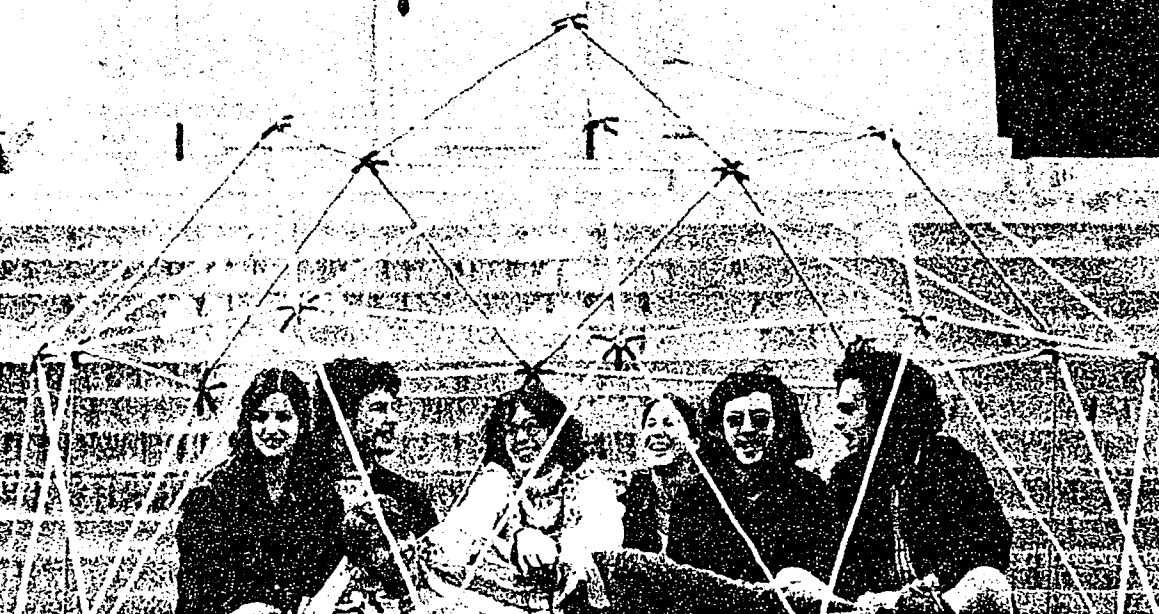


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Cap. 2



"I Need A Break From Teaching"

by Dick Kaynor

Stuart Ross of the Art department will be leaving Colby after working this year as the sabbatical replacement for Abbot Meader. As was the case with Bill Taffe in the Physics department, there was clear understanding from the very beginning about the limited period of employment. Mr. Ross has taught art in a number of colleges for the last nine years, and thus provides a new perspective in discussing the situation of the Art department here at Colby.

He explained first of all that the position of art at Colby is that of a "liberalizing adjunct to a student's education." Colby is not a professional art school, and therefore Mr. Ross agrees that "as a culturizing, humanizing element, this (position of art) is okay." But, he adds, this current status leaves out that which constitutes art to a professional. In this sense he feels that Colby operates on a double or even triple standard. The student who wishes to specialize in English or in political science is able to receive adequate preparation for placement in graduate school. Entry into a graduate-level art program requires more preparation than Colby is able or even willing to give, and thus students are faced with the discouraging prospect of an intermediate level of preparation after graduation from Colby and prior to grad school.

"It's frustrating, not to be able to devote one's entire energy to art . . . This is the (totally committed) student that is rewarding to an art teacher. This sort is unavailable in the present situation . . . This is a personal statement of preference and I don't mean to be pointedly critical of Colby."

Lack of encouragement for art students to engage in greater commitment to art stems from an aversion to 'vocationalism' on the part of liberal arts institutions. Mr. Ross points out that by this he means "vocational training in the best sense of the word", versus the essentially 19th century concept of a liberal education as a means of acculturation. This idealized vocational training would direct people toward expressions of self through their work, rather than toward subordination of individuality to the goal of acculturation and assimilation. Mr. Ross suspects that such a shift in higher education would "lessen the need for T-groups, sensitivity training, and so forth."

Encouragement of individual creativity through more practical training would probably greatly improve the emotional health of the individual.

Unfortunately, the practical is nearly always sacrificed in favor of the theoretical at liberal arts institutions. This results in a generally irrelevant education: one is prepared or programmed to go back and teach in a liberal arts context, rather than to go out and perform as an individual. This means that here is an energy drain on society in general, because higher education acts as a closed system, perpetuating itself for its own sake, not for the long-range benefit of the whole. Mr. Ross summed this up by re-stating the thesis acknowledged by administrators, trustees, and nearly everybody else, that "institutions have taken over from the individuals. Priorities of the institutions are foremost, and nothing can replace them. Preservation of the institution is accepted as being of first importance.

Mr. Ross is looking forward to spending next year away from teaching. Nine years without a break is a long time. The sabbatical opportunity offered every seven years is an important one, he feels, and maybe should be offered after even shorter time periods. "I need a break from teaching." Teaching is exhausting work, and removes one from the world of his own creativity. But, "I'm extremely reluctant to leave students. I think I learn more from them than they learn from me. I am not reluctant to leave the institutional setting." Will you do any future teaching, then, do you think?

"I really don't know. Ideally I'd like to keep in touch with the academic community; but more than that, (I'd like to keep in touch with) the students." The ideal situation for him to work in, he says, would consist of opportunities to hold workshops for a couple of weeks at a time in various places, concentrating on single types of applied art. This, plus some work with summer programs, would satisfy his desire for contact without full-time employment at institutions.

The present thought, the next-year plan, is living/creating at the new home on the coast, freeing the artist from the institutional bonds and momentum. "I'd like a chance to live off of my own work -- painting, ceramics, paint-making, drawing . . ."

Dean Wyman: A Closer Look

by Sue Francis

Last week's Echo article on Willard Wyman, Colby's new Dean of Students who will replace Dean Mavrinac in July, gave a brief resume of his background and achievements. This information is all very pertinent --- he is an alumnus of Colby, has a Ph. D. in English literature, and has held such high administrative positions as Associate Dean of Students and Special Assistant to President Pitzer at Stanford University. What is of foremost importance, however, is what this man is like --- what is his personality, what kind of rapport did he have with Stanford students, and what are his reasons for coming to Colby. Answering some of these questions necessitated calling Stanford students who knew him, such as Philip Taubman, last year's editor of the Stanford Daily and now a Time correspondent in Boston, Felicity Barringer, the present Daily editor, and Bill Evers, a radical and a Daily staff member since 1966. In a short telephone conversation Dr. Wyman himself gave some of his views on his experience at Stanford, on coming to Colby, and on problems facing universities. Of course, his and others' remarks will not offer conclusive evidence as to the type of Dean he will be, but these telephone interviews will give some idea of the kind of man he is.

The first question I asked former Stanford student Philip Taubman was "what was the general student opinion of Dr. Wyman;" Mr. Taubman replied, "When Wyman started as an administrator, he had the lucky combination of being respected by both radicals and liberals. (But) he had to act as a disciplinarian and by the time he left he was alienated from the Radical movement." Mr. Taubman added that "for the average student, Wyman was an unusual administrator -- he acts young, is easygoing, self-confident, easy to identify with, and was the key channel of communication between students and the administration." Miss Barringer described Dr. Wyman as a "fantastic middleman" and a "key figure in giving students an ear in the administration." She also said that he was put in the "difficult position of playing a double-role as student friend and name-giver (during disruptions at Stanford) to the administration." Bill Evers, the radical of the three people interviewed, commented, "Wyman had been in a dilemma where he had to act as the enforcer of university regulations and also felt sympathetic to the protestors." Mr. Evers described Dr. Wyman as "an attractive person, conventional in a lot of ways, and straightforward." He added that "when the rest of the administration is speaking in a diplomatic non-language, Wyman will tell you the real reasons or at least gives you the impression that there is a real reason."

When questioned about the responsibilities Dr. Wyman's positions at Stanford entitled, Bill Evers said that "Wyman was the eyes and ears of President Pitzer. He was never in an actual major policy-making position but did some advisory work." Mr. Evers described Dr. Wyman's advice as being "toward the liberal and soft line." Mr. Taubman said, "At Stanford he was put in the position of

a disciplinarian." According to Mr. Taubman, Dr. Wyman "was involved in every issue that came up on campus. He was Stanford's resident expert on disruptions though he was never in the spotlight himself." Mr. Taubman added, "When the buildings were occupied, he was the one man arguing with radicals -- he had no fear."

On Wyman's attitude toward the university, Mr. Evers commented, "Wyman's overarching loyalty to the university obscures for him other moral problems." To Wyman, Mr. Evers added, "The university is the culmination of everything that is good and is the institution that he would like to see the rest of society reflect."

All three seemed united in the opinion that Dr. Wyman knows how to communicate and relate to students. Note these parallel statements: Taubman said, "His ability to relate to students cuts across political boundaries"; Barringer stated, "He has a great ability to understand what students are thinking about and can translate that into action"; Evers commented, "He had a personal relationship with students who did know what was happening." When Mr. Taubman was asked how he thought Dr. Wyman would be at Colby he replied, "He will be even better on a small campus. Give him six months and he will be one of the key people at Colby."

A phone conversation with Dr. Wyman gave an insight into his feelings on his experience as an administrator at Stanford, on his return to Colby, and on the university situation and problems in general. He said that while finishing his doctoral dissertation at Stanford, he was asked to be Associate Dean of Students. Then "all hell broke loose at Stanford." He added, "Between the administration and students things got so far apart. The left was not the most alienated. The quieter students and their alienation was much more troublesome."

