

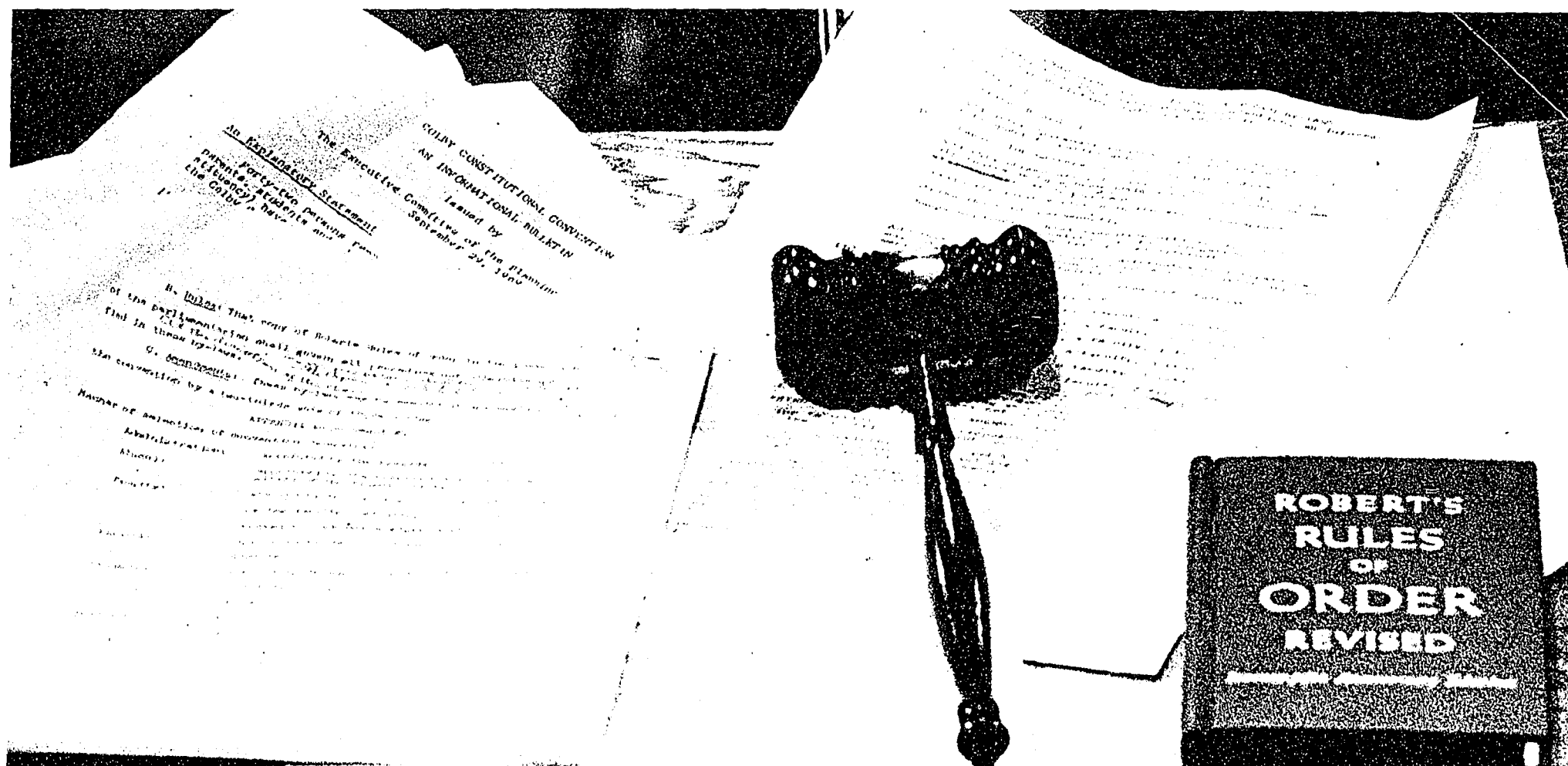
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Colby Echo

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by Tim Carey

"Power, an unpleasant word that has no place in an academic community." -- R. E. L. Strider, Colby in the Sixties

The choice of issues for Con-Con II will undoubtedly prove to be itself one of the major opening issues of the weekend, and will be a major bone of contention between the liberal student-faculty delegates and the administration and Trustees. The major indication of the tone and scope of the Convention will occur Friday afternoon when the delegates decide over what range of issues and changes the Convention should give itself domain.

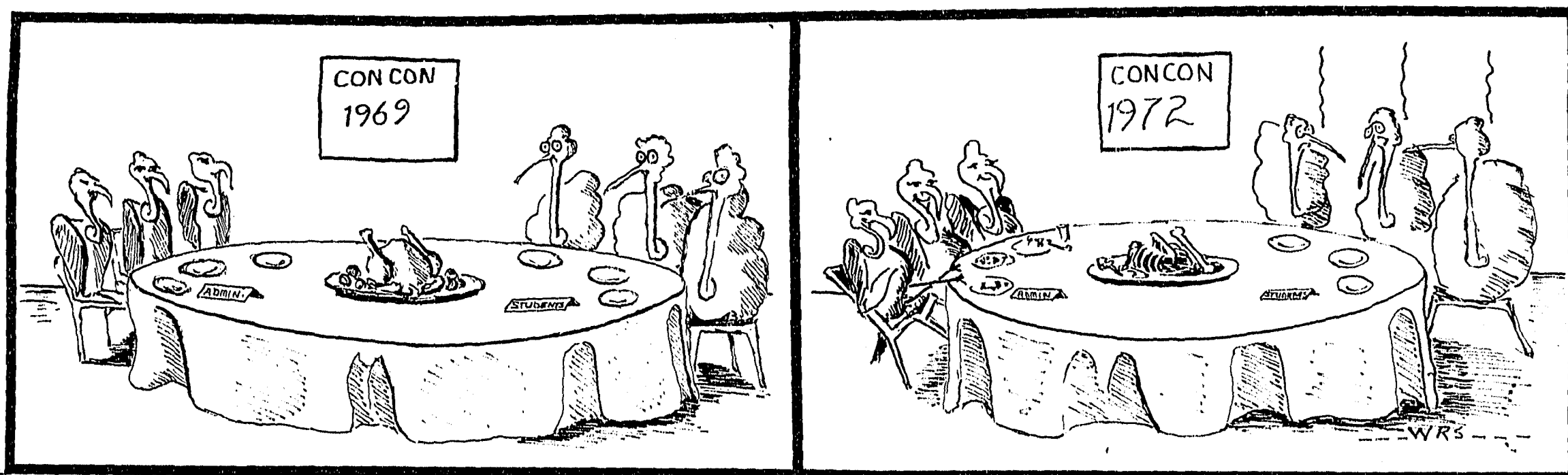
Prior to the Convention, any estimate of the prospective issues to be discussed depended almost entirely on to whom one was talking. Administrators usually took the line that the scope of Con-Con II should be essentially the same as that of Con-Con I; that is, a redistribution and redirection of the channels of communication in the bodies advising the administration and Board of Trustees. At issue were the relative amounts of student and faculty participation in this communication process.

However, a majority of the student delegation and at least a few members of the faculty delegation see the issue at Con-Con II to be in whom the educational philosophy of the institution should ultimately be entrusted;

the President and Board of Trustees on the one hand, or the students and faculty in conjunction with the President and Board on the other. The abject failure of Con-Con I is a given. At present the custodians of the educational philosophy and, indeed, the ultimate decision-makers on all issues are the President and the Board. This is the basic fact of life of all Colby politics, and of politics at all colleges similar to Colby. Passage of some form of "corporate override" clauses to be included in the Charter of the Corporation by the Maine legislature at its next session would constitute a truly radical change in the concept of the American liberal arts institution, essentially unchanged since the days of John Harvard. Aside from specifics, this issue is what is being called into question by the "Save America" platform: should a group of men and women primarily composed of businessmen, meeting only four times a year, be the ultimate governing body of the institution?

Under the present American educational system, the President and Board are the corporation, the faculty are the workers in the corporation, and the students are the products of the corporation, much as finished shoes are produced from raw leather in a factory. Making the workers and those influenced by the actions of the college full partici-

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CON - CON COMMENTS



by Lucille Zukowski

The Constitutional Convention is being reconvened to decide whether or not the measures adopted by the previous convention shall be continued, modified or terminated. There are certainly many features that should be retained -- there are others that should, in my opinion, be modified or discarded.

Colby has been, in the years of my association with the college both as student and teacher, an eye-all kind of place for those who want that type of en-

counter. Not every teacher has the personality that encourages students to seek him out in his office. Not every student wants this kind of association. But, at both levels, there are those who like the personal contact, the out-of-class discussion at home or in the office. This is part of the small college atmosphere.

Con Con I established a communications network so intricate that, had it been effective, it would have established a bureaucracy that stifled this close personal relationship. Instead of communicating directly with an instructor, a student should work through a committee. Fortunately, both students and instructors chose in most cases to ignore this middle-man device.

The presence of students on committees has been salutary. In those groups which I have attended, another dimension has been added and this was helpful. However, it is increasingly evident that committee members do not represent their constituencies--they represent themselves. This is true for both student and faculty members.

The bureaucracy which Con Con I established to carry out the decision-making process has been so cumbersome that it has inhibited the process itself. At every level, administrative, faculty or student, it has shifted accountability, rather than pinpointing it. It has encouraged an abdication of responsibility when the intent was to fix responsibility.

Colby has so many committees and subcommittees of committees that it is a miracle that anything ever gets done. With few exceptions, things probably get done in spite of, rather than because of, our commit-

tee system.

A committee once formed feels obliged to meet. Once it meets it feels obliged to do something. A committee of twelve persons meeting for one hour may have wasted twelve man(woman) hours -- certainly half the time was wasted. If this count is multiplied by a number of weeks, then by a number of committees, the waste mounts. Just as one beer can thrown from a car does not jeopardize the environment for future generations, the accumulation of one after the other becomes a menace.

I would like to see the number of standing committees at Colby drastically reduced. Certain kinds of business must be carried on periodically, perhaps weekly, monthly or semi-annually. Let the other business be done on an ad-hoc basis. In this way the best available people can be appointed on a short term basis, with the understanding that the committee will be dissolved when the immediate task is done. Under the present system, the faculty is distributed each September over thirty-five committees, in many cases the qualification being that "everybody has to be somewhere".

The greatest waste of manpower since Con Con I must certainly be the Conference and Review Board. I attended most of the meetings. They lasted too long; often the most important decision was whether or not we had a quorum. I cannot think of one real accomplishment to date. I think CRB, however, has served its purpose. It has proved that a body of such size and constituency cannot long endure. If it is vo-

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by Gary Curtis

My philosophy of history has always been that if you look long and hard enough at any chronologically-connected series of events, you can discern some kind of pattern. Accordingly, I believe that there is such a pattern to the events that have occurred here at Colby since the first

Constitutional Convention.

The first Con-Con, although the result of a very emotional confrontation between the administration and certain students, was planned and executed in an atmosphere of what I call "liberal hope". That this is so is shown by the Echo's reaction to the meeting on April 26, 1969 at which the possibility of a constitutional convention was first raised; the Echo printed a story (May 2, 1969) entitled "Trustees and Students Click at Boston Parley". Noteworthy also was then - student government president Ben Kravitz's statement, recorded in the same Echo issue, that Con-Con I "...will draw students, faculty, and administrators together on one essential community level, provide an outstanding opportunity for everyone concerned to discuss relevant issues, and establish an effective means for solving future problems." And at the convention itself, although what many student delegates had been hoping for was a college senate somewhat like the one Charlie Hogan is now proposing, only nine of them voted against the compromise that was eventually passed - the committee system we are now saddled with.

But the semester after the first convention saw a waning of student faith in change "within the system". The best example of this was perhaps the

occupation of Lorrimer Chapel by 18 Black students. Student dissatisfaction with the entire federal government was aroused by the invasion of Cambodia in May of 1970; and many students, taking advantage of a pass-fail option approved by the faculty, spent much of May doing political work.

The above two incidents contributed to what I feel was a waning in the administration's confidence in the maturity of the students, paralleling the dying of the student's confidence in the committee system. I can only surmise this change in attitude, yet the evidence for it is impressive, consisting of the many times during the academic year 1970-71 in which students were excluded from the decision-making process-- e.g.:

1. The famous Dana Bed Theft Case, in which Dean Mavrinac assumed complete jurisdiction over an offense that traditionally would have been tried before Student Judiciary.
2. The Financial Priorities Committee, according to the results of the first Convention, exists (among other things) "...to review the budget with the administration prior to its presentation to the Board". Yet when the committee met last year, students on it complained that the budget breakdown given them was inadequate;

Con't on pg. 9



by C. W. Bassett

When Con-Con I convened at Colby in November of 1969, I had been a member of the faculty here for only two months. Coming as I had from the faculty of a large urban university, I had to marvel at the way things seemed to get done at small New England liberal arts colleges. The whole place meeting in a big hall and working things out, thought. How New England!

But I had noticed some rancor. At a faculty meeting just prior to the election of faculty dele-

gates to Con-Con I, a motion to ignore the whole affair was narrowly defeated. Eventually my colleagues went, and the rest of us all enjoyed a long weekend.

Con-Con I put lots of students on college committees, sent students to sit in department meetings, sent students to the Board of Trustees, created a conference and review board and an ombudsman. Con-Con I also provided for another convention in 1972.

Aflame with enthusiasm (or apathy) the college set out to see how things would run with students on board the remarkably complex committee system that does much of the busy work at Colby. My conservative friends feared anarchy; my radical friends predicted co-option by the mega structure. The "student voice" was analyzed, courted, rejected, ignored, and considered. And students on committees learned the political realities of the constantly shifting bases of power that make the college an interesting yet frustrating place to be.

And the complaining began. Students found that they weren't really running the college from their elected positions on the Safety Committee or the Bookstore Committee. Faculty found that time-consuming committee system even more endless. Talk flowed eternally, and yet--from what I can surmise--things went on much as they had before. Real decision-making power remained the province of the Trustees, the administration, and the faculty.

But 1972 has come, and this time I'm going to sit down in the big hall (ah, snowy New England tradition) to work things out in that biennial town meeting. And what do I expect to happen this time?

1. Students will stay on all those committees, but the convention will try to streamline (i.e. destroy) the more arcane standing committees in favor of fewer, more powerful committees. Fewer voices, more influence.
2. Over-ride procedures for rejection of administration-Trustee-faculty policies will be decimated.
3. The All-college Senate comes in at 50-1.
4. The Conference and Review Board and the ombudsman had better not begin reading any continued-next-month novels.
5. Constituencies will try to compromise their essential self-interests, but purposeful unity of effort will be a difficult achievement.
6. The present power structure of the College will remain essentially unchanged.

I hope the super-committees that will emerge from Con-Con II will point us in new, clearly defined directions. I hope a continuing procedure for review of Colby's balance of powers, our educational philosophy, and our specific administrative procedures will also be constituted and forcefully carried out.

