



1980

## The Strider Years: An Extension of the History of Colby College

Ernest Cummings Marriner  
*Colby College*

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# THE STRIDER YEARS

An Extension of  
The History of Colby College



ERNEST CUMMINGS MARRINER

## THE STRIDER YEARS

Colby historian Ernest Cummings Marriner has painted "The Strider Years" in full color, resplendent with the many hues of academic leadership that shone through Robert E. Lee Strider's nineteen years as president of Colby College.

It is an historic tour de force of which only Ernest Marriner is capable, for he is the embodiment of the scholarship and perspective necessary to capture the moods and motions of this exciting period in Colby's history.

Although these pages are a book unto itself, they are a sequel to his 1963 monumental record of Colby's birth and frequent re-bornings. It is a brilliant extension of his previous work, even as President Strider's tenure was an extension of the inspired years of leadership that had gone before.

In Dean Marriner's words, "The account of the Strider years is an exciting story, recounting dramatic changes in curriculum, requirements, finances, and student life. It is a story of continuing success amidst national turbulence, of the value of patience and understanding...."

In his 1963 *History of Colby College*, Dean Marriner chiseled for all time the story of Jeremiah Chaplin and the voyage of the sloop *Hero*, the birth of a college on the banks of the Kennebec, President Johnson's "impossible dream" of a Mayflower Hill campus, and President Bixler's fulfillment of that dream.

Today he serves Colby College again by his chronicle of Colby's latest heroes.

From a review by  
DWIGHT E. SARGENT  
Colby 1939, M.A. 1956  
National Editorial Writer  
for The Hearst Newspapers

Robert E. L. Strider



# THE STRIDER YEARS

An Extension of  
The History of Colby College

ERNEST CUMMINGS MARRINER

Historian of Colby College

COLBY COLLEGE

Waterville, Maine

1980

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## *Foreword*

THE *History of Colby College*, published in 1963, carried the account of the College's development from its charter in 1813 until the close of the Bixler administration in 1960. This volume extends that record through the nineteen years of the Strider administration to 1979.

When Robert Strider became President, all classes had been conducted on the Mayflower Hill campus for only eight years, though it had been thirty-three years since ground had been broken for the first building, Lorimer Chapel. The saplings planted to adorn the campus had grown to sizable trees. Spacious buildings of Georgian Colonial style were spread over the center of a thousand acres. The College was financially prosperous and was rapidly expanding an enviable reputation.

In 1979 one could stand on the steps of Lorimer Chapel and overlook a campus where there lived, worked, and played more persons than comprised the entire population of Waterville when the College received its charter. The view encompassed new buildings that broke the monotony of the Georgian Colonial, yet with a modern, harmonizing style. Not visible to the eye, but well known to an informed public, was Colby's reputation as one of the foremost liberal arts colleges.

The account of the Strider years is exciting, recounting dramatic changes in curriculum, requirements, finances, and student life. It is a story of success amidst national turbulence, of the value of patience and understanding, of fulfillment of Franklin Johnson's "impossible dream."

Many persons have contributed generously with information for this narrative. One deserves special mention. Richard N. Dyer, Assistant to the President, has not only provided many items from the official files but has served as editor of this book, checking meticulously all dates and names, and correcting the historian's faulty memory. Dyer, a Yale man, has become ardently devoted to Colby. He stood valiantly at President Strider's side through all the years of his presidency.

This volume is only one of what should be many subsequent accounts of Colby's prominence after 1979 to record the ever-changing educational policies and methods on Mayflower Hill that will surely be administered with competence and brilliance by future administrators.

*Ernest C. Marriner*

## CHAPTER I

### *The Colby Presidency*

WHEN Robert Strider retired from the Colby presidency in 1979, seventy-two years had elapsed since Arthur Roberts entered that office in 1907. During that long period of nearly three-quarters of a century, Colby had had only four presidents, a fortunate experience that assured increasing stability, quality of instruction, and widening reputation. No institution can constantly accomplish established goals if its executive officer is frequently changed. The respective tenures of twenty, thirteen, eighteen, and nineteen years of Colby's four most recent presidents gave opportunity for the College to profit splendidly from the differing executive talents of these men.

Arthur Roberts came to the presidency at a time when enrollment was low, finances unstable, public support waning, faculty morale ebbing, and the institution's public reputation in decline. His administration gave the College stability, respectability, and hope. Alumni and friends changed from Doubting Thomases to Pollyannas. Though never free from problems, and having to experience severe economy during all of those twenty years, there was no longer danger of bankruptcy and collapse.

Franklin Johnson took office in 1929, only a few months before the notorious Black Friday that openly started the Great Depression. At a time when former bankers and brokers were peddling apples on urban streets, Johnson persuaded the Colby trustees to make the bold decision to move the College "as soon as feasible." That bold venturer of what skeptics called "Johnson's Folly," lived to see his utopian vision come true. Before he died, all classes were being held on Mayflower Hill.

Many Colby folks did not take seriously the verdict of the Survey of Maine Colleges in 1928, stating that Colby must move or die. In 1979 hindsight is easy, and the story of higher education all over America makes clear that had Colby remained on its cramped down-town campus, with many decrepit buildings, it could not have survived into the last quarter of the century.

As stated in *The History of Colby College*, Seelye Bixler made Johnson's venture "worthy of its new clothes." By his scholarly renown and his acceptance by fellow scholars all over the world, Bixler's insistence on quality gave assurance that the new college was not just a group of

new buildings. Bringing distinguished scholars to what was already a competent faculty, by insisting on high standards of performance from both faculty and students, by his devotion to art and music, and by his gracious, understanding personality, he made Colby a true center of learning.

Then, in 1960, the Dean of the Faculty, Robert Strider, was called to take the helm. His outstanding accomplishment in making Colby one of the nation's leading small colleges is the theme of this volume.

Dr. Strider would be the last person to take credit for the accomplishments of his administration. Many men and women and many eager youths played significant parts in those remarkably successful years. Colby is a small college, but there have always been those who love it. Nevertheless, as Harry Truman pointed out, in any organization there is a place "where the buck stops." Since a college president must take responsibility for all acts of administration, though he may only be covering up for someone else, he gets the blame for all mistakes. It is thus only fair that he receive credit for the institution's accomplishments.

As is so often said of other institutions and organizations, Colby has frequently been "the lengthened shadow of a man"—of its first president, Jeremiah Chaplin; of its first scholarly leader, Albion Woodbury Small; of Arthur Roberts, Franklin Johnson, and Seelye Bixler. It is the leader who sets the tone of the college. To him goes the acclaim, and on him is heaped the denunciation. With him "the buck stops."

Robert E. Lee Strider had been brought to Colby from the English Department of Connecticut College in 1957 to succeed Ernest Marriner as Dean of the Faculty. When President Bixler retired in 1960, the Trustees made a thorough search for his successor. They found no applicant so well qualified as Strider, and he was chosen to head the College. His brilliant accomplishments as Dean indicated his probable success as President, and the ensuing nineteen years fully confirmed the Trustees' wise decision.

The thousands of people who comprise persons concerned with Colby's welfare—alumni, students, trustees, employees, and friends—would have been content to see Strider merely carry on what Johnson and Bixler had so effectively started. But if that was all they expected they did not know their man. Robert Strider had the highest regard for his two immediate predecessors, and he valued greatly the heritage they left him. But merely preserving the status quo was to him unthinkable. Colby already had a spectacular new plant and a faculty whose members held high reputation in their disciplines. It had high standards for its degree and was fully accredited by the leading academic agencies. Strider saw that even those factors in Colby's new prestige were not complete. He would have to spend time getting money for more buildings and for increased endowments. The already good faculty must not only be expanded but must have even more persons who were scholars

as well as teachers, and thus would certainly open up new areas of educational endeavor. Strider strongly felt that a college administration must be creative as well as competent. He set out determined to give Colby national prestige, and when he laid down the reins that aim had been fulfilled.

The ensuing pages will tell a part of this story. They will present the expanding of curriculum, the renowned January Program, the tumultuous student uprisings of the 1960's, the problems of governance policy, the status and compensation of faculty, the decision to modify the established style of campus architecture, the success of financial campaigns, the recognition by prominent foundations. These and many other aspects of the Strider years add significantly to the previous historical account that closed with 1960.

The average tenure of an American college president does not exceed five years. That any man could hold such an office for nineteen years, during the most violent social upset our nation has seen for many generations, is evidence enough of the superior strength of that man. Why any person could want to be president of an American college during the late 1960's defies understanding. Robert Strider not only came through that trying ordeal but went on through the 1970's making Colby each year a better college than it had been before.

Robert Strider never lost his faith in liberal education. The purpose of Colby College, he insisted, was not to prepare students for a particular job but to give them the knowledge and perception, such understanding of the human scene, that would enable them to face the demands of any chosen occupation.

A college president needs many qualities: physical stamina, mental balance, strong commitments, unfailing optimism, an understanding and tolerance of human frailties, and above all devotion to the job. From the day when Robert Strider entered the presidential office in 1960 until he left it in 1979, he exhibited all of those qualities.

## CHAPTER II

### *The Sesquicentennial*

IN 1963 Colby observed the 150th anniversary of the signing of its charter by Governor Strong of Massachusetts in 1813. The celebration puzzled many alumni who remembered that the Colby Centennial had been observed in 1920. How was the discrepancy accounted for?

In 1913, for a number of reasons more emotional than logical, the Trustees had decided to observe not the anniversary of the charter but that of actual beginning of instruction in 1818. However, when 1918 arrived, the nation was at war, travel was severely restricted, rationing prevailed, and any thought of a big celebration was abandoned.

President Arthur Roberts was determined that a hundred years of existence for this little backwoods college should not go unnoticed, so the observance planned for 1918 was held in 1920. Its highlight was the announcement of the success of Roberts's campaign for a \$500,000 endowment, to be called the Centennial Fund.

In 1960 Colby consensus held that beginnings are really first starts, and that the College now named Colby certainly had started with the vote in the Massachusetts General Court to grant a charter to the Maine Literary and Theological Institution. Since that act had been exactly 150 years previous to 1963, the latter was selected as the proper date for Colby's Sesquicentennial. The entire latter half of the college year 1962-63 saw a series of events observing the birthday.

The Department of Art gathered an exhibition of the works of Maine artists, from primitive portraits and landscapes at the time of the College's founding to contemporary works by artists living in 1963. The collection was shown not only at the Colby Museum but at the Boston Museum of Fine Arts and at the Whitney Museum in New York. Accompanying the exhibition was a book, *Maine and Its Role in American Art*, published by the Viking Press.

In October a convocation was held on the topic, "The Heritage of Mind in a Civilization of Machines." Speakers and panelists included Oscar Handlin, Winthrop Professor of History at Harvard; Gerard Piel, publisher of *Scientific American*; and Frank Stanton, President of the Columbia Broadcasting System.

In May a convocation centering on public affairs had as highlight speaker Chief Justice Earl Warren of the U.S. Supreme Court. His fel-

low participants were Stewart Udall, Secretary of the Interior, and Thomas Storke, publisher of the *Santa Barbará* (California) *News-Press*, who had been the College's Lovejoy Fellow in 1962.

Specific observance of the charter grant was held in February, because that was the month when Governor Strong had signed the document. The speaker for the occasion was Barnaby C. Keeney, President of Brown University, the only Baptist-founded college preceding Colby. Remarks were made by the College Historian, Ernest C. Marriner.

Present at the dinner preceding the speaking, as special guests of the College, were descendants of the first President, of the founding Trustees, and of the benefactor of the 1860's, Gardner Colby.

While proper recognition was paid to the past, the emphasis of the Sesquicentennial was on the future, and toward this horizon all eyes were turned. Even the most optimistic saw problems ahead—need to finish the envisioned campus plant, need for substantially increased endowment, the imperative need for better financial compensation to staff, pressing demands for changed curriculum and changed requirements, and other problems not even foreseen. If in 1963 the seers had predicted the student violence of the later years of that decade and the rising tide of financial inflation, they might have been less optimistic. But being Colby people, whose college had survived many “perils of Pauline,” they would not have been discouraged. Colby's future was filled with hope.

### *National Bicentennial*

IN 1976 Colby cooperated with the City of Waterville in recognizing the 200th anniversary of the nation's birth. At the College, that observance extended for three days, April 30 to May 2. In the Fieldhouse was an extensive educational exhibit arranged by the local schools from kindergarten through twelfth grade. The large exhibition of photographs depicted events at the College itself during past years. The Department of Art opened for public view an impressive exhibit of Maine architecture.

Panel discussions, arranged by Professor Harold Jacobson, were devoted to various topics in education. In other events addresses were delivered by Dr. Patrick McCarthy, Chancellor of the University of Maine system, and Robert Handy, Professor of Church History at Union Theological Seminary. Professor Handy was also a participant in a round-table discussion on “Religion in the Young Republic.”

The culminating function was a convocation at which the principal speaker was President John Kemeny of Dartmouth College.

## CHAPTER III

### *College Policy*

COLBY had no clearly defined policy during more than 150 years. Like Topsy, it just grew, one among several hundred American institutions, all giving nearly identical instruction through recitations, lectures, and laboratories, and all except a minority devoted to a rather nebulous program called liberal arts.

At Colby, as elsewhere, there had been many changes in detailed operations over the years, but they had been largely opportunistic, dictated by the pressure of social change. In 1871 the first woman was admitted, but no one expected the College to become coeducational. The few women given the high privilege of attendance were considered as guests in a men's college, and no one imagined they would ever be numerous enough to have any influence.

When Albion Woodbury Small introduced his plan of coordination—a system that officially prevailed at Colby for three-quarters of a century—he regarded it as a distinct change in policy, because this decision was the result of heated controversy concerning continuance in the College of women students under any conditions.

In the 1920's occurred a move that its promoters insisted was no change of policy but only a broader interpretation of Colby's mission. All across the nation vocational education was then the vogue. Numerous Colby alumni, several leading Trustees, and a few faculty members felt that vocational studies should be introduced. There was support for a Maine medical school, for a dental school, and other new units to be attached to the College, and there was strong pressure for all departments to prepare students for remunerative careers.

The issue at stake—vocational education versus liberal arts—was heatedly debated. While defenders of the arts insisted that life is more than a living, the vocationalists retorted, "What is life without a living?" No one could say what was Colby's essential role in American higher education.

The issue came to a head when the chairman of the College Trustees proposed the creation of a School of Business Administration, to be operated under the general College management but as a separate school, as were various schools of the State University. Unfortunately the faculty were not consulted, which made their opposition especially pro-

nounced. President Roberts offered a compromise as a result of which there was set up within the existing college simply a Department of Business Administration, with Roberts's expressed hope that its courses would have emphatic liberal arts content.

As time went on, the successive heads of this department—Galen Eustis, Ralph Williams, and Walter Zukowski—were all devoted adherents of the liberal arts, and the department has persistently emphasized basic theories and philosophies of the commercial world rather than specifics for any business career. In fact the name of the department has been changed to Department of Administrative Science.

Thus, without a stated policy, Colby continued the loosely defined liberal arts tradition, though the years have certainly brought considerable modification to the core of this tradition: the classical trivium and quadrivium of the ancient world.

In 1974 the Committee on the Future of Colby proposed a statement of policy. Although the proposal was not officially adopted, it is an accurate expression of the institution's philosophy.

Colby is concerned with ideas and values as they are inherited from the past, as they are perceived in the present, and as they may be developed in the future. A sense of the breadth of human knowledge is fundamental to the liberal arts tradition. The college seeks to develop the critical and intellectual faculties by which students may discriminate among ideas, may evaluate their heritage, and may achieve intellectual and personal integrity.

In commitment to the liberal arts, Colby seeks to preserve and transmit existing knowledge and ideas that students may become responsive and responsible human beings in a continuous process.

A series of basic requirements and concentrated study in an area of particular interest shapes the academic program. The requirements provide disciplinary skills, exposure to the breadth of intellectual endeavors, and development of historical sensitivity.

The college is also concerned with the development of creativity, for to create is to learn how to deal with the environment actively and open-mindedly, with sensitivity and confidence.

### *Coeducation*

SOMETIMES application of general policy becomes so misunderstood as to be viewed as policy itself. Such is coeducation, a subject of long controversy and ambivalent treatment at Colby. Long before the current movement for equal rights, Colby authorities continued to be perplexed about the status of women students, even if they were admitted at all. American colleges before the Civil War had been founded exclusively for men. As late as 1900, one of the Colby Trustees, a prominent attorney, had stated, "Colby was founded for the education of youth, and any court in the land will declare that 'youth' is male."

There was prestige attached to the men's colleges, and later to the

“Seven Sisters” that made up the elite group of women’s colleges, and coeducational institutions were socially regarded as inferior. There was something degrading about mixing the two sexes in the same classroom.

The coordinated system at Colby, devised by President Small, was much like the nation’s Fourteenth Amendment; it declared equality but did not secure it. Because the plan for two separate colleges at Colby, like Brown and Pembroke, or Tufts and Jackson, collapsed, the College proceeded to make the best of the coordinate system. By 1920 men and women were in the same classrooms except in courses with sufficient enrollment to warrant more than one section. In almost all freshman courses there were thus separate sections for the sexes. In 1942, when President Bixler took office, a war was on. So few men remained in college that the Department of English alone retained men’s and women’s sections in the freshman courses. It was as late as 1968, in the Strider administration, that separate conferring of diplomas on graduates of the respective Men’s and Women’s Divisions was abandoned, and thereafter men and women indiscriminately received the valued certificate as they approached the platform in a single alphabetical line. By this time also the Student Council for Men had become a Student Government for all students. There were no longer separate class officers in the Men’s and Women’s Divisions.

Colby in 1960 was coeducational in fact but not in legality. There were still a Dean of Men and a Dean of Women, and student regulations governing campus life were different for the two sexes. The time had come to recognize in law the factual change. So the necessary legal action was taken to make Colby coeducational *de jure* as well as *de facto*. Since 1969 Colby has been fully a coeducational college.

All across the nation the colleges for men opened their doors to women, and the men were welcomed into the women’s colleges. President Pusey declared that ancient Harvard had become coeducational in fact. For some old-timers the world seemed coming to an end when women were admitted into the fraternity houses at Bowdoin. As for distinctions in social life, *The Colby Alumnus* said in 1971, “Once subject to more stringent social rules, Colby women now enjoy virtually the same social privileges as men.”

The part that coeducation played specifically in changing campus life will be recounted in a later chapter.

### *The Colby Name*

RELATED to policy is protection of an institution’s name. In the early twentieth century, an academy in New London, New Hampshire, became Colby Junior College. Although a two-year institution and not granting degrees, it was confused with Colby College in Maine. At a meeting in 1930, a delegate from a women’s college became embarrassed

when she discovered she had congratulated the Colby representative from Waterville on a gift that had been made to the New Hampshire college.

In 1974, when the latter college became a four-year institution with degree privileges, and adopted the name Colby College – New Hampshire, the confusion became even more acute. Similarity of name might have been tolerated if the institutions had been far apart, but both were in adjoining New England states, and both drew many students from the same northeastern areas. The two colleges were too near together to avoid confusion.

The Waterville college decided to contest the other's right to the name Colby. A temporary injunction was granted in the Federal District Court of New Hampshire, but when the case was reactivated the court refused a permanent injunction. The Maine college appealed, President Strider stating:

We entered into this action because we felt the name Colby – New Hampshire would result in injury over the years to our Colby College by blurring its unique identity and by generating confusion between our college and the New Hampshire institution. Since this time confusions have multiplied in number and severity. They have gone beyond the merely ludicrous to the potentially serious. Our trustees have decided that the only defensible position is to continue to contest this particular change of name. The New Hampshire institution might have chosen a different name appropriate to the very good college that it is and at the same time one that would entail no confusion at all.

A New Hampshire newspaper stated that the New London college had been the first to take the name Colby, though from a different family than the Maine college's benefactor. That statement was refuted by the Historian of the Waterville college, who pointed out that Waterville College had received amendment to its charter, changing the name to Colby University on June 23, 1867, several years before the New London academy took the name. Although the Maine designation was later changed from university to college, it had held the name Colby for more than a century.

After lengthy litigation, the case was settled in January 1975, when the First Circuit U.S. Court of Appeals held the use of the Colby name by Colby College – New Hampshire to be "an intrusion on the interest of Colby College in Maine in its own identity and good will, and the interest of the public in preserving the integrity of individual accomplishment and reputation."

The New Hampshire college tried again, with the name Colby Women's College, and again the Maine college objected. The U.S. District Court in Concord ruled that this name also could not be used. The Judge said, "I find the name Colby Women's College will be likely to increase the confusion that existed between Colby Junior College for Women and Colby College."

Finally, in March 1975, Colby agreed to the use by the New Hampshire school of the name Colby-Sawyer College, retaining the Colby name but also honoring a former president and distinguished educator, Dr. Leslie Sawyer, and thus making the name of the New Hampshire college sufficiently distinctive to avoid confusion with the Maine institution.

Of the final settling of the dispute, President Strider said, "All of us associated with Colby College are most appreciative of the willingness of Dr. Louis C. Vaccaro, the president of Colby-Sawyer College, and its board of trustees, to strive to build their college's identity with the name Colby-Sawyer. We extend to that very fine institution our best wishes for continued success."

Except for one other instance, Colby has been free from action in the courts. In October 1976, the Equal Employment Opportunity Commission filed suit against Colby College, charging sex discrimination in payment of retirement benefits. Co-defendant with the College was the insuring agency, the Teachers Insurance and Annuity Association, with its associate CREF.

Colby had consistently followed TIAA policy as determined by insurance actuaries. Since statistically women have longer life expectancy than men, a woman may between retirement and death expect to receive more monthly annuity payments than a man, and every retiring person's monthly amount is determined originally on the statistical expectancy. The guidelines of the Office of Federal Contract Compliance of the Department of Labor require that monthly premiums paid by the insured shall be equal for both sexes, but do not require equal monthly payments after retirement. Thus female employees at Colby, as well as at all other TIAA-affiliated colleges, received lower monthly annuity payments than did their male colleagues.

As is often the case with federal bureaucrats, EEOC did not agree with the OFCC guidelines. The former held the payments should be equal, month by month, for both sexes.

The question was of national importance. The Colby case would result in a very important decision for all American colleges and other institutions. President Strider said, "Colby is prepared, as we have always tried to do, to comply with the law, but it would be helpful to know what the law is."

In 1977 the U.S. District Court for Maine dismissed the case, declaring, "Benefits have been paid following the essential proportions upon which the insurance industry operates. The actuarial tables work both ways. Men get lower death benefits than do women, but men get larger monthly payments on the average for fewer months than women get theirs."

EEOC appealed the decision. The U.S. Appeals Court for the First District ordered the U.S. District Court in Maine to take evidence and

compile a record in the case that the lower court had dismissed. The Appeals Court felt compelled to vacate the lower court's decision because of a case subsequently decided in the U.S. Supreme Court. That was the *Manhart* pension case, in which the Supreme Court held that it is illegal for women to be required to contribute more money to pension funds than do men.

Because of doubt, however, that the *Manhart* case might not apply as indicated by the studies of Chief Judge Frank M. Coffin, the Appeals Court ordered the further investigation. Judge Coffin had written:

The plan before us fails because it is as if a company paid its male and female employees equal salaries, but in the form of chits that should be redeemed in a particular store which the company knew would give to one sex more for the same number of chits than to the other sex. That company could hardly claim that it is not discriminating between men and women. So here. Perhaps, however, once they turn their attention to the problem, the parties could work out a system permissible under *Manhart* that would eliminate the chit-like nature of the contributions. If so, perhaps the system could legally include unequal, actuarially sound benefits for participating men and women. I do not want to foreclose creative approaches to the problem by reading *Manhart* more restrictively than necessary.

The suit against Colby College, TIAA, and CREF thus stood unsettled when this volume was published.

### *Administration*

It is administration that puts policy into action. By 1979 Colby College had completely changed its management structure from the days of President Roberts. That executive had allowed no detail to escape his personal attention. He could not bring himself to delegate authority. He was college bursar, he certified all bills to be paid by the absentee treasurer, he personally made out the term bills in longhand, he alone dispensed financial aid to students, he was admissions officer as well as dean of men, he was superintendent of buildings, to whom all janitors were responsible. He resisted, but was unsuccessful in preventing, the Trustees' insistence upon a resident treasurer. Besides that officer, when Roberts's term ended, the only other full-time administrator was the Dean of the Women's Division.

The purpose of a college administration is to facilitate smooth operation, especially of teaching. Colby policy is still to ask the faculty, through committee assignments, to be concerned with the entire college, not solely with their own academic disciplines, but it no longer asks that, on the side, faculty members perform tasks that require the full time of specialized persons. That sort of administration was bad enough in a Colby with 500 students. It is unthinkable in a college with 1,600.

When Franklin Johnson succeeded Roberts, he at once saw that ad-

ministrative details were consuming too much faculty time. Roberts had previously agreed to a part-time non-faculty Registrar. Johnson made it a full-time job, and he insisted on creating the Office of Dean of the Men's Division. He appointed a Superintendent of Buildings and Grounds, a Director of Admissions, and an Alumni Secretary. He saw that all officers were provided with adequate secretarial staff.

When President Strider took office in 1960, at the end of President Bixler's administration, Colby had not only those officers but also Vice-presidents, a Chaplain, and a number of other positions. During the subsequent nineteen years, there were added an Assistant to the President; Directors of Annual Giving, Planned Giving, and Alumni Relations; Directors of Financial Aid and Career Planning; Director of Special Programs; Directors of Publications and the News Bureau; College Editor; Coordinator of the College Calendar; Directors of Student Activities and Roberts Union; Technical Director of Performing Arts; Plant Engineer; and Director of Food Services.

Such proliferation seemed extravagant and unnecessary to many alumni who remembered the more austere days. They could not understand the needs of an expanding college. A college with 1,600 students in 1979 cannot be administered as was Colby in 1920. The question whether the College could afford such administrative extension was answered by the Treasurer's reports. In 1975 the proportion of all expenditures devoted to administration was less than it had been in 1960.

### *Minorities*

IN THE late 1960's arose the question of general policy toward minority groups. At first focusing on blacks, the issue was extended to Asians, Spanish-American descendants, and others.

In the 1920's the admission of Jewish students had become a problem to the WASP-controlled colleges, and many enacted quotas for those applicants. Colby never set a quota, admitting Jewish applicants on individual merits, and permitted the establishment of a Jewish fraternity.

In the 1960's the issue all over the nation was chiefly concerned with blacks. What should Colby do regarding black applicants? Despite that minority's apparent preference to attend college in urban areas and their reluctance to brave the rugged Maine winters, Colby made a planned, concerted effort to enroll black students. A special recruiter of minorities was placed in the Admissions Office, visits were made to areas largely populated by blacks, groups of black students visited the Colby campus at College expense, and Black Studies were introduced into the curriculum. The Colby Trustees authorized financial aid to minority students out of proportion to that for whites. Admissions policy continued,

as it had long been, for the acceptance of applicants on individual merit, regardless of race, color, or religious affiliation.

As the Strider administration closed, Colby's efforts to increase the numbers in its minority enrollment had not been fully successful, but the College made it clear that such students were not only welcome but were frequently given preferential consideration.

### *Employment*

BEFORE the rise of the Equal Rights Movement, little attention had been paid to unequal pay for men and women in American colleges. Following the long tradition of education since colonial times, at every level of the educational structure both public and private, men received higher compensation.

One achievement of ERA was to put a stop to such discrimination. In the 1970's Colby became officially an Equal Opportunity Employer.

On the faculty, men and women with the same rank, qualifications, and length of service were paid equal salaries. In its non-academic categories, where several hundred persons were employed, the College announced that no discrimination either in employment or in compensation was made because of race, color, religious affiliation, or ethnic origin.

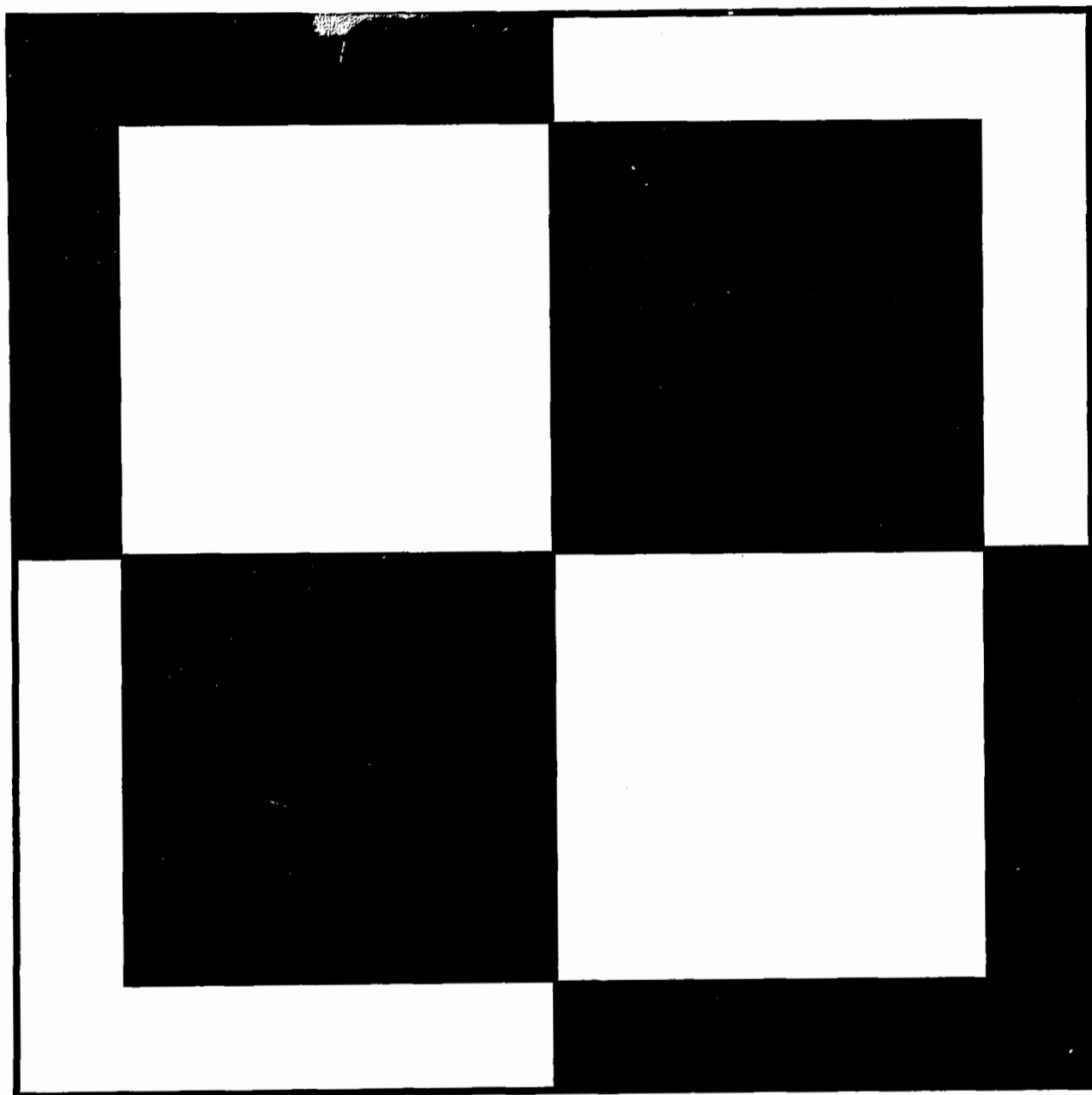
### *Computer*

"NEW occasions teach new duties." President Roberts, in the early years of the century, as he personally made out the term bills in long-hand, could not possibly have envisioned the computer age. By 1970, though a small college, Colby began to take advantage of the memory banks and made arrangements for use of computers installed at Dartmouth and Bowdoin. In 1975 a computer was installed in the Lovejoy Building, with terminals in Lovejoy, Keyes, Miller Library, and Eustis. It was a PDP11-50 computer, with a fast memory processor, a large amount of memory, a card reader, and a high speed printer.

