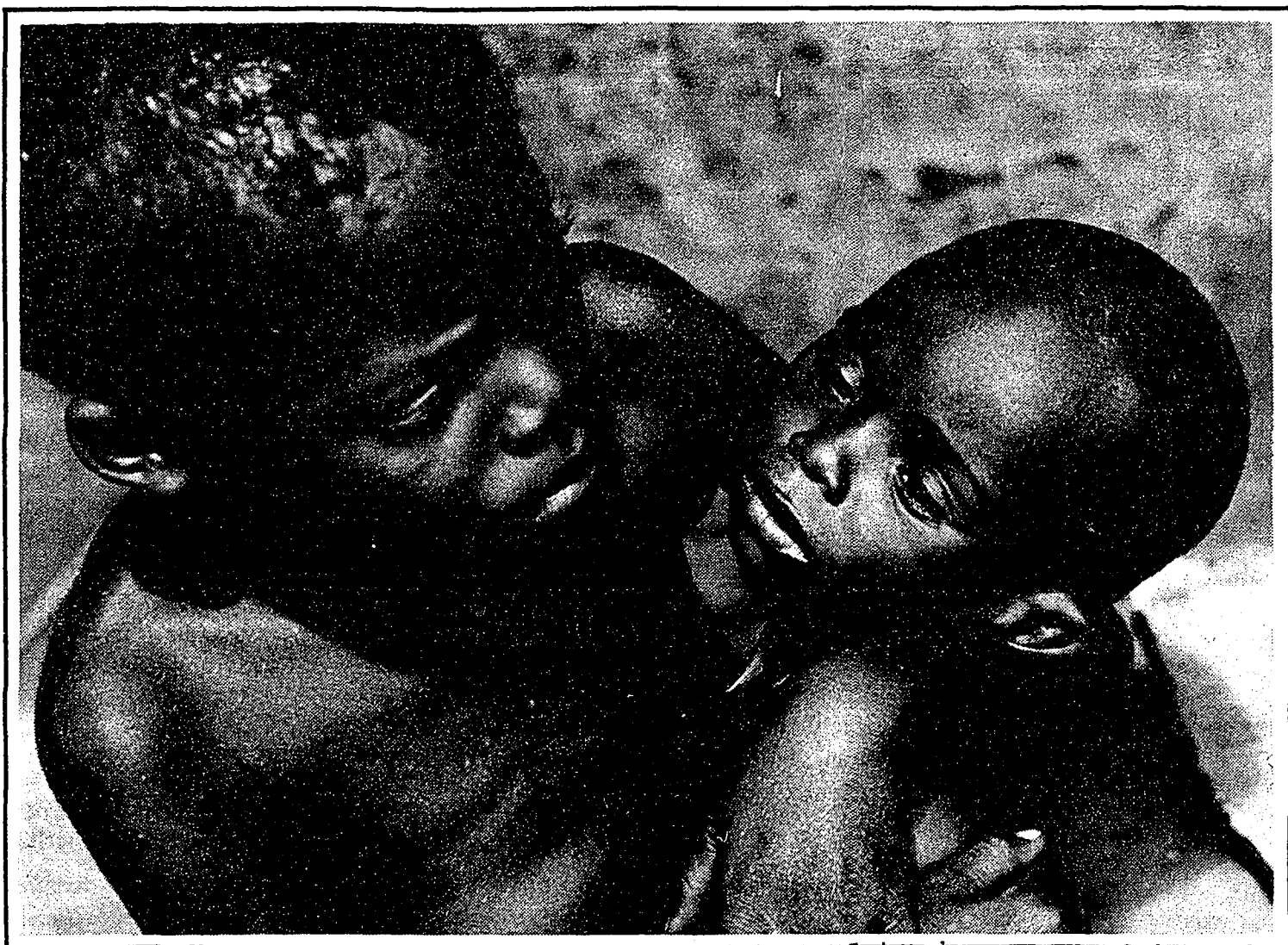


Fasting for the African Drought

On Wednesday, May 1st, students on colleges and high schools across America are organizing the Fast to Save a People. Co-sponsored by Oxfam-America and Project Relief, the Fast is aimed at helping the six to ten million people who face death from starvation as a result of the ongoing African drought, which has been called "the worse ecological disaster of the century." The Fast unites a massive fund-raising effort with an attempt to develop awareness of both the crisis situation in sub-Saharan Africa and impending food shortages in other parts of the world.

On May 1st, students are urged to skip one or all of the day's meals and to donate the money thus saved to help the people of the drought-stricken



colby echo

COLBY COLLEGE WATERVILLE, MAINE

No. 19 Vol. LXIII
April 25, 1974

Best Speaker

S. Ann Earon of Barrington, Rhode Island, has won first prize in the 39th annual Levine Extemporaneous Speaking Contest at Colby.

A senior majoring in English and music, Ms. Earon was presented with an award of \$50 for her speech espousing the concept of limiting the number of terms for members of Congress.

The Barrington High School graduate, who says her dream is to teach public speaking and debate, said putting a limit on the number of terms would result in an increase in responsiveness to the public and a decrease in incompetence in Congress. She claimed the time factor would "force Congressmen to be more responsive; perpetuate a constant flow of new... rejuvenated ideas; increase effectiveness because stress would be on performance, not seniority; and make Congress become more dynamic and in tune with people."

The Levine winner cited an "incompetency factor" "in the Congress which, by its very structure today, promotes mediocrity." To solve the problem, Ms. Earon proposed a limit of three six-year terms for Senators and six two-year terms for House members.

The contest is sponsored each year by Waterville attorney Lewis Lester Levine, a 1916 Colby graduate, in honor of his parents, Julius and Rachel. The overall topic this year was "The President, The Congress, and the Disillusioned Public."

Three Days of Sociology

A three-day sociological symposium, May 1-3 at Colby College has been named in honor of Albion Woodbury Small, 1876 Colby graduate and former president of the college, who is considered "the father of American sociology."

Keynote speaker will be George Caspar Homans, chairman of the department of sociology at Harvard. His topic for a public lecture at 8 p.m. in Given Auditorium on May 1 will be "Albion Small and

Sociology Today."

Four Colby graduates, social scientists who are now teaching in various colleges, will give papers and participate in panel and informal discussions.

Small served as president of Colby from 1889-92. He was the first alumnus to be chosen for the office, and at 35 years of age, the youngest president to be named by the college.

Born in Buckfield, Small prepared for college in Portland schools. He left the presidency of Colby to join the faculty at the University of Chicago where he organized and headed the first department of sociology in the United States.

Later at Chicago he became dean of the College of Liberal arts and dean of the Graduate School of Arts and Literature. He died in 1926.

Behaviour Control

The symposium will be seeking to discover what constitutes behavior control and to consider the ethical implications of its use. While the discussion will center on the use and desirability of behavior control methods in mental hospitals, this shall not restrict the discussion to the context of the institution, since there should be concern with the question of whether behavior control exists as the primary social phenomenon. This question should be dealt with in order to justify a position on behavior control of mental patients.

The panel will consist of Dr. Bernard Saper, the Superintendent of the Bangor Mental Health Institute, where his main interest is in clinical psychology and he has published extensively in that field; Dr. Richard Elam, clinical psychologist at the Kennebec Mental Health Center, working in Waterville area schools; Dr. Robert Reuman, who has published a number of articles and is presently professor of Philosophy at Colby College; and it is hoped that a man who has experienced behavior control from the perspective of a patient will be available for the discussion. Besides being a poet, he is active in the area of mental-patient rights. The moderator for the symposium will be Dr. Paul Jenson, now serving as Dean of Faculty and Professor of Psychology at Colby.

An hour presentation by the panel will be followed by an hour and a half open discussion. The symposium will occur in Dunn Lounge, Runnals Union, at Colby, on April 29 at 3:30. This program is sponsored by the Colby Symposium Series.

area. Students will also solicit financial sponsors to underwrite their fast. Funds raised in this way will be used immediately for food, family planning and medical assistance. In addition, they will be carefully channeled into such long-range projects as agricultural training programs, well drilling, and water resource management, credit cooperatives to aid small farmers in the purchase of seeds, fertilizers, and insecticides; in short, to help build the kind of sound and sustainable agriculture so urgently needed in these developing nations.

Even in the best of times the countries south of the Sahara desert are among the poorest in the world. Now, in Mauritania, Senegal, Niger, Upper Volta, Mali, Chad, Sudan, and Ethiopia the rains have failed for six to eight years. Scientists estimate that, as a result of the drought, the Sahara is expanding into these countries at the unprecedented rate of 30 miles per year. If the process is not halted soon, significant amounts of agricultural land will be permanently removed from production at a time of increasing world-wide food scarcity.

News coverage of this insidious disaster has been scanty. These countries have no oil, no strategic location, and now, no exportable agriculture. They are isolated from the larger world by distance, a forbidding climate, and a lack of adequate transportation routes. Despite well-meaning governmental relief efforts, the need for food stuffs and agricultural development increases.

Co-sponsors of the day-long fast are Oxfam-American and Project Relief. Oxfam-America with headquarters in Newton, Mass., is the American branch of the international Oxfam organization begun in Oxford, England during World War II. The organization has 30 years of experience in the field of international relief and long-term development assistance and has an exceptional record for efficient management of funds and careful planning and supervision of projects.

Project Relief, located in Providence, R.I., is a non-profit, tax-exempt charitable fund-raising organization which was established in 1971 in response to the needs of Bengali refugees in India. The organization pays neither salaries nor rent and accepts only donated staff services so that the greatest possible percentage of each dollar is used for direct relief. Project Relief is now focusing its energies on the African drought disaster.

¡Olé!

Two Spanish societies will take center stage, at Colby College on Thursday, April 25, with a unique presentation of four one-act plays.

The performances, directed by Prof. Francisco R. Perez, will be at 7 p.m. in the Roberts Union Loft Theater.

A second presentation is scheduled at the Foreign Language Festival, University of Maine at Orono Saturday, April 27 in Little Hall at 2:30 p.m.

from the editors

The response on the part of the student body to class, Stu-G, and Board of Trustees elections has been encouraging. It seems that with a little publicity, the latent enthusiasm around campus can be tapped. Something for which enthusiasm should be generated, and something which is perhaps the most important campus issue of the year, is the new Student Association Constitution.

What has recently been made note of in the *Echo* and what has been apparent all along, is the inefficacy of the present Student Government system: it has neither been able to represent the student body, nor has it been able to govern. The previous Student Government regimes were all painfully aware of their built-in inadequacy, yet were drained of all enthusiasm to renovate the system. The Bernard Administration deserves a great deal of credit for overcoming these obstacles, and actually developing a plan for change.

This has been a year of heightened consciousness for women at Colby: a women's group has been organized, a festival presented, courses offered in women's studies, vocal faculty leadership emerged, and a general sense of confidence and awareness, promoted by these diverse endeavors, imbues the campus. The quest for a greater status by Colby women seems to have stopped at the student and faculty level, for there is little evidence of any effort by administrators to significantly upgrade and expand any responsibilities of women within its own ranks. Presently there is only one woman administrator, Dean Doris Downing, in the whole Eustis complex; her responsibilities as assistant dean of students have been progressively narrowed to include only housing matters, thus curtailing her policy making power. When her position is vacated this June, the Dean's office will be comprised solely of men, as a reorganization is underway which eliminates Downing's post and creates a new position, distinct from the Dean's office, tentatively designated as Director of Housing. Whether or not the individual who fills that job is female, the scope of his/her activities are severely diminished from that the assistant dean position once carried and renders him/her all but ineffectual in matters divorced from housing.

The new Student Association Constitution brings with it a lot of new jargon, representative of its awareness of its redesigned role in college politics, not to mention a sign of the times, chairpeople. The most important aspect of the new constitution is its reemphasis on the role of student participation in the committee system.

As the PIRG/Administration/Trustee experience of last week amply illustrates, students are not seriously listened to at Colby. More active involvement in the existing governmental channels does not guarantee increased respect being accorded students, but such participation does facilitate the process. The new Constitution would foster, we daresay require, much closer communication between Committee members and the Student Association Executive Committee and more participation on the committees. A lack of this communication and participation on one's committee would be grounds for removal of that member from his/her committee. The Committee Chairperson would be obliged to solicit members for these committees—something which is, ostensibly, of questionable value, but something which represents, hopefully, a positive step in breaking this vicious circle of apathy that now surrounds us.

The new Constitution is not a faultless document. When considered as a whole, however, the general impression must be favorable: it represents an attempt to break with the problems of the past after a careful, objective look at them. Perhaps the renewed student enthusiasm revealed in this week's elections will spread to the new Student Association, provided the referendum calls it into being. The new Constitution already has the *Echo*'s support; it now deserves yours.

We are most perturbed with these arrangements at the administrative level. This is a co-educational college with nearly equal numbers of men and women. There should, therefore, be vital female representation in the office of the Dean of Students, the organ with which students have the most direct communication. If it is more pragmatic to have a housing director to solve the perpetual problems associated with communal living, we applaud that move *but not at the expense of women in high level administrative positions*. Downing stated that "women come to her with problems they can't discuss with a man;" with no other women in Eustis positions, that avenue of discourse is effectively closed, and it is unfair to ask female students to take all personal problems to men, particularly when those in the Dean's office and clinical counseling aren't renowned for their sympathetic understanding of women or enlightened response. We emphatically urge that President Strider open the Affirmative Action report that has been on his desk for over three months, make known the recommendations, and extend the effort to recruit women faculty members to administrative positions of real responsibility. Some action is sorely needed to rectify a situation that, intentional or not very much resembles a closed male power structure that is getting even tighter.

elaboration

In a recent meeting of my English seminar with Prof. John Mizner, the topic of an editorial from last week's issue became a matter for some highly articulate discussion. Prof. Mizner, while agreeing with the argument presented, proffered some rather sorely needed advice. He stated that one of the reasons for the total silence of the faculty on this issue is that, for an intelligent rebuttal of the charges leveled against professors and administrators alike, one would have to write at least three volumes on the history of education in the United States. Since he was not prepared to do so, obviously, he asked the editors to print some of the remarks and observations of Mr. Martin Duberman, educator and author of such well-written works as in-depth studies of Charles Francis Adams and James Russell Lowell and two historical texts on slavery, *In White America* and *The Antislavery Vanguard: New Essays on the Abolitionists*.

In one of his most recent books, *The Uncompleted Past* (Random House, New York, 1969), Mr. Duberman reports on his experience with two, non-graded seminars in American Radicalism, one group being composed largely of seniors and the other being composed of juniors and several sophomores. That the university in question is Princeton University really has no direct bearing on Mr. Duberman's essential arguments. What the author wishes to express is his experience as the quintessence of American university teaching as it stands today.

Mr. Duberman begins the chapter "An Experiment in Education," by relating that, in the fall of 1966, he had received permission from the Course of Study Committee of Princeton to drop all grades in his undergraduate seminar mentioned above. It had been agreed that, instead of a mark, an aster-

isk would appear in the space where a grade would ordinarily appear. Furthermore, the experiment was given only for a single term and Duberman was asked to present a report of his findings at the end of such time. This will be a shortened version of his appraisal. It is a rather telling document and the schematization of the educational systems of this country ring true. Some of the remarks appear so blatantly self-evident as to seem nearly banal. Yet, that no one, with the exception of, perhaps, Paul Goodman, has said them before is all the more puzzling. Mr. Duberman seems to sense what I have sensed for as long as I can remember: why am I doing this? to what ends? Administrators, professors, students and parents should read this brief summation of a highly articulate article and begin the long, frustrating re-evaluation of why so many children are "growing up absurd." We do not need anymore gold stars; we, students and teachers alike (and our parents, are they not, are very much our "professors of life"?), need more humanistic approaches to the educational process. The results would prove radically refreshing and infinitely less traumatic.

I have been an educator for ten years, but I have really been interested in education only for the past year or so. Before that I was chiefly interested in my career. I still am, but having got tenure three years ago, it became possible for me (this was not conscious; I see it only in retrospect) to concern myself solely with how I evaluated the success of my teaching and now how the senior members of my department did. My experience with teaching bears out the central point that I will be trying to

please turn to page 12



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Founded in 1877, the Colby Echo is published weekly except during vacations and examination periods by the students of Colby College, and printed by Journal Publications of Belfast, Maine.

Entered as second class matter at the Post Office, Waterville, Maine. Accepted by mailing at a special rate of postage provided for in Section 1103, Act of October 3, 1917, as amended, and authorized on December 24, 1918.