But most of all, I hope we don't have one of these bloody things in two more years. A little New England town meeting goes a long way.

by Larry Bigelow

A recent editorial in the *Echo* concerned itself with the "Colby administrative-decision-making syndrome", which was manifested in the handling of the 15:1 student/faculty ratio decision, the Trustees' refusal to allow an *Echo* reporter into its meetings, and the recent communications problem with Mr. Grindall. Implied in this controversy between students and administration is the feeling that the administration is concealing facts and figures concerning the college's operations. This debate is further revealed in the current question concerning the validity of the "financial exigency" of dismissing certain tenured professors within the administration. The student feeling seems to indicate that the ostensibly sound financial condition of the college does not justify either the "financial exigency" decision or the 15:1 decision. On the other hand, the Administration states that although the endowment funds are progressing favorably, the real test of the financial condition of the college is in the final balance of operations profit or loss; that is, whether the college's revenues are greater or less than its total expenditures for the year. The real question seems to be whether the financial priorities established by the college are commensurate to its present financial status. Examination of the Treasurer's Annual Report (available to any student or administrator) is necessary to clarify the inconsistency between the two viewpoints.

The report submitted to the President and

Trustees by the Treasurer as of June 30, 1971 specifically states: "The financial condition of the college was further strengthened during 1970-1971 in spite of two successive years of deficit operations. The continuing improvement is evidenced by the \$1,916,199 growth of the endowment funds, the \$1,422,579 addition to plant funds, and the \$91,603 increase in current funds, as well as the establishment of charitable remainder trusts in the total net amount of \$207,443."

These statements, by themselves, might indicate to an inexperienced observer that the college is in relatively sound financial shape. However, one must consider these additions in light of the total college budget.

The college's income from its investments in securities increased significantly last year due to Vice President Williams' competent direction, and the annual fund is progressing in a very favorable manner. However, the income from these two areas is small in contrast to the \$7,022,726 received by the college in revenues last year. The college draws upon this revenue for use in its operations. Approximately 50% of these revenues represents tuition charges paid by students. The receipts accruing from tuition charges are thus an important factor in the college's operations. Due to rising costs, the college was not only required to raise tuition, but also had to require compulsory board (increased food service revenue) for all students living on campus rather than close Mary Low dining hall. Rising costs are still a

problem. Last year, the college's total expenditures, \$7,145,341, exceeded the total revenues collected by \$122,615. It is true that revenues rose at a higher rate than costs did last year, (7.1% vs. 5.3%) but total student aid (\$992,357) was responsible for taking much of this increase.

Consequently, there are many financial considerations bearing on the decisions of the college. Although last year revealed increased profitability from endowment fund investments, operations reflected a deficit in terms of total revenues collected to total expenditures. The policy of the administration seems to be one of assuming existence in the future through long-run financial stabilization processes. Whether the college is overextending itself by planning a large building program is certainly a question of financial priorities, but how does one justify or develop priorities? Who is to say that building an addition to the Bixler building has priority over increasing or decreasing the number of faculty? According to the AAUF Journal, faculty salaries at Colby are competitive and other institutions of Colby's size have been at a 15:1 student-faculty ratio for some time. Nevertheless, the question of whether or not the college's list of financial priorities is valid is one that must be considered in the light of the future financial status of the college. The idea of greater student voice in the decision-making process will certainly be a positive step toward resolving the discrepancy between what is real and what is ideal for Colby.



by Jon Levin

It seems nowadays, that to get everybody to agree on the same thing on an American University Campus is almost impossible. Students always seem to disagree with faculty, faculty with administrators, administrators with other employees and so on. But, there is one area that everybody agrees on: that being the simple fact that the college needs more money. Students want to decrease tuition, eat off-campus, have free concerts, lectures, etc, and better facilities. Faculty want more faculty, better pay and offices, etc. The administration wants this and that, and other employees want more money.

Everybody always asks why with skyrocketing tuition and board costs, colleges are having such problems. Obviously the operating costs of the College are going up at an even higher rate. So, who makes up the difference? The parents, alumni, alumni parents, "friends of the college", corporations, foundations, bank interest, stock dividends, students, faculty, administrators, the government. . . . The list is endless.

At Colby, (like most colleges and universities) all the above factions are piled under one heading to perform a service that colleges have become increasingly dependent upon: Fund-raising.

Due to the large number of people that participate in Fund-raising, there is no particular person on campus (or in Eustis) who is solely in charge of raising funds. Mr. Edward Turner is Vice President for Development, and he oversees all the fund-raising activities. Two other people, Mr. Robert Strider, who works out of the President's office, and Mr. Frank Stephenson who works out of the Alumni Office are key people in the college's continuing fund-raising drives. It is important to note, that everybody on campus, and especially those in Eustis are in some way connected with fund-raising, many times a person will be inclined to not contribute because of the way he or she was treated in his or her conversations with different officials of the school.

There are many different ways that Colby raises funds for all its financial needs ranging from the typical form letter to a nationwide telethon that will be held (for the first time) in early

FINANCES

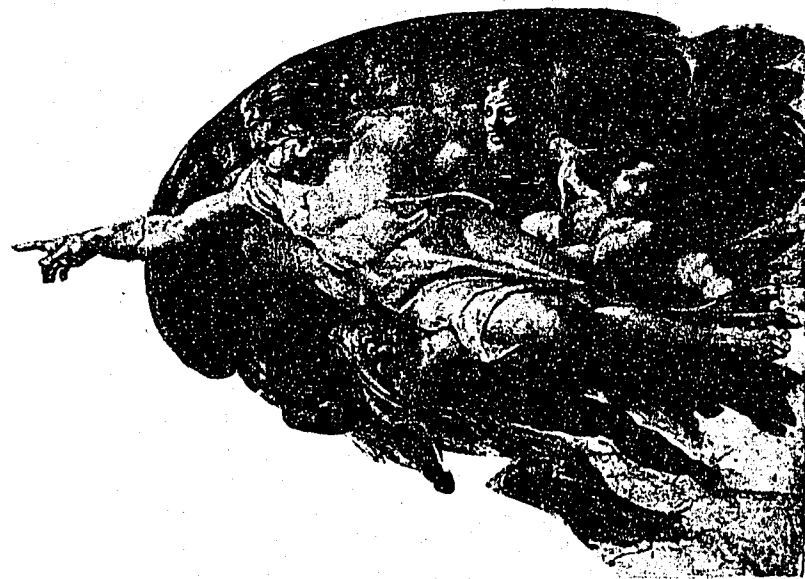
May of this year.

The telethon, which will originate out of Boston is being organized by Mr. Frank Stephenson. It is hoped that somewhere around \$100,000.00 can be raised by calling selected alumni on four nights from 6:30 to 9 P.M. from May 8 to May 11.

Mr. Stephenson is also in charge of the alumni, parents and alumni fund-raising drives, which fall under the title of the Annual Giving Program. This year's goal is \$600,000.00. Compared to \$300,000.00 in 1969-70, and \$400,000.00 in 1970-71, this is a considerable increase. The Annual Giving Program is conducted on a continuous cycle that begins every year on August 1st, the beginning of the school's fiscal year. In November, the Colby Engagement Calendar is sent to all the groups mentioned above, along with a self-addressed pledge card and envelope. Near the end of the calendar year, a general letter is sent out describing what's been going on, class schedules and coming attractions, and also asking for money. Then in January, February or April, a letter is sent out to each class's parents asking for pledges. Again this is a type of newsletter, but is mostly concerned with the individual class, and signed by one of the class's representatives. The college has found this to be one of the most effective ways of raising funds. Another general letter is sent out in March, much like the one sent out late in the first semester. This system is used every year.

The President, Mr. Robert Strider, is also very active in fund-raising drives. He spends time calling on industries, foundations, alumni, private citizens and "friends of the college" along with his other duties. He feels because of the economy and other factors, that fund-raising is "getting harder", but he also feels that Colby has been "tremendously fortunate". He works directly with Mr. Turner, and tries to visit each organization every few years.

An example of a foundation grant occurred in 1962, when the Ford Foundation gave \$1,800,000.00 to 40 or 50 colleges that they felt were "Centers of Excellence" (which Colby qualified for) to be matched by funds that the school raised. In three years, Colby raised over \$4,000,000.00, more than twice the needed figure.



The most recent fund-raising drive that is not connected with the Annual Giving Program is the Plan for Colby that was started in April of 1969. Its goal is to raise 6.7 million dollars by June 30, 1974. This money is to be used in the following ways, (The distribution of funds is not binding. Within the original figure, the priorities can be rearranged): 2 million dollars for endowment (one million of that going to "Distinguished Professorships" and the other million going towards the Scholarship Program); 4.7 million dollars for renovation and new buildings. The buildings that are now in the planning stage are a new Health Center, a theatre, expansion of the science facilities, and an addition to the Bixler Art and Music Center for which ground will be broken this spring. To date, a little over 4.7 million dollars has been raised from massive canvassing of alumni, and major gifts from outside sources such as friends of Colby, foundations etc., some being in the five, six or seven figure category.

Another method of fund-raising is called Deferred Giving. This occurs when a person bequeaths all or part of their estate to Colby. This has been a major source of endowment money.

Also used by Colby for fund-raising is the Life Income and Annuity Program. The donor agrees to give the college a certain amount of money, and for the rest of the donor's life, or for that of his beneficiary, he or she gets a certain percentage each year based on the age of the donor and the amount of money donated. The percentage ranges from 5-7% per year.

Colby is also a member of the "New England College Fund" which consists of 27 colleges like Colby, and they as an organization raise funds for the group. Each college contributes their fund raising "staffer" for ten days each year in order to call on businesses and other organizations that might be willing to donate money to the organization. The group usually raises about \$800,000.00. Half of that is divided equally between all 27 colleges, and the other half is divided by the number of graduates each school had the previous year.

There are certain groups that will raise money for the college for a specific cause. One of these

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letters: REACTION

To Editor: The ECHO

Counteropinion

Dear Mr. DeSisto:

It was interesting to read your opinion about what is wrong with everything and everyone in higher education. Because I disagree with many of these opinions, I trust you will accept the following extensive critique of your essay.

To begin with, you say that "We never evaluate the results of our instruction." I'm not sure to whom "we" refers, but I doubt if it refers to a majority of people in the teaching profession. If by "evaluate" you mean getting high scores on a performance sheet, you are perhaps right. If, however, by "evaluate" you mean we never look for recognition and approval (or even disapproval) for our efforts with students, you are grotesquely misinformed. Perhaps the disparity between what we seek and what we get is related to one of the tragedies of teaching: namely, the fact that a teacher must strive to make himself unnecessary to his students, and who must learn by their own initiative, improve without their teacher's guidance, grow without the teacher's stimulation. Somewhere among all those people in the classroom the teacher just might be responsible for having an effect not measurable by any "accountability" scale.

I find your opinion regarding "evaluation" and "accountability" especially repugnant when the ratio of faculty members to students is couched in the jargon of business management. Thus, you say, "You do not have to be an economist to know that in order to balance a budget production must increase proportionately to cost." What you fail to indicate is that the aim of education has never been to turn out a marketable product. The very notion that somehow greater "productivity" mystically occurs with larger classes is subject to considerable dispute, as well as is any reference to increasing productivity by utilizing "all the research on new educational techniques." The recent \$5.6 million experiment under sponsorship of the Office of Economic Opportunity was terminated as a dismal testimony to the failure of "performance contracting." This experiment, using all the sophisticated techniques of electronic and computerized instruction, applied to 13,000 children in 18 school districts funded by OEO, showed no identifiable gains over children taught by teachers. Teachers, it seems, still do a better job than machines.

Equally repelling to me is your faith in the omniscience of the managerial mode of cognition. You seem to be willing to subject the entire academic community - students and faculty alike - to the incredible educational theory that it is not the practicing intellectual community, but rather the corporate hierarchy that represents the best interests of the institution. If one accepts this premise, it follows that the entire academic community is supposed to graciously submit to a unilateral right of The Corporation to dole out as managerial "rewards" such things as monetary compensation, tenure, promotions, sabbaticals, teaching loads, and even the curriculum itself. If I recall my history correctly, such unilateral decision-making went out from industry in the post depression years, just as it will go out of style in academia within a few years.

With regard to all of the "improvements" to come from a 15:1 faculty-student ratio, such a position appears to me to be untenable. To insist on a 15:1 faculty-student ratio given the existing faculty-student ratio could result in (1) breaking existing tenure contracts, which is prohibitively expensive; (2) dropping 16 per cent of the curriculum (i.e., courses having less than 10 students enrolled), which means virtually eliminating the sciences, classics and modern languages, and, instead, converting the college into a community of social scientists and English language specialists; (3) maintaining our present minority or disadvantaged group representation on the faculty; and (4) obfuscating the entire notion of a liberal arts college, to which students come for more personalized instruction. The only viable path to a 15:1 ratio is to either cut out administrative fat, or simply increase the size of the student body.

As for the analogy between a teacher and a carpenter, whose work "is evaluated in terms of the finished cabinet" it might be interesting to consider the possibility that students are not commensurate with cabinets. The assumption that it is the teacher's responsibility "to arrange a set of activities to insure that students will achieve a certain level of competence in certain skills" reflects the notion that the aim of education is to inculcate techniques, rather than values, or even the ability to use one's mind as a path to self-realization.

Will the "shakedown that is long overdue in higher education" result in the improvements you seem to think will occur? Not unless the college acquires a clearly-defined philosophy of education, which it does not seem to have at this time. The so-called "shakedown" to which you refer has not brought academic improvement; instead, it has made the conflict between academic atavism and a viable modern curriculum distressingly acute. An

administration that opts exclusively for retrenchment over progress, the past over the contemporary, while simultaneously professing to commit itself to the education of disadvantaged Black students is obviously not with the spirit of the times. Atavism such as this painfully illustrates that nonpracticing professionals in the field of administration have no special "expertise" in regard to either what shall be taught or who shall teach what. And at a time when small colleges must be highly competitive to survive, I can assure you that academic atavism leads only to academic extinction.

In regard to the so-called financial "crisis" in higher education, it is one thing to assert that it exists and quite another to demonstrate its existence. You don't get a "crisis" simply by indicating that it may happen, or it might happen, or that someone says it will happen.... therefore let's cut out some of the faculty and the curriculum. Cutting out the faculty in a college makes about as much sense to me as a captain trying to lighten his ship in a storm by throwing the crew overboard. If a "crisis" exists, there are many alternatives for cutting expenditures without effecting the faculty or curriculum.

In conclusion, we basically disagree in theory over who should manage a college curriculum. From my point of view, administrators should administer the plant, teachers and students should manage the curriculum. Otherwise the notion of a "community of scholars" is absurd, as it may well now be.

Bob Doel
Assistant Professor
of Sociology



Dear Sirs:

I would like to respond to some of the statements made by Prof. DeSisto in his article entitled "Opinion" in the ECHO of March 17, 1972.

I find the article's deliberate misuse of psychological terms regrettable. Saying "paranoia" when one means "distrust" and using "delusion" when what one means is "fallacy" might be excused on the grounds of ignorance, but in this case such deliberate misuse can only be a rather shoddy rhetorical device or an attempt to be cute.

