

Colby



Colby Magazine

Volume 91
Issue 2 *Spring 2002*

Article 10

April 2002

From the Hill

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Recommended Citation

(2002) "From the Hill," *Colby Magazine*: Vol. 91 : Iss. 2 , Article 10.

Available at: <https://digitalcommons.colby.edu/colbymagazine/vol91/iss2/10>

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The Liberal Art of Giving William D. Adams, President

As they struggled to understand the new world that emerged from the tragedy of September 11, many Americans experienced a resurgence of civic spirit and awareness. Private support for victims of the attack and their families was swift and generous. Volunteer agencies and organizations reported increased levels of support. Voter participation rates briefly climbed, and patriotic feelings blossomed. For the first time in 30 years, I heard American college students talk positively and seriously about the prospect of military service.

This renewed interest in things public, along with the broad awakening to the importance of international issues and understanding, was one of the few positive outcomes of the enormous tragedy of last fall. But how long will such interest last? It's hard to say for certain. The forces that pull us back into the shell of narrowly private activities and interests are powerful. At Colby and on other college campuses, one senses already something like a return to business as usual, despite efforts to keep these matters in the forefront of our conversations and thinking.

Whatever their long-term impact on the nation as a whole, the events of September 11 have served powerfully (and I hope enduringly) to remind us of the importance of civic engagement as one of our fundamental educational goals and values. Among the many things we are trying to foster among our students here, the commitment to make a difference in the public sphere is one of the most essential. That commitment can and should take many forms in the wider world, of course, and we cannot know or predict precisely the many paths our students will take to its realization. But we can and must impart an understanding of its fundamental value and importance.

There is an old and deep tradition of moral philosophy claiming that such public commitments are built in part on a more

fundamental sense of obligation to others arising from the facts of our social life and history. Our individual lives unfold within a broader network of reciprocal dependencies and duties. No one is self-made; all of us depend in some way on the efforts and gifts of others. And so we are obliged to complete the circle—to give back to the world and to the others who gave to us.

How, at Colby, is this sense of obligation

In our recent thinking about the future of the College, we have been intrigued by the possibility of building on Colby's existing strengths in areas of public and international affairs as one important axis of connection to the public realm our precepts speak about. We also have decided that a greater emphasis on service learning and community service must be a part of Colby's future.

to be nurtured and connected to real people and needs? One of our "academic precepts," the body of principles that describes Colby's distinctive version of liberal learning, points the way by identifying the importance of "exploring the relationships between academic work and one's responsibility to contribute to the world beyond the campus."

Across the curriculum, in each of our intellectual explorations and commitments, we need to keep our responsibility "to the world beyond the campus" steadily in view and in front of our students.

But in addition to practicing well and extensively this broad precept of liberal learning, we also need to take advantage of more specific academic opportunities we might have to strengthen connections with "the world beyond the campus." In our recent thinking about the future of the College, we have been intrigued by the possibility of building on Colby's existing strengths in areas of public and international affairs as one important axis of connection to the public realm our precepts speak about. We also have decided that a greater emphasis on service learning and community service must be a part of Colby's future.

As we think about making connections between our academic pursuits and the broader world, we should also take pains to teach the remarkable example of Colby's own history of giving. Like most institutions of private higher education, Colby is a place that simply would not exist without the steady affection, attention and generosity of generations of alumni and friends who have cared about this place and helped it grow and thrive. There is probably no better example of the power and significance of social reciprocity and giving back than the College itself. We succeed today because of the commitment of those who came before us.

In this as in so many other areas, the most powerful teachings are those that provide compelling models of the lesson. Colby is a wonderful model of a lesson that is now more important than ever to our students and our country. By teaching that lesson and other forms of the liberal art of giving, we make good on our fundamental commitment to prepare our students for lives of consequence and engagement.

Colby to the Corps

Colby tops list for Peace Corps volunteers per capita

Each spring the Peace Corps releases a list ranking colleges and universities by the number of their alumni serving as Peace Corps volunteers. It's a list publicized "to recognize the schools and the contributions they're making to public service," according to James Arena-DeRosa, manager of the Peace Corps' New England regional office.

Colby, a rich lode of volunteers for many years, has climbed steadily in recent rankings and is now second in the nation on the list of colleges with undergraduate enrollments under 5,000. With 22 graduates active in the Peace Corps this year, Colby is tied with Middlebury and has just one fewer than Tufts. That's a substantial contribution to the Peace Corps' mission "to promote world peace and friendship," particularly from a school with substantially fewer students or graduates than either of the other list-leading institutions.

The list has been tallied for about a decade, and a cumulative list of active and former volunteers released several years ago put Colby in the all-time top 20.

Those with a longer view will tell you the ranking is merely a modern manifestation of an ethos that goes way back at Colby. Jean O'Brien Perkins '46, who was a Peace Corps volunteer in her mid-70s, said that "at Colby there was always a sense we should give back to the community and to a larger community."

"That was the general attitude of everyone in the school," she said, referring to the Colby of more than 50 years ago. "My father went to Colby and it had been his attitude, too," she said. In the less-secular world of her father's generation the parallel experience was missionary work, which is a strong thread in the fabric of Colby's history.

Colby's emphasis on international study contributes to its over-representation in the Peace Corps' ranks as well. Colby ranks near the top of another annual list of the numbers and percentages of students who opt to study abroad. Arena-DeRosa sees how the College's global interests funnel alumni toward the Peace Corps. "Any student that goes abroad for part of their education, it just sparks that interest in internationalism," he said.

For Colleen Spindler-Ranta '99, travel abroad was a big attraction for volunteering. She spent her junior year in Sweden and knew she wanted to travel more and to learn about other cultures after graduation. The Peace Corps had the best combination of travel and compensation, so right after earning a degree in geology she signed on to go to Bulgaria to do environmental education in the town of Dobritch.



Jean O'Brien Perkins '34 with her ninth grade class in Bulgaria, 1999.

Jennifer Pope '96 was an international studies and French double major at Colby who spent a term in Caen, France, and then studied Latin American economics and development issues with Professor Patrice Franko (economics). Eager to immerse herself in a developing country, she found the Peace Corps offered the best package of safety, compensation and opportunities to learn. The Corps sent her to Mali (almost literally to Timbuktu), where she helped women get started in small enterprises that allowed them to start a nursery school. "What I took away from it was a different perspective on life," she said. She says she gained "a great appreciation of what we have in the U.S., particularly as a female."

For Perkins, who had raised a family, retired from teaching and lost her husband, the Peace Corps was an opportunity to see another country and culture, not as an "ugly American passing through" but as a partner. "You can do just so many of the Elderhostel things before you say, 'I want something more,'" she said.

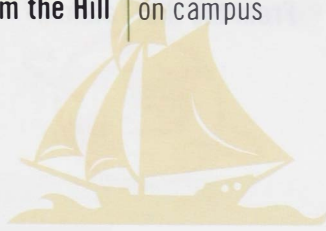
And she got something more. She taught English in Sevlievo, Bulgaria, and she still corresponds with Bulgarian friends and enjoys reunions with other Peace Corps volunteers she met there. The thing she is most proud of is a library that she established and continues to support in Sevlievo. —Stephen Collins '74

'Nijikai to follow'

If you're a Colby alum in Tokyo, you probably know that a nijikai is an "after party" that follows an event. NESCAC alumni scheduled one in February as part of the ongoing alumni social whirl in the city.

Colby alumni have been getting together for several years, thanks to Ari Druker '93, who works at the Tokyo branch of Deutsche Bank AG. Druker, Kurt Neihbur '94, Nozomi Kishimoto '96 and others formed the nucleus of the Tokyo Colby club, which organizes dinners in central Tokyo every few months.

Most recently, it's been NESCAC events, including the first NESCAC dinner, held in December. On tap for April: a NESCAC bowling tournament at the Tokyo American Club.