All opinions expressed in this newspaper not directly attributed or identified are those of the Colby Echo. The Echo assumes no responsibility for the return or safekeeping of unsolicited manuscripts or photographs.

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Facelift

Hank Goldman

The first question asked is why propose a new organization or why will this new organization be better than what we now have? The first question was answered last week and the second is factually unanswerable at this time. However, it is hard to conceive of the Student Association being worse than the present Stu-G and the purpose of this article is to elaborate the answer to the latter question posed from the view point of Stu-G Reorganization Committee.

In the present Stu-G Constitution, things are defined not only as "what," but "when" and "how," in many cases. This means that the present Executive Board and Legislative are bound to certain activities and told how and when to do them. The new constitution gives guidelines, as loose as we felt possible, and in some cases defines "how" in a loose sense also, but only in one case (annual elections) defines "when." This gives the proposed Executive Committee more freedom in "what," "when," and "how" they will conduct the administrative functions. In other words they are given more leeway to operate and conduct the functions defined for the particular office in a manner which is suitable to them.

In Stu-G the ultimate discussion is left to 45 individuals, a fact that, many times, slows down the administrative functions as well inhibiting a close look at the particulars (i.e. the budget, the appointments to College and Board Committee). Under the proposed constitution, a group of six officers can look into particulars and conduct the administrative functions in a much more expedient manner.

While the administrative functions of Stu-G can be conducted more efficiently and in a more inquisitive manner, it is felt the reasons for the death of Stu-G is the lack of issues at this time. We wish to point out that if and when issues arise again (such as during the late sixties) there is a provision for An All Campus Meeting which will enable each and every student voice and vote his/her own opinions rather than a select 45. It is further felt that decisions of such a meeting would pack a larger punch than the present Stu-G structure.

Perhaps the most radical change in the new constitution is the addition of responsibilities for student members of *All College and Board Community*. These responsibilities:

To attempt to fairly represent a general student outlook in his/her respective committee(s), without compromising the right to express and vote in accordance with his/her own opinions.

To be responsible for assuring that the Public Information Chairperson receives either a copy of the minutes of each meeting or a written report fairly representing the activities of each meeting, within the limits of confidentiality.

To maintain a satisfactory attendance record at all his/her respective committee meetings and to caucus meetings.

These responsibilities have been drawn up broadly with regard to individual rights. However, with these responsibilities, there is a provision for the removal of any student who is not performing the duties for which we feel the student was originally appointed. There is no grounds for removal of a student presently, even if they never attend a meeting, or worse, falsely represent a general student opinion. It is our feeling, as stated last week, that the best and perhaps only means of real student input is through the College committees. It is the major source of student input in the College system and being so, we felt that any student organization had the responsibility to assure that the Student Body is indeed being adequately represented where it is supposed to be represented.

In the Judiciary there have been various minor changes which merely recognize and clarify present practices. There is, however, the addition of the phrase "The Student Judiciary shall have Judicial review over legislation and procedures of the Student Association and

may declare null and void any acts which contravene the Student Association constitution." It must be noted that this is expressly a review over procedures and will not review the morality or the justification of an individual action. It is a check to assure that, in any procedure or decision, the constitution is being followed.

The purpose of the All Campus Meeting is firstly, a check on the Executive Committee; secondly, a way of getting student feedback; and, thirdly, it could, if the situation arose, act as a legislature to pass its own legislation or establish its own point of view. In this third way it could, and we feel, would be much more effective, and decisions coming from it would be much more meaningful than the present 45 member Legislature. To be noted here is a Quorum of 1/4 of the Student Body. It was the feeling that the quorum of this size is necessary to prevent any one faction (club or organization, i.e. CCS or COC) from having the ability to control any meeting while it is conceivable that a quarter of the Student Body could be assembled (just under the number required to fill Bixler Auditorium). This is not the only means open to the Student Body for change or overruling a decision of the Executive Committee. The option of calling a referendum is still open.

It is impossible to set forth the dynamics of the Student Association's Constitution here in one article. Those who question the opinion of the Reorganization Committee or who wish to ask any questions about the proposal are urged to attend the hearing being held soon. Copies of the proposed *Constitution of the Colby College Student Association* will be available shortly at Runnals and Roberts Desks.

The time for change is now. All members of this committee, including 2 freshmen, will be returning next year and will be able to help institute, direct, and interpret this document for at least one year in addition to proposing amendments or additions to this document. The present structure is no longer functioning effectively or efficiently. The Student Association has been drawn up to allow the administrative

please turn to page 12

Waterville: Smut to Stay

A Levintow

On Wednesday, April 16, a proposal seeking a referendum in regards to an Obscenity-Pornography Ordinance to censor X-rated films was rejected by Mayor Carey and the City Council.

The discussion began with City Solicitor John Sabar's results on his investigation of possible legal problems is such an ordinance was accepted. His meeting with the Maine Bar Association concluded that the ordinance, as it stood now, would not hold up in court. One of the major drawbacks is that Waterville has no municipal court or jury on the local level. Most of the thirty-five to forty lawyers who discussed the ordinance were concerned about the problem of its enforcement and the lack of specific state limitations. The possibility of the ordinance being a test case was rejected on the basis of "legal futility." Another point brought up later in the meeting dealt with the fact that although the referendum issue was to be decided by the people of Waterville, its results affected Winslow and the surrounding communities as well.

The topic of the meeting then became the "problem" of pornography in the Waterville area. Councilman Smith said he made and received over 600 phone calls and letters about the referendum, and this convinced him that there was a problem that had to be dealt with. Another councilman, however, claimed he received only one phone call in regards to the issue. Of the sixty phone calls received by the Mayor's office, 90% were in opposition to any limitations. Another councilman felt that the referendum question should be generated by the Council: "If we can't make deci-

sions, we should get out."

The floor was finally thrown open to the public to express their opinions. In a general vote it was estimated that the audience included thirteen proponents and 26 opponents of the referendum.

Among the opponents, Mr. Joel Glazer felt that Waterville should not be allowed to decide upon an issue (Obscenity-Pornography Ordinance) that even the Supreme Court could not agree on. "If the majority is opposed, does this mean that the minority can't pursue?" Others felt that an individual's right to his forms of entertainment should not be denied to him or her by another individual.

A lawyer representing the Motion Picture Association of America outlined many of the anti-pornography laws now in effect, including the voluntary G- to X- rating of films. He said that in regards to minors, all laws prohibiting them from viewing pornographic films were in effect and that now the issue is one of the censorship of movies to adults.

The end of the discussion resulted in two different points of view. The majority of the people there felt that it was an infringement upon an individual's freedom of choice, and that the referendum was a violation of one's "inalienable rights." Councilman Smith and his faction defined the issues as the freedom of the population to express their opinion on any topic.

In the final vote, the referendum was out-voted four votes to three, with Councilmen Smith, Shulten, and Wood in its favor.

O'Brien: New Face

Ms. Jadine O'Brien, a candidate in the primary for representative from the 1st Congressional District, visited Colby last week to present her views and win supporters among the campus population.

Though not a Maine native, Ms. O'Brien attended Westbrook Jr. College in the state and later worked as Dean of Students there, becoming increasingly involved with local and state politics. Later, she worked for the incumbent, Peter Kyros, running his district office, then joining the administrative staff of the city of Portland, heading the model cities program.

At a lunchtime meeting, the candidate said that her decision to run for office is "an extension of wanting to serve people"; she came out strongly in favor of change in all facets of federal government. Ms. O'Brien favors campaign finance reform, pension plan reform, social security reform, and welfare reform, suggesting that the whole system of congressional budgeting needs some dramatic change. Ideas for congressional reform include a revamping of the committee system, establishing a rotation system rather than accruing seniority and enormous power in one area, and a realignment of committees, for there are presently many areas of overlap and other concerns that are not noticed at all. She strongly feels that confidence must be restored in the governmental processes. She plans to come back to her district every weekend, hold office hours, and establish a watts line to keep in contact with her constituency.

Her foreign policy, admittedly not her strongest area of interest, advocated a diminution of some foreign aid and reduction in the troops abroad. Primarily Ms. O'Brien concerns herself with "meeting people's needs"; her statement that the "time has come to begin impeachment proceedings" is based not on the Watergate investigation or the tax scandal, but on the impoundment of \$11 billion, \$20 million of which were designated for the state of Maine.

Strongly feeling that the people of the state want change—"new faces, new voices, new ideas"—O'Brien has structured a campaign built upon that thesis. She appears to be a sincere woman, very much concerned with the needs of Maine's people. On June 11, we'll see if the people really do want new faces.

Name: Steve Shafarman
Office: Rep. to Board of Trustees and Academic Life Chairperson of Student Government

I am Steve Shafarman and am running for Student Representative to the Board of Trustees and for Academic Life Chairperson of Student Government.

When the position of Student Representative to the Trustees was first instituted many people opposed it because "a non-voting student can have no real effect." No doubt many still feel this way. Yet this complaint is not valid. A student who is involved in campus life, who is respected, and who is not afraid to speak up CAN have an effect on what is decided.

It remains essential that whoever you elect maintains close involvement with campus activities and Stu-G. The new constitution, once approved, should facilitate this but more remains to be done. More can be done if you, the students, do not put your social conscience back in the drawer after the election but get involved.

Over the past two years I have been Representative to the Faculty Meetings, served on the Special Programs Committee, been active in CCS, helped establish the Colby Symposium Series, and helped with many activities on campus. Now I am running for Student Representative to the Board of Trustees and for Academic Life Chairperson. In this dual function I can provide the necessary link between the Board and the Stu-G Executive Board.

Name: Joe Johnson
Office: Treasurer—Class of '75

Over the years, the position of Treasurer of the class has been neglected as an office of any importance, and has consequently had unopposed candidates for the position. This neglect has gone virtually unnoticed though, because of the lack of activity we have engaged in. But as our senior year approaches we must plan activities for our final sojourn at Colby, and therefore must have a class treasurer with experience and knowledge of handling the funds allocated to us. Being a business major and having experience as Business and Financial Manager of the Colby ECHO, I think I am the most qualified candidate. I hope we can enjoy a very successful senior year here, and I hope you allow me to aid in this goal.

Vote Friday for:
 Joe Johnson
 Senior Class Treasurer

Name: Janet Okun
Office: Rep. to Board of Trustees

Recently there's been a great deal of talk about student apathy here at Colby. Well, the blame should not be cast on the students. Why should they be expected to show concern for issues about which they have extremely limited knowledge due to lack of publicity? Why should they be expected to care about decisions over which they feel they have no say? There is a real need for responsible, and more important, accessible student representation to the Board of Trustees. I'm willing and able to accept this responsibility. You have the right to know what goes on at each and every Board meeting. Your opinions deserve Board consideration. Let me represent you so that we can keep the Board aware of your concerns. Let's preserve your right to know.

Name: Susan Zagorski
Office: Secretary—Class of '77

Having a basic understanding of the role of Class Secretary, I am willing and feel I am capable of carrying out the duties of this office. I would appreciate your consideration when you vote on Friday.

Name: Bill Miniutti
Office: President—Class of '75

In previous years, Class President has been a figurehead position with little work involved. Next year, however, must be a different story. The Senior Class President is obligated to utilize the powers invested in the office to bring about more Class Unity, and provide Good Times and Memories of Our Final Year at Colby. If elected, I promise to do all in my power to fulfill this obligation. I hope you will give me support this Friday, and let's look forward to a Great Senior Year.

In The Running

Name: Peter Clark
Office: President—Class of '75
Name: Dave Clark
Office: Vice President—Class of '75
Name: Lizza Richards
Office: Secretary—Class of '75
Name: Hank Goldman
Office: Treasurer—Class of '75

Tomorrow the Junior Class will choose their officers for next year. It takes a lot of work and cooperation to organize the activities of any group. For this reason we have gathered together in the hopes of producing a year that we will all remember.

The essential factors are here: we each are willing to do all the work required of the particular positions and we know that we can work together to achieve the desired enjoyable ends. These are the two most essential ingredients to the success of any venture.

With the above in mind, I PETER CLARK; and I, DAVE CLARK; and I, LIZZA RICHARDS; and I, HANK GOLDMAN, ask separately and collectively for your support. Please vote.

Name: Stephen L. Mixter
Office: Academic Life Chairperson of Student Government

Upon finding two Student Government positions left unsolicited after the recent election, my interest in that organization was provoked. Since then, I have become active on the Committee to Reorganize Student Government, which has written the proposed, new constitution.

Because of this work, I fully understand the exact nature of the duties of Student Government and its several officers. Academic Life Chairman is a post that has been sadly misunderstood and whose importance has been neglected.

The educational and intellectual community at Colby should find its focus in Student Government through the office of Academic Life Chairman. That office approves and schedules all student sponsored lectures and forums.

One of the major difficulties is with communications, dealing not only with the publicity of activities, both cultural and social, but also with the coordination of those activities. Largely for that reason, students have not been fully aware of the opportunities that could be available to them. I will work on this problem to try and provide the cultural community with the prominence it deserves.

As well, the Academic Life Chairman has traditionally been a member of the Educational Policy Committee of the College. Being enthusiastic about the potential for a fine liberal arts education at Colby, I can fairly represent this interest on the Committee.

Academic Life Chairman is the only office with which I am concerned because it provides an opportunity to show concern and perform a meaningful function regarding the cultural and educational aspects of the College with student needs in view.

Name: Scott Houser
Office: Rep. to Board of Trustees

I am campaigning for election to one of the two open positions as a Student Representative to the Board of Trustees.

The Trustees have a large percentage of the say, and make a great many of the final decisions concerning what does or does not go on at Colby.

Most everyone knows that Colby is not yet perfect. Some even go as far as suggesting who's at fault, and what is wrong. But to do something toward alleviating those problems, one has to go through the productive channels.

As a Representative to the Board I would be acting as a spokesman for the student body, helping the Trustees get a better understanding of, and a closer feeling for the students' realistic needs.

The Representative should not be Mr. or Ms. Junior Politician because the Trustees won't change Colby overnight as a result of the pressure and outright demands of one pushy student. In fact, they might not even listen. The Representative should, on the other hand, be able to inform, suggest, and delicately compromise with the Board.

Regardless of whom is elected, there won't be any radical changes on the Colby scene. If I'm elected, though, I can promise that the students will be a well-represented, responsible, and integral part of Trustee proceedings, and that the Board will definitely be listening. Thank you.

Name: Hank Goldman
Office: Rep. to Board of Trustees

The Student Body, tomorrow, will elect two student representatives to the Board of Trustees. The Board of Trustees is the ultimate source of power in the college structure and the final decision on all major issues are made by this small group—as the saying goes, the buck stops here.

There really is not much a candidate for these two positions can promise. If elected, though, I would like to try to initiate a truer form of representation than we have had in the past. I propose to do this by developing a means of obtaining student feedback to determine current student sentiment on the issues which the Board will be confronting. Furthermore, I would periodically report on my activities and the decisions which have been made by the Board which are relevant to the students (within the confines of confidentiality).

It is a tough job for two students to attempt to represent 1500 students. I will, if elected, do my best to fairly represent a general student outlook on the pertinent issues to the Board of Trustees. To enable me to do this, I ask for your support at the polls tomorrow—Thank You.

Name: Jerry Connally
Office: Rep. to Board of Trustees

The Board of Trustees should be concerned with two specific areas in the next year that are of paramount importance if Colby is to remain a competitive liberal arts college: the allotment to Student Government and the condition of the Unions.

To improve the student's life socially, intellectually, and culturally is the main purpose of any form of student government. This year's present Stu-G, in attempting to streamline its structure and, in the process, making it more efficient, is striving for that purpose. Yet alone, Stu-G can only go so far. The annual allotment of \$60,000 is not enough—too many clubs and projects are short-changed. More money is needed for landing cultural and intellectual events. It is enough that money is an obstacle but then so are the physical structures that hold the events. Anyone who had the good fortune to take in "Can-Can" last weekend is well aware of the inadequate state of the unions—there were a number of people who missed a totally enjoyable performance because they were unable to see the play from where they were seated. To keep Colby competitive these obstacles must be overcome.

CSFC: Guidance for the Future

To the Colby Community:

We feel that the system of student services at Colby should provide for a college environment that creates an especially fertile ground for both intellectual and social growth. Though the college does not subscribe to the philosophy of *in loco parentis*, we feel that an integrated network of student services should be designed and implemented in such a way as to provide continuous support and encouragement to each student while at Colby.

In addition, and as a supplement to the formal system of student services suggested in this document, we emphasize the importance of the continuation and growth of the informal advising and counseling that occurs daily through student-faculty contacts. Colby, as a small liberal arts institution, provides an ideal atmosphere for this necessary, but unstructured aspect of student services.

