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# COLBY ECHO

VOL. LXXIV NO. 17 APRIL 9, 1971

library:

# RELATIVELY SOUND

by Dave Delong and R. M. Knight



Any appraisal of a subject as large and multi-faceted as the Miller Library must -- if it is to avoid thesis proportions -- center on a particular and consistent approach in order to learn anything substantive about the present state of Colby's library. Accordingly, the ECHO interviewed the Head Librarian, Kenneth Blake, to ask about his problems, triumphs, and opinions concerning the library which he operates. Also we took a random sampling of opinion from professors of seven different departments to obtain their evaluations of the Colby library.

In order for the comments from those interviewed to be placed in an understandable perspective it is perhaps necessary to give some idea as to how the Colby library compares statistically to at least two schools of similar size and quality. In looking at the budget figures for last year Colby spent more of its total budget on the library (5.7%) than Bowdoin (5.1%) and about the same as Middlebury (5.66%). These figures are all above the American Library Association's recommendation of 5% of a school's total budget.

The actual book buying budget for the three schools is somewhat different because of the difference in the sizes of the total budgets. Colby spent \$94,010 as opposed to Bowdoin's \$97,820 and Middlebury's \$106,281. Out of these budgets Bowdoin added 14,178 volumes in the year 1969-70, Colby 11,372 volumes, and Middlebury 10,417 volumes. When interviewed, Head Librarian Blake said that his book buying budget had been increased 14% over last year's budget and next year's was being increased another 12%. These increases he attributed mainly to inflation.

In comparing the number of volumes in these three libraries, Bowdoin is by far the largest with about 435,000 volumes, Colby has around 300,000 volumes, and Middlebury although it is the biggest of the three schools has only 215,000 volumes. These figures include microtexts which Blake indicated are becoming more and more significant in library collections.

Of the seven professors interviewed by the ECHO, each of them were asked essentially the same three questions: (1) What is your overall appraisal of the library's collection in your subject area? (2) Can you point to any particular weaknesses or strengths within that area? (3) Have there been any recurring criticisms from majors in your department concerning the collection?

People often complain about the library's spotiness in some subjects and overemphasis in others. Dean Benbow called this "a fact of life" when his evaluation of the library was sought. He said that you will get this in any library.

*continued -- p. 11.*

## Marden Backs Anti-Sit-In Bill In Augusta

by Bill Shumaker

The Maine State Legislature is considering a bill designed to outlaw undesired sit-ins. If it becomes a law, the bill would make all participants in a sit-in who refuse to disperse when requested to do so subject to arrest and punishment by a fine of \$100 or 90 days' imprisonment, or both. Present Maine law makes no provision for the arrest of demonstrators who refuse to leave a building open to the public unless their actions make them liable to prosecution for riot or tumultuous assembly.

The bill, introduced by Senator Tanous of Penobscot and currently designated S. P. 231, has not yet been reported out of the Senate's Committee on Judiciary. That committee held a public hearing on the bill on March 9, and the Waterville "Sentinel" (March 10, p. 3) reported that Robert Marden, representing the Colby Board of Trustees, appeared at this hearing to testify in favor of passage. The "Sentinel" said of his testimony only that it "recalled incidents when 17 Negroes staged a sit-in in the college chapel and when about three dozen students staged another sit-in at the campus ROTC office protesting last year's invasion of Cambodia." At the time of this printing, Mr. Marden was out of state and not available for comment. Dean Smith, who sits in the Maine House of Representatives, had not given the bill sufficient study to comment at this time.

The extent of the college's involvement with S. P. 231 is still not clear, but Mr. Marden's appearance as a trustee of the college seems a clear indication that the administration would like to have such a law on the books. Last spring the chapel and ROTC occupations set off a great deal of confused head-scratching in Eustis, since aside from collegiate sanctions, the legal responses open to the college were very limited. Because there is no law forbidding such actions as the black students' chapel takeover, Colby's lawyers last year had to convince a judge that the presence of the blacks and their supporters in Lorimer Chapel constituted a tumultuous assembly and posed a sufficient threat to the physical well-being of the college to justify the granting of an injunction calling upon the demonstrators to disperse or face arrest for contempt of court. Such legal maneuverings are quite difficult, however, and only succeeded because of special conditions surrounding the incident. If a similar situation should occur, S. P. 231 would simplify the college's position greatly.

### ONE HUNDRED AND FIFTH LEGISLATURE

Legislative Document

No. 693

S. P. 231

Referred to Committee on Judiciary. In Senate, February 10, 1971  
ordered printed.

HARRY N. STARBRANCH, Secretary  
Presented by Senator Tanous of Penobscot.

### STATE OF MAINE

IN THE YEAR OF OUR LORD NINETEEN HUNDRED  
SEVENTY-ONE

### AN ACT Relating to Criminal Trespass in Buildings and on Premises.

Be it enacted by the People of the State of Maine, as follows:

R. S., T. 17, § 3854, repealed and replaced. Section 3854 of Title 17 of the Revised Statutes is repealed and the following enacted in place thereof:

#### § 3854. Entry of and refusal to vacate certain buildings

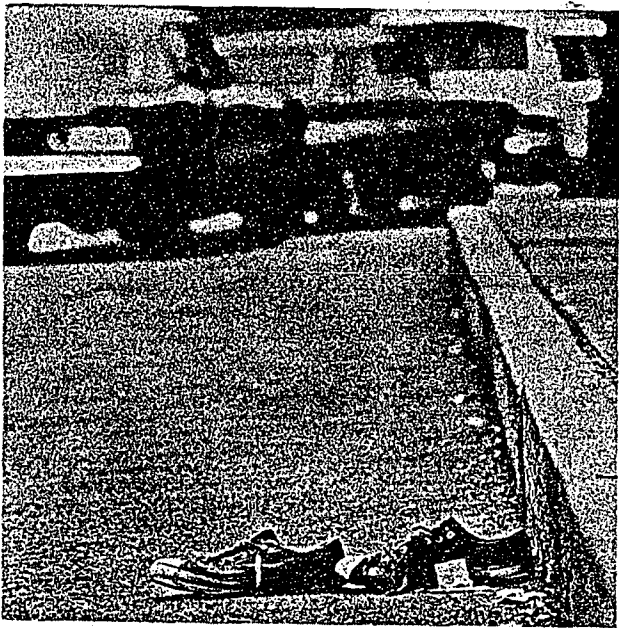
1. Entry of certain buildings. Whoever willfully enters any dwelling house, camp, cottage or locked building, without the permission of the owner or occupant thereof, shall be punished by a fine of not more than \$100 or by imprisonment for not more than 90 days, or by both.

2. Refusal to vacate. Whoever enters or remains unlawfully in or upon premises when he is not licensed or privileged to do so shall be punished by a fine of not more than \$100 or by imprisonment for not more than 90 days, or by both. "Premises" includes the term "building" as defined in this subsection in any real property. "Building," in addition to its ordinary meaning includes any structure, vehicle or watercraft used for overnight lodging of persons or used by persons for carrying on business therein. Where a building consists of 2 or more units separately secured or occupied each unit shall be deemed both a separate building in itself and a part of the main building. A person who, regardless of his intent, enters or remains in or upon premises which are at the time open to the public does so with license and privilege unless he defies a lawful order not to enter or remain, personally communicated to him by the owner of such premises or other authorized person. A license or privilege to enter or remain in a building which is only partly open to the public is not a license or privilege to enter or remain on that part of the building which is not open to the public.

#### STATEMENT OF FACT

The purpose of this bill is to deal with "sit-in" situations where persons refuse to leave buildings when requested to do so.





## THE OLD SOFT SHOE

by Dick Kaynor, Tim Carey, and Si Nahra

To be taken off flying duty, you've got to prove that you're crazy. But if you want to be grounded, then you're obviously not crazy. -- Joseph Heller, *Catch 22*

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To gain Understanding, you need 120 credit hours. If you don't want the 120 hours, then you obviously lack Understanding and therefore need the 120 hours. -- Anonymous Colby students.

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By the time this article comes out, the return to

## HOUSING

by Susan Francis

With room drawing soon after vacation, students as well as administration will have to make definite decisions about housing. For most students, this entails deciding on a dorm or a roommate preference; for others it means filing an application to live off campus. The administration, in turn, must decide how they think dormitory space can be used most effectively and to the fullest of facilities. This involves determining the number of students that will be permitted to live off campus and trying to resolve such situations as Freshman overcrowding and extra space in Fraternities.

The directive issued by the Dean's office on the subject of living off campus indicated to many students a new stringency of policy. The content and wording of the directive do seem foreboding enough:

A limited number of upperclass students will be permitted to live off campus during the NEXT academic year (1971-2).

Permission will be granted according to the date which application forms are completed and filed in the Office of the Deans of Students. These off-campus request forms are now available in the Deans' Office.

No student will be granted permission to live off campus unless a request form is filed. A student presently living off campus should not assume that the same permission is automatically granted for next year.

According to Dean Downing, "The directive does not represent a change in policy in the least." In fact, the only real difference from previous years is that students will have an application form to fill out. Before, students were required to give their name to the Dean's office and to send a letter of parental permission. Dean Smith says, "Before this year, there was no order about who was granted permission.

120 credit hours as a requirement for graduation may have already become fact. If it has become fact, then the faculty has ignored Student Government's supplication to either table the motion until opponents can be given a chance to present their case in full or to vote it down in the event that the proposal is moved. Whether we are dealing with a fait accompli or not, the open forum held a week ago (in Given Auditorium, attracting maybe 75 students and a couple of faculty members) provided some interesting, some amusing, looks at how this campaign for the Great Return is described. And maybe even if it's too late to do anything constructive on this issue, we can affect how such matters are handled in the future.

