
Bangor, Maine
Dr. Robert N. Anthony
Boston, Mass.
Mr. Ellerton M. Jette
Boston, Mass.
Miss Rita A. McCabe
Bronxville, N. Y.
Mr. Albert C. Palmer
Stoneham, Mass.
Mrs. Albert O. Piper
Waterville, Maine
Mr. Wilson C. Piper
Boston, Mass.
Dr. Frederick A. Pottle
New Haven, Conn.

Mr. Joseph C. Smith
South Portland, Maine
Mr. Eugene C. Struckhoff
Concord, N. H.
Mrs. Sol. W. Weltman
Cambridge, Mass

ALUMNI REPRESENTATIVES

Mr. Charles P. Barnes II '54
Cape Elizabeth, Maine
Dean Arthur T. Thompson '40
Wellesly, Mass.
Miss Sigrid E. Tompkins '38
Portland, Maine
Mr. Kenneth E. Wilson, Jr. '60
Oyster Harbors, Mass.
Mr. Charles R. Wright '47
Skowhegan, Maine

PARENT REPRESENTATIVES

Mrs. Charles Eaton (Sarah)
Winchester, Mass.
Mrs. Saul Mandell (Esta)
Waterville, Maine
Mr. & Mrs. Elliot Stantini (Elizabeth)
Melrose, Mass.
Mrs. Laurel Thompson (Arlene)
Washburn, Maine

PLANNING COMMITTEE STAFF

Prof Jan Hogenborn
Project Director
Mr. Jeffrey Silverstein '70
Assistant Project Director

what it's all about

Student	1940-46
Alumnus	1946-69
Trustee	1966-69
Parent	1968-70

Why have a Constitutional Convention at Colby?

The Old is always at war with the New. Father and son are ever at odds. Neither has omniscience--only his point of view. There is no unchanging right way--only the unchanging need to choose among many alternatives.

What means should be used in making such choices? How resolve differences in view-- revolution or evolution, conflict or compromise, confrontation or consensus? The means we choose will shape the ends we seek. Our progress--or lack of it--is very likely to be determined by our process.

Men react in different ways to changing circumstance. Some fail to see it; they stick to past patterns. They conserve the known and embrace tradition. Others cut loose and venture forward. They experiment. What to do? Dip a toe in the water or take the plunge? Men have different temperaments, they take different approaches.

Men pursue different ends. They have different drives--different needs. Some must be recognized; other must win. Others are objective or altruistic. Among



Communication! Joan Katz '70 and Eugene Struckhoff '46.

many, enterprises that start with high purpose seem always to end in a struggle between personalities.

Most members of the administration, trustees, faculty, students, alumni and parents are approaching the Convention with open minds. Some will enter the Convention, however, with small purposes. For a few, it may be a way only to maintain their "position". Still others will seek advantage in their continuing effort to change dormitory rules. The Convention will not deal with specific issues, complaints and gripes. Don't expect too much of it. Don't expect it to eliminate problems or to change men. It will, hopefully, hammer out a reasonably fair and effective way to meet the problems that will confront Colby in the future.

The Convention will be a microcosm of the way men struggle with themselves and each other to make progress and to change.

It is not apparent that, whatever the causes, the Nation needs change in the method of governance of its institutions of higher education? We need such change at Colby. Change will come -- soon or late, one way or the other. A Convention in which men reason with, and accommodate to, each other is the right way. That's the reason for the Colby College Constitutional Convention

Strider speaks

The first session of the Planning Committee for the Constitutional Convention, held in June, was most heartening, because it demonstrated that a group of students, faculty, administration, trustees, alumni, and parents could talk together for parts of two days in good humor and constructive spirit.

The second session, in July, could pick up after the preliminaries that the June meeting provided. Unfortunately for me, my acquaintance with the proceedings in this session is only at secondhand, through a partial tape, the minutes, and conversations with several of the participants. During this interval I was in Thayer Hospital letting the doctors and the nurses and the antibiotics fight it out with an unpleasant foot infection (I am assured the diagnosis gave no evidence that there had been foot-dragging). But I gathered that this too was a good, constructive, provocative, and friendly session. The August session will no doubt be even better, for we are beginning to see our way into some of the realities.

I look forward to the Convention with eagerness. From it I hope we will receive realistic and responsible proposals for appropriate alteration of the organizational structure of our college to bring ourselves more fully in tune with our complex and rapidly changing age. Students should have a responsible voice in the affairs of the college, and I am confident both that the machinery will be provided and that the students of this college generation and succeeding ones will use it responsibly. With thoughtfulness and care Colby can move with the latter third of the twentieth century, smoothly and confidently, into the twenty-first, at the same time remembering and preserving those elements in the heritage of Colby that have made it endure and prosper for over a century and a half.

COLBY ECHO

Office: Roberts Union, Call 873-1131, Ext. 240
Box 1014, Colby College, Waterville, Maine

Founded 1877, Published weekly except during vacations and examination periods by students of Colby College; printed by the J. S. McCarthy Co., Inc., Augusta, Maine. Charter members of the New England Intercollegiate Newspaper Association. Represented by National Advertising Service, Inc. Subscription rates: Students \$4.50; Faculty free; all others \$4.50. Newsstand price: twenty cents per copy.

