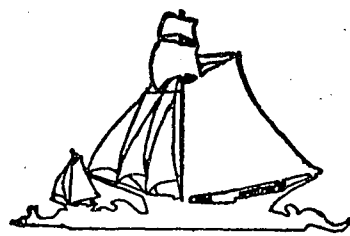




The Colby Echo



Vol. LXIX No. 11

Waterville, Maine, Friday, December 3, 1965

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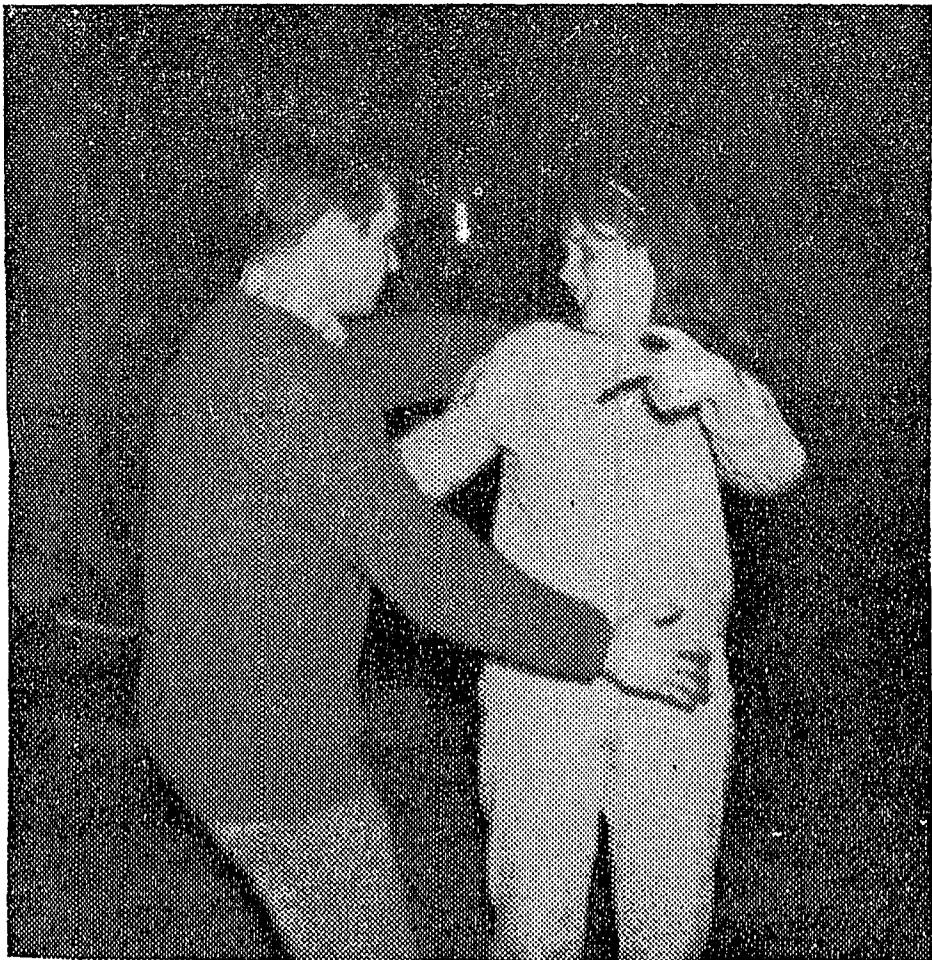
Woyzeck Bows Tonight In The Little Theatre

Dennis Maguire and Auttie Marmer share the lead in P & W's weekend performance of *Woyzeck* scheduled for 8 p.m. tonight and tomorrow night in the Little Theatre.

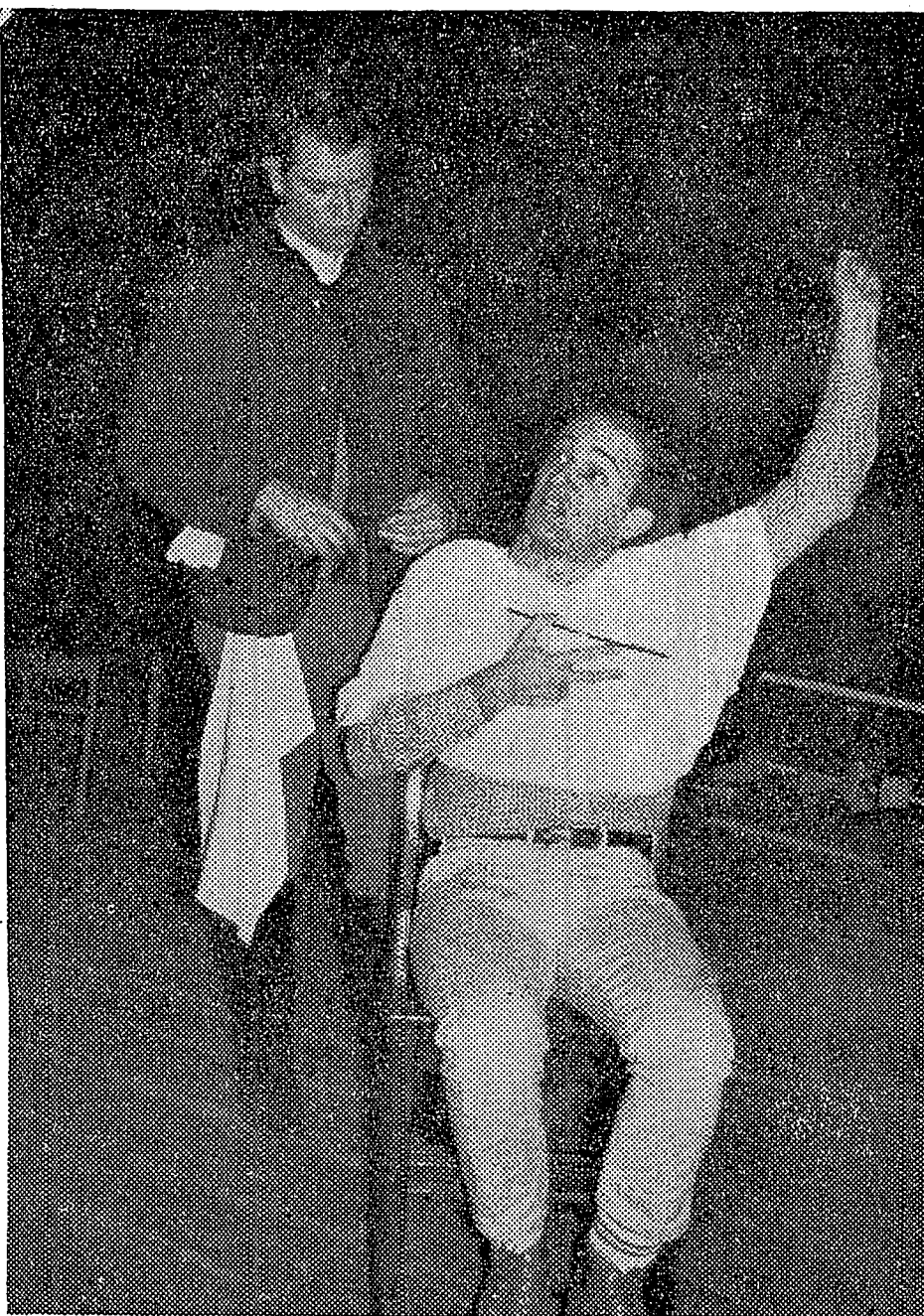
Harlan Schneider, as a pseudo-intellectual Captain; David Penhale, as the virile Drum Major; Anthony Giles, as the Doctor experimenting with *Woyzeck's* sanity; and Robert Miner, as Andres, play supporting roles. Rounding out the cast are Prue Robertson, as Margret; Nancy Heilman, as Kathe; Richard Zimmerman, as the Jew and other roles; Dana Gladstone, as the Barber; Rocco Landesman, as the Apprentice; and Thom Gizzard, as the Fool. The sets featured in this play were created by Mike Clivner and Skip Kindy.

