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# SEX AT COLBY

by Sara Orton Glickman

Since this is the last ECHO of my last semester at Colby, I feel somehow obligated to pass on here the results of a survey I began last January on premarital sex and birth control practices among Colby upperclass women. My hope is that this data will inspire someone to find or create new facilities available to Colby women to deal realistically with preventing pregnancy. To be sure, my research methods were not completely flawless: out of a roughly twenty percent random sample, sixty percent were returned, and practically all of those who received questionnaires were staying on-campus for the month of January. Nevertheless, the results based on these returns I feel are astounding enough that they deserve to be called to the attention of ECHO readers. Here, then, is how some sixty women responded to some of the questions.

When asked, "When do you think premarital sexual intercourse is justified regarding college women?" 58% indicated that "being in love" was the decisive fac-

tor, not specific plans for marriage; 17% said it was justified when a couple is physically attracted, but not necessarily "in love"; and another 15% indicated that a couple should be engaged or committed to be married. About 1 1/2 % said a couple should wait until after marriage.

When asked, "How important do you think it is for a single female at Colby to be protected against getting pregnant if she is having intercourse?" 95% answered "Very important."

When asked, "Do you (or have you been) involved in a premarital sexual intercourse relationship?" 63% answered "yes" (56% are planning to again). Another 13% indicated that they probably would before leaving Colby, and 20% said, "No. I don't intend to."

When those who do have intercourse were asked what types of contraceptives (if any) they use, 12% said "none", 27% said "a 'natural' method like rhythm or withdrawal," 21% said "HE uses a condom," 12% use jelly, cream or foam, 6% use a diaphragm, and 55% use birth control pills. However, at least 15% of these girls used their female contraceptives "sometimes" or "almost always"

When all the girls were asked why they thought Colby girls who were having intercourse and not using a reliable female contraceptive were doing so, 40% of the answers checked "they are afraid or embarrassed to see a doctor", 17% were, "they are not very well informed about female contraceptives," and another 40% said, "they can't get reliable female contraceptives easily."

When all the girls were asked "How difficult is it for a single Colby girl without marriage intentions to get birth control pills from the college doctor?" 53% said they did not know, but out of those who indicated knowledge along these lines (the other 47%), one-fifth said "fairly difficult" and four-fifths said "extremely difficult." No one indicated that it was easy.

And, when asked, "Do you think there ought to be some service at or near Colby where birth control pills and devices would be given easily to female students, who ask for them (after a routine medical check-up)?" 1% had no opinion, 1% said "definitely not", 13% said, "I wouldn't mind," and 80% said "definitely, yes."

And, finally, when asked, "If such a service were made available to Colby women, what would be the chances that you would use it?" 13% said "nil" (some indicating that they already had the pill, thank you), 26% said there would be a "slight chance", 15% said there would be a "fairly good chance", and 40% said there would be a "very good chance."

Responses to the last two questions clearly spell a mandate. Over a dozen girls are known to have had unwanted pregnancies last year, and how many more this year? I don't think we at Colby should go on pretending that this problem doesn't exist, especially when a large part of the solution, at least as I see it, is so obvious. Again, I feel there has to be made available professional services and facilities (in a "non-embarrassing" atmosphere) where Colby women can feel free to ask for advice, counsel, examinations and prescriptions concerning their contraceptive needs.

Individuality of meditation pointing out that anyone can start meditating for any reason regardless of his religious or philosophical beliefs. If a student decides to start meditating, he must fulfill three conditions. First, he must attend four instruction sessions to be taught the proper method of meditation. Secondly, he must maintain relative purity of the body for fifteen days before he begins meditation. In TM the body is viewed as a delicate instrument, therefore, to help the body begin meditation, a person is asked to refrain from drugs or anything else that might upset the balance between body and mind for fifteen days. After meditation has begun, a person is under no such restrictions. The third condition to be met for a student to begin TM is a \$35.00 donation. This money goes to the Students International Meditation Society (SIMS) which runs centers for meditators throughout the world. Student indigence has proven no obstacle for a person wishing to begin meditation and special accommodations are often made.

Once a person starts meditating it is recommended that he meditate twice a day, once in the morning and once at night. However, since meditation is an individual experience a person can do it as often or as infrequently as he likes. It must be noted, however, that meditation involves a process of development and the more faithful you are to practicing meditation, the better your development will be.

Here at Colby as elsewhere TM has grown at a phenomenal rate. Started only two years ago, there are now 250 or one out of every six students enrolled as meditators. The reasons for this growth are difficult to ascertain because each student has his own motive for beginning TM. All aspects of life are interrelated so whatever reason a person has to begin TM his whole life will benefit from it.

Jon Miller has been the teacher of TM here since it first began. He is quite pleased with the rate of growth but realizes that some emphasis should be placed on checking those already meditating. As he put it, "Before we just wanted people to be able to begin, now we realize it is much more important to stabilize results by periodic checking."

Recognition of TM has come from the college with the approval of a SIMS Constitution by Student Government and the Administrative Committee thus making the meditators part of an official college organization. Further recognition came from President Strider in his ten-year report *Colby in the Sixties*: "Certainly the popularity of experimentation in yoga or transcendental meditation and a general fascination with the occult and the religions of the East are evidence that those needs (i.e. religious) are as real as they ever were."

The past two years have been ones of great growth for TM at Colby. However, the future carries with it even more potential. At present some colleges have a course in the Science of Creative Intelligence. Last January a Jan Plan on the subject was held at Colby with fifteen students participating. During the course various systems of improving life were investigated. TM, having no specific religious or philosophical requirements, could relate to and add dimensions to all these systems. The Jan Plan proved to be a success and now Jon Miller has hopes of getting a fully accredited course in the Science of Creative Intelligence at Colby.

This summer the Maharishi Mahesh Yogi will be at Amherst, Mass. for six weeks to meet with educators and work out a viable program for colleges in the Science of Creative Intelligence. A course on this topic would indeed enhance the curriculum here at Colby. It would be to the college's benefit to have a representative at Amherst this summer.

Student interest in TM has grown and is continuing to grow at Colby. The administration and faculty should be aware of this. The college's curriculum should be open to innovative courses expressing student interest. Considering the number of meditators here (percentage-wise the highest in the nation), a course in the Science of Creative Intelligence would prove to be of benefit to Colby's course offering and should be seriously considered.



## IT MAKES YOU HAPPY!

by Si Nahra

The technique of meditation that I give to the people is just how to turn the mind in the right direction... just a right turn and one step that way and the mind is found there already. Such is the simple principle of this meditation. It's based on the natural tendency of human mind to go to a field of greater happiness.

Meditations of Maharishi Mahesh Yogi pp. 91-92

Transcendental Meditation (TM) as taught by the Maharishi is not a philosophy or a religious experience, it is a technique; a technique that helps a person expand his inner awareness and his ability to think. This is done by taking the person from a level of conscious activity to a level of consciousness. Eventually, a person may reach pure consciousness. An analogy often used to explain this process is that thought is like the ocean. The level of conscious activity is on the surface and is all we see. However, thoughts begin in the ocean depths. The further down you get, the closer you are to the level of pure consciousness which is the basis for all living.

The way students begin TM is quite simple. Periodically, introductory lectures about TM are given on campus. Students attend these lectures and are presented with the fundamental claims and objectives of TM. These lectures emphasize the



# May Day

by Bob Parry

There was the air of a mighty athletic contest about it. A super bowl played out in the streets of the nation's capitol. And the news media always alert for any incident which will appeal to America's sports-minded viewing public played the athletics of the situation to the hilt. To the media, it was the kids coming off several big seasons of demonstrations against the seasoned veterans of the Washington police force. The demonstrators with their potent offense trying to throw the city into chaos; the cops, led by their elite Civil Disturbance Unit and backed by thousands of Marines, Army, and National Guard, putting up a great defense to maintain social order.

It was to be the biggest story of the week, perhaps of 1971, and the participants' temerarious victory predictions and scoffs at the strength of the opposition reminded some viewers of Joe Namath psyching the Baltimore Colts out of the '69 Super Bowl. The demonstrators had stated, "If the government won't stop the war, then the people will stop the government." And President Nixon had countered with assurances that he would not be intimidated. Chief of the D. C. police, Jerry Wilson, who would guide his team on the field, went on record saying that the demonstration would be only a minor "nuisance."

So the lines were drawn and the kids readied themselves for game time Monday morning. But the police started things early with a foray into the demonstrators home base at dawn Sunday. At that time, 41,000 people were camping at West Potomac Park. The police dispersed them hoping that many would go home, but most remained in Washington and others, like the nine members of the Colby contingent, had been staying elsewhere.

But with the thrust into the park, the police had taken the play away from the offense-minded demonstrators. The kids charged foul, but their cries went unheeded. Rules for the week's struggle were fuzzy at best, and with their early move, the police gave warning that many of the fair-play guidelines were out the window for as long as threats of disruption continued. The lack of rules reflected an even greater confusion which would plague observers and commentators throughout the week -- how could anyone tell who won.

Nine of us from Colby Steve Orlov, Dick Kaynor, Bob Knight, Lyndon Summers, Ken Eisen, Joel Simon, Any Koss, Peter Vose, and me had come to Washington to commit civil disobedience. Most of us expected to be arrested; some were prepared to be clubbed. We had come because we opposed the war and wanted to demonstrate through the power of non-violent civil disobedience that our commitment to the war's end went beyond placards and petitions to congressmen.

We had come expecting to engage in Gandhian civil obedience (passive non-violence); we learned, however, on meeting up with our regional group Sunday afternoon that the tactic now being favored was "mobile non-violence." Apparently because of fears that the numbers of demonstrators had been significantly reduced by the park clearing and because of a greater concern for the ends (who would win in the "Stop the City" Bowl Game) rather than means, regional leaders favoring "mobile" tactics had prevailed over others wanting more passive disobedience. Gandhi was to be mixed with Abbie Hoffman and the result would be a kind of touch football in the streets.

The kids were up early Monday but, as slogan proudly says, the police department never sleeps. The cops and the troops were out in force and they already had the four bridges from Virginia to D. C. neatly in their pockets. Ken and I drove our cars into the city before six. Our job was to use the cars for blocking and slowing up traffic. Steve and Peter stayed with us in case of trouble and the others disembarked on the D. C. side of the Theodore Roosevelt Bridge. From the beginning it was clear that things were not going our way.

Steve and I drove around participating in and occasionally starting traffic jams. Scenes from Godard films met us at nearly every corner. Police charging and swinging into clumps of demonstrators, police cars chasing kids across parks, the grey smoke of tear gas rising everywhere, troops in their full, khaki battle gear lining the city's bridges. The government had responded to the threats of a shut-down with force and throughout the morning they had the kids running from their attacks and reeling from the tear gas. Traffic was snarled (some places for hours) but as the government pointed out, the workers got through.