Gourley's

Colby's retiring museum director
praised for his legacy

Collected Works

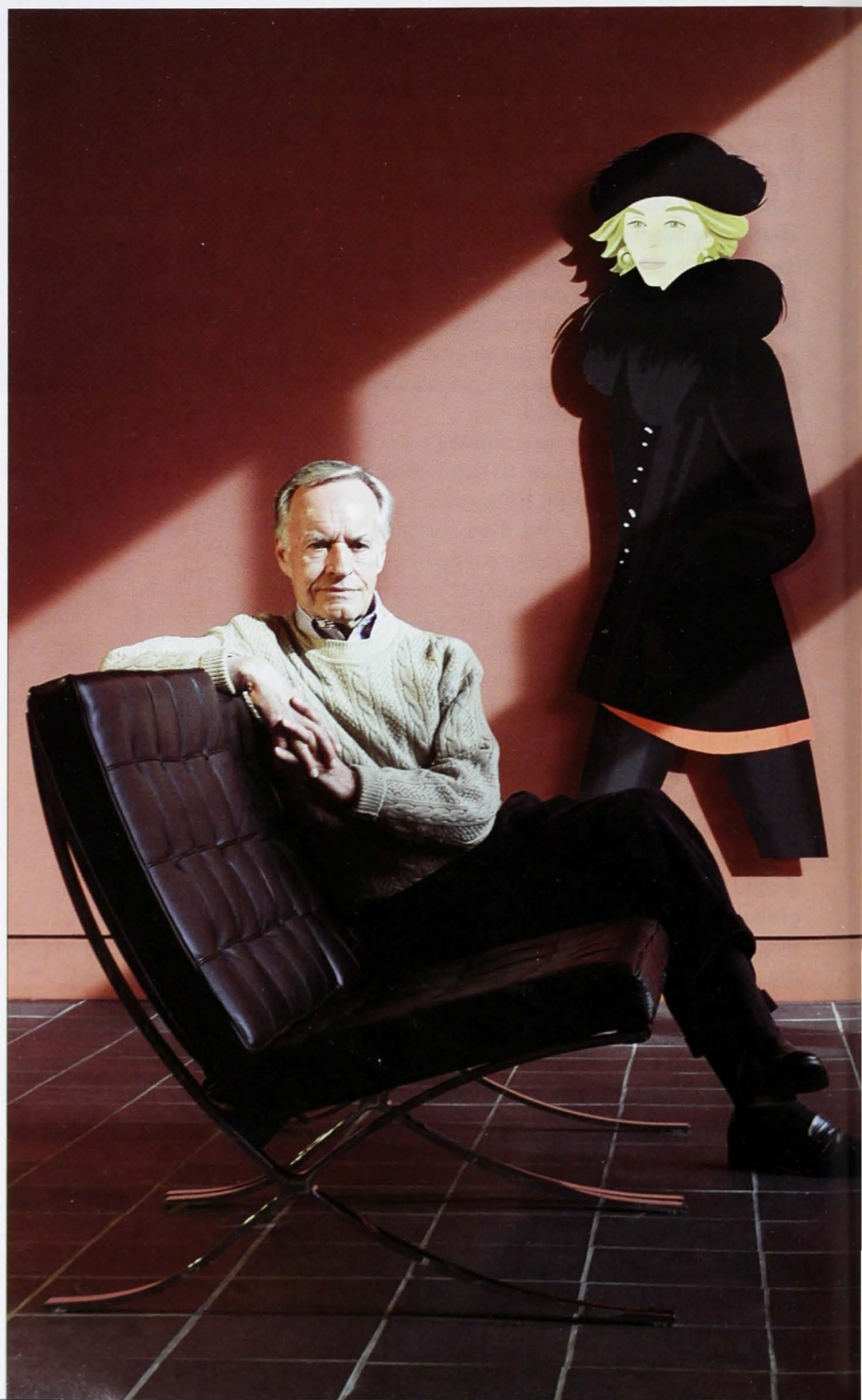
One of the clearest measures of the phenomenal growth of the Colby College Museum of Art under the guidance of Hugh J. Gourley III is the fact that everything beyond the book-lined wall of Gourley's small office was created on his watch. When Gourley came to Mayflower Hill in 1966 to become its director, the Colby museum consisted of just two rooms in the Bixler Art and Music Center. Since then the museum has grown by leaps and bounds, adding the Jetté Galleries in 1973, the Davis Gallery in 1991, the Paul J. Schupf Wing for the Art of Alex Katz in 1996 and the Lunder Wing to house the permanent collection in 1999.

The collection has nearly doubled in size to more than 4,000 objects since 1966. The growing museum became a magnet for gifts of important art such as the John Marin and Alex Katz collections, and in 1982 the establishment of the Jere Abbott Acquisition Fund gave Gourley a purchasing power that is the envy of his peers. Focusing on the museum's strengths in American and contemporary art, Gourley bought daringly and well. The Sol LeWitt wall drawing in the museum lobby and the Richard Serra minimalist sculpture in the museum's courtyard speak to an aesthetic sophistication rare among college museums.

The Colby museum has the largest exhibition space of any art museum in Maine, and its facilities, collections and exhibitions have made it one of the finest small college art museums in the country. Now, after 36 years of devotion to Colby and the Colby College Museum of Art, Hugh Gourley, 70, has announced his retirement, effective June 30.

"I got to a stage where I felt I had done what I could do," Gourley said. "The facilities are all in place and that's very satisfying, and the collection is headed in a direction I feel good about, with an emphasis on contemporary art. It's all together now and can go on."

A gracious, self-effacing man, Gourley characteristically deflects all credit for his own accomplishments to others. "I've had wonderful people to work with. It's all been very satisfying," he said. "People have developed a real enthusiasm for helping the College build the museum."



Both the museum and the collection have really grown through the loyalty and generosity of a fairly small number of people, but people who feel very strongly about the museum.”

As word of his impending retirement spreads, praise for Gourley’s extraordinary record of achievement is everywhere.

“The excellence of the museum,” said President William D. “Bro” Adams, “is due primarily to Hugh and his extraordinary tenure. Virtually everything it has become it has become because of him. He’s done an exceptional job driving the acquisitions program, he’s done an exceptional job rallying to its cause important and helpful people, and he’s built one of the best college museums anywhere.”

“Hugh is sort of like a Pied Piper,” said Gabriella De Ferrari, a member of the museum’s board of governors, one of its key supporters and former curator of the Busch Reisinger Museum at Harvard. “People love to work with Hugh, because he’s such a gentle, educated man. And artists adore him, because he respects them.”

Alex Katz, America’s foremost figurative artist and the artist most closely associated with the Colby museum, said, “Hugh has a very nice relationship with the artists living there. He’s just a very nice person and that’s unusual. He’s very nice to all people.”

A summer resident of Maine, Katz sees the Colby museum as an outstanding cultural asset not only for the College but for the state as well. “He did a great job for the state,” Katz said. “The museum is the premier place in the state. He took it from nothing and look what he did.”

Artist and museum board member Daphne Cummings, whose father, Willard Cummings, was one of the driving forces behind the establishment of the museum, has known Gourley ever since he came to Colby. “The museum has become all that it is through Hugh’s caring and commitment to quality, to friends, and to the love of art,” Cummings said.

Paula Lunder, a trustee of the College who, with her husband, Peter ’56, made the challenge grant that created the Lunder Wing, found herself almost at a loss for words when it came to characterizing Gourley’s contribution. “I just can’t express what he has created,” Lunder said. “It is amazing. We’re in a little corner of the world here in Maine, but Hugh’s influence is felt in a much broader art world.”

And Gourley has influenced generations of Colby students.

W. Mark Brady ’78, a museum board member and a noted dealer in Old Master drawings, credits Gourley with giving him his introduction to the world of fine art. As a student, Brady curated his first drawing show under Gourley’s careful eye. “The thing about Hugh,” Brady said, “is that in his extremely calm and cool way, he exerts a powerful influence on people who truly love art. He’s one of the last of the civilized directors.”

And his contribution will be appreciated by art lovers for generations to come, said former President William R. Cotter: “Thousands and thousands of people have Hugh to thank for the facility, the quality of the collection, the quality of the exhibitions and the way he mounted them.”

Gourley will be thanked for his years of service to Colby at a gala luncheon in July, after which he seems intent on slipping away as—characteristically—inconspicuously as possible. Gourley said he tentatively plans to return to Providence, R.I., where he was born in 1931, where he graduated from Brown University in 1953 and where he served as a curator at the Rhode Island School of Design museum for seven years before coming to Colby.

For many who have witnessed its spectacular ascendancy, it is impossible to imagine the Colby College Museum of Art without Hugh Gourley at its helm, or, to be more exact, at its front door, the casually elegant gentleman in the tasteful sweaters welcoming visitors to the museum he created.

“He is not replaceable,” said Alex Katz simply.

“That museum,” said Gabriella De Ferrari, “is Hugh.” —*Edgar Allen Beem*

WMHB’S New Wave

When Colby radio started up in 1949, it broadcast only three hours a week from the tower of Miller Library. A lot has changed in 53 years. In fact, a lot has changed in the last two.