All opinions in this newspaper not otherwise identified are those of the COLBY ECHO. Mention the ECHO when you buy. The ECHO assumes no responsibility for unsolicited manuscripts. Name, address, and campus phone numbers must accompany all letters to the editor. These will be withheld from publication at author's request.

Editor-in-chief William Madden
Assistant Project Director Jeffrey Silverstein
Photographer Irving Faunce

OPINION

pullout

sigrid tompkins

The Alumni Representatives to the Constitutional Convention Planning Committee welcome this opportunity to serve Colby on behalf of the alumni. We appreciate the timely response of the President and Board of Trustees to the concerns of the students, faculty, and administration of the College by organizing and supporting a Constitutional Convention, and by establishing a carefully planned procedure to assure its ultimate success.

As alumni, we are but one constituency of this College, albeit the largest. We appreciate the opportunity to place in writing some fundamental concerns of ours which will guide and motivate our enthusiastic participation in this exciting venture in planning for our College. We direct our remarks not to any particular structure or structural change which may emerge, but more importantly to that which such structure may affect.

We must recognize that the business of a college is learning. We believe that our College should provide an academic program that includes the general education befitting the educated person of our time, preparatory professional studies which lead a person into his life's work, and, in addition, that education which will support a deep sense of social responsibility for a life in the community. We see a basic necessity that the following principles will be maintained and we hope that the following objectives will be achieved in any evolving structure:

ACADEMIC

Academic excellence be maintained. We want Colby to provide such programs that our graduates are sought by the best graduate and professional schools of the nation. Certainly learning must hold meaning for the student and teacher alike, such relevance will be enhanced by good dialogue and understanding among students, faculty and administration.

EXTRA CURRICULAR ACTIVITIES

Colby should continue to provide a full experience. Though academic content is without dispute central to an institution of higher learning, education for an effective life in society calls for opportunities in addition to formal learning. Social, cultural, fraternal, athletic and organizational experiences help make for a rewarding life and one of service to mankind, which in the final analysis contributes to the good name of the College.

THE COLLEGE COMMUNITY

The College community is a participative venture. Colby defines its community as students, faculty,

administration, alumni, trustees and parents. Our College will continue to enhance its position as an institution of higher learning in our society by further developing the respective competencies of each family for harmonious collegiate action.

CITIZENSHIP

1. Reason and Civility be preserved. We see our College as an institution recognizing and supporting good wisdom and gentlemanly conduct as the basis for dialogue between men.

2. Legal authority be respected. The law may be intelligently challenged, and in good manner changed - but respect for law and order continues to be fundamental to our society. We want our College

Cont. on pg. 4

robert anthony

Unrest at campuses throughout the Country is a signal that all is not right with college governance, that is, with the structure and processes that establish the relationships among trustees, administration, faculty, students, alumni and parents. Although this signal is not as strong at Colby as at many other colleges, it is strong enough to warrant the thorough rethinking of Colby governance in which we are now engaged.

It seems clear that changes should be made, but it is by no means clear what these changes should be. Most of those working on the problem would agree with two propositions as a starting point: (1) The Board of Trustees has, and must continue to have, overall responsibility for the College; and (2) the President has, and must continue to have, broad authority to administer the affairs of the College.

In thinking of the proper roles of the other constituencies, I am much taken with the concept of "primary and secondary responsibility" that has been discussed at length at meetings of the Planning Committee. Under this concept the Faculty, for example, would have primary responsibility for the curriculum in the sense that it would play the leading role in shaping courses and majors, but other constituencies would have secondary responsibility for the curriculum in the sense that, as a minimum, their views on curriculum matters would be considered, and under certain circumstances they might well take the initiative. Similarly, students would have primary responsibility for campus life, but other constituencies would have secondary responsibility in this

tony maramarco

I think it's pretty safe to bet that a good number of Colby students have committed either to memory or the waste basket the ECHO which contained the story titled "Students and Trustees Click at Boston Parley." By default, all you incoming Freshmen are in the same boat, so perhaps a little review of the situation might be helpful.

Once upon a time, students were discontent at Colby. They studied too hard and their social lives (some people lead a lot of social lives at Colby) seemed stifled. To add insult to administrative injury, Stu-G proposed Nine proposals, one of which called for the handing over from from administration to students the right to make student dorm rules, which would have, it

was not inaccurately guessed, allowed the aforementioned students to have twenty-four hour closed door visiting. Other proposals included the establishment of a twenty-four switchboard, but it seemed that the students were all up especially for good old proposal one, the dorm rules. President Strider received the nine proposals and asked for time to look them over. Time, for the students, was not of the essence. A meeting in the chapel of hundreds of students and the President accomplished getting all the students together for a cause, irritated and frustrated as they were, and still nothing was coming of the BIG PROPOSAL. Some bright student then figured out that the ultimate authority for delegation of power lay with the Board of Trustees, so Stu-G Presidents Thompson (he graduated) and Kravitz (he's with us for next year) went to a genuine Board of Trustees meeting in New York City. The Board invited many students to come and talk a next time, which was a few weeks later, in late April. At that bigger meeting, about fifteen students and fifteen Board Members and administration and faculty got together, from whence sprang the notion of having a Colby Constitutional Convention. A Planning Committee is now at work setting an agenda for this October event; its made up of students, alumni, administration, Board members, and faculty and parents. Many problems relating to the organizational structure of the college, the way things are presently getting done and handled, are being considered. At the convention, alternatives for the problems will be pit before delegations from each of the above mentioned constituencies to be voted upon. These voted upon resolutions will then be sent to the Board for its consideration. Come October, we'll find out whose proposals will provide a happy ending.

