

# THE COLBY ECHO

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Fifteen Cents

## JEREMY RIFKIN Strikes Colby

— Jeff Gottesfeld —

Tuesday, January twenty-seventh, Colby College was lucky enough to have as its guest Mr. Jeremy Rifkin, founder and national co-director of the fledgling People's Bicentennial Commission. The PBC is a rapidly growing national organization whose goal is to attain an economic system in this country based on economic democracy. Economic democracy would allow workers to hire their own management, make their own corporate decisions, and set company policy. Mr. Rifkin believes that a system that encouraged economic democracy would spell the doom of the huge multinational corporations. Mr. Rifkin maintains that these "giant corporations" exist solely for their own benefit, with no ties to either nation or consumer. Therefore, as the PBC sees it, these corporations ought to be brought down to size and managed on the basis of one worker, one vote.

Mr. Rifkin, educated at Wharton School at University of Pennsylvania, and holding a Master's from Tufts, gave two widely divergent presentations at Colby. The Center for Coordinated Studies hosted Mr. Rifkin for what was advertised as "a small informal discussion" at 3:30 p.m. However, a small army of volunteers, led by PBC Jan Planner Mark Reibstein and two imported PBC people, did such a good publicity job that more than sixty students and faculty arrived to speak to Rifkin. He could not do much except give a short presentation on the PBC, and then open up the discussion for questions. There was no dearth of comment about the PBC, and questions ranged from the role of unions in the economy to the exact nature of the transition from management-run to worker-run industry. At times the discussion grew esoteric, with students arguing amongst themselves the virtues of cooperation versus competition, and public versus private industry. Mr. Rifkin tried to keep the debate centered on his platform, yet it was obvious that his presentation started many people thinking about something that they had previously taken for granted. At any rate, discussion broke up at 5:00 p.m., with many arguments continuing at the dining halls. The single most

filled, with a number of the people being Waterville residents. Rifkin's speech was polished, almost too polished, although if some of us had not heard him in the afternoon, perhaps we would never have been able to discern this. Rifkin spent a great deal of time laying out a point by point argument explaining why the giant corporations were bad for the United States. Loaded with statistics, full of references to the founding fathers, Rifkin made it clear that nothing short of legislative change to reform the corporations would solve the problems of consumer neglect and worker dissatisfaction. The only time Rifkin visibly slipped was when he was expounding on the amount of the United States subsidy of Dow Chemical (the folks who brought you napalm), and was unprepared with the exact figure of the appropriation. However, the rest of his presentation was precise and often humorous—Rifkin getting in good shots at Post Toasties, Ronald Reagan, and General Motors. He also expressed his dissatisfaction with any of the myriad of candidates for the office of the Presidency, saying that no one of the announced candidates favors economic democracy. He cited a Hart poll that has 57% of the people in the country in favor of such a plan, many of them white and blue-collar workers.

Again, Rifkin opened up the floor for questions, and judging from the response, Colby no longer has any fiscal conservatives. It was quite obvious that Rifkin had captivated his audience much as Jean Houson had some weeks earlier. The telling point will be when the PBC supporters at Colby charter a bus to send to the SUPER BOWL OF POLITICS, to be held in Nashua New Hampshire on February 7. This demonstration against President Ford and for Economic Democracy is the next in a series of PBC sponsored events.

The most interesting thing about the PBC is that they are not really revolutionaries at all. The PBC

raised contention with Rifkin's presentation was that he has a tendency to skirt questions, or not answer them directly enough. (Perhaps this is a function of his method of attack, which is to get you to say yes to a series of questions leading towards his point. Finally, if he has done the job correctly, you have practically no choice but to agree with his thesis.)

Rifkin continued in the evening at Given Auditorium with an hour-long lecture. The auditorium was practically

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*Jeremy Rifkin, founder of the People's Bicentennial Commission, speaks to Colby students in Foss Lounge.*

—Steve Mixer

Shortly after the special elections were held on November 21, the operations of the Student Association appeared to be suffering due to a lack of energy. Of course, exams were coming, and the period after Thanksgiving and before Christmas had to be devoted to the conclusion of the semester. I felt strongly that it would be much better to wait until January to attempt to implement any long range plans for Stu-A.

January has arrived, and the Executive Committee has met two times already. At both meetings much energy was put into the discussions, and the enthusiasm which was lacking has returned to the Executive Committee meetings. Tala Skari, as acting Treasurer, and Al MacEwan, as acting Committee Chairperson, are working hard at their jobs, and their contributions provide tangible proof of the constitutional referendum's benefits.

Two projects have been approved that should help determine much of the future of the operations of the Executive Committee. First, Dave Linsky has been appointed Parliamentarian, and he is formulating a committee to study constitutional reform. The present set-up has come under fire for requiring too much work from each member of the Executive Committee and the investigation will center around the question of adding members to the Executive Committee. As well, certain minor textual discrepancies in the Constitution will be examined and rectified. This parliamentary review will result in a constitutional

referendum before elections in March.

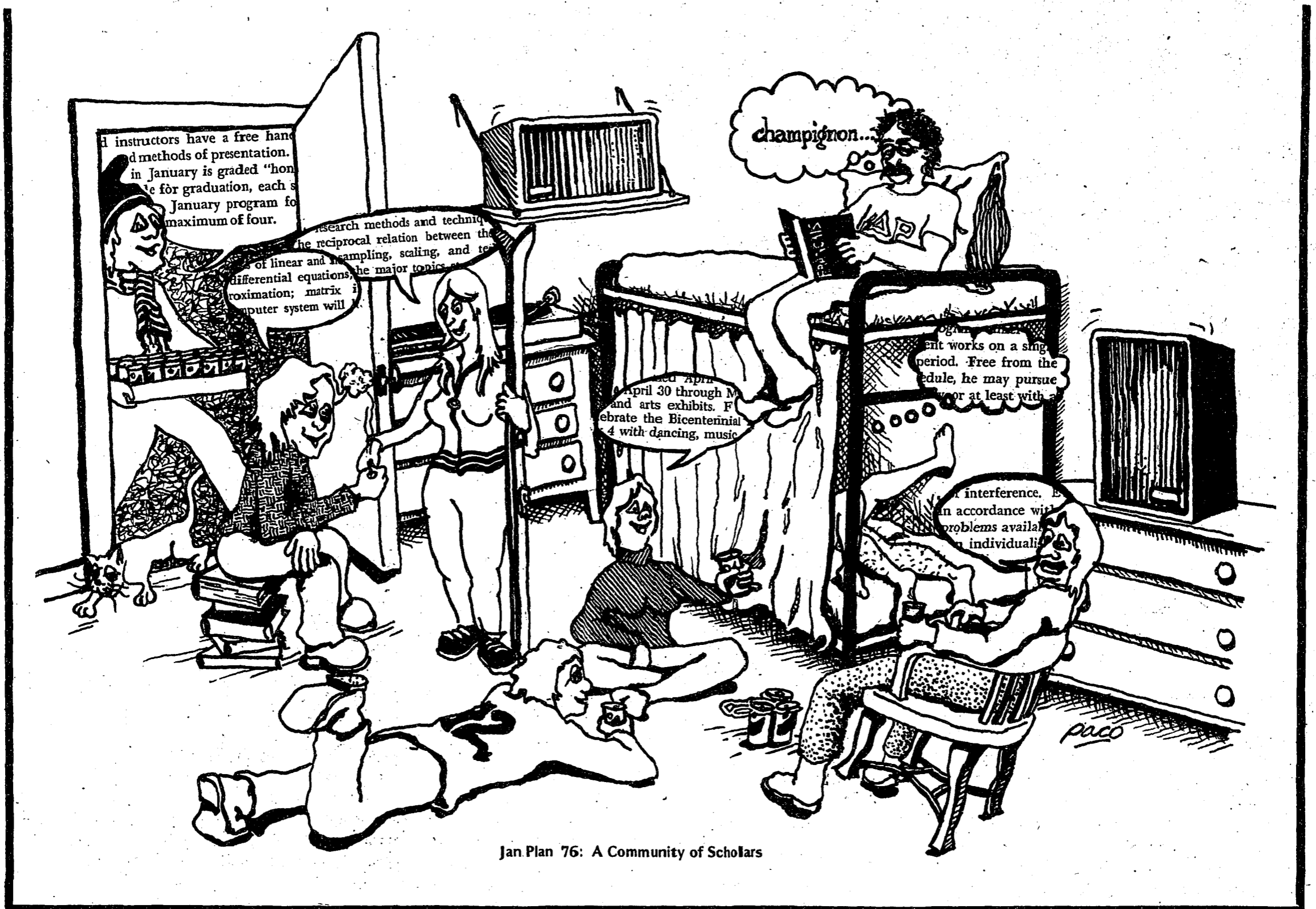
Second, Al MacEwan and his standing sub-committee are making preparations for a Committee Caucus to be held in January. A formal well-organized Committee Caucus has been too long in coming, and the effort going into the preparations for this one should serve as the groundwork for future meetings. The Committee System is the most important element of the Student Association's participation in college politics, and if information does not pass between the student member on college committees to fully appreciate the context of policy discussions and proposals. Likewise, if information does not flow to the Executive Committee, then decisions cannot be made effectively. Besides that, the Caucus serves to inform the student body of the actions that are being considered by the college committees. Hopefully, constructive discussion should also center around the difficulties of effectively disseminating this information, which falls under the jurisdiction of the Committee Chairperson.

Thus, Stu-A is active during January. Important discussion of certain "issues" never cease, and certain groups are using this time period to gather information and prepare constructive proposals on these "issues". My goal is to make Stu-A as effective as possible within its limitations. The key to this is examining the present perception of the system and asking if there isn't a better way of doing things, while at the same time keeping in mind certain limitations inherent within the system.

### From the Chair



Steve Mixer



Jan Plan 76: A Community of Scholars

First of all, the ECHO would like to wish everyone at Colby a warm, (if somewhat belated), WELCOME BACK!!! Obviously, it has taken us somewhat longer than usual to get this issue together and out to you. I'd like to explain a little bit about the things we've been up to during January, and how we hope the paper will be better because of it.

One of the reasons we have been so slow to the presses is because our hard core first semester crew--Boss Wommack, David "Howard Coselle" Vaughn, Bucky Keyes, Jen "Stu-A Groupie" Stroke, David "Fight to the Finish" Harris, Ben "Why can't I lay this picture out sideways?" Ford and Hal "Beat-the-Clock" Bodden--have all run away for Jan Plan...(probably to catch up on sleep missed during first semester.) We have, therefore, been trying to draft an impromptu Jan Plan staff to replace them. Believe me, Wommack is a hard act to follow! However, the new blood is a good thing for the ECHO at this point, because we are sorely in need of some new ideas.

The ECHO is a service by and for the Colby Community and would ideally represent accurately the current views, thoughts and feelings of our population. Unfortunately, our staff is burdened, like everyone else, with rigorous daily scheduling during the regular semester. Remember the ECHO is an extra weekly obligation above and beyond the call of 120 credit hours. Needless to say, the quality of the paper suffers for lack of time.