The meeting opened with Dean Benbow giving the historical context in which the proposal rests. He mentioned the unfulfilled expectations which foresaw students electing fewer courses and demonstrating work of higher quality. Instead of this, students continued taking five or even six courses a semester in hopes of graduating earlier than the normal time. (This could have financial implications.) The drop in freshman performances has been mentioned before, and was mentioned again. And finally, the point was made that until a better system could be worked out, a return to the alleged norm of American higher education Bachelor of Arts degree requirement (120 hours) would be desirable. Accompanying the proposal would be a recommendation that departments reconsider the number of credit hours currently awarded for 300 and 400-level courses and that the courses be "beefed up" to legitimize the revaluation. This would allow students to still elect only four courses, while receiving enough credits for graduation.

In response to a question about whether this proposal didn't mean a sacrifice of the quality of education for the sake of numbers, Prof. Koons pointed out that the Bachelor of Arts degree represents a certain kind of established measure of achievement agreed upon across the nation, assumed to be present in the colleges by the states which charter them. Thus, he argued, education is like a shoe: you could go to school for ten years taking only a couple of courses each semester, but at the end of that time you would only have a pile of leather; you would not have the completed shoe. We are giving a degree of an established nature, if we require less, then we are not giving a completed degree.

In response to Prof. Koons' analogy, the argument was advanced that such an education approximated the process undergone as factories turn out finished products. Scott Paper Co. produces rolls of toilet paper and decides to measure their quality by the number of

sheets on the roll, not by the quality of the actual material. A 120-sheet roll is better than a 105-sheet roll because you can do more with it. But we would argue that you couldn't necessarily do better with those extra sheets. To extend the metaphor deeper into absurdity, the difference could be caricatured as that between a roll of 120 single-ply sheets and a roll of 105-double-ply sheets. But this carries us away from the forum.

The discussion then turned to the problem of quality vs quantity in general, culminating more or less in the comment by a Defender of the Raise that what we were discussing was not the personal achievement, which a student feels he has gotten out of his education; rather, the issue at hand was what constitutes a Colby degree. Another professor pointed out that some students were choosing their courses from one and two-credit offerings in order to achieve only the bare minimum needed to graduate. There was no response to an inquiry about what was wrong with that.

Some students asked why certain amendments or riders couldn't be attached to the proposal going to the faculty. Mandatory revaluation of 300 and 400-level courses, plus the option of taking any hours above 105 as independent study for members of all classes were the two main recommendations. The defenders felt that this would limit the flexibility aimed for in the bill. The students felt that this would provide insurance against the proposal's simply becoming a return to an antiquated system.

A further point was brought out by students concerning extra-curricular activities. The present 105 hour system allows students to (1) discover and develop areas of interest and aptitude not covered within the curriculum, and (2) to apply learning skills at a practical level, as opposed to the theoretical or idealistic context of the classroom. Dean Benbow pointed out that there was just as much extracurricular interest ten years ago as there is today. This might be true, but the opportunities for non-student personnel to judge the amount and intensity of non-classroom involvements seem limited.

Finally, a student turned and told us all that we should realize that all we were there to talk about was mechanics, and that we should realize that the faculty was going to pass the proposal regardless of what we might say during the evening. Dean Benbow agreed, asserting that at this point we are only trying to fix up the structure; once that is achieved, we can decide what we want to do with it.

We who are writing this article feel dissatisfied with the forum and with the defense of the proposal given by those faculty members who spoke there.



The directive will give some procedure to applying for permission." Permission will be granted according to class (seniors first) and on a first-come, first-serve basis (by the filing date). The optimum number allowed off campus will be the same as last year -- 166 students (including married students who are automatically permitted to room off campus). Off campus living is also restricted to upperclassmen, except for those Freshmen who are commuting.

A cut-off point has always existed in the number of students permitted to live off campus. It varies from year to year in accordance with the total enrollment, what the administration considers an extra space on campus, and with the size of the Freshman class. Dean Smith says, "The College operates on a budget based on the College being full. Every vacant bed represents a person not here and a loss of money to the College." If Freshman dorms like Foss

were used as an example, one could say that the budget was based on overcrowding. However, for the most part of the campus, overcrowding has not been the case. The only incidents of tripled doubles or of four people in a triple this year have occurred with Freshmen women in Foss. When the administration talks of vacancies it usually means an empty spot in a single or double room.

One reason for determining an optimum number is to prevent the hassle of calling people back on campus at mid-year. Legally, the College can do this if dormitory vacancies appear. However, this rarely occurs, because there are usually enough voluntary returnees, transfer students, or crowded Freshman that will occupy the extra space. For example, according to the Deans, no students were forced to come back on campus this year.

This optimum number (166) is viewed as a threat

We could concentrate on their argument and re-hash the same points which were insufficiently pursued at the discussion. For example, the argument based on the idea of joining the "mainstream of American education" contrasts curiously with the willingness to depart from that "mainstream" two years ago, when the requirements were lowered. If we could be innovative in the original move, why must we cease to be so in rectifying the failures of that move? Also, the "mainstream of American education" lacks clear definition. If there is indeed a "mainstream" let us see the figures which imply it. But that's like using the Bible as an authority: you can prove anything if you look for the right quote.

The basic problem which needs our attention is not how the "mainstream" operates, but how one cares to view the educational experience which one participates in here at Colby. If one believes that knowledge is measured in terms of how many facts can be crammed inside of a receptacle's head in the shortest period of time, then the move to 120 hours is a fine idea indeed, and there is really no argument at all. If, however, one believes that the role of the student in a liberal arts curriculum is to learn "that which cannot be taught", then the issue becomes much more clouded. How much course material does one retain three years after one has left Colby? How many formulae and plot outlines are retained? Isn't the important thing rather how one learns to deal with the vast amounts of information which rove through the walls of academe today? -- In short, isn't the goal that of learning how to learn?

One can all too easily get through the modern educational system (and indeed do quite well in it) without ever learning how to think. Any student at Colby at any college, with either a cynical or naive enough attitude, could get through any requirements pushed in his face without getting any more out of the experience than if he were allowed to go through college without having to worry about any requirements whatsoever. (What if we just required the equivalent, in time spent studying at college, of four year's residence?) But maybe this is what college is for: placing thoughtless machines and cynical opportunists in positions designed especially for yes-men and power-seekers.

In short, modern education is all too often exactly like making a shoe. A student must actively fight his own educational system from grammar school to college, if he is to emerge a true sentient being. Independent thought and study are tolerated rather than encouraged. Exceptions do exist, of course. Janplan is a great idea, but all too often it becomes

by some students who think that many who want to live off campus will be prevented from doing so. As yet, it is too early to tell. So far, the Deans have received applications from only 52 men and 32 women. This leaves room for 82 more applicants. It is hard to discern from these figures and past figures a general trend towards moving off campus. Obviously, many students are finding good reasons for rooming downtown; the best one is financial. With room and board at the cost of \$575 a semester, it is more economically feasible to live in an apartment downtown for an average of \$25 a week. And, although there is the problem of transportation and convenience, an off-campus location often provides more privacy and comfort than a dormitory. For next year, there has been also some discussion as to whether students rooming on campus will be required to eat on campus. This question is under consideration by the Administration and will be decided by Administrative Vice-President Williams. According to the administration, the reason for a change is that the food service is operating at a deficit. The dormitories are also not equipped with enough kitchen facilities for people to cook their own meals. Dean Downing suggests that a tentative solution might be a compromise: students who have already received permission to eat off campus could continue to do so, but incoming classes will be required to eat on campus.

To some it might seem that the administration believes in filling "extra-space" to the point of inconvenience and absurdity (as anyone living in a quad in Foss can attest). However, the overcrowding of Freshman girls in Foss is a result of a mistake in admissions rather than a reflection of administrative policy. According to Dean Downing, "This is a situation I inherited." The overcrowding resulted from less summer attrition and fewer Freshmen dropping out first semester than expected. To prevent a similar situation from occurring next year, the Deans office has been working closely with admissions to be sure that a surplus of students is not accepted. There is also a tentative plan for converting the Roberts Community, which ends this year, into a Spanish-majors dormitory for women. To alleviate the situation this year, the Deans have found rooms for

a means of cramming a semester course into a month, working in as much as possible in the shortest period of time with the least amount of true assimilation. And there are limited opportunities which allow (but as we said, do not encourage) students to participate in independent study during the semester.

To put it another way, the proposals for the changes in the credit-hour requirement, JanPlan review, and so forth, imply a great deal about the larger issues of education at Colby, and more than mere expedient actions designed to increase efficiency and effectiveness of structures. John Brassil, Bill Shumaker, and Stuart Ross have all provided very cogent analyses of some of these larger issues involved here and in higher education in general. Dean Benbow's comment about fixing up the structure first was a reasonable one for a man in his office to make, but it also points out a very specific condition of Process here which needs further examination. As students, most of us are less concerned about the quantitative aspects of our Colby experience than we are about the qualitative ones. We are getting so caught up in discussing structures that we are avoiding the problem of what is being put into them, and we are also letting the structures drive wedges between the constituent parts of the college community. The substance of our experience here should be our primary concern. Thus it might prove more valuable in the long run to take the time first to sit down as a community, in open forums, and to discuss the substantive goals for which we want to strive. Then we could devise a structure (or non-structure) more appropriate to the particular situation/problems/goals which we are ourselves part of.

Could we try this next time?