For a while in the ’60s the signal was delivered only on campus through electrical outlets. Now WMHB has a new image and global reach to go with it, broadcasting live on the Internet as well as the airwaves, employing a staff of about 100 (mostly volunteers), sponsoring on- and off-air events and garnering some of the strongest listener support among small college radio stations. How did WMHB reach the top of the charts?

“Well, there’s no such thing as bad press,” said General Manager Lee L’Heureux ’03, from the station’s digs in the basement of Roberts. “When the station ran into trouble with the FCC in 1999 [an inadvertent lapse in the station’s licensing], we received a lot of exposure in both the *Echo* and Waterville’s *Morning Sentinel*. The exposure took us from a few listeners to many more, from Colby and Waterville.”

Ultimately, the exposure and community response helped in WMHB’s redevelopment. Innovative programming such as the Live Music Week held last fall boosted listener numbers. Each night WMHB featured a different genre of music performed live by groups hailing from as far as New York and Pennsylvania and as close as Mayflower Hill.

Other events and features expanded the audience further. The station’s annual holiday food drive provides the largest donation of food to the Mid-Maine Homeless Shelter, and live broadcasts of varsity sports events and interviews with President Bro Adams have drawn airwaves listeners in central Maine and Internet listeners worldwide.

Despite the changes, some things remain constant. Among the most popular offerings are the student-run radio shows. This fall, 115 would-be DJs applied for 75 slots; the result was radio shows with names as varied as “Spinergy,” “Sounds All Round the World” and “Reagan Rock Rewind.”

L’Heureux, who comes from Waterville and had been a WMHB DJ before he enrolled at Colby, encourages this diversity. “If you’ve got a good idea, we’ll make sure to get it on the air,” he said. —*Blake Hamill ’02*

"It's basically a huge restaurant; this was a chance to put out restaurant-quality fare."

Jody Pelotte, *dining services production manager, introducing a new lineup of specialties, better china and fresher portions, as Dana dining hall geared up for second semester and the introduction of "Ultimate Dining."*

"One of the reasons why Enron Corporation itself didn't give money directly to members of Congress was that it's illegal for the corporations to give corporate moneys to candidates. But it's not illegal for them to give money to the political parties, so Enron gave millions of dollars to the political parties through the soft money provisions that they rely on to get that access."

Government Professor **Anthony Corrado**, *on NPR's Talk of the Nation on January 30, discussing campaign finance reform proposals being considered by Congress.*

"It's not the civil population [that's a problem]. The problem is that the fish spoils from the head and we always treat the tail. It's time to cut the head. . . . If Milosovic is there [on trial for war crimes in The Hague] that does not mean the whole problem is solved."

Oak Human Rights Fellow Sevdie Ahmeti, *an Albanian Kosovar, on person-to-person relations with Serbs as opposed to relations with the Serbian government. (Her work is being used as evidence in Milosovic's trial.)*

"It's a larger time for all of you to live than it even was a decade or two decades ago for the men and women of that generation. There's something about these moments that gives an opportunity, a challenge for greatness, that sometimes doesn't happen in other eras."

Historian **Doris Kearns Goodwin '64**, *talking to Colby students about life after September 11, after quoting Abraham Lincoln on the relative lack of opportunities for his generation to change the world.*

"I think the fundamental tensions are still there. The gridlock is still there. While we have these sort-of islands of consensus right now, I think we'll find, in the long term, they're relatively small and they won't keep us from going back to what is normal here. And normal is a kind of government that most Americans are pretty unhappy with."

Goldfarb Family Distinguished Professor of American Government **G. Cal Mackenzie**, *in a December 7 All Things Considered story on Americans' post-September 11 trust in government.*

"More than just a formidable work of historical synthesis, *American Colonies* [by Alan Taylor '77] provokes us to contemplate the ways in which residents of North America have dealt with diversity."

Reviewer **Andrew R.L. Cayton** *in the New York Times Book Review, December 2.*

The Tooth, the Whole Tooth and Nothing But. . .

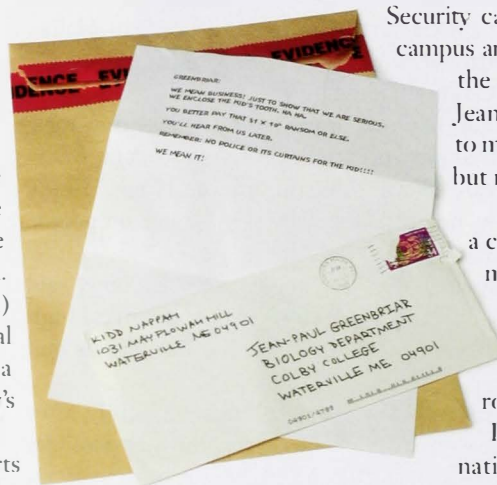
The place: Mayflower Hill. The Month: November. The fictional crime: a kidnapping. The piece of evidence that caught the attention of real-life police? A ransom note containing a child's tooth.

It all started when Associate Professor Julie Millard (chemistry) decided she needed some authenticity in the preparation for a lab on the use of DNA evidence in a crime investigation. The crime (concocted in Millard's imagination) was the kidnapping of a child in Waterville. Real DNA would be extracted from chewed gum, a cigarette butt and the child's tooth using Colby's state-of-the-art DNA sequencer.

The lab was one of Millard's trademark efforts to show real-life uses for science (See "How We Teach," page 29). To set things in motion she mailed the ransom note on campus in U.S. mail. It was addressed to Jean-Paul Greenbriar, a pseudonym for Professor Paul Greenwood (biology). The return address, neatly printed, was "Kidd Nappah, Mayflower Hill." The Chemistry Department was informed; the mailroom at Colby was not.

"I didn't tell Dan [Quirion, Eustis Service Center supervisor]," Millard said. "I didn't tell Bert [Therrien, mail receiving supervisor]."

And when the envelope came through, bells went off (figuratively, not literally). With the nation in the grip of the anthrax scare, the envelope was designated as suspicious and Colby security was called.



Security called the Waterville police. An officer came to campus and took it downtown for examination. He found the tooth, read the ransom note. Though there is no Jean-Paul Greenbriar at Colby, a detective was quick to make the leap to Greenwood, who was in London but not beyond the long reach of the law.

"Paul called," Millard said. "He said, 'I just had a call from a Waterville detective asking me about my daughter's whereabouts.' Right away Paul thought, 'Oh, it's Julie's lab.'"

Sure enough, it was. But before that had been established, the investigation was rolling. "I took it very seriously," said Waterville Detective David Caron. "I actually put out a national teletype."

The teletype caught the attention of the U.S. Marshal's Service, which eventually was notified about the apparent misunderstanding. Millard, usually the lecturer, was on the receiving end of a lecture from Waterville police. She was informed that mailing teeth falls into the category of mailing body parts, which, not surprisingly, is illegal. Waterville Deputy Police Chief Joseph Massey told Millard her academic thoroughness had serious implications.

"He said, 'I hope this is going to be a learning experience,'" Millard said. "I said, 'Oh, yes sir.'"

But the police chief had one more gnawing question: "He said, 'Are they real teeth?' I said, 'Yes. I have a six-year-old daughter. We have teeth all over the place.'"



Q&A

Bets Brown on carrying a torch for the Olympics and science

Editor's note: Brown is associate director of corporate and foundation relations and a research scientist in biology. Prior to the Winter Olympics in February, she carried the Olympic torch in New Hampshire.

How exactly did you come to be a torch bearer?

We were sitting watching TV [last April] and there was an ad on the television and I turned to Herb [Wilson, Brown's husband and professor of biology] and I said, 'I don't often say this but I think that's something that would be fun to do.' And it said in the commercial, go to this Web site, a Chevy Web site. Herb toddled off quietly. The next day he said, 'Well, I nominated you.'

How many nominations were there?

Two hundred and ten thousand. Eleven thousand five hundred were selected.

How did you hear?

An Airborne package from Nebraska. I come home and here's this package waiting on my doorstep. We were ecstatic but we couldn't talk about it. They wanted secrecy.

Were there good souvenirs?

You could get hats, vests, pins, T-shirts. I didn't get that much of the paraphernalia. You could buy the torch, which I did do. I got suckered into it, and I'm glad I did.

What did you do with it?

Actually I bought a special holder for it so it can be displayed. I brought it in to work yesterday.

What was most impressive about the whole thing?

It's only two-tenths of a mile but for that two-tenths you're the only person carrying it. You're it for the world. I just felt it was an honor and it was fun, particularly now [with the Olympics in progress].

Your job at Colby is behind the scenes. What is it that you do?