When the Colby contingent returned to Ken's house in Arlington, we evaluated what had gone on and discovered that Jody and Lyndon had been arrested. Everyone at the Eisen's was disappointed with how the demonstration had developed. We had come to be arrested and instead spent the day avoiding arrest. All of us agreed, no more of the same. That evening, however, Bob, Steve and I talked with Hosea Williams, a leader of the SCLC, and he told us that his organization would lead a march to the Justice Department Tuesday afternoon which would end in a mass sit-down and, almost



certainly, arrests. Six of us decided to go; four of us (Ken, Steve, Dick, and I) got arrested. (Bob and Peter had taken a lunch break during the speeches at the Justice and when they returned from their "Justice Department" sandwiches, they found four rows of police blocking off access to the several thousand demonstrators).

The demonstrations at Justice were what we had been hoping for. When the police arrived, the two or three thousand protestors sat down and pulled out handkerchiefs to use in case of tear gas. The police moved toward us in rows, a tear gas canister was set off accidentally. The people didn't panic, they didn't run, they stayed together. The police began the arrests. At first, there were some incidents of violence, police clubbing and macing demonstrators, but when the cops realized that there would be no resistance, the arrests came orderly and peaceful.

The arrested demonstrators were taken in buses to areas of detention. The four of us from Colby and about 800 other people were placed in the U. S. District Court cell block. We were held in a cell (50'x20') with 100 other protestors and later in a cell (15'x15') containing 66 people. The over-crowding, the oppressive heat, and the bologna sandwiches served with rancid mayonnaise made life in the cells difficult. But it also served as a crucible test for the principles of communal living. When food was provided for us, we asked to be allowed to pass the food to the back of the cell in an orderly way. The people sitting against the back wall ate first. We overcame the difficulties of too many people by communicating with each other and arranging shifts for sleeping (while some slept others stood or sat uncomfortably).

## 48 Secretaries can't be all wrong

Mike Havey

The Financial Priorities Committee at its sixth meeting considered the high cost of running Colby's Administration. According to the Treasurer's Report, that cost was \$245,000 last year, and a projected \$252,000 this year. And even this doesn't tell the whole story, because 1/8 of the president's salary, 1/2 of the dean of Faculty's salary, 1/8 of the Administrative Assistant to the President's salary, and 1/3 of the dean's salary come out of the Instruction and Research allocation. Several people have questioned whether Colby needs a full complement of 48 secretaries, 18 assistants, and 13 department heads to effectively administer the college.

Several specific areas of allegedly excessive administrative expenses were discussed. The first questions concerned the size of the Public Relations and Development staffs, which have been increased markedly in recent years and now stand at two department heads, five assistants, and eight other staff members. President Strider explained that the public relations staff was necessarily extensive due to an increased amount of published material emanating from the college. The president also noted that college publications suffered from poor writing, and a chronic inability to publish on time in the past.

As far as the development staff goes, the president said there was a necessity to spend money in order to raise money. He offered evidence of a rise (in recent years) in bequests and annual giving.

The office of the Deans also came under some scrutiny. Mr. Mavrinac has two assistant deans, and four 1/2 secretaries working under him. Tim Carey, a student on the FPC noted that recent additions to the counseling services took an amount of work away from the deans, and that possibly savings could be realized here.

fortably). In short, we survived by learning to live with and care for each other.

At 10:30 Wednesday morning, I was taken in a bus to court. Ken, Steve, and Dick had to remain in an even smaller cell (8'x12') with 33 people until five that evening. Dick, Ken, and I were fortunate to be arraigned before Judge Halleck, the judge most sympathetic to our cause in the city. Halleck was accepting pleas of nolo contendere (no contest) and giving sentences of 2 days or \$20 (the 2 days already considered served). Steve and Jody were released on bond and the charges against Lyndon were dropped.

People have asked us since we've returned to Colby what was accomplished in Washington. The media, knowing that nobody likes a tie game had ruled that the police had won. And indeed there are strong arguments to support that conclusion: the city was kept open, the government did function, and the war still continues. The police statistics were also impressive: virtually all government employees made it to work and almost 14,000 demonstrators had been arrested. And the people who watched on their sets at home saw the police always on the offensive and the demonstrators on the run.

But one thing that the media seemed to forget was that the shutting down of Washington was only one of May Day's aims. The demonstrations were designed to project an image of Washington D. C. to the world as the scene of social chaos brought on by the country's involvement in the war in Indochina and by the problems of racism and poverty at home. By forcing the government to line its streets with thousands of soldiers the demonstrations created an image not easily washed away.

But more importantly, May Day was the first large scale application of non-violent civil disobedience by white Americans. The arrest tallies which are pointed to with such pride by Chief Wilson stand perhaps as a greater monument to the determination and will to sacrifice of the protestors. As we were being taken away from the Justice Department in a bus, the cry of the people with us was not of defeat but of victory. As we passed people on the streets kids leaned out the windows shouting "We won, we won."

But the greater measure of victory or defeat had to lie in the effect the actions had on those not participating. The initial reaction from television commentators and politicians indicated that the demonstrations were not well received, but other adults who were more immediately involved with the May Day occurrences felt differently. For instance, a reporter for the Washington Star who was arrested at Justice and served time in our cell block wrote on Thursday, "I was radicalized, but not just in the political sense. When I was separated from the group in the cell block, I told them I didn't know whether to flash a V sign for peace or a fist for power. 'Give them both,' said a friend. I did." The spirit, he wrote, comparable to that of the "Britons in their bomb shelter during World War II or civil rights workers in the south" -- was the feeling of men and women with a vision of a new society that is coming. Everyone I've talked to who experienced that feeling left Washington knowing that they had found 14,000 brothers and sisters by being in jail. The whole question of victory or defeat became submerged under all of us win or all of us lose.

President Strider remarked that it would be unwise to make any more this year, since Mavrinac is an Acting Dean of Students, and Dean Wyman will take office shortly. Strider did not say why nothing was done in the past.

Discussion generally centered on alternative ways in which to give the administration a lower profile, cost-wise. In the past ten years, the number of "assistants" has more than doubled (from 7 to 18) and the number of secretaries and staff has increased from 32 to 48. Mr. Hudson, a faculty member on the FPC noted that this increase is out of proportion with the increase in students and faculty over the same period of time. President Strider and Dean Benbow claimed, however, that the administration does more paper work now than ten years ago. Indeed, they noted, the administration has taken on much paper work previously done by faculty members. The administrators present believed that this paper work was necessary to the betterment of the college community. Dean Benbow stressed that a cutback in administrative expenses could mean a cutback in services to the college.

Both President Strider and Dean Benbow emphasized that there is constant self-analysis in the administration in an effort to keep costs down. V. P. Pullen said that in the future certain administrative offices may be consolidated. The ECHO has learned that a planned consolidation will be a combined Financial Aid and Placement Office. Mr. McKeen, the Placement director, will retire this year, and one administrator will head the new "super" department. Neither President Strider, V. P. Pullen, Mr. Hickox, Mr. McKeen, nor Dean Benbow would comment for the record. President Strider said only that certain costs cutbacks were being contemplated for next year.

# ZIONY FIRES BACK

by Dick Kaynor

"When I took this job, over a year ago, it was with the understanding that I was going to be retained for a period of three to four years; there was no question about my ever getting tenure - that was made very clear. This was to be a rotating position. However, there was also, at least it seemed to me, no question about my lasting for more than a single year. Weissberg made it quite clear, at least as early as January 1970, that this was, at least from the standpoint of the department, a three to four year job.

"... Weissberg and Mavrinac reassured me toward the middle of October that the original understanding was still in force, even though I had received a one-year appointment... Well, as it turned out, by the middle of December, I was out of a job."

So began an interview with Professor Steven Ziony about his departure from Colby. Except for editorial indications of subject changes, the following article will consist exclusively of excerpts from that taped interview. A bit of background material may assist the reader in understanding fully the content and implications of the article. As the above paragraph relates, Mr. Ziony was recruited more than a year ago for his present position in the Government department. Regarding his background, he told this interviewer that he took his bachelor's degree at the University of Maryland, his masters at Berkeley and his doctorate at Stanford. He is presently involved in a major study of city councils of the San Francisco Bay area, and his book on the subject will be probably published sometime next year. Public opinion and the legislative process are very central to his academic interests.

The first rumblings of departmental 'dissatisfaction' with Mr. Ziony occurred sometime in early October, approximately three weeks into the semester, when Mr. Weissberg informed Mr. Ziony of student complaints against his courses. This surprised Mr. Ziony, and he accordingly distributed to his classes a questionnaire asking them to rate his courses against other courses taken here in terms of complexity and sophistication of the material and its presentation. The categories ranged from very low, moderately low, about the same, moderately high, to very high. All but a couple of students returned the questionnaires and of those who did return the device 3/4 of the freshmen and 4/5 of the sophomores rated the course as either moderately high to very high. Using his response to the question of how he accounted for the apparent discrepancy between these results and Mr. Weissberg's allegations, - using this as a point of departure, the following material consists of material edited into a basically unified commentary. It represents Mr. Ziony's own account and interpretation of the entire situation.

"(Regarding the discrepancy between his figures and Mr. Weissberg's report) One might reach the conclusion that Weissberg lied to me at the time of our October meeting. I must strongly reject this argument. I believe that my senior colleague made an honest mistake about the direction of student sentiment as a consequence of his insufficient skills in the areas of a sampling procedure and data analysis. These are lamentable failings, of course, in a man who heads the Social Science Division of the college. However that may be, Weissberg did misrepresent the central tendency of student attitudes, as a result of his faulty

methodology and of course it was I who paid the price...

"It wasn't until the meeting of December 10 that the ax finally fell. Even as I went into that meeting, I had some reason to believe that I was going to be retained as a result of an even earlier meeting I had had with Mavrinac and Weissberg at the Silent Woman on December 2. Ultimately, of course, I was to become the Silent Man.

"At the Silent Woman meeting, which was called presumably for the purpose of discussing the terms of my reappointment, I raised some questions about compensation, which I felt were warranted. I believed that I was being underpaid in relation to other faculty members with my credentials. Weissberg and Mavrinac refused to discuss the whole point. Their position was that they had no control over salary levels at which Colby faculty members, departmental faculty members, were appointed, although I felt that I had good reason to believe that this was not the case. But they stuck to their position. Furthermore, they wouldn't make it clear that they were going to reappoint me, although at the same time they didn't say flatly that they were not going to re-appoint me. What they did say was that if they recommended my reappointment it would be on terms which would not be made known to me until late January when the Dean of Faculty sent out all letters of re-appointment and beyond that they said that that was the most I could hope for by way of some declaration of the department's decision...