Woyzeck will be P & W's season opener in the Little Theatre, which is located just below the tennis courts. According to P & W spokesman, "the advantage of holding the performance in the Little Theatre is that each member of the audience can realize a more intimate dramatic experience." They continued to say that they felt this was of prime importance in a play such as *Woyzeck* which was written in a manner which almost parallels the modern day renditions classified as "Theatre of the Absurd," even though it is a product of the nineteenth century.

The move from the Waterville Opera House to the Little Theatre



Dave Penhale frolics with Auttie Marmer



"Captain" Harlan Schneider philosophizes to *Woyzeck* (Dennis MacGuire.)

was also stimulated by a more macabre, and humorous incident. During rehearsals and performances of *A MAN FOR ALL SEASONS*, crew members heard rustling and walking in the ceiling of the old Opera House. After a thorough investigation failed to turn up any evidence of "Ceiling inhabitants" the students according to junior Connie Hill, turned to the Ouija Board. One senior reportedly talked to the ghost of the soul of the allegedly murdered Max Lavalee.

Curious and in a puncy mood, the cast and crew took Lavalee's name to both the Waterville Police Dept. and the Waterville Morning Sentinel to see if any such man had existed. Sentinel files revealed that a man named Max Lavalee had been killed in the Waterville Opera House in the middle 1920's. The eerie feeling of working in a "haunted" house enveloped these "sophisticated" collegians.

The 125 seat capacity Little Theatre, inspected for ghosts, and found "spook-free," was subsequently turned into the grand stage for *Woyzeck*.

Peli, Author Speaks Monday On Israel

Pinchas Peli, a young Israeli writer, will speak here Monday, December 6, at 8:00 p.m. in Dunn Lounge, Runnals Union. His topic will be "Israel: a contrast between affluence and poverty".

Peli is considered one of the outstanding younger writers of present day Israel. He is the author of several books of poetry and short stories, the last one, "Al Tilah" (On First Foundation), dealing with the inner life of the Old City of Jerusalem during Israel's War of Independence. He lectures for the Israel Ministry of Education and Culture at adult education seminars and in Army camps and Kibbutzim (collective settlements.)

Born thirty years ago in Jerusalem, Peli was educated at the Yeshiva "Etz Chaim" and the "Aluma" Teachers' Seminary, completing his studies as a graduate of the Hebrew University.

Mr. Peli visited the United States in 1951-52, representing the Youth Department of the Jewish Agency on a cultural mission. In 1957 he served as resident lecturer at the Brandeis Summer Institute in California.

At present he is editor-in-chief of the popular Israel weekly illustrated magazine *PANIM-EL-PANIM* (Face to Face), often called Israel's *LIFE* magazine. He lives with his New York born wife and children in Jerusalem, where he is active in most of the communal and cultural activities of the city. He also serves as literary consultant and director of the Mossad Haravkook, a leading foundation for Jewish research and publishing activities in Jerusalem.

Apart from numerous essays on challenging subjects in the periodical press, Mr. Peli has made an outstanding contribution to life and letters in Israel because of his discerning and pioneering approach in interpreting the role of religious life and values as a positive and creative factor in the upholding of modern Israel.

(Continued on Page Five)

Honors Program For Select Possibility At Colby?

by H.W. Vestermarck, Jr.

Apparently it has been some time since an Honors program has been openly discussed as a possible curricular innovation at Colby. Among individual members of the current faculty and the present student body, considerable interest seems to exist in such a program. The January Program of Independent Study and the Senior Scholar program, partly explain the absence of an Honors program. The results of these two programs appear to be generally favorable. At least the opportunity exists, for the student to engage himself in depth on a topic of personal interest. These programs were designed to help fulfill an increasing need for independent study. They share with the Honors program the premise that good students will respond to good teaching, and that if given an opportunity they will set a faster and more demanding pace for themselves than is likely to happen within the framework of the traditional curriculum.

In view of the recent approval given to the January Program by a faculty vote, this approach will remain a relevant one for Colby. At best it attracts and demands students and faculty who will bring every fiber of their soul to the task of inquiry. At its worst it attracts students who seek a month off and faculty who appreciate an alternate Christmas in Paris. Regardless, the fact of its existence as an opportunity is significant.

Although the Senior Scholar Program has produced some outstanding results, it is perhaps most open to criticism because of the limited number of students who can participate, that is for whom there is space available to participate. At least one faculty member is known by this writer to feel strongly that the program should be expanded or replaced by an Honors Program. The nature of the Senior Scholar Program makes it resemble an extended January Plan, at least in the limited, topical aspect of study involved. It does not, of course, pro-

tend to provide the interdisciplinary challenge and reward of an Honors program. Here again, the nearest contact with interdisciplinary study at Colby is the combined major concept. This is aside from the usual hodge-podge of area and course requirements which it is hoped provide the student with some vague sense of the continuity in man's evolution. In what thinking I have done about these facts, it seems that we could merge some of these programs into a more challenging Honors program. I believe that the January Program has a meaningful place at Colby. But it would seem that faculty and student energy could be conserved by consolidating the present options into a plan which would offer a more uniformly meaningful reward.