Our office is charged with raising funds for Colby from corporations and foundations. We do that for government grants, too. Financial aid grants, grants for facilities improvement, curriculum development grants. Many sorts of things that affect student life.

What do you like about that?

I'm doing this because I really enjoy the process of writing grant proposals. It's a specialty field in many ways, both within philanthropy and in general. Because there is the idea of being able to match up the mission of the College and the mission of the foundations. That itself is a skill, but not only to match up needs at the College with the projects that are being funded, but then to write a compelling proposal following their guidelines. To win something after going through that is really, really, fun.

Speaking of fun, seen any good birds lately?

Well, on the way to work yesterday (Feb. 5) I saw a bluebird. We had three in our Christmas bird count, which was surprising. I think it's because it's been so warm. And yesterday on the way to work, one flew up from the side of the road to the wire.

What is your science background?

I started out as a biology major and got my master's and Ph.D. in marine biology.

What was your specialty?

Community and population dynamics of invertebrates that live in the bottom of the ocean.

You mean the bottom of the deepest oceans?

Sometimes. I've done some deep-sea sampling. I specialize in the taxonomy of a group of invertebrates, too.

Where was this?

University of Delaware. After I left Delaware I went to a company called Battelle Research Laboratories. They have ocean labs on both coasts. We had a lot of projects relating to offshore exploration for offshore oil and gas. We did the environmental component of it.

How big are these invertebrates?

The ones I work on range from anywhere from two or three millimeters up to centimeters.

Do they look like bugs?

Most of them look like little earthworms. There are a lot of crustaceans related to sand fleas. Things that crawl around the bottom.

Are you a different sort of person to go to the beach with, then?

Yes, I don't tend to sit around and worry about what shade my tan is. I'm looking at what's crawling in the sediment.

Do you keep a hand in your field still?

I still get requests. Since I came here I had two or three publications on the bait-worm fishery. I did some work on the effect of the bait-worm digging on the other things that live in the sediments. Our [Herb and my] research project now is the effect of automobiles on wildlife. We have transects that we walk. We measure them out, and by habitat. We walk those and report the things we find dead in the road. It's amazing.

What do you find?

It varies, but after a rainstorm you'll find up to forty frogs in a mile-long sector.

Why does that happen?

Because they come out in the wet and they hop out in the wet. But we probably should ask Cathy Bevier [biology]. That's her specialty. I can tell you the lowering of the population numbers of frogs may be not from pollution but from things like road kills. It's a very applied sort of question. I tend to ask those kinds of things.



Raising Hardy Girls

Lyn Mikel Brown and Karen Heck '74 create spaces where girls can thrive

There is no “typical girl,” says Lyn Mikel Brown, associate professor of education and human development and women’s studies, and co-founder of the nonprofit organization Hardy Girls Healthy Women. Just as plants have different needs depending on where they grow, she says, girls have different needs depending on whether they live in rural or urban communities, are well off or homeless, are white or of color.

Through Hardy Girls Healthy Women, Brown, along with co-founders Karen Heck '74 and Lynn Cole, is creating “hardiness zones” in central Maine—places where girls can explore, have fun and feel safe trying new things, whether it’s learning African dance movements or using a power drill to make a birdhouse.

Because girls quietly tend to internalize their troubles, they need places where they can express the full range of their feelings, criticize the status quo and be supported, says Brown.

“You don’t see girls going into high schools with machine guns,” Heck said. “But they are cutting themselves, starving themselves.”

Many groups tackle specific cultural issues and pressures that adolescent girls grapple with such as depression, body image and sexual violence. However, Hardy Girls Healthy Women believes in looking at the whole girl and her relationships, the gender, class and race systems she encounters and the society in which she comes of age.

Prior to forming the nonprofit in 2000, Brown, Heck and Cole had each worked extensively on issues of girls’ physical and social development in research, nonprofit administration, activism or support services. In 1999 the trio was asked by a local fund to create the first annual Girls Unlimited! conference for fifth through eighth grade girls. More than 100 girls participated, and by 2000 “we wanted



Lyn Mikel Brown (education and human development) and Karen Heck '74 formed the nonprofit Hardy Girls Healthy Women in 2000 with Lynn Cole. The organization focuses on creating places where girls can express their feelings and be supported. At right, Elizabeth Sagaser (English) leads a poetry writing workshop.

to devote more than one day a year to girls,” said Heck. Hardy Girls Healthy Women was formed. “It was a perfect coming together,” said Brown of their expertise and shared commitment.

The organization’s holistic approach means addressing social issues specific to central Maine, like isolation, poverty (scholarships are available for those who can’t afford the conference’s five-dollar fee) and lack of opportunity to connect with diversity or national and global issues.

In addition to the Girls Unlimited! conference the nonprofit now holds Hardy Girls Saturdays for small groups of girls to explore cultural and art topics. In November five Skowhegan middle school girls, members of their school’s civil rights team, went on a retreat with girls from the Penobscot Nation. Near the end of the day, the Skowhegan girls initiated a discussion on their Indian mascot with

how we teach

Sonia Cacy could have used Associate Professor of Chemistry Julie Millard and her Jan Plan students in Chemistry for Life, a course for non-science majors.

Cacy was convicted of murder in the arson death of her uncle in Texas in 1991. The elderly man was found dead in the burned ruins of his home and a forensic lab reported detecting gasoline residue on his clothing. Cacy, the only other person in the house when the blaze broke out, maintained her innocence, but the jury went with the expert. Cacy was sentenced to 99 years in prison.

The case was reenacted in Millard's Jan Plan this year. Students, trained in the use of a gas chromatograph and interpretation of its analysis, acted as prosecution and defense—and as jurors. They listened as the “expert,” played by Chemistry Professor D. Whitney King, presented his findings.

The verdict on Mayflower Hill? Not guilty.

In Millard's class, students didn't believe that the forensic evidence was enough to prove Cacy's guilt beyond a reasonable doubt. That's what should have been done in the Texas court, students learned later.

An employee of the forensic laboratory where the analysis was done blew the whistle on the slipshod procedures there, including false results delivered at the request of prosecutors. In the Cacy case, the results were analyzed by forensic experts brought in years after the Texas woman went to prison. The results showed no evidence of gasoline at all, and Cacy was pardoned in 1998.

A clue for future students: trust your own judgment and question the “experts.”

Millard says her students have the scientific background to do just that—in real cases where chemistry is a matter of life or death. “I'm not really watering down the chemistry,” she said. “I'm just putting it in context.”

And the lessons aren't lost on her students.

“It's interesting,” said Leigh Cummings '05, a government major who served as jury foreman and said he's considering pursuing a career in criminal law. “It's not just a bunch of random reactions. You can see the relevance to daily life.”



the Penobscot participants and left the retreat adamant for change. “Hardiness zones give girls space where they can raise issues that are controversial,” said Brown.

Hardy Girls Healthy Women also sponsors a fifth- and sixth-grade girls' basketball team through Waterville Parks and Recreation, educates the community through a free film and discussion series at Waterville's Railroad Square Cinema and holds a women's luncheon lecture series.

In four years the Girls Unlimited! conference has grown to a capacity crowd of 150. This spring's conference, “Creating the World You Want,” included a “Just for Moms” program, along with 12 workshops for girls. In addition to sessions on science and drumming, a “Writing Poems, Writing Selves” workshop was led by Elizabeth Sagaser (English), and Claire Prontnicki (library) helped girls examine popular song lyrics and rewrite negative portrayals of girls or women.

“We want to start discussions about what's real,” said Heck. “They're not nuts if they don't look like models, or if they don't want to look like models.”

In addition to expanding programming, the nonprofit's initial focus is on building a strong foundation, drawing directly from Heck's and Cole's previous nonprofit administrative experiences. With the help of a challenge grant last fall, Hardy Girls Healthy Women is working towards a community resource center and eventually hopes to hire a staff person and build an endowment.

“There's a lot of support for kids in Waterville, especially with the Alford Youth Center and Colby participation,” said Brown, who grew up in blue collar Maine. “Creating relational hardiness zones in our communities and state is about preparing a garden for all variety of girls so they can bloom.” —*Alicia Nemiccolo MacLary '97*

For more information about Hardy Girls Healthy Women, visit www.hardygirlshealthywomen.org online.



No Time to Wait

Student activists press for change—now

When Meghan Foley '02 was a child, she was told that she could save the world—when she grew up. But her attitude was, *why wait?* Kyle Kreiss '04 agrees. “Youth are the leaders of today,” he said.

