

ECHO

LXXV No. 12  
FEBRUARY 11, 1972 VOL. LXXVI No. 1

Banks 1971

banks have not really increased the wor

# NEWS BRIEFS

The Coffee House in Mary Low Basement will be open this weekend offering live entertainment and good homemade food featuring exotic teas and coffees.

Appearing Friday night: Shelly Weiner and Chip Hayden - Saturday night: "The Return of Fat City" with Scott Livermore, Chris Boling, and Dick English. Plus!! between sets A Visual Presentation by Bob Grant. Opening at 8:30 - Cover charge only 25 cents

Charles Abbott Meader in art and G. Dorin Zohner in psychology have been promoted from assistant to associate professors. Four instructors were named assistant professors: Michael L. Hodges and F. Alexis Schulten in physical education and athletics; Stephen R. Marks in sociology; and Louis Maisel, II in government.

In Roberts Union photographs by Jules Landsman of Lewiston will be on view Feb. 7 - March 3. During the final two weeks of the exhibit, paintings and graphics by George Osler will also be shown. Landsman earned a B.A. degree at Wesleyan University and studied at the Ohio University Graduate School in photography. Osler earned a B.A. degree at Bates, studied painting with William Moise of Hancock, and worked in graphics, especially intaglio, with Robert Bruner at the Haystack Mountain School of Crafts at Deer Isle.

7:00-9:30  
Archie (All In The Family)  
Bunker Has Nothing Over  
Detective Callahan!!!



7:00-9:30  
THEY HACKED AN EMPIRE OUT OF  
WILDERNESS... THEN FOUGHT THE  
WORLD TO HOLD IT!



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7:00-9:30  
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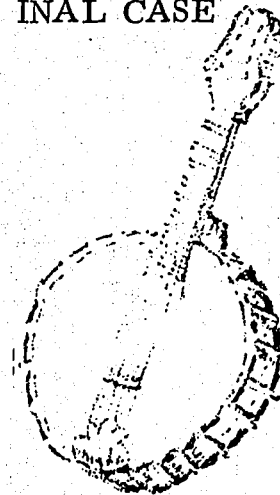
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7:-9:30  
007 is hot  
on their trail



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February:

- |    |                         |   |
|----|-------------------------|---|
| 11 | 7:30 p.m.               | Films from New England Student Films Festival   |
| 12 | 10:00 a.m. to 5:00 p.m. | Crafts Fair held in conjunction with State Commission on Arts and Humanities, Runnals Union   |
|    | 5:00 p.m.               | American Animated & Constructed Films, Given Auditorium   |
| 13 | 3:00 p.m.               | Jewelry-Making Workshop with Sunshine Snowy Day Silversmith of Stowe, Vermont, John Wetmore, Runnals  |
|    | 8:00 p.m.               | Evening with filmmaker Stan Vanderbeek, Winner of \$10,000 Ford Foundation Filmmaking Grant, Lecture and films in Given Auditorium Sturtevant Lounge afterwards |
| 14 | 7:30 p.m.               | Evening with Weaver and Designer Adela Akers, lecture and slides, Given   |
| 15 | 3:00 p.m.               | Afternoon with Adela Akers, (place to be announced)   |
|    | 7:30 p.m.               | Drama Workshop, Dunn Lounge   |
| 16 | 3:00 p.m.               | Leather Workshop with Fred Ruder in Runnals   |
|    | 8:00 p.m.               | Drama - "The Real Inspector Hound," directed by Ken Eisen and Bob Mayer   |
| 17 | 3:15 p.m.               | Afternoon with Calif. filmmaker Richard Myers, films "Death Styles" and "Akron", in Lovejoy 100, (1st prize winner, Ann Arbor films Festival)                   |
|    | 8:00 p.m.               | Gabrielson lecture, George Kistikowsky, Harvard Professor "National Needs"  |

The 1972 Crafts Fair will take place this Saturday, the 12th, from 10 a.m. to 5 p.m. in Runnals Union. The Fair will be in the Gym and downstairs in the girls' locker room. There will be over forty booths with both professional and student craftsmen participating. Anyone hoping to come and set up a booth should know that this is not feasible. You will just be creating a problem. The Fair is being made possible by the Student Arts Festival and a grant from the Maine Commission on the Arts and Humanities. Everyone is encouraged to come.

# HUGE SKI SALE

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Rossignol Concorde - \$80

Spalding Sideral - \$144

K2 Holiday - \$75

Fischer Superglass - \$139.90

Kastle Skis - Reg. \$117 - \$200, now \$78 - \$149

Yamaha Racer - \$45

Boots - 20 - 50% off

Rosemont, Nordica Henke, Koflach



# JOSEPH'S

Fairfield, Maine

There will be over forty craftsmen selling and exhibiting. There will also be demonstrations of many crafts including guitar-making, pottery, leatherwork, silk-screening, and stained glass. Workshops to be held later this month can be signed up for at the Fair. Since most workshops have a very limited enrollment, this will be the best chance. In addition to demonstrations, there will be an exhibition of glass-making tools from the famous Mt. Washington glass factory in New Bedford, Mass. The evening of the Crafts Fair American animated and constructed films will be shown in Given.

Some of the participating craftsmen and their crafts are: Frederick Ruder, leather; Jack Hemenway, iron; John Wetmore, silver; Ron Curtis, furniture; Bob Rutman, tie dye; Gordon Brott, joyous sculpture; Milton (designer of our Crafts Fair and Arts Festival posters). silkscreen; David Holmes, Yankee Whittler; Nancy Meader and Stuart Ross, pottery; Helen Nearing, ponchos, books, and foreign clothes; Carol Bauer, hand-dyed wool; Nik Apollonio, guitar-making; plus weaving stained glass, macrame, candles, food, flutes, rope work, toys and photography.

These craftsmen are gathering here to promote the growth of crafts and a craft market. Although our nice posters can't do too much good when the spoiled, affluent children of this campus rip them off as soon as they are up, we hope that everyone turns out to at least look over the work and get to know some craftsmen and their ideas. This could be a very exciting event, and it's free - ask anyone who went to last years Fair.

# NEWSBRIEFS

# editorials:

The plethora of minor, relatively unimportant controversies generated by the workings of Colby have a tendency to obscure events that, though seemingly minor, do bear significant import. We would like here to call from among the ignored three such issues

A bouquet of withered dandelions seems a meet reward for Ward Shaw. Mr. Shaw, whose work with data processing has recently received recognition, (see Colby Alumnus, Winter '72, p. 16,) has for some reason decided to carry the mechanical logic of machines into students' lives. At December's faculty meeting Mr. Shaw, reasoning that the bookstore needs improvement and space in the library is not receiving maximum utilization, suggested that the bookstore be moved from Robert's Union to the library "pit."

While most everyone would agree that the bookstore needs change, this change would seem to be better realized if undertaken in a less logical but more necessary area. We are, of course, referring to the price of items at the bookstore. Mr. Shaw's computer seems to have failed him. He seeks to improve the bookstore by depriving students of a study area but keeping them saddled with the perennial problem of the high cost of textbooks.