Now at the June meeting, general questions were talked about by the Planning Committee of forty people. Trustee Anthony from Harvard proposed that at the July meeting the group break into different concern groups: i.e., faculty concerns, Trustee concerns, and find out the big problems related to each group. We did this in July, and for the August meeting, the Planning committee will get up alternatives to each of these problems.

Interesting highlights have been Professor Jan Hogendorn's report to the Committee about

Cont. on pg. 4

frederick gillum

An optimistic faculty view of Colby's October Convention is that it can be no worse than a complete failure, and probably no faculty member will be lynched more than once.

This report for the ECHO is a personal view, and not a position paper on behalf of Messrs. Reid, Pullen, Carpenter, Fowles, and Ferguson, with whom I serve - if that is the word - as faculty members of the summer Planning Committee for the forthcoming "Constitutional Convention".

So far, nothing very sinister has happened at these meetings. The participants may not represent every concept of college government, but as yet nothing has been done or proposed to tie the hands of the October Convention in its choice or invention of options.

Concerning representativeness, some (students) have told me that "at least the student members are representative of the student body". I have no cause to suppose otherwise. And since 10 of the 12 are majors in the Social Sciences, surely their course training would not allow them to mislead a credulous relic.

Also, apart from the main convention concern with the machinery of College government, no substantive grievance of the larger sort seems emergent. Those familiar to us from last year continue. No one seems to be using these sessions for "escalation".

Last year, Mr. Rudnick was willing to give faculty members the right to select birthday presents without student consent. Now, if I heard correctly, Mr. Shookoff is willing to let us invite whom we wish to parties in our own homes: Ab uno disce omnes.

Thus, whatever dire suspicions may be rumored, the summer planning committee is not a conspiracy of any sort, but just a group of young and no-so-young honestly trying to agree on form and agenda possibilities for the October convention.

Faculty views on this convention may be influenced by the fact that the faculty had nothing to say about its proposal and authorization by the Board of Trustees. No faculty report, motion, debate, or vote ever took place on this subject. Legally, to be sure, none was necessary. And by the same gauge, it may be possible for the Board to vest its present powers in a commission of Colby students of legal age.

Faculty will probably be interested in some of the proposals for obviating our future discussions

Cont. on pg. 4

Robert N. Anthony, '38

committee reports

STUDENT TRUSTEES WHO'S RESPONSIBILITY?

First the functions and the procedures of the Board were reviewed. Then the representation of faculty, students, recent graduates and younger alumni trustee members was discussed. Mr. Weltman emphasized that most of the board's work is done in committees and that the traditional concept of board meetings must be changed.

Following are the recommendations of the meeting:

1. 2 faculty members, selected by the faculty have voting power on the board.
2. the minutes of the board meetings be available for students on the campus (in library).
3. a Student Affairs Committee of the Board be established as a means of communication between the Board and the students and as a more direct appealing agency for the college constituencies.
4. the following plans were suggested as ways of representing the students on the Board:

students at the end of their senior year and also select younger alumni members.

b. elect students at the end of their juniro year to serve during their senior year and the following one.

c. elect studnets at the end of their sophomore year to serve during their junior and senior years (and the following one?).

The arguments in favor of students at the college serving on the Board maintain that such a plan would insure better communication between students and trustees, and would insure the students of an available representative who can interpret the meetings of the Board to them.

The arguments against students at the college serving on the Board maintain that the student representative(s) would be under much pressure and would have to spend much time preparing for the Board meetings (transportation, etc.) Furthermore, the representative would feel obligated to speak at the meetings and could hamper the proceedings of the meeting unnecessarily.

The first meeting of the sub committee on students was held on Saturday afternoon, July 19th. There was some difficulty right off the bat as only four students were represented on a committee containing a dozen members. The other members had the difficult task of trying to think of themselves as students. The beginning or 'feeling out' stage of the meeting consisted of the student members voicing grievances over such areas of concern as student control over social regulations, the use of campus facilities (ie, fieldhouse and library), curriculum, student representation of faculty committees, and student attendance at faculty meetings. The tone of our afternoon session rapidly changed as Dean Thompson noted that we could go on listing the grievances forever. The Dean proposed that our purpose was to present various mechanisms for affecting this change evidently needed at Colby. This change, it was agreed, must be orderly and obtained by means of reason and civility.