When asked why he decided to come to Colby Dr. Wyman replied, "I've wanted to go to a smaller college for some time. Colby has meant a great deal to me and was a wonderful opportunity." Dr. Wyman stated that he has "great faith in the small college" and believes that "an education in a smaller college is sounder." (A student at a small college) may not have the chance to work closely with good men." He added, "I will be pleased to get back to the liberal arts program which is central to the institution." He expressed his desire to return to teaching: "I like to teach and like my field. I have mixed feelings about being in administration. I want to know students in other ways than administrative ways -- on an intellectual level."

When Dr. Wyman was asked about Colby's judicial system he said that he actually knew very little about it. He did comment though that "almost every college needs a change in the judicial system -- very rarely is it satisfactory. It is important to keep striving to have a fair judicial process within the col-

Con't on pg. 9

COMMITTEE Mandatory Board

by Rick Gawthrop

The committee system, while generally regarded by students as a means to effect desired changes, also can involve decision-making of a more painful sort. This week, for example, the Financial Priorities Committee had to recommend to the Administration one of several possible ways to eliminate a projected deficit of about \$40,000 in the operation of the food service next year. Since the food service must be self-supporting and since minor economies could not cover this large, inflation-induced deficit, the FPC recommendation had to be a major policy change, supplemented perhaps by some corner-cutting measures like closing the dining halls during intersession or serving Saturday steaks only bi-weekly.

There were three major alternatives open to the committee. The most obvious solution would be a \$50 increase in the board charge. The committee felt, however, that such a rise not only would be unacceptable on top of a \$400 increase in tuition but would result in more students eating off campus, thereby offsetting some of the revenue from the increased board rate. A second alternative was to close Mary Low for two or three years and require freshmen and sophomores to eat on campus next year. This plan would have the advantage of easing the transition back to compulsory board as no student who has eaten off campus this year would be required to eat on campus next year. On the other hand, closing Mary Low would result in serious overcrowding of Foss and Dana, a situation whose daily inconvenience one can approximate by adding somewhat to the present lines for the Sunday evening meal at these dining halls. This proposal would have the further disadvantages of driving more people to eat off campus, of ending the socially desirable system of maintaining four small dining halls, and of being interpreted by some as discriminatory against freshmen and sophomores.

In light of the objections to the other two plans, the FPC agreed to recommend compulsory board for all who live on campus next year. This includes those who are off-campus boarders this year. (The statement in last week's ECHO that no student who has eaten off-campus would be required to board on campus was an error arising from a misunderstanding.) The committee felt that this alternative, while a financial hardship for some and an impossible predicament for vegetarians, posed the fewest problems for the campus as a whole. Most colleges of our size and resources require their students to board on campus. Moreover, this proposal saves Mary Low and saves more money than the other alternatives, thereby requiring fewer additional cuts in the food service budget.

Let me point out, however, that the FPC recommendation is only a recommendation since the final, exact

estimates from Seiler's became available only after the committee met. The final decision will be made by the Administration in conjunction with the Budget and Finance Committee of the Board of Trustees, which will meet tomorrow to consider this item and the remainder of next year's budget.

The Committee on Special Programs, whose previous activity this year consisted of the ill-fated Jan Plan commission proposal, recently passed two motions on the Jan Plan which were introduced to the faculty at this week's meeting. The first of these called for the abolition of the grade of "honors" for the Jan Plan because of the difficulty in making the "honors" grade a fairly consistent measure of achievement in view of the great differences between on and off campus Jan Plans. The other motion allows freshmen to freely pursue independent Jan Plans. The only limitation would be that each "on" faculty member would be permitted to sponsor a maximum of three freshmen independent study programs in addition to their other group and individual Jan Plans.

The committee has been considering but has not acted upon proposals to open group projects to all classes and let all classes do independent work, to require only three out of four Jan Plans to be academically evaluated with the fourth serving as an opportunity for making up a failed Jan Plan, and to let a student make up a failed Jan Plan by taking a three-credit course which would not apply to any graduation requirements. The first of these proposals is highly desirable and was held up this year only by problems of immediate implementation. The other two, somewhat more controversial, are attempts to eliminate the inconveniences of making up failed Jan Plans.

Things to come: EPC is beginning to re-evaluate its policy on acceleration, whereby students can graduate in less than four years....Conference and Review Board has appointed subcommittees to review the academic departments of geology, sociology, and classics as well as the administrative office of the Dean of Students.... After tomorrow's meeting of the Board of Trustees the Student Affairs Committee of the Board may well be given the job of evaluating a petition presented to the Board by the Roberts Union Community. The petition, endorsed by Stu-G and printed in last week's ECHO, requests a continuation of the co-ed living experiment at Roberts and the beginning of a comprehensive study on co-ed living at Colby.... FPC's next task will be to evaluate a request from the Colby Environmental Council to limit the scope of the program by which Colby pays for the college tuition of its employees' children. The Environmental Council's objections to the present program are that it is financially extravagant and that it encourages large families.



Cheryl Jones in "Sister Son-Jr"

black weekend

by Gwynne Dismukes

Last weekend Colby brought 32 black high school students up to Mayflower Hill for a three-day campus tour, known as sub-freshmen weekend. Plans for the weekend were made and carried out by S.O.B.U.

Each prospective freshman was provided with a student host; they attended classes and special lectures and were welcomed by the president and deans. When no activity was scheduled, many took advantage of the recreational facilities or the near spring-like weather and the lawns and fields of the campus.

Among the by-products of the weekend was a performance by the drama division of the National Center of Afro-American Artists under the direction of Elma Lewis. The plays, two contemporary dramas and one short comedy, were very well performed by a professional group, and indicative of the direction of black drama today.

The prospective freshmen are largely drawn from New York city, Philadelphia, and Virginia. Although they are labeled "disadvantaged", these students are not poverty-stricken nor limited in intelligence and experience. They are mostly lower-middle and middle-class, aware and, in quite a few cases, politically and socially conscious. All will be getting financial aid, and some full scholarships, necessitated by the disparity of income between black and white middle classes.

The general idea of sub-freshman weekend is to introduce black high school seniors who might come to Colby to the academic and social mainstream of Colby College. In some cases it is an enlightening experience. At any rate, the black community treated the freshmen to a bumper crop of parties, and a good time was had by all.

faculty - adm mtg

Action on a controversial plan of the Committee on Special Programs highlighted Wednesday night's faculty meeting. The committee's proposal, tabled after heated discussion at last month's meeting, asked for the establishment of a committee to review and approve all January Programs except those initiated by upperclassmen within their major department.

Prof. Geib, representing the CSP, moved that the plan be removed from the table, and noted that the committee still recommended passage of the plan in its original form. After some discussion, Prof. Paul Perez offered an amendment which would remove from the proposed committee power of approval, leaving only power to review. He maintained that if something is wrong with the program in its present form, it would be best to learn exactly what the problem is before attacking it, and he felt a committee with review power could serve as an excellent diagnostic agent. Profs. Scott, Raymond, Geib, Small and Mayo spoke against the amendment, all for different reasons; Profs. Sweeney, Pan and Carpenter spoke in favor. After a voice vote, Prof. Carpenter asked for a show of hands, and the amendment was defeated, 45-24. There was no further discussion, and the main motion establishing

a committee to review and approve Jan Plans was overwhelmingly approved by voice vote.

Prof. Geib also introduced as new business two new proposals from his committee, one to eliminate "honors" as a grade for Jan Plans, and another to permit freshmen to undertake independent Plans. Both proposals were tabled until next month's meeting as matters of policy.

The 120 Credit Hour proposal made a brief reappearance when Dean Benbow reported on behalf of the EPC. The committee asked the faculty to leave the proposal on the table until the May meeting, when the EPC plans to present its suggestions for reappraising the credit hour value of courses within various departments. The proposal remained tabled.

In other business, Pres. Strider reported the impending retirement of three members of the college staff, Miss Elizabeth Libbey of the library staff, Mr. Earl McKeen, Director of Placement, and Dr. Leonard Mayo, Prof. of Human Development. Prof. Kellenberger reported on the activities of the FPC over the last year, noting especially the committee's recent recommendations concerning reducing the budget of the Physical Education department and heading off a projected deficit of \$44,000 in food service operation by requiring all students living on campus to eat on campus next year.

3rd BIG WEEK

Nominated For
5 ACADEMY AWARDS
Including
Best Picture—Best Actor—Dustin Hoffman
Best Supporting Actor—Chief Dan George
Best Director—Best Screenplay

DUSTIN HOFFMAN
"LITTLE BIG MAN"
Panavision® Technicolor®
GP
7:00-9:30

JERRY LEWIS
CINEMA
UPPER MAIN STREET
Opp. Elm Plaza Shopping Center Tel. 872-8856

Shown at 7:00 and 9:30
Meet Henry & Henrietta... the love couple of the seventies... and the laugh riot of the year.

Paramount Pictures presents
A HOWARD W. KOCH-
HILLARD ELKINS PRODUCTION
Walter Matthau
Elaine May
"A New Leaf"
Color

The Rolling Stones
GIMME SHELTER
GP
IN COLOR

Cinema Center
PHONE 873-1300
KENNEDY MEMORIAL DRIVE, WATERTOWN



Mary Marshall

AVALON, AVALON

A noted Shakespearean and Elizabethan scholar, Mary H. Marshall, will teach at Colby College as an Avalon Visiting Professor during the first semester of the 1971-72 academic year.