Perhaps Mr. Shaw should make one more computer run and see if he can't suggest something better for the bookstore than moving it to more spacious accommodations.

In a country buttressed by freedom of the press and at a school honoring the memory of a martyr to this freedom, it seems curious indeed that the Echo is prevented from exercising the fundamental responsibility of the press; the responsibility to gather news.

Recently the Echo sought to send a reporter to cover the meeting of the Board of Trustees. This request was denied ostensibly because the full Board did not have time to meet and decide on the propriety of such a move.

Frankly we at the Echo are confused. We cannot understand why a reporter was refused access to the meeting. There are student representatives to the Board of Trustees, so they couldn't be trying to hide anything from the students, could they? We could of course ask one of the student representatives (Mr. Hogan or Miss Yovic) to write a report of the meeting for us, but we felt an uninvolved observer would be much more appropriate. Our reporter, Miss Bernard, had no intentions of entering into debate or becoming involved in any controversies, she simply wanted the right of any reporter to get his news first-hand instead of bruised and manhandled through gossip.

The Echo, in trying to exercise responsible journalism, is refused that prerogative. Why? We intend to keep asking until someone gives us a reasonable answer.

The Committee on Special Programs has extended its control of the January Program in a way we feel shows further signs of their regressive tendencies. The committee reserves the right to examine the "tangible evidence of accomplishment" from any Jan-Plan which required the committee's approval. The purpose of this "reservation" is supposedly to allow the committee to see which of the Jan-Plans it approves are successful. Thereby, the argument goes, helping the committee make better decisions in its future work as an approval board.

We see several things wrong with this particular proposal. Mr. Hayslett's letter hints at a number of these things. The first problem is that the assumptions which underlie this proposal seem faulty. Can January Plans be adequately appraised by "tangible evidence" alone? For example in some Jan-Plans an important part of the evaluation process is an evaluation of intangibles. Can the committee adequately evaluate these things considering the vacuum in which it operates? It doesn't seem possible that the committee can sufficiently understand all the circumstances important in a valid analysis of every Jan-Plan.

Yet the second assumption of this motion is even more amazing than the first. Does the Jan-Plan committee maintain that it is or has an expert in every academic field on its board. If it sets itself up as judge of what is a good Jan-Plan and what is a bad one, it seems to be making such a claim. Of course the committee could have a faculty advisor from the department concerned review the project and pass judgment on it. But isn't that already being done by the original Jan-Plan advisor? If this is done it will require relying heavily on the judgment of one faculty member. An individual faculty member's experience could lead to the blacklisting of an entire field of Jan-Plans. The Echo thought that the Jan-Plan committee was set up so that Jan-Plan projects would be less subject to the pressures of individual whims. This motion reintroduces the necessity for individual judgment into the system. That seems, to say the least, counter productive, if not absurd.

Yet another thing about the motion worries us. If the concept making the tangible evidence of academic work available to committees on request becomes an accepted one, two unpleasant things may result. The options available to students in these cases may be removed with little debate by a simple amendment. Secondly, we fear that this examination procedure might spread to the other committees of the college responsible for academic programs, such as EPC. We don't like the idea of requiring students to keep papers from every course available for EPC inspection should the EPC care to review them in order to evaluate the number of credit hours a course should receive.

The ability of a committee to examine any tangible work produced will also violate the student-faculty relationship which we feel should be much like that of the lawyer and his client. The committee's action gives us the sense that big brother may soon be watching. The committee seems to have created a potential monster with its decision. In other words, we don't like the trend.



# Impending Doom

A copy of this letter was sent to all the members of the Special Programs Committee. The facsimile which appears below is reprinted with the permission of Prof. Hayslett at the request of the Echo.

From: Homer T. Hayslett, Jr.  
Mathematics Department  
To: The Committee on Special Programs  
January 28, 1972

I was surprised to learn, from your memo of January 14, that you wish to have the privilege of examining the "tangible evidence of accomplishment" which students in programs approved by you have submitted to their faculty sponsors. It is reasonable, I suppose, to have a disinterested committee to approve of special January Programs, but once they are approved, they are then the responsibility of the faculty sponsors, and continued committee surveillance is unnecessary, to say the least.

I consider the evidence of accomplishment which my students submit to

me to be only their business and mine, and I do not intend to comply with any request to make this evidence available to your committee.

Homer T. Hayslett, Jr.

## The Motion

The following motion was passed by the Committee on Special Programs at its last meeting:

All tangible evidence of accomplishment submitted for evaluation of those January Programs which require approval by the Committee on Special Programs shall be retained by the Faculty sponsor or the student for a period of ninety (90) days and shall be made available to the Committee on request. "Tangible evidence of accomplishment" shall include papers, reports, diaries, journal, photographs, films, slides, objects d'art and other artifacts. Individual projects may be examined by any member of the Committee on Special Programs. Any student who has objections to such a request shall be exempted from this regulation with the approval of his Faculty Sponsor.



## The Echo



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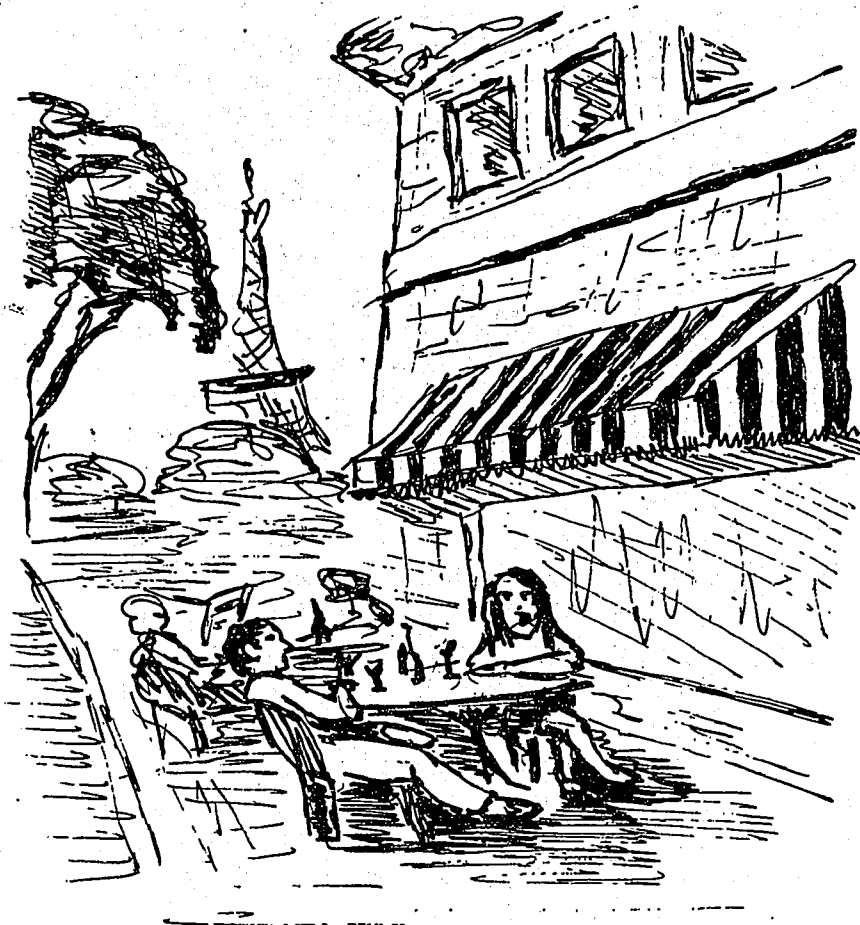
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## Caen: Oui ou Non?