It seems necessary to make some mention of what I have had in mind as an Honors program. It would involve a program which could be completed early in the undergraduate's career but would also furnish a sufficiently diversified experience to enable the Honors student to

select a major with some degree of competency during his sophomore year. Entering freshman would be required to pass an examination which would dispense with some of the college's basic requirements as well as be a prerequisite for admission to the Honors Program. The student who qualifies for Honors work would meet the basic demands of his department as a sophomore or junior. As a junior he would participate in upper class Honors seminars designed to relate all areas of the students studies. At the conclusion of his junior year the Honors student would take a written comprehensive examination covering the areas specified in his department program. If he passes, he would undertake a program of full independent study in his senior year and prepare a thesis. At the end of the year he would take an oral comprehensive examination involving the defense of his thesis and gradually broadening to include the whole range of his undergraduate training.

Not all students would be interested or able to participate in such a program. For those students there remains the January Plan. The students who qualify will be faced with such obvious central problems as the one of balancing the need for detailed supervision and some

definite amount of regular course work with the legitimate desire for greater freedom and independent study.

By definition an Honors program would "separate those students who are really interested in the intellectual life from those who are not." It would offer the hope that the bright undergraduate might even dare to make intellectual activity his central concern.

In examining the history of the gestation of Honors programs at colleges where they are currently operative, it is interesting to note the strategic importance of policy shaping "through the deliberation of various groups", from faculty, students, and alumni, to trustees. It is especially noteworthy that the initiative came from the faculty at Swarthmore College.

It has been my intention to raise the issue of Honors programs as a meaningful solution to the overlapping of the current programs, as well as a potential innovation of great value in its own right. In future articles this theme will be developed and such questions raised as, "the relationship of the creative and the cognitive in Honors". Hopefully, these themes will be the subject of formal and informal dialogues beyond the compass of this series of articles."

Editorials:

Experience Counts

Recently there has been a movement afoot in some quarters to have the selection of the Men's Judiciary put on an annual basis instead of having members serve for three years. Though it seems logical that there should be a standardization between the choosing of the Men's and Women's Judiciary, we do not feel that the Men's system should be the one to change.

Though amazingly not a single case has been heard by the Men's Judiciary this year, this organization, more than any other at Colby, potentially allows qualified male students the opportunity to demonstrate responsibility. Surely one of the most valuable attributes a member of the Men's Judiciary can possess is experience. After having heard a few cases, it is hoped that a justice can acquire an insight into the thinking of the administration and knowledge of how they will respond to their judgements. Surely the criterion for the decisions of the Judiciary will be less vacillating if there are three new members in the body each year instead of nine as is proposed.

It would indeed be unfortunate for the prestige of the Judiciary to be lowered by having candidates campaign or seek popularity in order to be elected. The current method of having the justices chosen by the male members of Student Government after careful scrutinization insures as much as is possible that the proper considerations will be taken into account in the process of selection.

New Look To I.F.C.?

Yesterday all Colby's fraternity members were asked to vote on the proposal that both the presidents and designated representatives of the houses be in attendance at meetings of the Intrafraternity Council. The ECHO would like to offer a perhaps belated endorsement of the innovation.

If the proposal was passed, as was expected, hopefully the presidents of the fraternities, who are very close to the workings of their houses, will be in a better position than the representatives to interpret the feelings of their brothers.

Under the new system, there is no reason to believe that the I.F.C. will become unwieldy, for there will still only be ten votes cast at meetings. Each fraternity will vote after the president and representative have consulted each other. But there will be a greater cross-section of opinion at I.F.C. meetings since twenty members should be able to present more varied outlooks on problems than ten have previously been able to.

Stu-G Notes

Announcements:

1. Regular council meetings will be suspended until Jan. 10.
2. Coed dorm committee will meet Wed. at 4:00 in the Stu-G room.
3. The two constitutional revisions concerning absentee voting and a designation of the IFA vote specifically to the president of IFA were approved by the student body. Since there was criticism of the way the voting was handled, the elections committee will issue a complete report at the next meeting or sooner.

New Business:

1. A motion passed to allow the

fraternities permission to remain open until 1:15 on any Saturday night. In addition special late permissions (later than 1:30) for fraternities may be requested from IFC and special late permissions for Colby women may be requested from the president of Women's Student League. These rulings change articles 3d and 6 on pages 139-140 of the Student Government handbook. The secretary will inform the housemothers and fraternity presidents of these changes.

2. A motion passed to request from the administration that students studying off campus during Jan. receive a rebate on their board payments. Letters will be sent to Sellers, Pres. Strider and the Board of Trustees requesting this change.

LETTERS

Stu-G

VS.

Administration

At the last meeting of the Colby Student Government before vacation a proposal was introduced concerning open houses in fraternities. There was nothing unusual about this proposal itself. It is one that has been brought up before Stu-G numerous times in the past four years. The point that seems strange to me is that it has never previously been passed.

The proposal itself may be read in this issue of the Echo. I see no need to restate it here. I do see a need, however, for stating briefly some of the arguments from the floor on the proposal. It was first suggested that the portion of the proposal which would have given the students the right to put fraternity open house into effect be stricken. This was followed up with a suggestion that there were many more lines of communication with the administration to be exhausted before trying anything as radical as ignoring them in a matter such as this.

The proposal may seem like a small thing to get excited about, but I think that concern over it is necessary. Stu-G was created to govern at least some parts of the social life of this student body. It was empowered with these rights by the administration. But in stopping a proposal like this the administration had blocked those rights and duties. Granted, if they gave the power they have the right to take it away. They have shown this within the past year by overriding what, in their own opinion, were "responsible" student governing organs: Mens' and Womens' Judiciary, and the Inter-Fraternity Council. At least in those cases there was a reason given. I do not see a clear one here. The independent dorms have open house privileges, the womens' dorms have long had them, and one might say that every boy who rents an apartment or who has a friend who does has this right (without chaperones at that.) It seems inconsistent that in the space of four years and many different proposals, proposals, I might add, which were changed in order to comply with administrative suggestions, the administration has not seen fit to accept one of these proposals, which would allow fraternities to have open house.