Since 1948 Miss Marshall has been on the faculty of Syracuse University where for eight years until her retirement in 1970 she served as Jesse T. Peck Professor of English Literature.

For Miss Marshall, her appointment provides an opportunity to return to Colby where she taught from 1935 to 1948.

A graduate of Vassar College, she received her M.A. and Ph.D. degrees from Yale University and is author of articles and reviews in various journals on medieval, Elizabethan and modern drama. She has done research, primarily in medieval drama, and on two occasions was awarded a research fellowship by the Guggenheim Foundation.

At Syracuse she served as chairman of the committee which developed the Honors Program for the College of Liberal Arts and was first director of the program. She was closely associated with the development of the university library and is a life trustee of the Syracuse University Library Associates.

Miss Marshall is the second appointment in a program established at the college by a grant from the Avalon Foundation (now the Mellon Foundation) of New York City to bring professors to teach "the courses which have earned distinction for them in their academic fields." Harvard political scientist Carl J. Friedrich was the first appointment under the Avalon program. He will join the Colby faculty as a visiting professor for the first semester in the fall.

Miss Marshall is a member of several professional societies including the Modern Humanities Research Association; the Renaissance Society of America; the Society for Theatre Research; and Phi Beta Kappa.

She is listed in both the Directory of American Scholars and Who's Who of American Women.

BOYS & GIRLS TOGETHER

STUDENT PREFERENCE POLL

1. Would you like to see co-educational living at Colby College?.....
yes: 536; no: 74; no opinion: 62
2. Do you think that co-educational dorms decreases the educational performance of those living within them?
yes: 66; no: 515; no opinion: 58
3. Does co-educational living increase the number of sexual relationships that would not have otherwise occurred?
yes: 117; no: 415; no opinion: 117
4. If you could choose the 12 members of the Roberts Community, would you be willing to live there?
yes: 354; no: 175; no opinion: 89
5. Would you be willing to live in a dormitory where the rooms alternated according to sex?
yes: 476; no: 120; no opinion: 29
6. Do you think that co-educational living is a more natural form of living than a separation of the sexes, and as such facilitates a better, more complete relationship between males and females?
yes: 459; no: 94; no opinion: 72

PEACE OFFENSIVE 2

The following is a schedule of upcoming antiwar activities for Maine and the nation:

April 19: State rally in Augusta for "Peace, Justice and Plenty" in celebration of Patriots' Day. The activities include laying a wreath at the World War One Memorial, a march to Capitol Park (across from the State House), an assembly and a people's picnic with free entertainment. Speakers at the assembly will include Ron Young, national co-ordinator for the People's Coalition for Peace and Justice, Susan Davis, from the East Coast Conspiracy to Save Lives, and Harriet Price, who recently returned from the Paris negotiations. Other speakers will connect the struggles of workers, low income people, blacks, Indians, and other groups to the struggle of ending the war. 11:30 AM - 4 PM.

April 19-23: Plans have been announced for 5000 veterans of the Vietnam war to organize protests in Washington during this week sponsored by the Vietnam Veterans Against the War. Relatives of prisoners of war and dead GIs will be invited to join in a march and ceremonies at Arlington National Cemetery. Other activities include a war crimes tribunal on the Capitol steps, a 24-hr White House vigil and a ceremonial returning of medals.

April 22: Lovejoy 100, Harriet Price will speak

on the war. Admission free. 9:30 PM.

April 24: A mammoth assembly near the White House and march on the Capitol, now a united action of the entire antiwar movement. Both coalitions will focus on the demand for immediate withdrawal but the People's Coalition will also present demands for a \$5500 minimum income for a family of four and the freeing of all political prisoners. A parallel action on the west coast will be held in San Francisco. The action will be legal and peaceful in character.

Anyone wanting transportation to Washington for the 24th, contact Nikos Kavanya, Ext. 527. Plans are being made to reserve seats on busses for those those that want them. The busses from Brunswick, Me. will cost approximately \$20 round trip and will leave at a presently undetermined time on the 23rd. Places are limited and a \$5 deposit must be made at the time of reservation. Busses are also leaving from Tech Square in Cambridge on the 23rd from 8-9 PM. Cost is \$18 round trip. There may be an option of a chartered bus from Colby, but this possibility is at present undetermined. Anyone going down in cars which have room for more people also contact Nikos, as well as those who could shuttle people to the busses in Brunswick. Hitching to D.C. is a bad alternative because the cops along the way have been instructed to arrest hitchhikers.



STU-G

by Si Nahra

The Student Government meeting of April 12 was marked by a plethora of rhetoric and debate and a lack of decisions. An inordinate amount of time was spent on committee reports. (for coverage of this, especially the FPC report, see the "Committees" column in this issue of the Echo). These reports and debate on the nominating process for committee appointments (which proved fruitless) took up all the meeting's time so that the Stu-G body was unable to consider the document "Student Government's Statement on Academic Policy". This is unfortunate because the document is of some import and should have had precedence over the matters the representatives spent their time on.

At any rate, the statement is to be presented to the faculty before this Wednesday's Faculty Meeting, so the Executive Board of Stu-G revised and endorsed the statement in the name of the Student Government body.

This statement is another part of the 120 credit hour controversy. Spearheaded by the Echo, student opposition to the proposed change back to 120 credit hours presented by the Educational Policy Committee brought the tabling of the motion by the faculty. "Student Government's Statement on Academic Policy" is Stu-G's proposal for consideration to the faculty.

The members of Student Government were pleased with the faculty's decision on Wednesday, March 17, 1971, to table the Educational Policy Committee's motion concerning the increase of credit hours required for graduation from Colby College. Student Government is sincerely interested in main-

RHETORIC

taining and promoting the quality of our degree. We do not believe, however, that a simple increase in credit hours will improve our educational experience.

The report then calls upon the college to "be a leader for other colleges to follow..." and then states that, "Student Government's primary concern in this issue has been to insure that Colby will continue to progress rather than simply revert to an already outmoded system."

This leadership and progression is to be achieved "by enriching the college learning experience in a wide range of areas including courses, dormitory life, social interaction, and extra-curricular activities."

Other possibilities are presented for consideration, but essentially the report turns out to be a plan for time to work through the proper channels.

Student Government asks the faculty to accept this report in principle and allow the Educational Policy Committee further time to study and propose alternate plans to the traditional five course semester/120 credit hour degree. We hope that Student Government will be able to work through the Educational Policy Committee and faculty to initiate substantial changes throughout next year.

Like this statement, let us hope that Stu-G can work with the EPC. There is just one question that comes to mind, didn't this whole hassle over 120 credit hours arise because the EPC had time to study the course/credit hour situation?

DYCK LECTURE

Pamela Brownstein

"When the going gets rough . . . there is a temptation to play God and find quick solutions" - Harvard Professor Arthur James Dyck, in an introductory comment on the "Ethical Aspects of Population Control", April 8. The lecture was sponsored by the Colby Philosophy and Religion department and the subject was chosen by those students involved in the department.

Dyck began by citing the current figures concerning population. It took hundreds of thousands of years to reach a population of one billion in 1850. By 1925 that figure had doubled and the figure in 1960 was three billion. Our population is increasing at a rate of two percent a year and it will only be a matter of thirty-five years before the total world population doubles. Dyck believes that if we are concerned with ethical issues we must ask what sort of problem exists and determine its urgency.

In trying to define the nature of population, Dyck referred to Malthus and Marx. The former asserted that due to the unabatable sexual drive only famine, pestilence, and war can solve the problem of overpopulation. The latter, appalled at the surplus, stressed man's technological ability to make use of the land, etc. While Malthus underestimated man's nature and will, Marx overestimated him. Both agreed on the problem of population growth.

For the greater part of the lecture, Dyck discussed four types of population policies presently advocated.

The first of these is family planning programs. People thought that others would reduce the size of their families and would still be able to control their destinies through the extensive use of contraceptives. This, asserts Dyck, is now questioned by four arguments - 1) contraceptives have little effect on the birth rate, 2) the impact of family planning is linked to the average regional family size which varies geographically, 3) the decisions of social issues can't be left to individual couples, and 4) family planning isn't the sole method by which government can become involved.

Second is the use of incentives - positive and negative. Dyck discussed their relation to justice and freedom. He raises objections to such financial incentives based on taxes because they tend to discriminate against poorer families. He pointed out that in poor countries the chances of children reaching adulthood can be very low, therefore a family of only two or three children, may seem precarious. Dyck quoted an extremely graphic description of a Roxbury, Mass. mother on the personal importance of children. The mother felt that it didn't matter what happened later to the child, for the present every new baby brings re-

newed hope to the entire family. She asked "What would be the difference between life and death without children?" Dyck feels that attention should be given to poverty in any population control plan designed. The incentives, he feels, just create injustices and discrimination and we have no evidence that incentives reduce birth rates.

Compulsion is the third policy. Compulsory sterilization and abortion are the only known methods and Dyck considers these to be "ethically unacceptable", as the restriction of the number of children of the poor renders their lives less joyous. In Plato's Symposium, Socrates lists having children as one of the three ways of reaching immortality. Children determine how one's life is to count, how far one's influence is to extend. Personal dignity is also at stake when various states designate that certain people can't have children. A moral and psychological stigma is attached to such a designation. Dyck said that many groups are now challenging compulsory policies as unconstitutional as they interfere with our rights of life, liberty and the pursuit of happiness, as well as the rights to marry, establish a home and bring up children. People want the autonomy to decide the number of children they will have. Dyck stated that it has almost become a question of individual rights and interests vs. those of society. He believes that the threat of overpopulation is not sufficient ground to single out certain members of society for sterilization or abortion. Compulsory policies, according to Dyck should be the last resort as other "ethically acceptable alternatives exist."