by Jean D. Bundy

During the past semester, the Echo published a well balanced and highly objective report on the first year of Colby's Junior Year in France at the University of Caen. More recently, there appeared a complaint letter from one of this year's participants. As director of last year's group, I have no intention of being objective, for I think it is time to try to dispel some of the ill-founded rumors and misconceptions that have grown up around the program. I sometimes think that if someone offered to grow roses free on the Colby campus, there would be a few people around to stamp on the buds as they came out, just so they could bask in I-told-you-so disappointment.

There have, admittedly, been a few students in these first two years who have returned at the end of a semester. Some did so for very good reasons, even though they were enjoying their stay there. Others, frankly, were unable to live with the reality of a situation that they had romanticized beyond realization. A few simply couldn't adjust. It would be highly unusual if there were not a few of these each year. On the other hand, the great majority stayed on and profited from the experience. Of those who stayed last year, almost all of them have told me since that they wouldn't hesitate if they had it to do over again. They're glad they had the experience, and they recognize that the year has had what they are convinced will be a lasting impact on their lives. That has to be worth a lot.

Until my experience of last year, I was quite honestly not very enthusiastic about the idea of a junior year in France. I realized that it had obvious advantages linguistically and culturally, but I felt the academic loss that might be involved would balance these, if not outweigh them. When I saw what happened to the students

who stayed through last year, I changed my mind, because they had gone through a real educational experience; one that transcended the superficially academic and reached them where all true education does, deep down, and affected them as people. It wasn't easy, I admit, but those who stayed gained a maturity and a sense of tolerance that cannot be gained from books. They were not the same people they were when they left in the fall, and I believe that that is what education is all about. I doubt there is one of them who is not better because of that experience.

It takes almost a semester to adjust to life in a foreign country, and those who are unable to shake off their own cultural arrogance are unhappy. It is true that at the outset the academic program doesn't seem very demanding; if it were, the problems of doing one's work while trying to adjust to a totally different way of life would be almost insurmountable. But once the adjustment is made, the student realizes that all this time he has been learning, and from that moment on life becomes easier, more interesting, and the learning rate increases tremendously. I have asked my colleagues in French to evaluate the performance of last year's participants against that of their sophomore year; the responses have been consistently positive.

It may be worth while pointing out that until the fall of 1970, there were usually about two or three students from Colby studying in France each year. Those getting financial aid from the college lost it if they went abroad. In each of the last two years about thirty have gone to France, with about twenty-two finishing the program each year. All those who had received financial aid continued to do so.

It seems to me that this represents a great "plus" for Colby, and I am convinced that the program will continue to improve. Only one thing can cause it to fail—a lack of support on the part of the Colby community, particularly the students. I realize full well the attractions of spending a year skiing in Grenoble, or basking in the sun in Nice, but we have a program in Caen, chosen, if it were, the problems of doing one's work while trying

after much consultation and discussion, because of the quality of the program at the university (it is known generally as one of the top two or three in France) and the nature and location of the city. In essence, the problems the American student faces in spending a year in France will be the same wherever he may be; I feel that Caen is perhaps unique in that facing those problems there is slightly less difficult than in some other places.

It takes about twenty-five students for such a program to break even financially (and in response to the recent letter I will say only that that is all we're trying to do.) It would be regrettable to think that there were not that many students at Colby in any given year willing to benefit from such an experience. Yet, if there aren't, the program will stop, and Colby will have lost one more thing that may make it at least slightly different.

Current freshmen and sophomores with the prerequisite language background are eligible. We prefer that French majors go in their junior year, but there are obvious advantages for non-majors to go in their sophomore year. I hope that at the next informational meeting about next year's program those interested will come and hear about it from those who have already been through it, rather than letting themselves be influenced by the complaints of a few.



## Free Love at Last

by Martha Bernard

The last Trustee meeting was held in Boston on Jan. 29. It was marked by action and discussion on a diverse set of issues.

A seven point recommendation presented by the Committee on Student Affairs to the Board of Trustees was passed with a nearly unanimous vote. The following thus became the official policy of the school: (a) That coeducational living be defined as allowing only one sex be permitted to live on any given corridor

(b) That the option of single sex housing shall be available.

(c) That individual privacy be protected for all students.

(d) That wherever possible, coeducational housing be enhanced by academic, social, or artistic interests.

(e) That integration of classes in coeducational units be initiated, as well as in all other living units to the greatest extent possible.

(f) That faculty members be encouraged to become associated with coeducational living units and to teach house-initiated courses whenever possible. (g) That the mechanical implementation of coeducational housing be left to the Dean of Students Office recognizing physical and budgetary limitations and the specific student commitments with respect to single sex housing, coeducational housing and fraternities.

According to several members of the Board, the case for co-ed dormitories at Colby was impressively presented by Trustee Marden, President Strider and Dean Wyman. The comprehensive report drawn up by Deans Wyman, Downing and Smith, which had been sent to the trustees prior to the meeting, was the convincing factor in the argument for co-ed dorms. There was, apparently, little need for elaborate discussion on the subject. One query raised concerned the lack of housing of married students on campus. Though this is relatively unrelated to the immediate issue, it is of interest. President Strider's response to the question was that there is at present no real problem, however, should the need arise, appropriate arrangements would be devised.

The specifics of the co-ed arrangements have yet to be worked out by the Deans. Dean Wyman

plans to work closely with students in determining the most viable system. Deans Downing and Smith would like to retain some aspects of the old room draw system in implementing the new arrangements. Present plans call for a preliminary poll of all students planning to live on campus next year. Each student will commit himself to either a co-ed or a single-sex housing unit. The returns will determine numbers desiring each of the two types of living arrangements, and consequently, the number of dorms to be made co-ed. After this, the Deans will determine which dorms will become co-ed and how the physical set-up will be changed to meet the provisions of the guidelines established by the Student Affairs Committee's motion. Special attention will be given to the first clause.

The other business included discussion of Air Force ROTC, Con-ConII, the campaign fund drive and tenure. The Board now assumes that the last year's conference and Review Board recommendation which suggested that AFROTC take on the status of an extra-curricular activity is no longer pending. This assumption is based on the fact that the CRB involvement resulted from an irresolvable student-faculty difference of opinion. The recent student government vote to support the presence of ROTC on campus, it was felt, meant that this disagreement no longer existed. Thus, the CRB recommendation seemed no longer necessary.

The Board has selected Mr. Piper, Miss McCabe, and Dean Thompson of Boston University, as Trustee representatives to the Second Constitutional Convention Planning Committee. The Committee first met in preparation for Con-ConII on Monday February 7.