Who do these students think they are? For one thing they are two of about two dozen members of a new student group at Colby that is leading a global initiative to raise young people's awareness about war-affected kids. The Colby-based project, Youth Ambassadors for Peace, is part of the decade-long United Nations Free the Children initiative. It began here when Jonathan White, visiting instructor of sociology, was named director of Youth Ambassadors for Peace by Free the Children, which is run by children of the world.

Charged with launching Free the Children's new campaign, White's next move was to recruit help. Colby student activists were eager to sign on after they heard about Free the Children's 100,000 members (all under 18 in more than 30 countries), who had already tackled issues like child labor, poverty and hunger and had sent 15,000 kids to school in underdeveloped countries around the world.

The Colby group's task: to do behind-the-scenes work for Free the Children's next big project, titled “War Is Not a Game.” The campaign asks children to turn in war toys. For each toy turned in, sponsors donate money toward building schools in a post-conflict zone.

Last fall, each Colby student became an expert on one of 10 countries affected by war or one of five issues that plague each of those countries. They were assisted by Shelley Krupski, director of programs for Free the Children (and White's fiancée), who

met the group and found an abundance of energy. “What I gave was a little bit of organization,” Krupski said. Her request: that students devote 10 hours a week to research and to check in with her weekly.

Though still a work in progress, the Youth Ambassadors for Peace Project Web site (built at Colby) is already a considerable resource. With such information as an explanation of the conflict in Uganda by Erin Bodner '03 and other students' research, the site (www.freethechildren.org/peace/) serves up “the most inclusive pieces out there on the topic,” White said.

Materials include a packet by Julie Brown '03 explaining how to run a campaign, write a press release and speak in front of large groups. Graphics by Adam Saltsman '04 serve as posters that students can download, print and post to publicize their school's Free the Children events.

Another component of the project at Colby—and the real highlight, say the students—has been the opportunity to go to Maine schools to talk to younger students about these issues. “It feels like a culmination of [our] work,” Saltsman said. “It feels nice when [it] all pays off.”

In fact, the demands of the project's youth outreach effort became so great that Foley set aside research on the Democratic Republic of Congo in order to focus on scheduling talks. But she says it was worth the sacrifice: “I love to watch [kids'] eyes get all big . . . get so excited . . . [and to hear them say] ‘All I need to do is go and tell a friend what I just heard,



Children draw water at an illegal school for Afghan refugees outside Tehran, Iran, in January. The tank was the only water source for 800 students who lived in slums in the southern part of the city. Sohrab Noshirvani '04 visited the school during Jan Plan.

and that's going to make a difference.”

But with gritty issues like land mines and rape as a weapon of war, how do Colby students convey harsh realities in a kid-friendly manner? “Not that hard,” said Kristen Heim '03, an expert on both topics. “I'm really into kids. But it *is* difficult to know where to draw the line. On one hand, it's okay if a kid cries, but total disillusionment is not the goal. We want kids to know that the world still is a good place.”

The younger students have listened, and Maine has become a stronghold for Free the Children, Kreiss said.

Excitement among the Youth Ambassadors for Peace is running high at Colby. But as the project gathers momentum, it approaches a defining crossroads. In May, White's contract as a two-year replacement in sociology will end, and he will take the U.N. charter for the project with him. But the majority of Colby students involved in the process say they're in it for the long haul.

“There will always be a part of it here,” Kreiss said. “There are just too many people involved, and too many people who care about it to let it go entirely.” He says the Colby group has a base and contacts. “And [we] kind of have that responsibility, too, I think,” Kreiss said. —Leila Porteous '02

Jan Plan Goes South

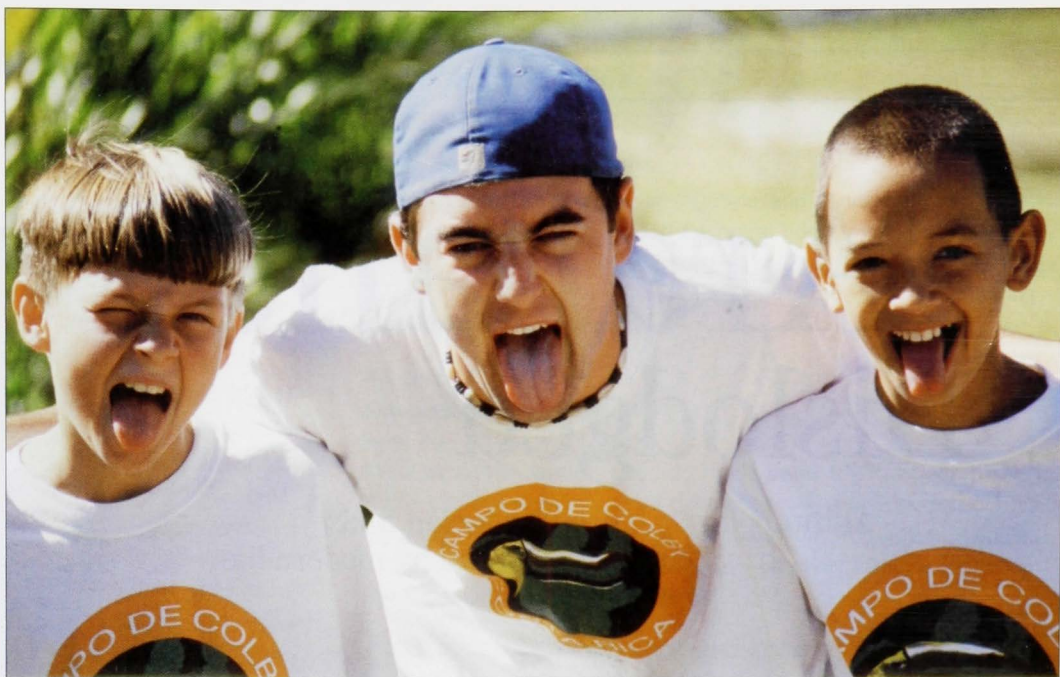
Melissa Rosales '04 has strong connections to Guatemala. Her father was born there, her relatives live in Guatemala City. But Rosales, who grew up in Memphis and Chicago, had a new perspective on the country when she spent Jan Plan there—as the culmination of a Colby course titled Guatemala's Social Deficit.

Taught by Patrice Franko (international studies, economics), the course examined the socioeconomic problems that face the country and the region, then offered students the opportunity to see firsthand what they had been studying on Mayflower Hill. Said Rosales, upon her return to Colby: “You looked at it through a different lens.”

Four students went to Quetaltenango, informally known as Xela, the second largest city in Guatemala. A dozen others, with less international experience, did their Jan Plan in Heredia, Costa Rica. Both groups spent mornings studying Spanish in a language school, and then the Colby students did some teaching of their own. Kristin Saucier '04, who worked during high school with medical teams in trips to Latin America with church groups, opted for the Guatemala project for herself. With Rosales, Amanda Murphy '04 and Elizabeth Holmes '04, Saucier tutored mostly indigenous 8- to 12-year-olds in English and math. She came away realizing the situation for Guatemalans is more desperate than she'd believed studying it in the classroom. “There are so many deep-rooted problems,” Saucier said.

The Costa Rican contingent established something called “Camp Colby Costa Rica,” inviting local children to join them for arts, crafts, sports, kite-making and other activities. Word spread quickly once the plan was announced. “The next morning they had sixty kids show up,” said Franko, who talked about the experience in terms of the “sense of engagement” students found.

Rosales said she learned firsthand of the huge gap between rich and poor in Latin America and the formidable obstacles the poor face in Latin American countries. But she also spoke of the “beautiful culture and beautiful people” in the Guatemalan Highlands and said she left wishing she could have stayed longer.



Drew McKechnie '04 with Joaquin, left, and Mateo at Campo de Colby Costa Rica, a project run by Colby students in Heredia, Costa Rica, during Jan Plan.

Asked whether she felt the group did something to help the people of Xela, she said she hoped so. “Mostly I just think I was blessed by them,” Rosales said.



In an unrelated Jan Plan, six students, including two first-years, traveled to Boca Chica in the Dominican Republic to work on a library-building project. The students are members of the Colby Rotaract Club, an affiliate of the Waterville Rotary Club. They came back to Colby with an appreciation for the Dominicans they'd met and a new perspective on the way of life they returned to in the U.S.

“I think it's definitely given me a new appreciation,” said John Brighti '03. “Just here, the way we go and get meals—we take it so for granted. Down there you take what you can get and you're satisfied with it because that's all there is.”

Emily Goss '03 said she became discouraged at one point while in Boca Chica, with its burning garbage, power outages and meager resources. “The rest of the group said, ‘That's not the important thing,’” Goss said. “They said, ‘Look around. Get to know these people. Yeah, they're not out there making money but every day means so much to them.’”