The article would have us believe that, because colleges are in financial straits, the only solution is "cutbacks in academic programs"; and if these are not sufficient, a "long over-due shakedown in detail, it seems to suggest that the faculty (and presumably, the students) be good little bricklayers (and bricks?) and leave educational decisions up to the Administration and Trustees. I suggest that there may be other ways in which the college might economize, without impairing the educational process, which (rather than a burgeoning bureaucracy or impressive architecture) is the only real justification for the colleges existence.

The articles argument for the faculties abdication of its responsibilities are rather odd. It states: "one delusion that is evident is that of the omniscient professor," and goes on to conclude that, since professors aren't omniscient "it is unlikely that we could be of real assistance in administrative decisions." The omniscient professor is, of course, more of a straw man than a delusion, since no faculty member, (or anyone else, for that matter) ever claimed professorial omniscience. The article does not claim (explicitly, at least) omniscience for administrators and trustees; their special merit is that they "are accountable for the stability of the institution." But to whom are trustees accountable? Their consciences? The Recording Angel? Administrators are, of course, accountable to boards of trustees. But it is administrators who provide boards of trustees with the information on which accountability is based. Administrators might, it is true, be accountable to the faculty and students, but the recent experiences of the Financial Priorities Committees (among others) suggest that such accountability is easier to legislate than to obtain. No one would deny that administration is necessary, it can even be a good thing; but

one can have too much of a good thing.

Those of us who are old enough to remember Joe McCarthy cannot dismiss academic freedom as cavalierly as does Prof. DeSisto's article. I, for one, find very little in the present political scene to persuade me that MacCarthysm is dead beyond resurrection. Anti-intellectualism in America is alive and well, even apparently in college faculties. The article asks: "How long do you suppose someone would last if he was a proponent of escalating the war in South-East Asia, or of doing away with black students?" Many academic proponents of escalation are not only lasting very well, but are conducting government supported research aimed at implementing such escalation. (e.g. the recently disclosed increase in electronically controlled bombing in South-East Asia). As to the proponents of "doing away with black students," the recent works of William M. Schockley of Stanford and Edward Banfield of Harvard suggest that such proponents may, in fact, flourish.

What I find particularly disturbing about the article in question is its implicit acceptance of an industrial model when considering the governance of the college. A college is apparently best considered as a factory, owned by the trustees and managed by the administration. The faculty are skilled workers and the customers (tuition-payers) provide the raw material (students) to be processed much as one might send one's pants to a dry-cleaners to be cleaned and pressed. Colleges have been run in this way (Parsons College, which was a financial success and an academic disaster, might be an example) but such colleges and universities have never been among those which attained anything approaching academic excellence. The great colleges and universities of America and Europe have been those where the faculties functioned, not as brick-layers, but as co-architects (with students, administrations and trustees) in planning, building and maintaining the best possible educational structure. Such a community of scholars is only possible when the faculty feel that they can disagree with the administration without fear of sanctions. This is one of the most important aspects of academic tenure, but one which the article fails to mention.

Professor DeSisto is quite right when he points out that our present methods of evaluating our effectiveness as teachers are most unsatisfactory, and certainly he is right when he points out the illogic in blaming students for the ineffectiveness of teachers. Nevertheless, I am convinced that the best judges of a teachers competence (poor though they may be) are his colleagues and students, rather than administrators.

I am not quite sure what is the point of the mildly amusing story, in which a professor gets paid in invisible money because he deals in intangible results. Does it imply that intangibles are worthless? That judges should not be paid because they dispense intangible justice? Or artists because they deal in intangible beauty? Physicians because we cannot adequately define and qualify health? I would hope not, especially since the article ends with the wish that we all strive to improve "the quality of higher education" as intangible a concept as one could imagine.

The article's discussion of faculty-student ratio misses, I believe, the crucial point. An economically favorable ratio can be obtained in one of two ways. One is to increase the efficiency of the teachers, so that fewer teachers are required to teach more students well. The other way is to reduce the variety of courses taught, which of course does nothing to enhance the effectiveness of teaching but merely provides few opportunities for the student to be effectively or ineffectively taught. Since the first alternative usually implies innovation, often entails some capital investment in new equipment and is most likely to be proposed by teachers, it has traditionally been less attractive to administrators than has the second method. Cutting out courses, majors and programs can be done quickly, entails no expense (although one would not be too surprised to see college administrations augmented by "Vice-Presidents in charge of Saving," assisted by "Directors of Annual Saving," "Directors of Special Savings," etc.) The fact that the second way of achieving an economic faculty student ratio results in mediocrity is too often excused by "financial exigency," as though anything more than mediocrity were some sort of luxury. The savings made by the second ("fat-trimming") approach, are of course, short-lived, since a mediocre independent college cannot long compete with state-supported universities.

My disagreement with the points-of-view expressed in the article concern wider issues than Colby. If a small New England college drifts into mediocrity, it is sad but not catastrophic. But I believe that students (for better or worse) learn from what their teachers are, as well as from what they say. The article suggests a kind of teacher which, to me at any rate, represents a dangerous model for young people. I cannot help but be reminded of Georges Bernanos' observation:

"The horrors we have seen, the still greater horrors we shall presently see, are not signs that rebels, insubordinate, untamable men, are increasing in numbers throughout the world, but rather that there is a constant increase, a stupendously rapid increase in the number of obedient, docile men."

I remain, sincerely
Paul Perez, Ph.D.
Associate Professor

more letters p5

editorials

Every institution has myths and symbols from which it draws a form of pseudo-religious political support. Colby is no exception. Symbolically our community is buttressed by its ever shining phallic library tower, and underlying all the machinations of the college is the myth of "shared responsibility."

Although we are not so presumptuous as to deny the existence of Miller Library, we do feel it is time that "shared responsibility" is recognized for what it is, a canard, a hoax, balderdash and humbug.

Con-Con I gave us this phrase but also shackled us with its meaninglessness. Hopefully Con-Con II will do something to end the charade. The question is, what to do.

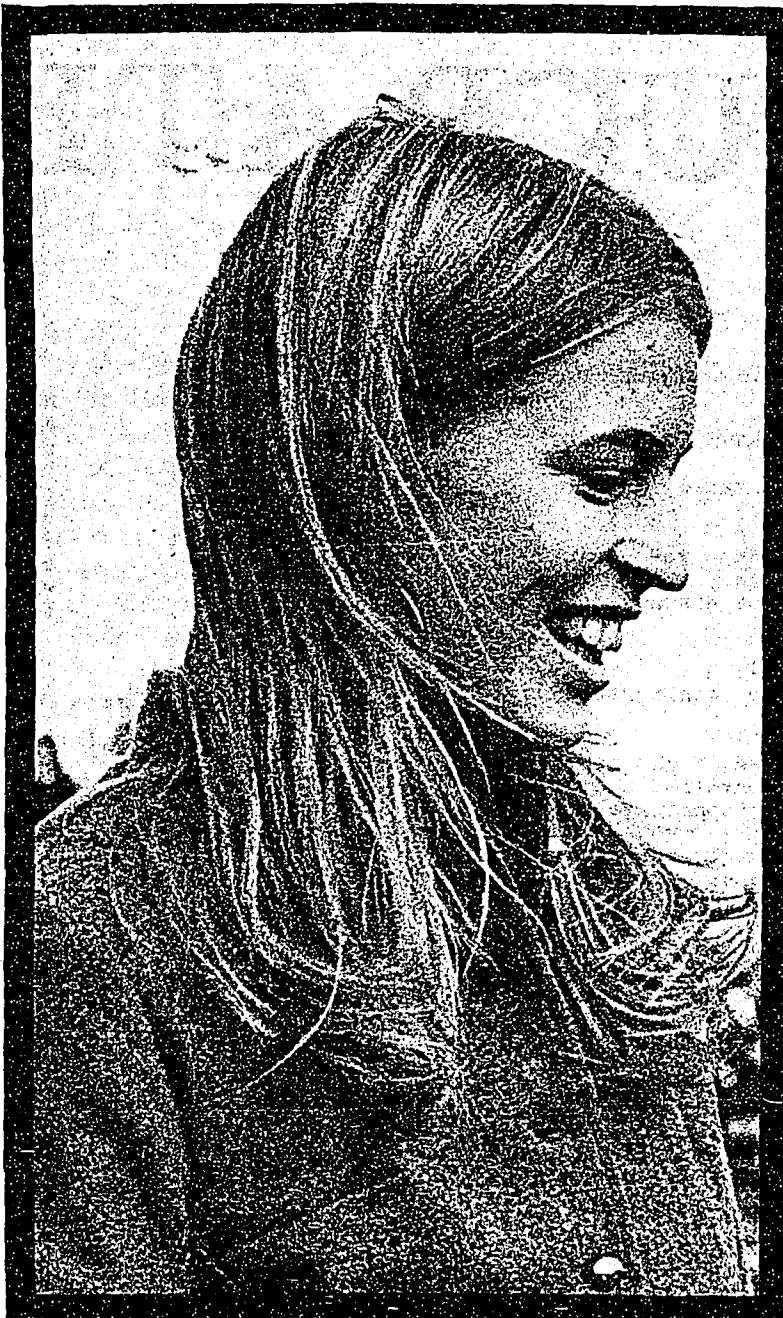
We at the Echo are encouraged by one proposal which will be presented to Con-Con. This proposal, put together with much time and effort by many of the students and faculty represents what we feel would be a constructive and meaningful move by Colby. The proposal is basically a combination of Charlie Hogan's College Senate Proposal and a corporate over-ride. It seems to touch upon every level of possible decision-making weaving a tightly-knit, streamlined, and almost assuredly efficient college governance system while it redistributes corporate control to the faculty and to a lesser extent to the students. The proposal keeps professional administrators doing the work that they are highly trained to do but ensures that when they lose the faith of 2/3 of the faculty and the student body they will be held accountable. This proposal's over-ride of the administration and the trustees is placed in the hands of the College Senate. The Senate, which by present construction will be 20 faculty, 16 students, and 4 administrators, would have to be extremely disturbed before an over-ride would be passed. No one constituency to the Senate could come close to getting the vote needed for an over-ride by block voting, thus ensuring that this device could not be used unless an overwhelming majority of both faculty and students felt that such an extreme move was necessary.

We view this over-ride as the logical extension of the thrust of the first Con-Con. It is the most important potential change Con-Con II can make. Such a move would be watched closely by every college in the nation. If such a move were made and found to work, a kind of participation rarely institutionalized for students and faculty would be a reality at Colby. The Echo has confidence in the caliber of Colby's students and faculty members. We believe that they would respond responsibly and energetically to the challenge that such a shift in governance represents. We hope that the convention and subsequently the Board will have the faith as well.

This week the paper's emphasis may seem somewhat schizophrenic. One major thrust of the paper is an in-depth study of Colby's financial situation. The other is directed at our Con-Con II which will start today. Yet these two topics are not thrown together coincidentally. There are several reasons why we have discussed these questions in the same Echo. First the financial area is one of the most important of the College. We feel that Con-Con II delegates should aim much of their study at the handling of financial decisions. Secondly the handling of some financial decisions, particularly 15:1, by the college administration and the board serve to illustrate some of the major drawbacks of bureaucracy of the first Con-Con. (see Bureaucratic Blues)

The college's financial condition is probably the most fundamental question for every member of the Colby community. Con-Con I attempted to set up apparatus to deal with the declassification of this information. This attempt has been thwarted by those who control the budget. Con-Con II must remedy this.

Con't on pg. 11



The Colby Echo joins the college community in mourning the death of Laurie Peterson. The untimely accident which took her life also took from the Colby community a vibrant, intelligent and warm human being. It is a terrible loss to all but especially to those of us who knew her well.

Mr. and Mrs. Peterson have requested that in lieu of flowers, memorial contributions should be sent to Colby for the use of the Government Department. Any student wishing to contribute to this fund should contact Frank Stephenson, Director of Annual Giving.

more letters

To the Editor of the Colby Echo:

I was reading the column "Opinion" by Professor DeSisto in which he ranged somewhat freely and loosely over the financial and other woes of the academic community at large as well as at Colby, when I was caught up sharply and literally staggered by the following statement in his exposition: "How long do you think someone would last if he was a proponent of....doing away with black students?" Implications of this amazing formulation began to cascade so rapidly that I can only begin to suggest a few of them:

Is there anyone in the academic community who could conceivably advocate "doing away with black students?" How would he go about doing away with them? Does Mr. DeSisto mean that it might conceivably be advocated in an institution of higher learning that students be excluded on the basis of race? Could he conceive of the same advocacy with the substitution of the words Italian or Jewish or Irish students?

Let us quickly agree that there was an unfortunate imprecision of language here. In any case, I would merely say to those who would advocate "doing away with black students" that:

Educational opportunities, long overdue, that are being extended to black students today are but a degree of compensation for the many years of unrequited labor on the part of Blacks that contributed immeasurably to this nation's development.

Jack D. Foner
Associate Professor of History

Dear Sir:

Since leaving Colby, my husband and I have lived in Louisiana - a far cry from snow, the spirit of reason, and the campus politics of Mayflower Hill. Up to now, we've depended on the ALUMNUS for news of Colby. This was a big mistake. Enclosed is \$5.00 for a subscription to the ECHO so that from now on we won't have to depend on elderly aunts with newspaper clippings about Colby.

I have before me the MAINE SUNDAY TELEGRAM of March 12, 1972. In a very long article, the Colby administration goes on record as admitting that the natural sciences are "most certainly not the college's most solid areas - as opposed to Bates and Bowdoin." And they go on to say that a major addition to the science department is a major objective of the school.

Fine, so far. Then, the article goes on to state that Dr. Charles Hickox, a geologist, has been fired, along with another, in a move to tighten the college's belt. And while I'm trying to make a little sense out of this, the TELEGRAM says further that Colby ranks tenth in the nation in terms of investment earnings. The school, it

Colby Echo



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con't on page 14

BUREAUCRATIC BLUES

Editor's note: This is a copy of the confidential report which was subsequently declassified.

CONFIDENTIAL

FROM: Dean of the Faculty

DATE: 3 May 1971

TO: Sub-committee of EPC on Student/Faculty Ratio

At its meeting on 30 April 1971, the sub-committee re-examined its proposals of 16 April 1971. The following summary attempts to incorporate the modifications suggested during the discussion.

i

The main proposal to achieve a reduction in the Faculty/Student Ratio stands:

In the course of the next 3 years, the size of the student body should be increased to an audited annual enrollment of 1640 and the number of faculty should be reduced by approximately 10%.

It was noted that if the Physical Education Departments were not counted as teaching faculty, the ratio would be significantly altered (109:1510); and if only that portion of their time spent in the classroom (i.e. instructing in physical education which amounts to 4 or perhaps 5 full time equivalents) the ratio would still be significantly altered (114.5:1510). It would, therefore, be possible to reduce the faculty by 10% and to discount the Physical Education and arrive at the desired ratio without altering the size of the student body.

It was also suggested that the College might explore possible relations with the University of Maine at Augusta. This would seem to be a one-way relationship which might provide students for critical areas (e.g. Russian, Physics) and might provide commuting students during the last two years. Such a relationship might produce an increase in the enrollment without dormitory construction.