If Stu-G seems to be bogging down on some points, it seems to me that its relationship with the administration is one of the causes. And something can be done to remedy this situation only if the student body of this campus is willing to verbally back up those few who are trying desperately to speak on their behalf. Everyone is capable of writing a letter or speaking up. And, I think that if your Student Government is to continue to operate without having its back stepped on by the administration as has been done to other organizations on this campus, the voice of the students must be heard en masse, if not in a roar, then at least above a whisper.

Autlie Marmore

Open Letter Sent To Administration

Dear President Strider, Dean Seaman, and Dean Nickerson:

For the past two years I have been listening to you three people in your discussion of the sexual morality and ethics at Colby. I have heard the reports of representatives from Stu-G on their discussion with you, and I have sought out the Administration's position whenever I could. All this has been to no avail. My main interest has been in the

(Continued on Page Three)

The Humanities and Viet Nam

by Evert Makinen

Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

Hans Rosenhaupt used these lines of W. B. Yeats to emphasize the theme of his lecture on The Humanities at The Bixler Convention in October. His lecture, entitled "Departure and Return: The Humanities in 1965", might as appropriately have been entitled "What is Overlooked in the Viet Nam Protests."

Communists, as well as Maoists, Guevarraists, and other stripes of violent left radicalism are, to be sure, among the organizers and participants in the demonstrations protesting the war in Viet Nam. They are neither the largest nor the most important element in the demonstrations, however. To dismiss or condemn the demonstrations as the work of wild-eyed radicals and naive do-gooders is to be blind to their real significance.

Their significance was spelled out by Rosenhaupt — probably unbeknown to him and certainly unbeknown to most of his audience — for when he spoke of Yeats, Watteau, Beckman, and others, he shared a spiritual wave length with David Miller, who was burning his draft card at the same time, and with demonstrators across the nation. I doubt that Miller and Rosenhaupt knew each other. They certainly were not part of a synchronized plan. Yet, by their words and acts they were bound together that weekend.

Rosenhaupt's theme was that the Humanities play a creative, revitalizing role in society. They constitute a matrix of harmony, light, unity — of the ideal — a counterpoint to man's grubby, compromising, uninspired day-to-day existence. Man's "departure" from this world of the routine into the world of the Humanities provides the vision by which the world may be brought more into the service of man — by which man can become more the master, than the servant of master, which by itself tends to corruption — and by which political power may be used to elevate rather than dominate and degrade. Rosenhaupt maintained that the tension and conflict engendered by moving back and forth between disparate matrices, and thereby finding one's mind and senses disturbed and stimulated, has a creative and progressive value.

I suggest that the anti-war demonstrations be viewed as a new medium of the humanities. Hundreds, if not thousands of the demonstrators (but numbers are hardly important, for when have we ever been exercised over the quantity of artists in a given period as a condition affecting the value of that period's masterpieces?) are involved not to work off private neuroses nor to assert a naive liberalism but to affirm their commitment to Man. This commitment may take the form of secular humanism, or it may — as in the case of the clergy and layman of all faiths who held a vigil in Times Square to terminate the "Pacem In Terris" conference in March of this year — be the expression of a commitment to a Higher Being. In either case it constitutes a matrix of the Humanities — standing in counterpoint to our unthinking daily existence and outside the matrix of power politics.

To be understood in their full import, the demonstrations must be viewed in the above sense. The claim that they are unrepresentative and politically irrelevant is itself irrelevant, for they go beyond politics. The humanists of the demonstrations — like prophets and artists, if there is a distinction — are attempting to raise our national sights to a vision that will facilitate the breaking of old molds of policy and thought and release energies and impulses more in the service of man. David Miller, standing in the matrix of the humanities, speaks of the world of harmony, light, unity — of the ideal — and, granting us that politics is the art of the possible — calls on us to lift our eyes and expand the perimeters of the possible, thereby drawing nearer to the ideal.

To return to Yeats, Miller and his fellow demonstrators neither claim to be the best nor accuse those who disagree with them of being the worst. They do, however, see the innocence of the Lamb drowning in a blood-dimmed tide, and they see things falling apart. They are trying to raise our eyes to a vision of a center that can hold and demonstrating their conviction with passionate intensity — while we call them kooks or criminals, and worry about grades and communities.

Togus Trek

Fellow Students:

Last April, in co-operation with the Red Cross, a group of Colby Girls began a series of Saturday afternoon trips to the Togus Veterans Administration Hospital near Augusta. The purpose of these volunteer trips was to work with the various mental patients in the various wards in an attempt to create a brighter and more rewarding life for the patient and for the volunteer. Although the number of volunteers was small, the reward was great. The patients and administrators at Togus were quite happy to have students as volunteers, and the number of return trips indicated that the students enjoyed coming. However, final exams soon set in, and the program was necessarily

ceased.

Last September, the officers of the Class of 1968 approached the Dean of Men in search for activities programs, and causes in which the class, and indeed the school, could engage. The specific purpose of these engagements would be to enlarge the circle of involvement by the Colby community in extra-community affairs. This is popularly referred to on campus as "the cracking of one little nutshell here in the hinterlands of Maine." One of the Dean's proposals was the above Saturday afternoon volunteer program at Togus. The class officers immediately seized upon the idea and decided to enlarge its scope to include both Colby men and women.

On the past few Saturdays, both Colby men and women of all class-

(Continued on Page Three)

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Goodman Communicates:



College students keep asking me if they should quit. My usual answer has been: Life is not a bed of roses in or out of college; stay if there's even a single subject you are really interested in and feel you are learning — unless, of course, the routine is bad for your health or you have to do something dishonorable, like faking to get by.

But I now think this is the wrong approach. The right answer is that given to the young by Prince Kroopotkin half a century ago: Ask yourself what you want to do with these beautiful and useful subjects that are presumably available in the university, and see to it that you get what you need.

If you are in engineering, ask what kind of community you want to make housing, roads, or machinery for; what kind of housing etc., such a community needs; and how best to prepare yourself for the task. The inquiry will certainly lead you into sociological questions, economics and politics, and perhaps even into political actions to make your future possible. (Maybe, at present, we need fewer roads, and your task is to prevent them from being built.)