With these goals in mind, we recommend the following:

1. Student services should be coordinated through the Office of the Dean of Students. These services include those related to academic and special advising, the student residences, student activities, career counseling, health services, religious counseling, and remedial and tutorial services.
2. A study should be made in the immediate future of each present position dealing with student services to determine the advisability of consolidation or redistribution of effort leading to the most efficient use of student services personnel. This study should be conducted by the college administration and might be in conjunction with the formal evaluation system.
3. Advising is an integral part of each faculty member's responsibility. In light of this, all faculty members are expected to be involved in advising at some level, whether of freshmen, majors, transfers, educationally disadvantaged students or foreign students. The faculty handbook should be revised in accordance with this recommendation.
4. A study should be made leading to the institution of a program for the evaluation and consequent improvement of the advising system.

5. FRESHMAN ADVISING

A. The Faculty Advisor

1. Particular care should be taken in the selection of faculty advisors to freshmen.
2. Wherever possible each freshman should be assigned to an advisor who is also an instructor in one of the first semester courses in which the student is preregistered.
3. When possible, the advisor should be a member of the division of the student's intended specialization.
4. In general, this advisor should retain his advisees until they elect a major. However, a student having sufficient reason to change advisors may do so in consultation with the person responsible for coordinating student advising.
5. Faculty are requested to evaluate the progress of each freshman in their courses EARLY in the semester to uncover any existing difficulties, and to utilize the comment card system and personal conferences to transmit the results of their evaluations.

In addition, where appropriate, the faculty advisor should have a conference during the semester

2. Freshmen should receive copies of their schedules from their advisors as soon as possible after arrival.

3. Early during the orientation period, a time should be specified for those freshmen who require course placement assistance to consult with the appropriate academic departments.

4. A time should be specified in which freshmen will meet with their faculty advisor. Change of course cards should be completed at this time, if possible.

5. Further, each department should provide at least one member who should be available at a designated time during orientation to give general information concerning course offerings in that department.

D. Freshmen Entering in the Second Semester

The Dean of Students should arrange for advising of second semester entering freshmen. The same criteria used in assigning an advisor during the first semester should be applied.

6. ADVISING OF UPPERCLASSMEN

A. At the end of the student's freshman year the advising function should be transferred to the department or interdisciplinary program in which the student has declared a major.

B. Individual departments should be responsible for establishing a system of advising for majors in that department. Attention should be given to the problem of uneven distribution of majors between large and small departments. Advising should be considered a part of faculty load and no one advisor should, in general, be expected to advise more than 15 students.

7. ADVISING OF TRANSFERS, FOREIGN STUDENTS AND EDUCATIONALLY DISADVANTAGED STUDENTS

Assuming that Colby should and will continue to accept students whose background or situation is such that they will require special advising, we recommend:

A. No students be accepted unless there is reasonable expectation that an incidental amount of remedial work is all that is necessary. There should be continual evaluation of the criteria used in determining these standards.

B. A supplementary course in basic language arts with an emphasis on written and spoken English continue for foreign students and other students of inadequate proficiency.

C. Provision be made for coordinating all special advising.

8. Comment cards from course instructors should be used to inform the Dean of Students, faculty advisors and the student involved of academic difficulty. The cards should contain comments by the instructor concerning academic difficulties or study habits which may be a problem to the student.

Comment cards would be required for those students failing a course and would be recommended for any student who is only marginally passing. However, the use of comment cards by an instructor need not be restricted to students with potential or existing academic difficulty. Further, the cards may be issued at any time and with any frequency during a semester.

Comment cards should be sent to the office of the Dean of Students to be distributed to the student and his faculty advisor.

In addition to comment cards, conferences between students and instructors are strongly encouraged.

9. Colby should continue to recognize the necessity to provide limited instruction in study skills.

10. The system of student services described in this document should be evaluated immediately after the second year of its institution, taking into account student, faculty and administrative opinions, and revising accordingly.

To: Members of the Colby community
From: Task Force on Student Services

This document is a TENTATIVE report and set of recommendations regarding the definition and implementation of an advising system at Colby. It represents the position of the CSFC at this time and is offered for your consideration and evaluation.

There will be a symposium held on April 25, 1974 at 6:30 p.m. in Smith Lounge, Runnals Union to discuss the following proposals.

Comments and suggestions for revision might also be sent to Robin Hamill (Runnals Union). Replies will be considered by the task force and forwarded to the parent committee.

Please note that the following is only a partial report: addendums regarding psychological services and career counseling will be forthcoming.

Both the CSFC and the Student Services Task Force welcome your reactions and encourage you to attend the symposium.

Thank you for your time and consideration.

Robin J. Hamill, Chairman
Task Force on Student Services

with faculty members teaching his freshman advisees to discuss their progress, after which the faculty advisor should review these matters with his advisees.

The Dean of Students should have a conference with each faculty advisor to freshmen during the first semester.

6. Each faculty advisor should be assigned a student assistant to assist him during registration. (These assistants are not to be confused with the dormitory student advisors.)

B. The Student Advisor

1. Student advisors to freshmen should be instructed so as to be prepared to deal effectively with freshmen and work closely with the Head Residents. Student advisors should be expected to assist freshmen during orientation and registration, and throughout the year, and should be responsible for close contact and appraisal of their assigned freshmen.

2. Selection of student advisors should be a function of the Office of the Dean of Students.

3. Student advisors should live in the same dormitory as their advisees and preferably, in the same area of the dormitory.

C. Freshman Orientation

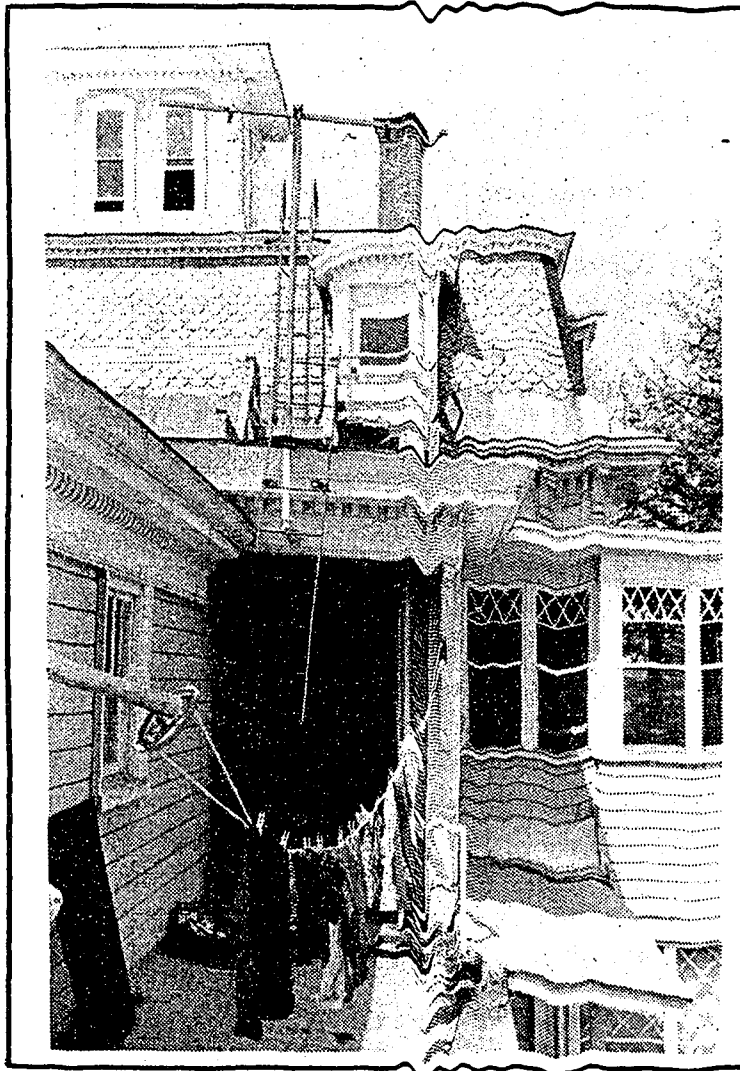
1. A survey should be made of the freshman class early in the fall of 1974 to gather opinions on the effectiveness and usefulness of freshman orientation. The results of this survey should be part of a review and analysis of freshman orientation. Consideration should be given to the modification of the present system. Further, provision should be made for communication of these results to the college community.

Arthur Champlin
Paul Perez
Donald Small
Earl Smith
Robin Hamill, Chairman

Home Away from the Hill

Rebecca Littleton and Rob Burgess

For those who live in dormitories the first years of their Colby life, bemoaning the inconveniences and intrusions of communal living life off-campus is envisioned to be comfortable, private, somewhat romantically imbued with domestic pleasures (homemade bread, good food, wine with dinner, music) and free of restraint. It can be all that, if time and effort are expended in finding compatible room mates and comfortable accommodations. There are many places available in the Waterville area (including Winslow, Fairfield, and Oakland) ranging from the most primitive



hovel in the low rent district vs high priced luxury apartments.

How do you go about finding a place to live? Firstly, assess your needs—the number of required rooms, finances, transportation (do you drive or hitch), and then approach people with questions

about their present living situations. It is difficult to say when is the best time to find a place to live, the spring or the fall; you may get choicer accommodation in the spring but may also have to rent it over the summer, which can be a financial burden if plans don't include staying in Waterville during that period—or even if you do intend to stay, it must be noted that the job market ranges from poor to abysmal and it is very difficult to gross a substantial amount (over \$1000) here during the summer. Federal minimum wage goes to \$1.90 in May and state minimum goes to \$2.00—unless you can put in a lot of hours, it is not a lucrative position. But if you do rent for the summer you are assured of a place to live and needn't sleep in your car for the first week of school while you take tours of prospective domains. It is possible to get a decent place at the end of the summer or the beginning of school; a good percentage of students seem to do that and end up with a roof over their heads in a relatively short period of time.

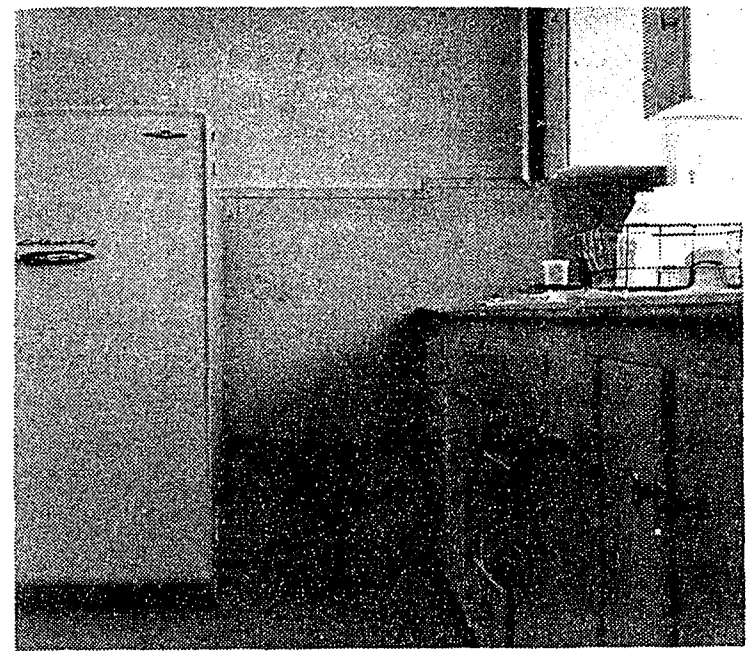
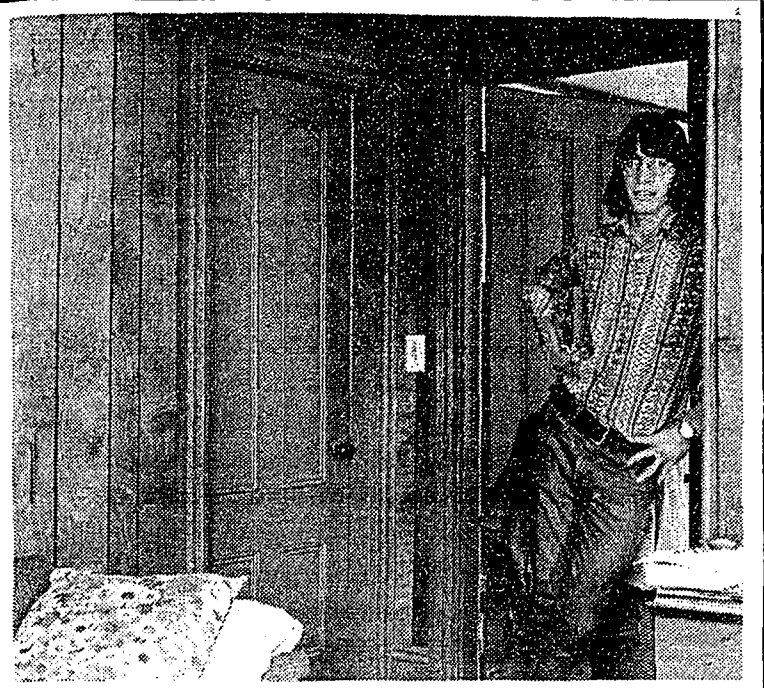
Accommodations vary in all areas: finances, location, facilities, landlord cooperation, general condition. Rents for houses and apartments range from \$60–\$225 per month; per person the scale is from \$15–\$100. These figures are not dependable, however, for some landlords include all utilities, some just heat, and most nothing at all, and the status of living may be very grand or just short of cockroach infested. Basic utility costs (heat, electricity, gas) average about \$30 per month. The

please turn to page 7

Address	rent	includes	rooms	landlord	rate/lord	Pay snow/trash	parking sp.	condition	furn to sell	furn.
9 Lawrence St. must sublet over summer if rent	\$65/mo. top \$75 middle \$80 first	no util.	5 rms.	F. Petra Silver Lake Realty Col. Ave. & Myrtle St.	good	not done	yes	heat a prob.	no	semi-fur., refrig. & piano
50 B Washington St.	\$100/mo.	heat	2 bed/kit/liv rm	Mrs. R. Carter same address	v. respon.	no	yes	excel.	no	semi-fur.
14½ Nash St.	\$90/mo.	no util.	3 bed/liv/din/kit	J. Poulin 8 Merrill Ave.	excel.	yes	2 cars	good	no	furnished
2 Howard St.	\$100/m.	no util.	3 bed/kit	Al Gilbert Seary St.	not too resp.	no	yes	fair	chairs	not furn.
13½ Autumn St.	\$155/mo.	heat	2 bed/liv/kit	L. Boldy Smiley Ave., Wins.	v. poor	no	2 cars	good	no	semi-furn.
18½ Summer St.	\$225/mo.	all util.	4 bed/liv/kit	P. Rancourt Main St.	v. respon.	no	5 cars	v. good	yes	semi-furn.
18 Summer St. 6½ Silver Ter.	\$150/mo. \$70/mo.	all util. no util.	3 bed/liv/kit 3 bed/kit	Same as above Ray Gannon	v. good lax	no not don.	yes yes	good mod. run down	no no	semi-furn. not furn.
84 Front St.	\$100/mo.	no util.	5 rms	Paul Rancourt	good	no	yes	good	no	furn.
296 Main St.	\$142/mo.	heat	4 rms	Shirley Barker	adequate	no	lim.	excel.	no	not furn.
170 Fairfield St.	\$100/mo.	no util.	5 rms	J. Buckton, Oakland	adequate	no	yes	fair	no	not furn.
47 Redington St. Apt. 2	\$160/mo.	no util.	3 bed/liv/por/stor	B. Shirk, Silver St.	adequate	no	yes	excel.	yes	not furn.
Main St. above Action Realty	\$140/mo.	no util.	8 rm.	Action Realty	good	no	yes	good	yes	no
98 Front St.	\$100/mo.	all util.	1 bed/kit	Sylvia Palmer Cool St.	all right	yes	yes	medioc.	no	furn.
272 Main St.	\$65/mo.	no util.	2 bed/kit/liv/at/ gar/shed	Ray Gannon North St.	lax	no	yes	poor	yes	not furn.
21 Burleigh St.	\$130/mo.	no util.	6 rms.	Mr. Th. Gona Fairfield	good	no	yes	good	yes	not furn.
92R Front St.	\$72/mo.	heat	3 rms.	Mrs. R. Carter Wash. St.	adequate	no	yes	good	no	furn
Skunk Alley Belgrade	\$150/mo.	no util.	6 rms.	A. Weinrodt 299 Stillwater Lake Syosset NY 11791	adequate	no	yes	good	no	furn.
57½ Center Ave.	\$60/mo.	no util.	5 rms	Mrs. P. Hildee 59 Clinton Ave.	adequate	no	yes	good	no	not furn.
74 Silver St.	\$225/mo.	no util.	5 bed.	J. Toulouse	adequate	no	yes	v. good		
22 Main St. Apt. 3	\$112/mo.	heat	6 rms	Levine Main St.	v. gd.	no	yes	good	yes	no
22 Main St. Apt. 2	\$112/mo.	heat	5 rms	Same	good	no	yes	good	no	no

Other addresses: 3 Newhall St., Fairfield, RFD no. 2, Wilson, No. Vassalboro, 2 Howard St., 9 West St., 12 High St., 57 Mayflower Hill Dr., 15 Pleasant St., Cedar Village, Oakland, 9 Winter St., 13 Autumn St., 6 Silver Terrace, 71 Pleasant St., 15 Pleasant Place, Old China Rd, Albion, 18½ Summer St., 13½ Summer St., 9 Carrean, 100 Front St., 34 West St., 45 Elm St., 129 College Ave., 74 Elm St., 139½ Silver St., 19½ Western Ave., 8 Spring St. Swank Cottages, Great Pond, Oakland, 53 Cool St., 10 Myrtle St., Snow Pond, Oakland, 5 Burleigh St., 22 Brooklyn Ave., 219 Maine St., 6 Silver Ter.