Consider the energy devoted to meeting an unyielding Thursday a.m. deadline every week. Perhaps you will be better able to sympathize with the neurotic staff when you imagine the headaches of late articles, broken machines, misplaced copy and photographs. And please don't forget that our Layout starts around midnight every single Wednesday of the semester! I hope by now that even the most critical of you are a little bit on our side.

We are aware of the problems of the paper as much, if not more, than most of our readers. In fact, every Thursday night, after a moment of indulging in the actual appearance of the printed ECHO, we sit down to discuss the problems of the week's issue. We focus on the shortcomings of both the actual writing and the format of the paper. Innovative ideas abound about ways of improving content and design of forthcoming issues. However, sometime between the brilliant moment of conception and the next actual layout, our ideas are sacrificed to meet the rush of the infallible deadline.

There is no reason why the ECHO cannot be a quality paper, with a voice and style all its own. I personally think that Colby is an unique kind of school and deserves a paper to meet its own special needs. We need some careful thought about how to revise the ECHO to serve this purpose. Jan Plan allows us the time to put some new ideas together and develop the style we feel has been lacking so far.

Mr. Bridgman's letter suggests incorporating a stronger political tone to our news reporting. That is one way to stimulate an active involvement with the provocative issues at school. There are other ways, too, which can put method into this journalism madness. I feel that thoughtful feature work by some of Colby's creative writers will greatly improve the readability of the paper. Visual appeal is important, as well. Unusual photography and original drawings add so much to the design of a

paper. Lastly, Colby is fortunate to have its own newspaper equipment, which gives us the opportunity to experiment with the technical problems of printing, headlines and format, ourselves. All we really need is a little time to work it all out.

This Jan Plan we are going through the journalism process slowly, deliberately and carefully...pretty much learning as we go along. Our end result will be, I hope, a paper which more faithfully represents what Colby's all about. We'd appreciate any criticisms and/or commentaries you may have about what we are doing. And, as always, the ECHO invites anyone to contribute whatever it is that you've got to help make this paper a worthwhile endeavor.

thank-you,  
B.J. McCarty

Many thanks to the special "quickie" Jan Plan staff for coming through when we needed you!

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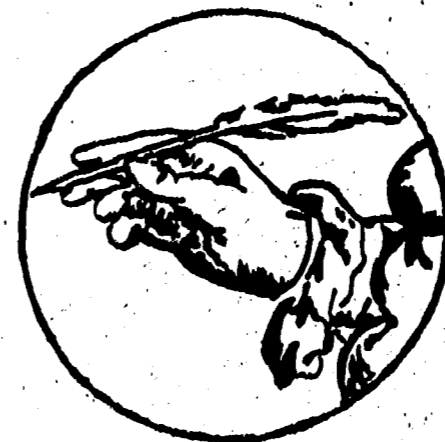
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# OPINION

—Robin Sherwood

General opinion seems agreed that January is not the academic experience it used to be. Two questions should be asked before that opinion is accepted and before blame is laid on any particular group. First of all, what was January like at its inception and secondly, what has it become since then.

The January program was approved by the faculty in December 1960 and the first Jan Plan began in January of 1962. Much of the planning and original organizational format was developed during the summer of 1959 when President Strider and three other faculty members attended a workshop sponsored by the Danforth Foundation in Colorado. Strider comments on that first Jan Plan in detail in an article in *Liberal Education*; he states that significant numbers of students were "lifted to a pitch of intellectual exhilaration that they never before attained." Students were doing outstanding work, some of which was claimed to be on the Master's level. Part of the excitement of the first January was that students were taking responsibility and designing their own course work.

In the same article in *Liberal Education*, Strider explains the purpose of the program; "it grew out of a desire on the part of the faculty to extend to the students a greater measure of responsibility for their academic work than seemed possible under the orthodox calendar and curriculum and to encourage more widespread possibilities for independent study." Implicit in the Jan Plan format has been an escape from conventional grading, giving the student more freedom to explore disciplines of which he or she has little or no knowledge. Strider continues, "The program involved freeing the month of January for a period of educational experimentation entirely divorced from regular classes, course work, credits or grades."

One striking feature of the original Jan Plan is that despite the flexibility which it purported to have in 1962, that flexibility was all basically within academic intellectual pursuits, reading books, writing papers and doing research. With only very few exceptions, all students remained on-campus. In the same article in *Liberal Education*, Strider described the library as "strained", reading rooms crowded, and the circulation of books increased over the regular semester. Granted, the number of students on-campus were greater in those days and the library was smaller; nevertheless, all goes to show that students were involved primarily in rather narrowly defined research, reading and writing programs.

Where have we come since then? Certainly January has moved away from being a strictly academic venture and students have selected Jan Plans which not only take them far away from the Colby campus, but also require other skills beyond those used in orthodox intellectual pursuits. Fewer students stay on-campus. A look at the kinds of Jan Plans going on this year illustrates the fact that students increasingly choose programs which afford some kind of valuable experience, such as government internships or an apprenticeship to a harpsichord maker.

If the nature of Jan Plan is recognized as having changed, and if that change is considered good, then instead of trying to restore the old kind of so-called vitality of past years it is more prudent to recognize Jan Plan's evolution away from being a research orientation. Next, improvements should be developed which take into account the new nature of January programs.

This point concerning the changing nature of January may seem superficial, but its relevance is pertinent to any proposal which might alter the existing January program format. The College must decide if it wants to turn back the clock to 1962 and strict intellectual programs, or if the month should move into more experimentation, using for instance, field and work-study pursuits as a basis. With the advent of discussions to credit January, it becomes even more crucial that the college re-define January (it is safe to say today Strider's comments in *Liberal Education* no longer fully apply to January). As Jan Plans move further away from conventional intellectual pursuits, it is questionable how many will qualify for credit under traditional academic norms, thus the flexibility and the originality of the program will be lost.

An interesting development has occurred since 1962, many possibilities which January opened up in 1962 were not available to the student during the regular semester, for example, independent study. However, in the last twelve years, many of the experiments and innovations which started in January were absorbed into the regular curriculum so that now, for instance, independent study and internships may be taken during the regular semester.

The Educational Policy Committee has been considering several proposals which would alter January. One proposal was made by Professors Maisel and Morrione in the early fall. It abolished Jan Plan as a graduation requirement, but provided that it may be taken for credit (three credits maximum) under the 105 or flexible fifteen, subject to approval by the advisor. It was suggested that Jan Plan performance be displayed more prominently on the transcript, thereby increasing its significance, and that three Jan Plans be the minimal standard for graduation under Latin honors. Whether this proposal solves more problems than it creates is open for debate, while it abolishes January for those who don't want it, it intimates that you are not a serious student if you do not participate.

There are several objections to crediting Jan Plan in general which are not directed at this specific proposal. Crediting would essentially make January a miniature semester, and would sacrifice the flexibility and freedom originally intended. The month would no longer be unique and would become like other semesters. More importantly, the suggestion seems to be that credit would transform Jan Plan into a more valuable experience, somehow vitalizing it. In fact, is this a valid notion? There would also arise a difficulty around crediting the more unorthodox academic ventures, internships, and work-study programs. If these were not permitted as they are today, then Jan Plan (save its intensity) would become just one more course in the midst of the forty-odd courses a student takes over four years of college. The list of Jan Plans shows that the college has recognized field and experimental projects as satisfactory pursuits in January though they are not satisfactory traditional forms of independent study. Yet we should remain aware of what might happen to those projects in the event of crediting.

A definite advantage to crediting Jan Plan is that it indirectly remedies the overload of credit hours during the regular semester. However, if this overload exists it should not be corrected by sacrificing Jan Plan to conventional grading and crediting, but by changing the graduation requirement.

President Strider proposed another possible change in Jan Plan to the EPC this fall. His proposal was subsequently amended by Professor Archibald and now includes these provisions: no academic credit for January, only two Jan Plans required for graduation (one which must be on-campus) and the elimination of all procedures for failed Jan Plans. While more sensible than crediting Jan Plan, President Strider's reduction of the number of Jan Plans does not solve many problems. The course load during the regular semester remains the same. Radically fewer students will be on-campus every January and probably virtually no events will be scheduled for that time. As it is now, more speakers and films are scheduled for the very end of the semester than January. Certainly and ECHO could not be produced with any fewer people. If anything, a reduction to two Jan Plans de-vitalizes January instead of reviving it.

His proposal to eliminate Jan Plan make-ups makes good sense and indicates a recognition of the fact that Jan Plan should have a unique nature and loses that feeling when it is done during the regular semester.

President Strider's proposal is not a solution to the problem of how to improve January, but merely a reduction of the number of times the students and faculty must participate in a floundering program. It hardly seems like an answer to the problem.

In 1962, Jan Plan was a new and innovative educational idea; we ought to be able to once more develop more innovations to improve January. It would be much more helpful if the EPC not only endeavored to re-evaluate Jan Plan, but also to re-revolutionize it. Going back to a two semester schedule which did not provide the needed flexibility in 1960 will hardly provide it today even with a mini-semester added on.

re-revolutionize jan plan

# RAPPROCHEMENT

## Colby's Malaise

by Professor John Weiss

I was in England, having just finished a two-year stint as a lecturer at the University of Warwick, when I received the letter offering me a job at Colby. I had had an interview and liked what I saw, so I didn't waste any time in answering the letter. But I wanted to know a little more about Colby—an outside point of view. I went to the University library and found on the shelves a current U.S. college guide—similar to Baron's. I can't recall the exact description, but I think my paraphrase is accurate; Colby was described as a college which, in spite of an excellent faculty, administration and student body, and for some reason which the editors couldn't put their fingers on, just missed being as good as it ought to have been.

I've been here for four years now and I've often thought of that description. In some ways, it was unfair; college guides are notoriously subjective in their ratings and use a set of criteria which the reader may not share. But there may be a grain of truth in the allegation that Colby isn't quite what we would like it to be.

It is indeed true that there is a perceptible malaise about, and one reason for this could be a lack of trust between students and faculty. I assume that this phenomenon exists elsewhere, but here at Colby it seems to be particularly acute.

Mutual trust means that students and faculty share a common educational goal. It doesn't mean that students necessarily accept a professor's point of view; on the contrary. The 1930's produced on the campuses a ground swell of socialist and other left-wing thought, but students questioned and argued with professors without questioning the teacher's prerogative to choose a syllabus and to present an opinion. The early 1960's, when I was an undergraduate at Columbia, was also a time of political radicalism, but I don't recall any outright rejection of the syllabus of required courses that included literature from Homer to Dostoyevsky, the political thought of Plato, Spinoza, Hegel, Kant, etc., plus music, art, a foreign language and the sciences. We naturally assumed that if we were to argue effectively against the economic or political system, we needed to have a good foundation in the ideas and theories which underlie that system. But more than that, we trusted our professors to present us with the kind of background material which they, because of their experience in the field, knew was necessary to an understanding of society and life. And our trust was rewarded when, as a result of the many requirements, we were able as seniors to relate Aeschylus to Shakespeare, Locke to Voltaire, Rousseau to Camus, and all this to the assassination of J.F.K.