In the short period between its installation and the close of the Strider administration, the computer had already become of striking value to the College.

Merely in time-saving the computer found its worth. It was especially helpful in relieving pressure on staff in the offices of the Treasurer and Registrar. Not only was it used in daily financial operations, but it played a significant role in predicting future financial trends, enabling more accurate construction of budgets. The tedious, expensive process of scheduling classes was greatly facilitated, and many facts about the composition, trends, and attitudes of the student body could be reliably ascertained instead of guessed at.

During the Strider years there were other changes that might well be counted as policy decisions, but perhaps even the major ones just recorded in this narrative may more accurately be called applications of policy. In any event, none of them changed the fundamental policy statement suggested by the Committee on the Future of Colby.



## CHAPTER IV

### *Enrollment and Admission*

WHEN the decision was made to move the College in 1930, enrollment did not exceed 600. During the nine years that elapsed between the opening of the first Mayflower Hill functions in 1943 and the final abandonment of the old campus in 1952, gradual expansion of facilities permitted increased enrollment. By that time there were more than a thousand Colby students. Eight years later, when Robert Strider became President, the total was 1,156.

In 1965, when there were 1,436 students, the Trustees voted to limit enrollment to 1,500, but that maximum could not be enforced. Because of circumstances beyond the control of the Admissions Office, the number had risen to 1,547 by 1970, and a few years later exceeded 1,600. When President Strider retired in 1979, there were 1,627 young men and women attending Colby.

Administrators and Trustees were determined that the previous annual increases should not continue, and it was hoped that the enrollment could be held at approximately 1,600. Yet everyone recognized that unforeseen conditions, such as had occurred in the early 1970's, could not be predicted.

What had happened to push the numbers up to 1,600 was an upset in the validity of expected enrollment. For many years the Admissions Office could quite accurately predict the number of admissions to be granted in any year. After ascertaining the number of new students needed to reach but not exceed the established maximum, the Admissions Office could then issue acceptances to twice that number, because long experience had shown that, year after year, for every two applicants accepted only one would actually enroll.

In the late 1960's that formula became no longer valid. The percentage of accepted students who registered in September rose steadily, resulting in excess of the fixed 1,500 enrollment. As fast as the Admissions Office could take note of one percentage rise, they would be faced with another. The problem was further complicated by students who had previously dropped out of college applying to return. It was naturally felt that, if they had left in good standing, they should be given preference. By 1979 the Admissions Office had the problem well in hand and seemed confident that for four years at least, enrollment could be held close to 1,600.

What is a small college? How many students can it accommodate without becoming big? Many older alumni felt that the limit came when it was unlikely that every man in college would know all the men and every woman know all the women. Others insisted that a college can still be considered small when students may still be treated as individuals, not as numbers in a computer. When the Trustees faced the question, one of their number, Joseph Coburn Smith, who himself had once edited the *Alumnus*, wrote an article for that publication. In it he said:

There is a bit of charisma about the term "small college." Thirty years ago, when the new buildings were under construction, a number of colleges with fewer than 500 students thought they alone deserved the title. Today those same colleges may have as many as 1500 students and still consider themselves small.

There is a prevalent myth that small colleges are better because they have small classes. Colleges are a function of money, not of size. It is the impecunious small college, not the well financed huge university, that is likely to load its faculty with sections of 50 students.

Mayflower Hill was designed for a maximum of 1000 students. In 1931, with the depression deepening, that maximum seemed reasonable for half a century. Yet the subsequent 30 years have seen such a vast explosion in college attendance that our plant is overloaded far beyond the predicted total of 1000.

What should be our future size? The trustees have decided on a foreseeable future limit of 1500, and that decision says that Colby is determined to remain a fairly small college.

As a quarter of a century of experience with a new campus brought to light many factors in the reason for growing numbers, one fact became abundantly clear. If Colby was to continue its emphasis upon quality of instruction, enrollment must not be allowed to exceed the facilities to accommodate it. By 1979 the College had excellent facilities for 1,600 men and women.

A significant feature of enrollment is geographical spread. The more provincial a college, the less likely is to be its reputation or its quality. At the turn into the twentieth century, Colby was chiefly a Maine college in its enrollment. Three-fourths of the students resided within the state, and all the others except half a dozen came from Massachusetts. By 1930 more than half lived in Massachusetts, and never in the subsequent half century did a majority live in Maine. By 1960 Colby had registrants from all six New England States, but the total from four of these states was not as large as that from New York alone. In 1979 the geographical distribution nearly covered the globe. While 1,137 students still came from New England, 445 lived in states and territories outside that area, and forty-five were from foreign countries. Within our own nation, Alaska, Hawaii, Puerto Rico, and the Virgin Islands were represented. There were students from all three states of the Pacific coast, from the Deep South, from the Mountain States, and from several parts of Texas.

In registration from foreign lands, not unexpectedly Canada led with ten students, England had six, France five, Switzerland four, and Japan three. There were two each from Belgium, Turkey, Malaysia, and West Germany; and single representatives came from Bolivia, Brazil, Ghana, Hong Kong, Luxembourg, Malawi, Mexico, Morocco, and Philippines.

As enrollment increased, Colby's appeal to the upper middle class became more pronounced, and the financial status of students seemed to change radically. Student cars jammed College parking lots; spending for luxuries and amusements seemed lavish; city restaurants and taverns were frequented by students who were already paying board fees at the College. The automobiles were no longer the broken-down jalopies once seen in scant numbers on the old campus but new models of quality. Colby was accused of being no longer a "poor man's college" but a refuge for affluent youth.

That appearance was deceptive. It was to a large extent an indication of changing times. Much the same impression could be obtained by observation at other colleges, public as well as private. What one saw by no means implied that all the students came from wealthy families. Colby still welcomed and actively sought young men and women from families of moderate means. The income level of American families had indeed risen but not enough to allow many a family to meet the rapidly rising expense of a child's college education. It became even more expensive if a family had more than one child in college at the same time.

That children from lower middle class and even from lower class families could and did attend Colby was made possible by a variety of factors. High school boys and girls were accumulating earnings far beyond the wildest dreams of earlier generations. One young man who earned \$2,500 during the summer of 1978 was not highly exceptional.

The major factor, however, was financial aid. Many of the states had established grants or loans for families to use in meeting costs of any college of their children's choice. Service clubs and other civic organizations had established scholarships. Large sums became available from various kinds of grants and loans by the federal government. The largest factor, however, was financial aid granted by the leading colleges themselves.

The significance of Colby's aid to students from its own funds will be clearly set forth in an ensuing chapter on finances. It strikingly reveals that Colby has certainly not become a rich man's college.

A feature of Colby's enrollment unheard of by an earlier generation was absentee registration. During the year 1977-78 there were eighty-six Colby men and women on leave while still considered enrolled students. Eighteen were at the University of Caen in France, eight were at the Claremont colleges in California, and eighteen were at other American or foreign universities. Three were on assigned field experience. All were working for credits for the Colby degree.

Enrollment is closely linked to admission policy. Before 1930 Colby's problem had been to secure enough freshmen each year to assure a stable population. It was not easy merely to replace those graduating or leaving for other reasons without being able to increase the total numbers. When Johnson became President in 1929, there was no Admissions Office; active recruiting was done by the Deans of the Men's and Women's Divisions. A great deal of those officers' time was spent on the road, and both had to be on duty most of the summer to be sure the student ranks were filled.

In the 1930's President Johnson created an Office of Admissions, and by 1970 this office was staffed by several hardworking persons performing essentially quite a different task from that of the 1930's. The problem was not to scrape the bottom of the barrel to secure enough students but to select efficiently and fairly from a huge overload of applicants. Early in the spring, the class to enter the following September became so firmly fixed that only withdrawals allowed an applicant to be taken from a long waiting list. Although the number admissible reached 500, the number of applicants greatly exceeded it. In 1960 the applying number was 1,370; in 1965 it was 2,127; in 1975 it reached 3,691. As word penetrated school guidance offices that Colby's admission standards were high and selective, the number of applicants stabilized, and indeed showed some decrease, but it still stood over 3,000 in 1979.

With a number of other prestige colleges, Colby adopted a policy of early admission for highly qualified applicants. To such applicants, guarantee of admission was granted early in the calendar year. So many excellent candidates applied that the number of early admissions increased steadily through the 1970's.

Colby continued to give preference to Maine applicants. The College authorities strongly felt that they had a duty, although a private institution, to render service to men and women who lived in the state where the college was located. Special consideration was also given to the sons and daughters of Colby graduates who clearly met academic requirements. Of the 105 Colby sons and daughters who had applied in 1978, seventy-nine were admitted.

In an issue of the *Alumnus*, Harry Carroll, Dean of Admissions, explained the criteria established by the Admissions Committee. One consideration was standing in secondary school class. In 1977 nearly half of all enrolled freshmen had stood in the upper tenth, and more than three-fourths in the upper fifth.

Another factor in selection was the applicant's scores on examinations of the College Entrance Examination Board. Colby required applicants to take the well-known Scholastic Aptitude Test, measuring ability in verbal and mathematical areas. Those scores became popularly known as SAT-V and SAT-M. The average score on either verbal or mathematical made by applicants admitted to Colby was close to 600, in a range of

the scoring system from 200 to 800. Every year a number of Colby freshmen had perfect scores of 800 on either V or M. Colby also required applicants to take three of the achievement tests given by CEEB.

While test scores were carefully considered and were given appropriate weight, they were not the decisive factor in Colby admission. Every year a number of applicants with scores below 500 were admitted because other elements in their records made success in college reasonably probable. Among these factors were statements by teachers, official endorsement by the school, and the result of interviews by Admissions staff or alumni representatives. Visits to the campus for on-the-spot interviews were recommended but not required.

Dean Carroll emphasized that Colby seeks young men and women not merely with academic qualifications but also with personal qualities likely to contribute constructively to success in college and to the college community outside the classroom. Possession of demonstrated talents in one or more of a wide variety of areas was a positive factor. Especially valued were evidence of strong character and potentiality for leadership.

By 1970 Colby was feeling the effects of the national agitation for increased enrollment of minority groups, especially blacks. The problem has already been mentioned in the previous chapter on policy. Its burden fell heavily on the Admissions Office. Pressure was exerted to lower admissions standards in favor of minorities. To some extent this was done at many private colleges, including Colby. Minority students were indeed admitted in some instances as definite entrance risks, with college success doubtful. Colby, however, commendably used the same risk policy in cases representing non-minorities. Such students were given special tutoring to help them overcome deficiencies. Financial aid was awarded to minority students out of proportion to their numbers. Colby indeed made strenuous efforts to do its share in meeting the needs of America's minorities.

In 1977 the Admissions Office added to its staff a minority recruiter. After a year's intense effort, this recruiter reported that, although more minority students were applying to colleges, many preferred two-year colleges with vocational studies. Southern students were more likely to attend colleges, especially public institutions, in the South, where desegregation had opened to them many previously all-white institutions. Many blacks were reluctant to attend a college in the remote northeastern part of the nation, especially one remote from large urban areas and one where minority students were few. It seemed that only colleges within which could be found a significant black community appealed to those applicants. Yet Colby was determined not only to admit minority students but actually to seek them.

The National Student Organization of Black Unity asked Colby to form a committee to study how minority students could more effectively relate to all aspects of campus living, and in 1977 such a committee was

at work. The Colby Trustees took cognizance of the problem by appointing a committee under the chairmanship of Miss Sigrid Tompkins, a prominent attorney of Portland, Maine. That committee recognized Colby's responsibility to accept increasing numbers from minority groups, to reject any quota system, to make special efforts to meet such applicants' financial needs, and to give in the curriculum proper attention to studies that emphasized the contribution of minorities to American culture.

Despite its handicap of location near the North Pole, Colby felt that in future years it would see more and more minority students on its campus.

Selective admission should result in low attrition, and indeed that has occurred at Colby. The more careful the selective process the more likely is success in college. As late as 1960 attrition caused by academic failure was high. One reason for continued losses was that too many male students were attending college, at Colby and at most other American institutions, to escape the draft, determined to do as little as possible to stay in college. Too many of them found that little was not enough. Others attended not of their own volition but because parents insisted.

As the Admissions Office came to place more emphasis on the applicant's own motives for attendance, and when the military draft was abandoned, and especially when the public became concerned that not every man or woman should attend a college of liberal arts, the situation markedly improved. When the Strider administration ended, very few Colby students were being dropped for academic failure, but new conditions were causing more voluntary withdrawals than had formerly occurred. The number of transfer students, both in and out, increased. Student mobility became rampant all over the land. There was also a tendency to stay out of college for a year or two to "find oneself." Counselors were advising individual students to take off for a year or two of work, of travel, of urban community living, and of other ways of securing personal stability except college study. This did not mean permanent rejection of college, but in many cases it did mean eventual return to a different college. That type of unrest had not subsided by 1979.

It is sound testimony to the worth of the Colby program that, in the face of numerous changes in the social scene, Colby remained a community of hard-working young men and women, with the general level of academic performance steadily improving. Four years at Colby were giving those earnest youths a comprehensive, productive, satisfying sense of the meaning of one's life, far beyond what graduates of earlier decades had realized.

## CHAPTER V

### *Curriculum*

TO STUDENTS of 1820, with their rigid course of classical studies prescribed for all, the Colby curriculum of 1960 would have seemed like a country store with a variety of selective offerings. The changes to 1960 were recounted in *The History of Colby College*, and in the next two decades even more radical departures came about.

American colleges have presented their offerings in what are called courses. In the early days, a course was likely to cover a wide area in a field such as science or history, but as time went on they became more narrowly specialized. It came to be considered a test of a college's distinction to note how many different courses it offered.

When Colby celebrated its first 100 years as a Maine college in 1920, the total number of semester courses was seventy-five, counting each full-year course as two. Forty years later, when Robert Strider began his presidency, the number was 350. In 1970 it had risen to 521, in 1975 to 647, and when the Strider administration ended, a buffet of 706 courses was laid before Colby students.

One reason for this expansion was increased specialization within the academic disciplines. In 1890 the professor of rhetoric had taught a single course in English Literature, and he scornfully ignored Dickens, George Eliot, and Thackeray as not worthy of consideration, and he frowned upon the romantic poetry of the Wordsworth-Coleridge school. In 1979 English, the largest of Colby departments, offered sixty courses in language and literature, more than the total given by all departments in 1900. By 1979 fourteen Colby departments each presented more than twenty-five courses.

Not all courses listed in the catalogue were given every year. Some were taught in alternate years, others only when there was sufficient demand. In Latin and Greek, for instance, only about one-third of the offerings were taught in any one year. Yet even when classical study in the ancient tongues had been abandoned in many colleges, Colby commendably had enough student interest in those basic languages of Western civilization to warrant a strong Department of Classics.

Part of the proliferation was caused by the introduction of studies new to Colby. To the study of French and German had been added Spanish long before the move to Mayflower Hill. But then those modern foreign languages were soon joined by Portuguese, Italian, Russian,

Japanese, and Chinese. Courses in foreign literature in translation became popular. Under the leadership of Dr. Leonard Mayo came the major in Human Development. In addition to expanding courses in the fine arts came courses in the performing arts. Interest in the Orient led to East Asian Studies, and minority interest brought Black Studies. The latter included Black Culture in America, Black American Literature, African Prose, Race and Minorities, and four courses in Black History. The departments of English and History, and the program in American Studies introduced courses about black contributions to American life.

Among other courses unknown in earlier years were Marine Ecology, Ecology and Population, The Consumer in Society, Organizational Behavior, Unions and Collective Bargaining, Literature of Existentialism, Poetry Workshop, Quebec in Transition, Oceanography, The Welfare State, American Bureaucracy, The Chinese Revolution, Russia and the USSR, Discrete Mathematics, Aesthetics, Indian Thought, Quantum Physics, Nuclear Physics, East Asian Religions, Social Deviance, Collective Behavior, and Latin-American Literature.

Some interesting offerings of the 1970's were German through Songs, Government and the Press, People's Republic of China, Music in the Liberal Arts, Physics and Environment.

A grant from the National Foundation for the Humanities permitted the introduction of a program of regional studies focusing on Eastern Canada and Northern New England. This involved attention to the history, culture, literature, art, and ecology of the region.

### *Art and Music*

BEFORE 1940 the fine arts and music were sadly neglected in the Colby curriculum. The coming of Seelye Bixler to the presidency made a pronounced change. His bringing to the Colby faculty of Samuel Green, quickly followed by James Carpenter, in art, and of Ermanno Comparetti in music assured these fields permanent places in the Colby curriculum. When President Strider took office in 1960, both departments were firmly established. But even then courses in performance or creation in these areas seldom gave academic credit. Only historical and theoretical studies were recognized.

President Strider, himself a soloist of note, continued to emphasize the musical programs started by his predecessor, but he was equally devoted to the fine arts. He went even further in both areas, persuading the faculty to give academic credit for well organized and carefully supervised work in performance and creativity. By 1979 art was offering twenty-eight courses while music had thirty, and there was a corresponding increase in faculty members for both. Original compositions and art objects created by students gained for Colby wider artistic reputation.

An annual event was the Student Arts Festival, continuing for several weeks in the winter. It presented professional performances, workshops, and lectures, as well as inter-departmental cooperation. A student art exhibit was presented in the Jetté Galleries, a production resulting from the January Plan. One year the festival featured a symposium on "Art and Environment," another covered "The Craftsman as Artist." There were workshops in photography, pottery, and batik. An annual feature was Student-Faculty Variety Night.

Both art and music were greatly stimulated by two organizations of public support: Colby Friends of Art and Colby Music Associates. Those supporters fostered art exhibitions, concerts, publications, libraries for both areas, and were loyal stand-bys during the growing years.

Art and music were housed in a large unit opened in 1959, appropriately named the Bixler Art and Music Center. Colby's first museum was in this building, and the galleries honored Trustee and former Chairman of the Board, Ellerton M. Jetté, and Mrs. Jetté, who had donated numerous important items to the collection. In 1973 an extensive, specifically designed addition provided space for new galleries. By 1978 the Museum housed the Harold T. Pulsifer Memorial Collection of Winslow Homer, the Jetté American Heritage Collection of American Primitives, the Jetté collections of eighteenth-century American portraits and American Impressionist paintings, the Helen Warren and Willard Howe Cummings Collection of American Art, the Pepper watercolors, the Jack Levine graphics, the John Marin Collection, works by Wyeth, the Bernat Collection of Oriental Ceramics and Bronzes, the Pollack Indian rugs and jewelry, and a large general collection. Several thousand visitors toured the gallery every year, but its chief purpose was to afford the finest facilities for Colby students.

Performing arts got a boost when, in 1977, the Runnals Union gymnasium was converted into a center for those activities. Named for President and Mrs. Strider, the new theater gave opportunity on the campus to present dramatic performances that had previously been obliged to resort to the inadequate and rather decayed facility of the City Opera House. At last on Mayflower Hill was a modern theater with excellent equipment, affording opportunities for varied dramatic productions and also for the rapidly developing area of modern dance.

For music, to the existing outdoor Gould Music Shell on Coombs Field was added the McPartland Music Shell indoors in Wadsworth Gymnasium.

### *Center for Coordinated Studies*

A VENTURE in the area of departmental cooperation was the establishment of a Center for Coordinated Studies in 1969. Located in one of the

residence halls, it had classrooms, offices, and living and dining quarters under one roof. It was designed to promote a more coherent pattern of liberal arts education, breaking down departmental barriers and assuring a broader, coordinated approach to learning. It hoped to elicit a greater degree of responsiveness between students and faculty in both design and operation of curriculum, and to provide a learning environment that would induce students to take initiative and responsibility for ordering their own education and their lives.

At the end of its first year, doubts arose as to the feasibility of the experiment. Some students complained that the expected autonomy had not been realized, that departments were inclined to insist upon their own offerings rather than develop cooperative courses. On the other hand, several faculty members felt that the students tended to concentrate on social living rather than on intellectual development. Both faculty and students saw a danger that the center might encourage the formation of isolated cliques apart from the rest of the student body. Enthusiasts for the program, however, insisted that the problems were transitory and the natural result of innovation. Determined to make the experiment a success, its enthusiasts had given it by 1975 what seemed a permanent place at Colby. By that time it had provided profitable investigations into such areas as Tragedy in Historical Context, Existential Thought and Literature, Studies in Human Development, and other fields.

Soon afterwards, however, the center began to decline. One difficulty from the beginning had been the lack of faculty members with either the time or the inclination to cooperate in the experiment. The director of the center reported, "As the pressure to get tenure became increasingly severe due to the sharp competition in the teachers' job market, faculty members who could spare time for the center were hard to find. Increased emphasis on faculty publication as a qualification for tenure became a serious burden. It is amazing that the center survives under present conditions."

It seemed that too many of the faculty regarded the center as a worthy project as long as they did not have to get involved in it. The Center for Coordinated Studies closed in 1978, with Vice-president Jensen commenting, "The Center served a worthy purpose and in its time proved useful to participating students. But now it lacks sufficient student and faculty interest to sustain it."

When the Strider administration drew to a close, Colby had not yet found a way to break down effectively the walls between separate departments that for more than a century had become as powerful as government bureaucracy. Colby had made a rather weak attempt to enter the movement for General Education in the 1940's, and had introduced a course called Man and His World, but it fell into innocuous desuetude. A few inter-departmental offerings had, however, become well

fixed in the curriculum, and it would be unfair to place the blame for the broader failures of General Education and the Center for Coordinated Studies on departmental jealousies or bureaucratic addiction to the status quo. The major reason may well have been the intense desire to improve the Colby faculty and especially to induce into its ranks competent specialists. There developed a strongly felt necessity for each teacher to devote his talents to his academic discipline if he desired professional survival.

### *Experimental College*

ANOTHER innovation of even lesser potential viability was an attempt by students themselves to provide non-credit instruction in unusual and sometimes exotic fields. The movement started as a project within the Center for Coordinated Studies in 1976. A questionnaire asking students what they would like to study if they could choose anything they wished, and how many weeks such study should extend, whether they themselves could teach such a course, and whether they favored development of such a non-credit program, resulted in the creation of an Experimental College. Its first offerings included Bicycle Repair, The Indian Sub-Continent, Wild Foods, and Human Consciousness. The experiment received a grant of \$400 from the Maine Director of Community Services. Plans were made to offer courses in soap carving, ice fishing, weaving, hang-gliding, bartending, fly tying, folk dancing, organic-food cooking, and house-plant culture.

Like its parent, Coordinated Studies, Experimental College also fell by the wayside. Perhaps it never had a legitimate place in the College despite the sincere intentions of its founders. All that its advocates ever claimed was that it was to open the way to study seriously some small segment of knowledge or skill without thought of credits or grades, and that its instructors could be students themselves.

### *Program II*

JUST as unsuccessful was a bold experiment for independent study framed within the regular curriculum. Called Program II, and supported by a grant from the Ford Foundation, it set up an experiment with twenty-five freshmen who entered Colby in 1966. Its announcement said:

Program II differs from the traditional courses in that no classes are required nor the usual examinations, and there are no grades. Each student is free to work out with his adviser an entirely independent program of study, but he may include in it as many conventional courses as he chooses, but will receive no grade marks in those courses. Each student must satisfy the adviser that he or she is working steadily in a suitable direction and is making progress. The stu-

dent will be expected to write papers at frequent intervals and in other ways provide the adviser with a basis for assessment.

Program II stumbled at the outset. Several faculty members were reluctant to cooperate; others could not get the necessary released time to give advisees proper attention. In some cases the expected supervision became perfunctory. One student complained he was unable, again and again, to arrange for consultation. The entire venture lacked planning and regular checkup. From the students' viewpoint, the plan was of questionable value. They felt that even the most conscientious advisers, eager to test student independence, left those "guinea pigs" too much on their own.

During the first semester, the students floundered in bewilderment, and even later a large majority never accommodated themselves to the experiment. Such unrestricted academic freedom apparently was not for freshmen.

In their senior year, only four of those Program II freshmen had completed the program. All the others had either turned to conventional courses or had transferred to other colleges. One of those transfers, who later earned a Ph.D. at a prominent university, said in retrospect, "It was an interesting venture, but it came too early in a student's life. Freshmen are not ready for such concentrated study."

No second group was ever accepted under Program II. With those "guinea pigs" of 1966 it was abandoned.

The preceding accounts might imply that innovation is not successful at Colby. That is emphatically not the case. True innovation necessitated trial and error, involving possibility of failure as well as hope of success. Many changes at Colby were highly profitable and more than compensated for the failure of others.

### *Independent Study*

MORE modest projects than that envisioned by Program II proved that seeds of independent study could come to profitable fruition. Senior Scholars had first been appointed in 1954. They were students who, in their senior year, were selected to pursue an area of investigation, usually within their major field, and were freed from part of their normal course load. The plan resulted in papers of unusual merit. An American Indian girl did original research on "Attempts at Unity by the Indian Tribes of Maine and New Brunswick in Colonial Times." An interesting paper, "Follow Your Leader," was a study of race relations. One student wrote an untitled novel, and another student studied the relationship of culture and architectural design. Many of the papers produced between 1960 and 1979 were worthy of publication rather than suffering the fate of lying in the Colby archives.

### *Bixler and Dana Scholars*

AN ANNUAL convocation recognized the Bixler and Dana scholars. The former were the top-ranking students as determined by academic records of the preceding year; the latter were selected on the basis of academic performance and potential leadership.

### *Teacher Training*

FROM its founding, Colby has prepared teachers for the secondary schools. For more than a hundred years, there was no professional aspect to that preparation. It was concerned solely with competence in subjects taught, not with methods or consideration for the secondary school pupil as a person.

By the middle of the twentieth century, teacher training had gone to the opposite extreme, with great emphasis on method and less on content. The theories of Progressive Education dominated the scene.

Colby never surrendered to methodology or even to the popular theories of John Dewey. But the whole concept was so foreign to the idea of teaching held by most college and university teachers that the very thought of making Colby even modestly a teachers' college was anathema.

Professor Edward Colgan and his associate Norman Smith thus worked under trying conditions as they sought to see that Colby men and women who wanted to enter seriously the public schools met the requirements set up by state departments of education. The conventional departments were so loath to recognize Colgan's field that they came close to getting a faculty vote to drop teacher training from the curriculum. The decision had already been made not to have vocational courses at Colby. If governmental agencies and state legislators were insisting that public school teaching was a vocation with specialized skills and methods, let the state colleges with their department-store vocational offerings attend to the job. It didn't belong in a liberal arts college.

After the retirement of Professors Colgan and Smith, Professor Harold Jacobson was made head of the Office of Education with definite instructions to attempt the difficult task of integrating teacher training into a liberal arts program. With a doctorate from Harvard and firm conviction of the validity of liberal arts, Jacobson felt strongly that the public schools badly needed teachers firmly grounded in the breadth of education encountered at Colby, and that courses in education should be so sound in content that they would be valuable for homemakers and others dealing with children, as well as for professional teachers.

Jacobson and his associates soon showed that training could logical-

ly and effectively accompany knowledge. In many a conventional department, field work had come to be accepted as legitimate. What was practice teaching if it was not field work?

By 1979 Education was no longer a merely tolerated course in the Colby family. "By their fruits you shall know them," and the work of Colby graduates in the nation's classrooms continues to bring credit to the College as it had done even before John Dewey was born.

The main titles of some of the courses in Education reveal their liberal arts validity: Sociology of Education—a cross-cultural study of the role of the school and the teacher in society, Developmental Psychology, Philosophy of Education, Evolution of the American School.

When the Strider administration ended, Colby College was still maintaining that some of its graduates should be ready to meet the requirements of today, not of a distant yesterday, in the teaching profession.

### *Foreign Study*

Two decades before the move to Mayflower Hill, Colby had participated in a program of student exchange with foreign countries. Conducted by the Institution of American Education, it arranged for foreign students to come to Colby and Colby students to go to foreign universities on a one-for-one basis. Colby's first exchange was with Germany, but during and after World War II was more predominantly with France, Italy, and the Scandinavian countries. Few exchanges were with Great Britain because the competition was so great. Many more applicants sought exchange with any English-speaking country than with one where at least a modest degree of foreign language proficiency was necessary. Colby did however have one early exchange with India.

Between 1960 and 1979 the program was expanded. No longer was one-for-one exchange necessary. Cooperative arrangements were made with specific universities abroad. Prominent was the arrangement with the University of Caen, in France. The report of a Colby student who was there in 1976 illustrates its value.

It was a thrilling experience. It took me a while to get used to speaking French, but before I left, my French friends said I had little American accent. At Caen all courses are taught in French. As for attendance, you are on your own, but the required examinations are not easy. The French people are hard to get to know well, but if you really try to meet them, they become true friends. I learned to cook in classic French style. I've learned that the world is big and beautiful, and I have gained self-confidence. But I am glad to be back at Colby. We've got a lot here, believe me.

The usual experience abroad came in the junior year, and all over the nation became so common that it was not at all unusual to see many young people enjoy the Junior Year Abroad.