Mrs. Camp has been selected to replace Mr. Dwight Sargent as Chairman of the Educational Policy Committee of the Board.

It was reported that the two-thirds mark has been reached in the campaign fund drive. Ground will be broken and construction on the Bixler addition will begin in the spring. The Board and Administration are hoping for more student involvement in the actual planning and building aspects of the campaign.

On the topic of faculty tenure, the Trustees expressed concern about the college's stand with respect to the present 66 2/3 maximum tenure limit. They also want an increase in the student/faculty ratio from the present 12:1 to 15:1. Thus the tenure question promises to be an interesting one.

With a view to the future, the Echo editors have requested that the student representatives to the Board try to arrange for an Echo reporter to be present at Trustee meetings, as they are at faculty and student government meetings. This was attempted at the last meeting, however, this novel request did not have time to reach the full Board for deliberation.



by George Roundy

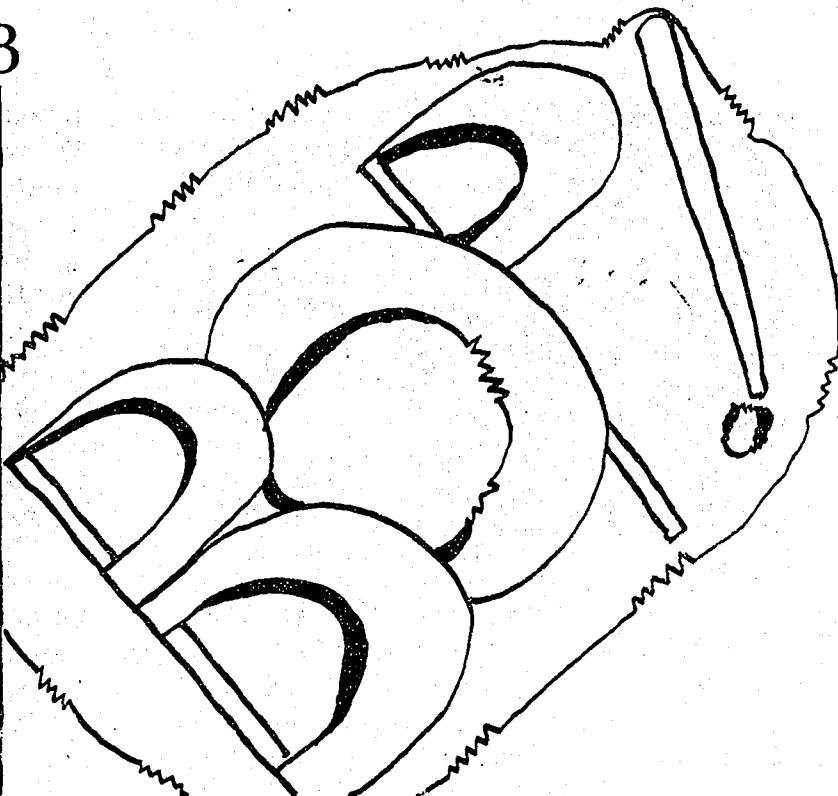
"We believe in intergration up to a point..."

"That's what we want--to remove that point!"

It can't be easy to write a play about race in America today, because we are all either too close to the problem or too far away from it. There doesn't seem to be a reasonable, clearly visible middle ground. But despite the tightrope quality of the task he has undertaken, it seems that Ed Reed has done an admirable, fair, and "cool" job of talking about race in *Bop!*

*Bop!* is arranged in a series of five vignettes which, each in its own way, presents the ludicrous humor of racial attitudes in America. The white man suffers, for the most part, as the butt of the joke, but in the context of the situations Ed Reed has portrayed, being the butt of a mere joke is light penance. *Bop!* is not dire, and that is decidedly a relief.

*Bop!* is an expose of ignorance. We are shown, as a largely white audience, our ridiculous ignorance of some of the people we live with. We see our often unwitting,



ting, but always damnable prejudices and misconceptions. At one point during the play, a "concerned" white "chick", who is pestering a black about why he is dissatisfied with the racial situation, brings up the question of living in the ghetto. The young lady quickly discovers that she really didn't want to speak about it as the black asks her what her objections would be to living there. She brushes him off, saying, "You're adjusted to it." Right.

It has all been said before? Maybe. But when I called *Bop!* "cool," I spoke about the special quality of the piece that makes it both palatable and effective. Again, it walks the racial tightrope with a certain amount of finesse. Most works about discrimination and the like ask the audience to chew on bile. Not so here. The rapid-fire volley of one-liners, not always brilliant but always at least amusing and sensitive, keeps the play moving lightfootedly. Fingers are stepped on, but only to bring a flash of recognition, not the fire of purgatory. *Bop!* is a well handled set of tableaux which tell a tale truthfully, easily, entertainingly. It is worth seeing.

Con't on pg. 9

# RITUAL RESPONSE

by Tim Carey

"The Only Jealousy of Emer," a Jan Plan play written by William Butler Yeats and directed by Linda Day, deals with the archetypal problems of love and death in the context of ancient Irish mythology. Cuchulain, (Robert Duchesne), the hero-lover-warrior, is on his deathbed, watched over by his wife, Emer (Jacquelyn Lowman), and his mistress (Nancy Greer). Cuchulain's body is possessed by a spirit of the Sidhe, a ghost of the wind and water, who presents a bargain to Emer: Cuchulain will be allowed to live only if Emer forever gives up her love for him. At first, Emer cannot bring herself to renounce her love. Cuchulain no longer loved her, yet she had continued to hope that he would someday return to her. The spirit then shows her a vision of Cuchulain's soul

(Ed Kemp) being seduced by the archetypal temptress - the woman of the Sidhe (Judy Everton), who promises blissful oblivion in her kiss. Emer, realizing that if she does not yield Cuchulain will be lost to her forever, relents and renounces Cuchulain's love forever.

The theme is a fairly familiar one in mythology, and this presents the basic problem of the play: how to establish the identity of the drama as specifically Irish, rather than Greek, Norse or Roman. A partially successful attempt was made to do this, involving the use of music and ritual; but the overall effect was often somewhat dehumanizing rather than enlightening. The actors dressed alike, and wore masks, thereby eliminating the possibility of facial expression. At the beginning and end of the play, there was also an obscure, if impressive, ritual of folding a large purple cloth; symbolizing eternal cycles, perhaps?

Thus the play was eminently successful in evoking ritual response, and the actors all fulfilled their roles quite well, especially Judy Everton and Nancy Greer. The production in general was smooth and well-directed. My criticisms, if they are that, stem more from the nature of the play than the way it was handled. Perhaps individual characterization was too much to expect from a twenty-five minute play, but in the end ritual response somehow left me unsatisfied.





## Review: La Serva Padrona

by Emil Schwartz

There have been few operas which I have enjoyed listening to (two to be exact). Ed Kemp's production of La Serva Padrona or The Maid As Mistress is one of them. His production was a very good performance with only a few technical flaws.