Dyck considers the fourth plan, multiple purpose, policies to be the most effective and most reasonable a policy aimed at happiness and at the same time, birth reduction. Because, said Dyck, the most highly educated have the lowest birth rates, he heavily emphasized the importance of educating people in the subject of population control, informing people of the necessity of establishing limits. The gathering and disseminating of information is therefore crucial. If population growth were made a clear and present problem, Dyck feels people would become aware of their options. He pointed to the hunter-gatherer societies who know the necessity of limiting the size of their society. Given our sophisticated capabilities, we too should be able to accomplish this. Dyck said that multi-purpose policies which combine Malthus and Marx are worth trying as contrasted to other policies which would reduce freedom and justice and that are ethically unacceptable and unworkable. He believes that we have time to find other policies, even though the experts in form of us of the urgency of the problem, that in a few years the situation may be out of control, and that contrary to Dyck's view, a strain will be exerted on our environment and food supply.



HAVENS

Kenneth Eisen

Yer pays yer money and yer gets . . . A Gabrielson lecture, a chance to pretend you were at Woodstock, an unprecedented chance to fake orgasm and generally a rip-off. Last Saturday's Richie Havens concert provided us with all that, or, if you weren't into it, a shot at cynicism, which is probably worse. . . .

An AM audience of about 3000, perhaps 1/10 from Colby shoved its way into Wadsworth Gym, amid the expectable accompanying decorations of phony tickets super-star chatter and apprehensive smiles. Con Fullom comes on, and quickly picks up what's in the air, namely vacuousness, and to his debit, panders himself to the crowd's shallow taste . . . he starts out with some fine acoustic guitar work, reminiscent of Mimi and Richard Farina's "Celebrations for a Grey Day" - type stuff. Unfortunately, things are downhill from there, as the crowd drowns out the intricacies of Fullom's work with a scream of clapping, the first of an eveningful of such spates. When you can't get into the music with your head or the rest of your body, I guess you have to take it out on your hands . . .

Well, Fullom followed the audience, launching into an overlong and overdone vocal that lost even the clappers. He tried to pick things up again with "Stick to that White Line", which featured some nice slide work. But by the time the band launched into an uninspired "You Ain't Goin' Nowhere", totally out of context for a mass audience, it became apparent that the easy, truthful music we'd heard Con play in several engagements at the Paper Wall wasn't going to be heard tonight. In fact, Con came on stronger and stronger, more and more obnoxious as he built things up to what he called "The Big One", his closing number, to the point where he was practically doing Jim Morrison imitations. He was no longer Con Fullom, a fine musician, but had become Con Fullom, self-styled budding young pop super star. Why do 3000 people and the whole rock syndrome make a man bastardize his music?

But things are to get worse. Richie Havens comes on, and with an audience made for his not-much-music, lot of drive-and-good-vibes sound, spent at least 2/3 of the first 45 minutes of his set in pretentious raps about communication, air travel and vibes. When he played, it was typical enough, but that wasn't very often or inspiring enough to make up for any of the rest of it. An artist has some responsibility to his audience, if only because he's taking both their time and money. How would it have been if W.H. Auden had turned up with a ukelele and Jew's harp?

And yet, nothing can stop a determined audience. They cheered and clapped along with the predictable "Handsome Johnny", bringing a tiny chip of whatever's left from the commercial bastardization of Woodstock right to their palms. And yet, what can you do after you've paid \$4 in hopes of reliving that kind of orgasm but fake it, or try as hard as you can to get into what's not particularly good and worth getting into? Havens approaches every song in the same way . . . and evidently every concert in the same way, too. I saw him last July, and he practically duplicated that program, song-for-song, gesture-for-gesture. Why has he found it necessary to do the same songs over and over again, particularly some like "Fire and Rain" which he should never have done in the first place?

And yet, I remember the July concert much more joyously than I ever will this one. . . I wonder if it's just because last summer I was with the woman I'd just fallen in love with (and for the first time!) at Havens. Maybe if circumstances were similar and I hadn't known that all of Havens' moves were automatic and repeated, I could have enjoyed this one . . . maybe, but then again there was the crowd, the crowd.

There were good points, Paul Williams' backing guitar was just brilliant, and deserved a better fate than to be buried behind Havens' furious strums. And the ending we all knew he was building to, "Freedom", was of its customary intenseness. It's a good thing he has that to end on, so people will forget the first parts of his concerts. . . You can fake an orgasm so well, you'll almost psych yourself into a real one. But in the end, you're left with a bitter, false feeling that makes you know that there was a lot missing. . . .

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'WE CAN KEEP IT TOGETHER,' MICK JAGGER PLEADED. FOUR PEOPLE DIED. ONE, A KNIFING, WAS ACCIDENTLY CAUGHT ON FILM. THE JURY SAW IT NINE TIMES BEFORE ACQUITTING THE ACCUSED.

SOMEONE WROTE IN ESQUIRE MAGAZINE, 'THERE ARE SOME THINGS WHICH AREN'T TRUE, EVEN IF THEY DID HAPPEN. ALTAMONT IS LIKE THAT.'



THE ROLLING STONES GIMME SHELTER

IN COLOR |GP|

Honors English Controversy

by William P. Shumaker

The English Department's Honors Program has been a source of controversy for nearly a year. After granting honors to 5 students in 1969, the program last year weeded out many applicants and eventually denied honors to all the remaining candidates just before commencement. Now, in the program's third year of operation, the number of candidates for honors has dwindled from 17 to 3 as students have withdrawn with feelings of confusion, disappointment, or bitterness.

Even the origins of the program are difficult to determine. It seems to have been instituted as a result of the elimination of comprehensive exams as an all-college requirement in 1968. Before this time, students who achieved honors grades on their comprehensives and had an overall average of 3.25 in the major received their de-

grees with honors in English. But the English department had helped spearhead the drive to eliminate Comps and a collegiate requirement, and when the faculty approved this measure, leaving the administration of comps up to the various departments, English promptly dropped them. Some other departments adopted their present policy of granting "distinction in the major" to students graduating with a 3.25 in their major and a departmental recommendation. The English department, however, wanted to do something a little different.

There is some disagreement over the original aims of the program. According to Prof. Brancaccio, who was appointed to head the program this year, Colby students with excellent qualifications were having difficulty getting into graduate schools, and while this aim was never really made explicit, the purpose of the program was to help English majors in the struggle for post-commencement admissions. Miss Curran, who chaired the program last year, disagrees. "There was never any question of getting people into grad school," she maintained. "In fact, the program was conceived as something extra for the students who did not intend to go on immediately." Both agree that the honors program was intended to give the student more of an overview of literature than the ordinary course offerings were capable of presenting.

The program finally approved by the department is still in effect. Candidates are required to complete an honors essay under the direction of a faculty tutor, submit to oral and written comprehensive exams, with special consideration given to the area treated in the student's essay, and take the Graduate Record Exam in English Literature. They take two seminars, one in the Junior and one in the senior year, and must maintain an average of 3.1 in courses in the major. To qualify for honors, a candidate must receive honors grades (B or A) on his essay, comprehensives and seminars, and must score above the 51st percentile on the Grad Recs.

During its first year of operation, the Honors Program apparently worked well. Its difficulties began last year, a year many in the department felt was not a promising one for the major. The Honors Committee ultimately decided that none of the candidates' work was of honors quality. To say the least, the students involved were disappointed. While Miss Curran believes the committee made the right decision, she feels it was unfortunate that the decision was not made sooner; in effect the committee kept giving the students one more chance to improve their work at each step of the program, and the work never improved. The students felt they were being led on, when their honors prospects were not so good as they had thought. The dispute over last year's program, then, centered primarily around when the committee should have notified the candi-

no knowledge or ignorance of English literature; it reflects - and this even is doubtful - that the student possesses a mind for out-of-the-way details. One hopes that it is not for a knack for trivia that the prospective honors major is tested, but for his judgement.

A second requirement of the program has been that the student produce a so-called 'honors essay'. Two adjectives have been used to describe this essay: 'publishable' and 'scholarly'. This reflects the existence of unreasonable expectations. A scholarly article written by an undergraduate is an impossibility because the undergraduate is not a scholar. As for publishable, one simply has to look at the amount of mere trash published in literary journals of all kinds to decide that there exists absolutely no reason to increase it. It has also been mentioned to honors candidates from time to time, though not with equal force, that their essay should make an 'original contribution' to their field of interest. This is highly doubtful. What undergraduate, for instance, can claim that he has something original to add to the interpretation of Shakespeare, Milton, or even Herrick, Crashaw or Drayton? The honors candidate's time for research and knowledge of the material limits itself to the work of, at most, two courses and a Jan Plan. It would seem, therefore, wiser if the English Department were to demand simply a good essay, i.e., an essay that shows the student's knowledge of his topic and which is well structured.

Another major problem in the Program stems from its requirement that the student's honors essay be read and approved by three members of the Department, i.e., his tutor, one member of the honors committee, and the Chairman. What happens if two of these professors agree that the student's essay is good enough but the third disagrees? It would seem natural that two yesses beat one no. There have been cases, however, in which the one rejection, coming from a faculty member with high status in the Department, has overcome the two approvals and the student has been refused honors. Again, it would seem natural that, in order to remedy this evil, the Department would either render the process democratic, or diminish the number of readers from three to one (preferably, the student's tutor). None of these things has happened, and, consequently, the honors candidates (or, at least, those of them who have learned their lesson) have tried to avoid, whenever possible, the precarious faculty members.