Somehow or other the latter half of the last decade saw a destruction of that trust. Perhaps it was the Vietnam war which precipitated this decline: students felt, often with reason, that their professors were hypocritical in teaching them the values of humanism, while at the same time taking grants and receiving other compensation from a government bent on violently destroying a people's freedom to choose its own destiny. But the wholesale lack of faith in the teaching establishment was a case of throwing out the baby with the bathwater. Universities are better now that we realize how the government tries to manipulate research for its own purposes. But are we better off for curricula which are becoming more and more undirected as requirements are being dropped due to student pressure?

The problem is that we as a country are becoming increasingly insular. There is a tendency, nationwide, to close our eyes and minds to ideas and examples from abroad, and to new ideas in general. We seem to want to turn inwards upon ourselves, to glorify our history and to idealize the past. The irony of this is perhaps best seen in a petty but significant example: the United States is the only country on earth not to have officially adopted the metric system. We still think in inches and miles and degrees Fahrenheit; the metric system, introduced in Europe in 1837, is still too "new" for us.

But we, as a country and as individuals, desperately need to learn new ideas, to turn our eyes outwards and to study the many currents of thought

that challenge our presumptions. New ideas need not be recent; we can learn much from Plato, Shakespeare, Hobbes, Marx and others, as well as from studying the ways in which other societies are coping and have coped with their problems.

There is an idea in France called the *tronc commun*. It is the assumption that every individual—worker as well as executive—should have a firm foundation in the history, ideas and culture of the West. This policy, agreed to by all political parties from the far right to the far left, implies that no society can call itself great unless its culture reposes not in museums or in graduate departments, but in the minds of the people. Unfortunately, it is precisely this idea which, as educational budgets are slashed and as colleges become increasingly oriented toward the teaching of the practical, is now losing favor in the U.S. But without the *tronc commun* we may become a nation of narrow-minded bureaucrats and shallow technicians.

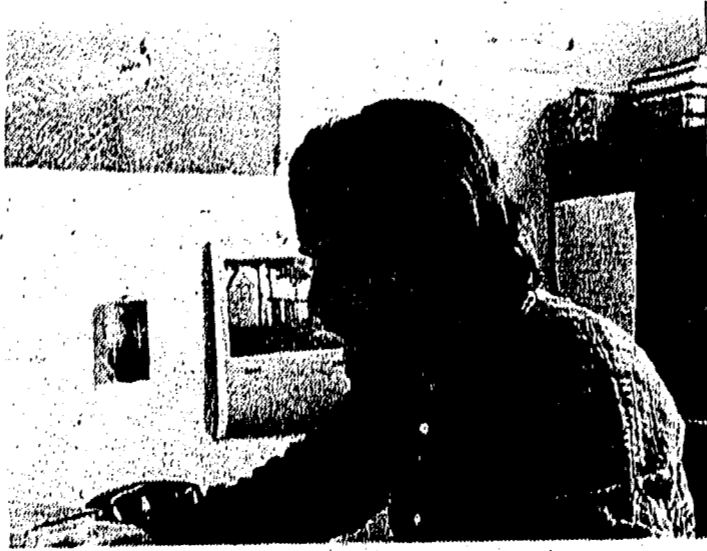
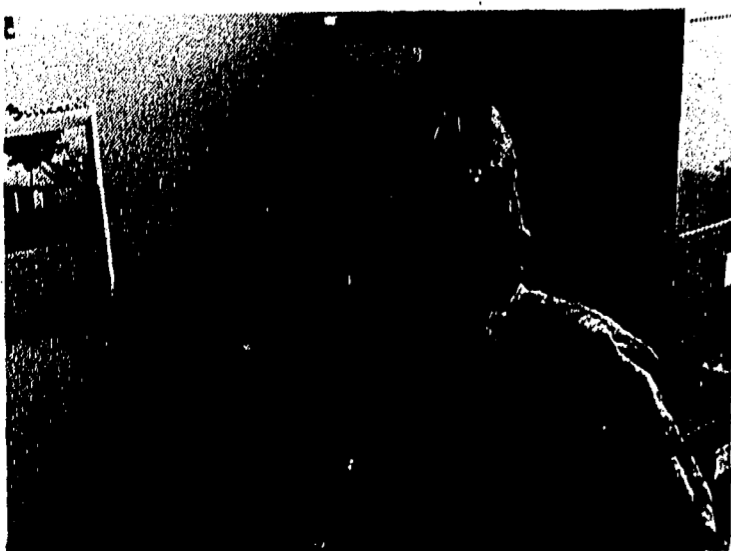
At Colby, of course, the situation isn't nearly so drastic. Even if our requirements aren't so complete as in the past, students do study new and challenging ideas, they do break out of their parochialism and begin to question the assumptions with which they were brought up. And they do get some idea of the Western cultural heritage. But unless trust between students and faculty is restored, we may be in danger of losing completely this liberal approach to education.

The January Program is a case in point. There appears to be a stand-off between students who want a loosely structured program giving them the opportunity to do Jan Plans which involve little or no academic work, and faculty who react to what they see as a progressive devaluation of the Program. One solution proposed is to give regular academic credit for Jan Plans. But this change would mean the end of an innovative, exciting program which gives students the chance to explore areas of knowledge that don't normally fit in the curriculum. Credit and grades would inevitably destroy the possibility of a relaxed learning experience, where students gain knowledge for the pleasure of doing so and where professors feel free to lead groups in areas which may not be their speciality.

What bothers me especially is that this confrontation need not occur. It has happened, it seems to me, because students have not accepted that the January Program was meant to be a basically academic experience. When projects involving practical experience were introduced it was not intended that experience replace the traditional learning process but rather that it complement the knowledge gained through study. Even more importantly, it was intended that the Program be integrated with the broad educational objectives of the College.

Projects which, for example, would have a student merely live during the month and keep a journal on his thoughts on living, or one which involves travel abroad with a journal of one's reactions to traveling—all of which are important and useful experiences—don't really differ from well thought-out vacation plans. They don't take advantage of the resources of a liberal arts college, and they don't contribute to a student's critical knowledge of our world's culture, civilization and thought.

Now it may be argued that we, as faculty, really have no right to oblige a student to acquire a "critical knowledge of our world's culture", and that students who, after all, pay to attend Colby should be able to do as they wish. But this type of response exactly points up the problem we have. Unless there is broad agreement on the purpose of a liberal arts education at Colby, then the Jan Plan, as well as all college and distribution requirements, will appear to exist in a void. Unless students understand why we as faculty believe that they should study in specific areas and gain certain kinds of knowledge, there will always be the argument that we don't have the right to tell the students what to do. Trust is something that grows slowly. But a little frank discussion of the purpose of a liberal arts education in America today might be a good start at restoring it.



# Experimental College

One facet of Colby January Program '54 (Center for Coordinated Studies Evaluation) is an effort by a group of students to organize and run an experimental college based in the Center. As we see it, this college will differ radically from what is often seen as the mode for traditional educational efforts—there will be no grades or credits for offered courses, all courses will be free, and will be taught by anyone who has expertise in a particular field who has a desire to teach. Teachers will be culled from the entire Waterville area, not limited to Colby College proper. Students, we expect will include any interested people in and around Waterville. We plan this college to be a joint college-community venture. The University of Maine, Orono, has a similar institution named the "Abenaki Experimental College." Abenaki offers courses, or has offered them, in such diverse fields as, "Vegetarian Cooking," "Massage," and "Hang-Gliding." All courses are free of charge, or there is only a charge for materials.

What we intend to do with this survey is ascertain exactly where interest lies within the total college community in terms of the nature of this experimental school. If you will take the time to answer the following questions as carefully as possible, the new college will be able to meet our needs best.

1. If you could take a course in anything that you wanted, simply because you wanted to learn about that particular thing, what would some of these courses be?

2. If there was a course offered in a field that interested you, would you attend "class" if:  
it was offered on a weekly basis for an hour each week for ten weeks.  
it was offered on a bi-weekly basis for an hour every two weeks.  
it was offered as an intensive mini-course, say, for an hour each night for a week.

3. Is there a field in which you have particular expertise, be it ice-fishing or auto repair, weaving or soap carving, that you would like to teach other people each want to learn? List some of these fields.

4. Some other possibilities for this experimental college are an off-campus housing file, a community resources file, and sensitivity students and town residents. Are there any other things that seem important for a new college to offer? Feel free to mention as many things as you feel.

5. Would you have time to help organize such a community college? There is work to be done with cataloguing, logistics, and brain-storming. Also, we need space to offer course meeting places. If you things, please mention them here.

6. Finally, if you would like to learn more about the CCS Experimental College, (and we're not so sure ourselves about what shape it is to take, please call either Sue Oram at 3-1131 ext. 533, or Jeff Gottesfeld at 3-4340. Also, if you have some additional comments, please add them either on the back, or on a separate sheet of paper.

## CCS Jan Plan

- Robin Sherwood

This January, the students working on evaluating the Center for Coordinated Studies have put together this questionnaire concerning an experimental college in an attempt to see how much interest exists in the Colby and Waterville community. After passing out these questionnaires at dining halls, they have received 250 responses indicating interest and all kinds of talents which could be utilized to produce a wide curriculum. Such talents might be used for classes in weaving, Danish, VW repair, voice lessons, macrame, white water canoeing, jazz history, batik, silk screening, foot massage, bicycle maintenance, recorder, woodworking, wine study, wild foods, and kayaking. The questionnaire will appear in the *Morning Sentinel*, and it is expected that the list of courses will expand beyond the college community.

In the remaining two weeks of Jan Plan the CSC group expects to coalesce the returns of the survey, enlist instructors and work out the logistics of when and where courses will meet. After these problems are worked out they will print a catalog and distribute it in the college and Waterville area. Registration time for the experimental college will be set, possibly at the same time as class registration, and if all goes well, classes will begin the second or third week of spring semester.

For those students, faculty, staff and other interested parties, who didn't get a chance to fill out the questionnaire before, do so now and return it to the Center or boxes placed outside the dining halls.

- Colby College now uses an A-E system to grade its students in their courses.
- The A-E grading system, as it is now being used, does not adequately give the Colby student a fair idea of the criteria upon which the student is being judged. It also limits the possible evaluation a student may have for a course to one of a few letter grades.
- To remedy these problems, I offer the following alternative:
  - That Colby institute an evaluation system to take the place of its present grading system.
  - That the new evaluation system take the following shape:
- At the first class of each semester, for each course, the student will receive from his/her professor a form that lists the criteria upon which the grade for the semester is based. These criteria, of course, will vary from course to course in terms of length, breadth, and scope.
- Instead of a single grade being reported at the end of the semester, each professor will fill out an evaluation form for each student, the form listing the predetermined grading criteria in order.
- Students will be rated on a scale of 1 to 5 in each criteria. One is inferior, five is superior.
- Also, there will be an overall rating in each course, listed as a separate criteria. It is this overall rating that will be used for the computation of grade-point averages, etc.
- At the close of each semester, in lieu of a report card, each student will receive a copy of each evaluation form that concerns his/her courses.