HOME from page 6



types of services landlords provide are also fluctuating; some will repair leaky plumbing and put up storm windows, whereas others refuse to repair anything or are dilatory to the point of neglect. What can you expect from a landlord? It depends upon the terms of the contract; since most Colby students don't sign leases with fine print, the duties of the landlord are negotiable. Generally, it should maintain the apartment in the original condition it was when you originally saw it; if in good condition, it should be kept that way, and if in poor, ask him exactly what he will fix. It is fair to expect him to honor that agreement. If heat is provided, it should be reasonably comfortable, for even in these critical times you needn't live in arctic temperatures. Some parking space within a close proximity of the dwelling should be provided.

To be released next fall, a book will be published by PIRG with information about who to contact about housing complaints—names, addresses, phone numbers, and area of concern. Look for that if you have any trouble.

Listed below are a sampling of locations available for student living, with a list following of other places to try. Good luck!

PIRG: Trustees Check "NO"

Rob Burgess

At Saturday's Board of Trustees meeting, the issue of PIRG, and its proposed inclusion on the semester bill, was debated, and rejected. Although no vote was taken, the consensus was that the negative check-off system was unacceptable. This article intends to describe what was done by PIRG, the Trustees, and the Administration to arrive at this outcome.

The Administration's position has to be described as lukewarm. While all three major actors—the President, the Vice President, and the Treasurer—believed in the value of PIRG, none of them approved of the negative check-off system, and none was able to suggest viable alternatives. The alternatives that were suggested had been tried at other campuses, and had failed. PIRG had statistical evidence to back up such claims, but the evidence did not seem to matter. No amount of talking or data was sufficient to dislodge the Administration's fears.

It must be noted, in all fairness, that in all but one case, we were able to meet with the Administration. Since PIRG's whole reason for approaching the Administration was financial, we were naturally in close touch with Vice President Pullen. Part of his opposition to the negative check-off was based on a rational, practical concern of the added workload such a system would put on the Treasurer's Office. But his opposition also revealed an irrational recalcitrance. Presented with the fact that 85% of the student body endorsed PIRG and the negative check-off system, he responded by saying "you can get anyone to sign a petition." He was equally unimpressed by the Stu-G resolution endorsing PIRG and the negative check-off, the faculty petition supporting PIRG, and the statistical data we had compiled over the past year—data which could satisfactorily put to rest Administration fears. When finally asked, outright, why he was still opposed to PIRG's proposal, even in the light of all this additional information the Vice President replied, "I just don't like it."

Our attempt to meet with Mr. Cox, the Treasurer, for only the second time all year, was admittedly poorly timed, coming when it did, only ten days before the April Trustees Meeting. But did it really warrant a refusal for an appointment, and the statement by Cox that "Whatever Pullen says, I say." Those who complain that the students are never listened to around here, certainly have our support.

Since the consideration of the negative check-off was ultimately to go before the Board of Trustees, they were contacted. Two mailings were sent out: the first one, of a general nature, in early February; and the second, answering specific questions, at the end of March. Included in the first mailing was an invitation to attend two coffee hours—one in Boston one weekend, the other at Colby the following weekend—to discuss PIRG and the proposed funding mechanism. The invitations were R.S.V.P. The Boston coffee hour was cancelled due to insufficient response. The Colby coffee hour was attended by students and PIRG director Suzanne Spitz, but no Trustees. In total we received six replies to 31 invitations. One wonders if Ms. Rita McCabe spoke for all the Trustees when she said, at last Saturday's luncheon, that the Trustees wished they had more opportunities to meet with students, to find out what's on their minds. (Ms. McCabe was one of the six who responded.)

Then came the meeting. Mike Roy and I were told we would probably be allowed to speak at the full Board meeting, Saturday afternoon. Saturday morning we were unexpectedly called before the

Budget and Finance Committee. The Executive Committee decided we should speak there instead of at the full Board meeting. Instead of giving the presentation we had prepared we were asked peripheral questions in our token fifteen minute appearance. Our constant attempts to discuss the negative check-off system—clearly the salient issue for the committee's consideration—were sidelined by discussion of how PIRG ought to have fund raising drives around campus. The negative check-off system was mentioned as a "gimmick," and the significance of the student petition and the Stu-G resolution was never given any discussion, at least not in our presence. Upon conclusion of our "audience," we were thanked and told that the committee would be making its final decision on the merits of the negative check-off system! It is worth noting that the Budget and Finance Committee contained Mr. Pullen and Mr. Cox, our two avowed, negative check-off opponents.

The events as the full Board meeting were surprising. The Budget and Finance Committee unanimously recommended that the negative check-off system be rejected. However, a substantial minority of trustees turned what ordinarily would have been a simple committee recommendation into a lively half-hour debate on PIRG. Although unsuccessful, the debate did succeed in making all the trustees aware of PIRG and its importance on campus.

Subsequent discussion with Pres. Strider reveals that the Board was impressed by PIRG's ideals and its approach to the Board. A further presentation, with some new funding proposals, would probably be heard at the June meeting by a receptive audience.

The June Trustees meeting will be after most students have left, and certainly only a few days before the seniors involved with PIRG graduate. Cynical observers see the postponement of final consideration by the Board as a ploy to quietly kill PIRG—no one will know what happened. It is sincerely hoped that this is not the case, but that if it is, students do not stand by and allow their wishes to be ignored.

All due apologies to those who see this article as one-sided. After being excluded from the full Board meeting when PIRG was being debated, we thought that was the way it was done.

Because of funding problems PIRG is soliciting donations from faculty and students, to meet operating expenses during the summer. PIRG people will be in the Spa, nights, to collect.

MOVING from page 8

in being hired, she has received a one year appointment at the University of Rhode Island where she received her M. A. and taught for several years. Like Oudin, she, too, is completing her dissertation, which is on Deviant Behavior. It includes an in-depth study of the violation of conservation laws by shell fishermen.

Very active with women's groups at Colby, she helped set up a women's studies course. She had a difficult time getting the course and deplores its dependency on "someone else's budget." The Administration feels that "faculty should not be policy-makers." The Faculty have to "struggle to get a new division or course."

Though not bitter about Colby, she openly commented on its draw backs. Consistently disturbing to her is the conservatism of faculty and students. A liberal arts school "should be committed to all kinds of faculty and students." The Faculty seem to fear the Administration. Controlling mechanisms on Faculty include signing into faculty meetings, their structure, and the fact that they are chaired by President Strider. Finally, prejudice against women is evident by the Administrative attitude: "What single woman would want to be in Waterville?"

As an ultimate goal, Ms. Heitzman wants to do more research and find a personal definition of her teaching style. She would like to do a series of books on specialized topics in women's studies and might participate in a collective with other women sociologists this summer.

Moving On

Sue Francis

Faculty leaving this year include retiring Music professor, Ermanno Comparetti, French professor, Maurice Oudin, East Asian professor Sydney Rosen, and Sociology professor, Michele Heitzman.

On April 28, Dr. Ermanno Comparetti, founder of the Music Department will give his final concert with the Community Symphony Orchestra he also started. Thirty-five years ago, he began his professional career in Waterville as supervisor of music in the Waterville city schools. He first taught at Colby on a part-

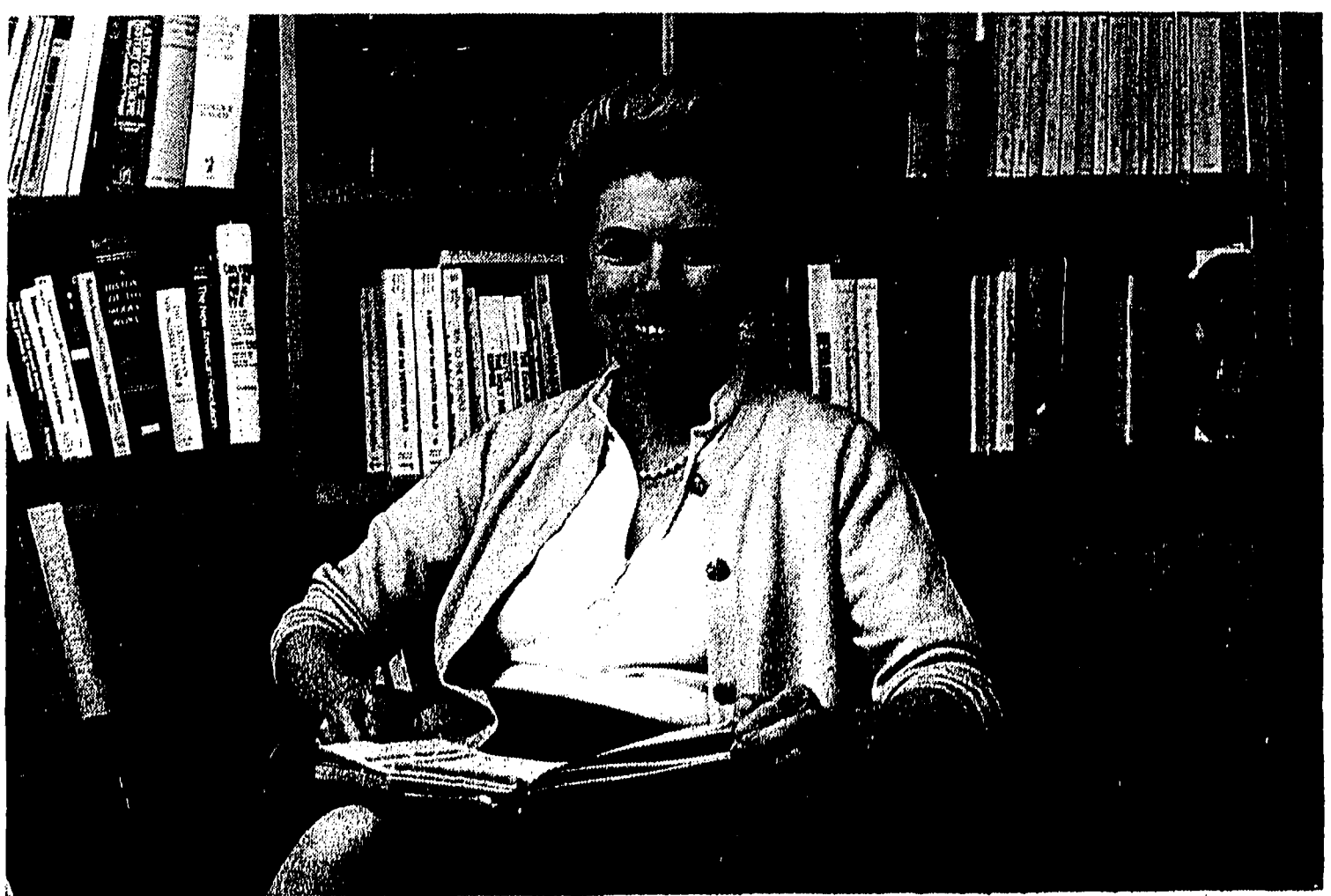


time basis in the early 40's when the college had nothing more than a glee club, an incidental music course, and a boys' band for the football season. Under his direction the band became year round and coed. Though the admission of females caused adverse reaction, he felt it "absurd that students could not be in the band because they were girls." It improved with their participation, he added.

In 1945, he became Chairman of the Department of Music, the first full-time music faculty appointment. By 1953, when he was promoted to a full professorship, the department had expanded to include two full-time instructors. A dramatic year for him was the opening of the Bixler Center in 1959. The present department, he feels, has excellent teachers, good rapport among its faculty, an excellent chairman in Armstrong, and more well trained students. He foresees a future in which the department will be "constantly examining itself and looking for ways of improvement."

From his birthplace of Salmona, Italy, he came to the U. S. in 1914 when his father was appointed music director in Glen Falls, N. Y. At Cornell University, he received his B. A. and Masters and his Ph. D. (with his thesis on the Italian Folk Song). Since then, grants from the Ford Foundation and Humanities Research have enabled him to continue his studies of such folk songs and collect the manuscripts of Galuppi, an eighteenth-century Venetian composer. Next to Harvard, Colby has one of the largest collections of Galuppi in the country.

In addition to teaching and research, Dr. Comparetti has given piano recitals in the U. S. and Europe.



Yet, he is glad he chose teaching over professional performance which he describes as difficult and uncertain. Also a composer, his pieces include a Romantic for flute, Baroque suite for strings, The Mayflower Hill Concerto, symphonic fantasy on Folk orchestra and Concerto in C major for piano and orchestra.

Arizona sun will replace the hard Maine winter when he moves to Phoenix next year. He may do some lecturing in nearby colleges, but is primarily looking forward to reading, composing, playing the piano, and listening to records without deadlines. Yet, he will miss classes and his close students. For, one of the great assets of his career has been "his memories of many students."

Maurice Oudin, hired as a sabbatical replacement, has not yet found a teaching position for next year. Still in the process of writing his dissertation on a "so called" French Decadent Barbey d'Aurevilly, he feels his chances are slim for getting a job. "A man without a Ph. D. has leprosy, he cannot be touched." The tight job market is illustrated by the fact that Colby received approximately 900 applications for four openings in Modern Languages last year.

Oudin has been teaching in the U. S. since 1966 in French Institutes in New York State, Alaska, and Washington State. He received his B. A. at Montana State and his M. A. at the University of Oregon. A small institution with good research facilities interests him for the "only way to succeed in teaching is to publish." A possible project will be to compare signs of Decadence in post-1850 and 1950 French novels.

He has not been disappointed by his department and believes that faculty recognize that there are shortcomings. Though challenged by some students, he observes that "many have not yet realized that coming to Colby is not a \$4,000 a year vacation." The library is adequate for the student but insufficient in French for a professor doing research.

Sydney Rosen has encountered another problem in finding a teaching position for next year. With a Ph. D. and seven years of teaching experience in Rhode Island and in California, she feels she is overqualified for most of the positions applied for. From nine openings in Chinese History in the country, all but one were offered to people with unfinished dissertations or a Ph. D. and one year of experience. Until she hears from applications to 60 schools, her plans are flexible. She might do editorial work if no teaching positions are available.

Another factor that is a drawback in being hired is being a woman. She feels a kind of "game-playing" is going on with institutions making efforts to meet government requirements by employing women in temporary positions. Her department is not prejudiced against women though she thinks there might be problems in getting a woman tenured in the department. The prejudice at Colby she describes as unconscious: a pat on the head, or term of endearment by male faculty.

Though she knew she would not be tenured, Rosen had hoped to stay here another year. She was told she had to leave because a professor competent in both East Asian and European or American governments and history is needed. She cites Prof. Elison, qualified in two areas, as an unusual exception: "What they are going to get is someone less qualified in one field or the other." To her knowledge, a replacement has not yet been found.

Colby offered her "everything she wanted." Her only criticism of the College was that there should be more emphasis on "bookishness." Ideally, she would like to teach Chinese History or Government in either New England or Chicago, and publish. Presently she is revising her Ph. D. dissertation and beginning a book on an early Chinese political philosopher.