## faculty - adm mtg

At the Wednesday, March 17 faculty meeting the faculty voted 57 to 33 in favor of tabling the EPC recommendation that "the College should immediately return to 216 quality points in 120 credit hours as the quantity and quality requirements for graduation". After over an hour of discussion, President Strider brought to the attention of the faculty a Student Government resolution which recommended that the faculty vote to table the

students elsewhere on campus.

The housing situation also encompasses the relationship between the Fraternities and the College. Fraternities have the capacity to house 237 men (a conservative estimate). According to figures from the Deans office, only 203 men lived in the eight Fraternity houses last semester. Of this number, only 177 were members and 26 were non-members. This semester there are approximately 189 men living in the Fraternities (16 non-members and 176 members). 83 Fraternity members, not including married men, have either been living in dormitories or off campus while their houses have vacancies for about 50 people. In a letter sent to the Prudential Committee (in charge of Fraternities) Vice President Pullen states:

Obviously, these conditions show that the college is heavily subsidizing the unwillingness of fraternity men to live in their houses by attempting to assign non-fraternity men to their places when members are permitted to live elsewhere. The result is excessive under-utilization of our total housing capacity. This is occurring at a time when we have sufficient admissions applications to enable us to easily make use of that capacity.

Because of this situation, revenue for the College is being lost. The college is having problems finding a solution because it is difficult to put anyone else but a transfer student or another brother into a Fraternity. Dean Smith says, "You can't force an upperclassman to live in a Fraternity house," and Dean Downing states, "You can't just throw a Freshman in there." What happens is that there is an excess of some 50 beds that cannot be used by the College.

Vice-President Pullen would like to see the Fraternities take the problem into their own hands as their responsibility to the College. Besides helping the college, it is also beneficial for the Fraternities from the standpoint of operational expenses to have the house full. Nothing definite has yet been decided, but a meeting is scheduled for the 24th between the Prudential Committee, Fraternities, and Administration to discuss the problem.

motion for one month. Prof. Scott incorporated the Stu-G resolution in a formal motion which the President considered to be passed by a voice vote. Prof. Raymond requested that there be a standing vote on the issue for purposes of record.

Dean Benbow introduced the EPC proposal, emphasizing the importance of immediate passage, in order that there be "effective implementation" before the time for course elections. Stu-G President Hogan explained the rationale behind the Stu-G resolution which asked that the proposal be tabled.

In the ensuing discussion Professors Zukowski and Reid spoke in favor of the EPC measure. Professors Brancaccio, Perez, Zohner, Hunt and Reuman spoke in opposition to the proposal. Stu-G representative Orlov also spoke in opposition. The talk ended with a vote of 57 to 33 in favor of tabling the EPC recommendation.

The faculty next approved by voice vote EPC proposals to establish a major in Environmental Studies, and combined majors in Administrative Science/Math, Economics/Math, and Psychology/Math.

After some discussion on the Committee on Special Programs' recommendation relative to the Jan Plan, Prof. Johnson moved that the proposal be divided and that the faculty take a separate vote on the sections dealing with (I) Structure and Administration, and (II) Procedure. The motion to divide the proposal was passed and the faculty approved the Structure and Administration recommendations. Essentially this will establish the Office of Special Programs as the planning and coordinating center for the Jan Plan. A Director of the January Program will be appointed, who will report to the Dean of Faculty and be responsible with the Committee on Special Programs for the planning, supervision, and coordination of the Jan Plan. Also, the Committee and the Director will act as a study, planning and evaluation body relative to the program as a whole. The faculty deleted from Section I of the recommendation a statement which would allow the Director and the Committee "to review and act upon various proposals for January Plans."

Section II (Procedure) of the Special Programs Committee's recommendation was tabled. This part of the proposal would allow the Committee and Director of the Jan Plan to determine the acceptability of individual student programs of independent study.

## FPC

Moved that :

There be a shift of priorities from the Department of Physical Education and Athletics to the academic program, to be apportioned according to need as determined by the Dean of Faculty and President. From the figures available to this committee, it would appear that a reduction on the order of five to fifteen percent of the total expenditures of the department of Physical Education and Athletics (i. e. the department budget plus the expenditures for salaries) is feasible.

And that within the Physical Education Dept. priorities be given to the teaching of physical education and to intramural athletics.

And that the above recommendations shall be carried out insofar as possible over a period of three fiscal years.

## COMMITTEE

Dean Mavrinac has proposed to the Rights and Rules Committee the creation of a judicial committee consisting of five faculty and two students. The five faculty would include one administrator and two faculty who would have to be approved by Stu-G. The judicial committee would receive all cases and determine whether each case should go to Student Judicial

Judiciary, the dorm judiciary, or to the judicial committee itself. The Dean of Students would give up his power of original jurisdiction over cases.

Another proposal by Anne O'Hanlian calls for the abolition of Student Judiciary and the Faculty Appeals Board, and the creation of one judicial board comprised of five students and four faculty. This proposal, however, would deny a student the right to a trial by his peers. Both plans are likely to undergo changes before final action is taken on them; as of now, sentiment on the committee is in favor of some variant on one of the two proposals.



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# BOND AT COLBY

p. Brownstein

Saturday night March 13, Julian Bond came to Colby. That afternoon the NBC camera crews had been taking shots of the campus and interviewing students. They had been gathering information for their telecast "First Tuesday", at five campuses across the nation to find out what sort of speakers students today invite on campus. The network has tentatively scheduled the broadcast for the first Tuesday in April.

Bond began by stating that at this point a great deal of confusion exists. This confusion is due to people in the country who profess ignorance or who have no interest in solving racial problems.

The first Black member of the Georgia legislature briefly spoke of the history of Black suppression, a condition which stemmed from a status as a colonial people. He said that in a land where family and education are venerated, Blacks were torn from their families and deprived of education. As a result, Blacks have always occupied low positions here. Though Blacks supposedly enjoy equal legal status, Bond pointed out this is true only on paper. Blacks are told that the constitution supports equality, that it is only by chance and not design that they are discriminated against. Blacks are told they enjoy the voting rights and other forms of social and political participation, but even this is subject to debate. Blacks are offered the opportunity to serve their country in the armed forces, but of course "Black men are first in war, last in peace and seldom in the hearts of our countrymen."

Economic entrepreneurship has helped a few Blacks become millionaires, but the Black population in general has remained economically poor. The so-called "black capitalism" is just a rhetorical Nixonian term. The present administration, Bond continued, never intended to help the blacks. Bond said he wouldn't object to individual blacks acting as capitalists, but capital-

ism shouldn't be a group goal.

Bond stated that blacks assumed that the "battle for the integrated school seat" was completed in 1954 "but no administration ever intended to make this dream come true." He elaborated on several groups that are usually considered as sympathetic. Bond cited the American labor movement which is now showing its true colors, but forcing blacks to ask for such innovative changes as permission to use common entrances. The churches too cannot be counted on to initiate changes, for all too often they play the "gad-fly role" - interested in blacks today, Vietnam tomorrow, abortion the next. Instead of confronting the real problems, white college students under the fragile security of a college campus are too interested in Woodstocks, drugs, and the "romantic rhetoric of revolution." Therefore the blacks are left to help themselves.

Bond justifiably asked "Why should the blacks take a second seat in asserting their rights?" Why should the rights of women's lib and homosexuals come before those of the black population. No one in America, except possibly the Indian, has been repressed as much. No group has any right to liberation before the blacks for they have totally unique problems. Bond said, "We had better prepare for the time of trouble."

He concluded with an excellent quotation from a black, Frederick Douglass, taken in 1894. When Douglass was asked by a sympathetic white what the white population could do about "the Negro problem", Douglass answered, "there is no Negro problem, only a white problem . . . the Negro has as little to do with the cause as the cure . . . let the whites of the north and south conquer their prejudices" and give up their notions of white superiority, and undo the evil they have done. Whites should recognize that the rights of the humblest citizens are as important as those cherished by the highest. "If you will, live by truth, justice and humanity, your republic will stand and flourish forever."



Julian Bond before Colby audience and First Tuesday cameras.

essay

# TOWARD A NEW ESTABLISH- MENT

by Stephen Marks

Every society has an establishment. An "establishment" in my opinion, is any group of people who establish or maintain the guiding creeds, principles, and meanings of the culture. No one in any society ever acts without implicit reference to a set of legitimating meanings, and for the vast majority in any society, the meanings referred to are those of the establishment. No establishment is all good or all evil, but different establishments may be compared according to certain standards. One standard worth using is that of life-support. That establishment is best whose meanings best uphold and maintain life at every level of nature.

By this standard, I do not think that the Western establishment, and particularly, that of the U.S., has fared well enough. Ecologists are now predicting the death of the Mediterranean Sea -- one more likely addition to a long list of natural deaths that are hastening the destruction of life on this planet.

Such are the casualties of the guiding creeds, principles and meanings of the current establishments, and consequently, these meanings must be changed. A new establishment will have to emerge, one whose meanings and the programs into which they are translated are more conducive to upholding the unity of nature. The old establishment cannot develop the kinds of programs required, because their meanings are the very ones that gave rise to the current crisis. And they continue to cherish their meanings (as all men must), even while the world is slowly but surely dying.

So we come to the crucial question: what stance should we take to hasten the emergence of a new establishment. One illusion needs to be dispelled immediately: It requires more than a bit of vanity to assume that it is possible to love or get oneself outside of the "system" in American society today. True enough, one can live on a "commune" with a group of like-minded individuals whose meanings depart from those of the establishment. But if you don't grow your own food, you will have to buy the remainder from the "system". If you want electricity, you will have to deal with a utility company, and the same goes for water, unless you build your own well. If you want to heat your shelter in the winter, you will have to again turn to a private or public company for fuel, unless you chop your own wood and have title to the rather large amount of land required to supply it. The same considerations hold for clothing, tools, and all other things that you will need to consume. In short, you cannot maintain your own existence.