The above grading system is a proposal which will soon be submitted to the Educational Policy Committee for its approval. It is the intention of its author, Jeff Gottesfeld, that this new grading system be used on an experimental basis in one or two departments for a semester, beginning in the fall, 1976. Then, depending upon its failure or success, its further use will be determined by the Educational Policy Committee. Another possibility for experimenting with this system, Jeff suggested, would be to use it in conjunction with, instead of in lieu of, the traditional A-E grading schedule.

## New Grading Proposal

It should be clear that this new system does not propose using written evaluations by professors. Rather, the student will be rated in specific categories, and the categories themselves will be different depending on the department, instructor and course work. Some categories might be applicable in one area but wholly insignificant in another department.

The reasoning behind this proposal seems to be that if traditional grades must exist, this kind of rating system will give the student a chance to understand his final grade better and understand what areas he needs to improve on. Jeff stresses the fact that the overall rating would not, and perhaps should not, be an averaging of the ratings for each criteria. The overall rating is not binding or necessarily related to other ratings.

Hypothetically speaking, Jeff suggests that the possible criteria for a Philosophy course might be: integration of material, ability to write, independence of thinking, classwork, performance on hour exams and papers, and ability to think critically. A criticism of this system is that supposedly a professor takes into consideration most of these criteria when grading an hour exam or a paper and in giving the final grade. Criteria for a grade have not really changed with this system, but are made more explicit, and possibly more helpful to the student.

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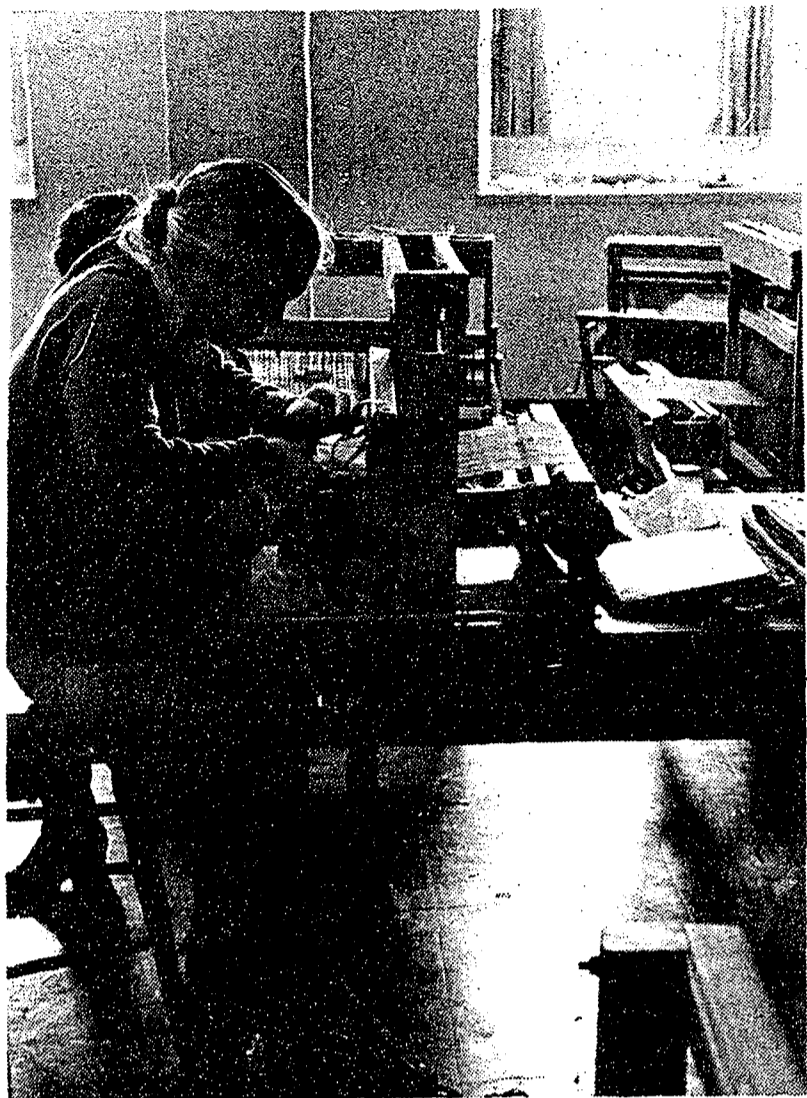


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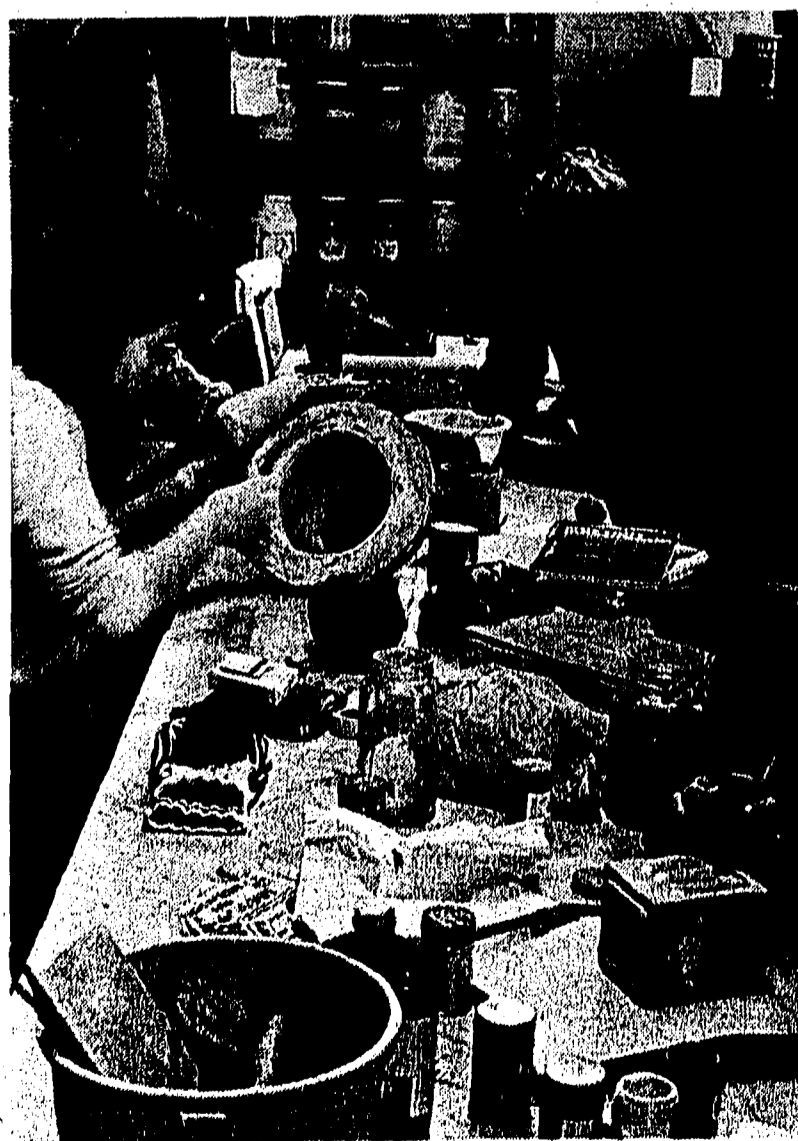
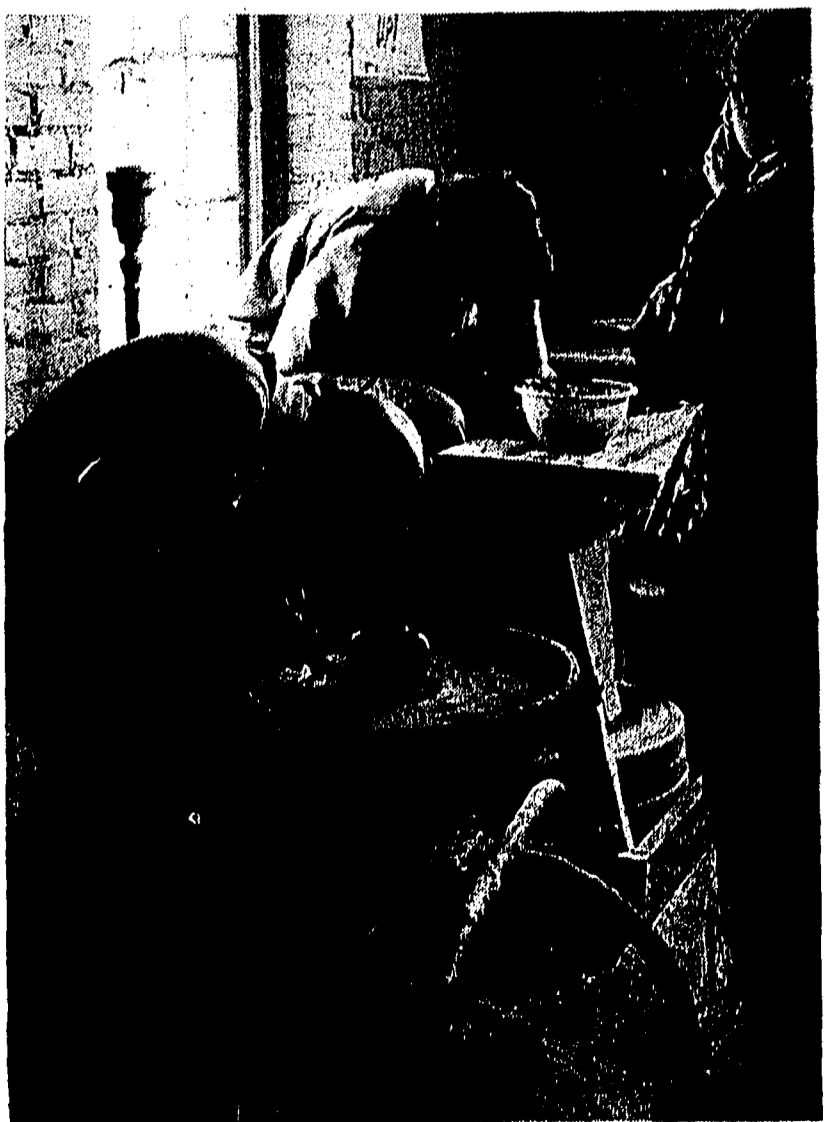
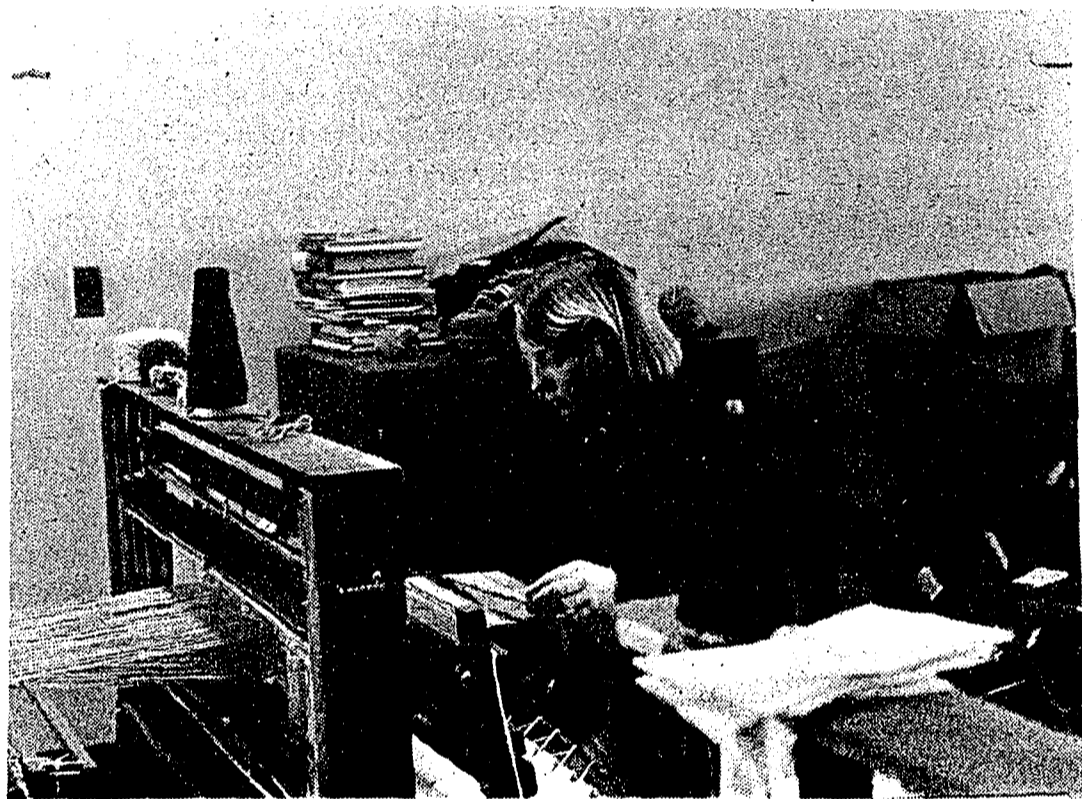
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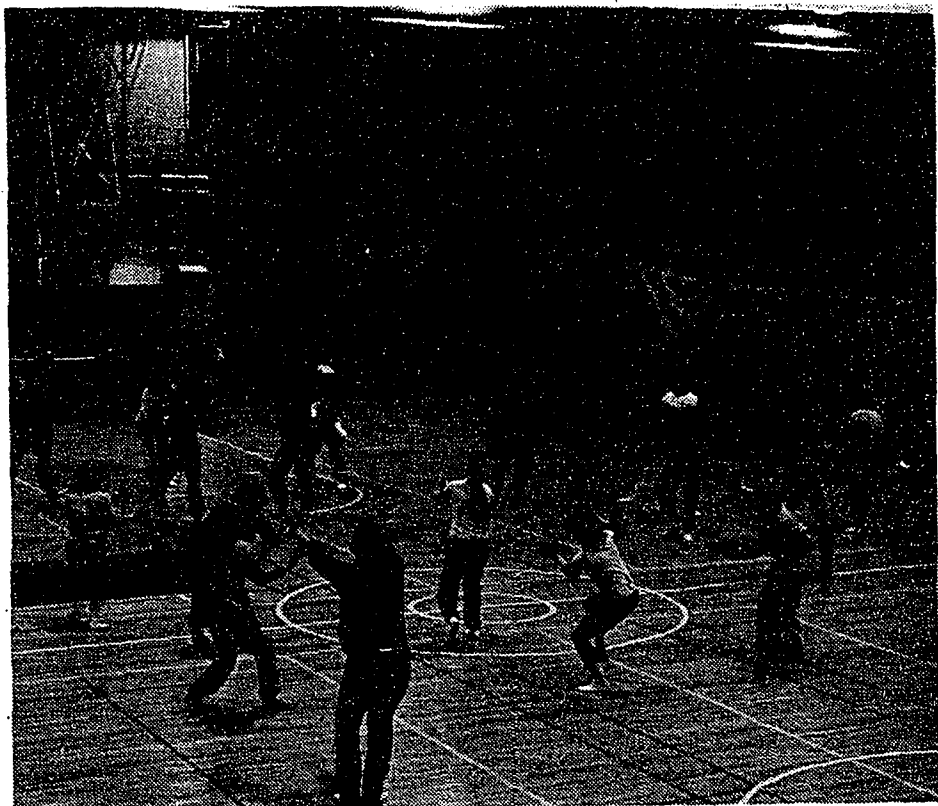