“It's so easy to get caught up in what's not important. They showed us that. It's not what you have, it's what you do with what you have.”

Internship Fund is the Jan Plan Ticket

The Linda K. Cotter Internship Fund, endowed in 1999, provides a number of Colby students each year with stipends so that they can afford to perform unpaid or low-paying internships. This past January, 18 students received the award, allowing them to work at a Costa Rican farm, an Ohio high school and an investment bank, to name a few places.

Some of this year's recipients (along with their internships) were Jonathan Allen '03, SUNY Marine Sciences, Stonybrook, N.Y.; Andriy Avramenko '04, Barclays Capital, New York; Sarah Bandow '03, Nature Conservancy, Baton Rouge, La.; Ryan Davis '02, *The Mountain Eagle* newspaper, Whitesburg, Ky.; TyAnn Gentry '02, Meadowdale High School, Dayton, Ohio;

Mary Karotki '04, ASODECAH Ecological Farm Center, Costa Rica; Melissa Minaya '03, USM Health Outreach Program, Maine and Dominican Republic; Peter Rashkov '04, Institute of Math, Bulgaria; Pamela Sawyer '03, McLean Hospital/Harvard Medical School, Belmont, Mass.; Denell Washington '02, Innovative Pilots Division, EPA, Washington, D.C.



Arapaho Dislodged

Anthropologist Jeffrey Anderson finds
tribal culture squelched by modern life

Over the past 150 years the Northern Arapaho, who have lived on the Wind River Reservation in west-central Wyoming since 1878, have experienced upheaval in their cultural order, values and rules. Jeffrey Anderson (anthropology) lived with the Northern Arapaho for five years, learned their language, “watched on” (a reservation term) at social events and consulted with knowledgeable people. His book shows how old forms have broken down in the last generation as the people have been increasingly exposed to Euro-American “white ways.”

For hundreds of years, the Arapaho followed the buffalo that foraged and sought shelter over a vast area of the North American plains and Rocky Mountains. Arapaho life was attuned to the cycle of the seasons and to ascending and descending the mountains of Colorado. These movements, Anderson writes, are central to the Arapaho ordering of space and time and to what he calls “life movement”—the trajectory or course of an individual life.

Life movement, corresponding with the four points of the compass and the four seasons (spring/east/child, summer/south/youth, fall/west/adult, winter/north/elder), is represented figuratively as four flat-topped hills or buttes separated by valleys. An individual climbs a hill, surveys the world for a time from the top, then descends the other side to a valley before ascending to the next hilltop.

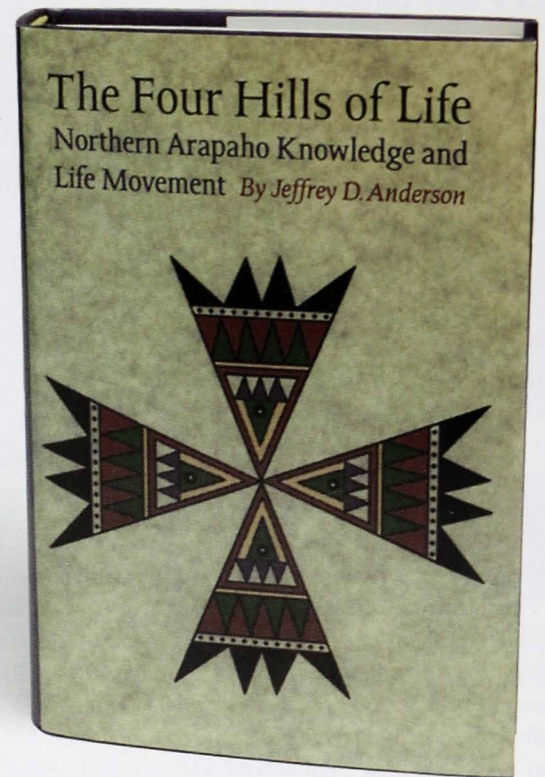
Proper movement through life’s stages depends on “doing things in a good/correct way,” which depends on the acquisition of knowledge. Three key values—pity, respect, quietness—shape relations with both the

human and other-than-human (supernatural beings, animals) in the Arapaho quest to acquire knowledge and promote life movement.

Pity, unlike the Euro-American understanding of the term, is the origin of knowledge and proper action. An attribute of leadership, pity—giving or doing something for the person or group in a pitiable state—is not an emotion but an action and a relation. It activates kin relationships that bind the recipient to humanity, thereby advancing knowledge and the course of existence. In return, the cosmic, natural and social processes harmoniously facilitate the individual’s life journey.

To the Arapaho, the inability to receive knowledge is “craziness,” or putting oneself into a crooked motion rather than “walking the straight path.” “Modern life,” Anderson observes, “with its competition and factionalism, is too fast, too loud, and thus crazy, in Arapaho terms.”

Movement in modern life occurs over roads, Anderson says in his study of the problems that Euro-American society imposes on reservation life. Houses are scattered, and people visit infrequently. Competition for money, jobs and other resources intensifies social and cultural stratification among Arapaho families, creating conflict with the symbolic forms that traditionally united the group. Roughly one person in eight remains fluent in the native language. As language is lost, communication between generations diminishes; as the young lose respect for elders, conflict obstructs political decision making.



**The Four Hills of Life: Northern Arapaho Knowledge
and Life Movement**

Jeffrey D. Anderson (anthropology)

University of Nebraska Press (2001)

The problems that plague the young Arapaho are the same that plague young people in all impoverished communities. The white world promises greater freedom, education, upward social mobility and self-realization but often delivers racism and bourgeois conformism—contradictions that foster chaos and confusion, Anderson writes. Education to one man is colonization to another.

Anderson studies the empowered responses of the Northern Arapahos to these problems and considers how myth, language, art, ritual and identity have endured and changed over time. Members of the community, both past and present, talk about photos and records, buildings, art, stories, literacy and education, the land and their experience of everyday life.

The Four Hills of Life fills gaps in the literature on North American Indians. As a sociocultural study, it offers “knowledge” to the general reader who is willing to “listen.”
—Robert Gillespie

Maisel Examines Jews' Political Role

While Jews number less than 3 percent of the American population, their involvement in U.S. politics is disproportionately higher—Jews account for 6 percent of the House, 10 percent of the Senate and even higher for Federal judges, says L. Sandy Maisel, the William R. Kenan Jr. Professor of Government.

Despite this significant political participation, comprehensive recognition was scant. When Bella Abzug, a member of Congress in the '70s, died in 1998, newspapers cited her as the first Jewish woman elected to the House. Forgotten was Florence Prag Kahn, who served from 1925 to 1937.

"To no one source could a scholar or journalist turn to find both analytical and factual information covering the range of American Jewish political experience," wrote Maisel in the preface to *Jews in American Politics*. In *Jews in American Politics* Maisel created that source. His co-editor is Ira Forman, research director of the Solomon Project, whose mission is to educate American Jews about the history of Jewish civic involvement.

With an introduction by Senator Joseph Lieberman, the book is divided into three sections. "Themes, Trends, and American Political Institutions" features 14 analytical essays that examine various aspects of Jewish participation in American political life and American

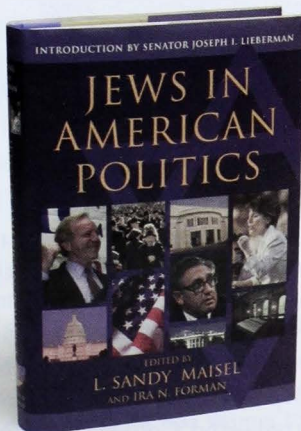
government over the last 200 years. Written by political scientists, historians, practitioners and journalists, chapters include "Israel and Beyond: American Jews and U.S. Foreign Policy" and "At the Summit: Presidents, Presidential Appointments, and Jews."

As a reference source, *Jews in American Politics* includes more than 400 brief biographic sketches of Jews who have played prominent roles in American political life as well as numerous rosters of Jewish leadership and voting patterns. The sketches, written by 25 individuals including Theresa Wagner '01, include Supreme Court Justice Ruth Bader Ginsburg, 19th-century labor leader Samuel Gompers and Ambassador Robert Gelbard '64.

Maisel says that before starting the project he was unaware of many of the early Jewish figures in American politics. He also was surprised by the significant jump in political participation in recent decades.

"By 2000, Jews had become as prominent in the political realm as they have been in the other aspects of American life," wrote Maisel. "If analysts are worried that the best and brightest of the nation's leaders are turning away from politics generally, the same cannot be said of the Jewish community."