As a further suggestion to avoid creating a permanent student body of 1640 by constructing dormitories, the committee proposed non-college housing, built and operated by private business.

Finally, the committee would reiterate that the proposal was valid only if there were a corresponding decrease in administrative staff. The Committee recognized the difficulties involved, but it felt that a serious examination of the area of student services might produce reduction through reorganization.

ii

In order to achieve the necessary reduction of 10% in the size of the faculty, the Committee proposed the following guidelines:

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1. Departments must justify the replacement of members who retire.
2. Departments must justify sabbatical replacements whether for one or for both semesters. The assumption is that there will be no replacement.
3. Departments must justify the existence of any course with less than 5 registrants or of sections of 10 or less. It is assumed that the minimum size of a course is 6, of a section is 10. Small departments with a small number of majors will continue to offer courses with limited enrollments. Other departments will need to alternate or to reduce offerings unless other justification can be found.

The Committee recommends that the appropriate departments consider:

- a) The offering of Russian as language but not as a major.
- b) The elimination of Japanese as a requirement for East Asian; either Chinese or Japanese are available through the Critical language program.
- c) The reduction in offerings in Public Speaking to Debate and Oral interpretation.
- d) The problem of methods courses and their relation to duplication in the second semester of the Practicum.
- e) The reduction of the number of "studio" courses, to offer only introductory courses and to develop extracurricular programs in the arts.
- f) The reduction or alteration of the emphasis on intercollegiate athletics.
- g) The development of service courses by small departments or their integration with other departments into more viable programs (e.g., Geology and Physics into a Geophysics department).

If a firm stand is taken, the Committee feels that a reduction in the size of the faculty in the area of 8 faculty members could be realized.

Sub-committee members:

R. Mark Benbow
Acting Dean of Faculty

Professors Gemery
Johnson
Kellenberger
Koons
Westervelt
L. Zukowski

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by Dave De Long

In recent weeks several disturbing facts have come to light concerning the Administration's quest to reach a student/faculty ratio of 15 to 1.

The most significant is the Administration's use of a set of confidential recommendations from an EPC subcommittee that were being used as the basis for determining where faculty cutbacks should be sought.

At a meeting of the Educational Policy Committee on February 23, 1971, Dean of Faculty and Chairman of EPC, Mark Benbow, was authorized to form a subcommittee for studying the student/faculty ratio and the "means to achieve" the 15 to 1 figure. Benbow appointed Professors Gemery and L. Zukowski from EPC and Professors Johnson, Kellenberger, Koons, and Westervelt from the faculty at large to the subcommittee. There were no students on the committee.

The group met five times during the spring but, according to Mr. Gemery, the only data the subcommittee had to study was faculty retirement dates from the Dean of Faculty's office and figures on class enrollment from the Registrar.

When asked why there were no students on the committee Gemery replied, "I can't explain that unless it was because of the information dealing with faculty retirement dates." But he added that he really didn't see anything very confidential in this information.

On May 3, 1971 after a series of meetings, Benbow sent a summary of the proposals "suggested during discussion" to members of the subcommittee. The summary was marked "confidential."

No vote was ever taken by the subcommittee on the proposed recommendations, nor was any report ever made to the EPC.

According to the new Dean of Faculty, Paul Jenson he found the "confidential" recommendations in a black pouch in his office when he arrived at Colby last summer. At this point Jenson made a somewhat understandable error. According to the Dean, "It never occurred to me to question the subcommittee report as anything but an accepted set of guidelines and recommendations. I assumed its status was unquestioned."

As a result of this misunderstanding Jenson used the unauthorized report as a basis for working towards faculty cuts.

Among the recommendations made by the subcommittee were:

- a) The offering of Russian as a language but not as a major. and
- b) The elimination of Japanese as a requirement for East Asian; either Chinese or Japanese are available through the Critical lan-

guage program. At this time both of these recommendations will be implemented in the fall of '73.

One explanation by Gemery as to why EPC didn't realize its mistake is because both he and Mrs. Zukowski rotated off EPC this year which meant no present member of the committee had been on the subcommittee.

Chairman of the Modern Languages Department, Jean Bundy, brought Jenson's mistake to the attention of EPC in a memo on March 8, Jenson acknowledged his error in a letter to the committee several days later.

Members of the subcommittee were invited to the March 21 meeting of EPC in an attempt to clarify its role. After deciding that the report should no longer be confidential, the committee accepted the report with the understanding that it wasn't final.

One very significant point is made by Jenson in his memo to EPC but it is possible he doesn't see the implication. In it he says, "It is my opinion that some of the decisions which emanate from the report had already been made before my arrival on the scene. Particularly this is true with reference to decisions to not replace members of departments who retired."

If Jenson is right, the Administration acted without receiving any formal recommendations from a subcommittee that had been appointed to study the subject. But since the subcommittee's report was confidential this would never have come to light. The participants in last year's administrative action cannot plead ignorance of the situation.

Another problem that has become evident while investigating this situation is that of accountability. No one seems to be able to pin down the exact origin of the figure 15 to 1.

Jenson said that he didn't know where it came from specifically but that according to the Chairman of the Board of Trustees, Albert C. Palmer, it is a longstanding policy of the Board.

According to Administrative Vice President, Ralph Williams, the Board has never come up with the 15 to 1 figure. He said that about eight years ago 15 to 1 was the faculty/student ratio and since then we have drifted away from it with our addition of new programs. At the same time Williams admitted that the minutes of Trustee meetings are not public and, therefore, there is no way one can trace the origin of 15 to 1 since no one can remember exactly.

The point of the whole issue is fairly clear. We have successfully developed at Colby a bureaucratic system complete with red tape and lack of accountability. Con Con II has come just in time.

THOUGHTS of the CHAIRMAN



by Albert C. Palmer

Chairman, Board of Trustees

(Ed. Note: At Mr. Palmer's request, this article was reviewed and edited by Pres. Strider and several members of the Administration before being submitted to the *Echo*.)

The *Echo* has asked me to comment on trustee thinking and position regarding student/faculty ratio--more specifically, as I understand its request, on a 15 to 1 relationship which is apparently being interpreted as a recent change in trustee policy.

Believing that the broad implications of this question -- not just the precise "numbers" -- are a proper concern of students as well as faculty, alumni, parents, administration and trustees, I am glad to attempt some observations. They are informal, based on my own views and my understanding of the trustees' general position. I cannot, and do not attempt, to speak for all the trustees. Moreover my observations are addressed toward identifying some of the major considerations that produce a quantitative relationship rather than trying to advocate or establish what a "right" or "good" number ought to be.

Perhaps the first point that should be made, even though it is rather obvious, is that decisions as to allocation of resources for teaching, which lead in turn to numbers of faculty that will, or can, be provided are not, and cannot, be made as separate judgments unrelated to the whole. Like determination of the amount of all other institutional resources to be spent -- structure and functioning of the administration, curricular offerings, library facilities and services, sabbatical leaves, financial aid programs, and other major items of expense -- dollars for teaching have to be determined in relation to the whole that is available and that which is required for other purposes.

Even ahead of this comes the definition of institutional and educational goals and purposes. Certainly, no element of the college simply makes a decision that a student/faculty ratio of 10 to 1, 12 to 1, or 15 to 1 is the "proper" number on the basis of which to proceed. Rather the relationship tends to be the product of, or at least strongly influenced by, numerous judgmental decisions on such matters as:

- The degrees that will be offered
- The number of departments and the number and types of programs and courses to be taught
- How these courses will be taught
- Number of required credit hours
- Degree of emphasis that will be placed on quality and excellence of teaching
- Which leads directly to salary policy and pay

levels for faculty

- Policy regarding paid faculty sabbatical leaves
- Scholarship aid policy (dollars allocated for this purpose directly compete with dollars for instructional purposes)
- Level of tuition rates to be charged and income produced
- Finally, amount of income the college has, or can obtain, from all sources -- since what is to be spent can be no more than available resources

There are others but these are perhaps enough to illustrate the point that the composite of the judgments and decisions on matters such as those listed above go a long way toward dictating the educational needs to be served, the resources available to serve them, and the overall quantitative relationship. The question of the effectiveness with which a given size faculty is, or can be, utilized with what degree of impact on learning is a complex one beyond the competence of the writer to discuss but one which certainly belongs in the equation.

Conceptually, then, this is how the process should desirably work. In the final analysis, however, resources available, and how these resources are managed are controlling not only to solvency but to the fulfillment of highest priority goals even though it means, as it usually does, that lesser priority matters, most of which are desirable and have merit, must be limited, or not attempted at all.

It is a sad but real fact that a distressingly high proportion -- the majority indeed -- of our sister institutions are in financial trouble of unprecedented proportions. These include some quite eminent, some quite large, and more than a few regarded as "affluent" over the years. If drastic corrective steps are not taken promptly, with few exceptions, those not yet operating on deficit spending soon will be. Costs per student over recent years have increased substantially faster than both general inflation and income, despite sharply increased tuition charges. In the time remaining no visible amount of increased support from traditional income sources, or from government, will by itself save most colleges from insolvency. Only the more efficient use of income from all sources, a prompt rise in institutional productivity, in short getting more service for each dollar spent, can make "the difference between survival at an acceptable level of quality and dissolution."

Back to the question of student/faculty ratio. Many of the more troubled institutions after careful study of the causes of their problem, cite, among other reasons, lack of sufficient attention to program and course additions with the inevitable faculty additions, as well as general questions regarding faculty utilization, as a serious contributor to their difficulty. The "natural" forces at play in any institution without prescribed review and control measures tend to work in only one direction. "In the matter of courses of study, for example," says Chancellor Samuel Gould, "higher education seems to have mastered only two of the arithmetical techniques: it is superb in addition and multiplication; it normally ignores subtraction and division."

Colby, while by no means insulated from these financial problems and forces at play, does fortunately have some more time -- three to five years at best -- before she finds herself in the same degree of financial plight as some sister institutions. Having been alerted, having recognized these danger signs as real and now, it seems imperative that we utilize whatever time is available to us to improve the management of our resources, to re-evaluate where our college is, where it is heading, what it wants to, and can, become. What has been stated as generally true applies to Colby, in my opinion, namely that the most effective solutions will not be found by looking externally for more abundant resources but by looking inward toward more effective use of what we have, and as managers getting on with the job of managing. Surely this is an effort in which we all must collaborate if we are to achieve

and maintain programs that on the one hand are within our resources and, at the same time, command the interest and deserve the support of students, faculty, alumni and the public.

Some well-informed and experienced observers believe that if this can be done, hindsight may well record that what is seen now as a financial crisis may in fact have been more of a managerial crisis. Which is to say that inherent in a more clear and explicit resolution of educational goals and purposes which colleges (Colby) can do as a primary effort distinctively well, may rest a good part of the answer to the financial problem. Additionally, "institutions' purposes have generally not been translated operationally into the daily activities of the campus. Much elegant catalogue rhetoric on objectives leads to no modification whatever either in the substance of courses, the methods of teaching, or in campus life generally."

Surely we must explore more vigorously in a better organized and more sharply motivated way with more flexibility of viewpoint whether alternative methods of teaching having a greater impact on learning at lesser costs are possible.

In short to use the time available to us to study the problems and solve them before they get beyond us.

What does this mean, coming back to student/faculty ratio? That we should try to keep our books balanced by "cheapening" the quality education offered at Colby through arbitrary reductions in faculty, blind curtailment of course offerings, an inflexible and negative position toward new programs? Not by any means, would be my response. To the contrary, the trustees, no less than students, faculty, alumni and administration have the firmest of convictions that what we attempt educationally at Colby should and must be done well.

What specifically have the trustees asked? To move arbitrarily immediately to a 15:1 student/faculty ratio? No. But they have asked that programs of study be reviewed and that those not essential to Colby's central educational purposes be curtailed. This is a gradual process. Fortunately, Colby is in a position which makes gradualism a tenable alternative to drastic cuts which most colleges are making. While it is imperative that we move towards greater utilization of human resources, as reflected in the student/faculty ratio, it is as imperative that we do so in a manner which will not destroy the essential character of Colby's educational program.

Certainly with tuition levels what they are and the frequency with which tuition increases have been necessary, the productivity of professors in the economically important sense of students taught per teacher cannot be permitted to decline. Already the large and still-widening disparity between costs of education at private and public colleges is having visible effects on some private institutions.

In summary, much as one might wish it otherwise, maintenance of a certain size of faculty in relation to a certain size of student body has to be a primary consideration if:

-Tuition levels and frequency of increases are to be maintained at rates students can and will pay

-Scholarship aid monies are to be maintained proportionate to tuition charges

-Faculty salaries and paid benefits are to be kept in top ranges comparative to other colleges (obviously a lowered student/faculty ratio produced by low salaries and mediocre instruction has one meaning compared to a higher ratio but with high range faculty salaries and good instruction)

-Pressures are to be generated insisting that administration and faculty (hopefully with student input) decide the priorities of programs and services that Colby within her resources can perform exceptionally well, and, at the same time, take the hard but necessary step of eliminating or reducing those less needed or less distinctively performed

-Colby is to operate within its resources and survive

kinetic without being pop



by Jeff Paul

I wandered into a packed Coffee House a little after 3pm on Saturday the 18th of March. Buddy Guy and Junior Wells had just arrived with the rest of their band. Everyone there anxiously awaited the appearance of Buddy and Jr. who were to play for a bit under the guise of a guitar and harp "workshop." There were four tunes in all, including "Good Morning Little Schoolgirl" and a "song of evil in the jailhouse." Both men were real loose and periodically broke into laughter. Buddy Guy showed he could glitter even on a borrowed Guild acoustic guitar. About 40 minutes later the "workshop" was over and most left licking their chops in expectation of the evening performance.

Later that day I entered the familiar confines of Wadsworth Gym--two hours early as usual: listen to the sound test, talk to the regular core of marshalls, check out the incredible array of equipment on stage, watch the people in charge make last-minute preparations, and try to get excited about the long night ahead.

The crowd was let in about 8 o'clock and they seemed enthusiastic, yet orderly--or maybe it was the presence of seven rented Raydar Patrolmen that kept things well-ordered. Anyway, on with the show.

The Buddy Guy-Junior Wells Blues Band hit the stage on schedule. They began with a few loose tunes, including "One Room Country Shack." After about fifteen minutes, two things were clear ---Buddy Guy was a most gifted and exciting guitarist and this was not going to be a very good set. Despite Guy's expertise on lead guitar, the band was plagued by a bad amplifier that left them without a bass guitar. At first Buddy's brother, who was playing rhythm guitar, filled in the bass chords while Buddy tore off some incredible riffs. But this tight blues band plays with a bass and things were not tight this night.

Buddy introduced Junior Wells on harp, and after their well-known "Checking on My Baby," things got worse. After a few apologies to the audience, a very disgruntled Buddy Guy, along with his brother, A. C. Reed, Junior Wells and J. T. Brown made a most unceremonious exit from the stage some 40 minutes after they began. Not a very auspicious opening set for the long evening ahead.