POTTERY

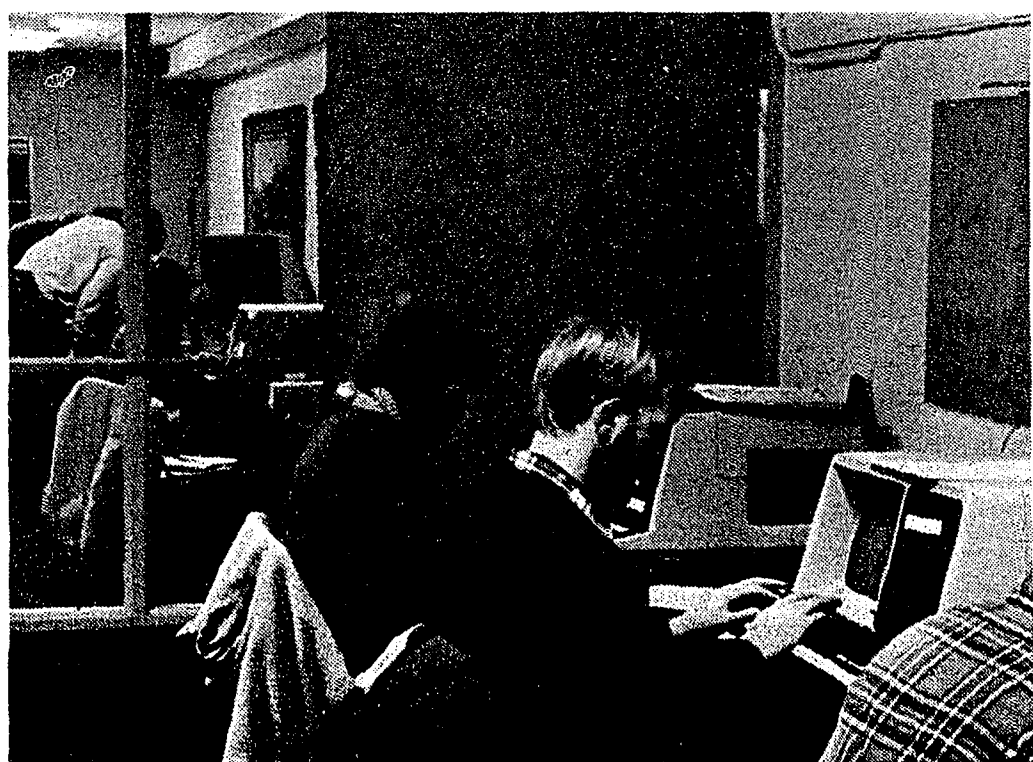
# JAN PLAN

All Photography by Morgan Murphy

MIME



COMPUTER



THE PUB



## Varsity B-Ball

—Blake Luce and Hit Thomas

The Colby Varsity Basketball team brought its record to 7-1 Saturday evening at Wadsworth gymnasium with a hard fought 83-78 victory over Bryant College. Trailing by as many as 10 points throughout most of the first half, Coach Dick Whitmore elected to employ a tenacious full court press in an attempt to check the high powered Bryant attack led by the inside scoring of 6' 10" center Dave Sorafine and the outside shooting of guard Paul Seymour. Colby's press, led by the continual hustle of senior Bob Anderson, coupled with the fine perimeter shooting of reserve guard Mike Tracey kept the Mules within reach. Tracey's point production was a most welcome sight, as it added balance to Colby's attack, which to date has relied heavily on forwards Ray Giroux and Paul Harvey. Colby left the court a halftime trailing by just three points.

The second half provided a continuation of the emotional intensity the game developed right from the opening jump. This culminated late in the game when Ray Giroux engaged once too often in a pushing match with Sorafine. He left the game at this point. Their personal battle was exemplary of the entire contest. One almost expected the game to break out of hand at any moment.

Colby's game high scorer, Jim Crook, gave Colby their first lead midway through the second half with a pair of clutch baskets. The first was a 15 foot jump shoot from the left baseline, the second a short runner off the boards, again from the left side. He finished the game with 17 points and 12 rebounds and in general played with extreme poise given the closeness of the contest. Paul Harvey began to dominate the defensive boards in the second half. He led Colby in this department with 13 rebounds, and proved instrumental in the comeback. Harvey had 16 points, and joined Crook, Giroux, and Tracey in double figures.

Coach Whitmore must certainly be pleased with this win over a well-coached Bryant team, especially in light of the fact that his four highest scorers were all sophomores. The celebration will be short lived however, as Colby must travel to Orono Wednesday for a renewal of their exciting rivalry with the University of Maine. Anyone who has followed Colby basketball during the past few years is well aware of what takes place when these two teams get together. Last year U. Maine won two close games. To win, Colby will need all the poise and determination they so obviously exhibited in their most recent victory.



Alot of January's sports action is basic romping in the snow.

## Sports

—Mitch Brown

Intramural hockey went into high gear with all players raring to go after a long Christmas layoff. By the end of Jan Plan all teams will have played five games and round two will start.

In the "A" league, TDP dropped two games 4-0 to PDT and 6-3 to DU, MacMeda squeaked out a 3-2 win over DU, and the relentless DKE-A smashed LCA 7-1. Not surprising that DKE-A is leading the pack with DU-A close behind.

In the "B" league, there was lopsided action as both Mariner and DKE-B lost two games; Marriner getting walloped by Martha's Marauders 7-2 and by Woodman 7-1, while DKE-B lost to Averill 7-4 and to Ice-9 6-1. It should be a very interesting race in this league.

In the "C" league, PLP and DU-B skated to a 1-1 tie while KDR-B squeezed out a 1-0 win over TDP-C. Later in the week, KDR-B was mauled by LCA-C 11-2.

Games are at 10:00 and 11:00 in the mornings for Jan Plan and then we'll return to those late night hours. So come on down to Alford Arena and support the team of your choice!

## Super Sunday

—Al MacEwan

The following announcement is presented as a public service by the National Football League. Any rebroadcast or other use of this announcement without the expressed written consent of the N.F.L. is prohibited.