Without implicating the whole "system" in virtually everything you do, unless you devote all your energies to your own subsistence and to nothing else, and how many will opt to do that today? You can, of course, think that you can get out of the "system", but not without erecting a great wall of pretense. Everyone is in the "system"; you do not escape it merely by "leaving town". The only course that makes any

sense to me is to think in terms of making the "system" more responsive to the upholding of life; so we are back to the question of what stance will hasten the emergence of a new establishment.

It seems to me to be self-evident that violent overthrow of the current establishment will not work, and one need not get involved in the ethical implications of the issue to draw this conclusion. In brief, the techniques of violence that "they" can mobilize against you are too massive. "They" can beat you every time easily, so the bloodshed will be needless. Of course, the ethics of the question are not really irrelevant, for is it not true that one of the greatest casualties of the current establishment is their overt dependence on violence for the realization of their creeds, principles and meanings? Surely the new establishment will want to phase violence out, notwithstanding what political theorists tell us about its necessity. If you want to uphold the unity of Nature, who is innocent and delicate, you cannot do it violently. This, again, I hold as self-evident.

What stance toward the old establishment is typically assumed by Colby students today, and by students on other campuses? For the most part it is not a stance of violence. I believe it is a mixture of half-confused acceptance of the old establishment on the part of some students, and various combinations of despair, helplessness, alienation, anger, boredom and confusion on the part of others. None of these stances will save us. The first one, acceptance, is literally a dead end. But the others are too, because they all resolve themselves into a reaffirmation of the meanings of the old establishment. Because the old establishment thinks that its meanings are still viable, its interest is to get you either to accept them or to feel hopeless before their power. And in either case, "they" win but everyone loses.

Fortunately, and here is the upshot of this essay, the meanings of any establishment do not constitute reality itself, but only what a group of people agree to define it as. And agreements are ultimately very fragile; once made, they either have to be remade every generation (not to say every day) or else people may venture to make new agreements. But who will bother to make new agreements, new meanings about the nature of reality if the old agreements seem not like mere agreements, but like awesome reality itself? You can't tamper with that. Now this is just what the old establishment would like you to think: that their meanings are reality, not just arbitrary agreements about it. And this is precisely what you do when you adopt the fiction of "dropping out" or the stance of alienation. Anything other than the deliberate transformation of the establishment's meanings is a reaffirmation of them.

Where is the idealism that so many attribute to youth today? I hear murmurings about love and peace and brotherhood and all that, but this is hardly enough. Most of the older generation are far more idealistic. They not only have their own creeds and faiths and meanings, but they have the added strength of turning them into programs, into total designs for living, which, incredibly, they still cherish. Your ideals will have to be even stronger than theirs. And when they begin to suppress your new meanings and the programs generated by them, as they inevitably will, you will have to be strong enough to be able to suffer defeats and then to continue rebuilding. What other choice is there? If you give up at any point along the way, you simply reaffirm their meanings again.

During your four years at Colby, you have the perfect opportunity to begin this rebuilding, to find out which meanings of the establishment may be retained and which must be discarded. And you can begin the process of formulating new meanings that will more adequately uphold the unity of nature. Then on graduating, you will be armed with new creeds, principles, and meanings that will flow naturally into any action in which you are involved. If you are a businessman, your meanings about production, distribution and consumption will be channelled more toward meeting public needs than toward making profits. If you are a lawyer you will seek first to make the law responsive to everyone, not just to those with vested interests. The same considerations hold for medicine, politics, education and every other field of activity. And as a parent, you will know what to teach your children. If some teacher still insists upon stressing the uniqueness of every individual, for example, you can remind your child that only on the most gross, superficial level are individuals unique. At more profound levels everything in nature is a unity. Only when people define themselves as separate from others can they abuse them. Only when all the parts of nature are thought to be separable can single men presume to stake out some parts of it for themselves alone. Only when men think they are separate from the trees can they assume that the destruction of the latter is anything other than

the destruction of themselves. Communion of man with anything in nature is never a problem until he emphasizes the uniqueness or separateness of its parts. And once he does so, it becomes awesomely difficult to put them all back together again.

Such, I think, are the new meanings that will have to be taught to our children. But to teach them, you will have to know them first, and not just casual knowing, but knowing that seeks to resound in every remote meaning you have. Tragically, not many students are seriously taking advantage of this four year opportunity and the reason is that your old meanings are getting in your way again. You have decided that matters such as grades and exams, curricular structures, boring teachers, the number of credit hours, unresponsive administrators and dorm autonomy are theological matters -- questions of good or evil. And since it can be readily shown that Colby (and most other colleges) has taken the road to hell on these matters, students find yourselves too paralyzed to learn even on

your own terms, for who on the road to hell can do anything except despair about his hopeless condition?

Of course some curricular structures may be better than others, and so forth. But surely no one who thinks that time is running out for living beings on this planet, no one who has a consuming need to construct some better meanings could possibly be arrested from doing so by any of the above contingencies. Only when you agree to define 120 credit hours as paralyzing could it ever possibly become so. And once you decide that the whole context of academia is alienating, you effectively insulate yourself from anything of value that may be going on within it in spite of the undesirable context.

I do not think that this is the time in history for youth to be devoting more than a miniscule amount of time and energy to the structure of academia. To be sure, this is what the current establishment would want you to do: continue the process of translating their meanings into specific programs, educational and other; "reasonable" faculty, students and administrators should spend much time working out the details, even arguing passionately about the various possibilities for ordering them. But this is like worrying about what color to paint the trim on the house when much of the foundation is crumbling and the house is basically ugly anyway. The structure of academia is consequential until your foundation -- your most fundamental meanings about the nature of the world -- are adequately rebuilt to better uphold the unity of all of nature. Once this is done, the working out of the details of your new programs will be resting on something solid.





# editorial

S. P. 231, now before the Maine Senate, would establish penalties of jail terms and fines for persons convicted of refusing to leave a building at the request of the owner. The bill states that its purpose is "to deal with 'sit-in' situations". Last week, through the testimony of trustee Robert Marden, the bill received the official support of Colby College.

The college's backing of S. P. 231 confirms earlier indications that the administration will no longer tolerate dissent which occurs outside of the proper channels. President Strider stated this position last spring when he said, "Henceforth illegal trespass... will bring legal action as quickly as it can be arranged." In other ways, the establishment of a review board for the ECHO and Dean Mavrinac's readiness to utilize the "dismissal for conduct detrimental" clause are part of this development of a hard line against dissent.

One might surmise that since the Chapel has not yet been occupied this spring, the "get tough" policy has worked. But the college's movement against dissent contains many implicit dangers. First of all, although sit-ins can cause great inconvenience, they are non-violent. Sit-ins have been an important weapon in many peaceful campaigns to alleviate injustices. Gandhi used them in the struggle for Indian independence, and Dr. King immortalized them in lunch counter confrontations throughout the South. In both these struggles, as in the student movement today, the demand was for an equitable share of the governing process. Only when a political structure proves unresponsive do people step outside it to seek redress of grievances. When students go to the Chapel or to the ROTC office, they do so because they feel they are not adequately represented within the existing structure of government. At Colby, the Constitutional Convention did not even attempt to redistribute the power, but merely clarified the existing channels of policy-making. The danger that the present system might provoke disturbances is still very real. If the governing system proves unresponsive to the needs of all constituencies and the avenues for non-violent dissent are blocked off, an explosive situation will result; violence often is the offspring of repression.

But what if the administration is successful in stifling dissent and cowering the student population? Will the atmosphere at Colby improve or worsen? One of the great tragedies of this school is the frequent refusal of the "powers that be" to recognize the justice which underlies many of the students' positions. The administration has repeatedly insisted upon protecting its own interests rather than giving in to student petitioners. What happens to the students when they have been turned away for the thousandth time? Many will drop out; others will stay on, embittered and disillusioned. As flexibility and receptivity to new ideas vanish, Colby's form of education will appear increasingly meaningless to both talented professors and students. If the administration is intent upon stamping out all forms of dissent more extreme than writing letters to the ECHO, they should not be surprised if the final result is an outburst of violence or an atmosphere of educational and social mediocrity.

Most of the professors we spoke with for the article on Miller Library voiced satisfaction with Colby's library facilities. The official figures, too, seem to justify an evaluation of the library far less harsh than the one generally held. Colby spends 5.7% of its budget on the library, well above the American Library Association's recommendation of 5%, and surpassing Bowdoin's 5.1% and Middlebury's 5.66%. The library staff and the inter-library loan program are also major assets.

The question of the library's adequacy can, however, be obscured as well as clarified by comparative figures and praise for various aspects of the facility. We should not ask ourselves, "Do we have a library as good as Bowdoin's?" or "Is Miller good for a college of our size and location?" as much as we should ask "How can it be improved?" and "How can the library become more than just adequate?". Several of the professors we spoke with, while they praised the facility in general, also added, "but, of course, the library could use more funds." This might be an excellent place to start.

Colby is not unique in placing some financial emphasis on parts of the college which can sell prospective students on applying or alumni on contributing. The lawns need to be kept trim, and the sports teams need to put on an exciting show. But Colby could be much more than just a showcase. It has the potential to become a first-rate small college, but in a time of increasing competition and financial difficulties among independent liberal arts schools, it will take a thorough re-evaluation of Colby's priorities to develop that potential. The development of a truly outstanding library would necessarily be an important part of the college's pursuit of excellence. If a shortage of funds made such a choice necessary, we hope the college would not hesitate to give excellent library facilities priority over demands for a winning team and a well-kept lawn.