As the committee searched for the mechanisms for change several problems arose. The committee felt that a severe communications problem exists at Colby. The students want answers more quickly than these answers are available under the present system. Also, several of the student members of the committee expressed a desire to have someone besides a dean to whom they could voice their complaints. The students expressed a sort of frustration in using the dean as a clearing-house for their gripes. The consensus of the committee seemed to be that getting straight information, increasing student participation, and increasing interactions between students and other Colby groups such as faculty, administrators and trustees should be of prime importance in the formation of any methods of change.

To get us going in the search for methods of change Dean Thompson proposed what could be called a simultaneous committee system. This system would have separate student, faculty (I take faculty to include administration in this instance) and trustee committees in the same areas. For example, there would be a student Educational Policy Committee, a faculty EPC and a trustee EPC. These various committees would serve their own constituencies. Twice a semester the President of the college would call a general meeting of the whole committee (students, faculty, and trustees would all attend). Here the wishes of each constituency would be voiced and heard by all. This system would keep Student Government and Faculty Meetings alive. They would serve as a caucus for the various committees. This would also be a place for the dissemination of what is going on in the total committee. This deepens inter-constituency communications

flowing well. By having trustees serving on these committees the board would always have first hand knowledge of what's really going on at Colby. This is important as the Board of Trustees is the ultimate center of authority of the college. Our committee did not endorse this proposal as the committee members on the whole were not satisfied that this system would work. However, this idea did get the ball rolling and the rest of our afternoon session was spent in fruitful discussion.

The evening session began with reinforcements for the students. Bob Falsani, Cheryl Dineen and Andy Shuckhoff joined Chairman Steve Cline, Shelia Marks, Alice Tall and Jeff Silverstein as students participating on the sub committee on students. Messrs. Shuckhoff and Silverstein along with Miss Marks began the session with proposals as to the primary and secondary areas of student responsibility. Proposed areas of Primary Responsibilities of Students were: 1) Dorm related matters - dormitories make and enforce their own rules; 2) All Campus Rules - all campus social regulations to be enforced by a student judiciary; 3) Facilities such as the hours that the fieldhouse and library are to be open; 4) Extra Curricular Activities such as intra-mural athletics and all college functions; 5) Student fees - it was believed that students pay a general fee of \$150 and that breakdown of that money is unknown; 6) Medical - there was discomfort at the fact that students cannot, even in the case of an emergency, be admitted to a hospital (specifically Thayer) without going through the Colby College infirmary. It was also pointed out that students do not have a choice of doctors. They may be treated in Waterville by Dr. Dorr or an appointee of his only; and 7) something I shall refer to as the Oberlin Plan. This plan provides for funds being given to students for the purpose of course planning. Courses are planned by students. These proposed courses are reviewed by a student board which chooses several courses to be initiated into the curriculum the following year. Professor Gillum noted that getting qualified people to come to Waterville in order to teach a special course may make the Oberlin plan fail at Colby. There was disagreement on this point.

By primary responsibilities it was understood that these areas were to be controlled solely by students backed up by Student Government. It was thought that Student Government would be strengthened by backing up the primary student responsibilities. Problems of jurisdiction were argued at great length before it was agreed to go on to the secondary or advisory responsibilities of students. Financial Matters (how college money is allocated and in some cases invested - should Colby invest in Dow Chemical for example) and Academic Environment (faculty; who teaches what and how they do teach it)

were the only areas of secondary student responsibilities which we had a chance to discuss before adjourning to see the new Colby promotional film. There was no total agreement of the committee on these areas proposed as primary and secondary areas of student responsibilities.

Gillum or meetings. A "Senate" or "AL College Council" composed of 20 students, 20 faculty, 7 administrators, 6 trustees, and 2 alumnae, for one example, might end the legislative function of the faculty.

It has not yet been explained just why the faculty should vote to approve their own disenfranchisement. Nor need it be. Legally, our debates and votes are not action until the President, as agent for "the College" and the trustees, gives them this character by his own action. All this and worse besides may be learned from the College Charter.

Student proposals for a larger student part in curricular and faculty tenure decisions will doubtless also be of interest to most faculty. Ideas in this area are not yet sufficiently concrete in plan for any adequate report. One danger may be faculty opposition to "the camel's nose under the tent-flap", matched by student insistence that "having some influence is worthless, and only 'full power' is enough."

Faculty may not be surprised or cheered to learn that the debris of last year's "Proposal One" continues to clutter our counsels. At least some students contend that "dormitory-related matters are the primary responsibility of the students". The operative term is "primary responsibility", which must be understood as "full and final say". I think the rough translation for my generation is "totalmacht".

This "Parietal Hours" dispute, as is well known, centers on the needs of student idealists who have committed themselves to the Cause of spending the hours from midnight to dawn in memorizing the Odes of Pindar. I will try the reader's patience no further on this familiar subject, which relates to the Convention only from the tendency of procedural law to determine the practical effect of substantive law.

Some student proposals concerning the availability of campus facilities seem on their face matters on which I would not expect faculty opposition. The present student representation on some faculty committees, for example, already gives the students an influence on decisions of this sort. If this process needs simplification to work better, that is still no reason, I feel, for denying ourselves the benefit of student participation at the place where it can be a real help to all.