"Hey, Ralph. See the game this afternoon?"

"You kidding? Wouldn't have missed it."

"Hard to believe the Cowboys were six and a half point underdogs the way they played. 'Specially the last two minutes."

"I know. Staubach played a helluva game. Can't take anything from Pittsburgh, though. They're a great ball club."

I saw the game, too. But I noticed some equally important parts of that afternoon on Super Sunday that I feel really should not go unnoticed. All that television time not devoted to the actual Dallas/Pittsburgh contest is also vital. After all, non-game time probably used two thirds of the afternoon. Obviously CBS felt it was important.

First, there are the replays of all those previous super bowls. Boy, they were great ones. All nine of them. Who could forget them? Football fans have now seen Super Bowl I ten times. But it sure was a great one. So was Super Bowl II. I wish I could see that one ten times. Ah—next year will be the tenth. And, Super Bowl X was so great, by 1986 I will have been able to see it ten times as well.

Equally as important as previous Super Bowls are the pre-game interviews. On this particular Super Sunday we had a special treat. Brent Musberger, Phyllis George, and Irv Cross (one black, one white, one brunette) conducted interviews on the Atlantic Ocean as they zoomed back towards shore in their speedy yacht so they could catch their helicopter and be zoomed to the game. It was so exciting! Phyllis had to wear a scarf because the boat went so fast! And when they ran to catch the helicopter, why, I thought my heart would jump into my mouth. They made it, too. When we next saw them, they were sitting comfortably on the 50 yard line with Walter Cronkite. I was so relieved that they didn't miss the opening kickoff. The CBS production crew should be commended for timing the lift-off and the re-entry so well. The interviews of such football greats as Joe Namath and Paul Hornung would have to take a back seat to the exciting, daring adventure of the new Mod Squad.

Then there was the fabulous half-time show featuring Up With People. They represented most of the 50 states as well as 18 foreign countries! Gosh! That was awfully exciting as well. And they were so talented, whether dancing the charleston or the twist. Every one of them had a pretty smile, also. It was a fitting Super Bowl halftime performance.

Most important of all were the advertisements. They were too numerous to mention in this article, but I would like to touch on just a few. One of my personal favorites was the spectacular, incredible, fantastic Chrysler Aspen commercial. It does my heart good to see a grown man (from Britain, no less) serenade a car. Tears come to my eyes every time he broke into song. His Spanish cousin should also be mentioned, considering how beautifully he sang but one word, Volare. Don't forget the accent on the E.

Yet another important advertisement, perhaps even vital to the existences of the Super Bowl and maybe even to that of the National Football League, is the New York Life commercial. I'm sure Pete Rozelle blocks out his 'Players' Association problems with the New York Life team on his side.

I wish I could mention all of the great commercials. Unfortunately, time does not permit, so I'll have to settle for some of the highlights. Thanks to B.F. Goodrich, I now know that underinflated tires can be early signs of eczema, seborrhea, or psoriasis. Also, Lite Beer from Miller is every thing I've always wanted from the Goodyear Blimp, Rosy Greer, and less. All of Goodyear's men drink Lite Beer, or they drink nothing at all.

Clearly all of the sidelights of the Super Bowl, whether previews, interviews, or commercials are essential to the success of the game itself. For without the extras, the game would not seem nearly as exciting.

### PIZZA B4 NORM

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PIZZAS - ITALIANS  
DAGWOODS - GRINDERS

BEER ON TAP  
AIR CONDITIONED TABLE SERVICE  
Call Ahead for Take-Out Service

Open: 11am-12pm except Sun/Holidays 4-11

**872-2400**

41 TEMPLE ST.  
WATERVILLE

Hi Mom and Dad;  
You're going to love staying at THE ARNOLD. The new owners really welcome you. ...and what a place! Color T-V, phones, sparkling clean rooms, air conditioning and the works. And, Man, you can use your credit card too. I may move in with you while you're there.

Love, Bob  
P.S. A Pool, too.

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YOUR HOSTS: Don & Ruth Perkins

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### The SOUTH END Cafe

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HEARTIEST PLATE IN TOWN

Fabulous Antipasto Salads, Grinders, Ravioli

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BEST LIQUOR SELECTION IN MAINE

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## After the game

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Drop in for a delicious  
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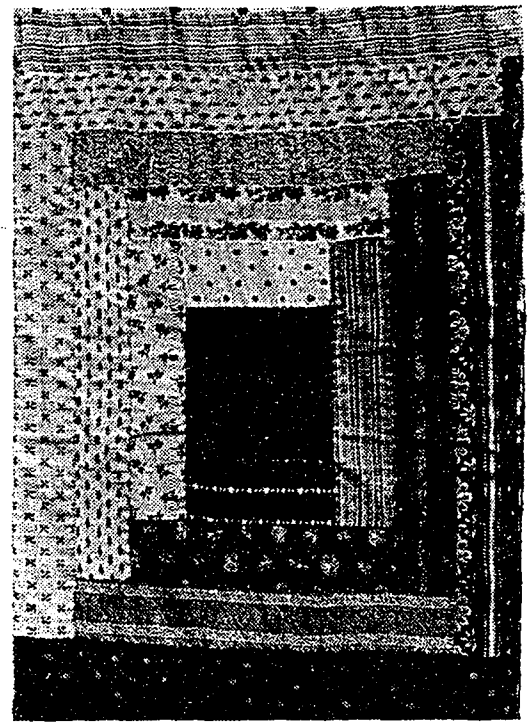
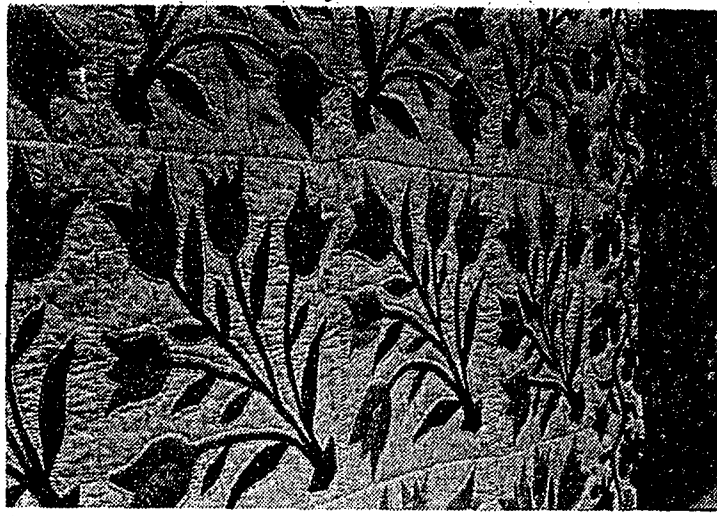
## BEE in Bixler

-Lynn Leavitt

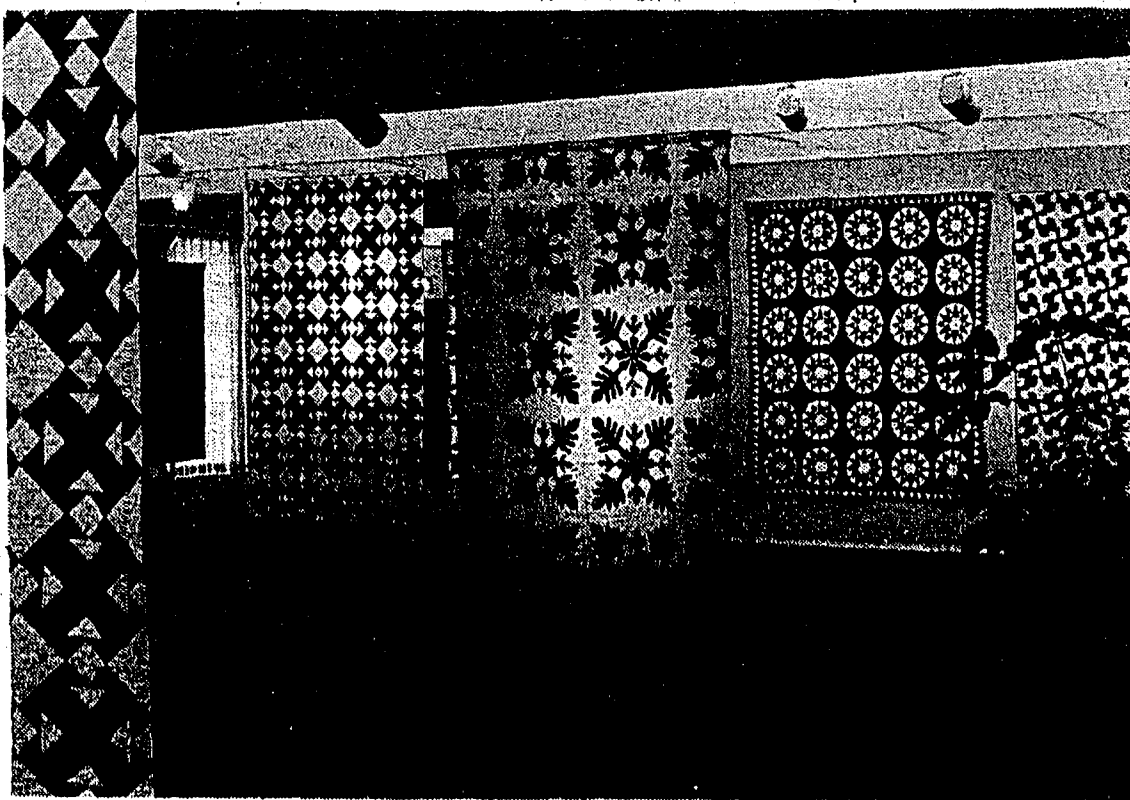
One of the finest remaining folk arts characteristically American is quiltmaking. The American Quilt Exhibit in the Jette Gallery (Jan. 11- Feb. 11) is a bright celebration of fine 19th and 20th century samples. As a folk art, quilt making reflects social changes throughout our history. Originally the quilt was a product of rural America serving both a functional purpose of warmth (use of fabric remnants) as well as being an original object of beauty and source of pride to a homemaker. This decorative function became important in the late 19th century resulting in keen competition and expositions. The revival of quilting as an art in the 20th century has brought about innovation while still respecting the deeply rooted tradition.

Quilting specifically is a sandwiching process. The quilt top, the filler and the backing material are attached by small running stitches which may outline the pattern or create their own. The source of designs in this exhibit seemed to be primarily natural objects like snowflakes and flowers, though simple household objects were also simplified and stylized as motifs. The quilts in the exhibit ranged from 2-color schemes to elaborately pieced quilts with almost optical effects using dark and light patterned fabrics. The 20th century quilts tended to be bolder with less of the fancy quilting stitches the 19th century woman prided herself for. However, it is evident that the traditional patterns still appeal to a new generation of quilt makers.

Take a look at this exhibit to brighten up a few of your spare minutes this January!