Peacorn, popnuts, potato snacks...
Taj Mahal---

When Taj walked on stage he was greeted by a tremendous ovation. My first reaction was, "Isn't it great that this crowd really appreciates country blues," but I've been wrong before. Taj began things with a little ditty on a thumb piano or Kalimba, I believe it is called. It's an African instrument that emitted intriguing sounds. Next Taj picked up his National Steel guitar and broke into

"18 Hammars." But before he had played 12 bars, he laid down the law: "If you're gonna clap, do it in time." I had seen him this past summer and he was just as condescending, but that crowd was not as willing to take it as this one was.

It was at this point that I flashed back to the appearance of John Hammond at Colby last October. Hammond played the National Steel too, quite incredibly, but there was the same problem that night as last Saturday night. Country blues is not raucous music meant for a huge gymnasium. It's an intimate, emotive, brand of music that demands close surroundings. Taj succeeded, however, in getting the crowd to sing with him on "Cocaine", "Sweet Ol' Chicago" and eventually the crowd-pleaser, "Fishing Blues." The audience loved it and gave him a standing ovation. Imagine, a standing ovation for a country blues singer!

ROBERT JOHNSON where are you???

Taj returned to please the crowd with a banjo encore that taught them how to stomp their feet and clap their hands at the same time. Again they reacted with a thunderous ovation that lasted about five minutes. The man returned again for a sing-a-long and as he left the stage for the final time, all were very pleased.

Something that Taj Mahal said toward the beginning of his set rang true for his brand of music, "If you don't open yourself up to something new, you're a fool." This seemed to be a demand for tolerance, but I wonder how much tolerance he showed that night.

There was about a twenty minute delay while setting up for the next act---The Mahavishnu Orchestra, third-billed. That's really wierd, because there is no group walking this earth that could follow this orchestra on stage, yet that's why they went last. They do not play strictly jazz, although all of the musicians are rooted in jazz. It's certainly not rock music either. It's an incredibly intense, volatile, surging musical expression under the leadership of guitarist extraordinaire, Mahavishnu John McLaughlin from the British Isles.

I first saw John McLaughlin last year at Bowdoin as a member of the Tony Williams Lifetime. Both McLaughlin and Williams have done extensive work with jazz great, Miles Davis, while McLaughlin has produced four efforts on his own: "Extrapolation", an English release; "Devotion" with Buddy Miles, Billy Rich and Larry Young (also with Lifetime); "My Goals Beyond", a switch to acoustic guitar; and the latest, "Inner Mounting Flame" that is done by the Orchestra.

Before the Lifetime could begin that night, they were interrupted by rude jeers from some of the ignorant crowd that had come to hear the Byrds that night. Well, Tony Williams looked out into the

crowd and said, "We're going to play for about an hour. If you don't like it, you can leave."

Lightning struck again in musically-hurting Maine as McLaughlin spoke a few gentle words into the microphone and was heckled from the rafters. But John McLaughlin is a peaceful man. He joined a Buddhist sect about two years ago, and everything he does and says reflects his inner tranquility. He responded to the heckler by waving his double-necked 6&12 string Gibson guitar toward the band which signalled the opening of what was to be an awesome sensory adventure.

The Mahavishnu Orchestra includes five virtuosos: McLaughlin on guitar, Jerry Goodman, ex of the Flock from Chicago, Rick Laird from Ireland on bass, Jann Hammer, a Czechoslovakian on electric piano and ah yes, Billy Cobham on Drums, Drums, Drums.

They performed five pieces---I can't call them songs or tunes. You don't hum or sing along with their music, or boogie on the dance floor. You're inundated and completely charged or wiped out by it. It began very loud, as is customary, with "Meeting of the Spirit," and, by the end of the hour and a half set as they finished "Awakening," some people were leaping about frantically.

McLaughlin speaks ever so gently between pieces and this is quite obviously a very spiritual event for him. Billy Cobham and Mahavishnu exchanged incredible solos on the final number and drummer Cobham had an ecstatic smile on his face throughout. Billy is probably the busiest drummer in the States these days. He's on almost every jazz lp you pick up, and his solos and introduction to "Vital Transformation" last Saturday night explained why.

In the midst of the helter-skelter counterpoint between the musicians, the crowd was treated to a sudden change, as the rhythm section, Hammer, Laird and Cobham broke into a funky blues, while guitar and violin stepped aside. Then McLaughlin and Goodman went at it to continue the blues with the mad fiddler stomping a wah-wah pedal for all it was worth. (How are your ears?)

When it was all over, Mahavishnu introduced the members of the Orchestra once more amidst a long standing ovation. "Thank you, thank you, thank you. You're very kind," he whispered into the mike before he departed.

As I was leaving John McLaughlin passed by on his way to the dressing room. He looked towards me and smiled. I returned his friendly smile and said, "Beautiful, just beautiful." He nodded and smiled again as he left.

When you've been touched and heard the best, no one has to tell you so.

MR. SUSS' BAG

by Ed Kemp

Bags are fun to play with. You can kick them. You can blow them up and pop them. You can pull them over your head (providing you whisk them off on the brink of suffocation). Mr. Suss not only kicked, blew, popped, and pulled his bag of one-act plays in March, but did just about everything else one can do with a bag -- within and without the bounds of common decency -- throwing these serious playthings finally out to his audience. And, much to his credit, we grabbed them.

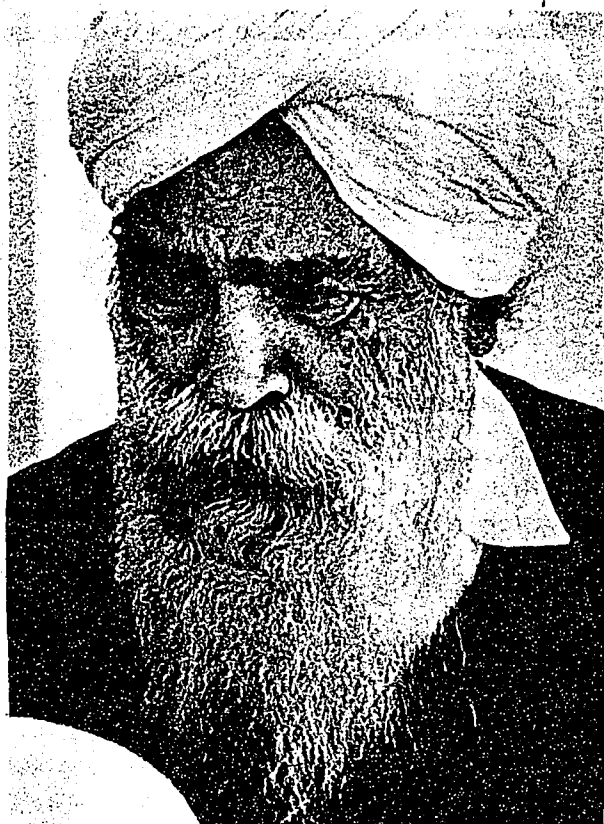
Peter Handke's Self-Accusation, the first and, somehow, the most sobering play of the evening, was envisioned by the author (as the bounteous program noted informed us) to consist of a male and female speaker bouncing confession after confession out to the audience, with none of the usual theatrical equipment. This severe ordeal was transformed by Mr. Suss and the two actors into a raucous and goofy extravaganza, with a multitude of ingenious props which the author in his most maniacal moment could never have dreamed up.

Moving through their series of deliberately deadpan declarations, Nick Ballas and Sue Gunning kept the stunts and the props flying. At one point, Nick performed an amazing juggling act with a tonic can--which I came to find out, was strictly improv. And Sue, with her marvelous plastic cudgel straight out of commedia dell'arte, was hilarious. The message of it all? If called upon to answer, one might cite a line which occurred near the end of the play: "I thought of myself first." These are confessions of guilt which we are swamped with, but nonetheless, the confessions of impenitents--those who glory in this kind of breast-beating and for whom, ultimately, there is

no grace.

With the second play, Ionesco's The Lesson, we move into a more ordered situation, though one still highly susceptible to the distorting power of words. The Pupil, beautifully realized by Debele Mael as the widest of the wide-eyed ingenues, drifts along with a lesson delivered by a growingly hysterical professor, who finally destroys her with his own brand of illogic. Although the fiendishness of Bruce Cummings' Professor was compelling, it did not, I believe, achieve the strength of that horrifying sadism which the program notes suggested to be the role's intention. All too often, we would witness the hand-wringing, mustache-curling mechanics of the stage villain which an unnerving and effectively grating tone of voice could not alleviate.

Among the very personal visions we experienced during the evening, the last play, Line, by Israel Horowitz, seemed closest to a world in which some sort of values were possible. James Bubar's full-blooded and full-bellied portrayal of Fleming, the simple fellow who has waited all night to be first in line at a baseball game, preserved an instinctive moral code during all the conflict which ensues upon the other characters' arrivals. His clucking "That's bad," as his companions allow themselves to become indifferent and cruel somehow rung a positive note--albeit a pathetic one. All of the cast launched carefully conceived renditions of the types they were to represent, although Cindy Santillo, as the triumphantly loose woman, deserves special mention. When she snapped her gum through the line, "I screwed my way to first, now I'm resting," there was no more to be said.



KIRPAL SINGH

My work is to reveal to you the Unity already existing through all, and I would ask you to turn away from sectarian strifes to the Path of

Love. This will be achieved by one who will be spiritually intoxicated with Love. God is Love and our souls are of the same essence as that of God. Love is inherent in our souls and the way back to God is only through Love. 'Love and all things shall be added unto you.'

You may read libraries of books. Of what avail are they? You may have performed many meritorious acts. Of what avail are they for the Beloved, if there be not the longing in your heart? Consume hundreds of books in the fire. Let your heart blossom forth with the sweet remembrance of the Lord. Be absorbed in the white radiance of the Beloved. Be absorbed and you will know that the Master is but one with God. He appears in every picture. In every race and religion, every prophet and saint, every scripture and song is the shining ONE revealed. Let your inner self be overflowing with the Love of the Master so much so that all thoughts of yourself are lost in Him. (from the Christmas message of 1962 of the Master Kirpal Singh)

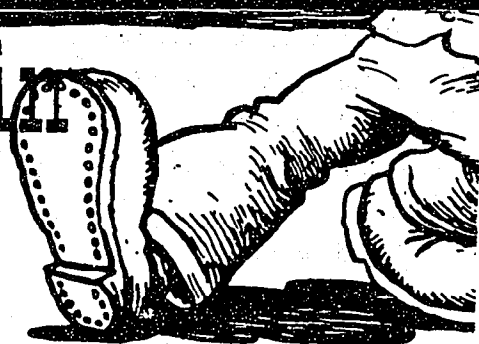
A recent article expresses interest in our Master, Satguru Kirpal Singh. Several books are in the library as well as the bookstore. Of particular interest is *The Crowd of Life*, which is an exposition of the various schools of yoga as well as Surat Shabd Yoga, the natural yoga of Light and Sound, of which Kirpal Singh is the greatest living exponent.

Kirpal Singh, perhaps the greatest living mystic, was born in the Punjab in 1894. A life-long search for God led him to investigate the claims of many Saints and religious traditions, culminating in his Initiation at the hands of Baba Sawan Singh, the great Saint of Beas in 1924. For twenty-four years he sat at the feet of his Master under whose direction he completed his inner growth while living the life of a householder and rising to a high position in the Indian Government. After his Master's death he took up the role of Guru or Spiritual Guide, and since then has initiated over 90,000 souls into the practice of Surat Shabd Yoga, the constant communion with God. He has served as the President of the World Fellowship of Religion from 1959 to 1971. Currently, he is building a Manau Kendra or Man Center at Dehra Dun in the Himalayas for the service of the poor and elderly.

At Initiation, one is given a contact with the Light and Sound principles that flow from God. Regular time must be given to the spiritual practices, a virtuous life must be striven for, and strict adherence to a vegetarian diet must be practiced. A life of righteousness, coupled with following the spiritual practiced in loving devotion will free the soul from the bonds of mind and matter to enjoy constant communion with God. For further information contact Kirpal Goat Farm, Clinton, Maine.

Sean Sleghand

Steppin' Out



by Gary Lawless

This being a very subjective review of a good thing perhaps headed in the right direction, and perhaps not. It all depends on the kind of game you want to hide yourself in.

"I told her that I came from Detroit City, and I played guitar in a long haired rock and roll band."

The old myths, very primitive, something to live in for a few years. A way of keeping yourself from the things which you know you will eventually have to face.

This night spent reeling a course through a deep Friday night in our own town; our quiet, well-defined world. A good way to keep quiet is to hide yourself, not be seen, but I'm tasting wine and enjoying it so here I am in the company of my fellow students.

After a very icy walk, slipping in my rubber-soled boots which leak when I hit the puddles, (perhaps that's why they were so cheap) I have made it to the coffee house, so called.

The walls coming in at me, caught in my chair at the back of this dark room filling with cigarette smoke. Once having smoked myself, a freshman, nervous, but found it unpleasant and

now finding paying for someone else's nervousness also very unpleasant. People are talking, wailing on this Friday night, worries set aside for a little relaxation here in our fake night club, set deep in the bowels of a middle-class semi-hip community.

I guess I read too much of the wrong things. My mind keeps wishing that this was real coffee house, or actually old jazz joint, music coming free and frantic from some eyes shaded celestial alto sax man, piano soaring into atmospheres unknown to the outside world. Talk then being interesting, the place full of people living real lives, having wild, sad stories of fellaheen earth adventures; loose in the world. Quiet people letting loose, finding a sense of community in the comfort they get from mixing freely with one another but no, Jack, your ghost won't be here. It just isn't like that.

The room fills with the make-believe hipsters and creative circles of the college, wrapped in their rags, their parents raging and sending them money for clothes, culture. Ascetics vow of poverty lost in this atmosphere of nouveau-poor and their sufferings, getting sick on bad dope or arrested for hitching, paranoid when we go downtown, eyes seem to be watching even here in the coffee house. Ah, the new wave of literacy the non-verbal vegies, the radical hip vegan sipping his herb tea. In his new hiking boots, his ten speed parked outside, and a headful of ten dollar cocaine.

Making mad conversations with fellow wanderers, and equally mad advances on all the waitress-

es and other girls around me. The Colby tradition, you know. Attacking the waitress, keeping her busy with one hand while I steal cookies and muffins with the other. I've never seen her before and perhaps she isn't as upset as she wants me to think she is. (this either being a myth of my own creation or a situation for investigation.)

We're creating the great American existential novel, recording our conversations and transcribing them onto long reels of computer paper, required reading for manic depressives, suicide before chapter three. Raging in the streets, dragging it behind us in great rolls and foldings. Youth of America, the great university product for the machines of the world, cogs of childish emotion. Here, read my life from this roll of ravings, carried on into the night with anyone who might come along.

Ten cents a dance and it seems alright. Some person singing folksongs, playing reasonably decent guitar, and we really aren't asking for much more than that, not here to hear excellent music, but so that we won't be lonely on a Friday night because weekends are the hardest of the seemingly lonely times, as we are college kids, and aren't they supposed to have parties and great wild times all weekend, every weekend. Wasn't I sent here to learn my social graces, to grow up under the country club table.

It's not the coffee house, one of our last attempts and outposts; it's the myth that we are struggling to live. Put our pictures on the Colby Alumni, with our blank, hostile stares and lost eyes. The Colby product enjoys a night out with friends.