"Notwithstanding the vast area of uncertainty about their intentions, they expected me to announce a decision. If I understand them now, correctly, I was supposed to indicate that if the recommendation of re-appointment went through, I would accept whatever the terms might happen to be, when those terms were made known at the end of January. I refused to do so and it was at that point that the meeting came to an end.

"Now, at the beginning of the December 10 meeting, when I was shortened by a head, Weissberg took as his point of departure the last elements of our discussion from the December 2 meeting. He wanted to know whether I had reached a decision. I was perplexed. I said that when I had an appropriate stimulus, I would respond to that stimulus. He then said, in his inimitable way, 'In the interval, we have decided not to reappoint you.'"

"Well, I was absolutely amazed. If that was the case as I said to them, why had they called the meeting and why had they asked me for my decision? Wasn't my decision, even if it could be said that I was in a position to give one, pretty much a moot point? To which Dean Mavrinac replied - he had been pretty silent up to this point - 'Well, that's the way we do things around here'. Now, I am hardly in a position to challenge Dean Mavrinac on this point. Indeed, given his centrality to the highest councils of this college, I would have to concede that he probably knows what he is talking about. But if that is the case, if that is the way things are done here, all that I can say is that students of the psychopathology of academic administration would do well to consider seriously Colby College as the site for their investigations of the future."

(Concerning the department's functioning in general:)

"Given the fact that the two senior members of the Government faculty have a significant stake in offering courses largely at the junior and senior level, it serves their purposes to fill the sophomore year in the main



with American politics and comparative politics courses in the two fields in which they don't happen to give instruction."

(Comprehensives:)

"To begin with, comprehensives at the undergraduate level probably don't come very close to measuring what they are alleged to assess. I think in consequence of that fact, there is good reason for terminating them... I think as a measure of undergraduate performance in the fourth year it makes more sense to assign students an honors paper or thesis. This would come closer to enabling faculty members to make some significant evaluation of students, which they are not presently in a position to make from the results of comprehensives..."

"As for the administration of comprehensives within the Government department, they were really quite fatuous. Three faculty members sat on the examining committee for each student. Each faculty member asked questions in his field of expertise. There was little integration of the questions across the series of three fields, which of course doesn't make it any easier for students. Also, the evaluation process was such that the student who failed 2 of the 3 field exams could still pass on the basis of his mean score... I don't think that when this kind of process is carried off there is much of a defense that can be made for comprehensives as a device for differentiating the knowledgeable from the uninformed."

(Students:)

"I was quite pleased with interest of students in my freshman class, especially 1st semester. Unfortunately this has not persisted. Perhaps this is a failing in the way in which I proceed. But I also suspect, in part from what other faculty members have told me, that this is a phenomenon that is manifested throughout the institution. Malaise sets in very early, - in fact, often by the middle of the freshman year. Many students become sleepwalkers, for whatever reasons. I think the college bears a considerable measure of responsibility for this. Colby, whatever it may say about itself on the outside, is not, from my observations within, at least, a very exciting place. So, not surprisingly, students turn off very quickly."

(Relations with the faculty in general:)

"I think I've gotten along quite well with other members of this faculty. I believe they would concur with that assessment. I get along extremely well with my junior colleagues in this department. I have close friends outside, primarily in psychology. I think that if it were not for the rather obvious polarization between the junior and senior people in this department then life within History and Government would have been very pleasant. But that's not the way things worked out."

(Colby in general:)

"At the most general level of declaration of sentiment, I would have to characterize the Colby educational enterprise as rather frivolous. My impression of the place, admittedly based on observations extending over less than a year, is that Colby may be something more than a finishing school, but not much more than that. On the surface of things, there is a commitment to innovation, to creativity, to experimental programs, but I don't see much depth in any of this. In fact, my feeling to a great extent is that these programs are manipulated for public relations purposes, and while I can't altogether deny the legitimacy of that, I don't think it ought to have primacy, as I think it does here."

(Future plans:)

"I think that it's unlikely that in the near future I'll take another teaching job. I think that the Colby teaching experience has given me a good reason to set myself apart from the academic scene for a while, and to reflect on the desirability of making a career out of this way of life. Very likely I will take a position in a private research institution or a job in the public service. Teaching is still a possibility, though a remote one."

## COMMITTEES

by Rick Gawthrop

In some respects, the idea of shared responsibilities in the committee structure fared badly this year, and some alienation developed among politically active students. Much ill-feeling was generated by the judicial controversy among Stu-G, the Dean of Students, and the Ombudsman, by the trustee rejection of co-ed living in the face of a Rights & Rules resolution, by the refusal of the Administration to release a detailed budget to the FPC, and by the prolonged investigation of the ECHO by a special Board Committee. Aside from these aggravations in student-administration relations, other disappointing trends of this past year included the inability of the class officers to expand their roles to include non-social functions and the general impotence of the department committees.

On the other hand, there have been some positive accomplishments within the committee system that cannot be gainsaid by the most ardent Con Con critic. The story of the Financial Priorities Committee is typical here. Tied up for almost a year by the question of releasing budgetary figures, FPC this past semester passed a motion calling for a 5 to 15% reduction in the physical education budget and the redirection of these funds to needy academic departments. FPC also made the recommendation for mandatory board next year and confirmed that the proposed Spa-Bookstore-Post Office Building is at the bottom of the priority list in the "Plan for a New Colby."

Other encouraging signs emerging from the committee

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jungle included the successful arbitration of the ROTC issue by the CRB, the implementation of dorm autonomy by the Rights and Rules Committee, the adoption of the Board of the Report of its Committee on Equal Opportunity, the re-opening of the question of co-ed living in the last Board meeting, the ratification of the Joint Statement of the Rights and Freedoms of Students by the Administrative Committee, the calendar change by which that same committee lengthened next year's Thanksgiving vacation to a full week, and the many proposals of the Committee on Special Programs designed to counteract the problems that have arisen from the January program.

Yet despite these forward steps, I believe that the issues that loom ahead for next year are even more important and that the way they are resolved will decide the ultimate viability of the committee system. The major issues probably will be the questions of graduation requirements, Pass-Fail, and acceleration in the EPC and the controversy over co-ed living now before the Student Affairs Committee of the Board. Although these committees may dominate next year's political scene, other vital concerns are the development of the review power of the CRB, the continued expansion of the role of FPC, a reforming of the judicial system if Rights and Rules deems it necessary, and the ability of the Architectural Committee to come up with recommendations for a better utilization of the rooms of the two student unions.



# from: STRIDER'S 10-YR REPORT

I HAVE THE HONOR to report to the Board of Trustees on the decade of the 1960's at Colby College, a period which represents approximately the term of my presidency thus far.

A wise administrator of my acquaintance once asked a sensible question for any institution to address: "Who is the custodian of its philosophy?" I have pondered this profound question, and after reflection it seems to me that the central trust, the custodianship of the philosophy of the institution, devolves upon the President and the Board of Trustees. It is the President who, depending heavily upon the advice of members of the several institutional constituencies, serves the Board of Trustees at their pleasure in translating this philosophy into action.

Colby, its philosophy unaltered, has changed, not only inevitably but I think properly and dynamically.

We have encouraged self-direction, independent and interdisciplinary study, and continuing reexamination of a curriculum which, like all curricula, constantly runs the risk of creeping obsolescence or the deadening which accompanies uncritical adherence to time-tested orthodoxy. The Center for Coordinated Studies, for example, is one experiment which we have watched with interest from its beginnings as a mere gleam of an idea several years ago. It may very well be that the Colby of the future will include not merely one such center but perhaps several units within the college devoted to particular educational goals and achieving characteristic social tone and atmosphere, while at the same time contributing without exclusiveness to the totality of the pattern of excellence.

We are especially proud of the direction in which we have moved in interdisciplinary studies fostered by the Professor of Human Development, in the development of a modest Black Studies program with its central courses in Afro-American

History, and in the East Asian major and the visiting Indian philosopher series, both symptomatic of our deep concern for what has been called, for lack of a better term that no one has yet invented, Non-Western Studies. The fact that a small college like Colby has been able to offer a major in East Asian studies, even though its permanence is not assured, with instruction in the Japanese language indicates to an extent how far we have come. Other challenges are of obvious importance: Latin American studies, programs in ecology and the environment, computer science, to suggest only a few. A small college cannot do everything, however, and much of our future variety and flexibility may depend upon both a reordering of our own priorities and cooperation with other institutions.

To be sure, Colby has not been immune to manifestations of unrest, such as demonstrations and attempted occupations and sit-ins like those on many other campuses. They occur for all sorts of reasons: events on the national scene, unwise and improper advice from unknown sources, misguided attempts to be fashionable, and sometimes genuine concerns as to actions or kinds of inaction on the part of the institution. But whatever the causes, we have over these years become increasingly aware of a rising need for more intensified advising and counselling. A decade ago we appointed a clinical psychologist as a regular member of the staff, and quite recently we added a second. The health services have been strengthened, and to assist the official college physician we were fortunate to be able to engage the part-time services of a consulting psychiatrist. We have recently created the position of Coordinator of Student Advising, working primarily with the Dean of the Faculty but assisting in a major way the work of the office of the Deans of Students, which during these years was increased from two to three. This seems to be an age when the uncertainties and complexities of the world make good advising and counselling, academic and otherwise, a necessity. But the responsibility on the part of the students themselves in building and maintaining a creative, scholarly, and emotionally healthy community is something I am confident we can count upon. We may expect to see still greater student involvement in future years, though we may not expect the govern-

mental structure of the college to change in such a way that the ultimate responsibility of the President and the Board of Trustees as custodians of the philosophy of the institution is diminished.

I hope there will be continual growth in the intellectual vitality of the faculty, recognized in their competence in and dedication to teaching and in their scholarly and creative involvement; and I hope our faculty will continue to demonstrate an open-mindedness toward innovation and flexibility. It is also to be hoped that the old-fashioned concept of "institutional loyalty" can be revitalized. Dr. John Gardner in one of his publications deplored an evident decline in the sense of institutional loyalty among faculty members, particularly among the younger ones, and even at a small college like Colby this tendency has occasionally been evident. Institutional loyalty has been eroded by such goals as "popularity with the students," personal advancement, or narrow departmental concerns. It is fostered by the goals of good teaching and sound scholarship, the hallmarks of true professionalism. One might hope, too, for a more widespread recognition among faculty members that those who have made the choice to leave the classroom (or to spend perforce less time in one) in order to serve as administrators have done so out of a desire to ensure and if possible improve opportunities for students and faculty in the classroom, the laboratory, and the library, rather than out of a desire for "power," an unpleasant word that has no proper place in an academic community.