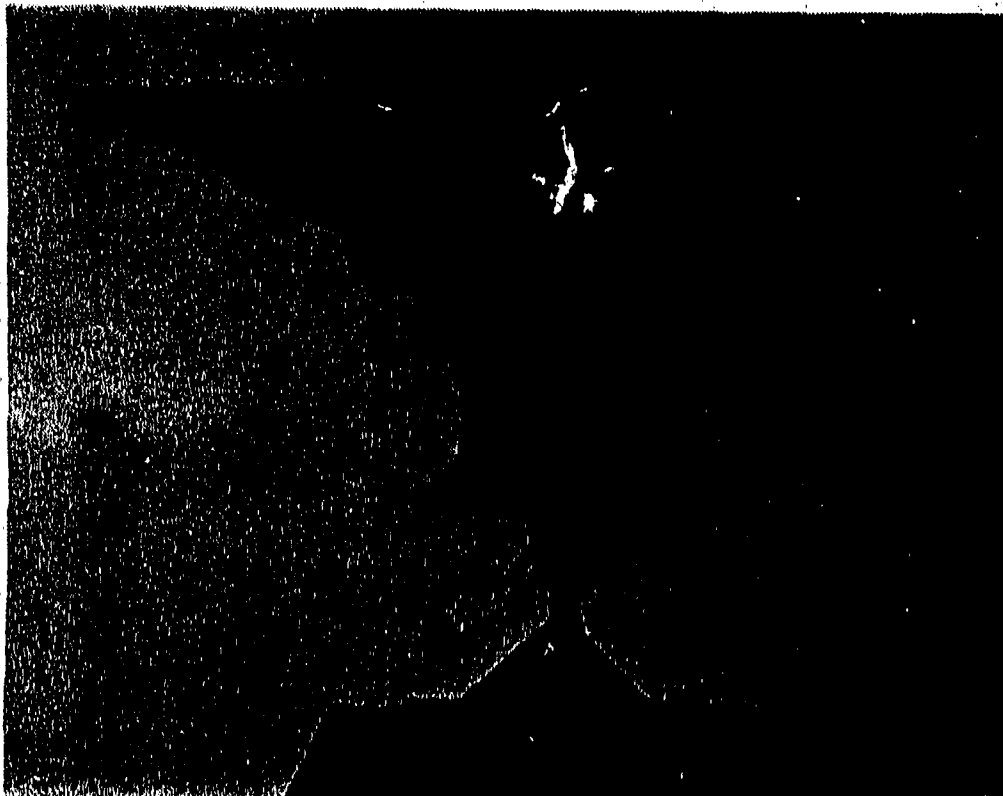


## THE ARTS in January



Ms. Barbara Lekberg, noted sculptoress, is visiting Colby this January. She exhibits all over the country, including in the Museum of Modern Art and in the Whitney Museum. Ms. Lekberg lectures every Thursday in the Jette Museum and her collection will be in Bixler until February 6.

"My work is about change; the soul in motion, getting from here to there; gesture as mirror of being--Revelation, Metamorphosis, Resurrection, and going back to Earth"



# NEWS & LETTERS

## Skiis

Hart Rook Skis (185 cm) with Tyrolia bindings. These skis have been used only 4-5 times and are in excellent condition, a great learning ski. Originally \$150+, now \$75 (and negotiable). Call Bill ext. 546

## Pequod

\*\*\*\*\*  
 \* The second issue of the Pequod, the Colby College  
 \* literary magazine, will be appearing sometime late  
 \* in February. Deadline for this next issue is Friday,  
 \* February 13. Submissions can be left at the Pequod  
 \* drop box in the English department lobby, or mailed  
 \* to Pequod, box 900, Roberts Union. Please submit.  
 \* \*\*\*\*\*

## Crafts Fair

- Lynn Leavitt

The *Student Arts Festival* is putting on a Crafts Fair, Saturday, February 21 from 10 a.m.-5 p.m. in the field house. There will be food, demonstrations, and a good time for all. We have some new and exciting crafts people coming, i.e. sheepskin coats and hats, salt glazed pottery and bone jewelry to mention a few. Since it is sponsored by the SAF we would like to give students a chance to get involved in a Crafts Fair and sell their handiworks-pottery, macrame, knitting, weaving, embroidery, candles, woodworking, jewelry, etc., etc. We will provide the space, but the students will be responsible for setting up and selling their own things. If you do not have enough for one table don't worry, a few people can get together and share one.

Jan Plan is a good time to create and this is a good chance for the students to display their work and meet the craftspeople and talk with them.

If interested please call Joanne DeFilipp X530, Lynn Leavitt X 537 or Julie Cassidy X338 soon so we may have some idea of how much space to provide students. Also there will be a meeting Thursday, February 5, at 7:00 p.m. in Bixler Arcade.

This is our fair, students, so let's get out there and show our talent. It may help the Crafts Cause at Colby!

## Bikecentennial

MISSOULA, MONTANA--America's longest bike path is being readied for the Bicentennial. It's the Trans-America Bicycle Trail, and is being prepared by an organization called Bikecentennial '76.

During the past two years, the Bikecentennial organization--now some 40 strong--has been mapping out the trail all of which is on secondary, paved roads. One of the purposes of the trail is to take a good, long look at historic and rural America at the same time. Toward this end, the trail parallels or traverses the Oregon trail, the Continental Divide trail, the Lewis and Clark trail, the Santa Fe trail, and the Chisholm trail. It also goes through Colonial Virginia, the Ozarks, and the Great Plains.

Not up to riding the 4,300 mile trail next summer? Bikecentennial is offering shorter trips along the way. Choices range from 12 days for the shortest tour, to 82 days for riding crosscountry.

If you wish, you can ride with a group led by a Bikecentennial-trained leader, and stay at the hostels which the group has helped develop (called Bike-Inns). Or, you can camp out all along the way, and ride at your own pace. Either way, by registering with Bikecentennial, you receive their well-researched guidebooks and maps.

The cost? Up to \$600 to ride cross-country, with three meals a day and overnights included. Other, less expensive options are available.

If cycling is your thing, contact Bikecentennial '76, P.O. Box 1034, Missoula, Montana 59801, for more information.

Hank Bothfeld is:

Looking for:

An Apartment, roommates, whatever.  
 Quick. Ext. 527.

Dear Editors:

We want the maximum distinction for your ECHO. We want to make our local paper as formidable and influential as a college paper can be. I would love to know your paper as one of the Big Ten of all college papers in the country, barring none of the hundreds now pressed. I take some advice from Davis Taylor's *Globe*. He has made his journal one of the Big Ten, possibly one of the Big Five. We know a little about how he did it.

He took a matter such as bussing; he ran about 400 articles on bussing during two strained years; he handled many angles of bussing, most of the ifs, ands, and buts of the question. His readers came to recognize that his *Globe* had a fair tide to it that was hard to resist. The *Globe* mounted into the spacious firmament joining the famed *Times*, *Washington Post*, *Monitor*, and one or two others. I do heartily believe you could manage this on the undergraduate circuit.

Pursue an issue of national consequence. Present its ifs, ands, and buts. Dog it for a long succession of issues. After a while your readers will take note and begin to wait with considerable interest for the next ECHO. That means in a longer run that you might have double the number of heelers for staffing your paper. It means you might have more reportage of local events. A number of developments are likely.

I have thus far written you only a trifling, fractionated version about 'S-I'. Get some students to come in on this: on what criminals are like, on what order and law are, on how police are trained, on what a jail smells like, on how a jailer talks, on how a Federal penitentiary is financed, on what codification of the criminal law entails. The ifs, ands, and buts could get to absorb hundreds or dozens of your readers well beyond their present interests.

I have guaranteed you ten pieces. These will shortly turn to the right, if they have been to the Left thus far. I'll write you twenty pieces on 'S-I' and matters closely related. Yet, my genuine intention has been to act as a catalyst, a square of yeast, fertilizer to the soil. I am perfectly willing to write about crime and punishment somewhat as Dostoevsky did. But I gravely hope students will enter into the fray on many sides of the question of crimes and punishments.

Let me go along and tell a bit what journalist Walter Lippmann advised during his 70th Birthday Address. Lippmann turned 70 September 23, 1959. Lippmann was walking near his summer headquarters about sixty miles from where I type at Colby. He wondered what to say before America's more distinguished publishers, journalists, and reporters. He decided some years before the bicentennial season? he would write about democracy. The weight of his convictions came on. That weight was little different from what he had proclaimed as a star since leaving college. (Ditto Davis Taylor in another context).

About forty beings get as many messages poured in upon them as economic and politic and social leaders can. These forty oligarchs turn to a small proportion of the vast number of messages received daily. The forty are partly in the brown house, partly in the whitened, partly in the colorless, partly in the black. These forty are very busy deciphering a few of the messages. In their busyness they keep most of the intelligence to themselves.

## FLORIDA TRIP no. 1

Want to spend spring break in Florida? (Daytona Beach)  
 You can for only \$115

Your \$115 includes: Transportation  
 Food  
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What's the catch? We're driving down in a Winnebago Motor Home. We will only provide meals while we're in transit down to and back from Daytona Beach. We will be staying at a campground called Rose Bay Travel Park, which has a swimming pool, showers, electrical hook-ups, and just about all the conveniences we'll need.

The first 10 people to give me a \$25 deposit will go.

For further information, call ext. 544. Wally Gorman.

They tell little of what they know. They are rarely trying to deceive anyone. Nearly always they are simply full of busyness. Rarely are they actually secretive. Mostly just busy.

The hundreds of millions outside the forty included Lippmann. Lippmann was not one of the oligarchs. He saw his duty to his readers. To make common sense of the tidal waves of data that daily came in from the ocean. He would instruct readers as he could on what was going on. He deliberately remained an outsider so as NOT to become one of the forty thieves. He knew hardly a one of the forty were collusive, sub rosa, untowardly indirect, or anything mischievous. But too powerful, yes. Anti-democratic in their divined busyness, yes. Associates of Lippmann's, yes. Intimates of Lippmann's, no.

Lippmann would make common sense of the masses of papers that daily flowed to him. He would ever believe in minimization of inequality, the maximization of equality.

Journalists must be a buffer between the oligarchs and the public. Journalists must enter the simple printed word against the verbosity, the oligarchy, and the tyranny that emanates from busyness. Fractionated time is one of the worst criminals of our time. That and not much whatsoever the forty who receive the note, fame, fortune, and secular Presence in our United States world. Lippmann would be and did become the ultimate reliable journalist of our age. He died in the autumn of 1974 at the advanced age of 85. His theory lives in me and many others.

I yearn to see the ECHO Lippmannesque. I yearn to know hundreds of students wait with curiosity and intense zest for each forthcoming issue.

By chance it is a year of the bicentennial. That is one in which to celebrate glad tidings and tidings of great joy. Hark the herald. Let the ECHO be foremost on our hillside. Let it ring with the rocks and rills and the mainly templed hills. I do suggest the ECHO be written four-fifths by the students, a fifth by such prophets as I am. The editorial leadership should remain one hundred percent student. Decisions should be 99% made by the students.