Does anything as dull as practical progress have any chance at all

continued on page 6

Tony Maramarco
Cont. from Pg. 3

governmental structures at other colleges of similar make-up to Colby. Cocktail hours spike each meeting of the committee, and a great opportunity for talk between different constituencies is provided.

In the next issue of the Echo, you will see the alternatives for the problems of how problems are solved at Colby. You can choose the alternatives you like best and tell them to the Convention members. (as soon as they are selected by their constituencies) who will vote on them in October.

The most important facet of this Convention will be that it is giving Colby a chance to take a good look at itself, to see if everybody concerned with Colby-likes the way problems are solved. People are asking if it might not be wise to have students become Trustees of the College. Or perhaps students should be placed on all faculty committees and given full voting privileges. Or maybe faculty members should be placed on students' committees.

Everybody wants to solve the big communications mix-up, nobody's quite sure how to do it, and everybody's hoping that this convention will provide a few very needed answers.

Sigrid Tomkins
Cont. from Pg. 3

not only to teach an intelligent commitment to legal authority, but in its practices to maintain an honest response to its ordinances. COLLEGE GOVERNANCE

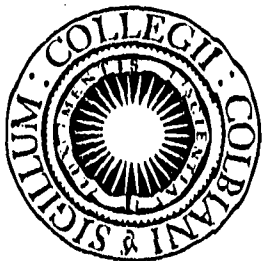
We see it essential that adequate codes be adopted so that all may know what is expected of a participant in the college community and be guided by these rules. We consider the development and enforcement of these codes with appropriate due process, to be the responsibility of the entire academic community; this includes meaningful student participation. BEHAVIOR

1. A program of common and self education be supported to aid the uninitiated to understand the codes of governance so to approach them with maturity. We want our College to attempt to see that students not be exposed to responsibility without preparation - while at the same time to move students into more responsibility as rapidly as maturity permits.

2. An extra-judicial program of guidance and counseling be supported to continually interpret the codes of behavior and to aid those who exceed their limits. In every generation some mature slowly into responsibility, often learning only by bitter experience. Our College should continue to provide the understanding, trained personnel to comfort (and educate) those in need of such counsel.

THE COLBY TRADITION

The past is important. Colby should continue to respect its heritage and traditions, especially at this time of rapid technological and social change. The place of tradition is important in evolving meaningful change, and it is the cement which holds a family together in times of stress. Our traditions should be continued as the drama of education is preserved.



A "CON - CON" ?

OTHER COLLEGES, OTHER IDEAS

by Professor Jan Hogendorn
Project Director

In June and July of this year I set out to examine the question of innovation and change in the governance of American colleges, under the auspices of the Planning Committee of the Colby Constitutional Convention. Many colleges have undertaken interesting innovations, but due to the limitations of time I was able to include only about a dozen institutions in the survey; I also chose to omit material on large universities except in the three or four cases where I thought their experiences would be particularly helpful to Colby.

There were a number of suitable ways to organize the material; I took the route of dividing change into five arbitrary categories, as follows: (a) senates and councils, (b) ombudsmen, (c) trustee reform (d) judicial review, and (e) university codes. Doubtless some areas of change are thus neglected, but I thought that these five were central and were generating most discussion at the colleges visited.

SENATES AND COUNCILS
There appears to be a fairly definite spectrum from left to right along which the various experiments in the area of senates and councils can be ranked. One council, at Antioch College in Yellow Springs, Ohio, had very strong powers to legislate. The 10-man council (three faculty elected by faculty, three students and two faculty elected at large in a vote among students, faculty, and administration, plus the president and dean of the faculty) has several important duties. First, it participates in the selection of a new president with the board of trustees in joint meetings. Second, it has power to select 7 out of 28 trustees. And third, it "advises with" the president in educational policy, hiring and promotion of faculty, and in the general management of the college. The Antioch scheme is furthest to the left along our spectrum.

Next in line are those colleges with senates and councils which have some power to legislate. Four examples are the Princeton University Council, the Columbia University Senate, the Wesleyan faculty plan for a Senate, now being discussed at Wesleyan University, and the proposed Babit College Senate which is also under examination this month.

Typically, senates or councils of this type number from about 25 to 50 (but over 100 in Columbia's case). For their membership they draw upon the student body, the faculty, the administration, and more rarely alumni, staff, and representatives of other educational institutions as well, the latter three in small numbers only. It is unusual for the trustees to retain their residual authority, and for the senate or council to legislate on some matters subject only to that residual authority (as on rights and rules of conduct at Princeton, or on

credit for student-initiated courses and several other educational matters at Wesleyan). In other areas the senate or council may have an advisory capacity in such areas as the choice of trustees, honorary degrees, priorities, development plans, budget review, relations with the local community, management of financial resources, the library, admissions policy, curriculum, hiring, promotion, and tenure of faculty, and concluding with an advisory role on general policy of any kind as requested by the president. (N.B.: the foregoing is a composite picture constructed from several different examples.)

guidelines?

The following is a report from a committee chaired by Dean Jonas Rosenthal. The report has not yet been examined by the planning committee as a body.