If you are going for medicine, think about health as well as pathology and the superiority of preventive medicine to curative medicine. This will give meaning to biology, chemistry, and anatomy; it will certainly lead you into psychosomatics and social hygiene. Here again you may find yourself in troublesome action. And you may find that you are a maverick; for instance, you may begin to see the attraction of the arduous career of family practice with house visits, during which you can forestall future chronic diseases, instead of the present rage for specialization and office visits, plus psychiatry when it is late in the game.

If you will study law, remember that it really deals with the making of a just society and defense against injustice in any society. This will soon bring you into problems of politics, history, and administration. It will make you a critic of legislation. You might even have some important questions to ask in rhetoric and English, when you realize that bureaucracies are trapped in their routine languages and rituals. Look into the admirable bail project at N.Y.U., manned by students, that has saved thousands of poor people from rotting in jail.

Those in the humanities and history know in their bones that, as Arnold put it, literature is the criticism of life, the touchstone we hold against the actuality; as Dewey put it, it is by appreciation that we judge the worth of what we're after next. I doubt that the level of TV, the lies in the press, or the campaign speeches of politicians can stand up under the scrutiny of a humanist. Also, the monuments of humanity in literature and the cause of history — perhaps especially the "lost cause" — give us other ways of being men than the roles and motives that seem possible in 1965.

In general, all university sciences and arts have theoretical and methodical parts that are remarkable for their beauty and ingenuity, and something is very wrong with college teaching if students do not come to delight in these things. But besides, especially students of physical science ought also to ask what applications of theory are desirable and worth looking at. (I am surprised that some of the contracted research in some of our universities is not being picketed by science students.) We use a highly scientific technology that most of us do not understand, and these students must become the critics and interpreters for us of the political economy of science.

Needless to say, students who stubbornly insist on getting what they need from the university courses, for better ends than getting a degree, license, and good salary, are likely to clash with the system they are in, with its academic isolation from reality. They will certainly clash with authoritarian control. But then they will have specific cause for anger and conflict. Instead of being passive and unfulfilled, they will be aggressive and frustrated. This is better than simply quitting in disgust, and it is certainly better than empty griping.

Such a changed student attitude would bring the professors back to life. A professor would have to prove the relevance of his subject, and so find new relevance in it. He would have students with articulate questions, who are the easiest to teach, though often embarrassing to one's ignorance. But most important, in my opinion, is that society could again be irradiated with science and arts. As it is at present, with all our Knowledge Explosion and college-going, there is very little evidence that many people are taking thought.

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"MESSIAH SING"

On Monday evening, December 6, 1965, the traditional "MESSIAH SING" will be held in Lormier Chapel of Colby College, from 7:00 to 8:00 p.m.

As is the custom in many churches in New York City, an evening is spent by all those who may wish to sing through the familiar choruses of the Advent and Christmas portions of George Frederic Handel's MESSIAH in an unrehearsed, informal fashion.

This evening is open to everyone: faculty, students and the general public.

OPEN LETTER

(Continued from Page Two)

Institution of parietal hours at Colby, and on this subject and its related topics I have heard only a great deal of hedging and evasion. This impression has been further substantiated by the sophomore class President who has met with you and come away with only vague and confusing statements. Moreover, the efforts of Stu-G and MSA to obtain these parietal hours through various proposals and ideas have been met by you with what seems to be almost complete disinterest.

Therefore I would like to request of you the following things:

1. Each dean give a clear and concise written statement of his opinion on the proposed parietal

(Continued on Page Five)

Wees Movie Spotlights In Film Direction

For its final program of the first semester, FILM DIRECTION will present a recent French film, Agnes Carda's CLEO FROM 5 to 7, and a short experimental film, TO THE DARK WOODS OF LOVE, by William Wees of Colby's English Department. The films will be shown on Thursday, December 9, at 7:30 in Given Auditorium.

CLEO, released in 1961, is an example of the so-called "new wave" French film. It chronicles, in minute-by-minute detail, the activities of a Parisian pop singer (Corinne Marchand) as she spends two hours — from 5 to 7 — waiting for the results of a lab test to determine if she has cancer.

Arthur Knight of the SATURDAY REVIEW found in CLEO "an important parable for our time," and Robert Hatch wrote in the NATION, "It is a beautiful study, and one that only the camera could achieve."

Wees describes his film as "a symbolic love poem composed primarily of images of trees, animals, earth, water and the face of a girl." The girl is Colby junior Janet Karoz.

New Judiciary Role Suggested

What is the role of the student Judiciary Boards on the campus? Are they serving the most helpful service possible? Such questions were those discussed at the last Campus Affairs Committee meeting on November 17. Although there are certain differences in the specifics of approach taken toward cases, the two judiciary boards share in common the function of dealing with those students who blatantly go outside the bounds of acceptable behavior here at Colby, whether it be breaking windows or rules.

The question was asked whether the boards ever do anything in the realm of warning students who are having obvious problems with drinking or promiscuity. Could the boards serve a useful purpose to the students in an advisory capacity before the fact? Could they through some system of warnings carry out a preventive rather than punitive role dealing with students having difficulties before they become out of hand and have to go through the Deans' offices and involve a major case?

In discussing these questions and possibilities, the committee readily admitted to seeing difficulties particularly in that the boards have no desire to act either as police or as psychiatrists. They have no desire to meddle in any student's personal life. However, their sole purpose here is and should be, to help the students and to do everything possible to eliminate problems. It seemed then, that where trouble appeared to imminent and advisors and dorm councillors unable to take care of it, rather than waiting for the trouble to erupt, why not step in off the record with warning advice in hopes of avoiding the ultimate trouble?

The judicial boards were asked to meet and discuss this new concept, and it is hoped that the students will give these questions some consideration and voice opinions in the Echo or vocally to members of the judicial boards or the Campus Affairs Committee.

TOGUS TREK

(Continued from Page Two)

es have in fact made trips to Togus. But there is still a hope of involving even more students. The program has been extended for the remaining school year, with breaks for important academic, social, athletic, or vacations weekends.

Students usually leave Colby at 1:30 p.m. Saturday afternoon and



The Group, including the articulate spokesman!

An Inside Report

by Judy Freedman

At the last meeting of the Colby Student Government there were some changes made in the Social Rules. It seems that a group of disgruntled fraternity men had proposed these changes, which involved: 1, extending the hours during which girls could be in the houses on Saturday night from 12:30 a.m. till 1:15 a.m. and 2, transferring the power to determine hours for fraternity houses from Women's Student League to the Inter-Fraternity Council.