As for the students, the admissions profile over the decade has changed in the quality of students and in their geographical and ethnic distribution. The committee on admissions seeks to bring to Colby not only a more diversified student body but one which will benefit most from the kind of education the college offers. Through a radically augmented program of financial aid we are attempting to do whatever we can to redress some of the ills of society that have brought injustice to various members of the human race over the centuries, not only students from the black community but those from among American Indians or from rural communities and small towns where

Con't on pg. 11

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# MAYO'S five year report

The editors of the ECHO asked me to reflect on the five years I have spent as a member of the faculty and to discuss any ideas I have about the future of the college. This is a tall order. I cannot help thinking of the remark of a famous American lecturer who once said? "If you want me to make a two-hour address give me five minute's notice; if you want me to make a five minute speech, give me twelve months!"

Five years may seem a long time to a Colby freshman, but in the life of the college it is only a few moments. The Colby "Community" in the sense that Walter Lippmann uses the term, started with the founders and will continue as long as the college itself and those who have been a part of it exist. The sobering fact is that the few moments each of us spends on the campus at the heart center of the community, so to speak, either adds to or detracts from its quality and character.

A quick review of some of the major developments that have taken place on the Colby campus in the last five years can provide a basis for an evaluation of what has transpired and furnish some perspective.

1. Five years ago we were a school for men and women; today we are a co-educational college; as a result of this and other developments the social life of the campus, which five years ago, revolved very largely around the fraternities has broadened substantially.

2. We have a student body more representative of diverse geographical, racial and economic backgrounds, though we still have a long way to go in this direction.

3. Student Government has become a far more active and responsive factor in the life of the college.

4. As a result of the Con Con (and the interest that precipitated it) student participation in college governance has increased by almost 100%.

5. There has been a steady progression in mutually helpful faculty-student relations; and a substantial increase in counselling services.

6. Student involvement in curriculum development, in independent study, in creative January programs, in teaching, in volunteer activity in the Waterville community, and in national and international issues has substantially increased.

7. The Center for Coordinated Studies, a significant experiment in higher education, was established after nearly two years of study, and is now in its second year of operation.

To be sure there are negatives that must be placed along side of the positive changes. Too few students participate in Stu-G and other activities, and there is still a measure of apathy on campus. Neither the administration or the faculty is infallible; some of us on the faculty grow weary too easily when it comes to the sustained work and effort essential to constructive change. In the minds of some, the administration does not move fast enough or far enough on a variety of issues. So it goes!

On balance, however, it has been a productive half-decade, primarily, I think because we have taken some giant strides in the development of our academic program, and in recognizing education for what it is -- a total life experience not confined to the classroom alone.

We have made a good start in implementing this philosophy but I believe we need to broaden the boundaries and extend the limits of what many regard as the academic area.

This means pushing back the walls of the classroom even more than we have to let the world flow in. No liberal arts college ever had the right to be an ivory tower; today no academic ivory tower can survive. The opportunities and possibilities open to us are manifold whereby Colby can venture further into the community and the community can be encouraged to come more freely to us; and I use the word "community" here in the very broadest sense.

In this connection, we have made a solid advance in interdisciplinary planning as reflected in the development of the East Asian Studies program, the new major in environmental studies, and the combined programs in administrative science, mathematics, and economics. The restructuring of the American Studies major is another illustration of this development.

There is another interdisciplinary potential in which I have a special interest and which has not received any great emphasis on most campuses in the country, namely: the possibilities inherent in an effective integration between the biological and the social sciences. Man's knowledge of himself and his environment has greatly increased in the last quarter of the century. Extensive research has thrown new light on almost every dimension of human behavior, and scholars in various fields have been helping us to see more clearly the way in which man perceives of himself and his world. This increase in knowledge and the fact that each of the disciplines involved is naturally interested in probing still more deeply into its own field, leaves largely unsolved the problem of how to achieve some degree of synthesis. It seems clear that this is essential if students are to gain a more adequate understanding of the totality and unity of human life.

Society has benefited immeasurably from the marriage of biology with chemistry and physics. Biochemistry and biophysics have given us the basic data that have revealed the origin and early processes of life. It remains now for both undergraduate and graduate schools to set the stage for a development akin to "biosociology" and "bio-psychology", thus eventually bringing new light not only to the origin of life, but to the living of it.

Here at Colby this concept can be the basis for a unique major that would in effect be a bridge between the social and natural sciences. A committee is presently being organized under the auspices of the Educational Policy Committee to study the various possibilities involved and submit recommendations accordingly.

My greatest interest and deepest concerns lie in what happens to a student as a person in the course of his college career. The impact of college as a total experience, though it varies widely in individual cases, is nevertheless profound in helping to shape attitudes and determine a life style.

The multiple choices and conflicts that confront every freshman; the options open to upperclassmen in every aspect of college life; and the critical problems of our society that are reflected on every campus combine to make every college career a critical period of far-reaching importance.

Every liberal arts college has an obligation of overriding importance these days to do all it possibly can



through every means at its disposal to understand and alleviate the deep personal problems that burden so many undergraduates.

In his book "Children of the Apocalypse" Peter Marin, speaking of the needs of students, has this to say: "What they need is not skills but qualities of the soul, daring, warmth, wit, imagination, honesty, loyalty, grace and resilience. But one cannot be taught these things. They cannot be programmed into a machine. They seem to be learned instead in activity and communion in the adventurous presence of other people."

The major problems that face us on the campus are in essence the same as those that plague the larger society. Such problems are never solved overnight nor by any one segment of the college community alone; and I suspect that our success in the coming years will depend to a very considerable degree on the extent to which we can accept and act upon that truth.

The five years I have been privileged to spend as a member of the Colby faculty have been richly rewarding to me. I hope to remain an active member of the Alumni Association and in that capacity sustain a continuing interest in the future of the college.

If I were to advise a friend on how to insure a happy and satisfying retirement, I would say find a small liberal arts college with a progressive board, an administration that will give you a free hand, a long-suffering faculty, and a student body that keeps you young, then go to work!

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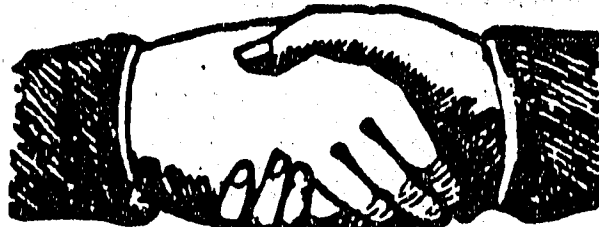
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# editorial:

President Strider's ten-year report, entitled "Colby in the Sixties", is available on request at the Eustis Building, and should be required reading for any student deeply concerned about the possibilities for change at Colby. This report is not only a chronicle of the many alterations and improvements which have taken place here since Dr. Strider's inauguration; it also provides a rare glimpse into the thoughts and attitudes of the president toward the college and its constituents. We feel that many of these attitudes will provide no encouragement to those who hope to bring about more than extremely limited changes in the structure or atmosphere of Colby.

The president observes on the first page of the report that he sees himself as the "custodian of (Colby's) philosophy", working under the direction of the Board of Trustees. This concept of custodianship is interesting in itself, not only for the implicit suggestion of protecting the college from unspecified but potentially destructive forces, but also for its exclusion of other members of the community, especially faculty and students, who probably do more than any to determine the spirit of the college. Further, while the president maintains that this institutional philosophy has not changed during the past decade, he gives no hint as to what that philosophy is, beyond his inaugural conviction that, "the best preparation for life in our world is a broad acquaintance with human knowledge. It is in short the pursuit of truth, free and unrestricted, for truth itself is almost infinitely various", a statement of ringing nobility, differing little if at all from the aims of any American liberal arts college founded since the Enlightenment. This collegiate goal is modified a little later when the president takes a full paragraph to assert:

And if indeed a spirit of true freedom is to be inculcated in our students, then the responsibilities and restraints and restrictions that accompany true freedom must be accepted, and students must make the effort to learn to accept them.

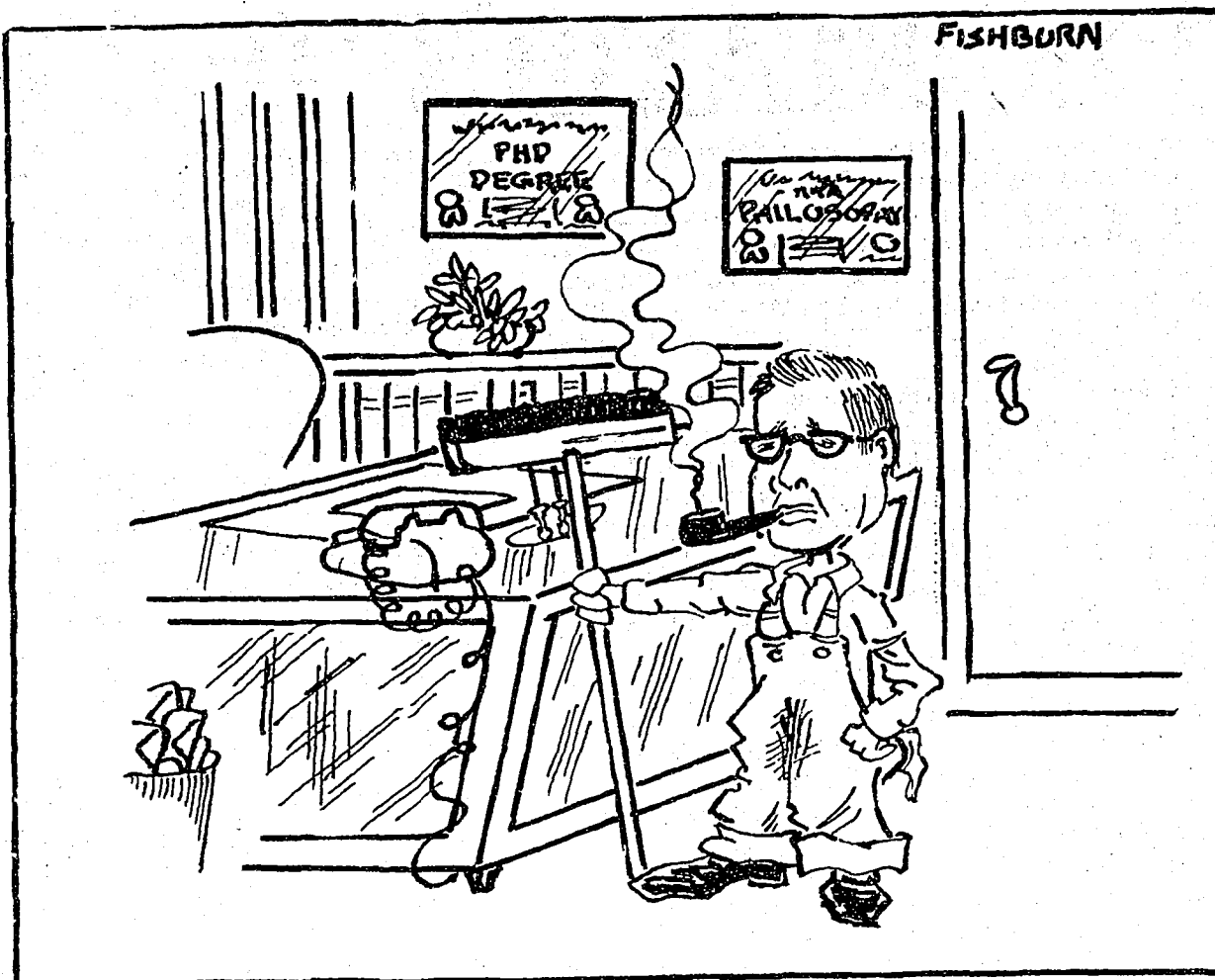
We are reminded of Dr. Strider's letter to the Academy of N. E. Journalists, in which he says, "... 'unrestricted' is a term that does not mean 'unlicensed' or 'unrestrained'." Webster's Seventh Collegiate has proved ineffective in clarifying these statements.