We have been charged with making recommendations in four areas: composition, manner of selection, by-laws, and rules of procedure for the Colby Constitutional Convention. We therefore propose:

By-laws of the Colby College Constitutional Convention

ARTICLE I

a. Purpose: To scrutinize the existing organizational structure and its interrelationships, with a view toward possible restructuring of the divisions of authority, representation in the decision-making process, and the process of decision-making itself;

AND

To make recommendations to the President and Board of Trustees of Colby College pursuant to these purposes.

B Membership: The convention shall consist of 108 members representing the various constituencies as follows:

Administration
Alumni

Administration	12
Alumni	10
Faculty	24
Parents	6
Students	36
Trustees	20

Each duly selected member shall serve for the entirety of the convention.

C. Meetings: The first meeting of the convention shall be held at the call of the Planning Committee. The adjournment of that meeting shall be by majority vote of the members present. Subsequent meetings may be called by a

A third, middle-of-the-road type of council is found at the College of Wooster in Wooster, Ohio. Here the council is advisory only, except with legislative power in all social areas such as conduct, dormitory rules, etc., all subject to presidential veto within 30 days. The council is made up of 6 students, 3 faculty, and 3 members of the administration at Wooster.

More common is the sort of council which is advisory only. Examples are found at Wesleyan University (president's plan),

continued on page 6

majority of the members, or by a majority of the Executive Committee members.

D. Voting: All decisions shall be by a majority of those present and voting, provided, however, that a quorum is present in person. There shall be no proxy voting.

E Quorum: A quorum shall consist of two-thirds of the of the delegates (seventy-two persons).

ARTICLE II

A. Officers There shall be a temporary chairman, elected by the Planning Committee, to serve until a permanent chairman shall be

continued on page 6

COLBY CHRONOLOGY

or how the CCC came to be

Joseph Coburn Smith, Trustee

From the viewpoint of a Trustee of Colby College, here is how the whole thing originated and has developed.

We were kept informed, of course, of the Student Government proposals last spring and the Chapel occupation. We had wondered what it really was all about, but no member of the Board, to my knowledge, had first-hand information of student or faculty opinion.

So, at the meeting of the executive committee of the Board in New York on the eve of the April twelfth regular meeting we were informed that someone representing the students had requested an opportunity to appear before the Board. We welcomed this and sent an invitation to two members of the Student Government to fly to New York the next morning for luncheon and discussion.

Upon adjournment at noon, we found Henry Thompson, "president emeritus" of the Student Government, and Ben Kravitz, president-elect, waiting in the lounge. During the social hour and luncheon, both parties had opportunity to get acquainted. In

the formal discussion, we found the students both forthright and receptive. Two constructive suggestions emerged. One was that a dozen or so members of the Board and an equal number of students, chosen by Stu G., meet in Boston at an early date for an all-day examination of student problems and their solution.

The other suggestion was a formulation of an accord on "Proposal One" (on self-regulation of dormitory rules) which, at the moment, seemed to satisfy both the administration and the student representatives.

The next milestone in this saga came just two weeks later when the proposed student-trustee meeting

took place at the Fenway-Commonwealth Motor Hotel. The following students were present: Henry Thompson, Bill Antonucci, Rick Emery, Martha Bennett, Ben Kravitz, Steve Cline, Debbie Williams, Bob Felsane, Tony Maramero, Marshall Knapp, Sebs Mamo and Ellen Lindgren. About an equal number of trustees attended, plus a few representatives of faculty and administration -- 32

continued on page 6

interrelationship

Our committee was charged with the responsibility of investigating possible methods for improving the interrelationship of Colby's constituencies. We were primarily involved with trying to develop a few ideas which might help close the communication gap that exists between students, faculty, administrators, and board members.

The first area discussed involved the committee. Most of Colby's committees are found to be deficient in two ways: none of them are composed of a fair number of student representatives and often they do not have well defined jurisdictions, frequently allowing several committees to cover the same material. To alleviate these deficiencies we recommend the possibility of eliminating several committees and combining several others. It was also proposed that the constitutions of the remaining committees be changed to allow students an opportunity for fair representation.

With this as a starting point we began to explore the possible means for granting students a stronger voice in academic and social matters. Under the existing structure the faculty maintains almost complete control over all academic decisions. They decide such things as courses to be offered; courses to be dropped; major requirements; area requirements and graduation requirements. Likewise, the administration has almost complete control over all social matters. Whatever authority students have in this area has been carefully allotted by an overly paternalistic administration. It was the overwhelming opinion of our committee, as well as the belief of the Planning Committee as a whole, that students should be allowed to participate to a greater extent in these two areas.

Our committee set up a very rough proposal which might be one way of allowing students a greater voice in academic and social affairs,

Our idea was to establish an all-college council. As we envisioned it, this council might be composed of fifty-five members; twenty faculty members, twenty students, seven administrators, six trustees, and two alumni. This council would derive its power from that presently held by the faculty, the administration and Student Government. This would be a strictly advisory group in exactly the same manner as faculty groups are advisory to the President. This body, which would consider almost all academic and social matters would be advised by the new committee system.