Ida Dionne, who played Serpina, a Maid, did an excellent job. She felt she had sung better in rehearsals (if she has I wish I could have heard her.) In combination with her singing, she also displayed fine acting ability. In addition to Ida, Tom Iacono, Uberto her master, deserves a big round of applause for his performance. Since he hasn't had Ida's musical training, his accomplishment was all the more impressive. Although his voice is not "operatic", Tom sung well, straining on a few notes only. Danny Cohen, Vespone, the mute servant, did a superb job in the supporting role as the mute (Have you ever heard a talking supporter?) Or, have you ever in your life seen a more ferocious looking Captain Tempest?

*Con't from pg. 8*

The January 22 performance was very enjoyable. Ed Reed succeeded in putting together a good show. It was brief (35 - 40 minutes), amusing, fast-moving. Mr. Reed happily decided to direct and play the lead, so that in spirit and delivery the dialogue was smoothly right. The sets were spare, but properly so, because they didn't distract the audience from the dialogue, which was most important. Mr. Reed was comfortable in the lead, car-

The ensemble gave a fantastic performance. Joyce Bemak, playing the difficult first violin part on an alto recorder was "simply marvelous." Yet, no matter how great the musicians are, an alto recorder, cello and harpsichord just don't sound like a string quintet.

There were several handicaps to hearing the singing distinctly. One handicap was overcrowding. Colby deserves to be congratulated on turning out a capacity audience, yet there were just too many people for the acoustics of the room. Another problem was that the singers mumbled on unimportant phrases (Did Tom say "distress" or "this dress?") The performers should also have projected their voices to the back of the hall. Mumbling was probably due to nervousness caused by the rapid speed of the numbers (slow down, it's an opera, not a race.)

To complete a great performance, three members of the Recorder Jan-Plan gave a fine recital at intermission. So what if they were so nervous that they forgot to tune up? Don't miss either group (opera or recorders) when they perform in the future.

rying it smoothly and "coolly." There was a bit more of the saunter of philosophy than of the nail-biting of nervous anxiety. This is as it should be.

If I have a negative word to say, it is that Bop! is a bit too easygoing, facile, philosophical. I occasionally got the feeling that I was watching stereotypes rather than people. I suppose that that is the prerogative of comedy. At any rate, if you want an entertaining evening, see Bop! February 23.



# hockey

by Bruce Haas

Plagued by defensive lapses which have allowed the opposition to score in clusters, the Colby hockey team came back to Colby after losing three games on the road.

## MULE KICKS



### Colby Barred From Play-Offs

Post season tournament berths have eluded Coach Richie Green and his Mule hockey team for the past several years. This season might have been different. He had a young, but veteran, squad returning to the ice. Last year's exciting freshmen had gained some of the valuable experience which is essential to the production of a championship team, and many observers anticipated Colby's return to the Division II play-offs.

Colby icemen suffered a severe blow to their play-off aspirations in January. No, it was not the exasperating 8-6 loss to Vermont. No, it was not defeat at the hands of Bowdoin 6-2 the following night. Nor was it the 4-4 tie with Salem State. It was not the injury to spark plug Mike Lemoyne. Ironically, the Mules were shot down by the New England Small College Athletic Conference.

The 11 presidents of NESCAC schools had voted to prohibit any member of the conference from participating in the ECAC Division II play-offs which were recently expanded from four teams to eight. When the league was formed, the presidents ruled that member schools

The losing streak included a home loss to Boston State, as well as the road losses to AIC, Vermont, and Norwich.

On Saturday, January 29th, Colby stayed with Boston State for two periods, going into the third frame down 3-2, but State took advantage of sloppy play in Colby's zone, scoring 3 times to put the game out of reach. Mike Ready and Dan Heaney scored for the Mules in the first to knot the score at 2 apiece. Yvan Dupuy and Doug Endreson picked up assists on the goals.

In a mid-week contest at AIC Colby led 6-5 half-way through the third period. AIC rallied for three goals in the last six minutes to take away the win. The lead had see-sawed back and forth throughout. Colby lamplighters were Mike Ready who netted two, Steve Self, Doug McMillan, Mark O'Connell, and Dana Fitts.

This past weekend the Mules travelled to Vermont for games with UVM and Norwich. On Friday night they faced powerful Vermont, 6-1 winners over UNH earlier in the week, and lost 6-2. After taking a 1-0 first period lead Colby watched the Vermont line of Hunt-Wright-Castle take control. This unit accounted for 5 of UVM's goals, with 5 coming in the second frame. Mark O'Connell and Steve Self found the range for the Colby scores.

The second game of the weekend proved equally as bad for the Mules as they gave up 3 third period goals, the last at 18:45, giving the Cadets a 4-3 win. Colby had control in the last period, putting 19 shots on the Norwich goalie.

In these last four contests Mule netminder Scott Ryerse has come up with a total of 135 saves for an average of 34 a game. This weekend Middlebury and Williams are the opponents. Colby has defeated Williams once this season, but Williams has come on strong, losing only three games over the entire season.

must complete post season action one week after the end of the season. Realizing that Bowdoin, the defending Division II champion, Colby, Middlebury, and Hamilton were involved with the ECAC, the presidents allowed those schools to continue play in that tournament, as long as it remained in a four team format.

Approximately 27 schools are members of the ECAC Division II, and for the last few years many have been complaining that a four team play-off prohibits many good teams from participating. As a result the ECAC voted to expand their Division II play-offs to eight teams this season. Thus the ECAC ruling conflicted with that of NESCAC and the NESCAC schools were out of the play-offs before they ever got into them.

From this corner the NESCAC rule appears unrealistic. The presidents based their decision on the premise that if the Division II play-offs were expanded, it would require the team to spend an additional day or two away from the campus and classes. This is true. One question must be answered, however. Will one or two more days away from classes make any difference to a team which has been involved in a highly time consuming sport for five months? If a player has not done justice to his studies during the course of the season, two days of cramming will not make any noticeable difference.

NESCAC should examine its decision because in banning four of its schools from Division II play-offs, it has removed one of the primary motivating forces in sport -- the desire to attain the accolades of the championship.

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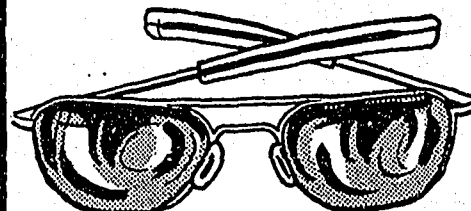
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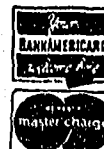
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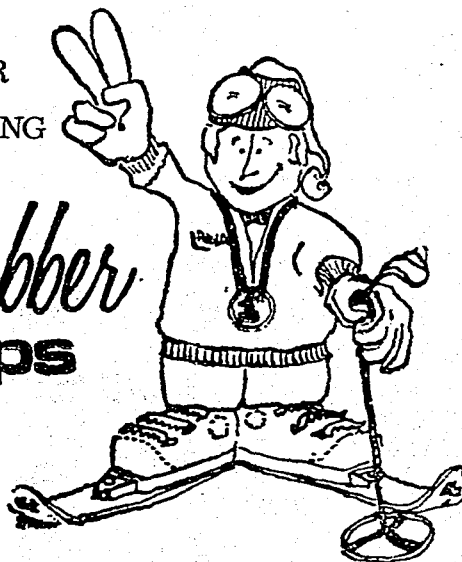
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One reason why the 120 credit hour proposal is viewed with such fear and trepidation by many students is because of the lack of clear indications as to just how the proposal, if passed, would be implemented. Several of the "liberal" options in the proposal are apparently left up to the discretion of the individual departments in regards to their implementation. One such option is the section dealing with the possibility of a student participating in "independent, not regularly scheduled programs... intern or apprentice programs in government, in laboratories, in editorial offices, etc."