—Alicia Nemicolo MacLeay '97



Jews in American Politics
**L. Sandy Maisel (government) and
 Ira N. Forman, editors**
 Rowman & Littlefield Publishers (2001)

recent releases

The Shipping News

Miramax Films (2001)

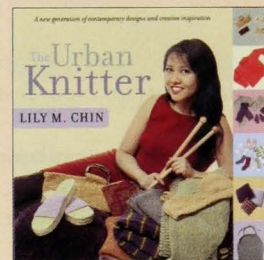
Long-lost Aunt Agnis convinces Quoye and young daughter Bunny to move to their Newfoundland ancestral home after a traumatizing incident. Based on E. Annie Proulx '57's 1994 Pulitzer Prize-winning novel, this adaptation follows the rebirth of Quoye, a hulking, inarticulate, third-rate newspaperman.

Out Cold

Screenplay by Jon Zack '93

Buena Vista Entertainment (2001)

Alaskan snowboarding buddies must band together when their beloved Bull Mountain is about to be bought by a slick ski mogul from Colorado. Can the dudes save Bull Mountain from lattes, yuppies and skiers? *Out Cold* has teen appeal—practical jokes, professional snowboard stunts and Miss Sweden 1993.



The Urban Knitter

Lily M. Chin

Penguin Putnam (2002)

With contemporary designs, master knitter Chin takes knitting and purling to a new generation of Hip, Young, Urban Knitters (HYUKs). Among HYUKs profiled is Hartford law student Sarah Poriss '92 and her vintage-style cardi-jacket—perfect

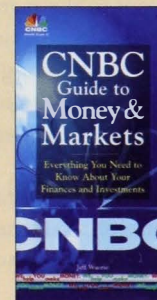
for standing out from the cookie-cutter, black-suit crowd.

Yours Faithfully, Bertrand Russell: A Lifelong Fight for Peace, Justice, and the Truth in Letters to the Editor

Ray Perkins Jr. '64, editor

Open Court (2002)

War and peace are central themes in this collection of letters to the editor from 1904 to 1969 by British philosopher, mathematician and social reformer Russell. If those topics weren't enough, Russell also took on McCarthyism, civil disobedience, split infinitives and more in 300 wise and witty letters.



CNBC Guide to Money & Markets

Jeff Wuorio '79

John Wiley & Sons, Inc. (2002)

In this handy primer, personal finance journalist Wuorio tackles everything you need to know about your finances and investments—from digging out of credit card debt to picking a full-service broker. The guide includes a glossary (net asset value, anyone?) and frequently asked questions (Can I roll my SEP into a 401K? Short answer, yes.).

Cultural and Critical Perspectives on Human Development

Martin J. Packer and Mark B. Tappan (education and human development), editors

State University of New York Press (2001)

Tappan and Packer cover new perspectives of cultural psychology with insights on feminism, postmodernism and critical theory. Chapters include Lyn Mikel Brown's (education and human development) "Adolescent Girls, Class, and the Cultures of Femininity" and Tappan's own "The Cultural Reproduction of Masculinity."



All Heart

Andy Colligan '94, former Colby athlete, died surrounded by people he loved, which was just about everybody

Andy Colligan '94 didn't have children and had never married, but when he was fatally stricken by a brain aneurysm New Year's Day, he was surrounded by his kids.

Colligan, 30, a former Colby hockey and lacrosse player, collapsed on the bench as he coached the Charlestown, Mass., Mites, a hockey team for players ages 7 to 9. He died the next day at a Boston hospital.

Colligan, a financial consultant, had coached youth hockey for six years, not because of any obligation but because he loved sports and children. His dedication to his young players was noted by friends and family after his death and also by the Boston press, which at that time was immersed in the trial of a hockey dad who beat another father to death at an area rink.

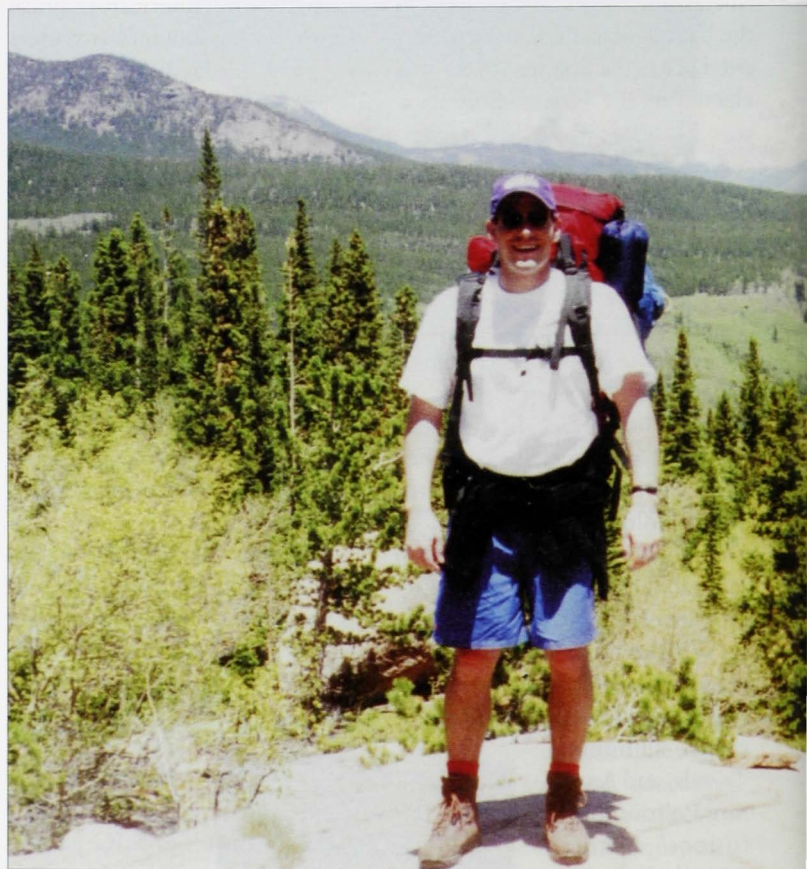
"In the middle of this trial, it just seemed to be an incredible frame of reference that not all people involved in sports, at the youth level particularly, are problematic," said the *Boston Herald's* Joe Fitzgerald, who wrote a column about Colligan after his death.

Fitzgerald said he was contacted by parents who asked that he write something that reflected just how much the coach meant to them and Colligan's players. "Not to have a kid involved," Fitzgerald said, "not to come from the town where the program is housed—you're a single guy, got a girl, bought a house in New Hampshire, to be on the ice at eight o'clock in the morning, there is no reason to be there, except that you love to be there."

"The sense I got from the parents who called me was, this Colligan guy, he was the kind of fella to whom you were grateful to entrust your kids, you know? And that's got nothing to do with winning or losing games. Nothing at all."

By all accounts, the affection Colligan showed for his players was returned wholeheartedly, as was his love for friends and family. At memorial services and in written remembrances that were circulated after his death, he was described as ebullient, affectionate, a prankster, a lovable rascal.

"To be his friend was to embrace the entire package," wrote Aram Goudsouzian '94. "In return you received the greatest rewards:



Andy Colligan '94, a former hockey and lacrosse player at Colby. Colligan died Jan. 2 after collapsing while coaching a youth hockey game in Charlestown, Mass.

Andy's unconditional loyalty, his genuine pride in you and stories to treasure and share."

The stories that were rekindled after his death included Colligan giving friend and Noble & Greenough School classmate John "Jac" Coyne '94 a pep talk after Coyne's early-decision application to Colby was deferred—and Colligan's was accepted. There was Colligan driving hundreds of miles to make an appearance at a friend's 30th birthday party, and Colligan calling his sister to report excitedly that he had been given a Charlestown sweatshirt

sports shorts

by his hockey parents. He said he had been "accepted."

Coyne said he recently asked Colligan to be a groomsman at his wedding; 12 days later, Colligan collapsed on the bench at the Charlestown rink. Within days, the story of his untimely death was making the rounds not only with Colby friends but in greater Boston.

Charlie Corey, who coached Colligan in hockey and lacrosse at Colby, learned of his former player's death from teammates. Corey, who now coaches at Lawrence Academy, remembered Colligan as a player for whom the team's success, not his own, was the only priority. When teammates grew weary of the grind of training and practice, it was Colligan who rallied them with his sense of humor, Corey said. "That's why you go into coaching and teaching—kids like him," he said.

In this case, the player grew into the kind of coach that players and parents remember. And in a serendipitous turn of events, Colligan's contribution to the lives of young hockey players will continue.