But the case does not stop here, not only because the Chairman of the Department is an unavoidable reader, but also because members of the English Depart-

ates that their position was hopeless.

This year, however, students have found fault with nearly every aspect of the program, and most of their complaints seem to reflect uncertainty over the purpose and direction of the program as a whole. Probably the least popular element is the Graduate Record Exam; students feel that the test questions demand a range of reading which Colby courses are not designed to supply, and that the questions, essentially identifications and the like, are essentially irrelevant to the study and appreciation of literature. The appearance of Special Topics courses and the opening of seminars to all English majors has made the seminar requirement, once a special attraction, just another required course. The comprehensives, especially orals, have been described by one honors candidate as "A joke . . . nothing but several professors trying to one-up one another." Even the honors essay, which is generally popular, has come under fire as "a junior Master's Thesis."

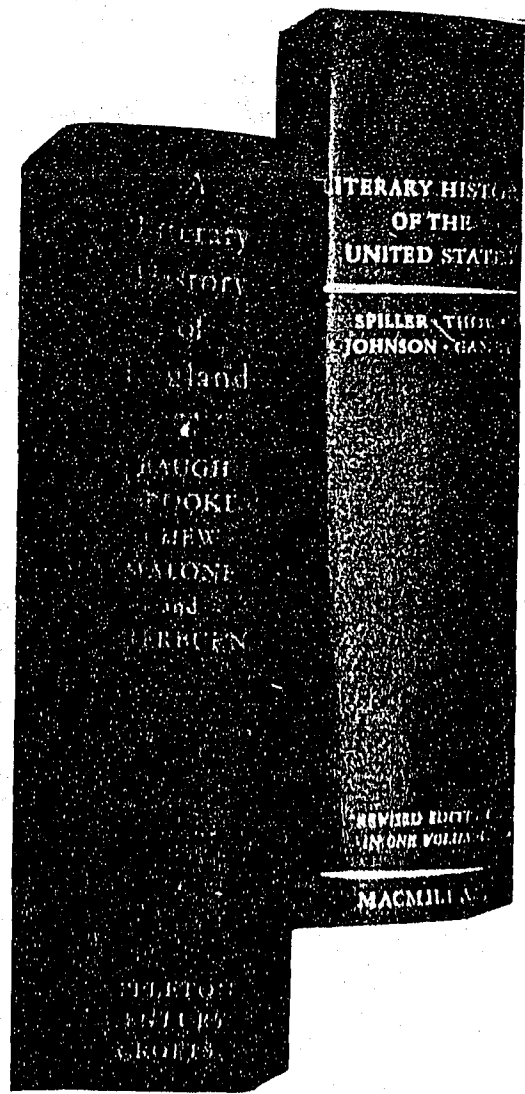
Professor Brancaccio explained why the committee had included these various requirements. The comprehensives remain as a vestige of the old all-college requirement and give the committee an opportunity to test the student's understanding directly. The Grad Recs were included to provide an objective standard against which candidates could be measured; Brancaccio pointed out that the fifty first percentile is by no means an exceptional score. The essay, an idea borrowed from other colleges, was intended to give the student an opportunity to work closely with a faculty member in taking a paper through several revisions, a process necessary for the scholar, and one which the usual demanding schedule of papers for classes often bars from the average student's experience. The seminars, of course, were a good idea at the time but do not seem so special today. "Ultimately," Brancaccio said, "a lot has to be left up to the students." He mentioned the difficulty of getting students to do more reading, which he felt was the most important thing the program could do for them. "The easiest thing would be to add courses, but we can't do that - they're taking too many already." He emphasized that the purpose of the program was help the student gather the fragmented experiences of his courses into a unified experience, and was not to force the student into intense specialization, as some students have charged.

No one has any clear idea what will happen to the Honors Program. Several meetings were held last fall to discuss the program, but little seems to have come of them. Several students have drawn up their own plans for reform, but apparently have made no concerted effort to have them adopted. Some professors feel it will continue as it is, some are for change, some would drop it altogether and grant "distinction in the major" like the other departments.

ment enjoy playing politics. The prizes allotted to the successful machiavellians (and I am using the word in its corrupted, Elizabethan sense) are the favour of their superiors, tenure, etc. For instance, in the case of the two approvals and the one rejection, it would be a politic move for the 'inferior' professor to agree with the 'superior' professor to their mutual joy and the student's distress. Such machinations are, of course, to be expected if one admits that the Colby College English Department, being a microcosm of the macrocosm, should exhibit its share of vice. But one likes to think, or at least idealistic students do, that since literature is by nature instructive, its ministers would be the first to practise its lessons. It would indeed be very sad if a professor who teaches, let us say, Thomas More, would exhibit a clear lack of such virtues as integrity, sincerity, honesty, etc. Unfortunately, when this is the case, the disinterested observer may verify the existential truth that professionalism, instead of helping us to save ourselves, helps us degenerate into mere executives of the vast machine called, in our case, "the Academy." The advantage of this process of degeneration lies in that it allows the "professional" to evade responsibility by attributing it to "the machine."

This amounts to no less than an accusation of the English professionals for imparting to their students fake knowledge, knowledge which thrives upon the silly power-play of lectures and discussions and which contain no substance, no knowledge truly understood. Fake knowledge is bad in itself; whether judged by pedagogical or scientific criteria, it is false knowledge. But it becomes most annoying when the student who wishes to learn finds himself having to reckon with academic snobbery, the desire to exact servility and tribute in return for the professor's wisdom.

But perhaps all this is idle talk. The Honors Program is what we should be concerned with. And I would like to offer, before closing, a suggestion for its future operation, if, of course, its continuation appears justified. This year's honors majors met twice to discuss requirements and purposes. The dialogue was frustrated both times by irrelevant comments and an unwillingness to undergo thorough revision. Perhaps, then, just such an exchange of views between student and faculty is needed for next year's candidates: a measurement of faculty expectations versus student abilities and the Department permitting - a thorough revision of the Honors Program.



Honors As The Supreme Fiction

by M. Moschos

The English Department's Honor's Program has been criticized in the course of this academic year by students and professors alike. The structure, purpose and requirements of the Program have caused dissatisfaction among students, either because they seem too rigid, or because they ultimately leave too little upon the student's ability and too much upon the professor's whim.

One requirement of the Honors Program is that the student score above the 50th percentile in the GRE. This requirement should be abolished for two reasons: (1) Graduate schools like Harvard, Yale and Columbia no longer require a GRE score from English majors, although they still recommend it. But it certainly counts less than the student's college record and his letters of recommendation. (2) The questions asked in the GRE are trivial and often stupid. Consider, for instance, this sample: "Poetry is the supreme fiction, madame" followed by the names of five poets, one of whom uttered this piece of wisdom. In sum, the GRE score reflects

editorial

Experiments are important to the modern educational community, but if they are to be of any value the failures as well as the successes must be admitted and closely examined. After three years of operation, the English Department's Honors Program has about it the unmistakable look of a good idea which never quite worked out.

The basic difficulty with the program seems to be that everyone involved in it, both students and faculty, has his own idea of what the program is and should be; the resulting confusion in demands and expectations has severely damaged the Honors Program and wasted the energy of many who have worked hard to make it a success. What is more regrettable is that, along with the honest differences of opinion, the entire affair is pervaded by a faint odor of non-cooperation and political one-upmanship among certain members of the faculty.

As the Honor Program crumbles, many outstanding students in the English Department are going unrecognized by their college and missing the educational benefits that a well-planned program could give them. We hope the department will decide to re-evaluate the program soon, and that the faculty and students can agree either to abolish the program or redesign it with a clear set of means and ends in mind.

Perhaps the most destructive illusion which has grown up around the Con Con Committee system is the idea that the "Come let us reason together" bag is not a political thing. The general feeling of the community seems to be that if we leave the committees alone, they'll come home (don't worry) dragging their respective resolutions behind them. Unfortunately, at present there seems to be little interest on the part of committees to inform the campus of the reasons for their conclusions. The politics of persuasion has been overlooked, with sad implications for the fate of various committee proposals.

The most recent example of a committee caught in its own vortex was the unanimous proposal which came from the EPC to increase the number of credit hours required for graduation. For some reason, student members of the EPC failed to inquire about or accurately assess student body reactions to the proposal. After the EPC initially introduced the proposal to the February faculty meeting (the first time many students were aware that such a proposal was even being considered) it became apparent within the next few weeks that the majority of students were vehemently opposed to the recommendation. Accordingly, one student member of the committee found himself in the embarrassing position of being party to both the EPC unanimous proposal and the subsequent unanimous Stu-G recommendation to table the motion of the EPC!

Overlooking for a moment the EPC's initial disregard for input of campus sentiment, there was a definite failure on the part of the committee members to sell their proposal once it had been formulated. Arguments like the "three year college" and "flunking freshmen" were allowed to come to the fore with little attempt by committee members to offer more persuasive reasons for acceptance of the 120 hr. recommendation. The open forum meeting held by the EPC in Given Auditorium two days before the faculty vote on the issue did try to answer questions on the proposal, but it came as too little, too late. The final sad footnote to the EPC's salesmanship failure was that at the March 17th faculty meeting, after the chairman of the EPC introduced the recommendation, not one faculty member of the committee was sufficiently moved to rise and speak on behalf of a measure that had received unanimous support! Needless to say, a lot of long, difficult work by otherwise dedicated committee members went down the proverbial drain.