Colby also had an affiliation with the Kyoto Program, offering a year of study in Japan. It also became popular for students interested in Spanish or Portuguese studies to spend a year in South America.

### *January Program*

THE most successful of all the innovations during the Strider years was the January Program, popularly called the "Jan Plan." Recommended by President Strider in 1961, it called for devotion of the month of January to a project of independent or small-group study not necessarily connected with the regular curriculum, though such connection was encouraged. Juniors and seniors could pursue individual projects properly approved. Freshmen and sophomores had group projects, most of which required residence on the campus. As the plan progressed after 1961, more individual projects were opened to the two lower classes.

Although from its start the plan permitted the work to be done elsewhere, it turned out that the projects selected caused a majority of students to remain on campus. That placed a severe strain on the Colby library. In fact an early handicap in getting the plan well under way was scarcity of library resources. To assure the plan's success, appropriations for book purchases had to be substantially increased. The pursuit of many projects could be done only at such large libraries as Harvard's, the New York Public, and the Library of Congress, and came to be generally accepted, even welcomed, by students.

Despite plans that had to be ironed out, the January Program met with such success that it was adopted by a number of other colleges and received publicity in educational journals and the secular press. It brought many inquiries to the Colby campus.

Every Colby student was required to complete a January Program in each of the four undergraduate years. It could be either inside or outside the student's major field but had to be approved by his major department and the January Program Committee. No grades were given except honors, pass, or fail.

Some of the individual projects were so valuable that they received wide attention. So many of them were individual projects conducted far from Waterville that students came to think the campus was deserted in January. However, in the eighteen years since the program started, there has never been a January without seeing a majority of students remain on the campus. Most of the group programs and many of the individual projects were pursued in residence.

The program did indeed take some students far afield, where they profited from facilities not available in Waterville, and from a living experience in another locale. Biology groups went to the Florida Keys. Studies were made in some of the nation's largest industrial plants. A few students worked in such distant lands as Japan, India, and the Afri-

can republics, and a large number were in European countries. In 1976 two students were in East Africa studying people and culture, one was in Hawaii investigating volcanic forces, another was in West Africa observing activities of the U.S. Agency for International Development, still another was studying Chinese in Taiwan. Life with a family on the Yucatan peninsula was another student's experience. Two investigated television operations in Peru. One project involved work on a sailing vessel in the Gulf of Mexico.

Interesting projects within the United States included the prehistoric Indian culture in Arizona, sociological factors at work at the gambling tables in Las Vegas, work in a Boston television station, involvement with the Washington Institute of Women in Politics, and a study of possible life on Mars conducted at the Massachusetts Institute of Technology.

Several Jan Plans involved political internships in the offices of Senator Edmund Muskie and Congressman Emery of Maine, and in other Washington offices. Students worked in the legislatures of Maine and Montana, and on a number of other state, county, or municipal assignments.

Other projects of special note during the years related to the influence of Elijah Lovejoy on Colby College, traditional New England folklore, working backstage for the Boston Opera Company, with the Peace Corps in Paraguay, and studies of the Ku Klux Klan in Maine in the 1920's and the green-crab population of Islesboro, Maine. A group of Colby students designed and built a much-needed bridge on the Appalachian Trail.

In 1979 students were investigating environmental change off the coral reefs of Granada, studying the pre-Columbian culture of Indian tribes in Costa Rica, spending the month in a Zen Buddhist monastery, investigating international trusts in Switzerland, looking into motor-boat pollution on Maine lakes, and studying winter life of animals in Colby's Belgrade preserve.

Several valuable projects were conducted in Waterville. One student ascertained and recorded the date and place of manufacturers of a dozen old muskets in the collection of the Waterville Historical Society, and others catalogued and described fully other items in that society's exhibits. Studies were made of the local French-Canadian population, of local industrial trends, and of cultural development.

Group projects involving a dozen students yielded profitable results. One of special note called for the discovery of a lost language. On the hypothesis that Greek had become extinct for centuries, students who had never studied Greek were able in a month to work out a grammar and a vocabulary on the basis of a comparison of the Greek text with a translation of the Gospel According to St. John. Their success was

largely due to the ingenious guidance of a noted linguist, Dr. Archibald Allen.

As with all innovations, the January Program had its critics. On one occasion *The Colby Echo* was extremely caustic. "Jan Plan has degenerated. It is three weeks of skiing and one week of cramming. It reveals an alarming amount of hypocrisy. Too many students have no intention of doing more than the minimum required. The faculty often passes work they would not accept during a normal semester, and some faculty members take no responsibility for plans they sponsor. The plan has moved away from academic ventures, taking on such projects as apprenticeship to a harpsichord maker."

There were, however, strong defenders of the program. "Colby has in recent years encouraged innovation in its curriculum, and it has especially fostered individual interests. It is all to the good that the Jan Plan extends beyond conventional academic areas. It would be contrary to this worthy Colby tendency to turn back the clock and insist that the Jan Plan be narrowly intellectual. It should continue to welcome experimentation in field work and work-project pursuits."

No one ever had the utopian expectation that all students would take the plan seriously and welcome it with rewarding effort. A college usually reflects society as a whole. Just as there are minimum achievers and shirkers in every community, there are always some of the same kind in a college. By 1978 the Colby faculty felt that the number of those who had turned in nearly worthless results of a January project were indeed too many to be ignored, and that the entire plan should be reevaluated. That investigation brought the decision that in the future all freshmen must be required to take a group plan unless an individual project of outstanding merit, acceptable to the entire January Program Committee, was presented by a proven exceptionally industrious student. All projects in the three upper classes must have the approval of major departments, even if conducted in an area outside the department, and care must be taken to reject all plans that do not demand real work.

Other changes, including various suggestions for credit-hour allotments to January plans, were being considered during 1979, but the program itself had become well established as a feature of the Colby curriculum.

## CHAPTER VI

### *Graduation Requirements*

THE *History of Colby College* contains an account of many changes in graduation requirements made between 1820 and 1960. Changes were few until near the end of the nineteenth century. Into the fixed studies for every member of each class were gradually introduced other subjects, but frequently for only a single term. To the regular fare of Latin, Greek, and mathematics the table offered meager introduction to the sciences, history, philosophy, and literature. Not until nearly 1900 were economics and sociology introduced.

During the first half of the twentieth century, graduation requirements had been broadened, and no longer did one have to pass at least a year of college mathematics. The pattern of fixed requirements for all students had nearly disappeared. Not until 1920 was a major required. But even in 1960 the Colby faculty insisted that every graduate must be exposed to what they considered a liberal education. All students were still faced with definite, though partially optional, requirements.

Although early in the twentieth century Colby had conferred both A.B. and B.S. degrees, with different sets of requirements, the principal difference turned out to be that A.B. meant a college course with a Latin requirement, and B.S. meant everything else, not necessarily emphasis on science. At President Johnson's insistence, the B.S. program was abandoned, and all Colby graduates received the A.B. degree.

When World War II opened, requirements for Colby graduation were twenty year-courses or their equivalent in semester courses, regardless of the number of credit hours assigned to any one course. Quality points, numerically assigned for grades from C to A, were to total roughly the equivalent of a C average. Completed were to be a course in English composition and one in literature, two years of a foreign language or the passing of a reading-knowledge examination, and fulfillment of stated distribution requirements, which entailed four semesters of study in each of three areas: humanities, sciences, and social sciences. A major was to be fulfilled either in a single department or in one of several authorized combinations.

For most of the 1950's, all freshman and sophomore men were required to take a course each year under the Reserve Officers Training Corps of the U.S. Air Force, but that was made elective in 1959. The ROTC was finally withdrawn from Colby in 1974.

During the 1950's and early 1960's, comprehensive examinations in the major subject were required at the end of the senior year. In 1967 this requirement was made optional among departments. In 1968 the requirement of forty semester courses was changed to 120 credit hours, and to a number of courses were assigned credit of more than the usual three hours each.

As early as 1910, two years of physical education had been a detested burden upon Colby students. Because too many men and all of the women, before the move to Mayflower Hill, had no regular participation in sports, either intercollegiate or intramural, they had to face the dreary calisthenics of gymnasium sessions. As an extensive program of sports became open to both sexes on the Hill, gymnasium classes became less important, and the physical education requirement less unpopular. In the 1970's the two-year requirement disappeared, and Colby men and women had to take only one year of compulsory physical education.

In 1969, after a year of heated faculty discussion, a response to student demands lowered the number of credit hours needed for graduation from 120 to 108. The change was made to accommodate a student load of four courses per semester instead of five. It was contended that, with the narrower spread, each course could be more thorough and demand more of the student's time.

The change to 108 hours soon brought pronounced dissatisfaction. In 1972, by overwhelming vote, the faculty returned to the old demand for 120 hours, with the stipulation that fifteen of those credits could be marked simply pass or fail. That term "pass-fail" had been unknown to earlier Colby generations. It meant that the student, through his four years, could designate five of his semester courses to receive no numerical grade but be marked pass or fail. After the Second World War that practice had become familiar at many American colleges.

After the introduction of the January Program, explained in the previous chapter, every student was required to complete a January project each of his years at Colby. By 1975 the other requirements for graduation had become 120 credit hours with 210 quality points; six hours of English composition and literature; two courses in each of the areas of humanities, sciences, and social sciences; and one year of physical education. A major could be fulfilled in an area of approved independent study as well as conventionally. By 1975 the combined majors included American Studies, East Asian Studies, Environmental Studies, Human Development, Western Civilization, Administrative Science-Mathematics, Classics-English, Classics-Philosophy, Economics-Mathematics, Geology-Biology, Geology-Chemistry, Philosophy-Mathematics, Philosophy-Religion, Physics-Mathematics, and Psychology-Mathematics.

Pass-fail had originally applied to all except the fixed requirements. It had thus been applicable to the distribution requirements. Instead of

devoting serious work in subjects outside the major, it had opened the way to a just-enough-to-get-by attitude toward the breadth of curriculum that assured a liberal arts education. In 1977 the faculty decided that pass-fail would no longer apply to distribution requirements.

The entire pass-fail concept came under fire. It was argued that it was deceptive, that everyone seemed to know its meaning except the public. Students and faculty knew but intended that the world should never find out. Graduate schools looked unfavorably upon pass-fail.

Yet the plan had its defenders. "Give the students a break." Some students would in any case find distribution requirements so obnoxious that they would work no harder in those courses if given numerical grades.

The result was that in 1979 pass-fail was still in use at Colby but for only completely elective courses.

In 1977 President Strider announced that he personally favored a program of four courses a year. He said, "I have been arguing for four courses for the past twelve years. Five courses and a January program make for more than most colleges demand."

When the foreign languages requirement was vigorously attacked by students in 1976, Professor Jean Bundy, head of that department, made an investigation of foreign language study in several colleges comparable to Colby. He found teachers everywhere perplexed concerning the place of foreign languages in the curriculum.

People say language is exposure to another culture, provides mobility of travel, and helps understand language phenomena. But those are secondary reasons. The primary reason is what the study does for you intellectually. It is a unique intellectual experience. Success depends upon attitude and motivation. In the language classroom, more than in many other disciplines, the adversary relation of student and teacher tends to become pronounced, and students announce their hatred of language study. To alleviate this situation we should define our goals, promote a better sequence of courses, and be aware of students' psychological attitudes.

Under Professor Bundy's leadership many changes of methods and increased consideration of individual students made foreign language study more attractive. Students were permitted to show, even before completion of a particular classroom course, that they could meet the requirement of a reading knowledge of the language. While the spoken language was not neglected, and was indeed stressed for language majors, the requirement for all was a reading knowledge.

In 1979 foreign languages had an assured place in the Colby curriculum. It was even recalled that Chairman Mao of China had said to the French Premier, "I am not an educated man. I do not know a foreign language."

The fact that Colby graduation requirements were constantly changed was not a sign of weakness nor of vacillation. For a hundred years be-

fore President Strider retired, there had never been a time when one requirement or another had not been questioned. Every change had been taken in step with changing times in American society. In the next hundred years, we're likely to see the same kind of protest and change.

Further changes were indeed already under consideration as the Strider administration came to an end. Area requirements were being considered in five possible groups instead of three: creative arts, humanities, social sciences, natural sciences, and symbolic thought. The Educational Policy Committee was about evenly divided between a four-course and a five-course program. There was sharp division concerning credit for January plans.

All that could be confidently predicted was that in 1989 the requirements would be different from those of 1979, and by 1999 they might be radically changed. One point, however, seemed assured. The faculty of 1999 might have as much trouble in agreeing upon what constitutes a liberal education as did the faculty in 1920, when President Roberts said, "A liberal education ought to make men and women liberal." Even then one has to define "liberal."

## CHAPTER VII

### *Finances*

WELL before 1979 Colby College had become a multi-million-dollar operation. The fiscal year that ended on June 30, 1978, saw expenditures totaling \$11,630,307. That alone was an increase of more than a million dollars over the previous year. There had been a steady rise in operating costs every year since Dr. Strider became president in 1961.

The increase was certainly not his fault. Not only had increased enrollment necessitated increase in faculty and other staff, but crippling inflation had continued all through the 1970's. Like every organization, every industry, and every family, Colby had to cope with the steadily decreasing value of the American dollar.

The mere figures that tell of rising costs are impressive. For current operation, the College spent in 1961 about \$2,750,000. In 1965 it had risen to over \$4,000,000. By 1970 the figure was up to \$6,700,00, and after five more years the total was \$8,140,000.

None of this total included expenditures for new buildings. That was in a separate capital account. The preceding figures were for current operation alone. Money for buildings had come through financial campaigns, large gifts from bequests and foundations and from some transfers of funds, but usually the campaigns sought increased endowment as well as money for buildings.

The College would have been bankrupt if revenue had not risen comparably with expenses. Raises in tuition and other fees, a larger student body, and increased annual giving for current expenses had seen enough years with a surplus to offset the years that showed deficits. In fact during the 1960's it was trustee policy to increase tuition only once in three years, thus contemplating a year of surplus, one of breaking even, and a final year of deficit. However, in the 1970's inflation became so oppressive, and its annual rate so unpredictable, that the College was compelled to resort to more frequent increases. The important point is that, while many colleges across the nation went heavily into debt, and some were forced to close their doors, Colby not only remained solvent but actually became more prosperous, with many new buildings and increased endowment.

When the first buildings were being erected on Mayflower Hill in the late 1930's, Trustee Henry Hilton, a Chicago publisher, told President

Johnson to pay no attention to the accusation that money for buildings would take funds that ought to be placed in endowment. "Frank," said Hilton, "for every dollar you get for buildings, you will get another dollar for endowment." Mr. Hilton's prediction turned out to be abundantly true. When Johnson became President, Colby had slightly less than \$3 million of endowment. When Robert Strider took office in 1960, it had risen to over \$8 million. When Strider left the presidency in 1979, it had reached \$25 million, which was almost exactly the value of all Mayflower Hill buildings at that time.

Of significance to the community was Colby's annual payroll. Before the move to Mayflower Hill, the annual amount paid to Colby employees had been small compared to the payrolls of the city's major industries. By 1979 Colby's annual pay to officers, faculty, and maintenance and secretarial staffs exceeded \$5 million, making it one of Waterville's larger payrolls.

As already noted, part of the money Colby spent annually for all purposes came from tuition. That expense had undergone radical change during the twentieth century. In 1909, when the Colby Historian of 1979 entered the College as a freshman, tuition had been ninety dollars a year, room rent eighty dollars, board \$128, and stated fees twelve dollars, and many students had part of the total \$310 remitted through scholarship aid or campus employment. By 1961 the cost of tuition, board, room, and fees had jumped to \$2,046 a year. By 1979 it had shot up to \$6,210, and there was no indication that the top had then been reached. The burden upon middle-class families was becoming excessively heavy.

IN 1976 Administrative Vice-president Robert Pullen published an article in the *Alumnus* that attacked the problem. Pointing out that the customary figure of \$10,000 as average income of a middle-class family was much too low, Pullen emphasized the necessity for colleges to grant an increased amount of financial aid, and grant it to families who ten years previously would have been considered well to do. "The wealthy may complain," he said, "but they can still meet the increases. Financial aid has always helped the needy. It is the middle group that is hardest hit by college expenses. Often they have had to borrow to meet existing costs, only to be hit by another rise." Pullen came out boldly for government aid, not directly to colleges but to students themselves to use at any college of their choice.

Pullen's article ended with this paragraph:

Colby admission losses to state universities are not great. Indeed public institutions are also being squeezed by inflation. Taxpayers are determined not to continue increasing university appropriations by such annual leaps as in the recent past. In public and private colleges the charges for room and board do

not greatly differ. The difference is in tuition. That means that we at Colby must put increasing emphasis on endowment for financial aid, and that means more emphasis on gifts and grants.

TO THE President, as well as to other administrators and trustees of the College, it had become alarmingly evident that not far ahead must come a "D Day," when college charges all over the nation would reach a saturation point, exceeding the public's ability to pay. No one could predict at what financial maximum that would come, but the straw that would break the camel's back was sure to come. The only adequate solution, unless only sons and daughters of great wealth were to attend college, was that expenses must be met in greater proportion from sources other than tuition, and children of the middle class must receive rising amounts of financial aid hitherto restricted largely to lower-income families.

The importance that financial aid at Colby had already reached by 1979 is shown by the marked change over the years in both the amount of aid and the procedure of granting it. In President Roberts's time, students would don old clothes and call at his office for the meager handout of forty dollars a year, creditable only on second-semester bills. During the 1970's, Colby had a very efficient Office of Financial Aid and Career Counseling under Sidney Farr, who carried out that burdensome task so outstandingly that in 1978 he was selected to succeed Edward Turner as Vice-president for Development.

Procedures for awarding financial aid, worked out by Farr and his Financial Aid Committee, were systematic and eminently fair. A total amount appropriated for aid was inserted into the annual budget of the College. A portion of the total was allotted to freshmen. Applicants needing financial assistance filled out a simple form asking for aid. The applicant and his family then filled out a more meaningful form and submitted it to the College Scholarship Service at Princeton, New Jersey, which acted as a clearinghouse for aid applicants to a large group of colleges. By a process arrived at by long experience with thousands of applicants, the service tested the validity of applications and reported to the individual college. The Colby Financial Aid Committee then decided whether the applicant should be granted aid, and if so how much and of what kinds.

The College granted three kinds of aid: scholarships, loans, and campus employment. A highly important feature of the process was that aid granted must be sufficient to meet the year's expenses when added to what the student could supply from other sources. Sometimes an applicant could supply so little from personal and family resources that aid had to amount to several thousand dollars a year if the candidate were to attend college at all. Of course at Colby, as at all other colleges, the

amount of aid available has always been limited, and not all eligible applicants can be rewarded. Insisting that it is fairer to an applicant to reject him or her altogether rather than admit with insufficient assurance of meeting costs, every grant of aid was enough to assure a year's expenses, or none of it was granted.

In many instances, a grant involved all three kinds. Part was in scholarship, part in loan, and part in employment. Aid did not end with the freshman year. Although a new application had to be made annually, it was assumed that sufficient aid would be granted each year that the student was in college, though changing circumstances might alter both the amount and the kinds of aid.

The extent of student aid at Colby had by 1979 become a very sizable sum. For the College year of 1978-79, total College support was \$1,515,000, or about one-sixth of all College expenditures. Where did the money come from? Income from endowed scholarship funds, gifts, plus a generous amount appropriated from current revenue. The Financial Aid Office administers \$1,290,000 in government grants, loans, and employment to individual students. In addition to institutional and federal funds for student aid administered by the College, Colby students received nearly \$150,000 in state scholarships and high school or local support. Thus in 1978-79 the total amount of aid to students administered by the office reached the impressive total of \$2,955,000.

In 1979 thirty per cent of all students and thirty-five per cent of freshmen were receiving aid. Colby had by no means become a rich man's college, although the number enrolled from families who could meet the expenses had indeed increased since 1961.

MUCH of Colby's financial progress had been made possible by grants from national foundations. The Ford Foundation, in 1962, offered Colby \$1.8 million if the College itself would raise double that amount. Instead of stopping with the required \$3.6 million, an energetic campaign raised \$4.6 million. This was by far the greatest expansion of funds in Colby history. Though it might not have been possible without the Ford incentive, more than two-thirds of the total was raised by alumni and friends of the College.

In 1974 the same foundation made another grant of \$150,000 in support of Colby's innovative academic program. Colby was one of only twelve northeastern colleges to be so honored.

Large as was the amount raised in response to the Ford matching grant, it was exceeded by an ensuing campaign called The Plan for Colby. That campaign called for \$6.7 million, of which \$1,675,000 was to be for construction, \$1,237,000 for expansion and development in the sciences, and \$1,730,000 for other projects. In 1974 President Strider happily announced that this campaign had far exceeded its goal, and

had reached a total of \$10.6 million. While this outstanding success had been made possible by a few large gifts from foundations, corporations, and individuals, the breadth of its appeal was shown by the contributions of 5,426 alumni, trustees, parents, and friends of the College.

Contributions for general endowment or for operation came from the Garrison Trust of Boston, the Dana Foundation, the Kresge Foundation, the Charles E. Merrill Trust, the Andrew Mellon Foundation, the Avalon and Winthrop Smith funds, and from a multitude of corporations and individuals.

No college can prosper without continuing alumni support. Long before 1960 the Colby Alumni Fund was supplying each year a large sum toward current expenses. By 1979 it had reached an annual total in excess of \$300,000.

Substantial contributions had come to Colby through bequests. These became numerous during the Strider administration. From the estate of Mrs. Mary Stafford Arey, in memory of her husband David K. Arey of the Class of 1905, came a bequest exceeding two million dollars, the largest legacy the College had ever received. Both Mr. and Mrs. Arey had been life-long school teachers, and even their closest friends did not suspect they were possessed of such wealth. The complete unexpectedness of the gift made it all the more appreciated. It was devoted partly to endowment, partly to giving the Arey name to the Life Sciences Building when that structure underwent renovation in 1978, and partly to the establishment of the Mary Stafford Arey Center for the Mathematical Sciences.

A bequest of \$400,000 came from the estate of Miss Florence Dunn, Class of 1896, who had been the daughter of a local Trustee, a member of the Colby faculty, and a leading force for the Women's Division of the College. Other bequests varying from a thousand dollars to amounts in five figures added substantially to the Colby endowment or capital expenditures.

Many persons participated in the raising of funds during Robert Strider's nineteen years as President. Although the President himself spent a great deal of time calling on prospective givers, he would be the first to give credit to others. Members of the staff, alumni chairmen of local, regional, and national campaign groups, and hundreds of individuals played conspicuous parts in the successful drives for funds. One man, however, deserves special credit. He was Edward Turner, Vice-president for Development, who retired in 1978 to the regret of all Colby people. Traveling thousands of miles, facing all sorts of frustration, knowing no limitation of work hours, Turner carefully and patiently cultivated big givers and was equally gracious with the donors of small amounts. Ed Turner could "make friends and influence people." He prodded committees and fund-raising teams from Maine to California; he kept constant track of a complicated organization; he organized the

Friends of Art and stimulated the Music Associates. He was actively aware of the need to increase faculty salaries, to get money for endowment as well as for buildings. He never missed an opportunity to make Colby known to an ever-widening audience. He richly deserved the honorary degree that Colby conferred upon him.

Mention has been made of government grants for students administered through the Financial Aid Office. That was one of very few financial arrangements by Colby with resources in Washington. In handling these student aid funds, Colby had been only an intermediary, not a direct recipient. Fortunately Colby did not fall into the government entanglement that threatens the autonomy of too many colleges. Not a penny of government aid had gone into the \$25-million-worth in the new buildings on Mayflower Hill. The College did accept a few small grants for specific projects, such as \$16,000 toward a language laboratory.

In 1965 the federal government instituted the Educational Opportunity Grants and a Work-Study Program, in both of which Colby participated, but again this was aid to students, not directly to the College. The programs did, of course, give greater employment opportunity to more students and thus to some degree relieved pressure on College funds. The Director of Financial Aid explained, "Under these programs the amounts allotted by the government are determined by a complicated formula. Much has to do with the number of college students in the entire State of Maine, and this of course gives advantage to the public colleges."

The only major government grant to the academic program did not affect the undergraduate curriculum. It was support of the annual summer Institute of Science and Mathematics, funded by the National Science Foundation. Enrollment was limited to secondary school teachers already employed in teaching science or mathematics. By attending and completing designated summer courses for four years, and after fulfilling a number of other requirements, those persons could earn a master's degree from Colby. The program was indeed highly beneficial to the persons taught and to the public and private schools they served.

Though grateful for the government aid the College was able to administer for the benefit of students, Colby has been aware of the adage "He who pays the piper calls the tune," and Colby has been one of a small group of American colleges that are determined to preserve their own autonomy.

Early in the Strider administration, one aspect of government grants caused loud protest all over the nation. When the government instituted a program of guaranteed loans through banks, the act included a provision that any receiving student must file an affidavit disclaiming membership in or support of any organization that advocated overthrow of the U.S. government by force or violence or by illegal or unconstitutional methods. The affidavit was attacked on the grounds of discrimina-

tion. President Eisenhower said, "A large part of our educational community feel they are discriminated against by having students singled out for this disclaimer." Eisenhower's successor, John F. Kennedy, at that time a U.S. senator, said, "This disclaimer acts as a barrier to prospective students. It is distasteful, discriminatory, and humiliating. It assumes disloyalty, to be avoided only by signing a disclaimer. No one can quarrel with the principle that all Americans should be loyal citizens, but that is quite different from singling out students. Such an affidavit should not be required."

When Congress delayed action on proposed repeal, Colby joined an impressive number of leading colleges in withdrawing from participation in the program. Only when Congress eventually eliminated the disclaimer did Colby allow its students to take financial advantage of the act.

One feature of Colby's financial management deserves special mention. In all kinds of organizations, both profit and non-profit, severe criticism has been directed at the proportion paid for administrative costs. Colleges have been especially accused of disproportionate numbers of administrative officers compared with teaching staff. Faculty members complained that much of the money spent on administration could be better used to pay respectable teaching salaries.

Such accusations did not correctly apply to Colby. The ratio of administrative costs to instructional expenses continued to drop during the Strider years, from eleven per cent in 1965 to eight-point-five per cent in 1975. In other words, while the number of administrators had indeed increased, the number of teaching faculty had increased faster.

In 1978 students at many private colleges became concerned about the investment of endowment funds in South African enterprises. South African apartheid was profoundly obnoxious. Colby students joined the crusade. Abetted by a number of faculty members, they requested the Trustees to rid the College of South African investments. The Trustees made a thorough investigation, and their chairman, Robert Anthony, answered in 1978, "It is too early to say 'Don't go to South Africa.' General Motors has a committee on overseas policy, and they try to correct irregularities. We try to follow the list of companies that have adopted the General Motors position to obtain some sort of racial equality. In short, we are adopting the Sullivan Principles."

The Sullivan Principles were a set of criteria being used in 1979 by a number of colleges with portfolios in the millions. These principles were (1) non-segregation of races in eating, comfort, and working facilities, (2) equal pay for all employees doing comparable work, (3) training programs to prepare blacks and other non-whites for supervisory, technical, administrative, and clerical positions, (4) increasing the number of non-whites in management, and (5) improving the quality of employees' lives outside the working environment.

In 1979 Colby had no direct interest in any South African firm, but its portfolio did contain securities in companies having South African affiliates. As an even firmer stand, the Trustees voted to divest the portfolio of securities in companies that failed to demonstrate adequate intention to implement policies consistent with the elimination of racial discrimination in South Africa.

The Trustees authorized President Strider to appoint in 1979 a local Committee on Investment Responsibility. It consisted of the Administrative Vice-president, two faculty members, two students, a local alumnus, and an attorney. The committee was to review material published by the Investment Responsibility Center, of Washington, D.C., and would analyze controversial proxy issues.

Agitation over South African investments was not the first demonstration of student interest in financial management at Colby. The distribution of appropriations among departments, the priority of new buildings, and other matters concerning College funds received attention at student gatherings and in the pages of *The Colby Echo*. Throughout the late 1960's and early 1970's this interest was alive.

A group of Colby students so persistently contended that the appropriations for Physical Education and Athletics were grossly out of proportion to academic budgets that the College administration gave the matter its attention. Student Government demanded access to all departmental budgets. The administration refused to release this information. The *Echo* said editorially, "The administration refuses to release a breakdown of department expenditures that shows changes over the past ten years."

The agitation was spurred by an anti-athletic movement that infiltrated many campuses. Some of the students who shouted loudest to egg on winning teams from the stands were inconsistently among the protesters. Others sincerely believed that winning games was not important; all sports should be solely for enjoyment. They seemed to ignore the fact that in any game, even tiddlywinks, a participant likes to win.

As will be more thoroughly discussed in a subsequent chapter on athletics, the Trustees authorized a study of this area at Colby, resulting in the announcement of a definite policy, and declaring that the management of all College funds, including those for athletics, was in the hands of properly designated College officers, with ultimate authority residing in the Board of Trustees. In 1979 students still had no access to department appropriations.

As inflation worsened throughout the 1970's and several colleges were forced to close, retrenchment occurred all over the land. The Colby Trustees were not dismayed by an occasional deficit, but they were now compelled to face the fact that by 1974 inflation was mounting so fast that the next three-year formula for tuition increases would no longer apply. Even when they broke this formula and increased tuition twice

within a three-year period subsequent to 1974, they realized that tuition increases could not continue indefinitely. In fact public reaction to the escalating costs of college attendance was not only becoming louder but was beginning to show active resentment. Other ways than tuition increases must be found to combat inflation.

As every family knows, there are two ways to meet financial stress: earn more or spend less. Both are often necessary. The time had come in the mid-1970's when Colby's long and successful attempt to earn more needed to be accompanied by restrictions on spending. Consequently the Trustees announced that the faculty-student ratio should not be less than one to fifteen, that careful study should be made to determine the value of courses with small enrollment, and that no department should add to its staff except for extraordinary necessity convincing to the administration. At the same time the Trustees insisted that the quality of Colby instruction must not be reduced. They made no demand for increase in the work load of individual teachers, no insistence on teaching a stated number of hours per week, no fixed number for classroom size. Even more pronounced was their refusal to declare a moratorium on all innovations.

Since its birth early in the nineteenth century, this College had faced numerous financial crises and had come through each one stronger than before. Colby had been one of very few colleges that did not reduce salaries during the Great Depression. It was not thrown into panic by the inflation of the 1970's. In 1979 Colby was not only a highly respected institution of learning but also a soundly successful business operation.