The paternalistic attitude implicit in the custodial theory runs through the entire report, though it is most apparent in the section which looks ahead to the coming decade. Here the reader is treated to an attack, totally unrelated to its surrounding paragraphs, on students' capacities for oral expression, to a curt dismissal of all arguments in favor of co-ed dorms as unimpressive, to a puzzling dichotomy between social and academic growth, to the clear implication that student demonstrators would benefit from psychological counseling, and finally to the bald assertion that students are incapable of "determining the (social) circumstances under which the best results in a college education can be achieved."

Faculty members must have been surprised or amused to read of the president's concern about the decline of institutional loyalty among younger professors, since the administration's "new blood" policy is doubtless at least as responsible for this decline as the president's reason, the evil allure of "popularity with the students, personal advancement," etc. Even the "progressive" portions, like the president's vision of more flexibility in the curriculum and degree requirements, seem hard to credit in the light of the administration's recent push for a restoration of the 120 credit hour requirement.

In brief, "Colby in the Sixties" provides students with little hope of any major changes of any sort in the institution during the seventies, assuming the philosophy of the college, whatever it is, remains under the same custodianship. Look on this work, ye reformers, and despair.

6



CUSTODIAN OF THE EDUCATIONAL PHILOSOPHY

## letters to the editor

On June 6, 1971 the one hundred and fiftieth commencement exercises of Colby College will take place. At this point I plan to attend commencement, an occasion for which I have waited four long years. But in spite of President Strider's letter to the senior class concerning ceremony and tradition I do not plan to wear a cap and gown. My actions are not arbitrary. I intend to communicate my feelings through my actions and I want all of those who will attend graduation to be fully aware of my position.

Last Friday I went to see the General to tell him exactly how I felt about his ultimatum. To my surprise he informed me that his letter was not an ultimatum at all; he said that it had been carefully worded so as not to give the impression that he was playing Big Brother. My initial reaction was that new courses should be developed to insure literate seniors because many had the same impression of the letter as I. At any rate he explained that the position he took concerning proper attire was one that: a) the administration supports b) he hopes all seniors will support. I left his office with the new understanding that it would be my own decision as to whether I would comply with his wishes or not, though he informed me that he hoped I would comply. He expressed concern over me feeling self-conscious and conspicuous at graduation if I were not dressed in the same manner as everyone else. When I told him that being one of three blacks in a class of nearly

four hundred would make me conspicuous enough, he artfully, with the gift exhibited by all politician upon being cornered, changed the subject.

To take part in tradition I need to be positively reinforced by my actions. I can see no reinforcement in donning the cap and gown for its own sake. But not wearing the cap and gown does give me reinforcement by giving me some feeling of hope through my actions. In my conscious rejection of tradition it means that certain things shouldn't be adhered to if they have no meaning to the individual. Perhaps it means one step towards that bright new society that we've all been talking about. You don't talk a step you take it.

As one of the still token blacks at Colby I refuse to let my actions be planned by this institution. I came here for an education, not to have my identity weakened but to strengthen it. Though its hard, if not impossible, for black students to leave this place with the same integrity with which they came, I am trying to keep it as together as possible. Now, how is Colby hard on blacks? Because America has traditionally been a racist nation. Because traditionally only a very small percentage of blacks have been "allowed" to receive their due in education. Because traditionally Colby has never had a graduation class which was more than one per cent black. Because traditionally people have accepted meaningless and/or negative traditions for the sake of expediency. My rejection of the traditional attire will signal my rejection of the traditional course of race oppression which still pollutes America.

Con't on pg. 11

## COLBY ECHO

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## SHADES OF POLITICS

## one little indian

by . . . Stephen R. Orlov

In reflecting upon the coverage given to the Washington anti-war activities of the Mayday Tribe by the American news media, I can not help but draw striking parallels to the cowboy-Indian movies which so totally captivated me as a child. You all know the typical scene - the bad-guy Indians in their war paint picking up their tomahawks and bows to burn and pilage the decent white folk in their small frontier towns; and then the good-guy cavalry riding in on a cloud of dust to save the day by slaughtering the warriors with their repeating rifles and gatling guns. . . "Nixon and the Marines Claim Complete Victory over Hippie Demonstrators " By the way, I would suggest that just for kicks some might read over translated accounts of these same events by the French, Japanese and even the British news media; quite an interesting contrast.

Well, we made our mistakes; I certainly will not deny that. Many faults quickly come to mind - the organization, the leadership and most important the tactic implemented.

Nixon's decision to break up the Tribe's encampment on Rock Creek Park early Sunday morning hurt the movement a great deal. The demonstrators, exhausted from the late night concert, were dispersed and the workshops on non-violent civil disobedience which had been planned at that site for all day Sunday never came off. Regional meetings were soon called at different churches and schools throughout the city. Since people were wondering what everyone else was going to do, organization and decision making was quite diverse between regions. Since meetings had to be open, they were easily infiltrated by government agents. Their roles centered on two objectives - report back plans and create dissension within the ranks. They were quite successful in achieving both ends. To have been successful the majority of the organization had to be done at home and not in Washington.

One way to avoid this vulnerable dependency upon organization is to have highly centralized leadership. There is no question that the individual leader needed to make the quick decisions was missing. However, this concept of centralized leadership is diametrically opposed to the concept of individuality held so highly by most of the demonstrators. Many people were initially attracted to the Mayday demonstration specifically because it did lack the single leadership image so prevalent in past American movements - the idea that each person could only govern his or her actions according to personal conscience and personal values. As nice as that sounds, it was not very effective in confronting a well organized, well trained, and well disciplined opposition which, contrary to Administrative announcements, was directed by one central leader - the President.

The question of ends vs. means is essential to the viability and justification of any movement. Unfortunately, the media concentrated for too extensively upon the Tribe's means rather than its ends. This is somewhat understandable in light of the tactic employed on the very first day of planned activity.

I am fairly justified in stating that the contingent from Colby basically had in mind resorting to a Gandhian type of non-violent civil disobedience, whereby one participates with the intent of not resisting the opposition and therefore accepting the consequences of his or her actions. This is the tactic that had been publicized in all of the pre-Mayday literature.

However, upon arrival in Washington, the general plan had shifted to that of implementing a mobile tactic whereby all were to stop traffic and disrupt the city by using almost a guerrilla strategy of hit

and run. The goal suddenly changed from one of seeking arrest to one of avoiding arrest.

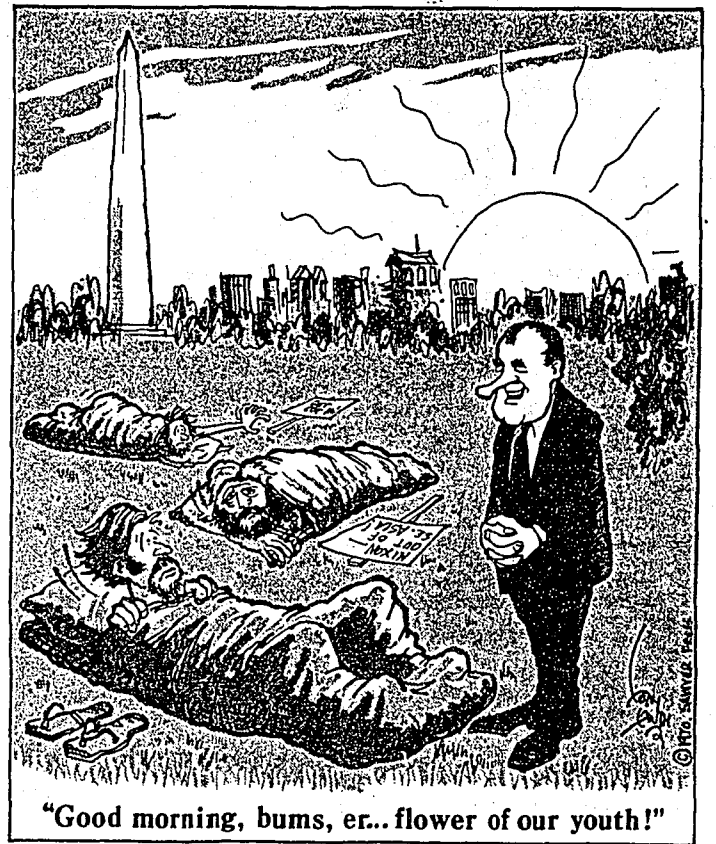
As soon as I heard of this, I became somewhat disillusioned for it seemed that employing this tactic would be playing into the hands of the police - they are specifically trained to react to that type of a situation and by resorting to a more violent type of tactic was to confront the opposition on its own level where we clearly were in an inferior position. If the non-resistant, sit in-mass arrest' strategy successfully used on Tuesday outside of the Justice Department had been used on Monday, for more effective results would have been achieved. I will not deny that the latter tactic is far more difficult and requires a much stronger commitment and discipline to implement. One can not be certain of one's reaction to being beaten or tear gassed by speculation - it must be experienced. However, the power of a Gandhian tactic lies in the striking contrast symbolized by the force of love, non-resistance, and peace confronting the force of hate, aggression, and war. It is an attempt to build up support for the cause from the masses by attempting to personalize the institution one is challenging.