ZUKOWSKI *Con't from pg. 2*

ted out at Con Con II this will have to be its noblest contribution.

It seems inconceivable to me that after the folly of CRB there should be a suggestion that Con Con II empower a College Senate of about the same size to run the college. Running an organization as large as a college is a full time job. Administration is a science and it involves the expertise of many people. It should not be attempted by a bunch of amateurs, whether they come from the ranks of the student body or the faculty.

What ever happened to the old-fashioned idea that faculty members were hired to teach, thus relieving them of burdensome administrative tasks? Where are those students who can look at budget figures and immediately assess their meaning, when the college auditors, trained for the task, spend all summer checking their worth?

A reliable statistician knows that a single piece of evidence is worthless. It only becomes valuable in the proper context. Yet in the area of accountability, it has been proposed that all kinds of information about the college be made public. To what purpose? So that a group of instant experts can pool their ignorance and present their biased conclusions?

A great many people have worked diligently for one hundred and fifty-nine years to make Colby the college it is today. They were students, faculty, administrators, trustees, alumni, parents and friends. It was

not until Con Con I that these groups emerged as adversaries. Hopefully, Con Con II can once again get them together.

CURTIS *Con't from pg. 2*

3. The co-educational community that existed in Roberts during 1970-71 was discontinued indefinitely by the Board. A similar community proposed for one floor of Averill, and approved by the Rights and Rules Committee, was rejected by the Administration.

There is no need to discuss the present academic year. The recent decisions by the college to raise graduation requirements and cut the number of faculty at Colby only reinforce what the above examples show; that student opinion, and often even faculty opinion, is not taken seriously by the Administration.

The reader might be wondering why I am going through all this muckraking. The answer is that this has so far been a historical exercise in order to establish the changes in mood of the Administration and the students since the first convention. To summarize these changes, I can say that the Administration has grown less apt to delegate responsibility to students, and students in turn have become increasingly cynical about the prospects for change through the committee system. The important question is what we can learn from this

pattern.

In order to move toward answering this question, I would like to quote President Strider's report entitled *Colby in the Sixties*. On the first page Pres. Strider states: "...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." From the pattern that I have noticed in the history of the past three years, it would seem that the President and the Board of Trustees feel that they are the custodians of the school's educational philosophy, its financial priorities, and the freedom of its students as well. All three of these feelings are what students and faculty should try to change.

This is necessary because the heart of any school is the faculty-student relationship. It is ideally supposed to be an equitable, two-way relationship, in which both parties learn from each other - the basic reason why one comes to college. It is what the Colby Degree really consists of. Yet ever since the idealism of the first Convention died away, the President and the Board of Trustees (who exist only in order to make the student-faculty relationship possible) have considered themselves the guardians and the administrators of restrictions both on the freedom of faculty and students and on the quality of their relationship itself. This is what looking at what has happened since the last Convention can show us, and this is what must be changed.

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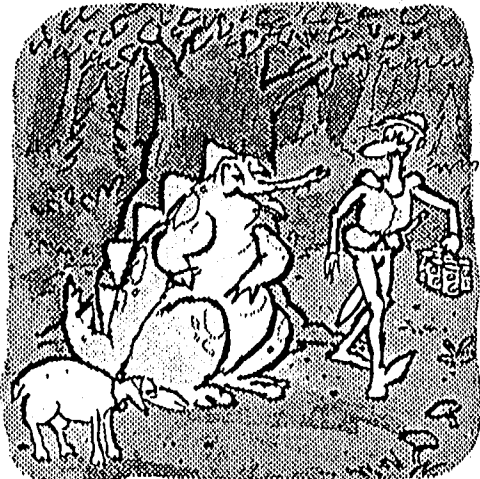
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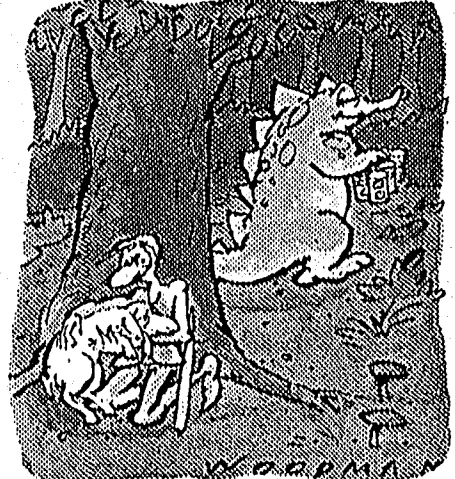
ONCE, A DRAGON OFFERED A BALD SHEEP TO A KNIGHT FOR THE PRICE OF A 6-PACK OF SCHAEFER BEER...



AND WHEN THE KNIGHT LOOKETH ASKANCE AT SUCH A CREATURE, THE DRAGON SAYETH 'TIS A MAGIC SHEEP, SIRE, FOR IT GROWETH GOLDEN FLEECE, AND WILL MAKE THEE RICH...'



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S.O.B.U.

by Gloria Payne

A few days before the Easter holidays, Robert O'Neally, an instructor of Afro-American History at Harvard University came to Colby to lecture on The New Black Aesthetic.

He came, invited by SOBU and the Black Studies Committee to illustrate the development of new trends in Black Literature, and to define its relevance to the new Black Consciousness. And I must say, he did so very well. Never have I had the experience of seeing "middle-of-the-roaders" so enthralled. But then again, maybe it was his proud, self-assured air, or the colorful Dashiki, and not the mind-bending information he revealed.

The New Black Aesthetic began with the start of Martha and the Vandellas and Dancin' in the Street and it has evolved through the Temps, and Smoky Robinson and on up to the "mass-media" artists like Nikki Giovanni, Gil-Scott Heron and The Last Poets. It began with Martha music-wise, but Paul Lawrence Dunbar, Langston Hughes, James Baldwin, and other members of the Harlem Renaissance kind of got the ball rolling.

Brother O'Neally related this movement through the evolution of music. Why? The music generally reflects the era and the manner in which the populace thinks. So in the process of explaining the music, you have the beginnings of the general consensus of the particular era.

The two strongest periods of awakening to Black Literature were the so-called Harlem Renaissance of the 20's and the current Black Aesthetic movement. What they both share is the fact that they are attempting or have attempted to delineate the myths invented that have shaped the current awareness. The use of the Black idiom and other tools of this nature can be seen in writings of such Blacks as Langston Hughes who used this idiom to its fullest. But like most H.R. authors, they failed to communicate with the Black audiences. They wrote about them, but not to them.

"The Black Aesthetic authors are now attempting to correct this," said Brother O'Neally. And they are accomplishing this through such channels as Black-owned publishing houses like Broadside Press. They are attempting to communicate to Blacks in their own language, while simultaneously attempting to put these writings out in the street at reasonable prices.

With the new "mass-media poets", as Brother O'Neally titles them, they have reached the people through the system, their primary means being the use of records and other forms of the media. Blacks like Nikki, have resorted to putting their messages to the people through song.

Within the framework of the Black Aesthetic School there exists two distinct groups. First there are those Blacks who say a Black must say and do certain things, mainly things that are expected of him, or else he's not Black. Second there is a group who refuses to be defined in any manner whatsoever. But both groups agree that American, African, and Afro-American Literature must at some point come together for TRUE Aestheticism. And it is also through the writings of this new Black Aesthetic that the trigger for the true Black Revolution will come.

And it shall come. Oh, yea, it shall come.

ACTIVITIES

We would like to call your attention to the following events as part of the annual Colby Black Cultural Festival:

Woodruff will speak on "Black Studies and the Learning Process."

Tuesday, April 11, 4:00p. m. Dunn Lounge

Lecture by Mrs. Andrea Rushing, Asst. Prof. of Afro-American Lit. at Harvard. Topic: "Afro-American Poetry: The Quiet 50's, The Explosive 60's."

Wednesday, April 12, 8:30 p. m. Given Auditorium

The Dutchman, a film by Imamu Baraka (Leroi Jones).

Thursday, April 13, 7:30 p. m. Given Auditorium

Lecture by Rev. James Woodruff. Father Woodruff, presently on leave of absence from the Diocese of Pennsylvania, is serving as the Executive Director of the Union of Black Episcopalians, the National Black Caucus of the Episcopal Church. He is the author of a book, just released in March, Race War In America. A dynamic orator and writer, Rev.

Friday, April 14, 9:00 p. m. Wadsworth Gymnasium *

Concert featuring Roberta Flack and The Helen Hollins Singers. Roberta Flack has obtained much attention with her hit song "You've Got a Friend," done with Danny Hathaway. Her albums, First Take and Chapter Two, received acclaim from all levels. Her most recent recording, "Quiet Fire," is even, for Roberta, unbelievable.

Saturday, April 15, 8:00 p. m. Runnals Union

The African Dance Troupe from the Northeastern Afro-American Institute. The troupe consists of 12 women, 5 drummers and an accessories player. Their repertoire includes dances from West and South Africa, South America, and the Caribbean.

* Admission will be Charged.

Con't from pg. 5

pants in the decision-making of the corporation would be a step roughly comparable with last year's Project on Corporate Responsibility proposal to give General Motors workers, buyers and dealers a voice in the corporate decision-making process. The proposal gained just slightly over a two percent vote from the GM stockholders at the annual meeting, with Colby (owner of 4,000 shares) voting the majority. The Project on Corporate Responsibility proposal was based on the premise that, given sufficient reasoning and force of persuasion, entrenched institutions can transform themselves, with those at the top giving up some of their power for the betterment of those affected by the institution.

Those entering Con-Con II intent on passage of a corporate override proposal are making essentially the same act of faith: that the Colby corporation would, given enough persuasion, change itself. Thus, no matter how radical or innovative the proposals set forward at Con-Con II, they will of necessity be founded on the same classic liberal proposition. This too is one of the major issues and tensions underlying the convention.

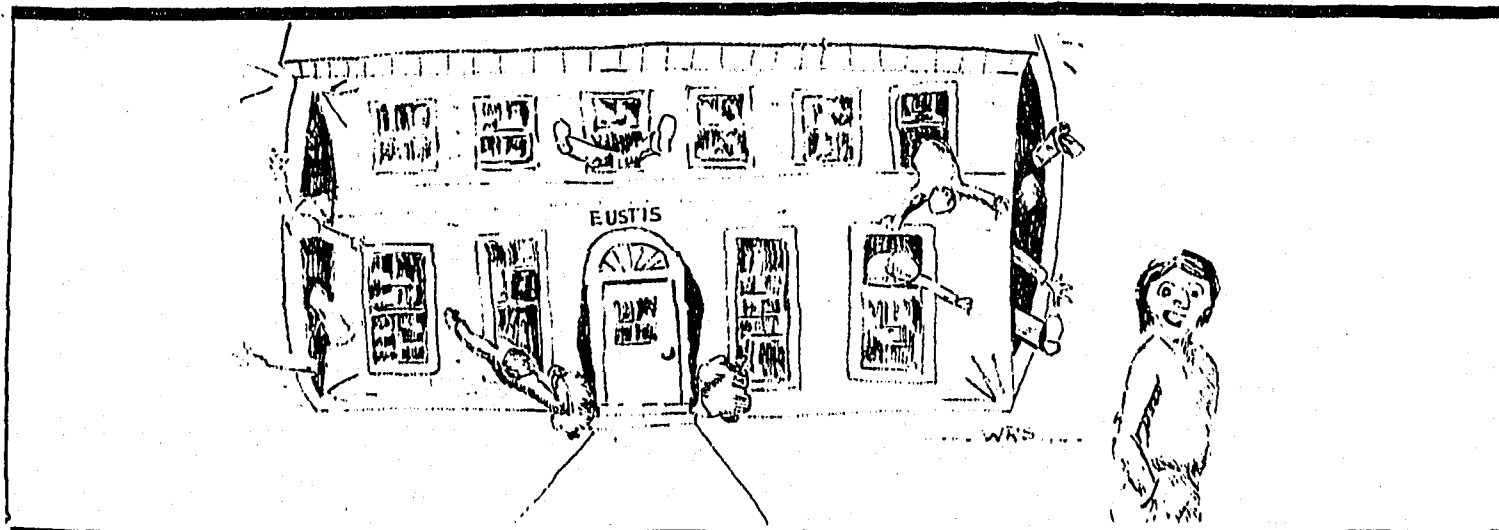
Implicit in the concept of "custodianship of the institution" is the knowledge of and control over just where the seven-odd million dollars of Colby's annual budget come from and go to. At present, the bulk of the budget is confidential, including all expenditures on "instruction and re-

search." Thus, according to many students and faculty, it is virtually impossible to construct an intelligent critique of college policy, since the financial data on which that policy is based is kept confidential. They point to the present dispute concerning the faculty cutbacks, which were implemented by a secret subcommittee of the EPC last spring, as an example of suspicion and hostility financial confidentiality can bring.

Administrators counter that the college could not function on a full-disclosure basis. Administrators could not work apart from political pressures, and interdepartmental rivalries would soon make any kind of decision-making impossible.

The issue of finances cannot be clearly separated from the issue of power: the custodianship of the educational philosophy of the institution. The implementation of the educational philosophy at Colby is directly dependent on who knows about and controls the finances of the institution. To change the educational philosophy, one must first gain the power to change the distribution of the financial resources of the college.

At heart, Con-Con II will be a power struggle, and for those participating, it also represents a last gasp of participation in the system from the inside. Con-Con represents for many a last attempt to bring student power out of the streets and into the ballot box and the conference table.



Why not an administrative-student ratio ?

editorial

In the opening paragraphs of President Strider's Ten-Year Report he ponders the following question: who is custodian of the educational philosophy of a college? His response is that "the custodianship of the philosophy of the institution devolves upon the President and the Board of Trustees." It is the feeling of the Echo that a greater part should be played by Faculty and Students in first, clarifying this philosophy, and second, determining the actions that should re-enforce it. The handling of the pro-

posal to return to the student/faculty ratio of 15 to 1 has engendered a few necessary observations about the Trustees and the Administration.

Before requesting an article from Albert Palmer, Chairman of the Board, on this issue, the Echo first contacted three other Trustees about their viewpoints. Mr. Anthony, who had done research on the ratio, could not write an article because of too little time and lack of recent information. At his suggestion the Echo contacted Mrs. Weltman, another Trustee, who, because she did not feel qualified to write on the topic, recommended Mrs. Camp, recently appointed head of the EPC of the Board. Mrs. Camp, too, did not feel knowledgeable enough to comment on the issue. Subsequently, the Echo phoned Mr. Palmer and requested that either he, himself, or another Trustee write a statement. For his comments, please see his article on page 7.

The Echo does not wish to inculcate the Board for either its decision to review academic programs or for its arrival at the figure of 15/1 as a starting point. According to Mr. Palmer, financial considerations make the review absolutely essential. However the Echo is disturbed that other Trustees did not feel qualified to write an article about a decision they were instrumental in making. The Echo also wishes that Mr. Palmer had been more specific in answering the following: 1) where did the 15/1 figure originate from? 2) who suggested it? 3) what other options were considered for curtailing expense?