## CHAPTER VIII

### *Buildings and Grounds*

AT THE end of the Strider administration in 1979, how many buildings had been erected on Mayflower Hill? If one defined a building as a complete structure with connected but separate parts, the total would not exceed thirty, but a more accurate picture considers structures with distinctly separate parts as actually separate buildings. To make the situation clear, and taking the risk of boring readers with something like Virgil's catalogue of ships, the College Historian offers the following information.

As one drives up Mayflower Hill, the first College building he encounters is the Millett Alumni House at the corner of the drive and Mount Merici Avenue. A short distance beyond is the pumping station that raises city water to the huge tank at the top of the Hill. Then comes the President's House, and just beyond it what was first called the Women's Quadrangle but is in 1979 inhabited by both sexes. It contains on the east side Woodman and Foss halls, on the west side Louise Curn and Mary Low halls, and beyond the drive behind these buildings is Runnals Union, now housing not only various College activities but also the newly constructed Strider Theater and facilities for other performing arts.

Dominating the rise beyond Runnals Union is Lorimer Chapel, the first building constructed on the campus. Between the Union and the Chapel is Colby's largest dormitory, Dana Hall, built originally for women but now housing both sexes, and just beyond it the Garrison-Foster Health Center with its infirmary. Beyond the Chapel are the newest dormitories: Leonard, Taylor, Sturtevant, Marriner, and the Kappa Delta Rho fraternity house.

On the other side of the drive as one ascends the Hill are the Eustis Administration Building, the Lovejoy classroom building, and in the center of the campus north-to-south, the large Miller Library. In the area behind the Library are Averill, West, East and Johnson halls. East and West halls were the first dormitories for men on the Hill, and each is divided into three parts, named for former Colby presidents: Small, Champlin, Butler, Chaplin, Pepper, and Robins. By 1979 several of those units had become coeducational, and one was occupied by the Pi Lambda Phi fraternity.

Northward from that complex are seven fraternity houses and the

Roberts Union. To the southeast are the Seeley G. Mudd and the Keyes science buildings, the David K. Arey Life Sciences Building, and the Bixler Art and Music Center, containing besides the usual studios, auditorium, and classrooms, a spacious art gallery. Near the northeast edge of the campus are the maintenance shops and the athletic complex, consisting of the Alfond Ice Arena, the Wadsworth Gymnasium, the Field House, and the Dunaway Squash Courts. Close by are spacious playing fields for intercollegiate and intramural sports. About a mile to the north is the Colby Ski Slope.

Most Colby structures are of brick or materials other than wood. The outstanding exception is the Hill Family House, where are located the offices of Alumni Relations, Annual Giving, and other parts of the Development Program. That building had been, in another spot on the Hill, the residence of a member of the Morrill family, whose ancestor in the eighteenth century had owned the entire hilltop acreage. The building was moved to its present site near the tennis courts and became the residence of the Superintendent of Buildings, then of the Plant Engineer, before its conversion to development uses.

How many buildings? Let the reader do his own counting.

Many of the buildings standing in 1979 were already occupied when President Strider took office in 1960, but additions and alterations that came during the next two decades were significant both in number and diversity.

In 1961 the campus still lacked facilities that had been contemplated in the original plans, and those plans had been severely altered because "new occasions teach new duties."

The building suffering most from the strain was Miller Library. For fifteen years, space in it badly needed for library purposes had been devoted to classrooms and offices. In fact, during that period, nearly all the administrative offices were in that building. The opening of the Eustis Building, preceded by many faculty offices going into the Lovejoy Building, did give considerable relief, but in 1979 offices of the English and History departments were still in the Library. When the snack bar, called the Spa, was removed from the Library to Roberts Union in 1978, even that space was commandeered for faculty offices rather than turned to library use, as original construction plans intended.

Opening of the Eustis Administration Building in 1961 did more than relieve congestion in the Library. It brought the administrative offices under one roof. The building seemed large enough to take care of the College administration for at least half a century. However, by 1979 Eustis was already so overcrowded that a number of offices had to be placed elsewhere. Financial Aid went to Lovejoy, Alumni to Hill House, and other functions elsewhere. All this was just another indication of what rapidly increasing enrollment had caused. Appropriately, the administration building was named for Arthur Galen Eustis, Colby's

first Administrative Vice-president, whose devoted, constant attention to finances and facilities had been largely responsible for the entire Mayflower Hill development.

A generous benefactor of Colby has been the Dana Foundation. One of its major gifts came in 1965 with the opening of the College's largest dormitory, Dana Hall. Its dining room, by far the largest on the Hill, was able to accommodate such groups as the annual Trustee-Faculty Dinner, and the gatherings of alumni for the summer Weekend and the fall Homecoming. During the college year, the room was used as a cafeteria for students. A dormitory for women, it was in the 1970's converted into a coeducational dormitory. Dana Hall had the distinction of being the only Colby dormitory with an elevator.

In the same year, 1965, the College acquired, on the corner of Mayflower Hill Drive and Mount Merici Avenue, the home of a former Colby professor. It was a large frame structure built in the 1950's, and was converted into headquarters for Colby alumni functions. It was named for the late, very popular Alumni Secretary, Ellsworth (Bill) Millett.

A few years later the College received by gift of Mrs. Priscilla Koelb her spacious home directly across Mount Merici Avenue from the Alumni House.

Almost from its erection the Wadsworth Gymnasium had been inadequate. Though serving a useful purpose for fifteen years, it was originally a stop-gap structure, made by cutting into two parts a Quonset hut acquired from the armed services after World War II. In 1960 the College decided that the physical education and athletic facilities must be substantially expanded. Already the Alfond Ice Arena had been added, but space for other sports and physical needs was sorely lacking.

The result was the construction of an athletic complex that contained a swimming pool, squash and handball courts, a regulation indoor track, and other features for body development and participation in varied sports.

National attention was directed to Colby in 1967 when the College made its first departure from the Georgian Colonial architecture that had characterized all previous construction on the Hill. By that time the separation of men and women on opposite sides of the campus gave way to both sexes living in all areas, culminating a bit later in coeducational dormitories. The 1967 change called for a cluster of dormitories on the slope beyond the Chapel. Of four dormitories, two were designed for men and two for women.

For several years there had been agitation to break the monotony of the Georgian Colonial architecture. It was a controversial subject because there are always people who deplore change. The problem was to find a design that would break the monotony and still harmonize with the conventional. An imaginative, nationally renowned architect, Benjamin Thompson, solved the problem. Placing the new dormitories incon-

spicuously amid the trees beyond the Chapel, he created structures that fitted splendidly into the landscape, yet seemed part of the whole campus with its Georgian dormitories.

In 1967 the four dormitories were dedicated and named for Neil Leonard and Reginald Sturtevant, both former chairmen of the Trustees; for Julian Taylor, who had held the record for longest tenure on the faculty—sixty-three years; and for Ernest Marriner, Emeritus Dean of the Faculty. Adjoining was a building of similar design erected for the Kappa Delta Rho fraternity.

In 1968 this new living complex won an international award from the American Institute of Architects.

Fine arts received a deserving boost in 1973 with the opening of a strikingly designed addition to the Bixler Center. The new galleries, affording space for exhibitions of paintings and other objects from the College's own collection and those on temporary loan, and making possible a change of exhibits several times each year, were named for Mr. and Mrs. Ellerton Jetté, who had been generous benefactors since the move to Mayflower Hill. Before Mr. Jetté became a Trustee and later chairman of the Board, he and Mrs. Jetté had presented to Colby a notable collection of American primitives, to which in subsequent years they added other collections and individual items. With Willard Cummings of the Skowhegan School of Art, Mrs. Jetté organized the Friends of Art, which became a leading influence in making the Colby collections known in art circles all over the nation.

The spacious addition to the Bixler Center provided not only attractive galleries but also studios and other facilities for regular student use.

Ever since classes had started on the Hill, there had been need of better facilities for care of the sick and the conduct of a more extensive health program. "*Mens sana in corpore sano*" was a definite goal of this educational institution. For a few years the need was met effectively by the use of one wing of the Roberts Union as an infirmary. There a corps of trained nurses were in constant attendance, and there the college physician sent the bed patients and held daily sick call. The quarters were not usually overcrowded except in times of epidemic, but both the growing student population and the lack of space for other facilities besides patients' beds made better infirmary quarters imperative. Roberts Union had never been planned to contain an infirmary. Its placement there had been at best a temporary expedient.

The decision was made for an entirely new infirmary in a separate building erected between Dana Hall and Lorimer Chapel. There, with complete facilities to care for the sick, short of surgery in the nearby Mid-Maine Medical Center, Colby students were assured the best medical care. The building had a large reception room, clinical rooms, office space, and recreational and rehabilitative features providing at last a solution to Colby's health problems.

The new infirmary was named the Garrison-Foster Health Center.

Fay B. Garrison had been a benefactor of the College in his lifetime, and he made Colby a residuary legatee of his estate. He was manager of the R. J. Turner Company of Roxbury, Massachusetts, and became acquainted with Colby through friendship with Alfred D. Foster, a Colby Trustee, who was a trust officer of the Merchants National Bank of Boston. Foster was one of the founders of the Tax Institute held annually at Colby. Two of his daughters were Colby graduates.

Increased enrollment had cramped the facilities of the Keyes and Life Sciences buildings. There was no room to expand one of the most rapidly growing fields of investigation and instruction, the sciences. Believing that a strong college must have a strong and fully up-to-date program in the leading sciences, the Trustees decided to launch a campaign for \$4.5 million to expand and modernize the science program.

The campaign was a brilliant success, enabling the construction of a large new building and the renovation of the two existing science structures. Although many persons and organizations contributed to the project, the largest single donation came from the Seeley G. Mudd Fund of Los Angeles, and the new edifice was named the Seeley G. Mudd Science Building.

Dr. Mudd, creator of the fund, had been both an engineer and a medical doctor who engaged in cancer and radiation research in California for seventeen years. At one time he was Dean of the School of Medicine at the University of Southern California, where he also served as a Trustee for forty-two years. He was President of the Good Hope Medical Foundation of Los Angeles. In his will he established the Seeley G. Mudd Fund to be used for construction of science buildings, chiefly at private colleges and universities.

Colby's Seeley G. Mudd Building was dedicated on October 13, 1978, in the presence of two of the foundation Trustees, who came from California for the occasion. Presentation was made by Mudd Trustee Carl M. Franklin, and acceptance was by Colby Trustee chairman Albert Palmer. The dedication address was by Eugene P. Wigner, Professor-Emeritus of Physics at Princeton University and recipient of a Nobel Prize in 1963.

The building was designed by the Maine architects Alonzo Harriman Associates. It accommodated the departments of Physics, Geology, and Mathematics. This left the Keyes Building for the Chemistry Department alone, and made the Life Sciences Building available almost wholly to Biology.

Of the Mudd Building's four floors, Physics occupied the first and third with classrooms, laboratories, and offices. Besides different laboratories for several branches of physics, there was a machine shop and an electronics shop to provide technical support. The most modern equipment brought to completion Colby's determination to keep pace with the expanding needs of rapidly growing science.

For Geology the building furnished much needed classroom and lab-

oratory space. For the first time were added storerooms for Colby's important and growing collection of minerals, space for the numerous U.S. topographical maps, and a wave-tank room, as well as implements for rock cutting and grinding. The department's offices were placed close to the laboratories for instruction and research.

Since the move to the Hill, the Department of Mathematics had been treated almost as an orphan science, neither hay nor grass, shifted from one building to another, and never adequately housed. At last it now had splendid quarters on the top floor of the Mudd Building. This did not require climbing three flights of stairs because the building had an elevator. Mathematics now had classrooms and seminar rooms adjoining the comfortable offices and nearby the College's prized new installation, a computer.

Besides the dominant gift of the Mudd Fund, many other contributions had been made for the special units within the building. Among these were the Howard Safford Lee Room; the spacious Class of 1951 Lobby; the seismic recorder given by the New York Alumni; the William Bayley-Ambrose Warren Room, a gift of former Colby Registrar Elmer C. Warren; the Thomas Bove Laboratory, given by the Bove family and Thomas's fellow students; the Alpha Delta Phi Memorial Room; the Frank Carpenter Laboratory, gift of his sister Doris Carpenter; the Dignam Room; the Carole Marcus Laboratory; the Fosdick Room, in memory of the Reverend Harry Emerson Fosdick and given by his daughter Dorothy and others of the family; the Sills Laboratory; the Shannon Laboratory, in remembrance of the Colby alumnus who had given Colby its first physics building on the old campus; the Mary Stafford Arey Center for Mathematical Sciences; the Philip W. Hussey Room, gift of the Hussey family of Colby graduates; the Colonel James Davidson Classroom; and the Casco Bank and Trust Company Seminar Room.

To complete the new science complex, plans were made to join the three buildings—Mudd, Keyes, and Life Sciences—and to completely renovate the two older structures. A major innovation was the construction of a science library to serve all the science departments. An adjunct of the central Miller Library, it had a trained library staff. New features in Keyes included the Ralph Prescott Laboratory for advanced organic chemistry, the Mary Corona Machemer Laboratory, and the Sage Seminar Room. The Life Sciences Building was then named the David K. Arey Building in honor of a generous benefactor and Colby graduate. On its second floor was placed the Ray B. Greene Herbarium.

Science at Colby had certainly made great strides since 1835, when Ezekiel Holmes, an experimenting agriculturist, had traveled to Waterville from Winthrop by stage to deliver weekly lectures in chemistry.

Colby had long been interested in dramatics, and on the old campus Professor Cecil Rollins had directed some memorable productions in the

Alumnae Building. After the move to the Hill, dramatic performances were put on in the Runnals Union, where there was a level rather than a sloping auditorium, a woefully inadequate stage, insufficient dressing rooms, primitive stage lighting, and cumbersome handling of scenery. Large productions had to move to the City Opera House, where age and lack of care had made its all-too-meager facilities obsolete.

After an attempt to convert abandoned College shops into a theater-in-the-round ended in a disastrous fire, there arose a strong desire for a College theater. Instead of erecting a new building, the Trustees hit upon the less expensive but equally effective conversion of the women's gymnasium in Runnals Union into an attractive, efficient modern theater, and in the same building a Center of the Performing Arts.

This was made possible by Colby's becoming a completely coeducational college. The new Athletic Complex had ample facilities for both men and women, and the gymnasium in Runnals Union was no longer needed. That made the space available for the construction of the beautiful Strider Theater, named in honor of President and Mrs. Strider, who for two decades had shown devoted interest not only in the fine arts and music but also in the performing arts. A feature of the building was the installation of a studio for instruction in modern dance. Other space continues to be used for sorority rooms and for certain organizations and offices. The name for the entire building was retained. It still honors Colby's beloved Dean of Women, Miss Ninetta Runnals.

To furnish central union facilities for the whole student body, there was a complete renovation of the Roberts Union in 1978. The most conspicuous change was a new entrance affording access directly to the dining area. The main lobby was changed, with information desk, bulletin board, and attractive decorations. To the left of the lobby entrance was the College bookstore, and in the rear the College post office. The Spa, removed from Miller Library, had been placed handily in the Union. Rooms were set aside for recreation, for student publications, and for other organizations, including the campus radio station WMHB. For the first time, the building was provided with an elevator.

Renovations were also made in the Eustis Administration Building. The small space devoted to admissions was enlarged and made much more attractive to visitors. The main entrance led directly to the floor housing admissions and financial offices, without the previous first entrance into the basement.

Two structures for music were added during the Strider years—the Gould Music Shell at the end of Coombs Field, and the indoor McPartland Music Shell in the Wadsworth Gymnasium.

Improvements costing \$150,000 were made to the Alford Ice Arena. These included installation of a Plexiglas rink barrier, plastic dasher boards, new brine-conveying pipes, mercury-vapor lighting, and an improved refrigeration system.

Additions to Colby property were not confined to the campus. Extensive improvements were made to the adjoining Arboretum named for the former Professor of Geology Edward Perkins. The area affords abundant study of plant and small-animal life. Mrs. Dorothy Marston donated to the College an area of twenty acres in Belgrade called the Kettle Hole Bog, affording unusual opportunity for scientific study. It was named the Colby-Marston Preserve.

The College also acquired the birthplace of Edwin Arlington Robinson at Head Tide in the town of Alna. The heirs of the Maine-born poet had already made such donations of Robinson memorabilia as to cause the rare-book room in Miller Library to be named the Edwin Arlington Robinson Treasure Room. Their gift of the birthplace was a culminating act in making Colby the center of Robinson studies. Despite a fire that damaged but did not destroy the birthplace, the College made full restoration and planned to open the building each summer to visitors.

At the close of the Strider administration, the value of College property was fixed at more than \$25 million.

The expansion of buildings had given increased importance to Colby's department of Buildings and Grounds. On the old campus it had consisted of half a dozen persons at the most, and for forty years in the nineteenth century and the first decade of this century its only employee had been the colored janitor Sam Osborne. In 1977 the maintenance staff numbered more than a hundred under the direction of Plant Engineer Stanley Palmer and Superintendent Ansel Grindall.

In 1976 an issue of the *Echo* paid tribute to the department. Pointing out that it was constantly subjected to criticism and abuse because something was always going wrong in some building, often through the occupants' own fault, the *Echo* said:

Few students realize the importance of Buildings and Grounds representatives. Its personnel must maintain all buildings from light bulbs to major renovations. They must care for lawns in summer and remove snow in winter. They even operate a snow-maker on the ski slope. "Buttoning up for the winter" is a major job. They have to put up light posts and sign boards, keep parking lots in condition and police them. They must constantly replace broken glass and be at the beck and call of everyone who has a leaking faucet or a plugged flush. It is no wonder it takes the department two weeks to comply with non-emergency requests.

In 1979 Colby College was well clothed. That it was worthy of the new garments, that they had strengthened Colby's educational achievements, had become abundantly evident. As President Strider put it, "What goes on in these buildings is far more important."

## CHAPTER IX

### *The Library*

UNDER President Strider, the Miller Library became increasingly the focus of academic life, as had been the intention of President Johnson when he told the architect to place it in the center of the campus. During Strider's first year, 1960-61, the appropriation for the Library was \$77,208. In 1978-79 it was \$589,460. By that time, the collection exceeded 350,000 volumes, with at least 6,600 being added annually. The Library received more than 1,400 different periodicals, and each year saw the addition of 4,000 government documents.

In the room at the building's north end that had been the President's office before the erection of the Eustis Building were placed the Colby Archives, and the refurbished room was named in honor of the former head of the English Department, Alfred K. Chapman. Elsewhere in the building, a controlled periodical area had been installed, study carrels had been built, and audio-visual facilities had been enlarged and improved. As faculty and administrative offices left the building, spaces had been utilized for library purposes, as originally intended.

A national study in 1967 showed Colby in the top seventeen per cent among American colleges in its library facilities, and the subsequent twelve years may well have placed it higher. By 1979 library expenditures accounted for six-point-four per cent of the College budget.

When the Librarian resigned in 1973, the Colby Library was administered for three years by the Acting Librarian, Dr. Eileen Curran, who was released from teaching duties in the English Department. Then for a year, Fraser Cocks, Librarian of Special Collections, administered the entire Library. Determined to find an outstanding head for the Library at a critical time, the College waited several years before appointing William Stuart Debenham, Jr., as Director of Miller Library. That long period of search was eased by the high efficiency with which Miss Curran and Mr. Cocks managed this important service during the interval.

In a very short time, Mr. Debenham showed the high quality of his professional skill, his administrative ability, and his constructive imagination. By 1979 he was ready to suggest the necessity for change, some of which might call for a very radical departure from previous intention and practices.

During the Strider years, the Library staff was augmented by specialists in reference work, in audio-visual services, and in other areas. A

pronounced advance was the bringing of Fraser Cocks as Librarian of Special Collections, and centralizing under his direction not only the unique building up of the Robinson Treasure Room and the Healy Collection of Irish Authors but also what had been called the Colbiana Collection—hundreds of items about the College and its personnel collected for more than 150 years. That name was more appropriately changed to the Colby Archives. Formerly the editor of the *Colby Library Quarterly* had been the Curator of Rare Books and Manuscripts. The latter title was changed to Librarian of Special Collections, and Professor John Sutherland became editor of the *Quarterly*. Cocks became responsible for all the segregated collections: Robinson Treasure Room, Healy Room, Pulsifer and Merrill collections, and the important body of material that was the storehouse of the College's own history.

In 1960 the Archives had been locked in a room in a remote corner of the fifth-floor stacks, then had known cramped quarters in a small room on the second floor until it was put in what had been the President's office. The gift of Bernard Lipman, Class of 1931, who financed the renovation in honor of Professor Emeritus Alfred Chapman, made possible the creation of a neatly decorated and handsomely furnished room for the Archives.

The Robinson Treasure Room became increasingly attractive to visitors, and more importantly a place where numerous researchers came to seek information from its store of precious manuscripts. From all over the world came workers to consult items in the collection. Created by Professor Carl J. Weber soon after the move to Mayflower Hill, by 1979 the room contained not only Weber's extensive gathering of writings by and about Thomas Hardy, making it the best Hardy collection in this country, but also the first and most complete reference source for those who sought information about Edwin Arlington Robinson. Equally important had become collections concerning Sarah Orne Jewett, Henry and William James, Kenneth Roberts, Ben Ames Williams, and numerous other writers. The room contained valuable incunabula (books printed before 1500), and among other rare volumes was an early edition of Samuel Johnson's dictionary, and a copy of Holinshed's *Chronicles*, the sixteenth-century volumes that were the source of several Shakespeare plays, including *Macbeth*.

In the 1920's a distinguished Colby graduate, Frederick A. Pottle, Class of 1917, Sterling Professor of English at Yale and internationally recognized Boswell scholar, had started an organization called the Colby Library Associates, which steadily grew in numbers and influence. It was that group which assumed solicitation of funds to enable the Library to purchase items not easily included in the regular budget. Not only did the Associates make such additions to the Library's holdings, but they also furnished impetus for the publication of the *Colby Library Quarterly* and a number of books produced by the Colby College Press.

Starting with some of Professor Weber's writings on Thomas Hardy and Weber's unique work, *Fore-edge Paintings*, the Press soon spread into other areas. It published a number of Professor Richard Cary's writings on Sarah Orne Jewett, and its imprint was given to Ernest Mariner's *The History of Colby College* and his biography of Franklin Johnson, as well as to his two books on Maine social history, *Kennebec Yesterdays* and *Remembered Maine*. Several volumes concerning Edwin Arlington Robinson came from the same press. During the 1970's inflationary printing costs limited the press's productions, but it was always ready to take substantial risks to publish some valuable work.

Another of Weber's creations was the *Colby Library Quarterly*, a magazine valued in literary circles in this country and abroad. Devoted to exposition and criticism concerning established writers, it contained articles by leading scholars in many colleges and universities. From its start until 1979, it had only three editors: Weber, Cary, and Sutherland. Its mailing list included subscribers in all significant academic centers in the United States and in eleven foreign nations.

The *Quarterly* had several issues each devoted entirely to a single author: Sarah Orne Jewett, Edwin Arlington Robinson, Mary Ellen Chase, Kenneth Roberts, and Vernon Lee. In commemoration of the hundredth anniversary of his birth, all issues of 1969 were devoted to Robinson.

The *Quarterly* gave recognition to the Irish Renaissance, so well represented by Colby's Healy Collection, to Henry and William James, William Dean Howells, Willa Cather, Thomas Mann, Celia Thaxter, James Stephens, and Robert Tristram Coffin. Not neglected were some Colby graduates, such as General Benjamin F. Butler, whose much maligned career was stoutly defended by Professor Harold Raymond.

When this chapter was being written, the latest issue of the *Quarterly* was that of December 1978. It was a neat periodical of forty-eight pages that contained articles on Henry James, Thomas Hardy, William Blake, William Wordsworth, Willa Cather, and Edwin Arlington Robinson.

The Miller Library had been optimistically designed to meet library needs for a hundred years. By 1979 the building was already so overcrowded that a serious study in depth was being made to solve the problem of absolutely necessary expansion. What made the task even more formidable was that the building had not been originally constructed to provide the most efficient service even at that time. Unfortunately the architect had been more interested in appearance than in use of the building.

To make this dubious situation even more aggravating, use of many rooms in the building was too long allocated to faculty offices. Conditions would have been hopeless had not the construction of Lovejoy and Eustis buildings enabled the release of much valuable space. Yet even as late as 1979, offices of the English and History departments were still

housed in the Library. By this time enrollment had so expanded and innovative programs had placed such pressure on use of the Library that its functions became sorely impaired.

A critical situation concerned the stacks, which had been expected to meet all shelving needs at least well into the twenty-first century. The shelves were almost completely filled. Doubtless if the architect were today asked why he made such a bad guess, he might reply as did Dr. Samuel Johnson when asked why he defined pastern as the knee of a horse, "Ignorance, sir, sheer ignorance."

How could the building condition be expanded and improved? Structurally there seemed only one way the building could receive addition: in the rear. Even this would make difficult the access to dormitories fronted by the circular drive. It would, however, expand the stacks. Additions in any other direction seemed likely to destroy the symmetry of the whole central campus. Mr. Debenham said, "The physical structure is an immense problem. As to how long the library will be sufficient for even overcrowded book storage, the longest estimate is five years. The stacks will then be completely saturated. Back toward the dormitories is the only direction the building can be expanded. We can now seat less than twenty per cent of the students."

One factor that enhanced the library problem was a change in study habits since the building had been constructed. For 150 years Colby students had become committed, or at least reconciled, to studying in their rooms. Although dormitories and fraternity houses were never renowned for quiet, not until the 1970's did students generally consider them impossible places for study. How the situation was affected by the greater permissiveness on college campuses, with the removal of proctors and abolition of quiet hours, is anyone's guess. The fact remains the students increasingly complained that they could not study in the dormitories. Those complaints led to taking considerable space in the north end of Miller Library for construction of carrels. When the Library closed late in the evening, the carrel quarters were left open for use all night. Even during daylight hours, the carrels saw constant use. By 1979 Miller Library had become not only Franklin Johnson's envisioned academic center but actually the chief place of study for Colby students.

As the Director had said, the physical structure was an immense problem, but it was certainly not unsolvable. Surely a college that had accomplished the "impossible task" of moving to a new site could somehow obtain a modern, efficient library. Whether the existing building could be renovated to meet the needs, or whether a new library must be built, would depend largely on the results of a thorough study being made by a committee under Mr. Debenham's direction. Sometime in the 1980's the problem would be solved.

## CHAPTER X

### *The Faculty*

IN 1920 the faculty numbered twenty-three; by 1960 it included 110 persons; and by 1978 it had risen to 170. When President Strider began his last year in office, there were still living forty-one faculty emeriti. The active faculty of 170 was divided among forty-two professors, thirty-four associate professors, fifty-two assistant professors, seven adjunct assistant professors, seven instructors, four adjunct instructors, thirteen lecturers, and eleven faculty without rank. In 1978 the faculty numbered more than the entire student body of 1890, when 153 men and women constituted the student enrollment.

Noteworthy in 1978 was the proportion of faculty in the higher ranks, almost half holding the titles of professor or associate professor. Even more unusual was the fact that there were four times as many assistant professors as there were instructors. The explanation was that, in seeking new faculty members, Colby's competitive salaries enabled employment of teachers with several years' experience, already holding doctorates and fully deserving rank above instructor. As inflation mounted, salaries were raised at all colleges but spectacularly at Colby. Instead of being near the bottom of New England's list of colleges in respect to salaries, by 1978 Colby stood near the top. That enabled the securing of the best talent available when positions opened.

During the Strider administration, top salary for a full professor had risen from \$11,250 to \$35,425. The salary range was: professors \$21,400 to \$35,425; associate professors \$17,500 to \$23,300; assistant professors \$12,000 to \$21,000; instructors \$11,250 to \$15,650. The increase during the Strider years was strikingly revealed by the fact that a new, untried instructor in 1978 received a higher salary than that paid to any full professor in 1960.

Besides the stated salary, each faculty member was entitled to substantial fringe benefits. Like most employed persons, Colby teachers had become entitled to Social Security after retirement. The retirement annuity under the Teachers Insurance and Annuity Association, adopted in 1936, had been bettered by TIAA's adoption of a plan called CREF, whereby the annuity could be affected by a changing market in securities. The proportion of TIAA premiums paid by the College was also increased. The College contributed to group health-insurance for

faculty members and their families. A teacher unexpectedly hit by total disability before reaching retirement was protected by insurance paid by the College. Colby also paid one-half the premium for group life-insurance. Faculty members were also eligible for unemployment and workmen's compensation.

An important benefit to faculty members with growing children was that the College agreed to pay the tuition fee of any faculty child attending an accredited college, up to the amount of Colby's own tuition. Since by 1974 the Colby tuition fee was as high as most other colleges', and higher than many, this benefit meant that a Colby faculty child could enjoy paid tuition at almost any American college. In 1974 the Trustees established a ceiling of \$1,500 for children of faculty and staff members appointed that year and thereafter, but the full tuition benefit still obtained for those faculty sons and daughters who might choose to attend Colby.

In 1978 Colby had twelve named professorships, most of them at least partially endowed. In 1950 there had been only three: Merrill Professor of Chemistry, Taylor Professor of Latin, and Roberts Professor of English. The nine added in subsequent years up to 1978 were: six Dana Professors (Biology, French, Geology, Government, Philosophy, and Psychology), Wadsworth Professor of Administrative Science, Jetté Professor of Art, and Grossman Professor of Economics.

Tenure, taken for granted with the rank of associate professor in 1960, had become a moot question in 1975. The recommendation of the American Association of University Professors applied to faculty of all ranks, and requested that at all colleges any full-time teacher in whatever rank be eligible for tenure after a probationary period of seven years, including full-time service in all institutions where he or she had been previously employed.

In 1971 the Colby Trustees adopted the AAUP recommendation in principle, but added that, as a general guideline, no more than two-thirds of the faculty should be on tenure, and they insisted, "We shall strive to reduce that percentage in the future."

That was a new approach, no longer making tenure virtually automatic after seven years, since it had already been opened to assistant professors. To safeguard individual rights, careful procedures were established concerning reappointment, promotion, and tenure. As set forth in the *Faculty Handbook*, those procedures were substantially as follows. A department committee decided what recommendations to make on each member of its staff eligible for consideration. Recommendations went to the Dean of Faculty, who submitted them with his recommendations to the Committee on Promotion and Tenure of the Academic Council, a body consisting of all full professors on the faculty. That committee, in due course elected by the faculty as a whole, was authorized to present recommendations to the President and Trustees of

the College, where final decision rested. If at various stages of the procedure action was unfavorable, the candidate could appeal to designated authorities.