His family asked that Colligan's organs be donated. His heart was donated to 63-year-old Peter Kenyon of Connecticut, who had been living with a mechanical heart-assist machine for more than three years. Kenyon, who told the *Hartford Courant* that he now has "the good, strong heart of an athlete," said he looks forward to a new life that will include public service.

Among Kenyon's goals: he wants to return to coaching youth hockey. —Gerry Boyle '78

A Vaulted Record

Two Colby records in women's indoor track fell this year and Colby sent three athletes to the National Division III championships in March.

Connie Beal '03 was seeded ninth in women's shot put going into the national meet and her 44'3.75" throw gave her seventh place, set a new Colby record and earned her All-America honors.

Liz Frederick '03 set a Colby record, 11'3-3/4", in the pole vault in February, eclipsing her own Colby record. Seeded 12th going into the nationals, she cleared 10'10-3/4" to tie for 10th.

On the men's side, LeAndrew Rankin '03 was seeded 12th in the 35-pound weight throw going into the national meet and finished 10th with a throw of 53'10".

First 'First' in Skiing

Robert Saunders '05 won the giant slalom at the Dartmouth Carnival in February, making him the first Colby alpine skier to win a Division I skiing event. Ever.

The win qualified Saunders for the NCAA Championships in Alaska in March, where he finished 15th in the men's giant slalom. Saunders, of Park City, Utah, wasn't the only hot first-year student on the team. Also in the national event for Colby was Warner Nickerson '05, who finished 33rd in the same event. In the slalom the pair finished 23rd and 28th respectively, giving Colby 60.5 team points, good for 17th of 21 teams in the national Division I championship.

Finishing fifth in the league with an 11-13 record, **WOMEN'S BASKETBALL** entered the NESCAC tournament seeded fifth but yielded 63-60 to fourth-seeded Williams in the first round. **SARAH**



PHOTO: JEFF ENRICKSON

Heather Devito '05

WALSH '03 led the league with 63 steals (three per game) and made the All-NESCAC team. . . .

MEN'S BASKETBALL went 10-14 during the regular season, with strong performances by **DAMIEN STRAHORN '02**, who finished the regular season second in the league in scoring, averaged 22.9 points per game and was named to the All-NESCAC team. . . .

WOMEN'S SWIMMING AND DIVING made a strong showing at this year's NESCAC Championships. **LAURA MILLER '05** who went on to win All-America honorable mention at the national meet

and captain **JESSICA KNIGHT '02** broke Colby and NESCAC records at the NESCAC meet. Besides holding school records in five other events, Knight ranks third in NESCAC history for most points scored by any woman over four years. . . . The **MEN'S SWIMMING AND DIVING** season came to a triumphant finish at the NESCACs, where Colby swimmers set 10 school and four NESCAC records. Knocking down three Colby and two NESCAC records, **JONATHAN ECK '03** automatically qualified for nationals and ranked third in the nation after his first-place time in the 100 breast stroke. . . . **WOMEN'S HOCKEY** went 13-6-1 on the season and finished third in the league. Seeded third in the NESCAC tournament, the team had home ice in the first round of the playoffs for the first time since 1971 and defeated Hamilton 7-1. In the semifinals they lost to second-seeded Bowdoin, which ultimately won the NESCAC championship. Forward **HEATHER DEVITO '05** and leading defensive scorer **JILL YOUNG '03** were named to the All-NESCAC team. . . . **MEN'S HOCKEY** ended the regular season in sixth place with a 15-7-3 record. After upsetting third-seeded Hamilton 5-1 in the first round of the NESCAC tourney, the Mules were tied in the semifinals with Middlebury, the top-ranked team in the nation, until the Panthers scored with 53 seconds left in the game and won 4-2 after an empty-netter. . . . **WOMEN'S INDOOR TRACK AND FIELD** saw strong individual performances as **KARIMA UMMAH '04**, **CONNIE BEAL '03** and **ELIZABETH FREDERICK '03** all qualified for the national championship meet and recorded personal bests at the New England Division III Invitational at the University of Southern Maine. Frederick also ended as the leading point scorer in New England Division III. . . . Entering the national tournament ranked 15th, the **WOMEN'S SQUASH** team defeated two of its last three opponents and moved up to 13th place. After dropping a match to Penn 7-2, the Mules came back to beat Wellesley 7-2 and Middlebury 5-4. Colby had lost to both teams earlier in the season. . . . The **MEN'S SQUASH** team also ended on a strong note at the national Howe Cup tournament, defeating its last three opponents, Rochester 8-1, Tufts 8-1 and Wesleyan 5-4.



East Asian Priorities

Freeman Foundation grant takes long-standing strength to new level

Among American colleges offering academic programs focused on East Asia, Colby got one of the earliest starts, adding East Asian studies to the catalogue in the 1960s. Since then the importance of the cultures and economies of East Asian countries has risen steadily in the consciousness of the Western world, and now Colby has received a major grant to expand and further develop its pioneering program.

Over the next four years the College will receive \$728,044 from The Freeman Foundation to:

- support a new faculty position in economics with a link to East Asian studies
- enhance the presence of East Asia throughout the curriculum
- expand internships for students in East Asian countries
- bring additional East Asian cultural programming to the campus.

Those initiatives will help make a strong East Asian studies program even stronger. "It's very exciting," said program chair Tamae Prindle, the Oak Professor of East Asian Language and Literature (Japanese).

In the last two or three years the College bolstered its commitment to the interdisciplinary program by adding tenure-track positions in Japanese and Chinese

languages. Now the grant will allow Colby to hire an economics professor who specializes in Asian Pacific Rim countries.

The grant, which includes funding for cultural programming, had an almost immediate visible impact on campus as the primary funding source for a performance by Burlington Taiko on February 16. Taiko, an ancient Japanese tradition, incorporates thunderous drums, colorful pageantry and ritualistic choreography influenced heavily by martial arts, and the performance drew a huge audience from Colby and the surrounding area.

The grant also provides scholarships and funding for student internships in East Asia, and the first round is to be awarded this year. "The students are getting itchy," Prindle said in early March; "they want to see the application forms." Besides providing additional means for students to take advantage of educational opportunities in East Asia, those funds will help Colby develop research-based projects and internship opportunities, including summer positions, for students working in East Asia. In part that will be accomplished by capitalizing on the College's links with alumni and parents in a wide range of leadership positions in Cambodia, China, Hong Kong, Indonesia,

Japan, South Korea, Malaysia, Singapore, Thailand and Vietnam.

This generous gift will help Colby to create a more visible, compelling and contemporary program that will engage more students in the study of East Asia, both on campus as well as in regions of the Pacific Rim, said President William Adams. Adams noted that the driving principles of the College's strategic planning include a continued strong commitment to international education as a core element of liberal learning and additional emphasis on project-based study, on campus and abroad. "This grant will aid both initiatives and should call attention to our long and distinguished commitment to East Asian studies," he said.

The Freeman Foundation was established in Vermont in 1978 by Houghton Freeman, Mansfield Freeman and other members of the Freeman family. The foundation's main objectives include strengthening the bonds of friendship between the United States and the countries of the Far East. Through education and educational institutes, the foundation hopes to develop a greater appreciation in the United States of East Asian cultures, histories and economies as well as a better understanding among the peoples of East Asia of the American people, their institutions and purposes. —*Stephen Collins '74*

Don't Take It for Granted

A \$1,496,000 grant from **The Pew Charitable Trusts** was awarded to Colby to continue Government Professor Anthony Corrado's "Coalition to Promote Civic Dialogue on Campaign Finance Reform." In this second year of the grant Colby will continue working with the Greenlining Institute and the Interfaith Alliance Foundation and will add the Committee for Economic Development as a new partner organization, expanding from multiethnic-community and faith-based concerns to include concerns of big public and private corporations in the study.

The Andrew W. Mellon Foundation awarded Colby, Bates and Bowdoin \$490,000 to support CBB foreign study programs in South Africa, England and Ecuador over the next three years. The

CBB off-campus study program was launched in 1999 with funds from an initial Mellon grant. To date, 300 students and 25 faculty members among the three colleges have participated.

Colby received a three-year grant totaling \$60,000 from the **Merck Company Foundation**, through the Merck/AAAS Undergraduate Science Research Program. It will support students working with faculty mentors conducting research at the interface of biology and chemistry, provide a summer stipend for student researchers and underwrite travel to a national meeting to present the research. In addition, scientists participating in the Merck Speakers Program will consult with students about their career plans and will present seminars to the Departments of Biology and Chemistry.