Michele Heitzman has had better luck in making plans for next year. Though she also believes that women are at a definite disadvantage

Roger Hatch

On Monday night a small portion of the Colby population and an equally miniscule portion of the population from the real world were witness to a concert by Billy Cobham, one of the finest drummers in the jazz and pop world today. This is his second appearance at Colby—the first one being with the Mahavishnu Orchestra several months ago, he has put together an incredibly talented eight-piece band in which he plays an integral but seldom dominant role.

The concert opened with a tune called Pleasant Pheasant, and from the first ear-piercing notes it was clear that the Cobham band is every bit as intense and thrilling as the Mahavishnu Orchestra used to be. Unfortunately, the combination of a poor mix in the sound system and the acoustics of the gym made the horns sound so muddled that they could have been stuffed with used kleenex and blown into at the wrong end and it would have been hard to tell the difference. The other instruments were also hard to distinguish clearly at times, perhaps because the band played so loud. Luckily this situation became better as the concert went on, and the first song melted into "Red Baron", from Cobham's first album. This was a mellower piece which featured John Abercrombie, the guitarist who has been compared at times to John McLaughlin but has a choppy style than the leader of Mahavishnu, "Taurian Matador" was a beautiful piece of jazz-rock, with astoundingly complex runs thrown in every here and there in the midst of some good solid jamming. Garnett Brown on trombone and Mike Leviev on piano did fine solos before the song came to a screeching halt.

Cobham then introduced an unrecorded tune, something with a title sounding like "Hpbglp" through the distorted sound system but which could be liberally interpreted as "Tenth Pin". Starting with an extended bass solo by John Williams, the piece featured Randy Brecker on electric trumpet. Randy and his brother Mike, the tenor saxman, are both exciting horn players whose breaks were a pleasure to listen to. Conga player Lee Pastore, who had either been given a hot foot by some prankster or loves to dance, did a perfectly synchronized duet with Cobham, setting the stage for what everyone knew had to come sooner or later—Billy's drum solo. The solo was excellent, but it isn't for that that he deserves the most credit. Rather, it is for his inspired accompaniment of the other musicians. His back-up work showed insight into what his sidemen were doing musically, never dominating like some drummers but providing a solid and varied background for them. What was most amazing was that he could have played for an hour and a half without letting up. He was relentless, pounding the drums with demonic frenzy, occasionally throwing broken sticks over his shoulders, much to the consternation of the stage hands in back of him.

The encore was the title cut from his latest album, "Crosswinds." It was probably the best song of the concert and left the audience screaming for more. Well, maybe someday he'll be back...but for now, many thanks to SOBU, Social Life, Academic Life, and the Coffeehouse for bringing Billy Cobham and his fine band to Colby.

Claudia Kraehling

Louise McTigue Hessert, mezzo soprano, was born and raised in Bangor, Maine where she sang in the bathtub. She took no voice lessons until she came to Colby and has now studied with Mrs. Freda Gray Masse for four years. Louise claims she never could have developed her voice without Mrs. Masse, and the combination has certainly come up with something spectacular.

This was evident last Friday night as Louise performed her senior recital. Four years ago she had an exceptional voice, but it is now richer

and more mature, with flawless intonation and more spontaneous gestures.

The songs performed came from a variety of musical periods. Two Italian love songs, from the late 16th to early 17th centuries, the romantic *Zwei Gesänge* (two songs) of Brahms, Impressionistic Ravel chansons, *Five Greek Folk Songs*, Spanish *Tonadillas* by Granados and Barber's *Knoxville: Summer of 1915*, a contemporary American art song.

The two Italian songs, accompanied by Lillian Garwood on piano were very emotional as were the Brahms' songs accompanied by Mrs. Garwood on piano, and Mary Hallman on viola. Relief from the intensity came in the last of the five Ravel songs as Louise sang some excellent and light *Tra la la's*. The Spanish love songs, accompanied by Charles Abbott on guitar were again, intense and passionate; my favorite of the three, *The Tra la la and the Guitar Strum*, brought some gaiety to the passion. The last, Barber's *Knoxville: Summer of 1915*, accompanied by Mrs. Garwood is a demanding piece of music and Louise did an outstanding job. At first the song appears to have a pleasant, hot summer quality to it, but as it progresses, the ponderousness of the words and music dominate and take over. The song *Brother Will, Brother John*, as encore, ended the recital on a jovial note.

Next year Louise and her husband Stephen will live in Boston where Stephen will attend Suffolk University Law School and Louise will take voice lessons through Boston University.



Harriet Hults

With lively music, colored lights, gay costumes and familiar songs, Candace Burnett's production of *Can-Can* gave student Independent Theater at Colby a final "kick" to set it rolling. A simple set constructed of cardboard and a heavy reliance on props managed to transform Runnals Gym into a courtroom, A Parisian cafe, jail, rooftop, and an artist's studio. One positive aspect of the lack of a theater at Colby is the resulting ingenuity in stage design: lights were hung from basketball hoops and scenes alternated between two main levels, the upper stage in the gym and the larger playing area in front. Exits and entrances were impressively made through aisles in the audience, by the *Can-Can* dancers.

Overcoming the poor acoustics in Runnals, songs and lines were delivered forcefully and loudly, although, at times, too quickly to be completely understood. Not all the actors managed to adopt a convincing French accent. Especially good was the "new talent" discovered at Colby, freshman Chas Cowing. Throughout the show, his portrayal of Judge Aristide Forestier, a man caught between his sense of justice and an illicit affair with the proprietress of a cafe remained convincing. He made good use of an undeveloped but strong singing voice.

Stealing the show's humor and doing some excellent acting was Larry Capiello in his portrayal of a Bulgarian sculptor struggling for recognition, Boris Adzinadzinadze. Some scenes with Claudine, his *Can-Can* dancer/lover were weak. But this weakness was compensated for in a scene with art critic Hilaire Jussac, to whom he was showing his work, and the duel scene. Robin Dekker, Claudine, came off fairly well as Boris' lover. Her excellent choreography of the *Can-Can* dances, the

temptation and the Apache scenes is highly commendable. Herb Landsman, in the stylized character of art critic—women-lover was unconvincing at times, but, as the show's villain, was successfully unpopular.

Especially good in supporting roles were Nick Ballas as Judge Paul Barriere, the Snake, and waiter at the Cafe, Rich Vann as Etienne the poet, David French as the Bailiff, and Gail Hansen as the Nun and Streetwalker.

Last, but by no means least, was Candace Burnett in the particularly difficult position as actress and director. Her role as Pistache, the proprietress of a cafe with illegal dancing for entertainment, suffered relatively little in view of the overall smoothness and near perfect points of the show. The songs "Allez-vous-en" and "I Love Paris" were very well done, both conveying real emotion and intensity. At times, too much of Candace herself came through Pistache, but generally her change in feelings toward Forestier and character build-up were well done.

Of course, one should not forget Ed Kemp's excellent music through out the show (Cole Porter would be pleased) and the effective lighting, especially the Apache scene and the upper stage lighting.

The generally highly successful production of *Can-Can* is particularly impressive since it represents Candace Burnett's first directing endeavor and another first, academic credit for theater production at Colby. Hopefully, the success of the show will generate energies vital in establishing a complete dramatic department at Colby, and of course, a theater.



Jean Crowley

I went to Given Auditorium last Saturday night, expecting it to be less than half full. Instead, I had a little trouble finding a seat. All the other attractions at Colby notwithstanding, Given was full of Colby people waiting to hear the Lund University Male Chorus. As I waited for the concert to begin, I wondered how much of the audience had come in as demanding a mood as I had. I was psyched for brilliant tenors, mellow middle parts, and seat-rumbling second basses. I had come to be thoroughly entertained.

As I mused on, there suddenly came a resonant harmony from behind the heavy velvet curtain. The music filled the auditorium as the curtain parted to reveal roughly fifty resolute men. Yes, I was going to be entertained. They sang with mastery, firmness, and precision. Perhaps most of all they possessed a quality sorely lacking in American choruses: discipline. Their appearance was as orderly as the neatly laid out program. Pros all the way.

Being a demanding audience, I couldn't help but be less than amused by the combination travel brochure and college bulletin that served as our program. The conductor's instructions—"now turn to your map"—struck me as appropriate only in the context of third grade geography. He did, however, have his moments, such as when he commented, "We let Norway leave Sweden and establish itself as independent without a war. It was nice of us to do that." Occasionally his jokes even brought laughs from his otherwise intense chorus. Maybe I just don't like lecture-concerts.

Oh, but could they sing! It didn't really matter that Scandinavian languages are totally incoherent

please turn to page 12

WOMEN'S FESTIVAL:

Pertinent Facts



Nikos Kavanya

Any review I could give you of the women's fair would be meaningless—what I saw was very much a function of my awareness and needs. And any evaluation of what was missed would be meaningless—I mean, who really cares if an event was lousy or good if they're not going to experience it themselves? ...But the ongoing information and ideas that came out of this past week are impossible not to experience—in some way, at some time—so I write a collage of them, especially to women, with the Socratic injunction: "Know thyself."

4/21 Self-Help Clinic

One of the events that I found especially important was the self-help clinic. Self-help is a concept diametrically opposed to the AMA. It proposes that women get together to learn about their bodies and their health needs. In doing this we become less dependent on (predominantly male) doctors for simple health care—and are more likely to recognize inadequate care from doctors when we do go see them. The textbooks of self-help are the *V.D. and Birth Control Handbooks* from the Montreal Collective and *Our Bodies Our Selves* from the Boston Women's Health Collective. One of the methods of self-help is one gynecological self-examination, a simple procedure with

speculum mirror and light by which we can check out the condition of our own cervixes—or get acquainted with them (the point was made that men have no difficulty of access to their penises, but how many women are as comfortable with their vaginas?)...The self-exam can tell us many things: it can tell us if we have monilia or vaginitis or cervical erosion or (if we know our cervix well enough) early pregnancy. Think of the implications for beginning prenatal nutrition or for early lower risk abortions!

Other pertinent facts:

- * Taking the pill if you have the sickle cell trait will bring on a sickle cell crisis.
- * Taking lots of aspirin lowers the efficiency of the pill.
- * Koromex jelly should not be used with a diaphragm. It has a high mercury count.
- * Antibiotics destroy the effectiveness of the I.U.D. during the time you take the antibiotic, as well as 7-10 days afterwards (one of the theories of why the I.U.D. works is that it promotes a constant low-grade infection).
- * Be careful of what you're given to induce a period. Diethyl Stilbestron, the "morning after" pill, is a potent hormonal dosage that has been discontinued for use on cattle and chickens but is still given to women. Beware: it can cause cervical cancer in your female children.
- * Monilia is a yeast infection. It is stimulated by the pill, antibiotics, always taking showers rather than baths, constantly wearing dark

pants and nylon underwear—as opposed to cotton. Injection of yoghurt into the vagina often cures monilia.

* One negative test after treatment for Gonorrhea is not sufficient. The Penicillin used for treatment can yield a false negative.

* K-Y jelly is water soluble, vaseline is not. Therefore, it will stay in the vagina and cause an infection. So, do not use vaseline for lubrication—especially do not use it on a diaphragm or condom as it tends to corrode rubber.

If you would like to know any more—or would like to know how to do a self-exam, contact me: at 873-3648.

4/22 Miriam Palmer—"Maine Women and Madness"

Miriam Palmer has been to Colby this week two times—she will be coming back again next week. The first time round she read her own poetry (you can find samples in the PEQUOD or the MAINE WOMEN'S NEWSLETTER). The second time she talked about research she's been doing on "Maine Women and the Psychiatric Industry." Her basic premise is that most women "flip out" because they cannot handle their role in society. For example, a greater number of women than men are in mental institutions, a greater number of men than women are in jails—the conclusion being that when women overstep their roles they become the "hysterical female" dependant—helpless—unable to cope or the "castrating bitch" aggressive role deviant and end up in mental institutions whereas when men overstep their roles they become assaultively aggressive and end up in jails.

Another important point to be considered about "crazy" women is that standards of mental health are the same for adult male and adult human—but different for adult women. That is, a healthy woman is one that is dependant, passive and weak but these traits are considered psychologically unhealthy. Therefore, in order to be a healthy female, you can't be a healthy human. Catch 22. The book that generated these ideas is *Women and Madness* by Phyllis Chesler. Miriam has taken these ideas and observed them happening in Maine—along with all the attendant practices...of processing men faster to get them back out into society sooner—because they're more important. Or of ward attendants not being able to deal with men acting out their roles (crying and needing to be held) and so giving them a tranquilizer instead, etc.

One of the values of the women's fair comes in breaking down stereotypes. Seeing the Maine Commissioner of Business Regulation, who is a pragmatic executive woman, or a panel of gay women from Brunswick confronts our misconceptions. (The biggest learning experience I had this week was watching myself fall into old patterns of classifying people at the gay conference at Orono—and being unable to support them.) Another value of the fair was in information access. Unfortunately, I seemed to be seeing the same 20 people throughout the week—except at the "free films" which was most likely a product of the advertising. The final value I would like to point out is that of organizing-action. Women have started self-help groups, some people intend to use their new knowledge of the Maine law that lets any patient see her file on request.

But the major feeling I came out of the week with is that I've got to scale actions down from a group level to an individual one. I have a sizeable knowledge about myself as a woman, I understand the grosser aspects of my aggression, I have enough facts to assimilate for now—so I've got to get down to the hard part of revamping my own life—stop oppressing myself if I expect others to do likewise. As Miriam Palmer said in closing her discussion, "We've got to live as though we're already there."

EDUCATION from page 12

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Much of what I have outlined thus far became clear to me belatedly. At the time I petitioned the Course of Study Committee for permission to drop grades, I knew only that my dissatisfaction with traditional methods of teaching had accumulated to the point of irritability. I wanted something more and different from my classroom experience. I felt that most students did also. For years I had heard graduating seniors speak unhappily of their education ("I still don't know who the hell I am"; "I still don't know what I want to do with my life"; "I don't even know if such questions matter to me any more") and express bewilderment at how eager, curious freshmen had been turned, four years later, into prototypes of articulate emptiness.

The job of self-discovery is never, of course, complete; it is hardly surprising that twenty-one-year-olds do not fully know "who the hell they are." But the point is that they have not begun to know. In many cases, four years of college do not initiate or further, but dampen or destroy efforts at self-exploration. They may not be the intent, but it is nonetheless the result of the tactics employed by those who administer and teach in a university. They make certain that the student's energies are directed at fulfilling tasks set by them rather than by himself; they encourage him to define his worth in terms of his success in winning their approval: high grades, good letters of recommendation, departmental honors, prizes. He is taught to regard these tangible signs of election as the only important evidence or kind of achievement, and as the indispensable precondition, almost the guarantee, of a satisfying life. What he is not taught is that orientation toward gaining the approval of others carries high costs: the acceptance of disguise as a necessity of life; the unconscious determination to manipulate others in the way one has been manipulated; the conviction that productivity is more important than character and "success" superior to satisfaction; the loss of curiosity, of a willingness to ask questions, of the capacity to take risks.

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More than grades must go. The entire superstructure of authoritarian control in our schools must give way if we are to enable people to assume responsibility for and to take pleasure in their own lives. We cannot expect aliveness and involvement when we are busy inculcating docility and complicity.

In this regard, the false distinctions that separate student from teacher must be broken down. What do we think titles like "professor," "sir," or "Mister" achieve? Perhaps the illusion of respect, but certainly not its reality. Those qualities which are worth admiring in a given person—perception, experience, honesty, empathy, openness—will be admired regardless of title, and no title can create admiration when such qualities are absent. But a title can—and often does—establish a pattern of formality that prevents free exchange and the common pursuit by student and teacher of understanding. Titles also provide the professor with the subtle means of discipline and a false sense of self-importance, neither of which is conducive to humaneness or communication.

* * * * *

The individual young have their own interests and timetables, and if these are stifled by the teacher's imposed demands, the result may be a certain number of facts temporarily absorbed, but at the cost of knowledge becoming irrelevant and curiosity being destroyed. . . In any given seminar, it is far less important to convey the particular body of information that the professor happens to care about than to seek the information that the student cares about. It is far more valuable for the student to let a course on, say, the American Revolution wander off during a given session into a discussion of the "utility of violence" than to insist on the day's topic of the British Navigation Acts; the latter will stick for about as long as it takes the student to walk out the door, while the former could provide grist for a personal re-evaluation of lasting significance. Moreover, if knowledge is made relevant to the student's current needs, it is henceforth viewed as a desirable commodity. A student who is allowed to ask questions that matter to him soon learns the habit of self-generating

inquiry.