In 1976 the system of tenure itself became controversial. In one issue of the *Echo* three viewpoints were set forth. One, defending tenure, said:

The courts cannot be depended upon to protect academic freedom. The law is fuzzy on a number of issues, and outside intrusions into college affairs are not conducive to the continuing autonomy of higher education. Brilliant teacher-scholars can be fairly compensated for outstanding achievement without destroying tenure in favor of some sort of laissez faire control model borrowed from Xerox.

A faculty colleague took an opposite view:

A better alternative to tenure is a contract system with variable lengths of employment. When the contract expires, a review of performance can be conducted that would not leave the uncertainty about quality found in the tenure system.

A third statement presented a middle view:

Errors in assigning tenure or in issuing contracts are now less likely to happen than in the past. Larger applicant pools result in better qualified faculty in the first place. To terminate tenured faculty for cause is difficult but not impossible. The power of faculty contracts does not seem an impressive defense of academic freedom. Is there not danger to one whose contract is in the process of being reviewed? The person who takes an unpopular stand is likely to fear repercussions no matter how representative the process appears to be. Procedures must be developed to protect those who do not remain competent. We must have the strength to remove from our ranks those who are no longer worthy of being colleagues without jeopardizing the important safeguards to academic freedom provided by the tenure system.

The *Echo* took an editorial stand squarely opposed to tenure.

Tenure has one major flaw. Once it is obtained, it is virtually impossible to fire a person, as the quality of teaching goes unchecked. To lose his job, a tenured professor must perform some blatant and outrageous act. The student suffers. A student may have come here with a specific major in mind, find only one person in a department able to deal with that area, then discover that the person is incompetent. Is that fair? Should a student suffer because a professor has become intellectually stagnant? Tenure should be abolished at Colby.

At the end of the Strider administration, Colby's modified system of tenure still prevailed.

Another benefit enjoyed by the Colby faculty was a clearly defined system of sabbatical leave. After six years of Colby service, a faculty member was eligible for a year's leave at half pay or a semester's leave at full pay. The leave was not a vacation but was granted in order to permit the recipient to pursue a project designed to make him a more

efficient teacher and a better scholar. That policy resulted in faculty production that won acclaim beyond the local campus and enhanced the prestige of faculty members.

The teaching load has long been a subject of controversy. There is much public misunderstanding about what constitutes it. Uninformed persons talk about the soft jobs of college teachers meeting with classes for nine to twelve hours a week, as if that comprised all their work, as do a factory worker's hours on the assembly line. When by 1978 the classroom teaching for which a Colby faculty member was wholly responsible seldom exceeded nine hours, were not their jobs soft indeed? Not by any means. Those hours did not include exhausting hours of preparation, even more tiresome hours marking papers, day after day of consultation with individual students, and participation in team teaching. About every faculty member served on some faculty committee. Finally, unlike the factory worker but more like the competent physician or attorney, a college teacher had to keep up with the rapidly changing advancement in his field. Instead of being limited to nine hours, a Colby faculty person's time more often exceeded the conventional eight-hour day. It is true that a college teacher enjoyed long vacation periods, but he often spent many of those days in further study and research.

During the Strider administration, the emphasis on faculty scholarship started by President Bixler was increased. A scholarly faculty was already at hand when President Strider took office. Under both Bixler and Strider, those faculty members were expected to do more than teach. While teaching proficiency came first, scholarly production was vigorously encouraged. It was the administration's conviction that teaching effectiveness is enhanced by the mental alertness shown in continuing research.

During 1973-75 publication of books and articles numbered 120 by forty-five members of the Colby faculty. The following biennium, 1975-77, saw sixty-eight members producing 183 items. During the four-year period, the faculty published twenty-eight books, sixteen articles in standard reference works, and numerous items in professional journals, both in the United States and abroad.

Grateful for the way the faculty had responded to the request for productive scholarship, President Strider wrote, "A good teacher can be a better teacher if he or she is involved in some scholarly investigation into a matter of importance. It encourages originality, refreshes the teacher's point of view, requires revision of lectures, opens new approaches to familiar material."

The Strider period also saw fairer treatment of faculty women. Through Colby allegiance to the Equal Opportunity movement, the number of women on the faculty steadily increased, and they were paid the same salaries as were men in comparable positions.

In the 1960's the faculty showed concern about what seemed to them

to be eroding faculty authority. In the early years of the College, long before anyone on the 1960 faculty had been born, the records frequently referred to "government of the college." In fact the early records never mention the word "faculty" because every professor (and at first there was no other rank except tutor) was a member of the college government that controlled all day-by-day operations. All matters not handled by the Trustees were decided by vote of the entire faculty that comprised the "government of the college." They dealt with all cases of discipline, even the most trivial, and they spent long hours discussing matters now delegated to administrative officers or standing committees.

By the end of World War I the Trustees, while continuing to accept their charter responsibility for policy decisions, were leaving to the faculty all matters of academic concern. That division of authority continued unquestioned until the vociferous student agitation in the late 1960's. Student Government then won the right to be represented at faculty meetings, but without vote. Students received voting membership on college committees and participation in such departmental policy as adoption of new courses and promotion of staff.

Although the faculty had come to appreciate the relief given them by having many specific matters gradually handed over to administrative offices or committees, by the middle 1960's they had come to feel that recent changes had made actions by the whole faculty less effective. Trustees, faculty, administration, and students together dealt with the changing situation, with the result that the authority of each body was carefully spelled out, but in 1978 there were still borderlines of uncertainty.

Accepting as a major task the responsibility to protect faculty members, the local chapter of AAUP gave careful but by no means the typical unionized attention to grievances. Not yet had the faculty become affiliated with any national labor union. The way the chapter dealt with grievance cases is shown by report of its grievance committee in cases arising in 1967.

The Committee met to hear charges that A, B, C and D had not been treated fairly. A offered no factual support of the charges in his case. B and C admitted that the failure of the college to offer them continued employment was within the province of the departments concerned and was compatible with the AAUP regulations. D stated that, since he had accepted another position elsewhere, his Colby status was no longer a matter of concern. The committee decided that no action by AAUP in any of the four cases was justified.

The popular conception of a college faculty seems to be a body of reclusive scholars in an ivory tower, monastically removed from the concerns of the world. It is doubtful if that concept was ever true; certainly it was not at Colby. From the early years of the nineteenth century until the last quarter of the twentieth, Colby teachers were active in commu-

nity affairs. Never was that more evident than during the Strider administration.

Since 1920 presidents and administrative officers had been recognized by national organizations in the field of education. Presidents Johnson, Bixler, and Strider had all served on committees and commissions of educational bodies. The Dean of Faculty had been President of the New England College Admissions Board and had served on the examination committee of the College Entrance Examination Board as well as on the Executive Committee of the New England Association of Colleges.

That kind of service to education reached into several areas. Faculty members served as Trustees of other colleges and private secondary schools, as officers or committee members of learned societies representing their respective disciplines, and in such organizations as the American Library Association, and the national associations of Deans, of Registrars, of Admissions Officers, Counselors and Advisers, and Placement Officers. The academic services extended overseas, with faculty members acting as consultants in universities in France, Italy, Saudi Arabia, Iraq, Egypt, and several African republics.

The Colby faculty were active in government, serving on city councils, in state legislatures, on the Maine State Board of Education, Maine State Archives, Commission on Historic Sites, and in human services. Locally their work in non-profit organizations was conspicuous. These included Red Cross, Salvation Army, Little Wanderers, Pine Tree Camp for Crippled Children, Hilltop School for Retarded Children, the Sunset Home for Aged Women, Church Women United, Waterville Historical Society, and all the Waterville hospitals. Most of the Waterville churches had at least one member of the Colby faculty on their governing boards.

Besides service on city council and in state legislature, faculty members were active in other areas of politics. President Strider himself was at one time chairman of the platform committee of the Maine Democrats; another faculty member was the local Democratic chairman; another was consultant to the Democratic Governor. That was happening in a college where, fifty years earlier, nearly all faculty members were not only White Anglo-Saxon Protestants but also Republicans. In one instance the Trustees had refused an honorary degree to a prominent person solely because he was a Democrat.

This should not be misunderstood. No person was ever appointed to the faculty on political grounds. Long before the Strider administration, no attention had been paid to a teacher's politics or religious affiliation. Not only in respect to the sexes, but in all other areas, Colby had become an Equal Opportunity employer. If by 1978 there were more Democratic registered voters in Maine than there were Republican, why shouldn't the party have more adherents on the Colby faculty?

The field of business and industry was not neglected. Faculty mem-

bers served as bank directors, on boards of corporations, as consultants in industry.

Faculty wives were no longer confined to the home, though they were good housewives. Mrs. Helen Strider organized a group that converted an ugly riverside site into an attractive parkway, and also set up a systematic plan for collecting and recycling of newspapers. Those were only two of her many civic activities. In 1979 a faculty wife was one of Waterville's representatives in the state legislature; another had served on the City Council and had been a candidate for mayor. Dozens of wives were active in the Waterville Woman's Club and in women's service clubs and the local churches. One had served as President of Church Women United. When one spoke of the civic contributions of Colby faculty men and women, the designation ought always to have included faculty wives.

It is not only inevitable but also healthy that within a faculty of more than 150 persons there should be disagreement. What an uninteresting, dull existence we would have had we felt the same way on every issue. A pertinent Maine story has it that one old-timer said to another, "If everybody felt the way I do, all men would want my wife." Whereupon the other replied, "If everybody felt the way I do, nobody would want her."

Certainly there have been hot discussions and sharply divided votes at Colby faculty meetings. When the Strider administration ended, Colby had a faculty composed of many shades of political, philosophical, and educational opinion. Like all American society, it had conservatives, radicals, and middle-of-the-roaders. Yet on one issue it was firmly united: it held staunchly to the cause of academic freedom, while at the same time respecting its limits. Few faculty members would think of allowing that freedom to intrude into areas not academic. Everyone's politics, religion, and personal relationships were outside the academic realm, and for them each must accept his own responsibility. A Colby faculty member could be of any race or color, male or female, old or young, but these differences had no place in decisions on academic matters.

In 1979 trustees, administration, students, and alumni all regarded the Colby faculty as an important element in governance of the College.

## CHAPTER XI

### *Student Life*

THE TERM “student life” has long been interpreted as connoting extracurricular activities such as sports, clubs, social events, publications, dramatics, and similar outlets for surplus energy. When, 150 years ago, Colby students indulged in revelry on the eve of the Fourth of July, they were indulging in “student life.”

By the 1970's the term had come to comprehend a much broader meaning. It went beyond social activities into a new area of “student rights.” Students were demanding autonomy in control of dormitory living and of general campus behavior. They were insisting on a part in the governance of the College.

Concerning the experience of four years on a college campus, student attitudes had radically changed. Acquiescence had given way to violent protest. It reached such extremes as to be protests against protests when there was nothing else to protest.

The Strider administration saw the worst of those years, beginning with the demand for less restrictive regulations in dormitory living in the early 1960's and culminating in spectacular demonstrations at the end of that decade. That period of discontent will be detailed in the following chapter.

As dormitory rules gradually vanished except for student-imposed regulations, as coed dormitories were opened, as no one any longer paid attention to the going and coming of students day or night, as intoxicating beverages were permitted on campus, as all student living became more casual, numerous alumni thought Colby must be one of the least restrictive of American colleges, allowed to become a center of “unwholesome permissiveness” by a weak administration and a left-wing faculty. What had happened to the dear old college?

What the critics failed to consider but could hardly fail to observe was that life on most college campuses only reflected the permissiveness that had pervaded all society. The attitudes toward many practices that an older generation called vices had suffered such change that any graduate of an American college could see it happening all about him—in social gatherings, in business, in areas of crime and punishment, in sex relations, and in many activities even inside his own family. As Harry Emerson Fosdick said in an address at Colby, “There is just as much

obedience in the American family as there ever was; the only difference is that now the parents obey the children.”

In order to determine how different Colby was in the 1970's from other colleges, the Colby Historian made a study of living conditions in a number of other institutions that had been or still were church-related colleges. Many of those studied were still maintaining closer relations with the founding denomination than Colby has had with the Baptists for half a century. In 1978 Colby's only connection with its founding denomination was historical. The college catalogue stated that Colby was “proud of its Baptist heritage.”

The study called for an examination of the official statement made by colleges themselves in leading reference books on American colleges—books widely used by prospective students and their parents in making a comparison of institutions. Considered were seven Baptist-founded colleges, five Presbyterian, three Methodist, and three Congregational. All revealed greatly relaxed campus rules, and some had extended permissive policies beyond what Colby had done.

One of the Baptist colleges, regarded as extremely conservative half a century earlier, stated, “Class attendance expected but not required. Chapel voluntary. Coed dormitories on separate floors. No curfew.” A highly respected college of Congregational origin said, “Very free and open on most issues. Has moved away from *in loco parentis*. No curfew. Intervisitation on a daily schedule. Coed dormitories on separate floors.” A once strict Presbyterian college said, “Students have virtual control of student life. Coed dormitories, mostly on separate floors, but one with adjacent rooms.”

Concerning the use of liquor, the most common statement was “According to state law.” One college said, “Drinking regulated by individual dormitory rules.” Another said, “When drinking leads to disruptive behavior, the student faces sanctions.”

With this background, a close look may be taken at what happened at Colby. The first widely noted change had been among women students. As a result of the movement for equal rights, that formerly quiet and well-tamed division of what had been called a coordinate rather than a coeducational college demanded equal rights with the men. If no one paid attention to where men went from dormitories day or night, why must women “sign out” and be virtually policed? Why must women have separate dining rooms? Since both sexes lived in the same house at home, why not the same kind of living in a “home away from home”? If Colby was concerned about Black Studies, what about Women's Studies? Why was the faculty so heavily dominated by men?

That female agitation resulted in student-made dormitory rules repealing those made by the administration. Curfew was abandoned. From women's dormitories the head residents (those motherly women in charge) disappeared. Women participated in college activities more free-

ly than before and were granted equal status in student government.

By the end of the Strider administration, women were demanding medical attention in an area considered "hush-hush" in a previous era. In 1978 the *Echo* reported:

Four hundred students, faculty and administrators attended a tension-filled meeting to discuss women's health care. Colby women demand the employment of a gynecologist at the Health Center. President Strider is now certainly aware of the extent of dissatisfaction over gynecological services. Dr. Dore, the college physician, seems to have a hang-up about sex. Women at Colby need more significant care.

In response to that statement, the College Physician was stoutly defended, not only by the Health Center staff but by many faculty and students. It was pointed out that at one time he had had the most extensive gynecological practice in Central Maine. What Colby women seemed to be complaining about was that the Health Center did not make the pill and other contraceptives available on demand. The Health Center was fully aware of the changing times and was trying to meet the changes intelligently and constructively, not by abject surrender.

In 1972, led by a local clergyman, there had been set up for Colby women but independent of the College, an Abortion Fund, designed to provide interest-free loans to pay for student abortions as permitted by Maine law. The applicant had to present a physician's certification of pregnancy and inform the clergyman of medical arrangements made and the competence of the surgeon. Repayment was entirely the applicant's personal responsibility. At the end of four years, the fund had been used by more than a dozen applicants.

In 1978 Colby women finally obtained a special health officer at the Health Center. A woman Health Associate was added to the staff, whose duties included basic medical care, gynecological services, birth-control prescriptions, and counseling. She was concerned also with drugs and alcohol, but she by no means concerned herself exclusively with drugs, alcohol, and sex. She held weekly workshops on the entire area of women's health.

Far broader than the concern for women's health were movements that affected the campus life of both sexes. Like the women's demands, these too reflected a changing society and were just as controversial. Startlingly significant was the disappearance of "*in loco parentis*."

Unlike European institutions of higher education, American colleges had from the beginning assumed a residential character, with the result that college authorities assumed pseudo-parental obligations. In the home away from home, college officials took the place of parents.

By 1970 most colleges had abandoned this policy, and they were severely criticized. The critics failed to recognize the change the years had brought in respect to home discipline, as illustrated by Dr.

Fosdick's statement quoted earlier in this chapter. When the colleges abandoned "*in loco parentis*," they were acting much as many parents themselves did in the 1960's.

College administrators decided they had enough to do stimulating the search for truth and trying to enrich the lives of students without trying to act as parents when indeed students were often more mature than parents themselves. As Benjamin Franklin had said, "Wisdom does not always accompany years, nor is youth always without it."

Bit by bit colleges took the position that they should keep hands off student behavior short of violation of public law. The long-heard cry "Leave us alone—let us work out our own destiny" had resulted in a permissiveness that would have been unthinkable in an earlier time when a college officer was accustomed to say to a student, "I'm not arguing with you, I'm telling you."

Concerning alcoholic beverages, Colby followed most other colleges in returning to the attitude prevalent in the early years of the nineteenth century, when Colby was founded. In the early 1800's the use of ardent spirits was common. Strict as were other college regulations at that time, drinking of New England rum was so taken for granted that the failure to offer a clergyman a drink when he called at a home was considered discourteous. When, by the customary house raising, Colby's first building, a home for the President, had been erected in 1819, one expense item paid by the Trustees was \$17.34 for rum to treat the house-raisers.

By 1851, when Maine enacted its widely heralded prohibition law, the campaign against alcohol had won the active support of the Colby faculty, and they had already adopted rules against drinking on campus. For the next hundred years, detected cases of use of liquor were punished. Even after national prohibition was repealed in 1933, Colby continued to ban liquor despite increasing student pressure for change.

A short time before Dr. Strider became President, the Trustees voted to allow use of liquor on the campus subject to state law. At the time the change meant that students who were twenty-one years old could legally possess liquor. The policy was intended to apply only to men, but in 1967 the College announced, "The drinking policy is now extended to women who are at least 21 years old."

The age restriction did not imply that students under twenty-one years of age had to abstain. It was much too easy for eligible buyers to get bottled goods for their younger associates.

The campus situation was made more critical when an amendment was adopted in the U.S. Constitution making eighteen the legal age for adulthood. Maine law was changed to comply with the federal amendment, and liquor flowed like water on the college campuses of the state. Students at Colby, as at other colleges, demanded a "pub" where beer and wine could be sold by the glass. Colby set one up in the Roberts

Union, but it was not licensed to the College. With College approval, a private operator conducted the Pub.

In 1977 all college campuses in Maine were shaken when the state legislature passed a law raising the legal drinking age to twenty. *The Colby Echo* said, "Maine has raised the drinking age to 20. This poses a problem for the Colby Pub. About 40 percent of our students are 20 or older. With the remaining 60 percent the important problem will be difficult, but it must be met. Operation of the Pub, however, is not likely to be profitable."

In the fall of 1977, when the twenty-year law went into effect, the *Echo* said, "The past weekend was the first under the new drinking age law. Everyone realizes it is inconvenient to show an identity card, but it is a reality for any young-looking person. The *Echo* has talked with owners and bartenders at many local Colby haunts. All say, 'It is the law and must be enforced. Nobody can afford a \$500 fine and loss of license.' "

The College took a firm stand for law enforcement. Fraternity houses were forbidden to sell liquor at their "household bars." If liquor was sold at any campus party, it had to be by a licensed vendor. At every party approved by the College, there had to be available non-alcoholic drinks, in equal quantity and accessibility with alcoholic.

There were numerous students who welcomed the twenty-year law. In the year before its enactment, eighty per cent of all cases that came before the Student Judiciary were for outrageous or destructive behavior caused by drinking. Students expressed fear because of excessive drinking in the dormitories. Something had to be done. Although Colby still suffered from alcoholic abuse in 1979, the situation was under firmer control than it had been when eighteen-year-olds were given impunity.

In the 1930's coeducational dormitories would have been considered scandalous. Yet by 1979 they were common in colleges across the nation. Few parents objected to them. Among agitations at Colby during the 1960's coed living was among the most persistent. For several years the College resisted that demand for change. In 1970, upon recommendation of the Student Affairs Committee, the Trustees issued a statement. "We do not think men and women in the same dormitories is an appropriate mode of living for college students, and we do not want Colby to project that type of image that such living would create. At this time the risks of psychological, emotional and physical health also deter us."

In 1971 an exhaustive study of coeducational housing in other colleges was made by the Dean of Students office. The following year the Trustees approved a proposal of the Student Affairs Committee for limited coeducational living, including provision for only one sex on a single corridor, protection of privacy, option of single-sex housing, and

suggestions for more participation by the faculty in dormitory life.

In the fall of 1975, approval was given for men and women to occupy adjacent rooms on the third floors of Woodman Hall (then the Center for Coordinated Studies) and Foss Hall on an experimental basis. This was continued beyond the first year and extended to certain other dormitories. There were still separate dormitories for the sexes, and plenty of students who preferred them.

In 1978 the *Echo* claimed total success for the "outrageous" experiment.

There are no sex-crazed orgies, no decadent parties, no extreme rowdyism. People choose to live in coed dorms for various reasons: a breakdown of sex barriers, to try something different, to form a healthier family atmosphere. People are closer, more platonic, more natural. You don't overly impress people who see you daily in a bathrobe. Socializing is more spontaneous. Guys have fewer water fights and girls are less crazy. The casual mingling itself inhibits asinine conduct. A coed floor seems more like home.

The Strider period saw changes in food service. Instead of providing the dining service itself, Colby followed the practice of many other colleges of contracting with a firm especially designed for institutional food servicing. The Seilers Corporation was engaged by Colby, and they installed as resident manager Paul O'Connor, who proved to be both highly efficient and wholesomely cooperative. Probably nothing at any college excites so much criticism as does food. That it had not been more pronounced at Colby than was the case was largely due to Mr. O'Connor's willingness to listen to complaints and suggestions, so that the Colby dining halls became known as among the best in any New England college. Students had choice of selections at most meals, could be sure of food of the best quality and of balanced content. Those who needed special diets were accommodated. In 1978 *The Student Handbook* said:

Although everyone blames Seilers, the food service is still owned by the college. It offers more than just three meals a day. Special dinners are planned every month. Last year, in addition to the traditional Thanksgiving and Christmas feasts, there were Hawaiian and Parisian dinners. If you are to be away for a meal, by ordering 24 hours in advance you can get a bag lunch. This is great for skiers. If you want a special party, Food Service will cater it.

During the Strider years, Student Government became aggressive and more powerful. As will be detailed in the next chapter, it sponsored many changes during the turbulent 1960's and early 1970's. The Student Government became increasingly involved in decision making for the entire College. Its recommendations received respectful attention from administration and Trustees. Even before 1960 Student Government had become a coeducational body in which all College classes and all student residences were represented.

An important branch of Student Government was Student Judiciary, before which came all cases of discipline. While final authority rested with the administration, decisions made by the Judiciary were seldom overruled. The system in fact unites two bodies: the Judiciary, composed entirely of students, and the Appeals Board, consisting of three faculty members.

The purpose of the Judiciary was stated:

To maintain the students' right to participate effectively with faculty and administration in the disciplinary functions of the college. This is founded on the right of students to sit in judgment on their fellow students, a jury of their peers. Such participation promotes maturity and responsibility and fosters mutual trust in the college community.

An area that became a cause of concern in the 1970's was academic dishonesty. That offense was by no means restricted to the Colby campus. It became so blatant, even at institutions with the honor system, such as the U.S. service academies, that revelation of conditions constituted a public scandal.

At Colby an investigatory committee reported that students certainly had the right to take examinations that were administered fairly, and that any student suspected of cheating should be immediately confronted by the professor in charge. The Dean of Students said that too many faculty members failed either to report cases to him or to deal with them directly.

A student committee asked that there be section examinations for large classes, that alternative seating be uniformly employed, that each successive year see substantial modification of previous examinations, that all examinations be well proctored, and that all cases of dishonesty be reported to the Dean of Students.

The student committee also suggested that the content of the examinations needed periodical review. Some felt the pressure for grades was excessive. "When students come to value education more than grades, the motivation to cheat will decrease." But, short of utopia, the committee felt it would help if examinations were more human, better designed to test large concepts rather than details soon forgotten by even those professors themselves. "When a test calls for minute facts, it is not only an invitation to cheat, but also of questionable value in a liberal education."

In 1977 President Strider issued this statement: "Plagiarism, cheating, and all forms of academic dishonesty are serious offenses. If you are caught, your instructor can dismiss you from the course with a mark of F, or send the case to the Dean of Students."

The Colby stand on dishonesty was given a full page in *The Student Handbook* in 1978, stating clearly the procedure to be taken in suspected cases, and ending with the sentence, "Students are subject to sus-

pension from the college whenever they are found guilty of academic dishonesty.”

*The Colby Echo* took no small part in bitter denunciation of administration policies with which the more vociferous students disagreed. The paper became especially vituperative during the demonstrations of the late 1960's, a subject that will be discussed in the following chapter.

By no means was student life at Colby wholly concerned with agitation for change. Colby students performed commendable community services, holding parties for underprivileged children, contributing to blood banks, giving many hours of help to hospitals, nursing homes, and a school for retarded children. They worked in churches and Sunday Schools, and gave of time and talent to numerous community enterprises.

A growing area of student activity was radio. At first crowded into a tiny room in the tower of Miller Library, the radio station was moved to Roberts Union, and after the 1978 renovation of that building to more spacious quarters there. WMHB became a station not only for campus needs but also for beaming programs to the surrounding community. In 1978 it made a contract with the Associated Press in order to meet certain requirements of the Federal Communications Commission, and this contract created financial stress. Unlike the campus newspaper, WMHB could not derive income from advertising. No member of the staff was paid, and every one of them spent long hours on duty at the station. One disc jockey put in twenty hours a week. The station appealed to Student Government for better financial support. Student Government suggested withdrawal from the expensive A.P. contract; WMHB said it must continue, or the station would have to close. About the situation the *Echo* had this to say, “The future of WMHB is in doubt. It must meet new regulations of FCC by January 1, 1980. After that Class D stations like Colby's will no longer be permitted to operate on ten watts, but must be increased to 100 watts, because after that date any more powerful station can usurp WMHB's frequency. To increase to 100 watts will cost \$5000. The future looks bleak for WMHB.”

Despite the *Echo's* gloomy words, the student operators of the station were confident of solving the problem before 1980.

The fundamental issue at the base of all student agitation was governance of the College. What legitimate and responsible part should students play in determining college policy? That subject too is the concern of the next chapter, dealing with its period of excessive student demonstrations.

WHAT happened to religion at Colby during the two decades since 1960? As early as 1940 the College had severed all ties to the Baptist denomination and had become completely independent. Mayflower Hill

had by 1979 seen only one Baptist Chaplain. Compulsory chapel attendance had long before been dropped, and there was no weekday chapel of any kind. A voluntary Sunday service, ecumenical in form, and of high quality, was conducted weekly in Lorimer Chapel, which was also open to Roman Catholic masses and to special services by different denominations. The Student Christian Association had become largely ineffective and had been replaced by active denominational groups led by local clergy. Especially active were Episcopalians, Roman Catholics, Jews, and Unitarians. The distance from the downtown churches was a barrier, especially when many of the Protestant churches changed from the conventional eleven A.M. service to an earlier hour.

The succession of Colby Chaplains had given competent and devout service to students, especially in confidential counseling, and they had taken imaginative measures to make the Sunday service attractive. During the last of the Strider administration, the Chaplain was the Reverend Roland Thorwaldsen, who recognized clearly the changing times but held firmly to the need of spiritual stimulation.

The religious scene at Colby was indeed quite different from what it had been half a century ago, but deep, basic religious convictions were not wanting. Many students held strongly to family beliefs, others were thinking through to heart-felt convictions. Best of all, the contempt for religion expressed only a few years previously was now seldom heard. Colby College was still a place where sound religious concepts, of whatever denominational bent, were accepted as each student's individual right of choice, and all students were encouraged to appreciate the value of some life-supporting religious conviction.

## CHAPTER XII

### *Demonstrations and Violence*

ALL OVER America the late 1960's saw student revolt pass beyond protest to violence. There were sit-down strikes, taking over of offices, physical attacks on administrators, wreckings, and burnings. Police forces were augmented by armed militia, and in a few tragic instances deaths occurred. Often the violence spread beyond college campuses as students took to the streets. Scenes that had seemed bad enough at a distance, as one read about their occurrences in foreign cities, became all too common in America.

Very few colleges were free from disruption, certainly not Colby, but the Maine college did not experience the property damage and personal injuries that occurred elsewhere. The only violence on Mayflower Hill was a bomb thrown into the ROTC quarters in Lovejoy Hall. It failed to explode, and no damage was done. Investigation resulted in the arrest of a single offender.

Before noting exactly what did happen at Colby, it will be helpful to review the national scene, where demonstrations were worse. During the 1960's there developed increasing protest against American participation in fighting in Southeast Asia. As we became involved deeper and deeper in Vietnam, with American casualties increasing, the cry spread across our nation that the United States was waging an unnecessary and unjust war. On college campuses students and faculty both took up the cry. That nationwide anti-war movement, combined with the threat of military draft for all young males, made students angrily determined to show their disapproval by public demonstrations. It is thus clear that the campus disturbances did not begin through demands for changes in college regulations but because of a national protest.

It did not take long, however, for the war issue to be diverted to the internal concern for "student rights." Rights for women, rights for blacks, rights to make their own rules for campus behavior, the right to do much as they pleased—these demands swept through the colleges. Demonstrations and violence appealed to students as the way to win any alleged rights.

Outbreaks had begun in the larger universities before 1969, but that year saw their ominous invasion of the smaller colleges. Sometimes accompanied by violence, the kinds of incidents that had occurred at the

University of California, at Columbia, and Harvard now broke out in every state of the Union.

The climax was reached in tragedy at Kent State University in Ohio in May 1970. It began innocently when a group of students started dancing in the city street. An irate driver revved his motor as if intending to drive through the dancers, and students climbed atop his car. A bottle was thrown from a balcony, and suddenly the crowd turned ugly. Students smashed windows, overturned cars, set fire to trash cans, and became a mob. That was not on the campus but in a city street. Police used tear gas to disperse the mob.

The next day a crowd of 500 students attacked the college ROTC building, setting it afire. When the fire department arrived, students cut hoses and threw rocks at the firemen.

The mayor asked the governor of Ohio to send in the National Guard, and 500 guardsmen responded. The next day they faced a barrage of rocks and stones from a student mob that exceeded a thousand persons.

Although the following day started calmly, by noon 2,000 students were gathered. Wearing masks, the guardsmen threw canisters of tear gas. When they ran out of the gas, the guardsmen became panicky, fearing personal injuries as the students failed to disperse.