It was the opinion of our committee that if a system like this is adopted that it should be tried for only two years. At the end of this period the system would automatically end. This would necessitate a complete reevaluation of the program and probably a great deal of modification.

continued on page 6

Other Ideas Cont. from Pg. 5

Middlebury College, and Trinity College. President Etherington of Wesleyan has argued that a council which is advisory only is preferable on the grounds that the full independence of the faculty and the student government are important, and that an advisory body will serve to bring these constituencies together without thwarting, evading, or undercutting the authority of either students or faculty.

A last most conservative reform measure is a council advisory on curriculum only, as at Swarthmore College. This type of council deals with "innovation in instruction" and thus serves as a forum for communication of issues involving pedagogy. Swarthmore, however, has in operation by far the most ambitious study of government reform encountered during the survey. A five-man staff is beginning its investigations this summer at that college.

Two interesting ideas concerned with senates and councils involve placing a time limit on any experiment, after which the idea must be re-legislated, and the use of the Hare system of voting (single transferable ballot) which has received general approbation on the score of fairness.

OMBUDSMEN The appointment of a "protector of the public welfare" or ombudsman dates from 1809 in Sweden, and the idea has spread rapidly. In college, as opposed to national, government, the ombudsman is a man or committee to whom a student can resort in case he feels he is not getting a fair hearing or if undue delay is being encountered. Usually there is no power to act except via the publication of an annual or semi-annual report which can attract unfavorable attention to some guilty party. Ombudsmen have been appointed at Middlebury (one man) and Wesleyan (three-man committee); students at Bates College have asked for one.

TRUSTEE REFORM The most popular idea is to make a place on the board of trustees for one or more students and recent graduates. The University of Maine's pioneering work is well known here, but there are a number of further examples that have attracted attention nationally. Princeton announced this June the election of a graduating senior to the board (elected by the junior class, the seniors, and the two most recently graduated classes). In addition a young alumni was elected by the seniors plus the 3 most recently graduated classes. The aim is to have 4 people in their early 20's on the board by 1972. Two Tennessee schools, Fisk and Vanderbilt, have much the same system.

Wesleyan and Trinity are both discussing adding a graduating senior to the board. There was a predominance of opinion at the institutions visited that it would be wiser not to place undergraduate students on the boards because such students would be the only ones faced with an ever-present constituency of peers, with the pressure of steady lobbying a most likely possibility. The opinion was expressed at several colleges that they did not want their trustees to operate in this fashion. On the other hand, it was said that the University of Kentucky does have undergraduate students on its board and that the plan has operated successfully. This will be investigated in the near future. Another idea encountered infrequently was to add several faculty members to the board.

JUDICIAL REVIEW The most noteworthy development beyond the traditional structure of judicial systems can be found at Princeton, and is being actively discussed at Trinity. It involves a judicial board or committee with a jurisdiction wider than just the student body. The aim is to ensure that members of the college community accused of offenses are judged by the same standard and are meted out approximately equal penalties (as for example when faculty and students both participate in the same demonstration).

UNIVERSITY CODES These codes come in several forms, but usually include lists of student rights and privileges, plus a catalog of duties. There may be a description of the bounds of behavior appropriate for daily life at the college, a statement of agreement with the right to dissent, and a section describing the limits for acceptable action during demonstrations. Three codes were examined for the survey -- at Wesleyan, the University of Pennsylvania, and Antioch.

A full report on all these topics is being prepared and will be made available to the Planning Committee before its third scheduled meeting in August. Readers interested in obtaining more information may do so in writing to the Constitutional Convention office at Colby.

Guidelines Cont. from Pg. 5

elected. Other officers shall be a deputy chairman, a secretary and deputy secretary, and a parliamentarian.

The permanent chairman, deputy chairman, secretary and deputy secretary shall be elected by majority vote of the convention members. Nominations shall be made by the Planning Committee, but other nominations may be made by the members at the convention. The parliamentarian shall be appointed by the temporary chairman.

B. Duties of the Officers: The chairman shall preside at meetings of the convention, and in his absence the deputy chairman. He shall serve as the chief executive officer of the convention.

The secretary shall keep a record of all actions of the convention; be responsible for all necessary correspondence of the convention; and provide for appropriate dissemination of reports from the convention. He shall be assisted by the deputy secretary, who shall serve as secretary in his absence.

The parliamentarian will be responsible for maintenance of the rules of order specified by the convention.

C. Committees: There shall be an Executive Committee of the convention, and any other committees created by the convention as it may deem appropriate.

The Executive Committee shall be composed of the temporary chairman, the duly elected officers, two students, and one representative each of the administration, alumni, faculty, parents, and trustees. The members of the convention representing each constituency shall select their representative(s) to the Executive Committee.

The permanent chairman of the convention shall be the chairman of the Executive Committee. Meetings

shall be called by the chairman or any three members of the committee.

The Executive Committee shall have power to prepare recommendations to the convention, to appoint members to all other committees, to arrange for and re-convene the convention and shall have the authority of the agenda, unless otherwise limited or directed by the convention as a whole.

ARTICLE III

a. Procedures: The first order of business of the convention shall be the appointment of a parliamentarian. The second order of business shall be the adoption of by-laws. The third order shall be the election of permanent officers. The agenda shall be subsequently set by the Executive Committee.