Let unembarrassed intellect regulate in our precious journal:

Yours

Prof. David Gordon Bridgman  
 Hist. and Govt. Dept.

Dec. 7, 1975

## BBC'S FOOD-BEER-PIZZA

Wed. & Fri. Spend an evening you  
 may never understand with "MAX".

## YOU KNOW WHOSE pub

### Evening Dinner Specials

Sun - Pepperoni Pizza \$1.75

Mon - Pub Burger \$1.25

Tues - Monte Cristo Sandwich \$1.50

Wed - Ham and Cheese Sandwich \$1.60

Thurs - Bottomless Salad Bowl \$1.50

Fri - Steak Sandwich \$1.75

Sat - Soup 'n Sandwich Add \$.25 to the  
 price of a 1/4 or whole sandwich

All specials include coffee or tea or a draft  
 beer for \$2.95 Come and find out!!

# REVIEW

*A Homemade World* by Hugh Kenner  
Alfred A. Knopf, 1975 221 pages

## The Distinguished Thing

"So here it is at last, the distinguished thing,"  
Henry James on his deathbed

—David Dane

The front cover of one of Hugh Kenner's books of criticism, recently published in paperback, features Buster Keaton, saluting, going down with his dingy. On the back cover we see Mr. Lemanuel Gulliver humbly approaching two Houynhnms. The book is *The Counterfeiters*, Mr. Kenner's seventh book of criticism, and the style is characteristic of one of America's foremost literary critics.

Hugh Kenner is probably best known for *The Pound Era* which is a good deal more serious than *The Counterfeiters*, and a good deal longer (561 pages). *The Pound Era* focuses on the career of one of America's most important poets, but touches upon the lives and works of many writers American, English, and Continental. The study deals with an era (about the turn of the century to the fifties), but gathers momentum from the literature of antiquity, the Renaissance, the Enlightenment, and the nineteenth century. *The Pound Era* is concerned with poetry, but at the same time discusses all forms of art, and history politics, economy, and philosophy as well. In short, the range of the book is as broad, ambitious, and energetic as the interests of its subject, Ezra Pound.

This is precisely Mr. Kenner's gift as a critic. The style, tone, and scope of his books mirror the subjects they deal with: he can write a charming and hilarious little book full of humour, satire, and cartoons, called *The Counterfeiters An Historical Comedy*, and he can write an ambitious and highly stylized book like *The Pound Era*. He is a thoughtful, sensitive, and innovative critic, but above all he is always artful.

Hugh Kenner's most recent book of criticism, *A Homemade World*, is sub-titled *The American Modernist Writers*. It is an American Studies major's dream. The title of the book identifies a principle that is important to American society, a principle that is perhaps exemplified by two brothers who built a flying machine out of a few bicycle parts, and a small motor. 'A homemade world' (certainly not European) is perhaps our most cherished possession. Using this principle then, Kenner takes a look at 'a fifty year reshaping of the American language'.

'It is neither a survey nor an honor roll' so Kenner begins, and what this book becomes is a very lucid and timely discussion of the possibilities of American Literature. Beginning with Fitzgerald, and ending with Faulkner, Kenner charts the advances of American poetry and prose reflecting upon American myths, technological

developments, and changes in the publishing world. The individual studies (on Fitzgerald, William Carlos Williams, Wallace Stevens, Hemingway, Marianne Moore, Oppen, Zukofsky, and Faulkner) are all excellent. For example, about *Gatsby* Kenner says at one point:

The author, who set out to be Nick Carraway, generally forgets to be anybody but Scott Fitzgerald, who could write the lyrical sentence about *Gatsby's* car, 'terraced with a labyrinth of wind shields that mirrored a dozen suns,' and allow Nick Carraway to slip in but two words, 'swollen' and 'monstrous', among the enchanting forty. Nick is less a narrator than a conscience; though the less he says the better, the knowledge that he is somewhere around, like a saturnine big brother, helps keep Fitzgerald from talking nonsense.

This is a fairly representative selection of Kenner's work. He is specific, but does not quote to excess; he develops his ideas fully, but is never wordy. What makes Kenner a great critic in my opinion, however, are those points at which his narrative transcends the texts he is working with:

There is something about Alger—perhaps something about Sincerity, for that matter— that turns fertile minds to ward fraud.

*A Homemade World* ends on a question: 'Was Faulkner, perhaps, the last novelist?' At least, Kenner maintains, 'His was our last mutation, anyhow, of the procedures that dominated the novel for many decades.' But Hugh Kenner is no pessimist, the novel has not died, nor is it about to die. Though Kenner does not think much of Nabokov, Barth, Pynchon, or Gaddis, he does look forward to some future novelist of their style, who will write a really fine novel. The last paragraph of the book, and especially this sentence, sums up Kenner's attitude to the present state of the American novel:

Homemade like that plane, the fiction of the arbitrary may be still at the Kitty Hawk stage, momentarily aimless because what do you do once you've yes, gone up and come down again?



## NOHIN

—Bob Hirshland

After spending three semester in Japan, I have just returned to Colby. I spent nearly the entire seventeen months in Kyoto, the ancient capital of Japan. For the first nine months I lived with a Japanese family, and for the remaining months I lived in an apartment with an American friend. The two living experiences were considerably different, and strangely enough I felt personally more involved with Japan and the Japanese when I was living in an apartment. Living in an apartment made it necessary for me to take care of my own needs. I no longer had the help of a Japanese with daily chores and more importantly, with my amusement. Consequently,

I found myself meeting many more Japanese.

Japan cannot nor should she be categorized very easily. She is neither purely an exotic Asian country, unfathomable to foreigners, nor is she a country that is merely a reproduction of the United States on a slightly more crowded scale. There are plenty of familiar sights to prevent the American from feeling completely alienated; yet there is something about Japan that is mysterious, fascinating, and often frustrating for the foreigner. MacDonald's can satisfy the American's palate, but an American can never forget that he or she is 10,000 miles from home.

Being a foreigner in Japan can be both exhilarating and frustrating. Besides the initial problems of remembering to take my shoes off before entering a house, washing and rinsing before entering a bath and learning to become accustomed to the Japanese toilet, there were more fundamental difficulties. As an American I was appreciated, but it was difficult to be accepted. My family was an exception; constant and daily contact made the obvious differences between us less important. I became a full if somewhat eccentric member of the family.

It is important to remember that Japan has never fully accepted foreigners. Japan is a racially conscious country, and it goes without saying I looked different. I found it difficult to penetrate the barrier between foreigners and Japanese although it was extremely easy to meet Japanese. Perhaps it was the superficiality of many of my friendships I found most disturbing. Obviously, my Japanese and a native speaker's command of Japanese was an immediate and important difference.

My identity as an American was extremely important. After I moved into my apartment I quickly became friends with my neighbors. They kept a constant eye out for me, and I received food on a few different occasions. I became somewhat of the friendly foreigner in the neighborhood. There were days I was tired of being special, but generally I appreciated the warmth and help that everyone extended.

An American must go beyond the restrictions of his or her own foreignness. The seventeen months in Japan were the most educational months in my four years of college, and perhaps even more importantly, I had a fantastic time.

Japan is a fantastic place to be for your junior year. A year in Japan can be educational and enjoyable for any student regardless of his or her primary academic field. In conclusion, anyone with an interest in Japan should seriously think about going.

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# After 200 years, is this the best we can do? The Declaration of Economic Independence

When in the course of human events, it becomes necessary for one people to dissolve the  
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We hold

**REVOLUTION!**

*Common Sense Campaign*

*I sincerely believe with you are seeking  
establishments are more dangerous than the  
ing armies.*

*THOMAS JEFFERSON*

—Mark Reibstein

Just like the radicals of the 60's, the PBC is calling for a revolution in America, however, the philosophy and tactics of the PBC are not at all in the style of the politics of the 60's

Many of those involved in the PBC are veterans of the Sixties New Left Movement. The founder and national co-director of the PBC, Jeremy Rifkin, worked for VISTA for a few years and also founded the Citizens Commission of Inquiry into U.S. War Crimes in Indochina. But, as the Seventies begin, Mr. Rifkin became discouraged with the New Left. "The radicalism of those days," says Mr. Rifkin, "had an Alice in Wonderland, mumbo-jumbo, hocus-pocus quality. I mean, there you had young people from Scarsdale, who had everything they had ever wanted in their lives, going around calling themselves Americong and spelling America with a K and hating their country I had a different view of revolution: I thought it should be based on pride in our country, not debunking our country."

One of the biggest problems of the New Left movement of the Sixties is that it was always in search of an identity. New Leftists attached themselves to figures like Mao-Tse Tung, Ho Chi Minh, and Che Guevara. Jeremy Rifkin, however, asks, "Why have we rejected our own revolutionary American heritage?" The revolution that the PBC proposes has nothing to do with Mao or Che or Ho and everything to do with Tom Paine, Thomas Jefferson and Sam Adams.

Another problem of the New Left movement of the Sixties was that it lacked any clear proposals for change. Although all the New Leftists seem to agree on what they didn't want—few knew exactly what they wanted. The PBC on the other hand not only knows exactly what it opposes, but it knows exactly what they would like to see happen. The PBC is opposed to the tyrannical power corporations have in America today. It is opposed to the fact that some Americans make billions of dollars off the efforts of others whose jobs are dull and stagnant. As a remedy for America's economic ills, the PBC offers "economic democracy". Unlike capitalism and socialism (where the government would own the corporation), a democratic economy, one where the corporations are run by the



workers. Management is elected by the principle of one person-one vote, and profits are shared in whatever way the corporation popularly elects to do so.

Finally, although the PBC calls for a revolution, just as the radicals of the Sixties did, the PBC's revolution is a revolution through the ballot box. PBC is not threatening to take over America. Rather than calling for the immediate destruction of the present system, it is offering proposals for the building of a new one. The PBC does not throw bombs, it throws economic statistics and quotes from Tom Paine. The PBC is now engaged in a "Common Sense" campaign in the presidential primary state. The purpose of this campaign is to raise the issue of economic democracy to national debate.

1976 is just the beginning for the PBC. Four years from now maybe some Congressmen will talk about economic democracy in their campaign. Maybe eight years from now, America will elect a president who supports a democratic economy. The PBC is willing to wait as long and works as hard as it has to in order to make a second American Revolution a reality.

The PBC could be the major political wave of the 1970's.

Continued from page 1

favors legislative change, and believes in principles of American government. This seems hardly revolutionary. Also, it is doubtful if even the attainment of Economic Democracy will do much to solve many of the other outstanding problems we must solve if the world is to survive. But the PBC is a start, and in this year of Buy-centennial hoopla and asinine quasi-patriotism, the PBC is addressing some real issues. It should be commended for that, and supported as well. The PBC may be the last voice of the people we have to hear in this year of celebration of liberty.