Near the hilltop, a few guardsmen knelt and aimed their rifles as the rock-throwing students kept moving nearer. Suddenly the shocking staccato of rifle fire produced a scene of tragedy. Four students were killed, and ten wounded. As often happens in such uncontrolled scenes, not one of the victims was among the agitators; all were onlookers drawn to the place as people always are. The attackers of police and militia had always been a minority, but their silent abettors were not without blame.

Instead of having a sobering effect on demonstrations elsewhere, the Kent State tragedy made the situation worse. Thoughtful journalists pointed out that protest has always been the normal apparatus for initiating change in human society, and protestors have usually belonged to the younger generation, while defenders of the status quo have been older persons. They insisted that the current protests were not doctrinal or ideological but crossed all political borders. The campus demonstrators were not out to reform society, but their protests were so infectious that not even the Ohio killings could stop them.

The movement hit Colby in the spring of 1970. Protest against the war in Vietnam caused such disruption of academic work that the faculty considered the prestige of the Colby degree imperiled. When the President sent troops into Cambodia, the National Student Association, of which the Colby Student Government was a member, declared a student strike all across the nation. Colby students decided to join it in non-violent protest. They marched from Mayflower Hill to the city post office. At the head of the procession were carried four coffins, symbolic

of Kent State. In the line were 300 students and several members of the faculty.

At the post office a confrontation developed. The coffins were placed on the lawn near the flagpole, and the flag was lowered to half-mast. The postmaster protested and threatened to summon the National Guard. Fortunately both students and local police showed restraint. The students dispersed, and the flag was again raised.

Then Colby students voted to join the nation-wide strike. After classes had been virtually abandoned for several days, another vote demanded continuance of the strike but permitted resumption of classes for any students who so desired. The faculty reopened classes but only with pass-fail marks. Any students who preferred to continue the strike could do so.

The strike occurred so close to the end of the college year that it did not last long, but its duration did make the customary final examinations impossible. The faculty decided that leniency was the best policy. They made liberal arrangements for the Class of 1970, whose members received diplomas as usual. At the final faculty meeting of the year, President Strider declared that the strike had seriously eroded the quality of the Colby degree, and if standards were to be maintained, such a disruption must not be permitted again. The faculty response to that statement was in such strong agreement that two years later, when students wanted to take a day off to celebrate the end of the war in Vietnam, classes were not suspended.

Prolonged agitation at Colby was directed against ROTC. Colby was one of sixty-two colleges that had installed a unit of the Air Force ROTC in the 1950's. At first it met with little protest, although it was required of all freshman and sophomore men. From the beginning, however, there was controversy over graduation credit for military studies. In 1955 a Colby self-study funded by the Ford Foundation recommended that ROTC be more carefully integrated into the curriculum. In 1959 enrollment in the corps became entirely voluntary.

Somehow Colby ROTC surmounted the turbulent period of demonstrations, but early in 1972 reopened bombing in Vietnam aroused renewed agitation against the unit. A group of students quietly staged a sit-down in the ROTC headquarters. The military officers remained calm and were cordial to the intruders. No violence occurred.

When Student Government took a poll concerning continuance of ROTC, only 650 of Colby's 1,300 students were interested enough to vote. The unit was retained, although changes were made in respect to academic credit. The voluntary status of ROTC, combined with its increasing unpopularity, did however spell its end at Colby. In 1974 the Air Force closed the unit.

The most serious demonstrations and disruptions came in 1970 when a group of black students occupied Lorimer Chapel. Colby had never

been averse to enrollment of blacks, though their numbers had been few until the Civil Rights Movement of the 1960's became significant. By 1970 Colby enrolled a sufficient number of blacks for them to form a campus organization called Black Unity. That group issued to President Strider "six non-negotiable demands." They demanded, not requested, a Black Studies program, admission of at least fifty blacks in the fall of 1970, a recruiting Black Week, a professor to teach Black History, the permanent fixing of blacks in all subsequently admitted classes at ten per cent, and for blacks to have preferred treatment with respect to financial aid.

When their demands were not immediately met, Black Unity occupied Lorimer Chapel and locked the doors to keep out others. President Strider asked them to leave the Chapel and discuss the issues calmly. They refused, declaring their demands were final and not negotiable.

Here was a clear test of administrative ability. Responsibility for action rested squarely on the College President. If President Strider had heeded advice from a number of faculty members, he would have turned off electricity and heat in the Chapel and starved out the invaders. First he saw that food was brought to them, and he patiently attempted to persuade them to see reason. Fortunately Colby had at its head a man of patience and restraint. Different action would almost surely have aroused the student body in defense of the blacks, with unpredictable results. The blacks already had some white support. Student Government had appropriated \$100 to their cause and had talked about a boycott of classes, but the President's attitude toward the Chapel invasion caused some rethinking. Student opinion was so changed that a letter in the *Echo* said to the blacks, "What are you trying to prove? President Strider's duty to the college involves more than making you happy. Do you think, in your arrogance, that he has nothing to do but wait for you to complain? Why don't you leave? Obviously you are not satisfied with Colby as it stands. If you want more Black students, help the college get them."

Robert Strider was not the kind of man to let patience and tolerance extend to complete disruption of the College. When action had to be taken, when all other means were exhausted, he acted definitely and emphatically. A legal injunction was secured against trespass by the Chapel invaders. When civil officers arrived with court action for eviction, the blacks left the building peacefully. By this time they knew they had lost general student support.

President Strider was not one to gloat in victory. He issued this carefully worded statement:

Occupation and denial of access to the chapel could not be permitted indefinitely. The college has always been concerned about rising tensions on the campus, about possible action by outsiders and damage to college buildings. Calling for a

legal restraining order to free the chapel became unavoidable when it was clear that the occupation could be ended in no other way. It is now for the college to press for action in areas reflected by the Blacks' concerns. The commitment of Colby to equal opportunity and to redress of injustices to Black society must be reaffirmed and implemented within the capacity of Colby as an institution.

AFTER 1971, although protests were still frequent, their radical character gave way to more peaceful maneuvers. There were fewer invasions of buildings, fewer mass demonstrations, fewer strikes and boycotts, and no physical attacks. By the end of the decade, American campuses were so relatively calm that a national periodical, the *Smithsonian*, felt called upon to explain.

By June, 1967, there had been more than 100 demonstrations in U.S. colleges and universities. The period was filled with student uncertainty, efforts to escape the draft, brushes with the police, experiments with drugs, and unconventional living arrangements. The Kent State deaths set off shocks that swept through the colleges like seismic waves. Buildings were set fire and demolished; bombs exploded in classrooms; one lurid event succeeded another.

Ten years after the first outbreak at Berkeley had come the energy crisis, the slump in auto sales, unemployment and layoffs. Young people began to feel that this was something too big for them. Faced for the first time with anxieties that their grandparents had known well, youth were trying, without conscious interest, to recreate in a small way what they thought was their ancestors' world—wild West and staid East.

Whatever the causes, calm had descended upon the campuses of America. The younger brothers of those who had rocked the nation in 1970 were in 1975 more practical in their goals and more cautious in their values. They showed less flamboyant righteousness. Young people were suddenly expressing approval of discipline in home and school. They somehow sensed that, freed from authority, they had become subject to a more terrifying authority, the tyranny of the majority.

That did not mean that college students were returning to the docility of the 1920's. They had learned to protest, and their reasons for protest did not disappear, partly because some of the reasons could be justified, and partly because in any era college students must "let off steam." Replacing anti-war and minority rights as issues, student agitation turned to student rights, especially those alleged rights to participate in the governance of the college in which they were enrolled.

At Colby this movement first took the form of agitation for more autonomous control of student life. In 1969 Student Government made proposals for changes in social regulations. They asked for autonomy within each living unit, the occupants within each dormitory to set their own house rules about coming and going, visitation, quiet hours, and other actions long controlled by college regulations. Another request

called for psychiatric clinics where students could seek consultation about drugs, alcohol, and birth control. In substance they asked that Colby abandon "*in loco parentis*."

Because the Student Government requests were nine in number, they became known as the Nine Proposals. The *Echo* said:

A feeling of discontent has been stimulated because specific proposals of the students have been thwarted. Some people blame the administration for considering students not responsible enough to share in college decisions; others blame Student Government for failing to press the administration to make changes. The Nine Proposals, instead of being ignored, ought to be forced upon the administration by an active, interested student body.

The original agitation for student rights, generated by a few radicals, had come to permeate the whole student population. President Strider's patient explanations why all the proposals could not be immediately granted fell on many deaf ears. Then followed a series of mass meetings, angry confrontations, Student Government resignations, and a stirring of bitter feelings.

Two actions at a faculty meeting further stirred the troubled waters. When a dog entered the meeting room, one professor was heard to say, "Another student has just come in." The other action was strong faculty endorsement of the President's stand.

The center of controversy was the student newspaper, the *Echo*. It had long been free from censorship; now it seemed to consider itself above criticism, free to fill its pages with vulgarity and profanity, and spread libelous insults upon faculty and administration. The Trustees took notice of the situation and appointed a committee headed by Colby alumnus Dwight Sargent, a journalist of national reputation and head of the Nieman Fellows program at Harvard. Repeated consultations with members of the *Echo* board and members of Student Government, as well as with faculty and administration, resulted in better understanding and fewer objectional articles without resorting to censorship. In fact censorship of the college press was unthinkable at the college that had produced Elijah Parish Lovejoy, martyr to the cause.

That objectionable period of *Echo* publishing might have been only temporary in any event. As used to be said of Maine weather, "If you want a change, wait a minute." Later editorial boards were more restrained and less inclined to imitate the obscene publications on the newsstands. In 1979 the *Echo* still felt free to speak out against anything on campus that the editors didn't like, but to do it in respectable fashion.

Not new was the question of student behavior off the campus. Should Colby offenders be given preferential treatment by local and state police? For many years, unless an offense was very serious, offending students picked up by police were usually turned over to the College authorities for punishment. Many a time a College officer was called to

the police station to bail out a student culprit. Offenses, however, had got so out of hand during the turbulent years of public demonstrations that such lenient practice could no longer be tolerated. The College enacted a policy making students off campus subject to the same treatment as other citizens. Despite a few howls of protest, to most of the student body the new policy seemed fair and reasonable.

Blacks were not the only students to take over the Chapel. When the Nine Proposals were being vociferously pressed, a group of students, with the support of Student Government, occupied that building. When President Strider asked students to serve on committees to deal with the proposals, the agitators considered the action a complete rejection of their demands. At a subsequent meeting, 200 students and several faculty members proceeded to outright persecution of a harassed President. He continued to show a rare combination of patience and firmness that carried him triumphantly through a grueling experience. Of course he had ardent supporters, but none had his burdensome responsibility. The College Chaplain expressed a view held by many of his faculty colleagues. "President Strider has been a symbol of the establishment and has taken the abuse that ought to be shared by faculty and trustees. The college is a human community, not a teaching machine, and there are moral problems involved in how we teach each other. Part of our job is to cultivate moral values, not just communicate intellectual information and skills."

In 1968 the American Association of University Professors issued a statement on student rights. "The responsibility to secure and respect general conditions conducive to learning is shared by all members of the academic community. Each college has the duty to develop policies which provide and safeguard the freedom to make possible the participation of all members of the community."

Further details of the statement provoked little controversy. It declared for freedom of access to higher education, for freedom of expression in the classroom, for freedom against improper academic evaluation, and for confidentiality between student and teacher. It declared the right of students to form group organizations, freedom to support any causes by orderly means, and their right to bring to the campus speakers of their own choosing.

Even the item concerning student participation in college governance was not extreme.

The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of student government should be made explicit and its action reviewed only through orderly and prescribed procedures. College students are both citizens and members of the academic community. As citizens they should enjoy the same freedom of speech, peaceful assembly, and rights of petition that all other citizens enjoy. As members of the academic community

they are subject to obligations by that membership. Students who violate the law must incur penalties prescribed by the civil authorities, but institutional authorities should never duplicate the functions of civil law. Colleges have the duty to protect their institutional purpose by setting standards of conduct and scholarship.

Not even in 1977 had campus demonstrations entirely ceased at Colby. In March of that year, some 250 students gathered outside the Lovejoy Building where a faculty meeting was in progress. They protested against faculty determination to abolish pass-fail marking for courses that met distribution requirements. Previous to the meeting, an alerted Buildings and Grounds department had set up speakers and microphones to broadcast the faculty proceedings to the outside gathering. When the decision to abolish pass-fail was announced, loud boos came from the students. There were student demands for a blockade of the administration building. President Strider announced, "Students are free to protest, but I have no intention to close Eustis."

Although the placards, picket lines, and power slogans of an earlier day were absent, the mere presence of 250 protesting bodies did seem to constitute a demonstration. However as the faculty meeting ground to a close, the students peacefully dispersed.

The demonstrators did not close Eustis, but they did put on a show inside the building. While the President met with a delegation of four, their supporters sat on the floor outside his office. They demanded a large part in decision making. They insisted that all College committees have on them as many students as they had faculty and administrators combined, and that Student Government be empowered to conduct a student referendum on any issue, to which administration and Trustees must give equal weight as was given to votes of the faculty. The crux of the situation was boldly expressed in the *Echo*. "The sit-down was necessary. The President must now see that students are concerned. A problem now exists in decision making. Students are demanding greater real power in determination of policy."

It became evident that the highest authority of the College must take a stand, making it completely clear who ran the institution. Not for a moment dodging the responsibility nor hiding behind that not easily identifiable body, the Board of Trustees, President Strider issued an official presidential statement.

My considered opinion is that students should not have final, decisive votes in determining educational policy. That is determined by the faculty within broad outlines of institutional philosophy formulated by the trustees, and administered by the President with the assistance of his associates. The faculty are qualified for this burden of responsibility. They have completed undergraduate and graduate programs, must have had several years of teaching, and all are competent in an academic discipline. All are professionals in the academic world. Students admitted to Colby are chosen for their potentiality for higher learning,

and learning should be their primary objective. Final decisions are to be made by those to whom there has been delegated that responsibility.

When a minority, but highly vocal element, in the student body demanded that student referenda have complete veto power over all other parties—faculty, administration, and Trustees—in decision making, the point of *argumentum ad absurdum* had been reached. President Strider had persuaded the Trustees already to accede to some of the student demands. Students had been placed on important committees. Student officers and delegations had ready access to the President, who listened patiently and explained without heat the official college position. But when students tried to upset a fundamental point of American law that had persisted since the time of the founding fathers of the republic, it was just too much.

A private college, like every other non-profit organization, had always been chartered by a state legislature, and the terms of the charter constituted the legal basis for the institution's operation. The Colby charter set up an institution for the education of youth, to be under the government and regulation of a body politic comprised of duly elected Trustees who were empowered to ordain, as occasion should require, reasonable rules for the government of the institution and to prescribe the qualifications requisite to students seeking admission.

When students demanded control of appointments to the faculty, they were confronted by this charter statement: "The corporation shall have authority to elect such professors, tutors, instructors and other officers of the institution as they shall judge necessary for the interest thereof."

The boldest of the radical students shouted, "Change the charter," but they had little support from fellow students. When the Strider administration ended in 1979, students were not running Colby College.

## CHAPTER XIII

### *Constitutional Convention*

EVEN before the demonstrations and violence beset the College in 1970, administrators, faculty, and Trustees had come to understand that changes in American society made a new look at the structure and organization of Colby imperative. It was therefore decided to hold a constitutional convention whose membership should comprise representatives from all constituencies of the College: Trustees, administrators, faculty, students, alumni, and parents.

The purpose was to scrutinize the existing structure of College governance and the relationship of its parts, with a view toward possible reconstruction of divisions of authority and wider representation in the decision-making process. With the usual colloquial tendency to abbreviate, the convention became known as Con-Con.

Concerning the plan and hopes for Con-Con, the *Echo* said:

Con-Con is designed to make life hopefully a little easier for Colby constituencies. Its main objective is to remove much of the red tape that has hampered cooperation. If any major portion of the constituencies goes into the convention in an uncooperative state of mind, it will be hard to see any results except similar attitudes in other constituencies. We hope that trustees, administration, faculty, students and alumni can work together for desired ends.

The convention was fortunate to have as chairman Professor Leonard Mayo, a man with international experience in chairing controversial assemblies. Former Vice-president of Case-Western Reserve University and an expert on social relations, Dr. Mayo had carried out important assignments given him by three Presidents of the United States. An alumnus of the College, he had been brought to Colby, after retirement, to institute a program in Human Development and to promote interdepartmental studies. To the convention Dr. Mayo gave devoted leadership, striving patiently but emphatically to bring the various groups to harmonious decisions.

To recount in detail things considered at length and the almost overwhelming variety of suggestions and proposals would require an entire book. The final result, as approved by the Colby Trustees on January 31, 1970, is sufficiently impressive.

The recommendations on which the Board then took final action had gone through exhaustive sifting. There had been bountiful discussions,

much give and take, hundreds of motions, amendments, scores of votes, and weeks of reconsiderations before the draft that reached the Trustees was finally formulated. When the list reached the Board, it had received the endorsement of the separate constituencies. As Benjamin Franklin had said of the Constitution of the United States, "This does not satisfy all of us, but it is the best we can get." Let us now note the proposals that the convention did formulate and the Trustees did approve.

### *Structural Modification*

SEVEN students elected by Student Government would be fully participating but non-voting members at faculty meetings. Two faculty members would likewise be non-voting members of Student Government. Committees comprised of students and faculty would be set up to deal with matters of college-wide concern. The President or Dean of Faculty would be a member of all committees. Representatives on all committees would be selected by the groups they represented. Any member of a committee could demand an open session. Student members would be excluded from meetings dealing with individual student cases.

The plan set up or, in most cases, continued certain standing committees.

1 *Administrative* To advise the President on administrative matters not primarily involving academic policy.

2 *Admissions* To review and act upon applications for admission to the College.

3 *AFROTC* To advise on coordination of the military program with the academic.

4 *Architectural* To advise on matters of campus planning and building design.

5 *Athletics* To advise the President on athletic policy, intramural and intercollegiate, and approve athletic schedules.

6 *Bookstore* To work in conjunction with the store manager in recommending books other than textbooks, and suggesting other items for sale.

7 *Campus Natural Environment* To consider matters of campus natural-resource planning and management.

8 *Commencement* To plan and supervise all Commencement weekend activities.

9 *Domestic Student Exchange* To supervise exchange of students between Colby and other accredited liberal arts institutions within the United States.

10 *Educational Policy* To make a continuing study of the curriculum and be concerned with all matters affecting educational policy, and act upon all proposed changes and additions to the curriculum.

11 *Examinations and Schedule* To approve examination sched-

ules for the end of each semester and act upon requested exclusion of courses from final examinations; also to review scheduling of the entire curriculum.

12 *Financial Aid* To award all forms of student aid administered by the Director of Financial Aid.

13 *Financial Priorities* To submit to the President recommendations covering the adequacy of college programs in relation to resources, and to review the budget prior to its submission to the Trustees.

14 *Foreign Students and Foreign Study* To review applications of foreign students for admission to Colby and assist them in their relationship to the College; and to evaluate applications of Colby students wishing to participate in the Junior Year Abroad.

15 *Freshman Week* To plan and conduct the orientation program for new students.

16 *Honorary Degrees* To suggest to the President and Trustees persons deserving of honorary degrees.

17 *Library* To advise the Director of Miller Library on matters of policy and regulations governing library use by faculty and students, and on library purchases.

18 *Professional Preparation* To advise students with professional interest in college teaching, engineering, medicine, dentistry, law, government, theology, and secondary school teaching. A separate committee for each profession.

19 *Safety* To advise the President on matters of campus safety and to recommend measures for accident prevention.

20 *Senior Scholars* To select students to do independent study in lieu of two or three courses during their senior year.

21 *Standing* To decide upon dismissal, probation, or conditional status of students of low standing; and to consider applicants for re-admission.

22 *Rights and Rules* To propose non-academic rules concerning student conduct, to constantly review all such rules, and to propose changes in existing rules and judicial procedures. No judicial function to be performed by this committee.

The recommendations submitted to the Trustees called for a Conference Review Board composed of eighteen students, eighteen faculty, and two alumni. The purpose was to examine policies and their implementation by administration and departments.

A touchy issue was student participation in planning courses, setting major requirements, and selecting staff. The Con-Con conclusion, approved by the Trustees, declared that each department should, in open discussion with major students, establish procedures allowing students to participate in planning departmental curriculum. A group selected by department majors would also discuss with the chairman matters concerning retention, promotion, and tenure of staff.

The Trustees did not hesitate to make changes in the structure of their own Board. They instructed the chairman to appoint faculty members and students to several Trustee committees, with full voting privileges. The Trustees held firmly, however, to the principle that with them lay final authority. Their statement said:

The Board recognizes the validity of direct student as well as faculty representation in its deliberations, but a majority of the Board believes that giving either student or faculty representatives a vote on issues affecting them, either as individuals or their entire constituencies, might give rise to questionable conflict of interests in the body holding ultimate authority. Therefore the Board invites Student Government to establish procedures for the student body as a whole to elect two student representatives to the Board, who shall have the same privileges of participation in Board deliberations as do faculty representatives.

A unique result of Con-Con was creation of the office of Ombudsman, whose duty would be to entertain complaints by members of the college community who felt a grievance in their treatment by any college official. The Ombudsman was to attempt to effect a solution agreeable to both parties. He was responsible directly to the College President. He was given broad authority to summon witnesses and have access to records. His power was not decisive but recommendatory to those concerned.

Con-Con did not settle to student satisfaction the basic issue of College governance. At that time of turbulent demonstrations, the mood was not congenial to reconciliation of complete student control on the one hand and charter-given authority to Trustees on the other hand. Two years after Con-Con, the *Echo* editorialized on December 10, 1971:

Con-Con did accomplish its main goal to establish channels of communication among college constituencies and fixed a measure of responsibilities. The expanded committee system gave every group a voice. Although without vote, students were represented at trustee meetings. But that was mere procedure. What Con-Con failed to do was to change the power structure at Colby. Division of power, as it now exists, makes appeal to good faith illogical. If everyone acted reasonably and in good faith, there would be no need for division of power. To have just governance at Colby, students must have an active place in the power structure.

The original Constitutional Convention in 1969 called for a review session three years later. So in April 1972 a second Con-Con was held. It started with a distinctly antagonistic line-up: liberal members of faculty and students opposing conservatives in both groups, and both often in opposition to administration and Trustees. In the middle was a large number of both faculty and students who were not opposed to change but were not ready either to launch a radical revolution. At this time the *Echo* supported the radicals, confronting boldly the very foundations of the Colby charter.

At present our ultimate decision-makers are the President and Trustees of Colby College, legally termed the corporation. This is a basic fact of life. Passage of an amendment to the charter by the Maine legislature, including an override clause giving students veto power would constitute a radical change in the concept of American institutions of liberal arts which has persisted since the time of John Harvard. Should a group of men and women predominantly confined to business people and meeting only four times a year be the ultimate governing body? Under the present system the President and Trustees are the corporation; the faculty are the workers, and students are the product. Making workers and product full participants is unthinkable in the business world. But is a college a business?

The *Echo* did not see any early hope of changing the American system, but it did make the issue clear. Students were demanding ultimate control of the College.

Con-Con II indeed accomplished little. On the sticky issue of power, it saw an early student walkout. When the convention refused to adopt a resolution in favor of student veto power, several student representatives left the session and did not return. They simply could not face the fact that their demands were unrealistic.

The walkout did not appeal to many students. One letter in the *Echo* was addressed directly to the protesters. "You left because your hopes were not fulfilled. As a result of your action, any contribution you could have made has been lost. You sold out the student community. When the going got tough, you chose not to represent us."

One accomplishment of Con-Con II was abolition of the office of Ombudsman. The office had existed for less than three years when its usefulness was challenged. The Chief Justice of the Student Judiciary filed with the Ombudsman a complaint that the current Dean of Students had bypassed the Judiciary and had usurped an area in which the Judiciary had initial jurisdiction by virtue of its faculty-approved constitution. When the Ombudsman held the Chief Justice's complaint to be justified, the Dean pointed out that the Ombudsman's opinion was only advisory, and that action lay in the Dean's office. It became clear that two persons could not have the same power at the same time. Con-Con II decided to abolish the office of Ombudsman, and the Trustees agreed.

A retrospective view in 1979 made the value of the two Con-Cons unclear. They did accomplish little in actual change of authority, but they did bring strikingly into the open the need for structural changes and, especially, greater recognition of student views in determining college policy. Perhaps their greatest value was in enabling different constituencies of the College to talk together as equals, and to confirm the devotion of each to their 160-year-old College.

## CHAPTER XIV

### *Fraternities and Sororities*

FRATERNITIES had been at Colby since 1845, sororities since 1874. By 1960 the fraternity system was under attack all over the nation. Although there had been some recovery by 1979, the continuance of such organizations on college campuses was dubious. A number of leading colleges had abolished fraternities; in other colleges, individual chapters had folded. On the other hand, several of the national fraternities had increased their number of chapters. It was noted, however, that the increase was largely in public institutions, while the private colleges saw a decrease in chapters.

The two decades since 1960 had seen considerable decline in sororities. This was caused in part by the Equal Rights movement, which by 1979 was gradually giving women access to the fraternities hitherto restricted to men, and in part by the fact that in most colleges the number of sorority women had long been proportionately less than that of fraternity men. As women came generally to be admitted to the old-time men's colleges, where sororities had never been known, their acceptance into fraternities became controversial. Bowdoin College had long been known for the strength of its fraternities. The situation there in 1979 was probably typical of most private colleges for men, as revealed by an Associated Press news item in March of that year.

The Zeta Psi chapter at Bowdoin College has run afoul of the fraternity's national leadership over the question of women members. The national has indicated it may revoke the Bowdoin chapter's charter unless it agrees to adhere to the fraternity's male-only membership rules. Zeta Psi at Bowdoin insists on having women as full-fledged members.

Several of Bowdoin's ten other fraternities are facing similar pressure from their national organizations.

At Colby the sororities were in jeopardy before the fraternities. Unlike the latter, the women had never occupied houses of their own. On Mayflower Hill each sorority was provided with a meeting room in Runnals Union, but the lack of cohesion provided by separate housing, the tendency of their national organizations to be more strict about racial discrimination, and increasing indifference of students, made the sororities more vulnerable than the fraternities. By 1979 only two sororities remained active at Colby: Sigma Kappa, founded at this college in 1874, and Chi Omega, long Sigma Kappa's strongest competitor.

Within a few years after occupancy of the new campus, five fraternities had built and were occupying houses on what became known as Fraternity Row, between Miller Library and Roberts Union. Those first houses were the homes of Delta Kappa Epsilon, Zeta Psi, Delta Upsilon, Phi Delta Theta, and Alpha Tau Omega. Three other fraternities were active but had to wait longer for their houses. They were Lambda Chi Alpha, Tau Delta Phi, and Kappa Delta Rho. Two soon built houses near the others, and KDR built in the new dormitory complex west of the Chapel. A ninth fraternity, Pi Lambda Phi, was housed in a section of the large West dormitory. A chapter of Alpha Delta Phi had dissolved.

As Colby enrollment increased, interest in fraternities declined. At first the attitude of many students was that of indifference and apathy, but in the late 1960's it turned to opposition. An anti-fraternity movement that swept the country was felt at Colby.

It was the civil rights movement that set off an anti-fraternity crusade. Discrimination against minority groups, denying them membership in many fraternities, became intolerable to the civil rights supporters, and many young people were deeply stirred by that cause. At Colby, strong convictions about civil rights, held alike by students and faculty, abetted the anti-fraternity movement.

The Colby Trustees took action, voting to conduct a formal investigation of alleged discriminatory practices among the fraternities and sororities. That resulted in a Trustee declaration that by June 1965 each fraternity or sorority at Colby must satisfy the Trustees that it had the right to select its members without regard to race, religion, or national origin. The phrase "had the right" referred not merely to the local chapter but to the national organization of which the local chapter was a unit. It was recognized that no chapter at Colby voluntarily practiced discrimination, but were some of them compelled to practice it by national regulations? The Trustees' action was fully supported by Student Government, faculty, and Alumni Council. The latter was especially significant because a large majority of the council had belonged to Colby fraternities or sororities.

Ambiguity of responses from several sororities did not help their cause. Three sororities declared there were no racial restrictions in their national constitutions, but all three objected to the statement that forbade the requirement of religious rites in the ritual of initiation. Alpha Delta Pi stated that it had no restrictive clause, but it did seek members of the Christian faith. The others vigorously defended their religious rituals. Chi Omega and Delta Delta Delta stated that the local chapters did not have autonomy because their national organizations exercised some restrictions on membership, and one of the sororities said all members had to be endorsed by an alumni body.

Only two of the fraternities had racial restrictions in their national

constitutions. ATO had been founded at the close of the Civil War at the Virginia Military Institute by a group of young Confederate veterans, and consistent with Southern mores limited its membership to Christian whites, thereby barring blacks, Orientals, and Jews. For many years the Colby chapter had ignored the restriction and had initiated several Jewish members, while the practice was winked at by the national office. It had, however, encountered an emphatic *No* when in 1910 it sought to initiate two highly desirable young men of Japanese descent. In company with a number of other ATO chapters, the Colby group was determined to secure elimination of the discriminatory clause from its national constitution.

The Phi Delta Theta national constitution had a clause stating that every member "must be socially acceptable to all chapters." That gave any anti-black or anti-Semitic chapter veto power over membership in any other chapter.

The sororities paid more attention to alumni endorsement than did the fraternities. Fraternities of course paid attention to recommendations from individual alumni, but none required formal alumni endorsement.

The sororities' objection to the Trustee action about religious rites did cause some rethinking. On recommendation of Student Government, the Trustees in June 1964 issued an amended statement. "Although it is appropriate for a fraternity or sorority to include religious rites in its ceremonies, those ceremonies must be so organized that no person is required to participate in any religious rite as a condition of membership."

At the same time the Trustees emphatically reaffirmed their statement against discrimination. "The right to elect members without regard to race, religion or national origin shall not be restricted in any way by local fraternity or sorority, its national officers, its alumni advisers or others on or off the campus. There shall be no restrictions by veto power to restrict autonomy of a local chapter to select its members."

When the controversy reached its height, the Phi Mu sorority at Colby had already surrendered its charter; in 1965 the national office of Delta Delta Delta had withdrawn the Colby charter; and soon after, the chapter of Alpha Delta Pi was dissolved.