All of this is to suggest that if the proposals of the ConCon Committees are to be implemented as policy at Colby, it is imperative that the various committee members realize that their work does not end at the conference room door. Many hours and much work will inevitably go for naught if the committees fail to acknowledge their political responsibilities: first, to assess the attitudes of their constituents regarding the issue at hand; second, to fully explain the reasons for their decisions; third, to persuade the college community to accept their resolutions.



LET ME RE-ASSURE THE VOTING PUBLIC MY MILITARY AND ECONOMIC ADVISORS HAVE JUST RE-ASSURED ME THEY WERE RE-ASSURED BY MY LAST RE-ASSURING SPEECH ABOUT OUR RE-ASSURING NATIONAL SITUATION BOTH FOREIGN AND DOMESTIC.

letters to the editor

Dear Editor,

What should you ask yourself after leaving a concert? Nothing, not a damn thing! Was the music good? If you thought it was good, then that's what counts. Not if some aloof connoisseur of the finer things in music says it was cool or not.

Was it a good concert? The answer is not dependent on the music. Did you enjoy yourself? Did you meet the person next to you? Yes, the one you were with too! Did you meet him or her? A concert or a festival is a gathering place for people to see, sing with, listen and feel each other - as people, together. Sure, for some it is a night out or Spring Weekend, but no matter how you look at it, it's a happening, a pleasure-seeking and sense-arousing happening.

Havens was good. Con Fullum was good. (Supply your own superlatives) You were good. I was happy. And tomorrow will be a beautiful day. Concert reviews - who needs them other than the people who didn't go and the ego-tripper writing them? No one. Maybe this will be the end of a futile attempt to describe in words what is being created on stage. Or perhaps we need these word games?

Jeff Paul

An Open Letter to Maine College Students

We would like to form a student-financed and student-controlled law firm in Maine to represent the public interest in the areas of ecology, social justice and civil rights.

Ralph Nader suggested this idea when he spoke at Nason College last February. Students in Oregon, acting with assistance from Mr. Nader, have

already established a firm in their state. College students are forming similar organizations in Minnesota, Illinois and Ohio. Mr. Nader's Washington office has promised advice if Maine students try to establish their own law firm.

Dozens of lobbyists and lawyers represent special interests in the courts and legislature of this state, but very few organizations represent the public interest. The Maine Civil Liberties Union last year operated on a budget of less than \$6500.

If every college student in Maine were to contribute only a few dollars, this would be enough to hire one or more full-time lawyers to work on issues chosen by student contributors. Students and faculty could do much of the necessary research work. The combined effect of student money and research could be considerable.

Our student science organization has planned an ecology colloquium for April 29 at Nason. Some of the State's leading environmentalists will discuss ecology with representatives of some companies we feel may be violating the public interest. At this colloquium we plan to establish a student-financed law firm. We hope to contribute between \$1,000 and \$3,000.

If you would like to join with us, please write or call us as soon as possible.

Maine Students for a Public Interest Law Firm

Jim Egloff	Box 4090
Andy Hellinger	Nason College
John Moriates	Springvale, Maine 04083
Tim O'Dell	
Frank Seigel	324-8974 after 5:00
Clare Walsh	

COLBY ECHO

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Box 1014, Colby College, Waterville, Maine

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A BAG OF ADZE

by Gary Lawless

Perhaps this column is written while bathing in the glow of my accomplishments, but I don't mind -- keeps me away from strange, paranoid running paragraphs of alienating allusion.

Colby Domes committed suicide before being raped by Ansell and the dwarves or drunken scholar-animals or anyone who could spoil the beautiful symmetry of the dome now coming to life (ah -- cinnamon toast). My dome is growing spiderlike and smelling of clean smooth wood and new rubber. Connecting joints are made of 1/2" diameter rubber hose, 3-4 inch sections bolted together. To these are connected either 32 or 36 inch dowels (1/2" diameter) depending on which that certain section demands (the dome being 9:8 ratio). Over this frame will be placed a large single piece of 6 mil plastic, making a small, tentlike dome of only ten feet in diameter. The process of actual creation is a very entertaining and educational experience.

Have to write something, but very little to say, being busy with my dome and enjoying the weather.

A "for anyone interested" paragraph. I. There is going to be a meeting sometime in the next couple of weeks at the University of Maine in Orono with a group of people trying to start a New England Whole Earth Catalog. II. Concert coming in Maine in the next three weeks include: Grateful Dead, Gordon Lightfoot (tickets only 1.50) and a Rock and Roll Revival with Little Richard, Chuck Berry and Sha Na Na.

A new craft industry is being started in Bar Harbor called "Bar Harbor Candles". The group hopes to reach an output of 1000 candles per day by midsummer, making it one of the fourteen largest producers of candles in the United States. They will retail in the eastern U.S. and in a specialty shop in Bar Harbor, offering 25 varieties, 11 scents, and a secret nonfat formula for a strong, high gloss candle.

fering 25 varieties, 11 scents, and a secret nonfat formula for a strong, high gloss candle.

If you're hassled for land and need a good place to go, this might interest you. I have been looking into leasing land from paper companies (Northern timber land) but have now found a better private land/lease arrangement called Clark Mountain Campers Sanctuary, located in Greene, Maine (near Lewiston).

You can lease virgin land here for \$50-\$200 for 1/2 acre up to three acres, for a three season camping area. One section is devoted to non-permanent structures such as tents, tepes, plastic domes, etc. Another area is for permanent structures.

There is a pond, and land for 100 feet back all the way around the pond is communal, non-leasable. There is no road in, although there is a jeep available to truck in supplies. No electricity or water systems and no wooden buildings with toilets. No recreation halls, no having your garbage taken away for you.

Most of the land is wooded, intersected by old woods roads. There is a grocery store 2 1/2 miles away. The pond is great for swimming. The major concern here will be the utilization of the land while still preserving it. This is a "campers' sanctuary." Great idea, I think.

The main differences with paper companies is that they require (usually) the construction of a permanent, four season camp, in some areas becoming vacation homes. They also lay out their lots on shore lines, so that the shore becomes private property.

If you are interested, write to Mr. James Nesbitt: Clark Mtn. Rd., Greene, Maine 04236.

I received a really nice letter and lots of information. I really think that this is a very important step in the leasing of private property.

SHADES OF POLITICS

in search of peace -- part I. by Stephen B. Orlov

Well, spring is here once again, and most people in this country are glad about it. The grass is turning green; the bears have come out of hibernation; the birds and the bees are -- well, we know all they're doing now; and, in general, most everybody is beginning to look and feel healthier. But I know one person who is not particularly excited about the change in seasons; you guessed it -- Dick Nixon.

Our President did not get his nickname 'Tricky-Dick' for nothing. He does make his share of mistakes; that is to be sure. But he also remembers most of them. Ever since Cambodia, the President has been timing his war policy around the college calendar. This is not to say that the Administration's foreign policy is based purely on speculated opinions of student reaction. However, it is evident that student dissent is an important consideration in setting the time table of policy implementation. If one recalls, Nixon selected a most advantageous time for the U.S. forces to once again initiate the bombing of North Vietnam -- Thanksgiving recess. As a side note, I am sure that some can see (and others can feel) the irony of the situation, whereby white people are giving thanks for what they took from red people, while at the same time ordering black people to kill yellow people. . . think about that one for a while as I go on to my next point. After the experience of last May's outbreaks, Nixon would not be foolish enough to take the chance of timing the Laos incursion during the spring. Young people are feeling their oats then, and besides, everyone knows that American revolutionaries do not effectively revolutionize in the snow -- not since the days of Washington, anyways. But as my astute professor of political science so clearly points out -- as much as they try, the Administration can not stop the flowers from blooming (but if pollution continues to increase at the present rate, I imagine they won't have to worry about that either).

Nevertheless, spring has sprung, and two major coalitions organizing political activism against the war, the National Peace Action Coalition and the People's Coalition for Peace and Justice, have got it some what together by finally unifying their efforts. The two major events planned are a mass assembly near the White House, subsequently followed by a march, on the

Capitol on April 24th, and intensified non-violent civil disobedience in Washington on the 3rd and 4th of May. For a more complete listing of planned activities, check last week's *Echo*. Transportation arrangements are now being worked out for the trips down.

One important point to note -- this past Sunday's *Boston Herald* newspaper stated that Washington is now preparing itself for these upcoming spring demonstrations being organized by communist revolutionaries and their sympathetic liberal allies. If the media had covered adequately last month's SDS rally in Washington and if it would adequately cover the upcoming SDS rally in New York, it would realize that the major revolutionary body in this country is not supporting the April 24th march on the Capitol. Of course, SDS believes that this lack of coverage by the media is due to the fact that these events represent a direct threat to the established press. There is validity in this assertion. In any event, SDS does feel that such activity will have a negative effect on the anti-war movement in that many militant students will identify themselves with the same liberal members of the establishment now actively supporting the march, who, themselves, initiated the war effort purely because of vested economic interests. In other words, knowledgeable political activists should be demonstrating against the people and not with them.