When one views this proposal in practice, a sizable logistics problem arises. The number of intern programs in the Waterville area is limited in areas of sciences, journalistic positions, etc. Obviously, a student cannot pursue an internship program in Boston and attend Colby at the same time. One is left with the option of a student taking all of the fifteen non-graded credits at once, which makes the proposal seem similar to an Antioch-style experiential program. Whether this aspect of the proposal has been anticipated by the faculty, and whether they would approve such programs, has been an open question.

Most department chairmen interviewed could not give any kind of firm answer to these questions, since they have not yet discussed it with the other faculty members in their departments. All, however, stated that, if the practice became college policy, they would allow students to participate in such programs, provided they could meet all of their major requirements before graduation. Most chairmen did emphasize that, as in the Jan Plan, not all programs would be approved. Dr. Gillespie of the Psychology Dept. stated that "we'd approve certain kinds of things... but we are not an applied department." He further suggested that a more systematic study of the objectives of the liberal arts college be undertaken before Colby started experimenting with the experiential semester. Dr. Reid of the Chemistry Dept. expressed a similar view when, after stating that such programs "would be possible if a student has fulfilled all the other requirements," expressed "mixed feelings about it. What you're getting into is a seven semester program." Dr. Gilum, after suggesting that the matter would ultimately be a question of all-college policy, stated that "I haven't any clear opinion as to what the committee means by the proposal as set forward."

Other faculty members, especially those who had served on the EPC, were more optimistic concerning the potential scope and merits of the program. Dr. Sutherland pointed out that "this is the sort of thing the new program was set up to do."

The other major point of ambiguity in the EPC proposal concerns the options provided departments to increase the workload and credit-hour value of a course from three to four credit hours, thus allowing a student the opportunity of occasionally taking four courses per semester. The situation is further complicated by the option allowing a student to individually increase the credit hour load of a course from three to four. Opponents of the present proposal have argued that these options would lead to confusion and inconsistencies between departments, possibly culminating in excessive emphasis on the "credit" given a course, rather than the value of the course itself.

The departmental chairmen had differing views concerning the proportion of their courses which would be offered for four credit hours. Certain departments, such as the modern languages and the natural sciences, already offer many four or even five credit hour courses. According to Jean Bundy of the French Department, between one third and one half of the present French courses could be expanded.

In the Art Department, Dr. Carpenter estimated that "a number of courses could be expanded, certainly all the courses I teach." Dr. Zukowski of the Administrative Science Dept. stated that he would follow general college policy, but noted the difficulty of quantifying and distinguishing between two, three, and four credit hour courses. Mr. Gillum estimated that around one sixth of the History, Psychology, and Administrative Science Dept. sent lists of courses which could be expanded to the EPC, and no reply was ever received.

Thus, no clear conclusion can be drawn at present concerning the success or failure of implementation of the 120 proposal, if it is passed. The departments seem to be containing their reservations about the procedural difficulties and adopting a "wait and see" attitude. What is apparent, however, is that a good many questions remain in faculty members minds about the way in which they may be able to structure their courses in the future.

## The Truth?



## The Real Truth

by Pays Payson

Throughout the discussion about the return to 120 credit hours as a requirement for graduation, a major argument of the pro-120 group has been that Colby's diploma means less than those of other schools because of the present requirement of only 105 credit hours. The pro-120 group claims that the present requirement is less demanding than the requirements of other schools and therefore erodes the Colby diploma. Is this actually true, that the requirements for graduation at Colby are easier than those at most other liberal arts colleges? No, not in general.

First let us examine exactly what Colby's requirements are for graduation under the present system. According to the Colby College Bulletin of May 1971, a student must accumulate "a minimum of 105 credit hours and eight semesters of residence...". On top of this, a January Program for every first semester in residence must be completed. Also a two-point average is required. Therefore we can summarize that a four year student needs to complete 35 courses with a 2.0 average (assuming 3 credit hours average for each course), 4 January Programs (no credit) and 8 semesters of residence.

With these figures one can easily refute the pro-120 group's argument that at 105 credit hours, Colby is demanding less for an A. B. degree than most other colleges. Two surveys show that the following schools require the same or usually fewer courses for graduation than Colby which requires 35: Harvard, Princeton, Bowdoin, Middlebury, Williams, Brown, Tufts, Hamilton, Colgate, Vassar, Duke, Brandeis, Swarthmore, Wesleyan, Reed, Connetquot College and Wellesly. Admittedly, other schools require more courses; such as Yale, Dartmouth and Trinity that require one course more. And there are also colleges like Russell Sage, Rice, Vanderbilt, and Rutgers that require 120 credit hours. These four schools and probably a lot of the above mentioned schools have four credit hour courses, whereas Colby has very few courses that carry four credits. These schools have supposedly increased the amount of work required for each course due to the fact that many of the schools require only 4 courses per semester. Actually most of these

schools have not really increased the work load, but just claim to have increased it. It is very hard to judge schools' requirements by credit hours because many of them use different systems. Therefore it appears evident that the number of courses required is the best yardstick. The pro-120 group has a poor argument according to this evidence.

Apparently, most schools are on a plan of 4 courses per semester, Colby is not. Colby requires approximately 4 courses for four semesters and 5 courses for 4 semesters and 4 January Programs under the present requirements. I mention the January Program because at Middlebury and Williams credit is given for a January Program as if it were another course. Above when I stated they require either the same number or fewer courses than Colby, I had subtracted their January Programs to make things simpler. If the pro-120 group has to insist on 120 why do they not extend credit for January Programs? Middlebury is on a 4-4-1 schedule, whereas at this time Colby is on a 4-1-5. If Colby went to 120 credit hours it would become a 5-1-5. If Colby adopts the 120 credit hours requirement without giving January Programs any regular credit, then Colby would probably have the highest and hardest graduation requirements for any liberal arts college in the United States. Is this what the faculty and administration really desire?

There are several problems inherent in a return to the old 120 credit hours requirement. One major problem is that students have been found to concentrate their efforts on only 3 of their 4 or 5 courses. Result: a total of 12 courses in 4 years that a student is only giving a token amount of time to and if Colby returns to 120 credit hours it will rise to 16 courses that are neglected. Surely a liberal arts education should encompass a variety of subjects, but this waste seems ridiculous.