The Trustees did not take drastic action against the two discriminatory fraternities, PDT and ATO. They declared if PDT could get a waiver from their national office giving the local chapter autonomy in selection of members, the chapter could continue at Colby. Learning that there was probability that the coming national convention of ATO would abolish their discrimination clause, the Trustees gave that chapter an additional year to work for that outcome. At their convention in 1966, ATO did make the demanded change.

In 1976 an interesting sidelight on fraternities was cast when a Bow-

doin girl spent a year at Colby. She told what was happening at that neighboring college where for 175 years no woman was even enrolled. The recent acceptance of women at Bowdoin had made quite a change in the fraternities there.

There are different degrees of acceptance of women into fraternities at Bowdoin, from acceptance as a social affiliate to full membership. A woman is president of one of the fraternities. This variation expresses an increasing relinquishment of a once male prerogative. Nearly half of the Bowdoin students living in fraternity houses are women. Both sexes live on the same floors, but in different rooms and with separate bathrooms. Women in the houses seem to enhance normal, platonic relations. Some of the chapters lost their national connection by admitting women, but the new system is working well. Women have certainly enhanced the cause of equality by penetrating a campus of historic male heritage.

Perhaps the existence of sororities at Colby delayed a similar mixing of sexes in the fraternity houses, but in 1976 the ice was broken when three women lived in the housemother's suite on the first floor of the ATO House. That, however, was not action by the fraternity but by the College, because the chapter lacked sufficient members to fill the house.

As the situation at ATO indicated, discrimination was not the only factor to cause trouble for Colby fraternities. A major problem was to secure enough members to fill the rooms. Too many young men coming to the College were simply not interested in fraternities. Although open hostility had subsided, indifference was just as effective in making it difficult to get members. In 1975 the total fraternity membership had dropped to 160, although there were nearly 800 men in college.

With increasing enrollment crowding the dormitories, the administration became concerned about vacant beds in the fraternity houses. But, if fraternities owned their houses, whose business was it except their own as to how the houses were occupied? The answer is provided by the unique situation of fraternity houses at Colby, quite different from the practice at Bowdoin and many other colleges. When it had been decided to continue fraternities with the move to Mayflower Hill, definite plans had been made, acceptable both to the College corporation and to the alumni associations of the several fraternities. Houses were to be erected on the campus, with legal ownership residing in the alumni associations. The College, by long-term mortgages, agreed to loan each association one-half the cost of erecting its house. The College agreed to collect the room rents, care for maintenance and repairs out of the income, and credit any surplus annually to the associations concerned.

Inability to fill the houses caused maintenance deficits instead of surpluses, so that each house was piling up a maintenance deficit in addition to its mortgage debt. That made the College not only administratively but financially concerned about residence in the fraternity houses.

The legal aspect of houses situated on College land, whereby under real estate law, buildings on such land belonged to the land owner, was met by an agreement between the College and the alumni corporation of each fraternity. It declared that, if at any time the particular fraternity failed to occupy the house, the College could either lease or buy it for use as a dormitory. In 1973 the College and the fraternity corporations had agreed upon the number of occupants that would signify full capacity in each house and the minimum below full capacity that would satisfy the College. The capacity ranged from twenty-six to forty-two, and the minimum from twenty-one to thirty-four. That autumn *The Colby Alumnus* commented:

Flagging interest in fraternities has led to a serious housing problem on the campus. Since the college cannot force a student to live in a fraternity house, Colby finds itself with empty beds in the houses and more men wanting dormitory rooms than can be accommodated. In 1972 Colby had to rent a block of rooms off campus for fifty men, though more than fifty beds were empty in the fraternity houses. Action by the trustees requiring minimum occupancy by this fall has resulted in a year's probation for two chapters.

To fill vacancies, the College allowed fraternities to invite non-members to live in the houses. At the same time the requirement of housemothers was abandoned, opening their suites to other occupancy.

In fact the fraternity first to feel full effect of the demand for full occupancy was ATO. During 1976-77 it was under occupancy probation, with the understanding that in September 1977 the College would take over the house if the fraternity could not assure minimum occupancy. The College did take de facto but not legal action. It did not eject the half-dozen fraternity members who remained, but they became virtually individual dormitory residents, with the College operating the building.

Local ATO alumni became concerned, not only to save their own chapter but also to protect the fraternity system. They feared a domino effect if one fraternity had to give up its house. Vigorously supporting the few remaining undergraduate members, the alumni corporation of ATO helped these undergraduates pledge to initiate enough new members to assure return of the house to the fraternity in the fall of 1978.

The situation at ATO was only the most critical example of a general fraternity malaise at Colby. ATO was especially fortunate in being the only one of the house-owning fraternities whose mortgage had been entirely paid before 1978. As other chapters fall into a critical situation through declining membership, they might not be so fortunate. A mounting debt of mortgage plus maintenance costs might compel the College to take over delinquent houses.

The fraternity situation was clearly in doubt as the Strider administration ended. Here is the way it appeared to the *Echo* in 1978:

At present the fraternity houses are well filled, but after graduation must seek new occupants. Several of the chapters may have to be placed on occupancy pro-

bation. If improvement is not made during the year, the college takes over the house. The fraternities now owe the college a total of more than \$450,000, with the largest amount naturally owed by the newest house, KDR. The future of fraternities at Colby will depend upon the financial situation.

To many observers of the fraternity situation at Colby since World War II, the *Echo* observation seems not wholly correct. Perhaps even more important than finances was the real place of fraternities in a modern American college. The issue of their continued usefulness on a college campus, in light of conditions at the close of the twentieth century, rather than in the nineteenth, had to be frankly faced. It was quite possible that the time had come when fraternities must make some constructive contributions to campus life or give up the ghost.

At Colby the fraternity house had provided preferred living quarters for men. In 1978 that was no longer true. Rough usage and indifferent care had nearly wrecked some of the houses. Furniture had been destroyed or stolen, windows persistently broken, and rowdy parties had done mounting damage. The fraternities had long led in campus social life, but the kind of social life they fostered became obnoxious to many persons, adults and students alike, who cared about the welfare and reputation of the College.

It should, in contrast, be pointed out that a fraternity evaluation was by no means wholly negative. Generally the Colby chapters were active in worthy community enterprises: clearing hospital grounds, giving parties for underprivileged children, contributing to blood banks, and other beneficent ventures. But the question remained, what were the fraternities actually doing for the College itself?

The precariousness of the entire fraternity picture of 1978 should have caused the undergraduate chapters to be especially on their guard to convince the College authorities that they could and did house persons who could behave as gentlemen. Instead, two fraternities found themselves in serious trouble. One was disciplined by its national body for insulting a visiting national officer, and with the approval of the local alumni corporation the College closed the house; the other was disciplined by its national for flagrantly disregarding the no-hazing rule in connection with initiation. It was ironical that the very persons who were taunting the College with "failure to keep up with the times" could not recognize social change themselves. In fraternity initiations all over the country, the once dreaded "Hell Week" had given way to "Help Week." Peddling assistance to worthy projects had long replaced paddling bottoms. It was becoming clear that the one thing fraternities must do to survive was to keep up with the times.

As a new administration opened at Colby, the fraternity issue seemed to have boiled down to this: Did the fraternities propose to be wild, reckless, and irresponsible, or would they find a way to be responsible contributors to an academic community?

## CHAPTER XV

### *Athletics*

BY 1960 Colby athletics had departed far from the practices of the early years of the century, when all sports were managed and financed by associations of students and alumni. As late as 1920 the football and baseball coaches were part-time, seasonal employees, and the College Treasurer had nothing to do with their pay. Not until the administration of President Johnson in the 1930's was the athletic program brought under the control of the College, and from that time on the coaches were usually full-time employees with faculty status in the Department of Physical Education. In the 1970's they were designated as adjunct professors or instructors.

When President Strider took office in 1960, Colby had fielded one or more intercollegiate teams for more than a century, and the sports had been strongly supported by students, even by those who were not active participants. A well-organized program of intramural games had also been developed. Women, long kept out of intercollegiate competition, had begun to take part in contests.

Over the years Colby teams had won championships in several sports, although in the late 1960's for the first time they won the state track meet, a victory that had been denied them for more than half a century. Football was not as successful as was desired, though the state championship did come to Colby a few times. It was in baseball, basketball, and hockey that Colby teams were most successful.

Colby alumni were loud in their complaints when teams failed to win a majority of games, and they could not understand why undergraduates, once loyal fans and rooters, seemed so indifferent to athletic teams. Accompanying the campus turbulence in the late 1960's was not demand for winning teams but an anti-athletic movement that questioned the validity of the entire sports program.

At that time the *Echo* was a notoriously radical publication that could seldom see good in anything that went on in the College. It took gleeful delight in attacking the status quo in every area. One of its persistent targets was athletics. The paper charged that Colby had built up and expanded its athletic staff at the expense of academic departments, and it spurred Student Government to investigate the cost of athletics and to demand the opening of financial records to student inspection. In

one issue the *Echo* said, "Students have long complained of favoritism toward large, longer established teams at the expense of almost completely neglecting minor sports and no adequate intramural program. The *Echo* has been refused a breakdown of the athletic budget."

The Director of Athletics appeared before Student Government at request, explained the program, and insisted that, to compete with colleges of its kind, Colby must raise, not lower, the level of its major teams. Only after this had been done could there be concentration on minor sports. The Director declared that, instead of spending lavishly, his department had to practice the strictest economy. He emphasized that only football, basketball, and hockey enjoyed gate receipts, and all other sports had to be fully financed from College funds. The Director's explanation did not satisfy the *Echo*, which made this response:

Both the Athletic Director and the Administrative Vice-President of the College refuse to let students see a breakdown of the athletic budget. The Faculty Committee on Athletics is impotent, having authority only to examine conflicts between sport and academic schedules. All coaches are responsible to the Director for expenses. He cares for all travel costs. The Director himself is answerable only to the Administrative Vice-President. Why is Colby athletics controlled by one man?

The Director made a second appearance before Student Government and stated that expansion had been made to meet student demands even before 1960 and had continued actively through the decade. Varsity teams had been added in soccer, cross-country, hockey, winter track, and skiing, more than doubling the number of varsity sports since 1955. Several minor sports had been partly financed by Student Government from allocation of student fees, but because of campus criticism that support had recently been withdrawn. The Director expressed hope, however, that further expansion would soon allow squash, lacrosse, and swimming to gain varsity status.

In the midst of the controversy over athletic control, the time-honored subject of "buying athletes" raised its ugly head. After the scandal of the early 1900's, exposing wide corruption, the Carnegie Foundation's exhaustive investigation had instituted substantial reform in most American colleges. In the larger universities, however, as mammoth stadia were erected, and competition for national championships became more pronounced, many loopholes appeared in the manner of recruiting and financing the big teams. The private colleges, especially the smaller schools of liberal arts, remained comparatively free from such abuses.

Colby had never officially subsidized athletics, although its competitors more than once accused it of so doing. There had been at Colby, as at most small colleges, occasional alumni attempts at "under the table" contributions, but they were so frowned at by the College officials that President Bixler had effectively squelched such a group in the 1950's.

Colby was never so anti-athletic as to take a stand against financial aid to a student because he was an athlete. If a student was strong in a varsity sport, this fact was a positive point in his favor when applying for aid. The Admissions Office cooperated with coaches in recruiting athletes who could meet, without doubt, the full admission requirements, but there were no fixed, assigned athletic scholarships.

In 1969 the *Echo* insinuated that Colby was "buying" athletes. When both the Dean of Admissions and Director of Financial Aid denied the charge, the paper responded:

The official denial is contradicted by a letter sent to the Colby C Club, referring to a speech made by President Strider to the Alumni Council. Speaking of alumni concern about the success of Colby teams, especially in football, the President had said that the only area in which the college might consider modification was in financial aid. It might be possible, he said, for the Admissions Office and the Financial Aid committee to make, in advance of usual spring decisions, commitment of aid to a limited number of applicants who were fully acceptable academically and also had promising athletic talents.

In 1975 Colby was neither penalizing nor buying athletes, but athletic ability was openly considered an asset in an application. Dissatisfaction with Colby's program did not subside, however, and in 1977 the Trustees made a comprehensive study of the situation. Before we note the details of the study, let us see what actually happened in Colby athletics during the Strider years.

In intercollegiate sports the most noticeable change had been the implementation of a growing conviction that Colby should compete chiefly against colleges of its own kind. What would happen to the long respected Maine League, consisting of Bates, Bowdoin, Colby, and the University of Maine?

By the 1960's the state university at Orono had enrollment that exceeded that of the other three colleges combined, and it could be expected to field teams superior to theirs. So, first in football, then in some other sports, the old league was broken up. Unofficially sports writers continued to speak of state championships within the three—Bates, Bowdoin, Colby—but officially the old Maine League was replaced by a new organization called the New England Small College Athletic Conference, which Colby joined. The group was comprised of Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Union, Wesleyan, and Williams. Later Union withdrew, but in 1979 the conference was active with ten members.

All colleges in the conference agreed to certain conditions: exchange of information on athletic budgets and financial aid; dates for beginning practice in each sport, including barring out-of-season practice; restriction on post-season competition. Provisions concerning recruiting and financial aid were carefully set forth. A coach could visit a secondary school only on invitation and only for the purpose of speaking at a

scheduled function, and he could not visit prospective student athletes in their homes. No coach could make a commitment of financial aid from the college. One of the conference rules read, "No student shall be eligible for intercollegiate athletics who has received financial support from any other source except personal and family funds, employment at normal wages, government grants, or financial aid from the college based on need as computed by the College Scholarship Service of the College Entrance Examination Board. Aid by alumni or athletic organizations is prohibited."

For many years freshmen had been ineligible to compete on varsity teams. By 1979 that rule had been changed in most colleges. Freshmen were permitted on all teams in the New England Small College Athletic Conference. By this time Colby was having varsity competition in fourteen sports: football, baseball, basketball, ice hockey, spring track, winter track, cross-country, soccer, skiing, swimming, tennis, golf, lacrosse, and squash. During the latest decade the number of students engaged in varsity sports had significantly increased: in football from thirty to fifty-six; in baseball from fifteen to twenty-two; in basketball from fourteen to twenty-one; and in track from twenty-two to thirty-three.

Colby teams had by no means been without victories. Although there had been only one football championship of CBB (in 1972), the records in basketball and in baseball had been outstanding. Colby had won the basketball championship ten times and frequently stood high in the Eastern College tournaments. For some time a Colby player held the record for highest scoring in a college career of any Maine contestant.

The best record of all was in baseball—ten consecutive years as Maine champion. During this period Coach John Winkin was named national Coach of the Year, Bain Pollard was named to the All-American First Team, Reid Cassidy was signed by the Cleveland Indians, and Paul Spillane, featured on the cover of the *NCAA Baseball Guide*, was signed by the Oakland Athletics.

Four times Colby was Maine champion in tennis, twice in golf, and twice in cross-country. Swimming had become a varsity sport in 1970, and lacrosse in 1972. Soccer steadily gained in popularity, and 1978 saw a championship team.

During the two decades, intramural sports had not been neglected. Fraternity teams strenuously competed for the Bixler Bowl, and other trophies were cherished. Contests ranged from softball to canoe tilting on Johnson Pond. No Colby students lacked outlet for competitive physical activity.

The most obvious change in Colby athletics came in women's sports. Before the move to Mayflower Hill, there had been no intercollegiate competition for Colby women. Between 1930 and 1950, female students from Bates, Colby, and the University of Maine met annually in games

where the colleges did not compete against each other but had women from all the colleges on each selected team. For women, the intramural sports extended from field hockey to table tennis.

The first intercollegiate competition for Colby women came on May 4, 1954, in a meet at Orono that included contests in softball, tennis, and archery. Colby was the overall winner. In 1955 women began intramural field hockey games between class teams, playing them between periods in men's intercollegiate contests.

The first formally trained women's team was in skiing, and its first appearance was at a carnival held at Colby Junior College in New Hampshire.

During the 1960's an organized program of women's sports was developed. At a field hockey tournament with Bates and the University of Maine in 1960, Colby won three of its four games and was declared the tournament victor. In the same year Colby women were represented at the National Intercollegiate Golf Tournament in Florida, and Colby also won the state archery contest. A big year for Colby women was 1965, when contests were won in badminton and archery, and for the first time a Colby women's team was entered in the New England Tennis Tournament at Longwood, Massachusetts.

In 1966 the whole program saw significant advance. There was established a Maine Steering Committee on Women's Intercollegiate Athletics, with Professor Marjorie Bither of Colby as chairman. This resulted in regular, organized state competition in tennis, fencing, badminton, bowling, archery, and field hockey. In tennis that year Colby was champion. There was formed the Maine Association of Intercollegiate Athletics for Women, with Mrs. Bither as its first president.

In 1967 Colby engaged in seven women's sports, with seventy-five participants. In 1968, for the first time, an appropriation for women's sports was included in the College athletic budget. In 1971 Colby became a charter member of the Association of Intercollegiate Athletics for Women. By 1977 the College was fielding women's teams in eleven sports: tennis, field hockey, ice hockey, indoor track, outdoor track, skiing, swimming, basketball, lacrosse, cross-country, and softball.

In the period between 1965 and 1978, Colby women's teams had been eight times tennis champions, in only three years of ice hockey had in one year won all of its games, in softball had seen eighteen wins and only four losses, and had made a good record in basketball. During those thirteen years, six sports had come and gone: archery, badminton, bowling, fencing, gymnastics, and volleyball. The tendency was to engage in the same sports as did the men, but in 1979 Colby had not yet had a woman quarterback or pitcher. But in the bruising sport of ice hockey, women's teams were winning much respect for Colby. In 1978 it may have been fortunate for Colby men that they did not meet Colby women in the hockey schedule.

With this sketch of athletic background at Colby since 1960, it is appropriate now to consider the results of the Trustee inquiry. The ad hoc committee, reporting in 1978, made several recommendations. The College should formulate and announce a statement of athletic policy. There should be a thorough examination of present and potential opportunities for intercollegiate, intramural, and lifetime sports. Careful attention should be given by the Budget and Finance Committee of the Trustees to the needs of the Division of Physical Education and Athletics, as well as those of the three academic divisions, and there should be analysis of staffing in the division with a view to its needs in intramural activities as well as in intercollegiate sports, with special attention to proper staffing for both men and women. A committee should be appointed to monitor a sound program of intramural and lifetime sports. Equality of women should be fully recognized. There should be established a campus committee on physical education and athletics that would include representatives from faculty, students, and alumni.

The Trustees tentatively adopted a statement of policy.

In all its activities Colby strives for excellence, and the quality of athletics of all kinds is no exception. Physical education responds to a human need equal in importance to one's intellectual development. It is axiomatic that the college academic program has highest priority, but in athletics, as in the academic program, Colby's intent is to achieve high standards of performance. Students should be able to engage in satisfying kinds of athletics while they are in college, some of which may be continued after graduation. For recreation there should be intramurals, and for those who play well there should be, for both men and women, an opportunity for intercollegiate competition. Intercollegiate athletics are important for spectators, but the most important consideration must always be the value to the students who participate. The satisfaction of doing anything well is very real, and in athletics anything done well is visible and measurable. We hope Colby teams can be competitive with other teams, and we hope they will accept gracefully both defeat and victory.

This statement was considerably revised by the faculty, and as the Strider administration drew to a close there was still no final agreement between the faculty and Trustees as to how this philosophical pronouncement should be worded. But in 1979 it was apparent that President Strider's successor would find at Colby a healthy athletic program based on an agreed-upon policy. There was no longer danger that Colby would surrender to any anti-athletic movement.

## CHAPTER XVI

### *Special Programs*

WITH A splendid and rapidly developing new campus on Mayflower Hill, the question arose concerning its use the year around. It seemed wasteful not to have these modern facilities used during the long summer vacation, and possibly shared to some extent while college was in session.

Already Colby had seen the futility of trying to operate a conventional summer school. To compete with the University of Maine at Orono would have been difficult enough, but when the former two-year normal schools became four-year state colleges and then were merged into the state university system, a summer school of the conventional type at Colby became completely unfeasible. Every campus of the university system conducted summer courses.

Colby developed a plan for summer use of the campus by institutes and workshops, conducted chiefly by professional organizations that operated their own programs, with the College furnishing facilities for instruction and living. In his 1978 report, the Director of Special Programs said of the summer offerings, "The main thrust is still to provide continuing educational activities for professionally trained individuals, with the addition of public service and youth programs."

*The History of Colby College* (1963) contains an account of the summer programs up to 1960, telling how they started with a series of medical institutes initiated by Dr. Frederick T. Hill, head of the Thayer Hospital, and by his brother, Dr. Howard Hill. The latter persuaded the Lancaster Course in Ophthalmology to move its annual summer program to Mayflower Hill. That program remained in 1978 the most important of the Colby offerings, continuing through eleven weeks of the summer. It brought eye specialists from all over the world to the Colby campus. Numerous medical programs of shorter duration were gradually introduced.

Two instructional programs were conducted by the College itself. The Summer Science Institute, subsidized by the National Science Foundation, offered advanced instruction in biology, chemistry, physics, and mathematics for secondary school teachers. With credit for the equivalent of four summers in that program, and the fulfillment of other requirements, a teacher could secure a master's degree from Colby.

The other college-credit program was in modern foreign languages. Started in cooperation with Swarthmore College, in its later years the courses were conducted wholly under Colby direction. It was discontinued in 1968.

For a shorter period each summer, the College also conducted a summer Institute of Church Music. Initiated by Professor Everett Strong, a professional organist, it was continued after his retirement by the Colby Department of Music.

All through the summer there were workshops and conferences held by various organizations, so that from early June until Labor Day Mayflower Hill was a busy place.

Under Professor William Macomber the program was systematically organized, and was well established when Professor Robert Kany became its director in 1972. His administrative ability, his careful attention to details, his imaginative search for new programs, and his boundless energy made the Colby summer program a valued contribution to the nation's attention to continuing education. An example of Professor Kany's accomplishments was his leadership in Colby's recognition of the national Bicentennial in 1976. In cooperation with the City of Waterville, he arranged an exhibit on the campus of work done by children in the local public and private schools, and he organized an impressive program of lectures, concerts, panel discussions, and a significant exhibit of Maine architecture. Professor Kany was also a member of the Waterville Bicentennial Commission.

An important distinction to the medical program came with its accreditation by the American Medical Association. Colby was the only undergraduate college in the nation authorized to provide credit in Category 1 of the Physician's Recognition Award of the A.M.A.

Use of the College computer enables the Director to keep an ongoing record of enrollment and accomplishments of each of the varied offerings. In 1978 his office mailed 300,000 brochures, many to persons who came year after year, while other names came from satisfied attendants in former years and from enthusiastic alumni.

Special Programs were not confined to the summer. They extended through the college year. Because no housing was available when college was in session, the institutes and workshops that met between September and June were of shorter duration, often for only one day. A noteworthy exception was the Institute of Management, meeting annually during the spring vacation. That was conducted by the College in cooperation with the Associated Industries of Maine and was headed by prominent industrialists. Speakers were of national renown.

Another similar institute was held annually on tax and estate problems, of which the promoter was Wilson Piper, a graduate and a Trustee of the College who was a prominent Boston tax attorney.

The spacious and well-fitted athletic complex was opened to outside

use. Secondary school tournaments used the gymnasium, field house, hockey rink, swimming pool, and outdoor facilities. The Alford Hockey Arena was opened at certain hours for community skating.

Beginning in the Bixler administration, a series of television courses was conducted during part of the 1960's but did not continue into the following decade.

The scope covered by Special Programs in 1978 is revealed by a few figures. Between June 8 and August 26 there were forty-two different offerings on the Colby campus. The medical institutes and workshops accounted for twenty-one, and included Speech Pathology, Gynecology, Pediatrics, Dermatology, and Nuclear Medicine, as well as other programs. Other events were the Maine Special Olympics, New England School of Graduate Accounting, Conference of Maine Baptist Women, International Cheerleaders, Basketball Camp, Great Books Institute, Maine De Molay Youth Conference, Institute of Estate Planning, and Maine Association of Retired Citizens. For about fifteen years, Dirigo Girls State was held at Colby.

Other statistics showed the number of persons participating in the Special Programs. More than 7,400 individuals had attended during 1978. It was also a profitable venture. Net earnings, after all expenses had been paid, amounted to \$130,000. But profit was not the motive. The purpose was to enhance the opportunities for continuing education, especially at the professional level.

By 1979 all America was becoming aware of the need for everyone to continue education beyond the customary school and college years. People across the nation had become convinced that education is a life-long process and that no one is too old to learn. A rapidly changing world had made that concept strikingly imperative. Not only in science and technology, but also in economics, social relations, communications, government, and cultural activities, change was so rapid that many a person needed systematic study to keep abreast of occupational needs, and even more to be an informed participant in a changing society. Enrichment of life at Colby did not end with the undergraduate curriculum. Colby College had abandoned compulsory retirement of learning long before industry and government had thought of ending it for employees.

## CHAPTER XVII

### *Beyond the Classroom*

SPECIAL PROGRAMS by no means constituted Colby's only contribution beyond the undergraduate program of courses. In many ways the College reached out to serve needs both for students and for the community.

That kind of service did not begin on Mayflower Hill. Even before the Civil War, the two literary societies that preceded fraternities at Colby had brought noted lecturers to the old campus. Ralph Waldo Emerson had twice been their speaker. The noted educator Horace Mann had addressed them, and they once entertained Harriet Beecher Stowe. The audiences were not restricted to faculty and students but were open to the community without charge. Old diaries tell us of people driving many miles in their buggies to attend those lectures.

Between 1920 and 1940 Professor Herbert C. Libby, who had formerly rendered distinguished community service as Mayor of Waterville, and who had held evening adult classes in public speaking, conducted a notable lecture series, bringing to the platform renowned persons from all over the world. The lecturers included John Gunther, Robert Frost, Carl Sandburg, John Dos Passos, William Howard Taft, William Jennings Bryan, Eleanor Roosevelt, William Butler Yeats, the Abbé Dimnet, and dozens of others.

In 1937 the College recognized the 100th anniversary of Elijah Parish Lovejoy with a distinguished convocation. The principal speaker was former President of the United States, Herbert Hoover.

On the Hill lecturers in various fields came even more often. Although a few were held under President Johnson, it was President Bixler's wide personal acquaintance with many persons of scholarly distinction that made the Colby lectures especially noteworthy. The Strider years saw an even greater increase, with equal attention to the field of scholarship and that of public affairs.

The Gabrielson Lectures in Government each year dealt with a different topic in that general field. Some of the topics, each including five or six lectures, were "American Labor and Management," "North Atlantic Community," "Science and Government," "China in Our Times," and "The American City."

The Guy P. Gannett Lectures, endowed in memory of Maine's

prominent publisher, were not restricted to the subject of communications but covered a wide range. Among the speakers were David McCord, poet and essayist; Ralph Bunche of the United Nations; Ralph Lapp, physicist; John Ciardi of the *Saturday Review*; David Bazelon, Chief Judge of the U.S. Circuit Court of Appeals; and Buckminster Fuller, the renowned architect-philosopher.

The Averill Lectures covered such fields as philosophy, poetry, music, art, Arctic exploration, and the Black Muslims.

The Danforth Lectures brought to the campus the representative of Israel to the United Nations, the head of the Psychological Research Center at Syracuse, the President of the University of Sierra Leone in Africa.

The Colby Friends of Art presented annually noted speakers in that field, among whom were painter Henry Varnum Poor, architect Edward Durell Stone, art historian Nina Fletcher Little, sculptor Clark Fitzgerald, and several directors of noted museums.

The Ingraham Lectures on Religion saw at Colby Robert White of Harvard, Julian Hartt of Yale, Stuart Hampshire of Princeton, and other professors from the nation's leading theological schools. One memorable lecture was by J. B. Rhine of Duke University, who had attracted national attention by his work in extrasensory perception.

The national honorary society of Phi Beta Kappa sent to the campus such lecturers as Kirtley Mather, President of the American Academy of Arts and Sciences; Sean O'Faolain, Irish writer and critic; William Steere, Director of the New York Botanical Garden; and George Beadle, Nobel Prize geneticist.

The Winthrop Smith visiting scholars included poet W. H. Auden, U.S. Senator Paul H. Douglas, and William Arrowsmith of the Department of Comparative Studies at the University of Texas.

Many other lectures were sponsored by College organizations and departments. One such occasion was a debate between U.S. Senator Edmund Muskie and the Communist editor of *The Worker*. Others saw the coming of V. S. Naravane, Indian philosopher; Eric Larrabee of *Horizon* magazine; a journalism forum conducted by the Nieman Foundation; and Fulton Lewis III of Young Americans for Freedom.

In the arts there were presentations by the Carnegie String Quartet, the Juilliard Quartet, the Jane Levinson Dance Group, the Bennington College Dancers, the Don Cossacks, and an evening of mime.

Year after year the Colby Music Series presented rich programs. The Colby Community Symphony Orchestra, the Glee Club, and the Music Department gave concerts enjoyed by the entire Waterville area community. Throughout the year changing exhibits in the Jetté Galleries were open without cost to thousands of visitors.

Religious convocations brought to Lorimer Chapel Herbert Gezork, President of Andover-Newton Theological School; Gene Bartlett of

Rochester Divinity School; Norman Pittenger of the General Theological Seminary; Father Berrigan, the controversial Catholic priest; Rabbi Roland Gittelsohn of Temple Israel, Boston; and Bishop Frederick Wolf of the Maine Episcopal Diocese. The religious convocations dealt with such topics as "Religion and the Sciences," "Religion, So What?" "Does Man Still Need God?" "Should the Faith of Our Fathers Be the Faith of Our Children?"

Besides regular dramatic productions by the Colby Powder and Wig Society, there were brought to the campus Emlyn Williams on two occasions, first as Charles Dickens, then as Dylan Thomas. Margaret Webster came several times with Shakespearean productions, notably her presentation of *Julius Caesar* in modern dress, when Roman soldiers were in Nazi costumes. Dame Judith Anderson gave characterizations from *Macbeth* and *Medea*.

During the years from 1960 to 1979, many prominent persons came to Colby as Commencement speakers. They included U Thant, Secretary General of the United Nations; Adlai Stevenson, twice candidate for the U.S. presidency; Lord Caradon, Representative of the United Kingdom to the United Nations; Philip Jessup, retired Justice of the International Court of Law; Frank Coffin, Chief Justice of the U.S. Court of Appeals; and Rosemary Park, former President of Barnard and Connecticut colleges.