On the otherhand, the Echo does not wish to castigate Dean Jenson for the muddle which has ensued over the EPC sub-committee report (see article p. 6) What the Echo finds alarming is the absence of clear, effective communication between all constituencies of the College which this misunderstanding has exposed. The guilty consciences belong to those Administrators who knew of the report but did not ensure that it was carefully reviewed through the proper committee structure.

How does all this relate to educational philosophy? The Echo feels that curriculum is an integral part of this philosophy and that a proposed change should be open to the consideration of the two factions of Colby it will most effect: Faculty and Students. And, in addition to this, The Echo is appalled that the "custodians" of this philosophy are, first of all, not better informed on the subject, second, cannot clarify why this change was made over others, and third, have enabled a breach in legal committee procedure to occur.

BOARD OF REGISTRATION

12

VOTE??!

Following the recent Echo article on student voter registration, several Colby students tried to register in Waterville. They encountered difficulties because they were students.

According to the Echo, the criteria for registering are Maine residency of 6 months, town residency for 3 months, eighteen years of age, U.S. citizenship, and a "good faith intention to remain indefinitely in that town." (The fact of being a student is a neutral factor). A visit with the Secretary of State verified these criteria... "the student gains nothing nor loses anything with respect to his voting residence from the fact of being a student and each case must depend upon its own particular facts."

However it is not as simple as it seems. According to A Compilation of the Laws Pertaining to Elections--Title 21, "the registrar has the exclusive power to determine whether a person who applies for registering as a voter meets the qualifications." This means that when the student goes to city hall and asks the city clerk to register her or him, the

city clerk can reject this application and direct the student to appear before the Board of Registration. The board meets next May 30, 31 and June 1, 2, 5, 6, and 7; 1-5 and 7-9 p.m. (The next elections are the primaries on June 19.) If the Board refuses to allow the applicant to register, he or she may request the reason for denial in writing and has certain areas of recourse.

However, the clerk in Waterville has been found directing students to "register in their own town"--without telling them of their right to appear before the Board to plead their case and prove their right to register in Waterville. If the clerk fails to fill out the application to register, the student should take it to fill it out themselves and send to the Board--certified mail... or mail the same information if they can't get the application.

It should not be necessary for students to have to prove their case when other citizens do not-- but this seems to be the procedure and there is no law to alter it. However with increased student applications to register the Waterville Board may be forced to re-evaluate these procedures. If you are a Colby student and have tried to register but have been denied for being a Colby student; or if you are going to register; or if you have registered successfully, get in touch with either Ward or Nikos at the big yellow house 872-7464.

Stu-G Rhetoric

by Pat Lynch

This is my first Stu-G Rhetoric column, and I hope the four or five of you who read it enjoy it. I'm not going to do a general summary of the meeting, that can be found just inside the front door of the library. The interpretations presented in this column reflect the author's biased view of reality (namely, I create my own).

Stu-G members actually learned something last night when SOBU requested money to repair the room they have in Runnals. We discovered that while students are forbidden to so much as touch their walls with watercolors (they might remove the dirt), organizations are required to bear the cost of painting their rooms. Presumably they can choose their own colors, and perhaps (but I doubt it) they may be allowed to do the painting themselves. So, any student interested in painting his own room should immediately declare himself an organization, and start planning.

Charlie Hogan bade Stu-G farewell last night. He left with several valuable farewell suggestions for the new executive board, such as relying more on Stu-G committees for routine work. It's too bad that the

campaign wasn't more concerned with this type of practical suggestion than the inflated claims and counter-claims that actually existed.

The most interesting thing that happened Monday night was the election(s) of the remaining delegates to Con-Con. The first problem that came up had to do with who could run. It seems that the people who finished 7, 8, & 9 were automatically delegates, however, no one had gotten around to telling them this. The Executive Board had decided that their alternate status made them ineligible to run for one of the Stu-G positions. Naturally, they were somewhat upset by this mix-up. Heated and confusing discussion followed. Eventually it was decided that those who wished could resign and then run for the Stu-G positions, while the people below them on the ballot moved up and took their positions as alternates (who can do everything but vote).

But somewhere in the middle of this, Ken Eisen asked why Stu-G was appointing people in the first place, instead of electing them all popularly. He was told that the purpose of this measure was to see that no group at Colby was underrepresented. The Stu-G delegates were to fill gaps in such things as sex, race, and dorm diversity. Reggie Blaxton requested that, with this in mind, Stu-G give SOBU three delegates to appoint. His point was that if Black leadership was desired at Con-Con, then the Black students should logically choose it. While this made sense to me, the majority of Stu-G members seemed to feel that this would necessitate letting every ethnic group on cam-

pus choose its own delegates, or that Reggie couldn't promise us enough support or the clause therefore of the second part... Anyway, the motion was defeated. As we prepared to elect the Stu-G delegates, I requested information about where the gaps that we were supposed to fill existed. I was told, somewhat huffily, to figure it out for myself. It seems to me that Ken Eisen was right in suggesting that the whole thing was a popularity contest designed to make sure the Stu-G "elite" got to go to Con-Con. Lest I be accused of calling the kettle black, let me mention that I was one of those chosen to go. That, however, doesn't change my feelings about the way in which it was done.

Something else should be mentioned to give insight into the way Stu-G operates. Bucky Marshall (75) filled in a petition to run for Con-Con, got his signatures, turned it in, and somehow was left off the ballot. Being naturally upset, he tried to do something about it. By the time he could get anyone to believe his story (which was substantiated by Bill Rouhana, who had turned his petition in for him) he was told it was too late to have another election. So, he came last night seeking one of the Stu-G positions and finally he was given the last possible slot open, as an alternate. Since it is unlikely that he will get to vote more than once (if at all), he was not too happy with the way things turned out. But there is no recourse for him. Perhaps one of the things this campus needs most is a way of protecting students from getting screwed due to carelessness and negligence on the part of "persons unknown" ("they" do it every time).

WHIMS

by Shelley Weiner

Ah..... Rosalita Reindeer!!! Somehow I cease to believe in Eusless' rhetoric on student apathy when you come to me. English 352 has its moments and Charley certainly loves every minute of its duration but Rosalita Reindeer -- you're the one who keeps it all going.

Half-lit cigarette, smoke gathers clouds about your smile.

Look at the world, face all the facts that might be true.

So, you will stay.

So, you will laugh and let me see

Beyond what I see.

Something that doesn't show;

How soon will you go?

"Did you know how shit-faced Nancy got on Saturday night? Oh, Christ, they had to practically scrape her off the walls at Big John's. Isn't that a scream? And me, me I don't remember anything... except for the three bottles of Jack Daniels, one of Seagrams, and three or four glasses of Christian Brothers Napa Rose. Pretty insane, huh???"

But Rosalita isn't listening. She can't "dig it" and she finds it difficult to finger-pop. Her eyes reveal nothing and everything. She sings so softly that you have to bend your head all the way to her mouth to

understand both tune and lyric. She's shy... She can't relate....

Perhaps we have a definite tragic heroine here. But Rosalita Reindeer feels no tragedy. It's all a part of her. The treasurer, the registrar, the general administration... nothing escapes her. She is a victim of the Colby disease... or is she?

"So much of adolescence is an ill-defined dying, An intolerable waiting,

A longing for another place and time,

Another condition."

She listens to Boz Scaggs with a smile... or Tamba 4 (that combination of ice-maiden-WASP-Republican-conservative and dark-lady-sex-death-mystery trying desperately to focus on the native, Northeastern Brazilian chanting)--she believes in rock n' roll and music might be able to save your mortal soul... bye, bye, Miss American Pie...

And who does she save herself for? Who waits in the wings, ready to tap-dance his way into her little heart? Who, except Rosalita Reindeer, (maybe), knows the line?? We all wait, we all sit together, huddled in some semi-congenial room sipping cocoa and tea, and hear the next 3-6 inches pad its way on to the ground. You speak of another time and another country and follow the nuances of your own laughter...

"Music keeps playing inside my head.

Over and over and over again, my friend,

There's no end to the music..."

and how do you like your brown-eyed girl, Mr. Kissinger? I dream of reflections in a crystal wind and your knowledge extends to the maxims: "Been down so long..." and it all begins to haunt me...

Rosalita Reindeer, you remind yourself of several people and they all are vaguely alike and vaguely insincere. You allow yourself certain limitations and live up to them. Strangely, through all this, you

speak in refrains of insidious intent and we can all hear the rumblings down in the earth...

And we will all meet again: you and your optimism and the rest of us in our cynicism... Perhaps we will all meet a common ground.

You play with your hair, your ring, your love and we inevitably believe your smile. We will forever sing the blues. We will always be near you...

"Ah, summer is over..."

But the music keeps playing

And won't let the world get me down..."

Hey, Rosalita Reindeer, CAN YOU DIG IT????? (any resemblance to real people is strictly coincidental and/or really funny.)

Con't from pg. 3

groups is the "Friends of Art" that has made the Colby Art Collection one of the best, and raised most of the funds for the new addition of the Bixler Art and Music Center.

It is felt, by all that are involved in the fund raising drives, that the most important part of fund-raising is the need for the "personal touch". This is done in many ways. The most recent will be the telethon in early May, but it also includes personal thank you notes from the various fund-raising committees, keeping in touch with alumni, parents, and everybody that has been associated with the college.

It seems evident that the Colby fund-raising program has been a smashing success, when you consider that the Plan for Colby Fund Drive is the tenth large figure drive since 1930, an average of one every four years.

So, next time you hesitate to buy something you really don't need, donate the money to Colby instead. They, no-- we need it.

NEWSBRIEFS

MAJORS

- April 6 noon** ENVIRONMENTAL STUDIES' GEOLOGY-BIOLOGY, AND GEOLOGY
Luncheon meeting, Smith Room, 2nd floor, Roberts Union.
Bring tray up from cafeteria.
Latecomers welcome
- April 6 3:30 p.m.** ECONOMICS
Tea, Smith Lounge, Runnals Union
- April 10 4:15 p.m.** MODERN LANGUAGES
Tea, Smith Lounge, Runnals Union
- April 11 10 a.m. to 4 p.m.** MATH DEPARTMENT
Open House in Keyes 206
- 4 - 5:00 p.m.** ART DEPARTMENT
Open House Jette Gallery
- April 13 4:30 p.m.** PHILOSOPHY and RELIGION
Tea, Smith Lounge, Runnals Union
Suggestions would be welcome of particular courses students would like the department to offer.
- 7:00 p.m.** EDUCATION
Smith Lounge, Runnals Union
(Colby has no major in Education but this meeting is for those freshmen and other students who wish to enroll in the Education program.)

Any student with questions about majors not listed above is urged to consult with the appropriate department chairman (or in the case of English, with his present English instructor.)

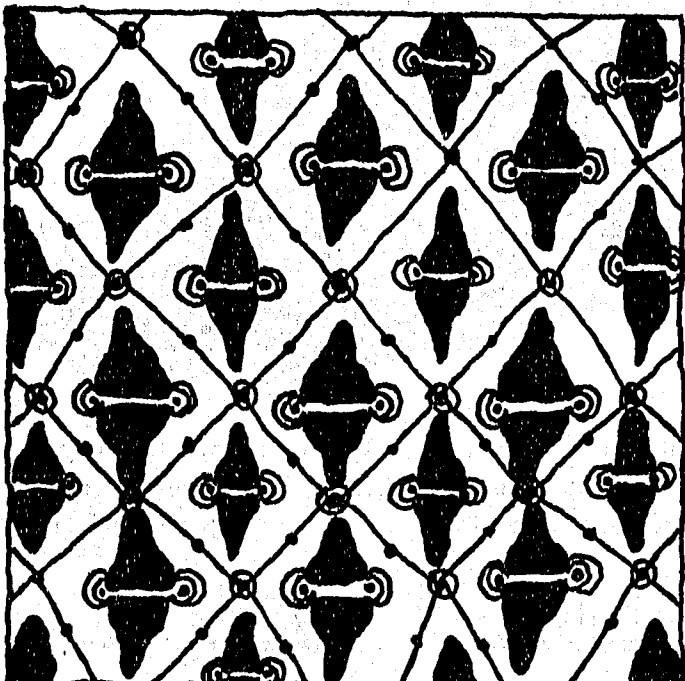
ATTENTION FRESHMEN

A tea for freshmen interested in pursuing the education program leading to secondary school certification in teaching will be held on Thursday, April 13, 1972 at 7 p.m., in Dunn Lounge, Runnals Union.

Refreshments will be served.

The program is also open to sophomores, juniors, and seniors who wish to enroll in the teacher education program, and to those students who only wish to pursue part of the Colby sequence but who wish to become elementary teachers, special education teachers, school administrators, etc.....

In addition to the luncheon meeting, Professor Gilbert, Director of Environmental Studies, will have office hours from 9:30 - 10:30 a.m. Monday through Friday, April 10 to 14, in Room 204A of Life Sciences Building, for those students who wish to discuss the major in Environmental Studies.



The Washington Semester Program at The American University, which includes Colby College among its 134 member colleges and universities, will celebrate its 25th Anniversary on April 22, with a day-long reunion in the Nation's Capitol.

Former Supreme Court Justice Arthur J. Goldberg will be the principal speaker at a banquet held at the end of the day. Justice Goldberg currently is practicing law in Washington and is a Professor of Law and Diplomacy at The American University.

During the day, there will be numerous seminars conducted by alumni of the program who have achieved responsible positions in government and higher education.

Since its start in the Spring of 1947, 3,744 students have taken part in the program. It operates as a cooperative venture between American University and the 134 member colleges located in 35 states and the District of Columbia. AU is host each semester to some 125 students from these colleges. Those students have a choice among three courses of study:

Washington Semester: a study of the American political system;

Washington Urban Semester: a concentration on the problems of cities and on inter-governmental policy-making in urban affairs;

Washington International Semester: a study of international diplomacy and the conduct of American foreign policy.

All three place emphasis on field study and practical work. There are numerous meetings and seminars with public officials, political figures and representatives of the private sector. Program participants are honor students selected by the faculties of their home colleges. Revised schedules for second semester have been sent to students from the Registrar's Office. If yours is incorrect, or if you did not receive one, please come to the Registrar's Office as soon as possible. Any mistakes not corrected will nevertheless be considered official. Please read carefully the sheet enclosed with your schedule.

Elections for Academic Life
Chairman will be held next
Wednesday.

I'm Charlie Jenks, a candidate for Academic Life Chairman. The winner of Wednesday's election will have the important function of setting up Stu-G funded lectures and participating on the Educational Policy Committee, one of the most significant committees at Colby.

I want to win. But besides this desire, I have the motivation to do the job as evidenced by my work on the current Stu-G lecture series.

The EPC post is even more significant than the lecture series since policy is involved. I want us all to be given the opportunity to have the most progressive, relevant education that Colby can provide. If I'm elected, I will represent you to the fullest of my abilities.

Help me to help you! I truly want to do it and I know I will live up to your expectations. Thank you.

On Sunday, April 9th, Colby will have the pleasure of hearing the CORAL DA UNIVERSIDADE DE SAO PAULO, sponsored by the Lincoln Center for the Performing Arts. This world renowned group of 42 performers will be singing on April 23 in the Third International University Choral Festival, competing against 16 choirs from around the world. At the First Pan-American Choral Festival in Porto Alegre, 1970, from among 60 choruses, the Cbral was awarded second prize.