THE 105th LEGISLATURE vs. THE NON-VIOLENT DEMONSTRATOR

## letters to the editor

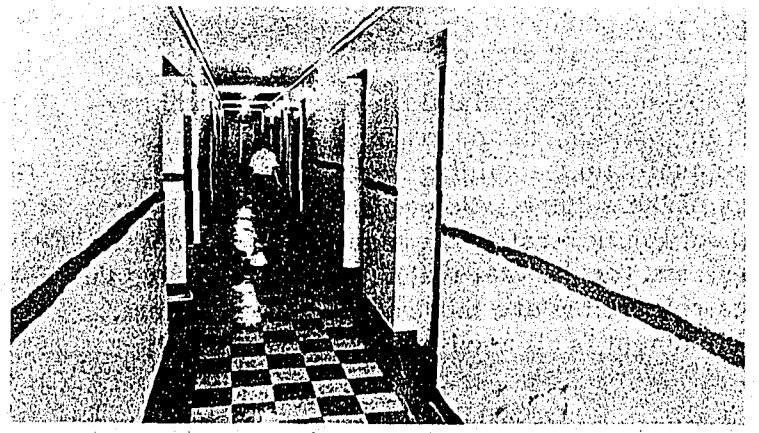
### ODE TO A DOOR

O Door of Doors -  
Thou righteous Protector -  
Ye that little yield;  
My faith may rest secure  
'Yon mighty Portal.

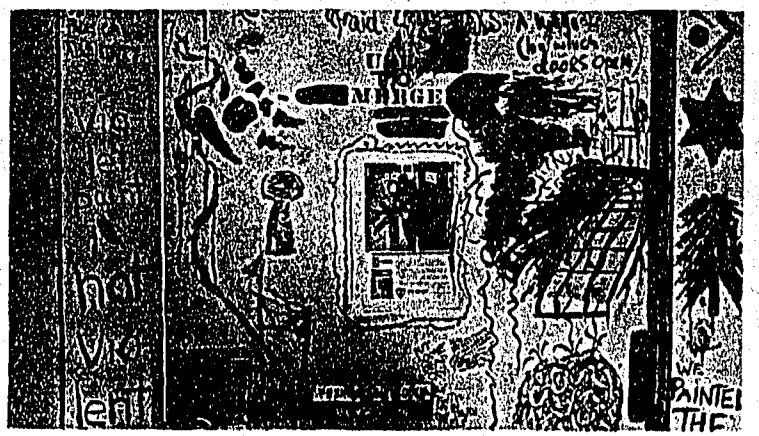
Door,  
What Secrets may be glimpsed  
From thy Casement?  
I sense,  
Despite your Stance,  
The work of One Unholy.  
It is as if I,  
In passing thy Stone Face,  
Am assailed  
By the Fumes of Underground Horror,  
The Boiling Mixtures of Forbidden Arts,  
And yet you stand -  
O Door -  
And I am able to walk the Lord's Path.

Door  
You may know no Gratitude,  
But all those who pass,  
Think upon a Saved Soul -  
There but for the Grace of You, go I.

Thy humble....  
Rainbowe Knyght



The Striped Hall



The Painted Door

## COLBY ECHO

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Opinion:

# RADICAL BACKLASH

by Gwynne Dismukes

Among the interested students at Julian Bond's speech Saturday night were Colby's "radicals", all turned out to hear a Black politician curse the capitalist, oppressive white establishment, of which they, a generation of enlightened white saviors, claim no part. It promised to be a good chance to shout "Right On!", throw up a clenched fist, and hobnob in the brotherhood of militancy with one representing the oppressed people. They thought it was going to be a good show.

But Julian Bond appeared in a suit instead of work clothes or a Dashiki, and he did not once call the American system Fascist. His tone was even, his words more or less conservative, and his stand Practical. The audience wanted Joplin but they got Joni Mitchell.

At one point Bond spoke of the fruitlessness of an alliance of Black people with white college students because of the latter's preference for ideological argument over practical application of ideas. Aside from that, it strikes me that this group of well-meaning intellectual trainees are too subconsciously rooted in their fathers' ways of thinking. For all their Cosmic Awareness they are just as narrow in their views of the fascist system as the system is in its view of communist hippies.

I'd like you disappointed radicals, however many you are, to think about this:

You may not realize it, but your reactions show that for you, Bond was a political Stepin Fetchit. You wanted him to sing and dance to your tune, use your rhetoric to condemn what you condemn and include you in the struggle, which you would soon begin to call your ("oh it's everybody's struggle, man" sure.). You tried to get him to equate the importance of Black liberation with that of white workers and women. You, as much as the system, won't let Black people have anything that is theirs exclusively -- no culture, no language, not even a fight. Don't say that brother should not stand apart from brother, that we are all one -- one what? If my brother wants to help, that's fine, but if he has to take everything I have away from me to do it, then he can go play with himself and I'll do it alone.

You feel that the system is rotten, so anyone in it is either rotten or weak. In asking Bond if it is possible to work inside the system,

you challenged him to take a stand, inside or out, with you or against you -- never mind its relevance to Black interests.

Let's all admit for a minute that a number of young radicals are hung up in revolutionary rhetoric and ideology and are not, by and large, given to practical considerations. I get the feeling that some people weren't listening to the anecdote of Julian Bond and the Harvard Business Student. Let me ask those of you who condemn Bond for working in the "fascist" system just what you're doing here in this "fascist" college. And while we are at it, let me answer for some of you. Some of you guys are in here avoiding the draft, letting a lot of young Black guys who have not been able to play hide-and-seek for \$3600 a year go to Vietnam and shoot and kill in your place.

If the most highly involved, most eloquent white college students are not going to be able to grasp the basic point that the battle is best fought on all fronts, then we don't need them. You don't have to fight in the system, just accept the validity of someone else's working there. It comes down, very simply, to a question of tolerance -- more importantly to a question of understanding. In refusing to condemn the tactics of other groups involved in the struggle, Bond out-tolerated you. More importantly, he understands much better than you do.

I think (hope) that there were people who agreed or disagreed with Bond but who, in any case, gave him credit for doing what he thinks he has to do without catering to the political fashion makers of the day. The main thrust of this article is not directed at them. (I hope they had sense enough to know that before I told them.) At any rate, the following story is for everyone:

Once upon a time there was a Black girl at Kent State who stood up in an SDS meeting and told them one or two shocking things. She pointed out that in supporting Black demands, in that particular case, at least, SDS was using Black people as a Cause, that they would drop the Black Cause when a better one came along, and that they really did not care about Black People. Furthermore, she was going to school to get everything she could from the system, to be ready to spit it back in its face when the time came. Which is very much like fighting fire with fire -- and winning.

# COMPOST HEAP

by Gary Lawless

In a subtle move of diplomacy the lately inactive United Cretin Front has merged with Colby Domes to establish a broad based unofficial organization dedicated to the overthrow of empty, boring time.

Altered states -- Arizona has not been replaced, but decisively bettered.

A flurry of junk mail brings forth the thought. Always send back pre-paid mailer envelopes to the companies. If you throw them away they don't have to pay charges "so mail them back and make them pay that much more on waste (try to make them think twice about wasting all that paper on junk mail).

The back to the earth movement has to prove itself to be real. It can't be just another youth fad where we learn a lot of superficial things and use all the key phrases whenever we can to impress all our friends with the heavy trip that we're into. This isn't just another passing thing. People have been living close to the earth since man began, and have never considered an alternative trip. It's just that now the urban middle class freaks are discovering a life style which suddenly becomes new because they never realized that it was there before. Burned out zombies suddenly turning back to the earth but still alienating themselves from the "straights", "rubes" or "hicks" who have been living this way all along. These are the important people. All that we need to know about this new life style should be learned from these people. It's not really too wise to just pack up and leave the city to go back to the land. You could freeze, starve, or give up. End up eating government food paid for by the people living the life that you're trying to get away from.

You can't learn it from books, from conversations, from believing everything that someone says because he's beautiful. You have to do

it, wisdom coming through a combination of knowledge and experience.

Non-constructive non-criticism being fired at me from all the vegetables, at best showing me that I'm reaching people one way or another.

Strange tribalism -- nationalism of a state of consciousness -- monopolization of Jai Guru Dev and implicit racism -- are you in or not -- mention the brand name.

Subtle pressure? After being assured that Colby Dome's first lecture could be in "This Week at Colby" and in "Colby Today" it didn't appear there -- mistake or hint? Pressure on non-relevant independent efforts to provide good things.

Illumination of the Colby spirit as overheard in the hall. A conversation beginning with the sentence "Guess who gets who Friday night?"

The dome idea now taking a turn towards economy. Two ideas: an inflatable (necessary to have an attic fan and energy source -- electricity) or a dome, simple design, made of plastic piping and plastic sheeting.

"Make this a banner year, a star spangled banner year for you and the American legion: Display your American Flag."

The only reason you never did it before is because you never did it before.

Mr. Kenneth Horn and his wife visited us and gave us a great introduction to organic gardening, in a friendly and knowledgeable way. Mr. Horn, with occasional help from his wife, gave a brief introduction to organic gardening and then spent the remaining time answering many questions from the floor. The man was great, being up to every question with a satisfying answer. I think I am backed by most of the other people there in saying that this was a really good thing. Mandala Workshop is going to have discussions (classes) on organic gardening for the next five weeks, Thursday nights from 6:30 to 8:30. If the interest is there -- do it. That's all I can say.