I have spoken with several members of this group, and after doing so I feel that I can relate to you accurately the way in which these changes came about.

It all started when some housemothers began closing down the houses at 12:15 a.m., even though the girls had permission to stay out until 1:30 a.m. This unfortunate situation was emphasized when all the houses received a letter from the President of Women's Student League, the Chief Justice of the Women's Judiciary, and Dean Seaman, stating that houses would close at 12:30, unless they received special late permission from the President of W.S.L. The climax of the situation was reached when one house received late permission on Monday for a party which had been held the previous Saturday.

It was rather disconcerting for them to discover that a female could tell fraternity men when they had to close their own houses. Their first step was to turn to the Student Government Handbook, their guide to proper social behavior, where, to their consternation, they found that the President of W.S.L. did have such power over the frats. Their reaction can be summarized in the words of one articulate spokesman for the group. He said: "... censored ...". Then he uttered an eloquent and profound statement which I can print. "This is wrong!"

In order to determine the means by which they could rectify this situation, they approached the Parliamentarian. "Parliamentarian," they cried, "help us!" He confirmed the existence of such a rule, and suggested that The Group change it. "Good idea!" said the articulate spokesman for The Group. They decided that the time for action had come, and together they formulated - - THE PLAN.

Next day The Group discussed the absurdity of the rules with the President of Student Government and the President of Women's Student League. The latter conceded that revisions might be in order. Then The Group and the two presidents met with the two deans. At this meeting the President of W.S.L. agreed to relinquish her power over the fraternity houses, and the deans said they would go along with 1:30's on a blanket permission basis if all the fraternities wanted it. In accordance with THE PLAN, The Group talked to the President of each frat, who called special meetings to ascertain whether or not the men wanted these changes. The Group asserts that they never doubted the outcome, and they were, of course, correct in their assumptions.

The Group attended the Stu-G meeting Monday night "en masse", and presented the motion for the changes in the rules. After some debate, the motion was passed, resulting in changes specified at the beginning of this report.

When the meeting was over, The Group exited singing: "They've been some cha-an-ges made." I interrupted their spokesman to ask if they were contemplating any other particular changes for the near future. His answer was, of course, as articulate as ever. "No Comment."

return at 5 p.m. No student is expected to go every weekend although once every third Saturday is the desired frequency. This Saturday, December 4, Colby students are going to throw a Christmas party for the mental patients. In lieu of our final festivities in two weeks and then the holidays, this will be the last trip until Jan. Plan. During Jan Plan and until May,

other trips will be made. Various activities are planned for these future trips (such as a splash party) making it not only a rewarding but also a recreational experience.

If anyone wants more information, or is interested in going tomorrow or anytime in the future please contact Dean Nickerson, Bud Evans, Joanne Snyder, Sue Gilmore, Phil Merrill or myself. Thom Rippon

Students interested in spending second semester at Fisk University must submit their names to their respective deans immediately.

Exam Schedule

December 13 through December 18
First Semester 1965-1966

1. Monday, December 13, 9:00 a.m.
English 121E:

Sects: B, G, J, K, L, O, P, T, -
Ru 100

Sects: C, E, H, M, R, S - BC 123

Sects: A, D, F, N, Q, - L 100

Bus. Admin. 221e, A, B, C, K 105

Art 351 in BC 102

History 363 Psychology 451

Latin 351 Spanish 121

2. Monday, December 13, 12:30 P.M.

Bus. Admin. 341 Italian 211

English 319 Religion 313

Greek 121 Sociology 393

History 253 Spanish 355

3. Monday, December 13, 3:30 P.M.

Biology 251 Government 233

Bus. Admin. 411 Physics 211

Econ. 341 Religion 213

French 357 Russian 321

Government 141

4. Tuesday, December 14, 9:00 A.M.

Art 211, Sec. A, B, C in BC 123

German 101:

Sections A and C in L 105

Sections B and D in L 205

Bus. Admin. 343

German 103 Philosophy 211

Sections: A, B, C, D

5. Tuesday, December 14, 12:30 P.M.

Social Science 121e (All Sections)

BC 123

Economics 241e

English 311 English 367

6. Tuesday, December 14, 3:30 P.M.

Art 121 (All Sections) in BC 123

Geology 241 in LS 101

History 281e in L 100

Chemistry 467 Mathematics 243

English 373 Mathematics 423

Latin 121 Music 113

7. Wednesday, Dec. 15, 9:00 A.M.

French 101, Sections A & B L 208

French 103 Sections A & G L 215

Sections B & E L 205

Sections F & H L 404

Sections C & D L 105

French 125 (All Sections) RU 100

French 241 (All Sections) RU 100

8. Wednesday, Dec. 15, 12:30 P.M.

Economics 361 History 261e

English 371 History 341

French 341 Philosophy 315

Government 355 Sociology 411

Geology 211 LS 103 Physics 141 K105

Music 121 - BC 212 Physics 441 K109

Art 311 - BC 123

9. Wednesday, Dec. 15, 3:30 p.m.

Biology 121e Section A RU 100

Section B K 105

Psychology 221 - BC 123

Economics 321 History 333

English 423 Mathematics 361

Government 321 Sociology 331

10. Thursday, Dec. 16, 9:00 A.M.

German 107 in L 318

Mathematics 111 (All Sections)

Mathematics 112dl (All Sections)

Mathematics 211dl (All Sections)

11. Thursday, Dec. 16, 12:30 P.M.

Aerospace 421 History 353

Chemistry 321 Latin 141

Economics 333 Mathematics 421

English 281 Psychology 381

English 353 Sociology 391

History 221 Phys. Ed. 311

(Women's Section)

12. Thursday, Dec. 16, 3:30 P.M.

Spanish 101 - Sects: A & B L 105

Sect: C L 205

Spanish 103 - (All Sections) L 215

Bus. Admin. 413 Russian 101

Portuguese 221 Russian 103

Spanish 141

13. Friday, December 17, 9:00 A.M.

Art 271 in BC 123

Geology 271 in LS 101

Chemistry 141 in K 105

Chemistry 223e Mathematics 311

Economics 371 Philosophy 331

English 351 Religion 111

French 211dl Sociology 361

Greek 101 Spanish 257

History 237

14. Friday, December 17, 12:30 P.M.

Geology 101 Sects: A & B BC 123

Bus. Admin. 321 Government 353

Classics 231 Government 365

French 345 Sociology 221e

German 345 (All Sections)