Finally, there is the matter of leadership. A crucial distinction must be made between authority and authoritarianism. The former represents accumulated experience, knowledge, and insight. The latter represents their counterfeits: age masquerading as maturity, information as understanding, technique as originality. Authoritarianism is forced to demand the respect that authority draws neutrally to itself. The former, like all demands, is likely to meet with hostility; the latter, like all authenticity, with emulation. Our universities—our schools at every level—are rife with authoritarianism, all but devoid of authority.

In any given seminar, the teacher, expounding on the subject of his choice, almost always knows more facts than anyone else. He is also older and has had more professional training. There are the raw materials—information, experience, discipline, out of which authority can come, but they do not guarantee authority. If information has not been digested and personalized, if years have added grayness rather than growth, if training has submerged the person in the specialist, then the potential authority turns into a mere authoritarian. And it is the rare authoritarian when given power—when put, say, in charge of adolescents—who can resist the satisfaction of reducing them to his level. So it is that one generation, desperate lest its own achievement be exceeded, corrupts the next—all the while protesting benevolence. Fathers are not known to encourage patricide—and few youths grow to manhood.

But let us look at the authority, rather than the authoritarian. Even the genuine authority—no one realizes this better than he—is limited in perspective. The ideal Professor Jones, a master of both Shakespeare and himself, knows that he can be surprised. He knows that Joe Smith, freshman from Dubuque, has some special experience that can illuminate a word or passage from *Hamlet*; Joe may be oblivious to generations of scholarship, but he knows something about sons. And he will tell it—if the climate is right, if Professor Jones has made it clear that no one has a corner on truth, that competence is never across the board, and that therefore leadership (in a classroom discussion, in life) should shift as areas of competence shift. If he can convey that much to Joe Smith, Professor Jones will have given him the one encouragement essential to true education: Ultimately each man can, must, become his own authority. This is the one path to adulthood—and democracy.

* * * * *

Grades and Exams

It is often said that grades are necessary "training for life," for the competition that defines and measures all aspects of adulthood. While one may agree that competition is omnipresent, one can question its desirability and necessity. To the extent that we know anything about human nature, and we don't know much, there is little reason to believe that the competitive drive is an instinctual and therefore inevitable component of behavior (witness the human product of the kibbutzim in Israel). Competition continues to be the hallmark of our society because we continue to train our youth to act competitively, to measure their worth in terms of how successfully they dominate others rather than themselves.

The grading system also trains young Americans to be more adept at judging others than at understanding them, and at judging, moreover, on the basis of limited and largely unattractive qualities: how well an individual "performs" in public; how readily he assimilates established values; how responsive he is to pressure situations; how adept he is at memorizing and verbalizing; how mechanically he can provide "right" answers; how obediently he can avoid "wrong" question. I do not doubt that tests and grades prepare the student for the American life style. The question is whether we approve of that style and wish to perpetuate it.

Readings

There is reason to doubt, as Vernard Z. Freidlander has recently argued, whether "natural curiosity," "hunger for learning," or "joy in knowledge" can be relied upon as a sufficient incentive for academic learning. Friedlander points out that young children are chiefly curious about matters that relate to sexuality and that such curiosity is not automatically transferable, as the child grows older, to scholastic

topics. Indeed, if curiosity about sex is not satisfied—and in our society it is more usually disapproved and suppressed—the child's interest in asking questions may be permanently destroyed. Having been given no answers or false answers to questions of pressing urgency, he is not likely to consider raising questions about matters of less potent interest.

All of which raises the pessimistic possibility that curriculum on the college level may be an enterprise of marginal value only. By age eighteen, it could be said, it is too late to salvage curiosity. One could answer that those who arrive as freshmen at college, especially at a "prestige" college, can be assumed to be those whose early craving for information was satisfied and encouraged. This answer is not, however, very persuasive. The arrival of freshman Joe

Brown at Princeton's protals means only that he has distinguished himself in a secondary school, that he has performed better in meeting its requirements than most of his classmates. Since those requirements are usually geared to satisfying the needs of teachers rather than students, Joe Brown's high grades may directly reflect, in inverse ratio, the slow strangulation of his own curiosity.

* * * * *

Discussions

The important point it seems to me, is that human exchange is fullest when it operates on a variety of levels, including the emotional, the irrational, the fantastic. Unfortunately, most educational situations concentrate on only one level of human interaction—the rational. In doing so, they try to make people into what they are not—thinking machines—and end by turning the average seminar into an exercise rather than an experience.

The chief function of a university should not be, as is currently assumed, the accumulation and dissemination of knowledge, but rather the encouragement of individual growth. Factual information can aid in that growth, but to do so it must be made relevant to the individual's needs; it must pose some problem, extend some challenge, answer some longing, if it is to be incorporated rather than merely appended.

There is no one way to make knowledge relevant. Any seminar is composed of a variety of individuals with disparate life styles and contrasting perspectives. Moreover, the needs of a seminar group as a whole, like those of the individuals who make it up, do not remain constant. A seminar's structure must, therefore, remain flexible enough to register shifts in mood, and its climate permissive enough to allow individual variety in the approach and solution of problems. Some discipline is necessary to a coherent discussion, but it should be imposed not from above but by the individual on himself when he senses that the group's collective need demands a shift in attitude and approach.

The central point, it seems to me, is that a seminar must involve more than intellectual exchange. Opinions and values are most likely to be revealed when the atmosphere encourages rather than suppresses emotional interaction. Opinions, never shaped solely by reasoning, are always influenced by personal relationships and encounters, themselves heightened with emotion, and thus are most likely to be exposed and examined in an environment that contains an emotional dimension. We want students to "re-examine their beliefs"; that, we like to say, is the whole point of education. Since those beliefs were first formed in a multi-dimensional setting, they cannot be successfully challenged in a setting that is one-dimensional.

* * * * *

Intellectual development does not, cannot, take place in vacuo. Indeed, it can be argued that intellectual development is predicated on the simultaneous development of the emotions. By intellectual development, I do not mean the amassing of facts (we all know walking encyclopedias who are emotional infants), but rather what William Kessen, professor of psychology at Yale, had called the individual's "delight in the solution of problems, pursuit of the orderly, joy in his own active inquiry, the relief and excitement of setting his own goals." For that kind of intellectual development, one needs emotional growth as well. The two are inextricably linked, and it is because we have tried to separate them—have tried to exclude emotion from the classroom—that we have turned out many more pedants and parrots than human

please turn to page 12

beings.

Postscript

The chief defect of our current seminar set-up, it seems to me, is that we acknowledge only one form of interaction: rational discourse concerned with the mastery of factual detail and the interpretation of it. I have no wish to minimize the importance of this function. My point is that other levels of interaction are also present in every seminar, though we do not choose to acknowledge them, and that there—if acknowledge—could be of immense value in advancing what I take to be the basic purpose of education: self-discovery. These other levels of interaction are often non-rational, non-verbal, even unconscious. They involve all those processes which currently go under the rubric of "group dynamics," that is, "what happens" when a group of five or more people come together—how each individual presents himself and his ideas, what roles he chooses to play, what roles he projects onto others, how he reacts to challenge and debate, what forms of discussion he finds most congenial (or most breasting), etc. etc. We are all, as teachers, necessarily involved in group dynamics, whether or not we like the idea. Since we cannot escape that involvement, it seems to me we should try to deal with it more responsibly than we do. That would mean facing the fact that a variety of interactions do take place in our seminar meetings, that these interactions influence the form, the content and the retention of "rational discourse," and that they are therefore important to excavate and understand.

My tentative view is that in the long run this can probably best be done by giving all graduate students, regardless of their field of specialization training in group dynamics. This would give them some of the insights and skills needed, when they become seminar leaders, to deal with certain classroom processes which are now handled by evasion, both conscious and otherwise.

film: The Private Eye

This week, Film Direction will have two showings of films with little in common but the fact that they are tremendously enjoyable. Tomorrow night at 7:30, a double feature of films starring Humphrey Bogart, *Beat the Devil* and *The Big Sleep* will be shown, and Monday night, the 29th, also at 7:30, a film by Monty Python, *And Now For Something Completely Different* will be screened.

Beat the Devil, directed by John Huston, and featuring, in addition to Bogart, Gina Lollobrigida, Peter Lorre, Sidney Greenstreet, Robert Morley, and Mary Astor, is a spoof of many genres of Hollywood 40s movies, including most of the sorts that Bogart has become famous for. Most of the movie was improvised during the shooting, with the entire venture financed outside the usual Hollywood channels to get away from producers' restrictions. In particular, *Beat the Devil* finished off that cycle of international intrigue/private eye sort of film that features shady underworld characters and an undercurrent of hard-bitten romance between Bogart and the leading actress. Just such a film, in fact, is *The Big Sleep*, with Bogart as Phillip Marlowe, Raymond Chandler's detective/knight who was the one good guy who redeemed a corrupt Los Angeles. Bogart established the private-eye character as he was to stand in movies until last year's *The Long Goodbye* with *The Big Sleep*. Directed by Howard Hawks, and with a crisp script written in part by William Faulkner, (*Beat the Devil's* script is by Truman Capote, strangely enough) *The Big Sleep* features Lauren Bacall playing opposite Bogart in a role very unlike the one-dimensional stereotypes afforded women in most of the films of the time, and one of the most complicated plots ever unresolved in a film. It's incredibly quick and fascinating and

Bogart's never been more Bogarty.

Monty Python are English humorists whose television show, Monty Python's Flying Circus, and record albums have been keeping England in hysterics for years now, though they are still not well known in this country. Their brand of humor, is derivative of the Goon Show and the type of humor displayed in, for instance, the Beatles films, *How I Won the War*, *The Bed Sitting Room* (shown here first semester) and *The People Show*, the dramatic company that tore apart *Given* last November, but is intensely original, carrying the absurdities and incongruities of the world to their illogical, hysterical conclusion. *And Now For Something Completely Different* is their first, and, thus, far, only film, released last year, and about to be featured in this year's San Francisco film festival. Expect the possibility of side pains from laughter.

Committed to Quiet

In response to requests from a number of students, one dormitory has been designated as a Study Center for 1974-1975. This dormitory, Averill Hall, will be coeducational and will have specific quiet hours established by the residents. Those students electing to live in the "quiet dorm" will commit themselves in writing to the principle of quiet during certain times for rest and study.

Since the inception of dormitory autonomy, there have been frequent complaints from students that "mutual consideration" has not always led to a residential atmosphere where serious study and adequate sleep were possible. Dean Downing, who is primarily responsible for housing, hopes the new "quiet dorm" will provide an attractive option for those students seeking a life style not available in other dormitories.

Averill was selected as the Study Center because it is coeducational, centrally located on campus, and will accommodate approximately the number of students who have indicated a desire for this type of living option. Head Resident will be Mark Arnold. Some carefully selected freshmen will be assigned to Averill and they, too, will be expected to commit themselves to the "quiet dorm" concept.

Interested students may select rooms in Averill at Dean Downing's office on second floor Eustis or at room drawing. Questions about all housing should be directed to Dean Downing, EXT. 287, or to current dorm staff members.

SOS: Save Our Seas

From the perspective of international law one of the most interesting developments in world unity and cooperation shows itself in the current process of creating a new regime for the oceans. In Caracas this summer an immense diplomatic conference of anywhere from 4,000 to 5,000 people will meet to frame new treaties concerning the oceans.

The Spenser Lecture on April 29 will be concerned with this subject. Richard A. Baxter will deliver the lecture "All at Sea, a New Constitution of the Oceans." Prof. Baxter is a professor of law at Harvard Law School. He has served the government in an official capacity as a member of the U.S. delegation to the 1971 and 1972 Conferences of Government Experts on International Humanitarian Laws, a member of the U.S. delegation of the 1974 Diplomatic Conference on International Humanitarian Laws at Geneva, and is a member of the Advisory Committee on the Laws of the Seas of the Department of State. He is also president nominate of the American Society of International Law. The lecture will be in *Given* at 8:00 p.m.



The Open Eye is a "group of theater artists who bring together in one creative enterprise gifted artists from the disciplines of acting, dancing, singing, designing, instrumental composition and performance." Directed by Miss Jean Erdman, the group will appear at Colby this Saturday night, 8:00 p.m. in Wadsworth Gym, performing "Moon Mysteries," three (Noh) dramas by William Butler Yeats. Admission will be 75 cents. Sponsored by Student Government.

CROWLEY from page 9

to me. Each line was enunciated with such dynamic variety and expression that every meaning was clear. The melodies unwound and interwove in beautifully articulated phrases of continuous music, in juxtaposed rhythms, and in the most difficult style of twelve tone compositions. With delicacy giving to powerful climaxes, they charmed their audience.

The Lund University Male Chorus is a credit to Sweden. The an hour and a half, they presented contemporary music from the Soviet Union, Germany, Finland, Poland, Denmark, Norway and Sweden. Most of all, they did this extremely well! Their stage presence was the best I've seen in a long time. And they had their moments of humor. (A sick cat meow has a tendency to elicit laughs in American audiences.) Remarkably, the chorus practices only once a week, in a three or four hour rehearsal. That fact alone makes it all the more difficult to believe the fantastic barbershop rendition of "Up A Lazy River" that eight of the men participated in. Our own Colby Eight should be jealous.

I wish these personable students luck as they continue their concert tour in the United States. Colby was only the second stop on a tour that will culminate with a performance at the Lincoln Center in New York. They deserve a great round of applause as music ambassadors par excellence.

EDUCATION from page 2

make about learning: that only when the necessity to please others is removed, can the main job of self-evaluation begin. Most young teachers, like most students, are afraid much of the time they are in class, and fear guarantees that energy will go into defensive strategies rather than creative explorations.

please turn to page 11

FACELIFT from page 3

functions to be conducted effectively and efficiently, whether in an active period or in a relatively quiet time. It has been carefully drawn up to be flexible; to be adaptable; and to be relevant and just as effective and efficient, 10 years from now as it could be tomorrow. We, the Committee for Stu-G reorganization and Stu-G with the initiating of this committee and its subsequent approval of the final document, urge you to give us your support in our drive for change.

VOTE

Marina THIBEAU
Martha DEWEY

STUDENT REPRESENTATIVES

to the BOARD OF TRUSTEES

Friday, April 26th

April 25, 1974



Battered Around

Bruce Carmichael

One doesn't like to have to say it, but the Colby baseball team is off to a bad start. The expected good season will only come about with a drastic change in the present course of events. At this point, the team is 4-5 with 15 games remaining in the season. It isn't as bad as it looks, though...the team has lost 3 games by 1 run and the other two by a total of 4 runs. But, as it is so often said: to have a good season you have to win the close ones.

At Boston College, the Mules cracked the ball all over the field—unfortunately Eagle players were there to catch all the shots. Bain Pollard knocked in both Colby runs with a double to make the score 4-2. Colby hit Boston College pitcher Bill Ruane easily but was unable to drop hits in ...a disappointing loss.

The home opener saw Colby lose to Williams, 8-7, with number two pitcher Rich Oparowski looking good at times and being hit hard at others. Williams started the game strong with 3 runs in the first inning. After that, Oparowski was able to hold them scoreless until the eighth, when they scored once, and the ninth, when four runs crossed the plate. Costly errors in the late innings set up runs and a 3 run home run finished off the Mules. For Colby, Bain Pollard, Gene Delorenzo and Jeff Lentz hit home runs.

Colby split the Saturday doubleheader with Wesleyan, losing the first 11-10 and taking the second 3-0. First, the bad news. The Mules made 7 errors in the first game and left 5 runners on base in the first two innings. That just about sums up the game. The only bright light was the abortive rally which fell just one run short helped by Chuck Murray's home run.