# NEWSBRIEFS

Leroi Jones

## "DUTCHMAN" a film

SUNDAY 7:30

LOVEJOY AUDITORIUM

75¢

film direction

Professor Paul Mylonas of the Athens Academy of Fine Arts will be lecturing at Colby this Friday at 7:30 p.m. Mr. Mylonas's topic will be "Byzantine Art and Architecture in Mount Athos". He has worked for fifteen years on the mosaics and iconography of the Athos monasteries and, consequently, has become a specialist in the field. Professor Mylonas will be visiting Colby after a tour of United States universities.

### Jan Plan Reminder:

The deadline for submitting work to up-grade a Conditional Failure is Tuesday, April 6, the second day following spring recess.

The Education Office will hold a tea at 4:30 on Wednesday, April 7, in Dunn Lounge of Runnals Union, for those freshmen interested in teaching after graduation. (Colby does not have a major in Education.)

Colby Domes needs one large attic or stand up fan. Will pay if the price is reasonable. Contact M. Havey or G. Lawless.

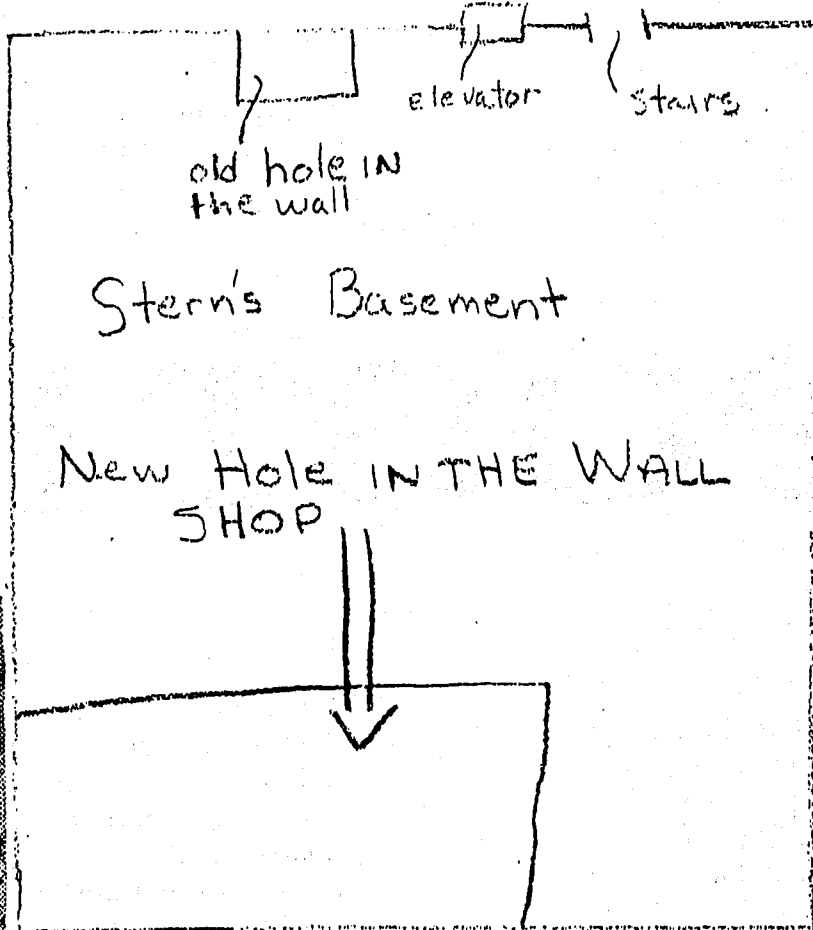
The Sociology Department has set aside the time from 11 a.m. to 1 p.m. on Mondays, from March 15 through April 12, when Freshmen may discuss the major in Sociology with Professor Geib, Lovejoy 306. Appointments to see Prof. Geib may be scheduled through Miss Reilly in Lovejoy 307.

The Hole in the Wall Shop at Stern's was just a hole in the wall! To serve you better, we have moved to a new location - directly opposite our old hole in the wall. We are now pleased to announce the opening of the new HOLE IN THE WALL SHOP in the basement of Stern's.

With more than twice the amount of space, we now offer bigger and better selections. You will be amazed to see our floor-to-ceiling pants section. Wilder colors, brighter prints. No longer will you have to drop your jeans in the middle of the floor to try on a pair of pants because there are more fitting rooms.. The latest in jerseys, shirts, and body shirts.

Leathers? We have leather skirts, pants, jackets and accessories. We carry all types of candles - every scent and style. Incense, posters, stitch-ons, and zonkers (not screaming yellow).

And a new line - Army surplus. You must stop in and see our new line to believe it. What's more, music to browse by!



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Evening 7:15 - 9:30

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CINEMA



UPPER MAIN STREET

Opp. Elm Plaza Shopping Center Tel. 872-8856

On Saturday, March 20, the Student Organization for Black Unity is sponsoring a concert by Rahsaan Roiland Kirk at 8:30 p.m. in the fieldhouse. Admission charged.

The Colby Band will present its annual concert on Sunday, March 21 at 8:00 p.m. in Given Auditorium. The program will be a combination of traditional and contemporary music.

At 7:30 on Monday, 22 March, Stu-G will be sponsoring a concert by Terry Masterson in Given Auditorium.

Civilization film part 10 "The Smile of Reason" will be shown in Given on Thursday, April 8 at 4:30 and on Friday, April 9 at 1:30 p.m.

Wednesday, March 24 Concert - The Guaneri String Quartet will perform in Given at 8 p.m. This concert is sponsored by the Colby Music Association. (admission by subscription).

Friday, March 26 - 10:00 a.m. - SPRING VACATION BEGINS!!!! 8:30 and 9:30 classes will meet a half an hour early; all other classes omitted.

The sSophomore class is holding a social at Tau Delta on Saturday, March 20 from 3:30 to 5:30.

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The Student Health Department has recently become concerned with the Rabies situation in Central Maine.

We currently have one girl receiving the preventive Rabies Series of inoculations.

It is extremely important that if you happen to have a pet on campus, it should be properly inoculated in accordance with State Laws.

Carl E. Nelson, Director  
Health Service Department

## Stop the World

by Randall Childs

Monday, March 10, was the third and final performance of Steve Leon's production of *Stop The World - I Want To Get Off*. I left Given Auditorium with a feeling of profound disappointment. I couldn't see it again.

Independent of the college's Powder and Wig Society, *Stop the World* was directed and choreographed by Kathy Severson, who held, along with Mr. Leon, one of the leading roles. Although the cast was small, Anthony Newley's musical requires a cast which is adaptable to frequent changes in mood and atmosphere. Miss Severson has definitely shown herself capable of extracting this needed versatility from her cast. Each of the girls in it proved to be competent in conveying a number of feelings, ranging from an opening circus-type scene to the mechanical movements at the Sludge-pool factory.

*Stop the World* is a satire on a Horatio Alger in modern British society. A circus clown (Steve Leon) attempts a number of sideshow acts, but ends up portraying the ambitious Littlechap.

I loved - er, liked - Steve Leon. He is entertaining in his acting, in song, and, most of all, in the intimate art of soliloquy. Regretably, in two of the finer and final numbers ("Someone Nice Like You" and "What Kind of Fool Am I?"), he insisted upon singing of an old man in an elderly posture, and so strained his baritone range. But in his natural voice, he demonstrated a smooth and easy tone.

Kathy Severson was overwhelming in her primary role as Littlechap's wife Evie, but also as his mistresses along the way of his life - the Russian Anya, the German Ilse, and the "All-American" startlet, Ginnie. Miss Severson's role demanded her to assume stereotyped national images. Her Russian, German, and Marilyn Monroe a la Brooklyn accents were authentic almost to the point of incoherency. Anya was liberated, yet tender ("You can't play on my football team!"). Her Ilse was fascistic and demanding, and her all-American Ginnie sultry, desirable, and yet pathetic.

I found the supporting characters, namely the chorus, improving upon a witty play. More than any other element, the chorus was responsible for contributing each particular mood in Littlechap's life. Littlechap inspires them to more mechanical and efficient "movements" at the Sludgepool plant. They responded in accentuating the family discord in "Nag Nag Nag," in illustrating the irrationality of a political audience during Littlechap's political speech "Mumbo Jumbo," and in the sad gaiety at the retirement home, Sunvale. Candace Burnett stood out as the Announcer with sharp commentary. Christine Holt always seemed to make her stage-presence dominant either with a shrill and obnoxious voice.

*Stop the World* has contracted for a performance in suburban New York, and there have been invitations from Boston College, Bates, and U. Maine, Bangor. One minor drawback was the flimsy and drab set design. Aside from that, I have only three regrets. The girls in the chorus were too pretty, and offered a constant distraction from the primary dialogue. Second, I was not able to see it again. Also, when I did see it, I was hopelessly sober.

David Washington



## Roland Kirk

I was asked to write something about Rahsaan Roland Kirk that would make people come to the concert tomorrow. I saw him play at Bates last fall. I have attempted to capture below some of my responses to what I saw and heard. To answer the obvious questions; yes, he does blow three horns at once; yes, he does blow a flute through his nose; yes, he does beat a chinese gong; yes, he does blow two melodies simultaneously on two horns; yes, he does make use of a coach's whistle; yes, he is blind. There are some inobvious questions raised below which I cannot deal with in words but which Rahsaan Roland Kirk explores in his music being presence...