At the present moment the student-faculty ratio is 12.5:1. With an increase in the required number of credit hours to 120, the faculty would have to teach more courses and thereby dilute their efficiency. Also the board of trustees has called for a change in the student-faculty ratio to 15:1 due to a lack of money. This move would further decrease the efficiency of each individual.

Can't on pg. 5





# 120 or FIGHT

by David De Long

The fight for truth, justice, and 120 credit hours continues.

Indications are that some decision will finally be made at the faculty meeting next Wednesday and if the results of a poll taken among the faculty are correct, Colby is about to raise the necessary graduation requirement back to 120 hours.

The proposal to return to 120 from the present 105 credit hours originated last spring when the Committee on Standing presented a report at a faculty meeting which commented on the dilution of the Colby degree and the problem of acceleration. Under the present system a student can complete the required 105 hours in seven semesters by taking 15 hours a semester.

The matter was referred to the Educational Policy Committee for study. After extensive debate, a motion was made by EPC to go back to 120 hours. Attached to the motion was a rider which said that courses would be reviewed by their departments and possibly revalued to four credits instead of three.

At the May faculty meeting the motion was presented but the rider was dropped. As a result much of the motion's earlier support by members of EPC was lost and the motion was eventually tabled, in effect ending any chance to return to 120 credit hours that school year.

This fall a subcommittee was appointed by EPC to study the alternatives available in the present 120-105 dilemma. These alternatives ranged from staying at 105 and doing nothing to instituting pass/fail and possibly other options to handle the additional 15 credit hours to finally returning to 120 hours under the conventional system.

The subcommittee reported on the range of alternatives and EPC spent much of the fall debating the options.

Finally in early December the committee proposed the motion that the faculty will vote on next Wednesday.

As it stands now the EPC motion if passed would return the school to 120 credit hours. The 15 additional hours could be earned in three ways, by

conventionally graded academic courses, courses graded on a pass/fail basis, or by completion of independent programs.

Arguments for and against the motion are endless and they come from both students and faculty members. Student Government President, Charlie Hogan, is leading the opposition against the return to 120.

"We should be concerned with the quality of the work going on in the courses at Colby and not with basing the quality of a student's education exclusively on some numerically determined degree," said Hogan.

He went on to list other reasons for staying at 105. Among them were that we haven't had sufficient time to study the move to 105 since the class of '73 will be the first to graduate under the requirement. He argues that there was no philosophy for going to 105 and there appears to be none for going back to 120 credit hours.

Hogan's main objection to the motion seems to be that no provisions have been made for the implementation of the proposed pass/fail and independent study options. "I don't want the faculty to consider Student Government's rejection of the motion as an affront to pass/fail and independent study. We have been clamoring for these progressive ideas but we reject 120 so strongly that we are forced into the position of having to reject the entire EPC proposal," he concluded.

Geology Professor Donaldson Koons, one of the leading proponents of a return to 120, believes that the issue has been clouded with many "irrelevancies". According to Koons, "What we are running here is a 3 1/2 year college where the average student taking the average course load can meet the graduation requirement in seven semesters."

Koons expresses little doubt that the Colby degree has been devalued by going to 105 credit hours and that we must return to 120 if the Colby A. B. is to be equal with that of other colleges.

An outspoken critic of pass/fail, Koons said, "Anyone who takes a pass is deluding himself because graduate schools look at his record, see the pass and consider it equal to a D or low C."

The Administration sees a return to 120 as a necessity because of the current problem with acceleration. According to Dean of Faculty and Chairman of EPC, Paul Jenson, the conflict between acceleration and the eight semester residence rule must be resolved. He believes that his committee's motion is an excellent opportunity for students to gain the pass/fail and independent study programs they have been seeking.

One thing the Administration seemed certain of was that these two programs would never be instituted by the faculty as long as the graduation requirement remained at 105. Jenson said that the 15 additional hours would give Colby students a whole semester to "play" with, using it for such things as internships in Washington, for example.

There is no doubt that the issue is complicated but both students and faculty are tiring of the arguments no matter how strong.

A recent Echo poll has indicated strong student support for remaining at 105 which should come as no surprise while faculty and administration support for a return to 120 also seems to have grown. The question that remains then is whether or not the present motion will be passed next Wednesday as it stands now, or whether it will be stripped of its implementation of pass/fail and independent study which might set it up for defeat.

## OPINION: Student

by Susan Francis

Along with the myriad of forms distributed by the Registrar last Monday, students also received a questionnaire from the Echo intended to reveal their opinions on the administration, student government, the past and future effect of the Constitutional Convention, and the academic credit system. Compilation of all questions from some 441 questionnaires returned (out of 1340 passed out) was not feasible for this issue. However, the data from the four questions dealing with academic credit systems was processed.

An overwhelming 73% of the students were against the reinstatement of 120 credit hours. Only 21% voted affirmatively to the question, while 2% abstained from answering. By class the vote was split as follows:

Freshmen:	Yes-26	No-108	No Opinion-9
Sophomores:	Yes-29	No-103	No Opinion-5
Juniors:	Yes-16	No-52	No Opinion-3
Seniors:	Yes-20	No-61	No Opinion-2

The tabulations for the question on sentiment about the current EPC proposal were as follows: 10% Affirmative, 51% Negative, 36% Uninformed of the Proposal, and 3% Not Commenting. For individual classes the percentage of students uninformed of the proposal was similar: Freshmen 40%, Sophomores 36%, Juniors 40% and finally Seniors with only 33% "uninformed." From these statistics, it can be observed that although over half of the students were against the proposal, a substantial number of students knew absolutely nothing about it. It could also be inferred from the anti-120 sentiment expressed by the first question that at least half of the 36% would have voted "no" to the EPC proposal had they realized that it represented a return to 120.

Two questions of the questionnaire dealt with student opinion of alternatives in academic systems. One question provided the student with three choices for Pass/Fail: 1) for all courses; 2) for only courses beyond 105; and 3) required courses. The results indicated that more students were in favor of Pass/Fail for all courses and 27% for only required classes. Yet, 10% of the students either did not respond to the question, offered different alternatives, or indicated that they were totally against Pass/Fail. As one student commented, "Pass/Fail does not seem to be the best solution--perhaps some individual evaluation would be the most educational." However, those that did add their own choices for a Pass/Fail system suggested it for electives only, for certain courses depending on the teacher and students, or for only one course per semester. The next question indicated that the majority of students

(56%) were in favor of some sort of credit hour system. Freshmen were the most overwhelmingly pro-credit hour, while the rest of the classes tended to be more divided.

Approximately 33% of the students present at Registration completed the questions. The most were returned by Freshmen and Sophomores followed by a sharp drop in response by Juniors and Seniors. Although a larger return had been anticipated, it was fairly characteristic of usual student reaction. For example, only about one-fourth of the student body elects student government and committee representatives. The validity of the questionnaire was further complicated by the fact that students left questions unanswered, wrote other comments, or refused to reply on the grounds that the questions were biased, poorly worded, or offered too little choice. Although in retrospect, some questions should have offered more alternatives (particularly the one on Pass/Fail), they were purposely limiting to force the student to take one side or the other. The question that seemed most successful in accomplishing this was, "Should any form of 120 be reinstated." Student response was overwhelmingly against any return to the old number.