On Sunday April 9th in Given Auditorium at 7:30 p.m. they will sing classic and folk songs. Several of the group's Festival Program will be accompanied by traditional Brazilian instruments. No admission charged.

On Saturday, April 8, in the Pickard Theater of Bowdoin College the Student Art Committee presents Gordon Bok, folk singer and composer. Admission of \$2.00.



UNDER 25? YOU CAN'T RENT A CAR IN EUROPE!

Do you know that in most European countries and American student under 25 years old cannot rent a car? "The way around the age limitation," advises one travel expert, "is to arrange for a special student car lease plan. It will cost less and you get a brand new car in the bargain."

There are no restrictions on cars "leased" under the Student-Faculty Programs for Car-Tours in Europe, Inc. for licensed U.S. drivers who are 18 or older. Lower daily transportation costs about \$1 for persons traveling as a group who really get to see Europe at an unbelievably low cost.

As an example of cost savings the cost of leasing a car through CTE is compared to the thrifty Eurailpass. The 90 day rail pass costs \$250 per person or \$1,000 for a group of four. A four passenger leased car for the same period costs \$410 for students and \$428 for faculty members. In addition, CTE's lease plan is based on providing brand new cars. American students and faculty members who want to arrange for a car in Europe can get complete service from CTE including international driver license and insurance.

Those who want the additional savings of buying a car in Europe, using it for the summer, and shipping it home, can make all arrangements through CTE for tax-free purchase as well as for car leases.

For a free CTE brochure on the Student/Faculty car leasing plan write to Car-Tours in Europe, Inc., 555 Fifth Ave., New York, N.Y. 10017.

Con't from pg. 5

seems, has an endowment of \$30 million, the budget for the coming year being a mere \$7.9 million. And that while Bates and Bowdoin are "crying poverty" and cutting back on building funds, they are not letting any faculty members go. I must have been away from the spirit of reason for a long time.

Most students now on the campus have never had a course with Dr. Hickox because Dr. Strider "kicked him upstairs" before they came to the campus. But he was a fixture when we were there. My husband was a geology major and has the greatest respect for Dr. Hickox as a teacher. I remember him in class as a man with complete mastery of his subject. The greatest majority of his students regarded him as a fair man and a fine teacher. He was thorough. He communicated well. He was completely reliable. He never failed to be less than enthusiastic in his teaching.

Yale's graduate school in geology enjoys the reputation of being the finest in the nation. Only a handful of men have ever made it through the Ph.D. program in geology in the history of the University. Dr. Hickox was one of those men.

I am not passing judgement on whatever motives Dr. Strider had in getting rid of this man. I stopped paying a lot of attention to Dr. Strider when, during a convocation in the Fall of '64 I heard him threaten to close down the ECHO because it had been critical of his administration. I wonder what Elijah Lovejoy would have thought!

To sum up:

- 1 Colby needs a stronger natural science department (according to the administration)
- 2 Colby has a lot of money
- 3 Charles Hickox is a natural scientist with impeccable academic credentials
- 4 He has helped to turn out many a geologist from Colby over the years
- 5 He deserves the respect and gratitude of the college
- 6 He isn't getting it
- 7 If you, as individual students and teachers allow the administration to be a law unto itself in treating a loyal professor of the college in an arbitrary, cavalier and cruel manner, you will get what you deserve. And it isn't going to be good.

Sincerely,
Rosemary Blankenship Hubbard,
'63



1:30 - 6:30
- 9:45

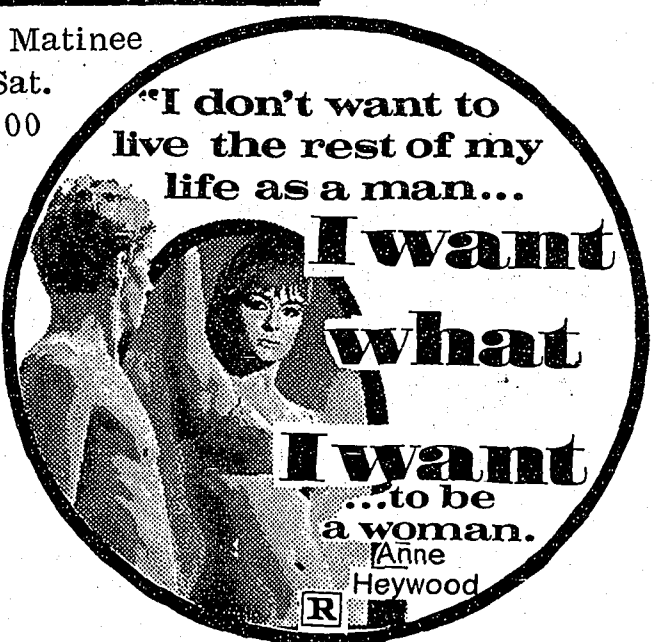


1:30 - 7:00 - 9:30

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1:30 - 7:00 - 9:30



7:00 - 9:30

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SHOE DEPARTMENT - STREET FLOOR



THE FILM SCHOOL at the Orson Welles Center in Cambridge, Mass. is offering Summer courses in Super-8 Filmmaking, 16MM Filmmaking, a Video Workshop, and a selection of Film Seminars. Study may be arranged on a full or part-time basis.

Intensive SUPER-8 & 16MM FILMMAKING COURSES have been designed to provide a solid background in film history and style, as well as all technical aspects of filmmaking. Students will work in production crews on class filmmaking projects, and will be provided with full facilities and guidance for work on their own film projects. Advanced students in the Super-8 course will be expected to have completed up to 5 short sound films by the end of term; in the 16mm workshop, the objective is to have each student complete one major film project.

The VIDEO WORKSHOP presumes no previous video experience, and will familiarize the student with the complete range of television and video equipment, with special emphasis placed upon operation of the equipment by the student. The course will acquaint students with both cable and broadcasting facilities, and will result in the production of two studio tapes, one in high-band color for commercial distribution. Equipment will be available for experimentation outside of classroom time.

A series of FILM SEMINARS will form part of the intensive filmmaking courses, as well as providing part-time study for people with specific interests and needs in Film Appreciation. All seminars involve screening and discussion of films with further activities directly pertaining to each seminar.....FILM APPRECIATION: CONTEMPORARY AMERICAN FILM: NEW WAVE DIRECTORS: DOCUMENTARY FILM and a DIRECTING WORKSHOP

A special MEDIA WORKSHOP FOR TEACHERS will aid the educator in developing skills in leading group film discussions, in making Super-8 films, and in building functional curricula using film experience.

THE FILM SCHOOL at the Orson Welles Center is located a few minutes walk from Harvard Square, in Cambridge, Mass. A limited number of accommodations are available at Lesley Hall for students taking summer courses at The Film School.

Complete information and a catalog may be obtained by writing to THE FILM SCHOOL, Box PR1, 1001 Mass. Ave., Cambridge, Mass. 02138

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J. Paul O'Conner of Waterville has been re-assigned to Colby by Servand-Seilers, Inc. of Waltham, Mass. as director of Food Services. O'Conner, who previously served in that position between 1965 and 1969, succeeds Gary Wilson who has been transferred to the Boston area. Since leaving Colby, O'Conner has been Seilers' district manager in Maine and responsible for schools, hospitals and industrial accounts. A consolidation of divisions has made it possible for O'Conner to return to Colby.

COFFEE HOUSE

Friday April 7, 8:30 The CoffeeHouse in Marylow Basement presents Charles Abott playing the classical guitar. And later in the evening Electric Azure Blue presenting electronic music.

Sat. April 8, 8:30 The Coffee-house in MaryLow Basement presents an unplanned surprise as another step in their continuing effort to provide good cheap entertainment to the Colby community. Cover charge both evenings is still only 25¢.

FACULTY ARTS & CRAFTS

by Nancy Alper

Ceramics, decoupage and hand-made dulcimers highlighted the Colby Distaff and Faculty Arts and Crafts Exhibition held March 23 in the Alumni House. The exhibit was sponsored by Colby Distaff, an organization composed of faculty wives, female faculty members and female staff.

Last year it was suggested that an exhibit be held for those members who do amateur creative works but who never before had a chance to display them. The first Colby Distaff exhibition was held Feb. 11, 1971. Among the forty entries were featured hand-knit sweaters, sand cast candles, needle-point, ceramics, hand-made jewelry and crocheting.

Because this display met with success, it was decided to hold another in 1972. This year unlike the previous one, male faculty were invited to participate. There were fifty-eight entries which varied from patchwork quilts to home-baked bread.

The decoupage made by Mrs. Gloria MacKay seemed to have attracted the most attention. To make decoupage one first treats the wood to

prevent the absorption of moisture. The wood is then painted the background color of the painting/picture to be mounted, and pasted on the wood carefully to avoid bubbles. Finally the finished work is varnished.

Mrs. MacKay used Renaissance reproductions which blended excellently with her choice of wood grains.

Another attention-getter was the ceramics made by Ann Harris. Mrs. Harris sculptured a miniature violin with such detail that it appeared almost useable. She also made clay chinese ming trees which were mounted in frames.

Two hand-made dulcimers were also eye-catchers. These were made by Harriet Matthews and appeared to be of excellent workmanship.

Other features included Mr. Pestana's hand-made toy tanks and soldiers constructed from balsa-wood, scrap plastic and playing cards; a paper-mache chess set made by Mrs. Stratman; jewelry and pewter articles by Mrs. Bither; Mrs. Kenney's hand-made puppets; needle-point made by Mrs. Strider and hand-made wine racks.

NEWS BRIEFS

President Robert E. L. Strider has been selected by the Danforth Foundation of St. Louis, Mo. for a grant which will enable him to take a leave of absence during part of the second semester of the academic year 1972-3.

The foundation has chosen for the program 20 college and university presidents and chancellors "who hold promise for continued significant leadership for higher education."

The grants provide up to \$5,000 for expenses incurred during the leave for the recipient and spouse.

Announcement of the recipients was made today by William C. Nelsen, director of the foundation's short-term leave grant program.

"Purpose of the grants," he said, "is to provide opportunities for outstanding college and university administrators to enlarge their perspectives of current and future educational issues and to reinforce the administrator's leadership capabilities in higher education."

Nelsen reported that the pro-

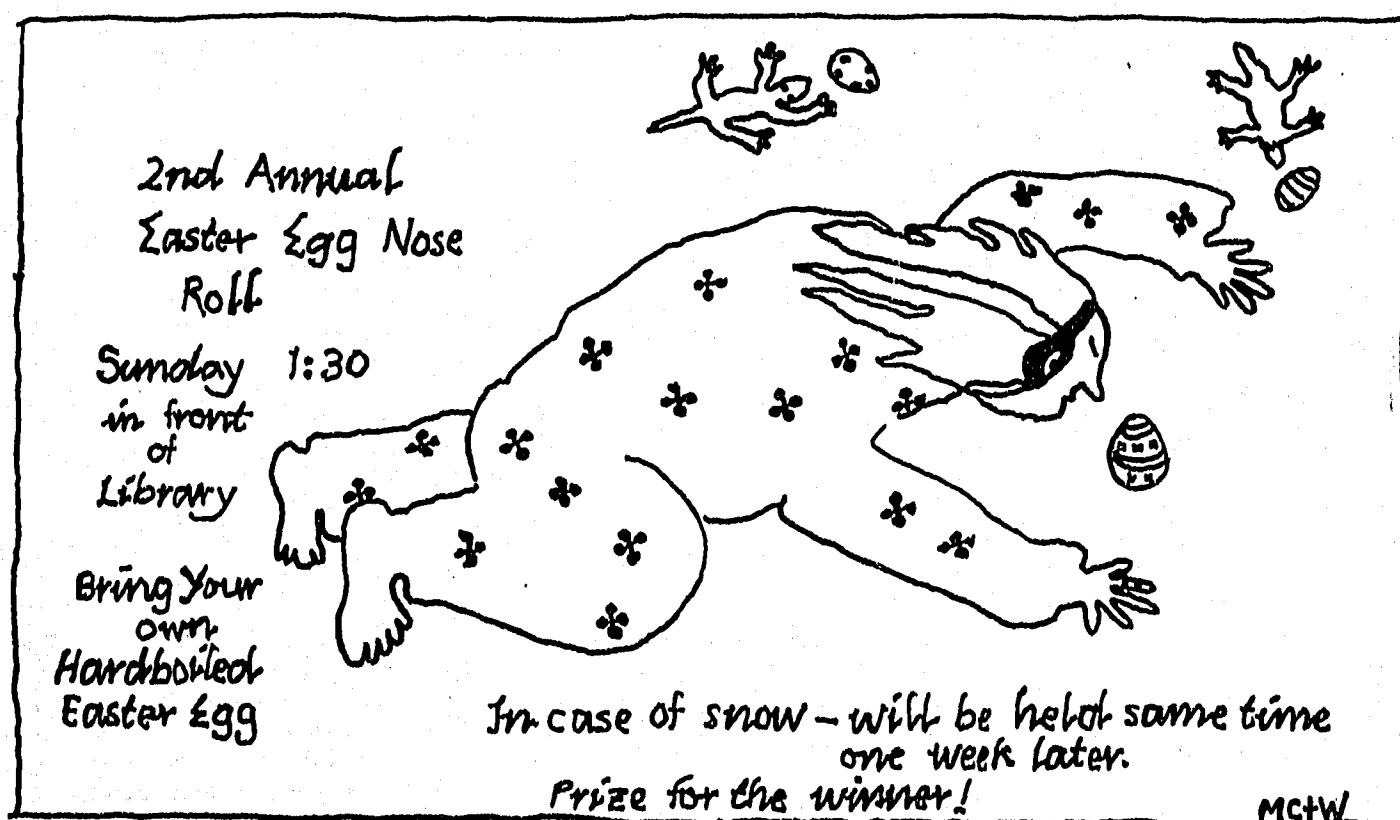
gram, now in its fifth year, "has proven to be valuable to the individual administrator, his academic institution, and to higher education in general."

Selection of recipients is by invitation, the foundation noted, rather than by application.

Dr. Strider is the sole New England recipient in the current award list which includes the presidents of Chatham, Luther, Beloit, and Hiram colleges, and among universities, Xavier, Stanford, Texas Christian, Auburn, Illinois and Wilberforce.

The Danforth Foundation, created by the late Mr. and Mrs. William H. Danforth in 1927, describes itself as "a philanthropy concerned primarily with people and values."

Presently the foundation focuses its activities in two major areas, education and the city. In these areas, the foundation administers programs and makes grants to schools, colleges, universities and other public and private agencies.



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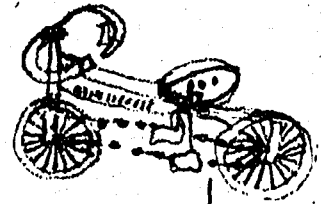
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with the Helen Hollins
Singers

Concert at Wadsworth
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door, a limited number of
student discount tickets
are available at the SPA
starting Sunday April 9th
from 8:00 to 10:00 p.m.
they are \$3.00.