Rahsaan, Rahsaan - black man blind man, man of vision.

preacher man prophet, music is being, is life itself.

takes reality in hand and fashions it into a real thing

giving substance to style  
c'mon, all go - on blow, blow even if it hurts  
the truth always hurts, besides  
preaching 'bout why people act so phony  
singing Liza Jane

talking 'bout how they say you're too "far out"

or people can't relate to what your music is saying

just keep saying it brother, i mean 'cause mr. dollars

and cents wont always call the tunes.

Rahsaan Rahsaan when you do your mind-splitting thing,

you know that two melody at once bebop or when you

showershit have circular breathing b# or recoup your music from the avaricious jethro tulls

or cryscreamwail through manzello clarinet soprano or

bang the chinese GONG or when you whistle STOP.

(i get chills when you).

Rahsaan Rahsaan when you come and then you're

gone, they all turn to each other with asking eyes

desiring hearts and needing souls and longing spirits

and wanting hand and pleading minds . . .

that the truth be told them once again.

At Joseph's of Fairfield we handle all types of sporting goods; skis, tennis racquets, squash, golf, scuba, basketball, and baseball, just to mention a few. BUT - Joseph's is more than a sporting goods store, it is also a clothing store.

Take advantage of our winter clothing sale. Sweaters up to 50% off, pants up to 50% off and more values. Feel free to browse - there is a nook or cranny for everybody at...

JOSEPH'S OF FAIRFIELD

JOSEPH'S

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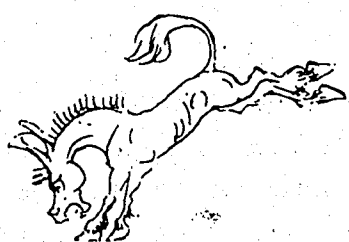
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# MULE KICKS



Once again the Mule has something to kick about. This time it is the premature "retirement" of catcher Malcolm Wain from the varsity baseball squad. Mal, a senior, had started every game since he was a sophomore, except doubleheader days. He was a consistent ballplayer, batting around .270 in two years of varsity service as well as being an excellent defensive player. Coach John Winkin, however, believed that Mal was a detriment to the morale of the team, and therefore made the move to see that Mal played no more.

On the morning of February 12, 1971, Mal had a job interview in Eustis, where he met Earle McKeen, the placement director, in the elevator. McKeen asked Wain how baseball was going, to which Malcolm replied, "It's pretty hard to play baseball in the middle of February." The discussion continued, the main part of it on the elevator. After leaving the elevator, the two separated. Mr. McKeen went to the coffee room, where an unnamed administrator asked him if Mal was upset with baseball. Mr. McKeen replied that the conversation with Mal was given in confidence, and he did not wish to divulge what was said.

That afternoon, Mal went to practice, only to find his locker had been cleared out by Toaby at Mr. Winkin's request. Mr. Winkin had not contacted Mal previous to this. Mal sought out Mr. Winkin to question these proceedings. A guessing game ensued between the two, which eventually came to the point where Winkin stated that he had heard of Mal "bad-mouthing" him in Eustis. He also stated it was not the only time Mal had spoken against him, but the culmination had occurred at Eustis that morning. Winkin mentioned Trainer Carl Nelson, Coach Richie Green, and Mr. Toaby as sources of Malcolm's "bad-mouthing." He also mentioned Fraternity brothers and fellow players.

Malcolm's point was that all his comments were in joking or locker room fashion, and were given in confidence. The parties referred to also made anti-Winkin comments, which Mal held in confidence. He further stated that his fraternity brothers would not speak unfavorably about him before Mr. Winkin. He believed that this statement was an outright lie. He also believes his fellow players would refuse to speak against him, but wishes Mr. Winkin would divulge their names as proof against him. Also, Mal feels he is not alone in this area. "As much as Wink wants to believe that I was the only one bad-mouthing him, he better open his eyes to the truth. I am not the only one. I am not in the minority either."

The next day Winkin left for a week, at which time Mal consulted with team captain Mike Smith and other coaches. When Mr. Winkin returned, Mal again went to see him, but he would not change his mind. He turned away at Mal's pleadings.

Mal's case seems clear. He wants to play baseball.

## ski team notes

by Jim Colburn

The ski team opened up the 70-71 season with a training camp at Sugarloaf on December 21st. The Alpine team ran downhill, giant slalom, and slalom, while the nordic team worked on cross-country. A GS race was held among the college teams participating in the camp on December 24th. Connally Keating, captain of the alpine team, finished 21st out of a field of 68 racers with a time of 64.6 seconds. The race was won by Tim Skaling in 60.3 seconds (Tim races for the U.S. team on the Can-Am circuit). Peter Krakoff finished 28th for Colby and Andy Dennison 30th.

Training continued after a two day break for Christmas. Alpine squad members remained at Sugarloaf, while the nordic squad went to Middlebury, Vermont. Cliff Bryant and Jim Colburn ran in a 10 km. Eastern race at Lyndon to gain experience. Freshman Rob Burgess joined the team in January and ran in an Eastern race at Lebanon, N.H. This was a 15 km. race (9 miles), that saw improvement for the squad.

Meanwhile, the team had to find a new coach because Coach Mike Hodges was called up for active duty in the National Guard. Knute Paul, former member of

None of the comments he made were particularly insidious. Most were made in locker room situations or insignificant off-the-cuff comments. He works hard during the season, and does not tear down team morale as Winkin has claimed. He believes a coach will be criticized by all by the nature of his position. "If the individual in question is not man enough to ride the storm, he doesn't deserve to be in the position he is in."

Mr. Winkin's position is not so clear. One probable reason that Winkin was so hasty in letting Mal go was the fact that he had two freshmen catchers to take over the catching duties quite well. He may therefore have used Malcolm as an example to show other players he means business on a team in which dissent is always present. Whatever his reasons, his actions seem quite hasty to Malcolm and those who know him and Colby baseball.

## rhino

Doug Reinhardt, Colby's ace basketball player and the highest scorer in Colby and Maine history, was this week named to District I NCAA all-star team. Doug's selection is a repeat by the National Association of Basketball Coaches of New England since he was also named to the squad last year.

Although the top spots in the All-Star selections were given to the big name players from Assumption and Central Connecticut, Rhino was placed on the third team (ironically, he was on the second team last year) with several of the players he competed against in the past season. Joe O'Brian, the coach from Assumption was named Coach of the Year.

the Army biathlon team and now a teacher in Oakland, took over for the rest of the season.

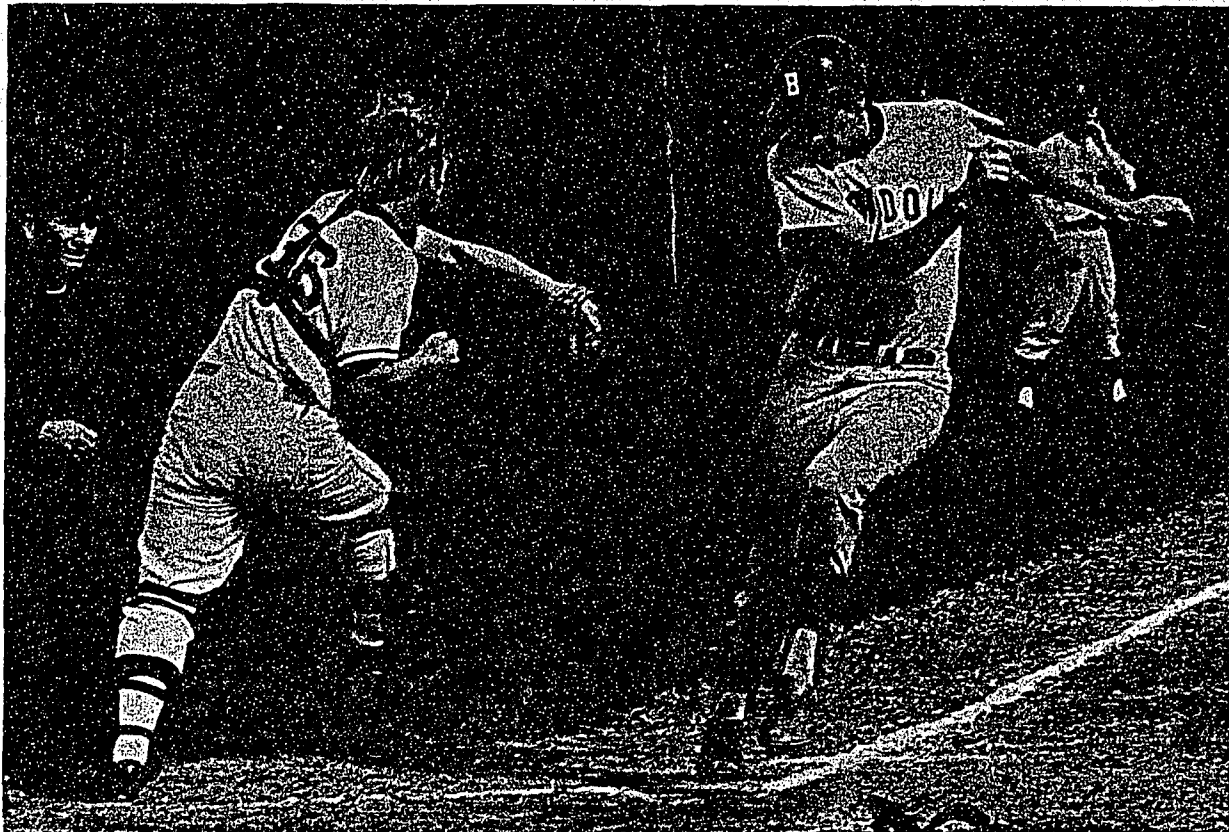
The alpine squad entered the Maine Collegiate Invitational Slalom championship held January 7, and placed 4th behind U.N.H., U. Maine and Middlebury. Andy Dennison placed 6th for Colby and Connally Keating 7th. Ted Weissman placed 17th and Peter Krakoff 22nd.