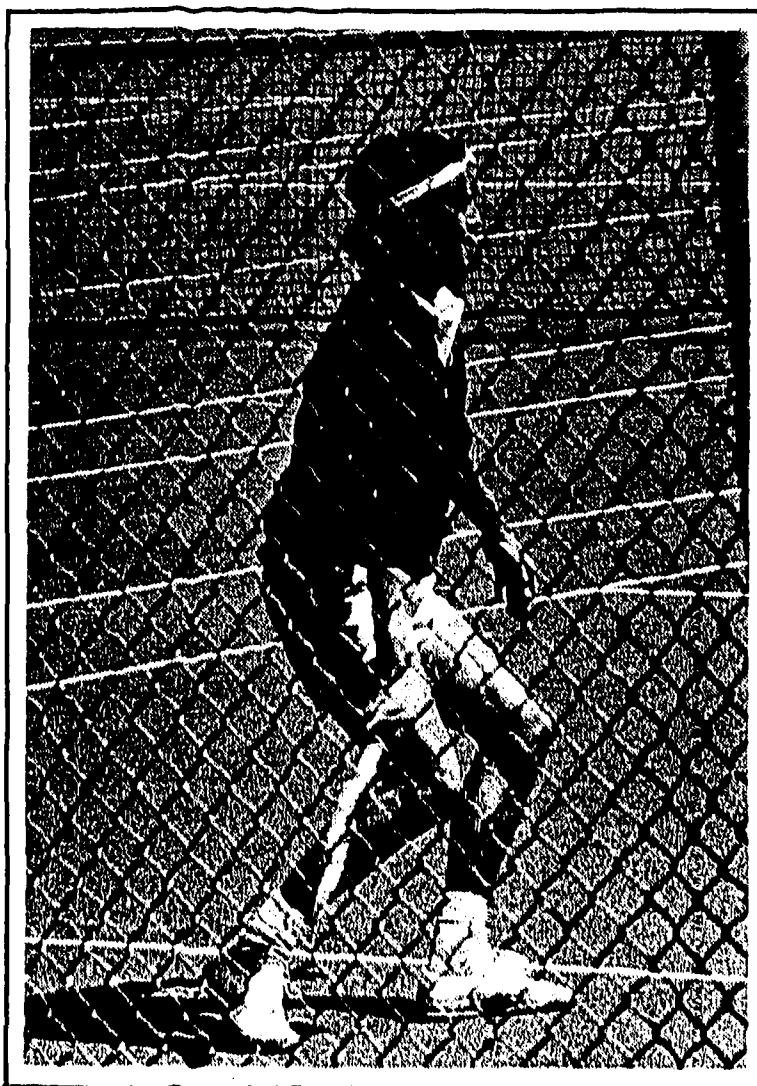
The second game was a different story with sophomore Joe Stella coming through with a masterful 3 hit shutout to halt the Mule losing streak. Stella seemed to be in charge all the way and looked extremely sharp in his second start of the year. Hitting support was provided by the other half of the battery as Don Sheehy had two hits.

Monday, at the University of Maine Portland-Gorham, Colby again got good pitching, this time from freshman Rene Martinez. Martinez, in his first Varsity start scattered 8 hits and struck out 10 in a strong performance. If Martinez can remain free of control trouble and throw as he

did at UMPG he will be invaluable as the team's fourth starter. Hitting stars in the game were Jeff Lentz with a big double, Bain Pollard with 3 hits and Gene Delorenzo with 2.

The home contest with the University of New Hampshire was a heartbreaker as Colby fell, 7-6. It was a "must" game for the Mules as UNH represents one of the stronger teams on the schedule. Colby seemed to put it all together but was still unable to gain the win. Both teams hit and fielded well. For the home squad, Don Sheehy and Chuck Murray both had 3 hits and each had a home run among his hits. Colby led most of the game until UNH rallied for 3 runs in the eighth innings to take the contest.

Looking ahead, Colby must return home, after a weekend swing to Nichols and Northeastern, with three victories. They need the momentum of a few wins to be ready for the State Series home game with Maine next Tuesday. To do this, and to be ready for Maine, the defense, both pitching and fielding, will have to be in top form. Also, the team will have to be hungry for wins. We'll see what happens.



Ain't No Jibe

During the past two years, under the direction of Tom Gill and Chezzie III, the Colby Sailing Council has become a strong campus organization.

The club now has five 420's and three Tech dinghies at the Outing Club facility on the Belgrade Lakes. The boats will be available for student use before May 1.

The racing team has achieved varsity sport status (making it eligible to receive donations from alumni), and this past weekend won a place in the finals for the New England College Championships. A squad composed of skippers Charlie Fitts and Chezzie III, and crews John Lumbard and Steve Mixer, took third in their semi-final elimination round at M.I.T., placing ahead of Holy Cross, Bowdoin, Merrimac, and U.N.H.

Today the team travels to Bowdoin for a dual meet, and on May 4-5 they return to Boston for the New England Championships.

If you are interested in racing or recreational sailing, contact Charlie Fitts, KDR, ext. 349 or John Lumbard, DKE, ext. 551.

Racketeers

Doug Endreson

A shaky start preceded a shut-out as the Mules began the '74 net season. Tufts and MIT, traditionally strong teams, downed Colby 5-4 and 6-3 respectively sending Colby back to Maine with a 0-2 record. Singles wins accounted for 6 of Colby's 7 points in the two matches. Against both teams Colby split the singles 3-3 but was unable to take the win in doubles, managing one win against Tufts and being shut-out at MIT.

The only bright spot in the two losses was the play of the two freshmen Dave Vaughan and Bruce Thompson! Together they produced four wins—keeping Colby in both matches.

U. Maine at Portland-Gorham met Colby at home and got shellacked 9-0. The competition was considerably weaker than MIT or Tufts but no one gets a shut-out without playing well. Everyone won—Dobbins, Thompson, Curry, McDermott, Vaughan, and Hatton in singles and Robbins-Hatch, Curry-Cohn, and Vaughan-Thompson in doubles.

There are tougher matches ahead and to win consistently Colby will rely on its depth, unquestionably their greatest strength. Robbins, Cohen and Captain Curry dominate the top three and all are in their fourth year of Colby tennis.

Cohen is a back court player, a percentage hitter whose ground strokes either force an opponent's mistake or set up an easy shot. He and Thompson can hit anything back.

Robbins is the most aggressive player Colby has. He constantly rushes net attacks and goes for winners. Right now he is number 1 and is likely to stay there for a while.

Hatch, McDermott, Vaughan and Thompson exchange 4, 5, and 6 with occasional forays into the seniors domain. McDermott and Hatch are veterans. Vaughan and Thompson, the freshmen, will both be expected to do a lot in the next three years.

Doubles combinations to date have been Robbins-Hatch, Cohen-Curry, and Vaughan-Thompson. They are nearly even with none outstanding. Vaughan and Thompson are the best combination and should develop, with experience into the top duo.



"Equality Destroys"

Rebecca Littleton

The nation's college athletic directors have vowed an all-out opposition to a set of regulations of the Education Amendments Act of 1972, which if approved by HEW and President Nixon will dramatically change intercollegiate athletics. Title IX states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Ms. Gwen Gregory, an HEW lawyer, has proposed rules that deal extensively with implementing requirements for athletic programs of educational institutions. Basically, the interpretations indicate that the athletic budget shall be cut down the middle and divided equally between men and women, and equal facilities, schedules, and sports must be provided for both men and women at all colleges if the school wishes to continue receiving any form of governmental aid from any of the federal programs.

John Winkin, acting in his official capacity as current president of the National Association of Collegiate Directors of Athletics protested this set of regulations in a letter to the President, claiming that they had gone beyond the intended scope of the Title IX law (civil and equal rights) and predicting the doom of intercollegiate athletics.

March 5, 1974

President Richard M. Nixon

The White House

Washington, D.C. 20500

Dear Mr. President:

As President of the National Association of Collegiate Directors of Athletics, representing over 1,150 collegiate Athletic Directors, I am writing to you expressing serious concern regarding the draft regulations prepared by the HEW Office of Civil Rights in implementation of Title IX of the Education Amendments Act of 1972.

Our Association represents most four-year colleges and universities as well as two-year community and junior colleges in our nation. Our membership embraces institutions who hold membership in the major regulatory bodies, specifically The National Collegiate Athletic Association, The National Association of Intercollegiate Athletics and The National Junior College Athletic Association. The administration of the athletic programs are ultimately given the force of law. The effects are likely to be disruptive, often destructive and counter productive to the very objectives

which Title IX seeks to attain.

There is no evidence, to our knowledge, in the language and history of Title IX to indicate that Congress intended to apply Title IX to collegiate or intercollegiate athletics. As it is, the draft regulations as drawn provide specific rules for the conduct of athletic programs at educational institutions. Ironically, these regulations are emerging at a time when tremendous progress is being made in the development of women's intercollegiate and intramural programs at most educational institutions.

Our nation is certainly aware of your deep interest and support of the value of intercollegiate athletics and the educational worth of the many fine programs in our country. We cannot believe that you wish your administration to destroy the growth of intercollegiate athletics through the interpretations of an act which, when drafted, never intended such an outcome. Our organization is gravely concerned that the HEW draft regulations are being drawn up by persons totally unfamiliar with the practical problems of athletic administration. We sincerely hope that you will carefully examine the implications of these draft regulations to the future of intercollegiate athletics before allowing them to be given the force of law. We would appreciate your every consideration and attention to this vital concern.

Respectfully yours,

John W. Winkin

President

Whether or not Colby, which boasts a full coeducational physical education program would be subjected to the scrutiny of HEW and incur the withdrawal of funds is unknown, but it is evident that there is disparity in the intercollegiate programs. For women receive less than 10% of the total athletic budget. Winkin noted that these regulations are coming at a time when "tremendous progress" is being made in the status of women's athletics. The ire roused by these proposals define the difference between progress the schools are making—and a huge shove into full equality.



Improving by Leaps and Bounds

The Colby Gymnasts travelled to Orono on April 13 to compete with 5 other teams, scoring an upset victory over U. Me. Presque Isle, U. M. Orono, U. M. Farmington, Nason College, and Bowdoin. This was their first victory since the team began with two members in 1970. The final score was Colby, 38.59, U. M. P. I. 37.49, and Orono 34.77. Callie Dusty placed first on the uneven bars and second on the balance beam. Cathy Durand boosted Colby's score with her second place vault, and Anne Richards placed third on both the unevens and the balance beam. Barby Beran's and Francie Palmer's floor exercises were deciding factors in the Colby victory.

Tuesday night Colby hosted a meet with UMO, UMF, and Bowdoin. Once again, the Colby Gymnasts took first place, this time with

the help of Melinda Walker. Unique in this meet was Ron Ayotte's outstanding performance on the uneven parallel bars. Ron is a male member of the women's team, as there is no team for men. Anne Richards placed first on the uneven bars and third on the beam. Callie Dusty tied for first on the floor and on beam, placed second in vaulting, and third on bars.

The Maine State meet was held last Saturday at UMPG with seven teams competing. U. Me. Presque Isle took the team trophy, while Colby placed second and UMO third. Callie Dusty was the top all-round competitor, taking 1st place on the balance beam, 2nd in vaulting, and tying with Anne Richards for 1st place on the unevens.

Perhaps the success of the Colby Gymnasts will encourage the Athletic Department to provide them with some essential equipment which they now, unfortunately, lack.

Sigma Delta Chi Scholarship

The New England Chapter of Sigma Delta Chi, the professional journalism society, has announced a new \$500 scholarship for an individual committed to a professional career in journalism.

Upperclassmen (current juniors or seniors) and graduate students are eligible. Journalism, English, or Communications students at a four-year institution in Rhode Island, Massachusetts, Maine, New Hampshire and Vermont are welcome to apply.

The scholarship has been established to assist a student who has shown promise in journalism but needs assistance to complete his or her schooling. Financial need will play a strong factor in the final selection. Part-time, summer and school experience will also be considered.

Students should write to Larry Strum, Scholarship Chairman, Boston University Medical Center, 720 Harrison Ave., Room 203, Boston 02118. Applications will be mailed immediately. The closing date will be Monday, June 3.

The recipient will be invited to the September meeting of the New England Chapter in Boston to receive the scholarship.

The professional Chapter will award eight other \$500 grants through a special arrangement with Northeastern University's Department of Journalism. Sixty SDX members and other professionals contributed their time in 1973-74 to teach a seminar course in Mass Communications. There are Northeastern students only.

A number of other grants are awarded by the national Sigma Delta Chi organization. For information write 35 East Wacker Drive, Chicago 60601.

A \$100 award for the most outstanding piece of art work exhibited will be one of the features of the Crafts Fair scheduled for Saturday, May 4, by the Hilltop Complex Crafts Center at the University of Maine's Orono campus.

Judge for the art award will be Fran Merritt, director of the Haystack Crafts School.

The fair, which is expected to attract some 60 professional and student artists, will be held on the Mall at UMO if the weather is good and in the Memorial Field House if it is inclement. The event is planned for 9 a.m. to 5 p.m. and is being held in conjunction with Maine Day Weekend.

Art work will be judged before being selected for exhibit at the fair. Professionals will be judged by members of the Haystack Crafts School and students by the Crafts Center workers.

During the fair, music, blues style, will be provided by Peter Acheves of Portland and a puppet show will be given.

Chairman is Kathy Frizzell, supervisor of dorm complex workshops at UMO. Nan Alberg is director of the UMO Crafts Center.

April \ May

Thursday		
25	4:00	Lecture: "American Perceptions of China"
	6:30	Colby Symposium Series—Robin Hamill
	7:00	Four Spanish One-Act Plays
	7:30	Illustrated Lecture—Charles Berger(Wolves)
Friday		
26	10:30 a.m.	Class and Slides—Charles Berger
	12:30	Noonday Recital
	3:00	Baseball vs. Babson
	4:30	Biology Seminar—James McCleave
	7:30	Films: "Beat the Devil," "Surfacing on the Thames," "The Big Sleep"
Saturday		
27	8:30	Grad Recs
	2:00	Lacrosse vs. Nasson Tennis v. Brandeis
	8:00	Dance-Drama: "Moon Mysteries"
Sunday		
28	8:00	Concert—Colby Community Orchestra
Monday		
29	3:00	Lacrosse vs. Babson
	6:00	Katahdin Council
	6:30	Open Fabric Arts Workshop
	7:30	Film: "And Now For Something Different"
	8:00	Spencer Lecture—Richard R. Baxter
Tuesday		
30	3:00	Baseball vs. UMO Tennis vs. UMO
	4:00	Room selection, class of 1975
	5:30	Room selection, class of 1976
	9:30	Film: "Horsefeathers"
Wednesday		
1	6:00	Class:Kundalini Yoga
	8:00	Albion Woodbury Small Symposium—George Homans
	8:30	Intro. Lecture—T.M.
	9:30	Film: "Monkey Business"
Maine Events, April 25-May 1		
	April 25, 7:30	UMF
	April 27, 10-3	UMPG
	April 25, 8 p.m.	Mt. Desert High School
	April 28, 3 p.m.	Nasson College, Springvale
	April 27	UMO
	April 25, 7:00	UMO
	April 25, 7:30	UMO
	April 26-28	Central School, Auburn
	April 26, 8:00	Cony High School, Augusta
	April 25 10-4	Bowdoin College

Student Overseas Services Summer Jobs

(Europe)—The Student Overseas Services (SOS) which has been helping college students in Europe for the past 16 years announces that the number of summer jobs now available in Europe is higher than original estimates. The placement office of the service states that in an effort to bring interested students together with available jobs a speeded up mail application system is being used. Jobs are given out, as always, on a non-profit, first come, first served basis to students only between 18 and 27 years of age.

Students who have never previously worked or studied in Europe must undergo a brief orientation period at their own expense, after they arrive in Europe. Among other benefits to students, the orientation is designed to make certain every student gets off to their job on the right foot. Jobs, mostly in resorts, restaurants and hotels, are not always plush and the work can be hard. But the fact is that a job is there, in Europe, and with free room and board and a standard wage any student willing to work can see and benefit from a trip to Europe at a minimal or even break-even cost.

As time is drawing short for this summer, interested students should obtain and submit their applications soon. The forms, job listings and descriptions, and the SOS Handbook will be sent to anyone sending their name, address, name of school and \$1 (for printing, postage, addressing and handling only) to either SOS, Box 5173, Santa Barbara, California 93108; or directly to SOS Placement Office, 22 Ave de la Liberte, Luxembourg—Europe. Students can speed up processing by getting and holding until requested, 3 passport size photos and a letter of recommendation from a teacher or former employer.

New Philosophy Course

A new course will be offered this fall to celebrate the 700th anniversary of the death of St. Thomas Aquinas. Philosophy 297 will consist of two-hour meetings to be held Tuesday evenings each week. Each meeting will include a lecture (topics and speakers listed below) followed by a discussion period. Students may elect this course for two or three credits. Those opting for three credits will be responsible for a term paper in addition to a final examination.