It is interesting to note that the one group which actually saved the fate of the demonstration was the same group which was assigned to destroy it - the police. Because of the general lack of organization and leadership, people had become quite discouraged and disillusioned by Tuesday afternoon. At the Justice Department, the microphone was opened to anyone who desired to speak, and the hard revolutionary rhetoric was flowing quite strongly during the first hour. We ourselves began to leave. However, as soon as the decision was made for the police to close in, everyone seemed to get it all together as we quickly sat down in an orderly and disciplined manner. Due to an over reaction by the police, at one point it almost seemed like it would be Kent State/Jackson State all over again. But things calmed down and mass arrests were soon to follow. I saw no resistance whatsoever on the part of any demonstrators. Unfortunately, Monday's activity overshadowed what happened on Tuesday.

The conditions in jail were not good, but they could have been much worse. The demonstrators were packed into the cells so tightly that there was not enough space to lie down on the floor. However, during the 25-hour period that I was imprisoned, each prisoner was given bologna sandwiches, one orange, one banana, and a small cup of juice.

The general feeling within the jail was somewhat strange at first--many people from different regions with different expressions, different clothes, and different ideas; But the one common bond among us was feeling . . . a feeling that the damn war had to stop.

Of course to most, the war was viewed as merely one manifestation of a system perpetuated in hypocrisy. One could clearly sense an atmosphere of revolution - but not the violent armed revolution that the media and the Administration continues to exploit. People there were talking more of a cultural revolution countering the elitist value structure of the American societal complex. Among us, one could certainly feel the development of this new American consciousness; yet, at the same time, one could better understand why and how women's liberation, gay liberation, and Black liberation are all reacting in their own way in



order to survive the extreme pressures being applied by the norms of our unjust society. There were good raps, good vibrations, and a good feeling of solidarity.

There is no doubt that a great deal of risk was involved during that week. I am not referring to the individual risk of being beaten or thrown in jail; rather a far greater risk in that our actions could create an extreme right wing back lash in this country gradually resulting in the loss of basic civil liberties for all. Remember, Adolph Hitler came to power on the strength of his law and order campaign centered against the communist extremists in Germany.

I know about Hitler; but I also realize that right now Blacks, Indians, Chicanos, and a slew of other minority groups in America are being denied the basic civil liberties guaranteed to them by the Constitution of this nation. The problem is that laws are merely words on paper and require human beings to interpret and enforce them. Far too often justice and legality run miles apart.

One must attempt to place the Mayday activities in somewhat of a clearer historical perspective. The same condemning outcry that the American public has recently heard from the news media was heard in the early 1960's. At that time it was centered against a man named King and the Black folk sit-ins which he led. Then also, people warned of the risks involved; but truth was not compromised for the sake of legality.

In most respects, Blacks have led the way in challenging the inequalities of the American system, and they have suffered greatly for it. But in order to initiate effective change in a white supremacist society, it is 'Mr. Whitey' who must take a stand and begin carrying the burden along with his black brothers and sisters.

Injustice and exploitation are still very much present within our society. The essential question still remains the same - does one accept it or does one challenge it? Everyone has their own answer, but just keep in mind one point - words are like laws in that they are useless without action.

## WALNUT BOOP

by Lawless

Notes -- random snatches, information and anything else I think of.

Next time you pay a bill to the power company, send a bag of vacuum cleaner lint with it -- or send the dirt in envelopes to air polluters near you.

Paid return envelopes of junk mail should be stuffed full of other junk mail and sent back. They have to pay all the postage, and may learn something.

The Colby Eco advertises The Birth Control Handbook for a ridiculous donation of "50¢ or more". I got mine through the mail for a dime, and they then cost \$35.00 for 1000. A profit of at least 400% is ridiculous, especially when the problem is so pressing. They should be free or at minimal cost if they are that important, even if the profit goes to some population concerned project. Great stuff, ecology capitalists.

We are the hollow men, coming in fours -- and if you're hollow, fill yourself with facts and other people's opinions on one subject -- push it into all conversations -- yes, here I am.

Anyone interested in Maine people who are struggling to better the situations of lower income people, whatever category they seem to fall into, should try to get copies of the great new papers concerned with them. "About Face" is published by and for Senior Citizens and Low Income people. North Country, from Portland, and Palme, from Bangor, and also much into the struggle for human dignity.

"So -- when was it -- I, drawn like blown cloud, couldn't stop dreaming of roaming, roving the coast up and down. . ." Basho.

Got the first two copies of the Free University of New England's catalogue -- this is a really good thing. Very vital information leading to access of all kinds of information. And it is free to all those who add some information to it. Also a copy of Natural Life Styles, a big, Whole Earth Catalogue type publication. Really nice, interesting, and published in New York State. It only costs a dollar, compared to Whole Earth's \$3.

Still think that Colby needs an open industrial arts area with access to tools. To get a tool from B&G the student handbook says a student "will need a slip from the Dean of Students identifying him and describing the tool or tools he wishes to borrow." Seems like quite a hassle for a screwdriver.

A moral question -- why blast one nude picture in the ECHO, but allow a collection of really nice ones to be displayed in Roberts Union?

Gathering ideas for next year's speakers through Colby Domes -- have contacted Gary Snyder, hope to get to Scott Nearing and George Dennison, both live in Maine. I would like some help from interested people to set up a non-lecture lecture series next year, the way we want it and the people we want.

So much for this year -- and no more letters from empty eunuch minds, please.

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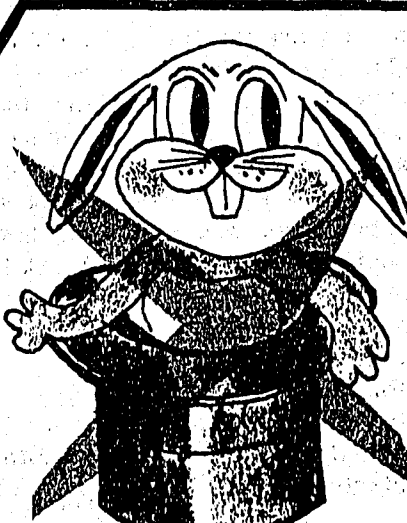
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## faculty - adm mtg

At the May twelfth Faculty meeting, the first issue brought up was, one more time, 120 credit hours. Dean Benbow moved to recommit the matter to the Educational Policy Committee. This was passed on a voice vote.

Prof. Geib next introduced two proposals from the Special Programs Committee, tabled as policy at the last meeting. The first involved the elimination of the grade of "honors" from the Jan Plan, on the theory that the many off-campus Jan Plans make an honors evaluation difficult, and that this kind of mark differentiation is contrary to the intent of the Jan Plan. Profs. Easton and Lester spoke in favor of the motion. A number of faculty members spoke against it, most arguing that students doing truly exceptional work deserve recognition. The proposal was defeated on a standing vote, 55-29. The second motion, which would allow Freshmen to do independent Jan Plans, was viewed as merely legitimizing a practice which is already fairly common. The proposal was approved on a voice vote.

As new business, Prof. Geib presented another motion from the Special Programs Committee, which would eliminate the summer Jan Plan program for those who failed their regular programs, and would currently eliminate the \$50 fee for the summer program. Presumably under the new system, students would work out the make-up programs individually with professors. The proposal was tabled as policy until the Fall meeting.

Prof. Gemery next placed before the faculty two Plan GM motions similar to those passed by Student Government a few weeks ago. The first, recommending that the President urge an affirmative vote by the Investment Committee of the Board, passed on a voice vote with virtually no discussion. The second motion, recommending that a mechanism be set up to deal with socially oriented proxies in the future, was discussed at length, with many members questioning whether profit maximization and social reform were indeed compatible, and also questioning the competence of non-experts to discuss such matters. Prof. Gemery and Charlie Hogan stressed that the need for such a mechanism was real and that any committee considering these proxies would be purely recommendatory to the Investment Committee. The motion passed on a standing vote, 38-35.

## More LETTERS...

### AN OPEN LETTER TO SWIFT TARBELL

Having just read your letter asking the Colby students to take part in a letter writing campaign on behalf of the American prisoners being held in North Vietnam, I feel a few things should be mentioned about the value of this type of action.

First of all, if you haven't realized it yet, these letter writing campaigns are no more than, in the words of the head of the Veterans Association, "a Pentagon Hoax". While there are good reasons for asking that the captured pilots be treated well, despite the "rumors" of maltreatment there are no reasons whatsoever to ask the North Vietnamese to release our prisoners. Under military and international protocol, prisoners of war have never been released before the cessation of hostilities. This is for a very good reason, since released soldiers can be used in the war effort again. In fact, one of the pilots released several years ago is now being used by the Air Force to train pilots for the Air War in Indochina. The North Vietnamese have specifically pointed to this case as a reason for not releasing more prisoners.

The only condition that is really hindering the release of the pilots, and a condition which the Nixon administration likes to play down, is the setting of a date for the total withdrawal of all U.S. troops from Indochina. The North Vietnamese have repeatedly stated that after a satisfactory date is set the prisoners could be released in groups accompanying the withdrawal of U.S. troops. Nixon, however, is still seeking a military victory in Vietnam, and doesn't want to set a date since he knows that along with our air power the South Vietnamese will also need our advisors and technical assistance for the years after withdrawal.

The North Vietnamese will hold onto the captured pilots as long as there are United States soldiers in Southeast Asia. Furthermore, the North Vietnamese are not at all likely to hold prisoners after the U.S. has pulled out, since they have everything to lose and nothing to gain from such a move, and since they would like U.S. aid after the war this seems all the more improbable).

The only humanitarian campaign we could wage, then, one that would benefit not only the captured pilots but also the U.S. troops and the North and South Vietnamese people, would be one to force Nixon to set an acceptable date for the pullout of U.S. troops. To merely request that the pilots be released is focusing our efforts on the wrong place - on Hanoi - not Washington - where the problem lies.

Sincerely,  
Ernest A. Simpson III

Dear Colby College,

As a Senior I've worked or floated through some 40 odd courses at Colby. Some have been good, some bad, and some on the borderline. A very few have been excellent either through stimulating, exciting materials or enthusiastic, thorough well-planned teaching. Usually such a course would have a pleasant combination of the two.

One course I would classify in this latter category, that is, excellent, is Social Science 121,122. This is a year course, designed primarily for freshmen. It surveys some of the great thinkers of history... Plato Hobbs, Locke, Adam Smith, Lenin, Mao, etc. and broadens out into a seminar in various topics in the second semester. This course is particularly well-attended and is relevant to many other of the Social Science courses. It is now in its death throes.