15. Friday, December 17, 3:30 P.M.

Geology 311 in LS 6

Music 215 in BC 202

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Physics 421 in K 109

Biology 315 History 231

Chemistry 221 History 391

Education 313 Latin 101

English 317 Music 115dl

English 335 Sociology 373

Government 335

(Continued on Page Five)

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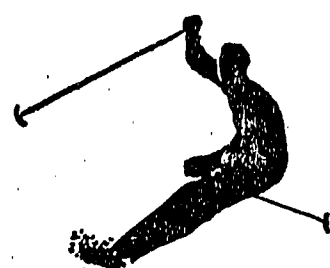
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EXAM SCHEDULE

(Continued from Page Four)
Saturday, Dec. 18, 9:00 A.M.
 English 221e:
 Sections: F, L, M in RU 100
 Sections: A, C, D, G, H in BC 123
 Sections: B, E, J, K in L 100
 Aerospace Studies 321
 English 222dl Sections: A, B, C
 English 421 Sections: A & B
 History 141 Sects.: A, B, C, D, X
17. Saturday, Dec. 18, 12:30 P.M.
 Astronomy 101 in K 105
 Geology 251 in LS 103
 Biology 231 Mathematics 241
 Biology 257 Phys. Ed 311 (Men)
 English 122dl Religion 311

Mathematics 212dl Russian 225
18. Saturday, Dec. 18, 3:30 P.M.
 Music 211 in BC 202
 Bus. Admin. 353 Philosophy 317
 Chemistry 461 Psychology 353
 Economics 331 Spanish 321
 German 347
 Music 101 (Sections A & B)

NOTE: ON EXAMINATION ROOM ASSIGNMENTS

All examinations will be held in Runnals Union 100 (Gymnasium) except as otherwise indicated for each course or sections of course. A student with three (3) examinations scheduled in one (1) day may postpone one of these. He will com-

municate this choice to the Registrar's Office where his right to postponement will be confirmed, and where he will be issued the Postponement Form for one examination, and to have this form approved by his instructor and adviser.

The Postponement Form must be given to the instructor of the course in question by the student not later than Friday, December 3rd.

The Instructor may schedule "Make-Up" examinations during the examination week, at his convenience, provided that (a) it is set after the date scheduled for the regu-

lar examination, and (b) that it does not again create a situation in which the student has three (3) examinations in any one day.

If the Instructor and the student find no suitable time during the examination week the "Make-Up" examination will be scheduled for **MONDAY, JANUARY 3rd**, at 8:00 a.m. or at 10:30 a.m. in L 215.

The student may elect, if he wishes, to take the three examinations on the same day as originally scheduled. G.F. Loeb, Registrar

OPEN LETTER

(Continued from Page Three)

hours. Are you in favor or are you not? And to also state in as lucid manner as possible the reasons why you are opposed or in favor of it.

2. The President to state as thoroughly and yet simply as possible what exactly is the "Colby Moral Philosophy". Is it a rational system of thoughts based on scientific knowledge or on intuitive belief? What are its basic tenets and is it the product of any particular school of thought or is it an original work?

I believe that the publishing of the answers to these questions will crystalize a situation which has become unbelievably muddled not only in my mind but, I am sure, in the minds of many other students. Thank you. Elliott Jasquin '68

PELL, AUTHOR

(Continued from Page One)

The Colby chapter of Hillel is bringing Pinchas Peli to the campus, but his lecture is an All-College affair.

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Kicking The Mule Mules Check Harvard, 4-4 McLennan Nets Equalizer

O Colby, slut of colleges, "where the lion roareth and the whang-doodle moaneth for her first born," your sons are deserting you! O Travail! O gnashing of teeth! O apathetic Admissions Officer! O Colby, pimpled "citadel" on the acned face of America!

It is unfortunate that both the rhetoric and the underlying assumptions of a recent Echo editorial should confuse an issue as important as the role of athletics on the College Campus. Ira Cooke, in his column of November 19, 1965, laments that many Colby athletes are no longer engaged on the "field of honor" for the glory of fair Colby. He attributes this lack of participation to apathy and "above all" to apathy in the Admissions Office.

Before we continue it should be established that we are in no way opposed to the present athletic program at Colby. Nor do we carry any grudge against Mr. Cooke, for beneath his grammatical shambles — he really cares. However, we do feel that his article prostitutes the value of athletics for those who do choose to participate. We see those primary values to be: recreation, physical exercise, self testing, an opportunity to learn the mastery of a sport, the pride that comes from team achievement, and an expectation of recognition for unusual talents or effort. The needs of vicarious living that sports seem to satisfy for fans and alumni are definitely secondary. Furthermore, athletics should not be used as a fund raising gimmick to the extent that the talented student is put under an obligation "to serve" his school as a nickel-odeon exhibit.

As stated above Cooke attributes the lack of participation to apathy. It seems that apathy has become the modern term for "heretic". In other words, a catch-all descriptive term for anyone who threatens or violates the values of a "believer." All that a discerning reader will discover from the attack on the Admissions Office is that the writer disagrees with their present policy. Even that simple fact is obscured by black magic about the "student who really cares." The word apathy is used throughout by him as a polemical device to obscure the purely personal and nonsensical basis of his argument. Furthermore, in what sense are the young men he alludes to truly apathetic? Cooke seems to suggest that even those who leave a team to study are apathetic despite that fact. He overlooks entirely the notion that they may seek to satisfy personal needs that for them eclipse the values of participation in a sport. These men are, then, far from apathetic. Sure it's disappointing to fans and a sore subject for sports writers when lack of participation endangers a team's success; but we should not overlook the compelling personal needs of these young men in our judgement of them. Poignantly enough, alumni, or friends may feel that they have the interests of the "quitter" at heart when, in fact, their judgement may be clouded by vicarious gratification they may have been receiving. The great amount of pressure exerted by a few of these men would seem to support this assumption. Furthermore, even an unbiased coach, alumnus, or friend (and we acknowledge that these people do exist in large numbers) seldom realize that the personal experience of the retiring athlete and his subsequent needs cannot be known and may lead the young man to seek experiences which are in no way related to athletics and would, perhaps, be hindered by participation in them.