I will not deny that part of what they say is true. Men like Fullbright and T. Kennedy were clearly "hawks" during the Kennedy and early parts of the Johnson administrations. Big Business is not reaping the high profits it once did from the war effort, and it is being hurt by Vietnam's crippling effect on the economy. Yet my differences stem from the respective time perspectives by which we view the war issue. If one has studied Marxian thought to any extent or has read Mao Tse-Tung's brilliant work, *On Contradiction*, one soon realizes that from a revolutionist's long-run point of view, it would be best to push the domestic frustrations evolving from the war to their fullest extremes, thereby producing far greater unrest at home. This, coupled with the war's continued strain on the economy, would help catalyze a larger and more effective revolutionary movement in this country. Only through contradictions can change come about; the greater the contradiction,

the purer the change. If one puts a cover on a bottle of gas and applies heat, the pressure inside will eventually smash the bottle. But if the flame is removed or gas allowed to seep out, than the bottle will retain its basic structure.

Of course, even if the war were to end today, this would not eliminate the revolutionary movement in this country. To be sure, the Vietnam war is merely one manifestation of a society ingrained with extreme racial, economic and social inequalities. However, if the war were to end today or a million people were to somehow channel out their frustrations in a march on Washington this spring, then that just might be one other reason for people to sit back and continue to accept the status-quo with the self-assuring thought that they did their share and all will be well.

Well, all won't be well, but I'm still going to Washington on the 24th. Damn it all, time is an essential factor, and in this war time isn't being measured by days, it's being measured by deaths; and not just American deaths, either. If I can channel my energies in such a way so as to quicken a complete U.S. withdrawal from Vietnam, than I'll do it.

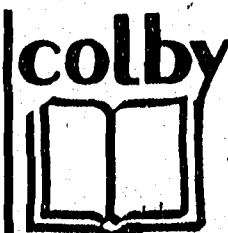
Sure there are other avenues and means of action, and I am in favor of many of them. Local organization centering on educating people about the initiating factors of the war is extremely important; and when I mention local, I am not merely referring to campus--but rather a definite interaction with workers and townspeople. Remember, most of them have not been fortunate enough to have had the leisure to be part of the 'greening' of America. Sure, I read what Fullbright and Muskie said in 1964 about the war. Sure, I know that although U.S. military intervention might stop in Southeast Asia, U.S. economic exploitation may remain. Sure, I know that the war over there will not end as soon as we leave. Sure, I know that the 'Military-Industrial Complex' is not going to disappear once all American forces return home. And I'm not one to state that I have the right answers for anyone else; all I am saying is that although I am concentrating my energy against other aspects of U.S. involvement in Vietnam, my most immediate goal is to see an end to the killing and slaughtering of Asians by Americans.

I have to do what I think is right. All I can ask you to do is to question and to think. . . and then to do what you think is right.

NEXT WEEK -- in search of peace--part II

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MULE KICKS



On Sunday, March 21, James I. Armstrong, the president of Middlebury College in Middlebury, Vermont, announced the formation of the New England Small College Athletic Conference, an association of eleven colleges in New England and New York State. The announcement marked the conclusion of discussions, agreements, and arrangements which have been going on for some time. The members of the New League are Amherst, Tufts and Williams Colleges in Massachusetts; Bates; Bowdoin; and Colby in Maine; Hamilton and Union in New York; Trinity and Wesleyan in Connecticut; and Middlebury in Vermont.

The governing document of the Conference is based on an agreement among Amherst College, Bowdoin College, Wesleyan University, and Williams College. The agreement was originally drafted in 1955, and has subsequently been amended to fit the needs of the New Conference.

The newly approved agreement specifies policies to govern intercollegiate activities of the members in regard to eligibility rules, out-of-season practice, post-season competition, limitations on recruitment activity, financial aid regards, and the exchange of relevant information. Paul Witteman, director of Middlebury's News Services said "more important than the particular provisions of the agreement is the spirit which underlies the whole - a spirit of full commitment to the basic principles of the agreement, namely that the program in intercollegiate athletics is to be kept in harmony with the essential education purposes of the institution, competing players are to be representative of the student body, and the academic authority in each college is to control intercollegiate athletic policy."

Principal stipulations of the agreement include scheduling autonomy for each of the members and the fact that no conference championships on interconference rankings will be determined in any sport. All members will continue to follow the policy of administering financial aid on the basis of demonstrated need only. Members have also agreed to share program cost information in an effort to improve economy in the operation of each program. Also of special note is the outlawing of out-of-season practices, meaning from now on spring football is a thing of the past.

An Executive Committee, composed of presidents from four institutions, initially consisting of the presidents of Bowdoin, Hamilton, Tufts and Williams will represent the member institutions and interpret the agreement, approve post-season and vacation tournaments and serve as an appeal and review board. Final authority is vested in the Conference Committee, made up of presidents of the member institutions.

On Monday, April 19th there will be a meeting of the Education Department Advisory Committee (for all students involved in education courses. 4:30 p.m. in Lovejoy 215.

Wednesday, April 21st Smokers Withdrawal Clinic sponsored by Manfield Clinic at Mansfield Clinic. 7:30 p.m.

On Thursday, April 22nd there will be a Computer Orientation Session at 8:00 p.m. in Keyes (4th floor.)

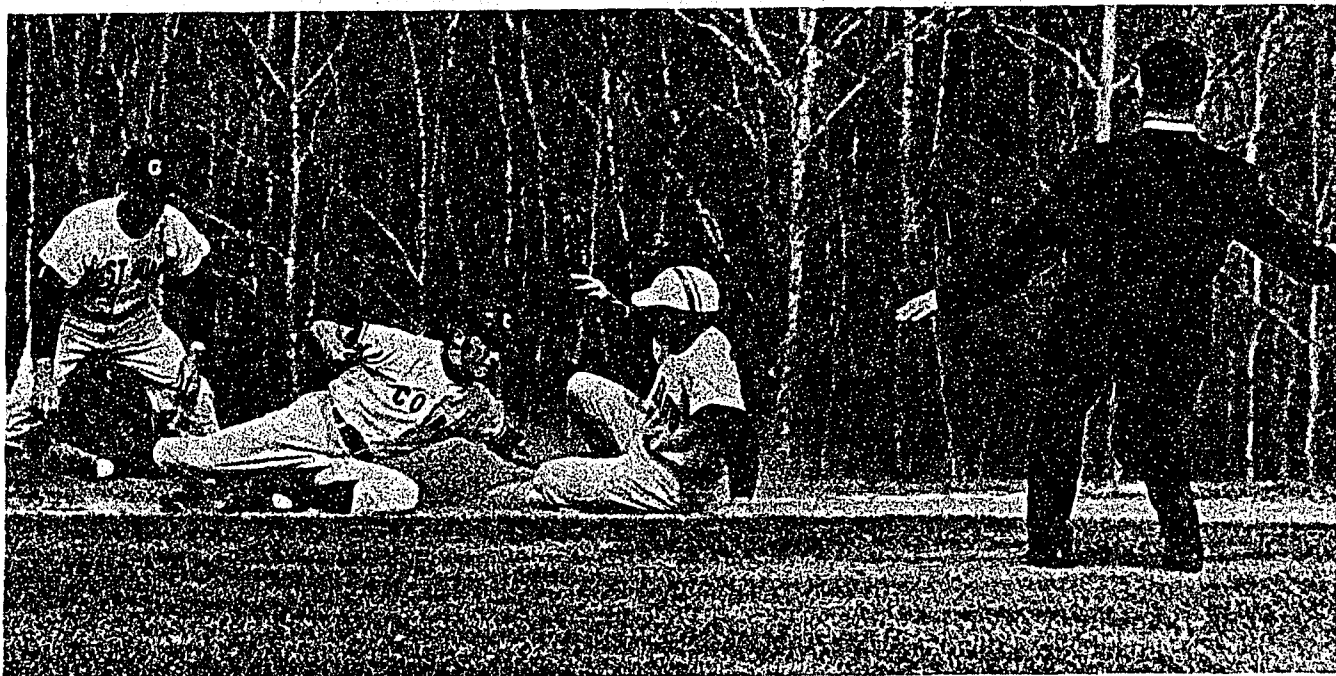
Luncheon meeting for those students interested in finding out about the following majors:

Environmental Studies
Geology
Geology-Biology
Geology-Chemistry
Roberts Union: Monday, April 19th. At noon. Bring your lunch from the cafeteria up to the Smith Room (check the Union bulletin board for possible room-change.)

The Senior Scholars Committee announces its program for the academic year 1971-72. The student is granted six hours credit for each of the two semesters of his senior year: A January Plan may or may not be included as the student desires.

The student must have permission of his department chairman and must work with a faculty member who serves as tutor. The subject matter (or topic) is chosen by the student, subject to approval by the Department Chairman and tutor. The topic should be well defined and made up of one general idea and not several fragments. Ordinarily, the program is thesis-research but programs involving creation of works of art or laboratory work have often been set up.

Applications may be obtained at the office of George Maler, committee secretary, Room 203, Keyes Building. The application includes forms for letters of reference. The deadline for filing the complete application with the committee secretary is 5:00 p.m., Friday, April 30.



Baseball

Varsity baseball opened its 1971 season in fine fashion last weekend as they beat Wesleyan and took both ends of a double-header against Trinity College in Hartford.

On Friday in the season opener at Wesleyan in Middletown, Conn, sophomore hurler Mark McGlynn went the distance to post Colby's first win, 10-2. McGlynn struck at ten while only walking one. He gave up eight hits and one earned run. The mules wrapped up the game in the second inning, when they scored five runs. They added 4 more in the seventh, three of them coming in on Mike McGlynn's three run homer. The final Colby run was pushed across in the eighth. Freshman third baseman Dan Rapaport led the club in hits with 3 hits in 5 trips to the plate. Sophomore outfielder Dave Averill went two for four against Wesleyan.