1. The Philosophical Background—F.H. Parker (Philosophy and Relig.)
2. The Cultural Background—C.J. Berschneider (History)
3. The Metaphysics of St. Thomas—Y. Hudson (Phil. and Relig.)
4. St. Thomas' Psychology—P. Perez and J. Gillespie (Psych)
5. St. Thomas on Reason and Logic—R.P. McArthur (Phil. and Relig.)
6. St. Thomas' Theology-I—R. Thorwaldsen (Phil. and Relig.)
7. St. Thomas' Theology-II—T.W. Longstaff (Phil. and Relig.)
8. Natural Law Ethics—R. Reuman (Phil and Relig.)
9. St. Thomas' Political Theory—A. Mavrinac (Govt)
10. St. Thomas on Art and Literature—J. Ferster (Eng.)
11. Reason in the Renaissance—R.M. Benbow (Eng.)
12. St. Thomas in the Twentieth Century—C.W. Bassett(Eng.), C. MacKay (Eng), R. McArthur, et. al.

Gay Dance

There will be a gay dance sponsored by the Bridge in Mary Low Lounge at 8 p.m. on Saturday, April 27. Cover charge is \$1; refreshments, BYOB if you want.

Academy for Jewish Studies Without Walls

The Academy for Jewish Studies without Walls is sponsored by the American Jewish Committee in association with The University of Haifa. It consists of unique college-level correspondence courses in Jewish Studies, for Jews and non-Jews, designed by distinguished scholars and conducted on an individual basis by trained U.S. tutors. It is possible to enroll any time after May 1, 1974 and take up to one full year to complete each course. Credit equivalent to three semester hours will be given by the University of Haifa to Academy students who satisfactorily complete all course requirement. Courses cost \$90 per course plus books. For more information write to the Registrar, Academy for Jewish Studies without Walls, 165 East 56th Street, New York, New York, 10022.

Lost:

Timex watch with brown leather strap. Call James Coderre at this number: 8-29774 or see him in 118 Pepper.
Parker pen. If found, return to Cathy Konfal.
Small gold necklace. If found, return to Barbie Braran.

Found:

A lady's calendar watch with black strap.
A small bracelet with little hearts around it, the chain is gold in color.

Louise Coburn Reading Prize

Tryouts for the Louise Coburn Reading Prizes will be held on Monday, April 29, at 7:00 p.m. in 204 C.M.L.

Finals for six contestants will be held in the Lovejoy Building on Wednesday, May 8 at 4:00 p.m.

FAST MAY 1

Perspective: An Idea of God

Steve Hake

Any kind of a full statement of the evidences for Christian belief in an ECHO article, or even a series of articles, is obviously impossible, as whole volumes have been written on each particular aspect of that evidence alone, but we do hope that what we say in this article may perhaps stir up a few to a fuller search through that evidence.

We will not at first deal with "facts" per se, but rather with what we do with facts, or the interpretation we put upon them. On the

Christian view, the universe and we human beings in the universe have not always existed, but rather were created by an omnipotent and self-contained God, and are now sustained by Him. So naturally, we Christians see not only ourselves as God's creatures, but also non-Christians, whatever they themselves may think they are. Those who don't believe in God, on the other hand, do not see themselves or the universe as created by God, but rather as having "always been there" in some sense. They see themselves as autonomous in that uni-

verse and answerable to no Creator God.

Now the Christian God makes very prodigious claims. He claims that in creating the universe and us human beings in it, He put his stamp, so to speak, on all His creation. In other words, He claims that "his invisible nature, namely, his eternal power and deity, has been clearly perceived in the things that have been made" (Rom. 1:20). So that those who do not believe are without excuse. We have had our picnics and hunting parties, as it were, on God's estate, and paid no heed to His ownership signs everywhere about, but rather insulted His representatives when they came around to collect rent.

Why, then, if the evidence is plain, do not all men acknowledge God by believing in Him? Because they do not want to believe, knowing the truth, they suppress it. For if all this is really true about the Christian God, we are all accountable to Him and undone before Him. To acknowledge, and not suppress, the truth of these things involves acknowledging our bankruptcy before God and adopting a suppliant's attitude, and this we are unwilling to do.

So what we are saying amounts to a challenge of the most basic presupposition of the non-Christian, namely, that he is autonomous. On this presupposition, he makes his own intellect or experience the criterion by which he measures the possibility or impossibility of all the Christian's statements about God. In the interest of brevity, only one illustration will be given to demonstrate this. We quote:

Basic to all the facts and doctrines of Christianity and therefore involved in the belief in God, is the creation doctrine. Now modern philosophers and scientists as a whole claim that to hold such a doctrine or to believe in such a fact is to deny our own experience. They mean this not merely in the sense that no one was there to see it done, but in the more basic sense that it is logically impossible. They assert that it would break the fundamental laws of logic.

The current argument against the creation doctrine derives from Kant. It may fitly be expressed in the words of a more recent philosopher, James Ward: "If we attempt to conceive of God apart from the world, there is nothing to lead us on to the creation." (REALM OF ENDS, p. 397.) That is to say, if God is to be connected to the universe at all, he must be subject to its conditions. Here is the old creation doctrine. It says that God has caused the world to come into existence. But what do we mean by "cause"? In our experience it is that which is logically correlative to the word "effect". If you have an effect you must have a cause and if you have a cause you must have an effect. If God caused the world, it must therefore have been because God couldn't help producing an effect. And so the effect may really be said to be the cause of the cause. Our experience can therefore allow for no God other than one that is dependent upon the world as much as the world is dependent upon Him.

The God of Christianity cannot meet these requirements of the autonomous men. He claims to be all-sufficient. He claims to have created the world, not from necessity but from His free will. He claims not to have changed Himself when He created the world. His existence must therefore be said to be impossible and the creation doctrine must be said to be an absurdity. (Cornelius Van Til, WHY I BELIEVE IN GOD, p. 13.)

And so does the autonomous man reject as impossible each of the doctrines of Christianity in turn. Yet, as autonomous, he has no adequate integration point within himself.

As Christians we claim that we have found that adequate integration point in God, yet it is not we that have found Him, but rather He that has found us. What we have, we have only by grace and only to give away to all who will receive it. We are not hidden, but ready and eager to talk to all. *For since, in the wisdom of God, the world did not know God through wisdom, it pleased God through the folly of what we preach to save those who believe.* (1. Cor. 1:21.)

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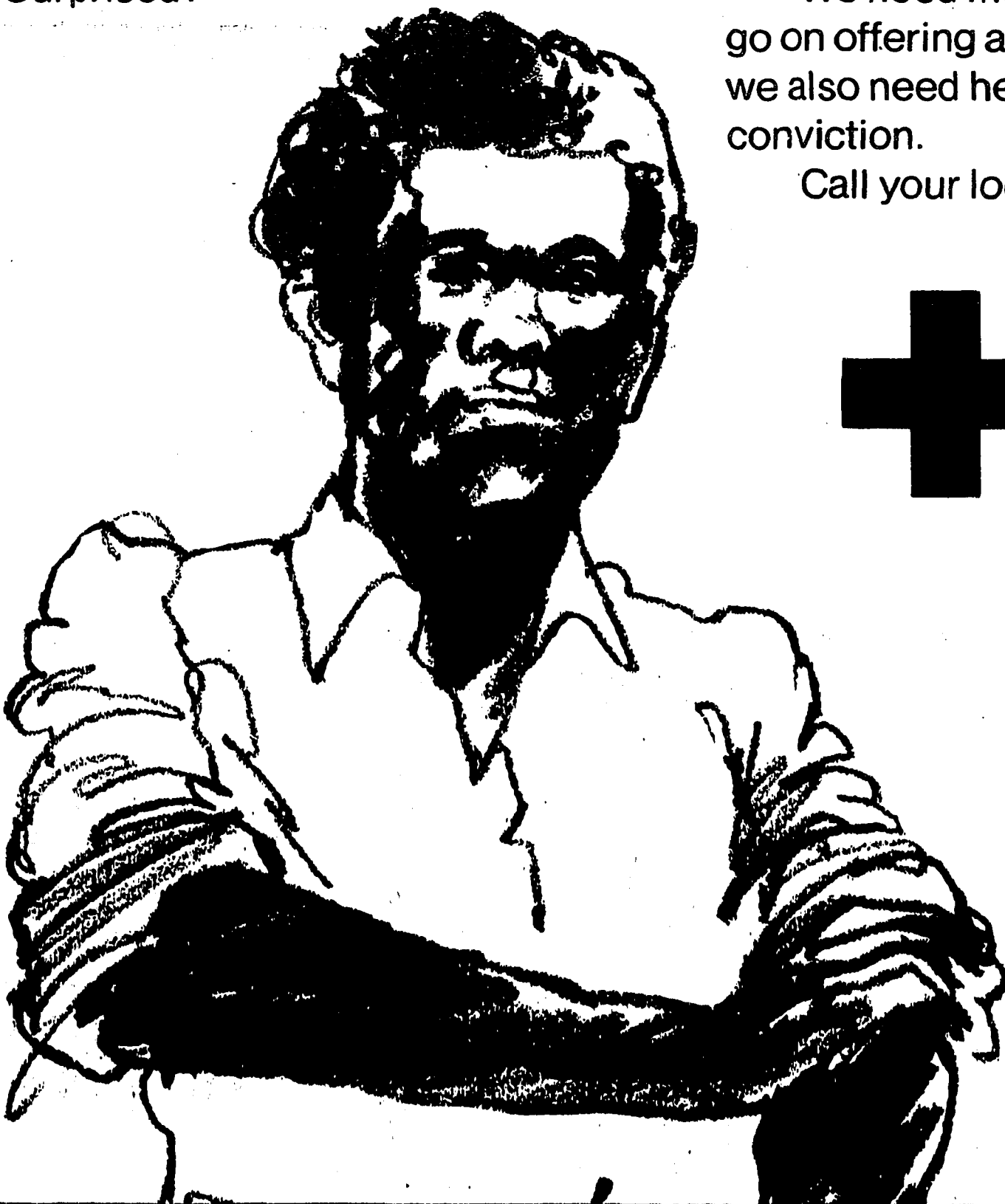
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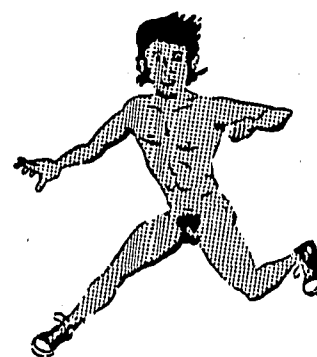
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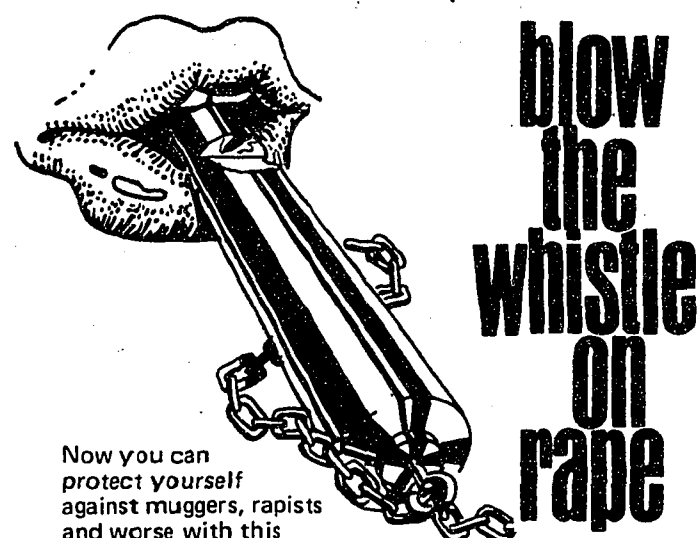
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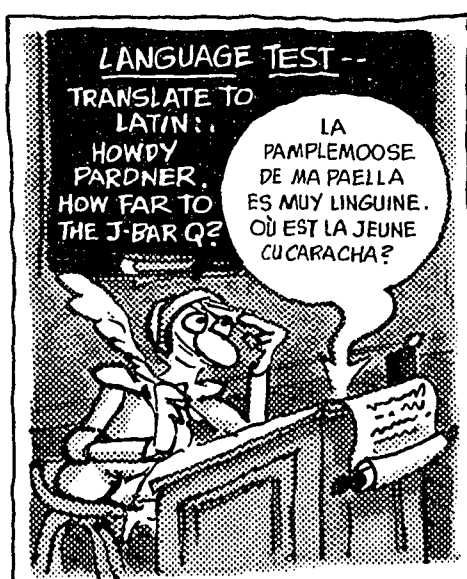
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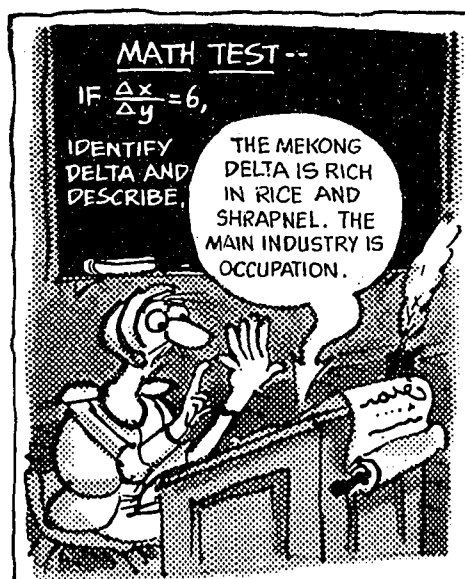
MORE THAN ONCE UPON A TIME



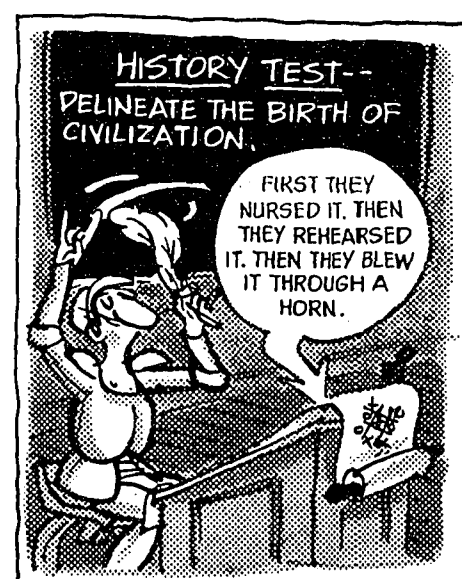
ONCE A KNIGHT, AFTER FOUR NOT SO FRUITFUL YEARS AS A FRESHMAN AT THE UNIVERSITAS MEDIEVALIS A&M, WAS ADVISED THAT HE MUST FIND A MAJOR COURSE OF STUDY, OR—in THE PARLANCE OF THE TIME—SPLIT.



THIS PROVED TO BE NO MEAN FEAT, FOR THE KNIGHT HAD LITTLE APTITUDE FOR LANGUAGE.



AND EVEN LESS FOR FIGURES.



AND WAS NO STUDENT OF HISTORY.



BUT, LO, HE DID PROVE TO HAVE AN ENGAGING WAY WITH MUSICKE.



IN FACT, SO ENGAGING WAS HIS SONG THAT HE DID WIN THE EAR OF A CLEANING LADY, WHO DID POUR OUT HER PRAISE.



WHICH'DID, INADVERTENTLY, CONTAIN AN ADMISSION SLIP TO THE DEPARTMENT OF MUSICKE... WHERE THE KNIGHT DID, AT LAST, FIND HIS RIGHTFUL NICHE.



PROVING ONCE AGAIN: FOR EVERY DRUMMER, THERE MUST BE A DRUMMEE.

WHEN YOU'RE HAVING MORE THAN ONE



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the
Silent
woman

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"Hey, Ma, there's this girl
I want you to meet."

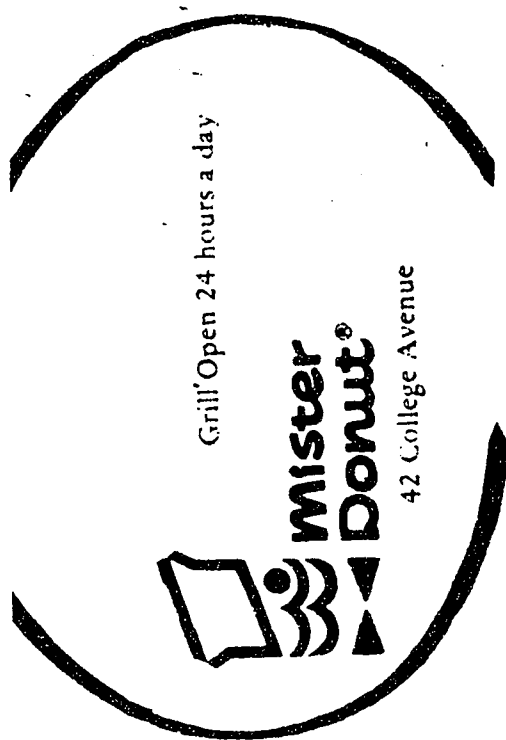


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