The next race was the Maine Collegiate Invitational Giant Slalom Championship held on January 20th. Colby placed 3rd in this meet with Keating turning in a run of 80.4 for 2nd place, only three tenths of a second behind Rick Whittier of U. Maine - Farmington. Ted Weissman placed tenth and freshman Peter Clark 20th.

The Maine State Championship (won by U. Maine) saw Colby performing very poorly in cross-country (X-C), so-so in Alpine events and well in jumping. This resulted in a disappointing last place in a meet that Colby had won last season.

A Division II meet hosted by Bates saw Colby place 4th out of 10 teams. Skiing very well in Giant Slalom, Keating placed 2nd with 74.3 second time, again only three tenths of a second out of 1st place. Weissman placed 19th; Dennison 20th. Slalom resulted in a 5th place for Keating and a 6th place for Weissman. The jumping, hurt somewhat by the loss of freshman standout Brett Bayley and sophomore Andy Dennison both due to injuries, resulted in a 4th place by junior Dave Cheevers. Keating placed 12th and freshman Clark 28th.

The final two meets of the season found a better conditioned X-C team running their best times of the season. At the New England College meet, the run-



Catcher Mal Wain (No. 36) in action vs. Bowdoin in 1970: Never Again.

## track captains

Mike Jacobs and Bob Hickey, both juniors, were elected Co-Captains of next year's Colby Indoor Track team at the annual breakup dinner held last week.

Jacobs, from Waltham, Massachusetts, competed in the high jump while Hickey, who is also Coach Shulten's captain in cross country, runs in the mile and two mile events.

Letters were also distributed at the meeting and some of the more outstanding individual efforts were cited. Pete Prime, a freshman from Lake Placid, N. Y., was awarded the Peter Doran Award for excellence in track. The presentation was made by the donor of the award, Peter Doran, a Colby graduate of 1958, who lives nearby in Belgrade.

First year letter pins were given to Prime, James Pierson and Brian McQuarrie, while Co-Captain elect Jacobs received his Colby letter jacket. Senior honors went to perennial stars Mike Salvetti, Dan Blake, Frank Apantaku, Paul Liming, Jim Peterson and Joe Greenman.

Receiving certificates for establishing new frosh records were Prime in the mile and Pierson in the 60 yard hurdles. Lew Pacquin received certificates for placing in the New England Cross Country championships and for being the top finisher in the MIAA meet.

ners ran 14km. in a pouring rain. Conditioning, the right wax and Dyna-Pack (an energy drink) helped psyche Cliff Bryant, captain of the nomadic squad, to a 58 minute 56 second time for 9th place, Jim Colburn (who broke a ski on the 1st lap, but was able to borrow another one) to a 62:39 for 13th place and Rob Burgess to a 67:41. The last meet, the Division II championship at Norwich, resulted in Colburn's best time of the season for 15 km.: 59:29 for 19th place. Bryant placed 23rd with a 60:09 and Burgess 32nd with a 66:16.

The Alpine results at N. E. C. were not as good as the team hoped for. Coming out of semi-retirement, Junior Peter Crosby raced well, placing 5th in the Giant Slalom. Krakoff and Keating finished 21st and 22nd. Keating came back to finish well in Slalom with 5th place. Dave Cheevers jumped to 3rd place in the 40 meter jump with a distance of 120 feet and 38.9 style points (best jump). Overall, Colby placed 4th in this meet.

The alpine results at Norwich were good for Downhill, Keating placed 4th with a time of 84.5 seconds. Weissman finished 9th and Crosby 27th. Slalom was disappointing with Keating placing 11th and Crosby 16th. Disqualifications and falls hurt the time of the other team members. Jumping saw Cheevers placing 3rd and Keating 7th. Colby ended up in 7th place in the overall standings.

The regular season was over, but Connally Keating and Dave Cheevers had done well enough in the Division II meet to be invited to the Division I championships at Middlebury. Keating placed 28th in the downhill and 10th in the slalom. Cheevers placed 18th in the jumping.

Con't from pg. 1

In regard to the size of the library Benbow said, "Sheer number of volumes tells you nothing. In order to compare and criticize libraries one must look at specific areas in the collection."

Overall Benbow said, "It's a good library for a school of this size." He continued, "It has a superb literature collection. I can do most of my research here although not all." Benbow said that one of the library's great strengths is its staff which he considers "first rate" and the best in Maine.

When we asked Professor Todrank about the library's collection in Religion, he said that "in books of general interest we have a good selection." Todrank commented that there is "not enough money available for specialized texts" and that it is "only when students become interested in a specialized topic" that complaints about the adequacy of the library generally arise. Todrank pointed out, however, that any shortcomings in the Miller Library collection are compensated for by "a great use of the inter-library loan program" among faculty and student members of the Religion Department.

Though many students at Colby still seem to be unaware of the inter-library loan program, Mr. Blake pointed out that the use of the service almost doubles every year. The great advantage of this program is that the Colby library picks up the tab for the mailing and/or Xeroxing of materials requested from other libraries by Colby students or faculty members. The big disadvantage, of course, is the time factor. Although it is not unusual for requested materials to arrive within a day, the waiting period is normally anywhere from two to ten days.

Another common concern in regard to the library is the problem of stack space. This difficulty seems to be solved for the near future. According to Blake the Federal government has declared the library in Orono as a regional depository for government documents. As a result, Colby has moved much of its old and seldom used government collection to Orono. Blake said that these books are on 24 hour recall along with the rest of the government's collection at UMO.

We interviewed Professor Pan and asked about the quality of the government collection which remains in Miller Library. Pan said that while we "could of course use more funds," the collection is "not really so bad." Pan stated that when he has requested books, he has always received what he asked for. He pointed out that in the first year of the East Asian Studies Program, he and Prof. Ellison used one third of the Government Department's allocations for books to stock the new area of study. One weakness Mr. Pan did mention, however, is the absence of journals in the Chinese and Japanese languages.

In the area of philosophy, Professor Reuman stated that the Miller Library "isn't bad" and that "if it is, it's the fault of the faculty". Reuman said that he had "never heard of books not being bought that faculty have requested." According to Reuman, deficiencies usually concern books in the area of social sciences rather than in philosophy per se. Reuman did not consider this to be a critical situation but he said that there are "real problems in retaining books ordered."

Professor Birge of the Sociology Department commented that "most of the books in sociology are a bit passe." Birge, however, considered this deficiency to be partly the fault of the department for not pressing harder for more recent texts. When asked if there was any aspect of the library's collection that he considered to be "sociologically sound", Birge replied that he was not "terribly impressed at any area". Birge, however, praised the willingness of the library staff to order any book recommended by students or faculty. Also, according to Birge, the majority of complaints from sociology majors about the "inadequacy" of the library centers around the problem of missing books.

When asked about the present collection of books in Art, Professor Carpenter stated that while "we always want more than we can get," the collection is good. Carpenter felt that the Art Department has been fairly treated financially and that appropriate considerations are made for the unusually high cost of Art texts. The chairman of the Art Department expressed regret, however, that so much of the book buying allocation has to be spent on the replacement of missing books. Carpenter said that student complaints about a needed book involve "almost always a book we have had that's disappeared." He hoped that the stationing of a student overseer in the art library throughout this year will help to reduce the number of stolen or missing books.

We asked Mr. Blake about the problem of missing books. He said that he spends about \$2,000 a year replacing missing books and that it is, indeed, one of his biggest problems. He added that since an inventory is completed only every four years, it is possible for a book to be missing for that long without the library's knowledge. Another problem is misfiling in which case a book might as well be lost. Blake expressed a desire to computerize all filing processes in a few years.

Professor Perez, of the Psychology Department, also pointed to the problem of missing books as "serious and particularly annoying." (In the Psychology Collection, the greatest number of missing books are in the field of sexology.) When asked for his appraisal of the Psychology collection, Perez said that "in terms of journals it's very good." Perez added that the present book selection "is not good, but it's getting better." He said that the institution of a new ordering system within the department is expected to upgrade the quality of the collection. Overall, he felt that the collection was "very good" for a college of this size. According to Perez, student complaints usually arise only when research is being done in "special topics in a slightly off-beat area."

Though our canvassing of faculty opinion was by no means comprehensive, a few conclusions may safely be drawn from the comments we received.

There appears to be almost universal praise for the willingness of the library staff to accommodate themselves to requests made by faculty. Accordingly, any deficiencies in the library collection may oftentimes be attributed to the failure in the past of department members to recognize and strengthen weaknesses in their respective collections.

There remains, even with the new check-out system instituted in the library this year, the troublesome and expensive problem of missing books. It is doubtful that any foolproof solution to this problem will be found, but until the situation is brought under reasonable control there will continue to be complaints about the "inadequacy" of the library.

Almost everyone we interviewed qualified his appraisal of the library with a phrase similar to "for a school of this size." Such a perspective necessarily reduces any praise or scorn to a somewhat less extreme level. While no one complained about the current financial treatment of the library by the administration, most expressed a desire for more money for books. When Blake was asked if he had any complaints about how the library was treated by the administration he replied, "No, the college has done extremely well. They've put their money where it makes sense."

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