Not all of the contributions to the community were in the form of lectures, concerts, and stage productions. As indicated in a previous chapter, the field house with the Alford Arena and the swimming pool, and the playing fields and tennis courts were often used by local and state groups. On any winter weekend or during the Christmas holidays, the slope from the President's House to the highway presented a heart-warming sight. Not college students but children from the town were there in huge numbers, using anything from formal sleds to dishpans to enjoy the sliding down that slope. Those kids were always welcomed by the Striders.

By 1979 Colby was much more than an isolated ivory tower in the Maine wilderness. It was part of the life of an industrial city of 18,000, part of the heritage and the progress of the State of Maine, and increasingly taking its place in a world-wide community.

## CHAPTER XVIII

### *Alumni and Parents*

LIKE other colleges that have attained national prestige, Colby has been blest with a body of unusually loyal alumni. One expression of loyalty is financial support. When President Roberts started his Christmas Fund in 1915, he proudly announced the collection of \$5,000. After this annual contribution was turned into the Alumni Fund, the annual amounts increased until by 1978 they had reached nearly \$300,000.

Money, however, is not the sole test of loyalty. Year after year, hundreds of graduates returned to the campus for the Alumni Weekend, held one week after Commencement, just as many of them had formerly returned for Commencement itself. Others, unable to attend the same week or the fall Homecoming or the winter gathering, came with relatives and friends as they found opportunity, to view with pride the physical developments on Mayflower Hill.

Alumni served on many committees of the College. They were especially active in the comprehensive review of athletics, discussed in a previous chapter. The suggestion of the Constitutional Convention in 1969 had come from an alumnus on the Board of Trustees. Alumni representatives interviewed students for admission, many served in the financial campaigns, and others kept groups aware of the College by work in local alumni associations.

No alumni body can be held close to its alma mater unless the college gives them attention. Not until the 1930's did Colby institute an Alumni Office with a full-time secretary, and then it was actually two offices, because the sacred cows of two distinct Divisions of Men and Women still prevailed. Cecil Goddard for the men and Ervena Smith for the women put their offices on a firm footing and made them ready for merger into a single Alumni Office on Mayflower Hill. There Ellsworth (Bill) Millett became "Mr. Colby," and after his untimely death the newly acquired Alumni House was named in his memory. Bill was the one person at Colby whom all alumni knew. His successors, Sid Farr, Ed Burke, and Frank Stephenson, not only continued Millett's successful administration of the Alumni Office but expanded its contacts. They too came to know personally a host of alumni scattered all over the country. They faithfully attended alumni meetings from Maine to California, and they visited hundreds of Colby homes.

Official control of alumni relations lay with the Alumni Council, on which were represented all classes with living members, various geographical regions, and other groups. The Council set procedures for alumni participation in College affairs and authorized the staff of the Alumni Office to implement the Council's decisions. Few persons not close to that office realize the careful planning and the solicitous attention to detail that its personnel give to every class reunion, to every homecoming occasion, and to a mountain of correspondence.

When the Alumni Council decided on an annual Alumni Weekend the week after Commencement, it was not with unanimous approval. Older alumni, long used to returning for Commencement, felt they were denied the pleasure of an historic heritage, but the change was demanded by changing times. The once fully accepted busy Commencement period from Sunday to Wednesday had gradually been narrowed to a shorter time from Friday evening to Sunday noon, with baccalaureate on Saturday and graduation on Sunday mornings. There was no longer room for an Alumni Day, as there was on the old campus.

Furthermore, graduating classes had become so large that the families of graduates attending Commencement not only greatly outnumbered alumni but were recipients of special attention from the College authorities. Only faculty, graduating class, and a limited number of parents were admitted to Lorimer Chapel for the baccalaureate service because of lack of room. Alumni came to be almost forgotten cousins at Commencement time.

As many other colleges had done, Colby, by action of the Alumni Council and administration in full accord, set up a program especially for the alumni one week after Commencement, when that particular segment of the College constituency could be the sole focus of attention. The change proved highly successful.

At each Alumni Weekend there were the usual five-year reunions. Every fifth year after graduation, each class held a homecoming dinner. There was one group, however, that did even better, meeting for a dinner on campus every year. That was the Fifty Plus Club, founded in the 1940's by President Franklin Johnson, who gathered what was then a small group at his home on Mayflower Hill. Instead of trying to continue reunions every five years after their fiftieth reunion, Johnson conceived the idea of an organized club holding every year a meeting of all persons, both graduates and non-graduates, who had attended Colby in any class that had graduated more than fifty years previous. In the early years some twenty-five to thirty such graduates showed up, but as the classes represented became larger in number and as medical science lengthened life expectancy, the Fifty Plus meetings increased in attraction until they became larger than any of the class reunions. In 1978 the attendance exceeded 120. At every annual dinner the club gave special attention to the sixty-year class.

In 1977 a change was made in the structure of the Alumni Office. One function of this office had long been to supervise the annual Alumni Fund, giving it close relation to the Development Office under Vice-president Edward Turner. When Ed Burke resigned as Alumni Secretary and the office was moved to the Hill Family House, Frank Stephenson was appointed Director of Alumni Relations and Annual Giving. His co-workers were Laurie Fitts, Associate Director of Annual Giving, Jeffrey Sanderson, Associate Director of Alumni Relations, and David Roberts, Director of Planned Giving. In charge of the numerous details concerned with alumni relations was Mrs. Alice Trask, whose knowledge of Colby alumni and whose attention to their needs at reunions and other gatherings became a very important contribution to Colby's welfare.

In 1979, at any hour of the day, somewhere in the world, the sun was shining on a Colby alumnus. That rapidly growing group was scattered over six continents. Colby graduates were in every state of the Union except South Dakota, in Puerto Rico and the Virgin Islands, in the West Indies, the Bahamas, other Caribbean islands, and Bermuda. They were in seventeen countries of Europe, fifteen of Asia, and eight of Africa. They resided in Australia and New Zealand. They were scattered throughout ten provinces of Canada, a number lived in Mexico, and they were in South America from Venezuela to the tip of Chile. Colby men and women comprised a cosmopolitan body of world inhabitants.

BEFORE the move to Mayflower Hill, little attention had been paid to the parents of Colby students. In fact until the automobile came into common use, parents were seldom seen on the campus except on the occasion of a child's graduation. Few College officers had any knowledge about the students' parents except as they were concerned with the payment of their bills. Before 1920 even this contact was not common; most students were responsible for their own college expenses. After the move to the Hill, rising costs and the appeal to more affluent families reversed the situation. College officials had more frequent contact with parents, and visits to the campus became more common. The time had come for their recognition as one of the College constituencies.

A weekend in the autumn was set aside as Parents Weekend. It was scheduled to coincide with a home football game, and it also included a program of special interest to the visitors. It became so well attended that with the growth in student enrollment two such weekends became necessary, one for the parents of upperclassmen and another for the parents of freshmen.

A typical Parents Weekend might begin on Friday evening with a dramatic performance by Powder and Wig in the Strider Theater, followed on Saturday morning by a welcome from the President and some

informative program, then after luncheon attendance at the football game, followed by open houses at the fraternities, and in the evening a concert at Given Auditorium and dancing in the field house. On Sunday morning there were both Catholic and Protestant services designed especially for the visiting parents.

During the Strider years Colby parents were organized into the Colby Parents Association. That group helped arrange the weekends and stimulated attendance at them. They were effective workers and givers in the financial campaigns. Every year saw the names of parents on the long list of annual givers.

Much as those financial contributions were appreciated, what meant even more to the College was parents' eagerness and enthusiasm in spreading the word about what Colby had done for a son or daughter. Among the most effective Colby recruiters were the fathers and mothers of Colby students.

There is very good reason for heading this chapter "Alumni and Parents."

## CHAPTER XIX

### *The Man at the Helm*

THIS historical account began with a view of the Colby presidency, especially during the decades since 1960. It ends with a closer look at the person who led the College through the next nineteen years.

To older persons who had known Colby well in earlier years of this century, it came as something of a shock that the man who became its President in 1960 was a native Southerner bearing the name of the Confederacy's most distinguished general, was also the son of an Episcopal bishop and himself a communicant of that church, and in addition was an active member of the Democratic party. What was happening to this New England college, with its Northern, Baptist, and Republican traditions?

Although Colby alumni were no longer fighting the Civil War, what could an educator with prominent Southern background do for a college that had produced Elijah Lovejoy, in a state where had been written *Uncle Tom's Cabin*?

Seelye Bixler, as Colby's first non-Baptist President, had broken them of that tradition, and when his administration ended, not even the staunchest Baptists could object to his performance. But it is remembered that when his election was announced, a national Baptist periodical, the *Watchman Examiner*, attacked him bitterly and denounced the Colby Trustees for their decision. Too many people seemed to have forgotten that before 1940, Colby had severed all official ties with the Baptist denomination, although it maintained cordial relations with its national office and announced publicly that it was proud of its Baptist heritage.

As for politics, Colby no longer refused an honorary degree to a Maine governor because he was a Democrat, and hearty Republicans on the Board of Trustees did not object to political figures of other parties being invited to speak to students. In fact in 1952 more members of the faculty had voted for Stevenson than for Eisenhower.

Regardless of historical background, the election in 1960 of Robert Strider as Colby's President did not surprise the faculty. During his three years as Dean of Faculty from 1957 to 1960, he had impressed them with his scholarship, his sound educational philosophy, his good judgment, and his sense of fairness. Most of all they were impressed by his innovative ideas.

The choice of Dr. Strider was not made glibly or non-competitively. The Search Committee of the Trustees, in seeking the best available person to succeed Dr. Bixler, considered applicants from all over the nation, and they wisely chose the man who was right at hand, whose administrative ability they had come to respect, and who already had come to know intimately the college he would now head.

Robert Edward Lee Strider II was born in Wheeling, West Virginia, on April 8, 1917, in the family of the Reverend Robert E. L. Strider, who would become Episcopal Bishop of West Virginia. The son's childhood training in the faith made him a staunch Episcopal layman, ready to devote time and energy to the denomination's Christian work both locally and nationally. In 1962 he was invited to give the Commencement address at the General Theological Seminary in New York, an honor usually reserved for distinguished clergymen and theologians.

Robert Strider was a thorough Harvard man, earning at that university all three of his degrees—his A.B. in 1939, A.M. in 1940, and Ph.D. in 1950. His field of scholarship was English Literature, and his doctoral thesis, *Robert Greville, Lord Brooke*, was published by the Harvard University Press. Strider, however, was never subjected to the blast that President Angell of Yale in jest launched at President Lowell of Harvard at a meeting of the New England Association of Colleges. "I have spent all the morning with President Lowell, and I have learned that it is true you can tell a Harvard man as far as you can see him, but you cannot tell him much." From the day that Robert Strider came to Colby until he retired from its presidency, he let others tell him a lot.

Robert Strider married Helen Bell, a Radcliffe graduate who had spent many of her childhood years in India and Burma where her parents were Methodist missionaries. The Striders became parents of two sons and two daughters. They came to Colby from Connecticut College for Women, where Dr. Strider was a member of the English Department. He was brought to Colby to succeed Ernest Marriner as Dean of Faculty, and after three years in that position was elected President.

One criterion of a college president's leadership is perception by his peers, the administrative heads of other colleges and universities. In this respect Strider led all his Colby predecessors, outstanding as some of them had been. Strider served as President of the New England Association of Colleges and Secondary Schools after having been chairman of its Commission on Institutions of Higher Education. In 1973 he headed the prestigious national organization, The Association of American Colleges, and he had previously been chairman of its Commission on Liberal Learning. He served on the Board of Directors of the American Council on Education, was a Trustee of the United Student Aid Funds, and President of the New England Colleges Fund. His interest in institutions besides Colby was shown by his being a Trustee of the General

Theological Seminary and of Westbrook College. He served as chairman of the Maine Rhodes Scholarship Committee.

Dr. Strider's positions in the field of public service were notable. He was a member of the Governor's Commission on Maine's Future, and of the Maine Council for the Humanities and Public Policy. He was chairman of the Governor's Task Force on Regional and District Organizations, he headed the Maine Supreme Judicial Court's Select Commission on Professional Responsibility, and he received high commendation as chairman of a committee to suggest a policy for selection of judges. An active friend of Public Television Station WCBB, operated jointly by Bates, Bowdoin, and Colby, he was chairman of its governing board and was a member of the Maine Advisory Commission on Public Broadcasting.

Robert Strider was not the first Colby president to reveal histrionic ability. President Bixler had appeared in a Colby production of *Hamlet* and played cello in the Colby Community Orchestra. With his trained baritone voice, Dr. Strider often took solo parts at concerts, and he once had the lead in a College production of *South Pacific*.

ONE of Dr. Strider's outstanding traits was being a good listener. Many people, confronting top officers in corporations or organizations, have left with a distressing feeling that the official really didn't hear what they had said, however courteous he may have seemed. That could not be said of Robert Strider. He listened patiently and alertly to all callers, though his patience may often have been tried. Yet all his listening did not imply agreement. He never hesitated to let the other person know of his own convictions, whether or not they concurred. Vociferous, radical students sometimes accused him of stubborn, preconceived opinions, but one needs only to review the discussions and decisions on coed living and other campus topics to understand that here was a man who could and did change his mind.

Dr. Strider was a firmly committed advocate of the liberal arts. He insisted that the purpose of Colby College is not to prepare the student for any specific vocation but to show him what it means to be a human being and to make him adaptable to fit himself for a vocation. He said:

There is certainly utility in learning how to do things well. All of us have to do that. But if that is all one knows, one is likely to be thrown off if the circumstances change, and they do change very rapidly. In a very short time, a large proportion of our nation's working force will be engaged in occupations that have not yet been invented. We want an educational system that will ensure an informed and constructive citizenry, and we hope it will prepare people for rewarding and useful employment of the leisure we shall probably have in greater abundance.

The Colby objective is not to prepare for a specific vocation, but for any

vocation; for living constructively in an increasingly complex world by learning something of all major areas of knowledge. Our curriculum must be under constant revision, because knowledge is kinetic, not static.

Strider was also a valiant defender of the private college, not as anything superior to a public institution of high quality but as something vitally needed for balance on the educational scene. He believed in the partnership of public and private education. He did not deplore the expansion of public colleges, but he was concerned that along with them there should be private colleges, independent of political control, to serve as both stimulus and restraint. The private institutions could, he felt, make experimental innovations not easy for public schools to implement, and the private schools could by their own excellence be a warning that quality of education is not necessarily accomplished by lavish expenditures from the public purse. The private institutions could also continually present the admonition that proliferation of college subjects should constantly be examined as to sound educational basis.

By 1960 there were signs all over America that private education was in trouble. The increased expense of attending those institutions was making it increasingly difficult for families to meet the necessary charges. Private institutions did not have the advantage of taxpayers' support. If they had to increase their fees higher and higher above those of public colleges, how could they continue to exist?

It was the leadership of such college presidents as Robert Strider that assured continuance of the private-college system, although some of the weaker individual colleges did give up the ghost. Colby, along with other colleges of similar national reputation and financial stability, did continue to survive. One reason was because many Americans held the view so well expressed by Dr. Strider.

Public and private education should be regarded as cooperative rather than competitive. Our system of education is strengthened by maintaining the tradition of pluralism that has brought such notable success over a century. We must avoid the creation of a politically controlled monolith. If all higher education became public, state and federal control would become a real danger, and the autonomy of all higher education could be threatened.

Dr. Strider's expressed devotion to the realm of ideas, clearly shown in previous chapters of this narrative, did not so focus on the forest that it missed the trees. He knew very well that there is no such abstraction as "student; there are only individual students, who sometimes, it is true, can be assembled into groups for mass action." But he saw the wisdom of treating students as individual human beings, not as numbers in a computer.

I like students. They are idealistic, extremely able, and anxious to help the college become better. In this age group there is a lot going on besides development

of the mind. A great number of today's students have been brought up permissively. No one has said NO to them. We must remember that a college campus has both lame and strong, and we must have regulations that will do for both.

In an interview when he neared retirement, Dr. Strider said:

Students today come to Colby tremendously well prepared, and they are involved in many things. They are interested in politics, in the future of society, in environmental issues, in women's rights and equality. Students are now more intellectual; they come to learn. Yet today, on campus, they are having more fun than students did in the turbulent 1960's. That is healthy.

Both in his insistence on the value of abstraction and his consideration of individuals, Dr. Strider always demanded excellence. If Colby should become lax in its demands for student achievement, he was sure it would be doomed. When in 1969 student demonstrations and occupation of buildings disrupted academic work, he made clear in public statements that diminution of standards must not be tolerated.

There are worrisome signs in the colleges, including Colby, of laxity in upholding standards or in maintaining reasonably vigorous adherence to an ideal. In many colleges kindhearted and indiscriminating faculty and administrators have all too often approved dubious proposals that have little to do with discipline of the mind. It is agreed that some courses help students grow up, but so does working in a gas station or picking blueberries. There are some faculty members more interested in attracting popularity with students than in teaching them anything. A college is a place where young men and women presumably come to learn, to stretch their minds beyond the demands they entered with, to study with teachers who have glimpsed broader horizons to delineate, higher challenges to pose, exotic shores and forests to explore.

Rare is the administrator who can show an effective blending of patience and decision. Some are so adamantly decisive that they become tyrants; others turn patience into unlimited tolerance. Robert Strider knew that while Rome was not built in a day it nonetheless was built. He spent lengthy hours in discussions with fellow administrators, faculty members, and students, and he refused to make hasty decisions. When the British philosopher Herbert Spencer, near the end of his long life, was asked what he considered the greatest discovery of the nineteenth century, he replied, "The discovery of a capacity for suspended judgment." Patience to get the facts, weigh the consequences, to make reasonable rather than emotional judgments. That process was characteristic of President Strider.

It was, however, vitally important that decisions be made. In his autobiography, Benjamin Franklin tells of his frustration when he was about to sail for England and the ship's departure was delayed by several days because the captain was ordered to wait for the governor's mail. Franklin exploded, "Loudon, Loudon, you're like St. George on the signs, always on horseback, but never ride on." Robert Strider knew

when the time had come to ride on. There is no better instance of this trait than was shown in his handling of the black invasion of the Chapel in 1970. While several of the faculty and fellow administrators urged immediate action, ousting the invaders by force, and even accused the President of endless leniency, he remained calm. He tried repeatedly to persuade the invaders to leave the building peacefully and discuss reasonably their demands, and only when those patient, persuasive tactics failed, did he resort to obtaining a legal injunction. The point to be emphasized is that he did resort to decisive action, and the invaders left without either side resorting to violence.

To Dr. Strider incidents of this sort called for discrimination. In an address at Allegheny College in 1976, he said:

Every human being is called upon to make judgments, ethical choices. If one can distinguish between a good and a bad poem, a workable and an unworkable hypothesis, a valid and an invalid equation, one has taken at least a step toward being able to distinguish between what is genuine and what is imitation, and not merely between good and bad, but what is good and what is almost as good, in any number of circumstances.

Dr. Strider knew that, regardless of his number of assistants, a college president must deal with numerous details and listen to a myriad of complaints. He did not lose patience under the stress, but he did speak out about failure to distinguish the important from the trivial. In his 1969 baccalaureate address, he said, "During the last few months there have been implied a concern for poverty, social imbalance, crime in the streets and pollution. But what we have actually been talking about has been mostly campus rules."

When he and Mrs. Strider returned from a trip around the world, he said, "Too often our campus issues are trivial. It is illuminating, as I did one day in Athens, to read in the shadow of the Acropolis an issue of the *Colby Echo*. Too often, on the campus, the cudgels are taken up for unimportant matters, not often enough for matters of real significance."

WHEN President Strider was about to retire, he was besieged for a succession of interviews by representatives of newspapers and magazines. The results in print were generally laudatory though containing numerous inaccuracies, but one in a paper of wide circulation misinterpreted completely the effect on the President of the disturbances of the late 1960's. Although the article showed him coming triumphantly through the trying period, it showed him so affected by the experience that he virtually did nothing afterward, but only marked time until he could retire. Nothing could be further from the truth. Of course he was saddened and at times depressed by what a vociferous and violence-prone minority was doing at Colby. No normal human being could fail to be hurt by the vituperation heaped upon the Colby President. Reviled by

student leaders and by the College press, he must have had moments that came close to despair. But when it was over and calmer days appeared, he was anything but a squelched recluse, broken by an ordeal. Achievements of Robert Strider in the second decade of his presidency were quite as significant as those in his first decade. He still had to face new demands from students, new problems of deep significance concerning College policy, new crises caused by financial inflation and other consequences of changing times.

That President Strider had come through the period of demonstrations with full ability to go on vigorously and effectively is shown by *The Colby Echo's* changing vituperation to praise of the College leader, and by the Class of 1979 making an unusual decision. For a quarter of a century, it had been the custom to have as the Commencement speaker some person nationally prominent in government, education, or the arts. In 1979 the graduating class insisted that President Strider be the Commencement speaker. That was a crowning reward to the President who, ten years earlier, had been booed and hissed by heckling students. That sort of compliment is not paid to one who goes into seclusion for a decade.

In evaluating the services of a college president, one should never ignore the influences of a talented, devoted wife. Helen Strider was at her husband's side through every experience at Colby, both the peaks and the troughs. She was always a gracious hostess, never irked by the swarm of callers who invaded the home's privacy, never too tired to entertain, never too depressed to greet everyone with a smile. She somehow gracefully turned the public duties of a president's wife into pleasures. It was indeed a deserving tribute when the new College theater was named in honor of both Robert and Helen Strider.

All truly great persons possess a sense of humor. The lack of it may be one reason why a national President who came from New England has not been considered great. Robert Strider could enjoy a laugh, even when the joke was on himself. Naturally he was not pleased when a cartoon depicted him as a "streaker," but he could appreciate the humor. He was a superb story-teller, and his stories always made a point. He could come up with a good story almost upon demand. Of the value of a sense of humor, he said, "I tell freshmen, when they start college life, to find something to laugh at every day."

Religious conservatives blamed a succession of Colby presidents for the changes in attention to religion on the campus. Such criticism not only ignored the changing times all over the land but also failed to respect the sincere religious convictions held by Colby presidents. Robert Strider was not merely the Episcopalian son of a bishop, he had strong religious convictions of his own. A religious liberal, he had not lost a firm belief in the essence of spirituality, the need we all have for divine guidance, the realization that we cannot lift ourselves by our own boot-

straps. He recognized that freedom to believe implies a freedom not to believe. Compulsory chapel had been abandoned at Colby long before Strider came on the scene. Attendance at voluntary Sunday services had declined even before weekday services disappeared. Dr. Strider did all he could to strengthen religious life on the campus by encouraging and supporting innovative services and other kinds of ceremonial rites to meet the views of different groups. He supported the Colby Chaplain in all of that officer's varied duties. He saw that some of the nation's leading preachers and theologians came to the campus, and he encouraged the pastors of all local denominations to work with their affiliated students on the campus. The Lorimer Chapel was open to services by Protestant, Catholic, and Jewish groups, as well as for all-college ecumenical services. Dr. Strider especially encouraged Colby's rich program of religious music under Professor Adel Heinrich. On the subject of campus religion, Dr. Strider had this to say:

If rational forms of religious experience, as our chapel staff and campus meetings try to provide, speak to only a small number, perhaps we can find additional ways to satisfy religious needs that have been universal throughout history. Religion recognizes the transcendent reality of the intangible. It would not be appropriate for Colby to have a chapel program that is doctrinaire. Discovery of the reality of the intangible is to face the incontrovertible fact that our lives are made of more than biology and chemistry, of dollars and cents.

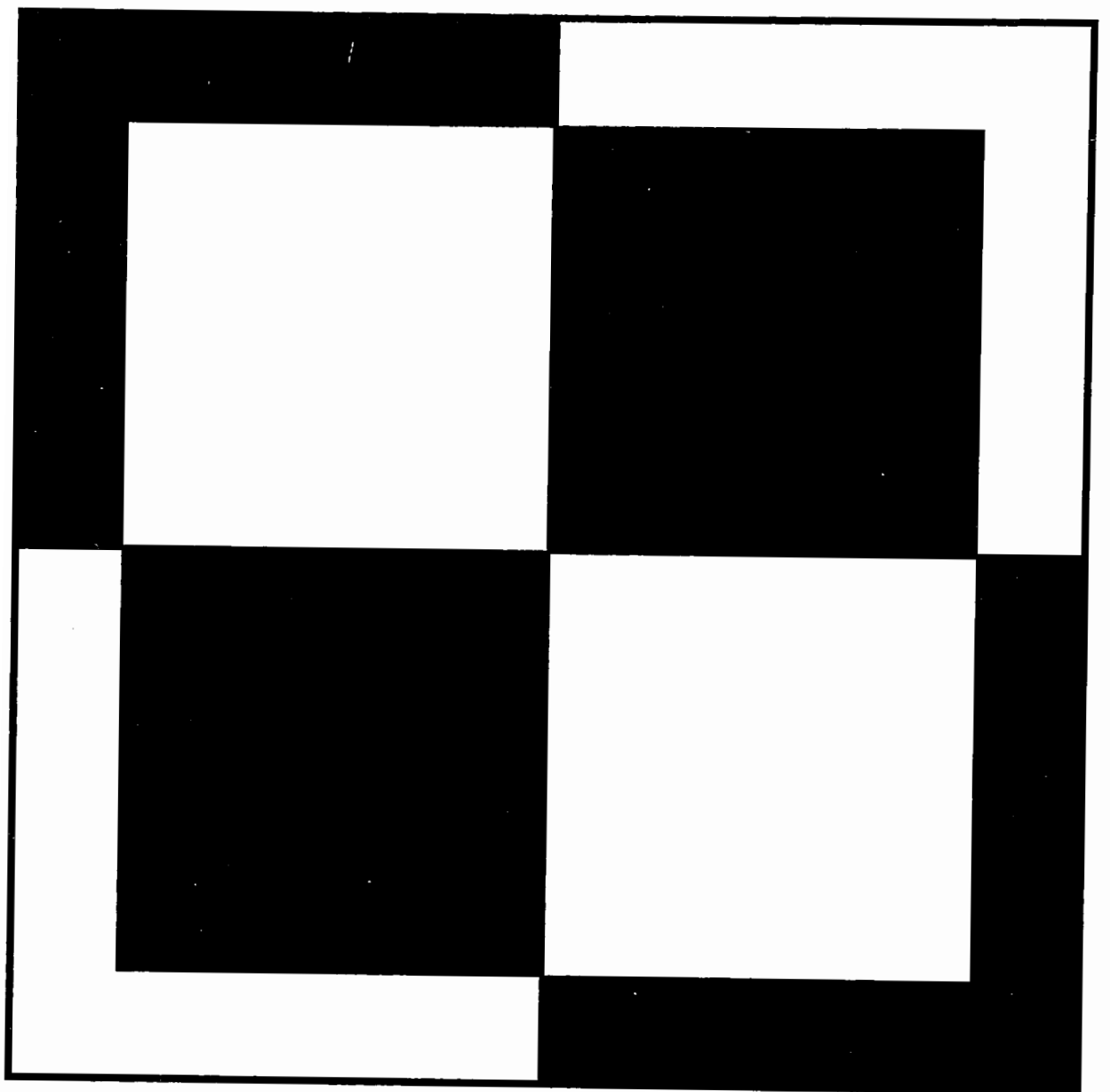
Like his predecessors Franklin Johnson and Seelye Bixler, Robert Strider conducted an administration marked by unfailing optimism. All of them faced disappointing periods with the assurance that one never sees the stars until it is dark. All of them rejoiced in peaks of achievement during their administrations, but all were equally confident that the best was still to come. Dr. Strider could take pride in the greater Colby that had developed during his presidency, but he looked forward to an even greater Colby under his successor.

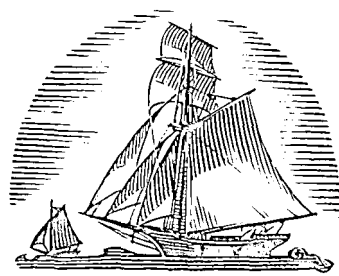
This chapter has been so laudatory of Colby's leader from 1960 to 1979 that the reader may get the impression of a man endowed with sainthood, a paragon of elevated accomplishments. Every human being has feet of clay, and that must have been true of Robert Strider, as it is of all of us. Certainly he made mistakes. Not even a Babe Ruth gets a home run every time at bat. He sometimes guessed wrong about student and faculty reaction, just as men in the White House have guessed wrong about reactions in Russia or China or Iran. Like his namesake, Robert E. Lee, he had to make decisions some of which he may later have regretted. At one time in 1969, it did look as if he were on the way to Appomattox. What he could say, without hesitation or equivocation, was that no decision had been made in haste, and it had been made with the best judgment human frailty could muster.

In the last year of his presidency, Dr. Strider wrote in an issue of *The Colby Alumnus*, "Colby is a college that has intellectual fibre and solid-

ity, and yet flexibility and resiliency. It represents an intangible but essential ideal. Those who continue the tradition of Colby will not forget it."

That might be said of Dr. Strider himself. Those who would uphold the standards of achievement and excellence at Colby would never forget Robert E. Lee Strider.





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OF COLBY COLLEGE

## THE AUTHOR

ERNEST CUMMINGS MARRINER is a master storyteller with a superb sense of history and an encyclopedic memory. His words convey the sensitivity and frankness of a penetrating reporter and a skillful interpreter. His wry sense of humor identifies a proud Yankee heritage. Teacher, philosopher, and historian, he has given a lifetime of service to education at all levels and to his native state of Maine.

Among intense loves is Colby College, with which he has been associated almost continually since graduation in 1913. He has known the institution intimately in an assortment of capacities—librarian, professor of English, dean of men, dean of faculty, and, from 1957 to the present, as college historian.

Dean Marriner is author of the definitive *History of Colby College*, published for the sesquicentennial of his alma mater. His *Man of Mayflower Hill*, devoted to Franklin Winslow Johnson, is a classic account of the visionary who, as president, initiated the move of the college to a new site rather than permit it to suffocate and wither.

Other books with a Maine flavor by the dean are *Kennebec Yesterdays* and *Remembered Maine*. Conferring a doctor of humane letters degree, Colby honored this very human man in 1953 as “an uncommon citizen . . . whose varied talents have found full scope for expression.”

## JACKET PHOTOS

FRONT: A significant decision in the Strider presidency was a shift from the classical red brick neo-Georgian architecture of the early buildings to an imaginative spatial contemporary design.

BACK: A microphone, symbolic of his contributions as a radio commentator, decorated the cake as Dean Marriner celebrated his 84th birthday, with President Strider beaming approval.