B. Rules: That copy of Roberts Rules of Order in the possession of the parliamentarian shall govern all procedures not otherwise specified in these by-laws.

C. Amendments: These by-laws may be amended at any meeting of the convention by a 60% vote of those voting, provided, however, that amendment is recommended by the Executive Committee.

Manter of selection of convention delegates:

Administration:

appointed by the President

Alumni:

appointed by the President and Executive Committee of the Alumni Council

Faculty:

elected by the faculty, with nominations made by the faculty nominating committee with due regard to rank and academic division

Parents:

appointed by the co-chairman of the Parents Association

Students:

elected by Student Government with due regard to class, living unit, and leadership representation.

Trustees:

all invited, but with 20 selected as delegates by the Chairman of the Board with the concurrence of the Executive Committee. Only those who can serve throughout the convention should be named as delegates.

Should the convention be open or closed? The subcommittee appears divided on this question. Six voted for a closed convention, but the two students present wanted it open. It was suggested that the convention begin closed, but could be opened by vote of the convention or by the Executive Committee.

Chronology Cont. from Pg. 5

in all.

The ECHO reported this conference in eight columns, so this report cannot hope to describe it in depth. But, the ECHO did headline the occasion: **TRUSTEES AND STUDENTS CLICK IN BOSTON PARLEY**, and the reporter described it as "a magnificent exchange of student and board ideas." And: "The atmosphere was more than congenial, the interplay was frank, to the point, and creative. The Board impressed all the students as being as concerned

as they about change and progress at Colby." (Please note: these are the ECHO's words, not the writer's!)

At some point, the thinking moved to the question: How could we, in specific detail, communicate better? It became obvious that a restructuring of the College's organization chart and committee functioning was necessary. Trustee Eugene C. Struckhoff, a Concord, N.H., lawyer, compared it to the need, following the American Revolution, to get down to the nitty-gritty of a Constitutional Convention.

As Mr. Struckhoff elaborated on the idea, the spark kindled into flame: "Let's have a Colby Constitutional Convention!" And the idea was born.

Several Factors received agreement:

1. The Constitutional Convention should take place as early in the academic year as possible.

2. As much as a couple of days on the part of the whole college should be given over to this history-making step.

3. The summer should be devoted to careful exploration of all suggested "reforms," and an investigation should be made of how other colleges of comparable size and type are meeting similar problems.

4. The Board of Trustees should be asked to approve and implement the calling of the Constitutional Convention.

On this exhilarating note, and with a sense of having achieved a significant forward step, the Boston meeting was adjourned.

Next, in this chronology, comes the May 31st meeting of the Board of Trustees. The idea received affirmative consensus. An appropriation of \$1,200 was voted to cover the expenses of a secretariat for the summer, consisting of Prof. Jan Hlogendorn and Jeff Silverstein, upcoming senior. The Board was polled to ascertain who would undertake to attend monthly two-day conferences on the campus and eight or ten volunteered. The project was now "GO!"

The Planning Committee convened for its opening work session on Saturday and Sunday, June 21-22. Mr. Struckhoff, as the originator of the whole idea, was elected chairman by acclaim. It was agreed that the function of the Planning Committee was not to arrive at conclusions or even recommendations on the restructuring of Colby College, but to become informed as to the problems involved and be ready to suggest alternative suggestions to the Convention itself. The group attending represented an interesting sampling of the Colby constituencies, including: trustees, administration and faculty,

students, alumni, and parents. The attitudes were both thoughtful and friendly. They drew up a breakdown of topics to be considered at the July conference and assigned personnel to committees.

One, new committee was the Communications Committee charged with disseminating information to all sectors of the constituency. This article and this special edition of the ECHO is the Committee's first step in that direction.

Interrelationship Cont. from Pg. 5

The final proposal of our committee involved the appointment of a few students and a few faculty members to the Board of Trustees. This would be an important step in keeping the Board members informed about campus life.

This group of proposals represents only one possible method of revising the present system. During the next few weeks our committee will hold several meetings in Boston to discuss further refinements of this plan as well as possible alternative proposals.

Ben Kravitz

Frederick Gillum Cont. from Pg. 4

amid the theatrics of a Colby "Con-Con"? It does sound a little like the case of the young lady who came to New York to be a good Presbyterian first, and a chorus girl second.

Our 1965 "Congress", after all, shredded the "RELS Proposals" without troubling to discuss them, agonized the campus with gripes, and whimpered out with no product except several cubic yards of wasted time. The "Proposals", changing the campus from "co-ordinate" to "co-educational", where then implemented by their originator without any vote of approval by students or faculty. Whether this change was an improvement or not may be argued, but democratic methods certainly did not produce the change in that particular case.

Will the "Constitutional Convention" do better? Will we have anything but filibusters of elderly innocence ended by a coda of youthful chicane?

Time will tell, or it usually does. But however little the Convention does for Colby, consider how it must nourish the ECHO. Editor Madden must be satisfied to the bounds of extravagance at his plain duty of hanging half-a-mile of guts on the fence.

So even the Convention will certainly bring some joy to some people. After all, even death is at least a sure cure for hiccups.