It (121,122) has had the particular misfortune of being branded by those dreaded brackets in the Catalogue by the EPC. Such an inter-disciplinary course has much trouble drawing personnel from different departments because of the natural pressure within a department that a professor teach within his own discipline. The probability that this course will be revived after a year of hibernation is, for the above reason, slim.

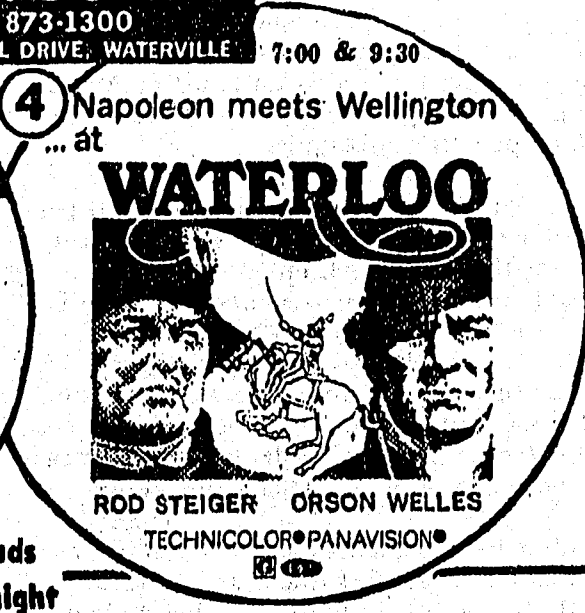
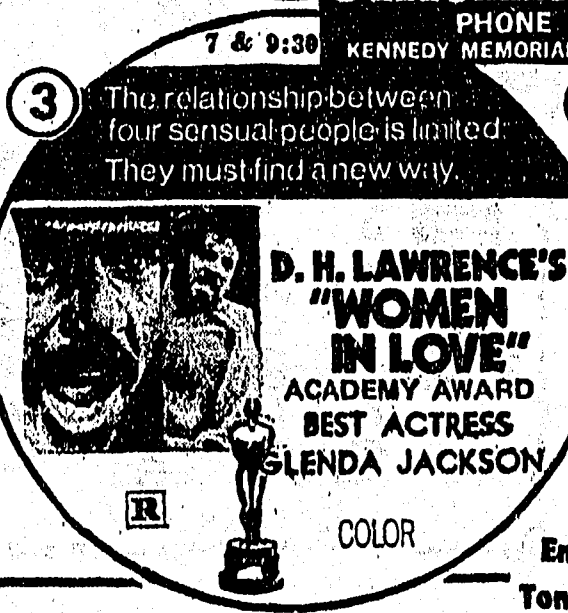
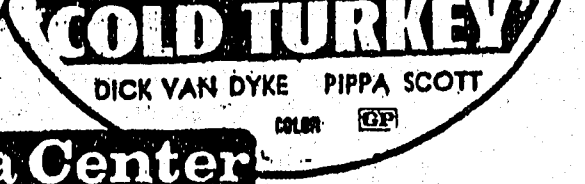
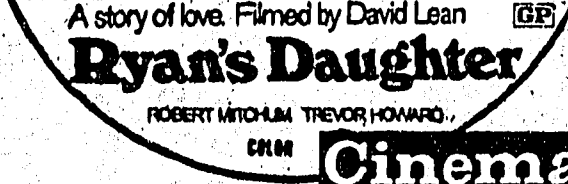
If you, the Colby Student, care to preserve one of the few really good courses at Colby please take the two minutes necessary to express your opinion. You can either send a short note to the EPC expressing your concern, or buttonhole one of the EPC members, and sign one of the petitions that will be circulating about campus.

Thank you for your concern,  
Robert Gordon

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# Baseball

Some strong pitching by Al Glass, Mark McGlynn and Gary Millen gave Colby victories in three out of four games including two in the all important State Series. The Mules are now 9-6 on the current season.

Last Wednesday, Al Glass scattered six hits and beat U-Maine 3-1 at Orono. While Glass was mowing down the Black Bears, Dave Averill was supplying the offensive punch, driving in two runs with a home run and a single. Averill hit his circuit trip in the first inning and his run scoring single in the fourth. Colby got an insurance run in the sixth and glass took it from there. UMaine got one run on two successive hits, but, other than that, Glass was untouchable.

Against Bowdoin last Friday, the Mules climbed on several Bowdoin pitchers for fifteen runs as they went 2-0 in State Series action by beating the Polar Bears 15-5 before a home crowd. Mark McGlynn started for Colby and had no trouble in going the distance. Colby's hitting was overly strong and Bowdoin's infield was particularly leaky, so the Mules jumped off to a 7-2 lead and breezed home free from from there.

Against Tufts the next day, freshman Gary Millen pitched perhaps the most exciting game of the year as he spun a one-hitter and downed the Jumbos 3-0. Making his first varsity start, Gary retired the first fourteen batters he faced before an error put No. 15 on base. From there he retired five of the next six, walking one but having that man erased on a double play. Millen was within one out of a no-hit, no-run game in the seventh, but Avedisian of Tufts ruined the effort with a two out double. Colby scored first in the second when Mike Smith singled, went to second on Dan Rappaport's sacrifice and scored

on Steve Dolan's single. The Mules got another run in the third when Mike Lapenna reached on an error, went to third on Dave Averill's single and scored on another single by Mike McGlynn. The Mules got another run in the fifth to close out the game's scoring.

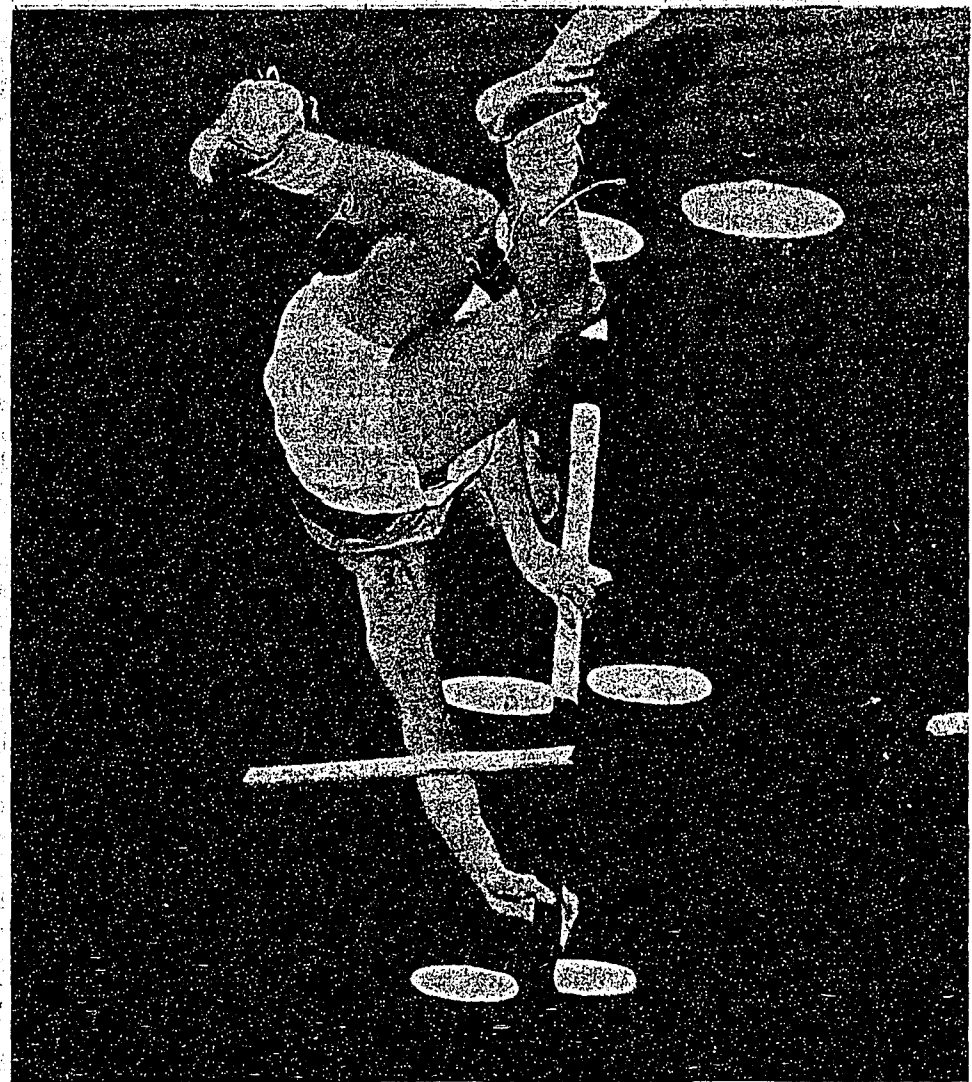
In the second game, Colby jumped off to a 2-0 lead but Tufts tied the score in the second and went ahead to stay in the third. Mike Roy started for Colby and Steve Jasinski and Dave Averill finished up.

After an away contest with Bowdoin, the Mules take on Boston College in a game tomorrow.

## TRACK

The Colby College Varsity track team pulled a major upset last Saturday by taking the state championship title in the MIAA meet on Colby's Seavern's field. Colby finished with 64 points, to Maine's 62, Bates' 37, and Bowdoin's 35. It was only the third time the Mules have come up with the state title in the event's history.

The Mules were paced on the road to victory by six first place finishes in the seventeen events. Senior co-captain Jim Peterson was the leading pointgetter for Colby, scoring 14 points with first place finishes in the javelin throw and the shot put, while taking a second in the discuss. Senior Mike Salvetti won the hammer throw easily, outdistancing his closest competitor by over thirty feet. Salvetti also took a third in the shot. Jim Pierson took a first place in the 120 yard high hurdles, pacing the field with a time of 15.4 seconds. Pierson had earlier taken a third place finish in the long jump. Senior Dan Black finished first in the 220 yard run with a time of 22.5. Blake also took second place in the 100 yard dash with a time of 10.2.



Possibly the biggest surprise and thrill for the Mules on that day was the performance of Junior Dana Fitts in the pole vault. Fitts put on a tremendous show for the partisan hometown crowd by hopping over the bar at a height of 14 ft., 7 inches. His vault broke the old state record of thirteen feet, six inches set in 1969 by Hibbard of Bates by thirteen inches. Fitts' first place finish was 7½ inches above the second place mark by Tim Johnson of the University of Maine. His tremendous vault allowed Fitts' to win the annual Tootell Award as the outstanding field events performer in the state championship meet. It was the fifth consecutive year that Colby has won the award.

Bates finished second in the event. The Mules took the title

home.