Part of one question attempted to find out the number of students that were uninformed of the current Educational Policy Committee proposal that calls for a reinstatement of 120 with the additional 15 hours under different options. Unfortunately, this question, described by one disgruntled student as this "ignorant, don't know crap" should have been better worded. Yet, it did indicate that a substantial number of students (36%) were not aware of this recommendation which will be voted on next week by the faculty.

## Faculty

Faculty at registration were also asked whether or not they would vote for the current EPC proposal requiring 120 hours with only 105 earned in the traditional sense. Ninety-two professors were polled, representing approximately 70% of the entire faculty. The results were as follows: 47.8% were in favor of the proposal, 32.6% were against, 11.9% were undecided, 5.4% were planning to abstain from voting and 2.3% refused to answer the question. The undecided vote represented those faculty who had not read the proposal and were unsure of its content. The percentage that abstained were those professors who habitually never attend faculty meetings or vote. Finally, the 2.3% "no answer" category were faculty who refused to answer because they either didn't like the Echo, thought polls foolish, or wanted their vote to be private.

In general, Science faculty were almost entirely pro-120 and felt that the proposal would offer a system "better than what we have now." The Social Science and Humanities vote was split, although in certain cases whole departments voted either one way or the other. The outcome of the next faculty meeting will depend on this undecided vote and on any amendments that might be added to the EPC plan. Debate at the meeting on the possibilities and implications of this reinstatement of 120 should prove crucial in determining the sway of faculty sentiment.

# Humanization

From: Patrick Branacaccio, Associate Professor,  
English Department

For some time I have been undecided about how to vote on the various proposals to return to a 120 hour graduation requirement, but I have finally decided against all such proposals. The emphasis on credit hours is regressive. To my mind, the message that comes out of the debate that has continued for ten years at Colby and throughout the country is clear. A college should not attempt to mold a student by imposing the weight of required courses, grades, and other mechanical devices to certify him as processed and ready to be shipped. And faculty have to drop their authoritarian roles in the classroom and get over the puritanical feeling that somebody somewhere might be having a good time, and join in a collaborative effort of learning with the student. We should be spending our time not in playing with the permutations and combinations of alternate systems of 120 or 8 semesters or 4 years or 3 hours or 4 hours for a course, but in ways in which we can make our education less escapist, less destructively competitive, and more mutually humanizing.

We have a good model before us. In all the anxiety ridden debate about the January Plan, I have heard and read very little that attempted to evaluate our experience there to see how successful experiments begun in January could be continued not next January but immediately in the Spring semester. What have we learned about the need for class meetings, about the division of workload, about the possibilities of combining travel and study about the possibilities of work study programs, and a long list of other possibilities?

Over and over again I have heard that students have come to Colby because of the January Plan. What have we done to make our whole curriculum like the January Plan? I don't think that the 120 hour proposal that vaguely suggests the possibilities of 15 hours of such work is a clear step in that direction. It's a weak compromise, and I reject it as such. Let's keep 105 and turn our energies to making some progressive and substantive changes in the curriculum.

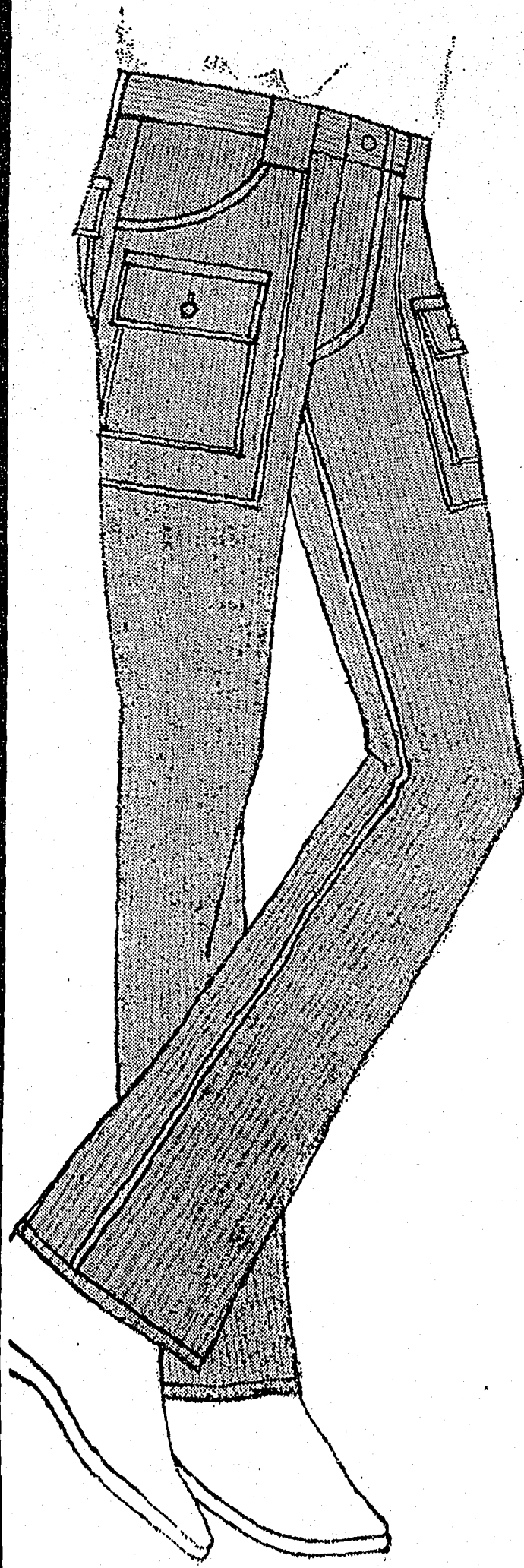
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professor. It seems obvious with a decrease in faculty and an increase in their course load that the Colby diploma would be much less meaningful than it is now with the present 105 credit hours required.

One complaint has been that under the 105 credit hours requirement more freshmen have been on "condition" after their first semester than in previous years. To be placed on "condition" a freshman must fail to accumulate 24 quality points the first semester, regardless of the number of courses taken. Of the freshman class of 1968-69, 8.6% or 39 out of 454 were placed on "condition". The next two freshman classes had 9.3% and 12.1% on "condition", a definite increase. The latest figures for this year's frosh show that about 7.8% will be placed on "condition". It seems that this decrease of 4.3% of freshmen from 1970-71 to 1971-72 on "condition" is ample proof to show that this complaint, that 120 is better than 105, is invalid.

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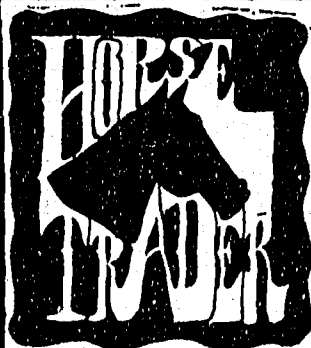
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