On Saturday, the Mules moved

over to Hartford to play the Trinity Bantams in a doubleheader. In the first game (both games went seven innings) the Mules took their second last inning to take the game, after Trinity had tied the game in the last half of the 6th, 7-7. Mike Smith had a home run in the five run 7th. Steve Jasinski started on the mound for the Mules and went five innings. Mike Roy came on in the sixth and got credit for the victory. Roy retired six out of the seven batters he faced in those last two innings. Freshman second baseman Mike Lapenna went two for four, scored two runs and knocked in two. Brian Cone got three RBI's for the game. Freshman catcher Done Sheehy went two for three, knocking in two runs and scoring three.

U.S. Coast Academy, and follow that with a double-header against Springfield at Springfield tomorrow.

In the second Trinity game, the Mules had more trouble getting their hitting together than they had in the previous two games. They only got one run and two hits for the game but it was enough to win with the one-hit shutout pitching Junior Al Glass. Glass gave up a single in the second, then went on to retire the next sixteen consecutive batters. Glass struck out five and walked three in the seven innings. Colby got its lone run in the second as Mike Szostak reached after forcing Mike McGlynn at second after McGlynn had walked. Szostak stole second and came into score on Mike Lapenna's single. Colby's only other hit was by Brian Cone.

This gave the Mules a 3-0 record early in the season. They had only won two of eleven on the southern trip two weeks ago, beating Dade North twice, 6-5 and 9-8. However, five of the nine games they lost were by one run. Also, the southern teams were halfway through their baseball seasons, while Colby was still playing pre-season ball. All in all the Mules should be looking for a good season this year. They play their next game today at the

Beginning Thursday, April 23rd, WF marks will be charged against cumulative averages.

Films

The Deadly Ray From Mars - presented by Sunday Cinema - Friday, April 16 and Saturday, April 17 at 7:30 in Lovejoy Auditorium. Admiss. chgd.

Film Direction will present a program of shorts by the New American Cinema Film Artists - Sunday, April 18 and Friday, 23rd at 7:30 in Lovejoy Auditorium. Admission Charged.

The March on Washington - sponsored by Stu-G Monday, April 19 in Lovejoy 100 - Time will be announced later.

Civilization film, Part 12 - **"The Fallacies of Hope"** Thursday, April 22 at 4:30 and Friday, April 23 at 1:30 in Given Auditorium.

German film - Delta Phi Alpha - Wednesday, April 21 at 2:30 and 7:00 p.m. and Friday, April 23 at 3:00 p.m. in Lovejoy Auditorium

C. K. Williams, poet and author of "A Day With Ann Frank" and the controversial poem "Lies", will give a reading of his poetry in Dunn Lounge on Wednesday, April 21st at 7:30 p.m. A graduate of the University of Pennsylvania, Mr. Williams has published his poetry in The New Yorker, Poetry, Colorado State Review, North American Review, Carlton Miscellany, and December.

Students interested in working abroad during the summer should contact the American Association P. O. Box 36087, Cincinnati, Ohio 45236. The ASA offers information and booklets covering working and traveling abroad and on the multiplicity of study programs, scholarships and grants as well as reduced transportation costs available to students.

Dr. Stanley Ogilvy, chairman of the Mathematics Department at Hamilton College will give two lectures on Monday, April 19th. The first, entitled "The Golden Section" will be at 3:00 p.m. in Keyes 105. The second, "Unsolved Elementary Problems in Mathematics" at 8:00 p.m., also in Keyes 105.

Freshmen are reminded to return their election of major forms to the Registrar no later than Tuesday, April 20th. If you do not plan to return to Colby next year, please transmit that information in lieu of electing a major.

Freshmen and sophomores who would like to discuss the new major in Environmental Studies and/or pick up some new descriptive material about it: stop by Professor Bilbert's office, Life Sciences 204A, Tuesday mornings from 9:30 until noon, between April 13 and May 4.

Concert - Murray Perahia, pianist. Sponsored by the Student Music Series. Friday, April 16 at 8:00 p.m. in Given Aud. Mr. Perahia will also hold a lecture recital on Saturday, April 17 at 10:30 a.m. in Given Aud.

Drama - **The Swindling Affairs of Ivar Kreuger**, the American premiere of a new play by Jan Bergquist and Hans Bendrik, a semi-historical charade to be performed by Powder and Wig in open theater style will be presented on Saturday, April 17 and Sunday, April 18 at 8:00 p.m. Location will be announced.

Miss Claudia Dreifus, a prominent member of the women's liberation movement will be speaking at Colby on Thursday, April 22nd at 8:00 p.m. in Given Auditorium. She is the author of the book, **The Feminine Experience** on feminism and women's rights, which will be published in 1971. Her topic will be "Liberation Now: What Are Militant Women Fighting For?" In this talk Miss Dreifus explains the goals and philosophy of the women's liberation movement and discusses some of the important issues for which they are fighting - equal job opportunities and equal educational opportunities, free day-care centers, free abortion on demand, a reconstructing of marriage and the family, etc. She answers some of the questions which people are asking - questions like "Should Marriage be abolished?", "What will society look like if the feminists actually win their goal?", and "What do men gain from women's liberation?"

NEWSBRIEFS

Dr. Wyman. *Con't from pg. 1.*

lege." On Coed Dorms he stated, "I think Coed Dorms are important insofar as they promote learning. It may sometimes work as an educational enterprise." Dr. Wyman added, "The most important thing is to provide students with the best possible learning experience."

Dr. Wyman commented that the financial problem facing colleges today "is more grievous than most students are aware of." Another problem he sees in education is the "rage for relevant matters in classes." He added that he was taking the risk of being misinterpreted on this but said, "What is relevant to one generation changes from year to year. It is successful in the short-run and loses in the long-run. I am for relevance, but a lot of sham goes under it."

Dr. Wyman feels that Colby has the "fantastic potential to be a first rate undergraduate institution." At Colby, he said, "I'm going to see a lot of students. I plan to work closely with students," which is what he describes as "the thing I do best."

"Celibacy does not suit a university.
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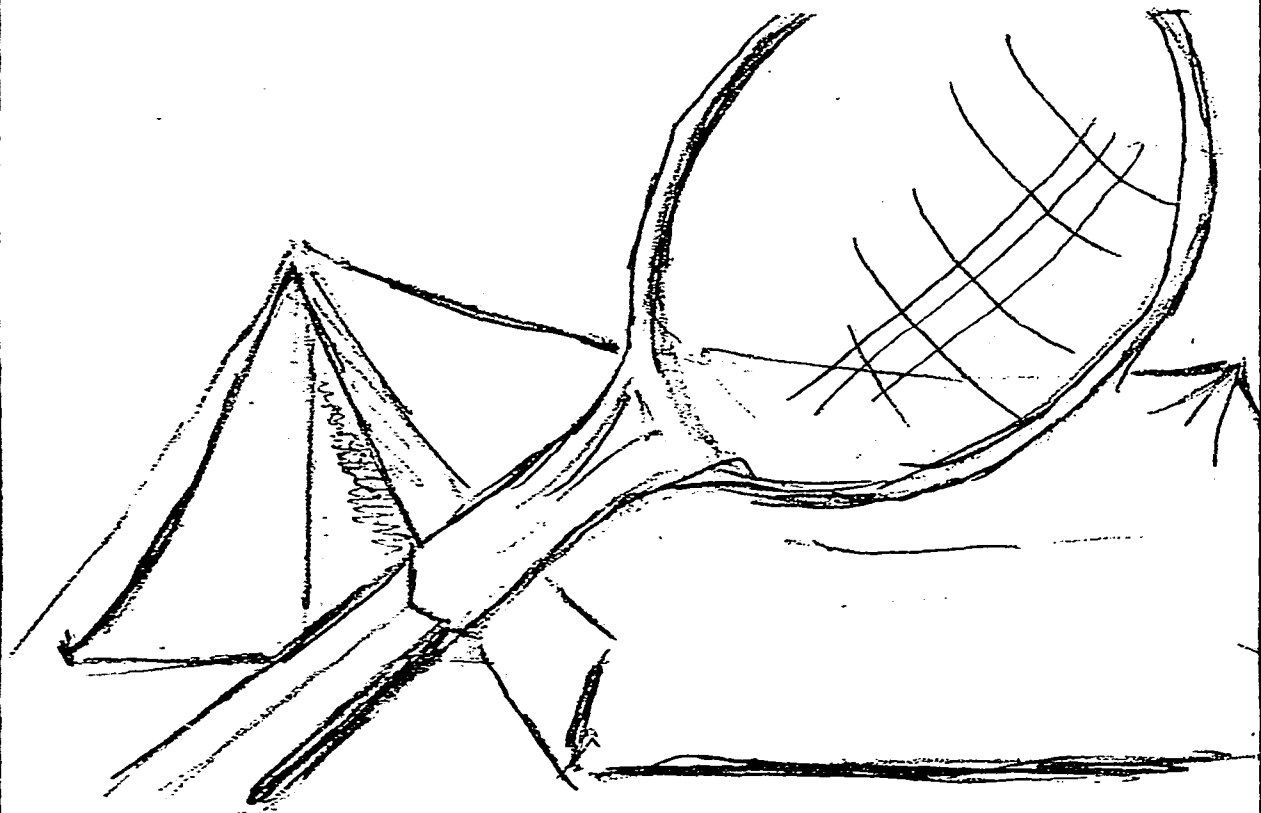
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