Dick Beverage and Mike Round also chipped in points for the Mules in the field events, while Bob Hickey, Dudley Townsley, and Lew Paquin scored in the running events. Paquin had beaten the standing meet record in the three mile run by over 12 seconds. However, he was bested in the meet by Carl Warner of Maine, who set the new meet record at 15 minutes, 12.7 seconds.

The meet was still undecided until the final event, the mile relay. Maine had to win the relay and Colby had to lose it for the Black Bears to win the state title. Colby did lose the relay, but Maine was held to a third place finish as the Bowdoin team set a new meet record for the event with a time of 3:24, beating the old record by 2/10 of a second.

A reminder that all final grades for the current semester will be withheld until all financial obligations to the College are fulfilled. This is especially critical to the seniors.

If you plan to attend summer school this summer, be sure to complete an "Intention" form to assure transferability of your credits. These can be obtained at the Registrar's office.

If you have not had your I.D. pictures taken for 1971-1972, please come to the Registrar's office as soon as possible.

Films . . . . .

Film Direction - Friday, May 14 at 7:30 pm in Lovejoy Aud. (admission charged)

Film - sponsored by Radio Colby - Saturday, May 15 at 7:30 in Lovejoy Aud

Morgan - sponsored by Film Direction - Thursday, May 20 at 7:30 in Lovejoy Aud., admission 50 cents

Monday, May 17 - Room Drawing for Class of '74 - 6:00 pm Women in Dunn Lounge, Runnals Men in Hurd Room, Roberts

Friday noonday Recital - Friday, May 21 at 12:30 in Given. A recital by Margo Bridges, soprano.

With the job market this summer expected to be at an all time low for student employment, Gold Tec, Inc., a fire extinguisher manufacturer based in Chicago, has devised a college student summer, self-employment program. The company is making applications and information available by mail from it's main office:

Goldtec, Inc.,  
4001 W. Devon Ave.  
Chicago, Illinois 60646

Colby Women Win at Conn. Judo Tournament April 17 - Misses Beverly Smith and Virginia Shaw representing the Colby Judo Club placed third in Ju-No Kata (pre-arranged moves of self-defence). Miss Shaw also placed second in Nage-No Kata (forms of throwing) with Miss Jeanne Spears of Augusta.

Sunday, May 16 - An evening of music with Baldassare Galuppi - with vocal and instrumental music and commentary by Professor Comparetti. Given Aud. at 7:30 p.m. No Admission charged.

The grass area bounded by the front of Dana, the side of Runnals Union, and the college roadway alongside Mary Low is now open to ball-playing. As before, the areas in front of Averill, Johnson, and the quadrangle behind the Library are NOT open to ball-playing.

A reminder that students should remove all personal belongings from dormitory rooms before leaving for the summer. Limited storage space is available especially for students who live distant parts of the country and/or such items as floor lamps or bookcases which are difficult to transport. Information about storage can be obtained from Buildings and Grounds or from student assistants and head residents. Arrangements MUST be made prior to the end of school.

A questionnaire designed to gather basic information about student attitudes and behavior is currently being distributed by the Psychology Department Faculty to the Dana, Roberts and Runnals Desks. These anonymous questionnaires should be completed and returned to the collection boxes in Dana, Roberts, Runnals and Lovejoy as soon as possible. Your cooperation is necessary to assure an accurate representation of the entire Colby student population, and is very much appreciated.

The retirement of Earle A. McKeen, director of career planning and placement at Colby College, has been announced by President Strider.

A member of the administrative staff for the past 15 years, Mr. McKeen will relinquish his duties in September.

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## ECHO

The newly elected co-editors-in-chief of the Colby ECHO for next semester are Tim Carey, Mike Havey, and Dick Kaynor. Anyone interested in working for the paper next year should contact Tim, Mike or Dick.

# NEWS/BRIEFS

Con't from pg. 4

economic pressures often discourage promising high school graduates from aspiring to a college education. It is our policy to engage in a certain number of "risk" admissions, up to what we can afford in financial aid, and we have on occasion introduced special programs to give students whose preparation may have been academically less rigorous than that of others an opportunity to catch up. We have no intention, however, of allowing the integrity of the degree that is ultimately conferred by Colby to be impugned.

In this past decade Colby has made commendable progress in the direction of the coeducational experience on this campus, as I have noted with regard to dining and the reorganization of living arrangements. I do not know what the college will have decided by 1980, but I confess to having been unimpressed by observations on the part of officers in colleges not unlike Colby to the effect that students grow socially instead of "merely" academically in a total coeducational atmosphere, or that in "true American democratic fashion" students vote as equals on matters determining their living arrangements. What indeed is our purpose if not to provide the climate most conducive to the academic growth of students? They will grow "socially" in any other context in which they might find themselves at this age. But a college has a unique mission and it must adhere to its own philosophy in fulfilling it. I am not at all certain that the best formulae toward this end can be found by solely "democratic" means, and I cannot subscribe to the theory that the students alone and of themselves, with their own immediate urges and desires, not all of them, understandably, academic, can be the final arbiters when it comes to determining the circumstances under which the best results in a college education can be achieved.

We hear and talk much about "sexual freedom" and the "new morality" (which isn't really, when one thinks about it, very new). By 1980 I hope colleges will see the implications of these issues in more practical perspectives. As Rollo May has pointed out, "What we did not see in our short-sighted liberalism in sex was that throwing the individual into an unbounded and empty sea of free choice does not in itself give freedom, but is more apt to increase inner conflict. The sexual freedom to which we were devoted fell short of being fully human." I think a responsible college has an obligation to provide an atmosphere in which true privacy is safeguarded, especially for those students who may wish to postpone sexual involvement and who need protection against the almost irresistible pressures of some of their peers.



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Con't from pg. 6

Now there are probably those of you who feel that you can't jump on the bandwagon of protest against racism because you don't think that you feel it.

Well maybe here's something you feel.

A lot of people have gotten their heads spun around during the past four years. Some of the most established oriented freshmen have bloomed into the most anti-establishment oriented talkers: espousers of peace and freedom etc., what Reich call consciousness three individuals. I'd guess that most of us are sure that things will get better because our generation will do a better job of getting it altogether than any other. A lot of us are down on capitalism because it exploits. A lot of us are down on U.S. imperialism in Indo-China, or anywhere for that matter, because it kills. The solution lies in "all you need is love" and everything will work out. And we'll go on doing the same things as every generation before and things will change; remain the same for

change....doublethink. So an innocuous tradition like caps and gowns will be followed because we know it doesn't mean anything so why hassle it. (We also want to please all our relatives who'll be coming so we might as well go through with it). And though caps and gowns have no place in our new society we'll wear them anyway because we've got our heads together, so what does it mean. Well I'd like to know; what time will it be when we start doing what we do mean. A generation that has loudly criticized its elders for their hypocrisy should take care that they don't fall into the same bag.

To those that find it meaningful to wear the cap and gown I'd say do it. At least there will be some logical connection between thought and action, and though we are on different sides of the fence on this issue there is no reason why we can't be in the same field.

To those who find no meaning or value in the tradition but are obliged to go through with it anyway I'd say do it righteously. And many years from now when your kids question your values you can explain that tradition should be followed just because....

and the sun will rise and set, and there will just be another day.

Rod Braithwaite

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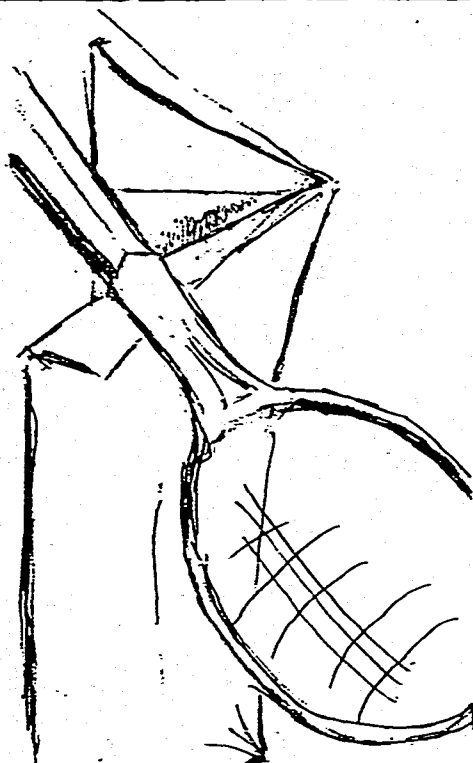
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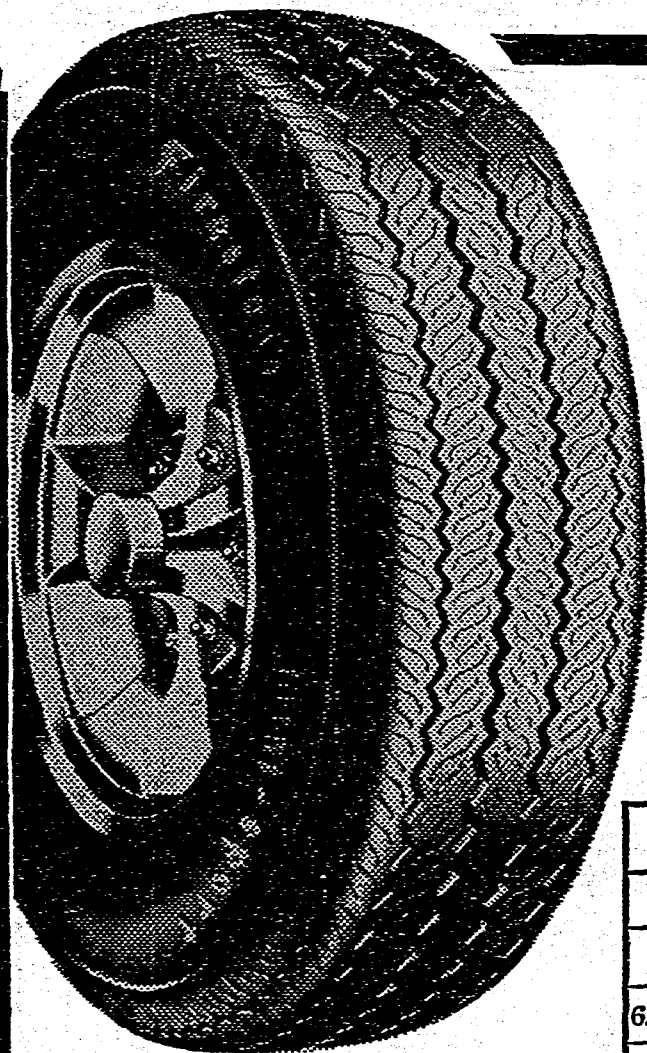
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