Cooke's complaint receives what little "power to convince" it does have from the values it reflects. The underlying assumption of his complaint seems to be that life, in particular college life, is static. Men

From the "Apathetic Back" of last year's varsity football team to the uninformed, misinterpreting author of November 19's article, "Mule Kicks":

In justification of my use of the adjective "uninformed," I will first state a fact that I learned in my freshman composition course at Colby — when writing a paper, essay, or a composition; personal assumptions, unless otherwise backed up by fact, hold no more "water than a paper bag!" To clarify myself further and to display the relevance of my last statement to the article in question by the "uninformed" author, I would like to state that I was never approached by the aforementioned author and asked to defend myself against his label on me as an "apathetic athlete." His failure to approach me clearly demonstrates the fact that he had no "fact." I feel my defense would have been quite substantial as can be verified by a few people on campus who took the initiative and had the personal interest to ask me exactly "what the story was."

I feel the author has misinterpreted the crux of the problem of apathy at Colby College. The root of the problem is firmly implanted within the spectator portion of the student body, not within the athlete, as the author specifies as his "major point." Quite the contrary is true. As a participating athlete at Colby (if I may be so bold as to refer to myself as such) I have naturally been associated with the majority of the athletes, at this college, and have performed with many. I feel qualified to say this about these men, if there was apathy in any one of them it was well obscured to me by a keen competitive spirit, an intense desire to maintain pride in himself, and a strong will to revive prestige on Mayflower Hill by "Bringing Home a Victory!"

Robert A. Kimball '67

don't change. Athletes should be individuals who can be expected to retain a perpetual affection for the hockey stick and to make this affection the high point of their lives. Just what does Ira Cooke propose — that athletes who no longer want to play continue to participate though not totally committed? Would a coach want a player he had to force out on the field? He seems to suggest that when a young man comes to college his time and energies are immediately to be preempted by whatever innate or acquired talents he has. For instance, if he plays the banjo, and has played football, he should join the Folk Song Society and the Football Team. This is called serving school and God. For, or the argument runs, the latter gave us these gifts and it is sinful not to use them, apparently even to the extent that nothing new is learned. The accusation that this college campus is apathetic is a rather shallow explanation of any feelings of resignation and/or latent hostility and rebellion that may exist. The accusation is not only irrelevant but insulting. In the future when we start talking about apathy let's lay our values on the line and establish some premises for a dialogue. You are talking to post-Hiroshima and post-Sputnik men, not to rumble-tumbled alumnus who gather periodically to chortle over their beer and winch the family of Gortrude Glockenspiel who sat across from them in English 000 and whom they wish they had married.

It seems to us that many ideas about American colleges are changing. We believe that these new concepts are based, at least in part, on these two principles:

1. That the college maintain an appreciation of the ideals of empirical scholarship (i.e. such experiments as the January Plan and the four course semester.)

In an inter-division battle of sophomore-laden teams, Colby's underrated hockey team fought back with two third-period goals to tie favored Harvard, 4-4. It was the Mules' season opener, and the case of the jitters, usually expected from a team as young as Charlie Holt's charges, was hardly as evident as their sharp passing, effective forechecking, and their exuberance.

Harvard outshot the Mules, 48-32, but never was the territorial edge so lop-sided as this statistic might indicate. Colby held a slight advantage in the scoreless opening period, when the Harvard offense was extremely slow in getting organized. The Mules were using an aggressive forechecking system, and were very successful in keeping Harvard in their own end of the ice. On the other hand, the quick glove of Harvard goalie, Bill Fitzsimmons, kept the Mules from drawing first blood.

When the Colby defenses began to hand back more, in the middle period, the Crimson offense operated more effectively, and peppered Greg Eggleston with twenty shots. Pete Waldinger, brother of Colby's third line center, and sophomore standout, Kent Parrot, combined for two scores early in the period, and Harvard held the lead until the tying goal came in the late stages of the final period. The second goal, scored by Waldinger, came when Mike Self was in the penalty box for an elbow check.

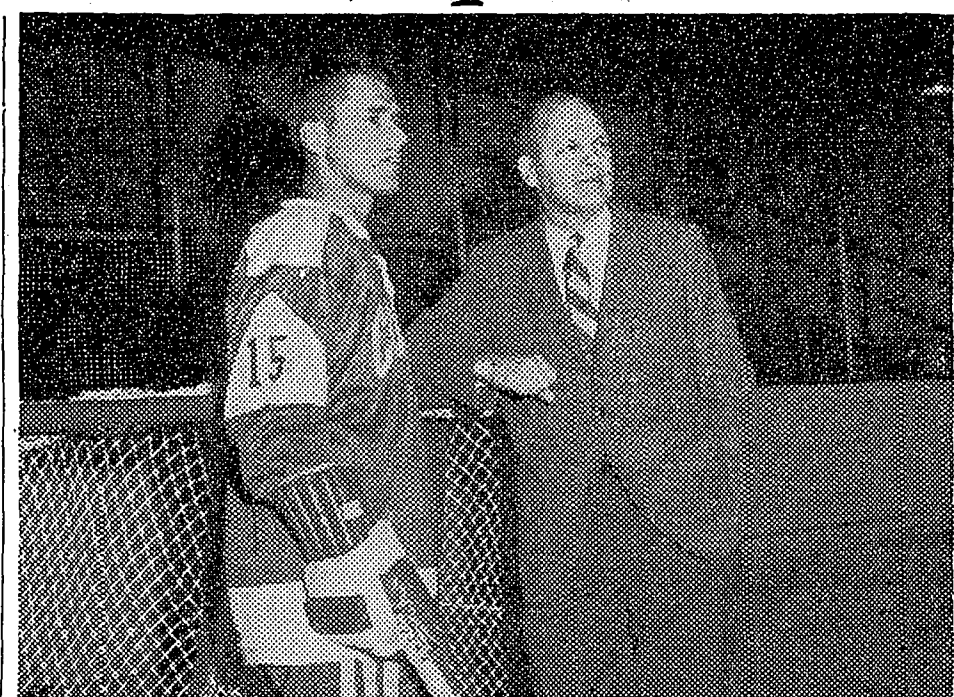
Colby's first score, by sophomore winger Pete Frizzell, took advantage of a Harvard penalty, as Chuck Scammon was off for interference. McCullough's unassisted goal gave the Crimson Lemieux and Ted Allison tucked the puck under the Harvard goalie. A Ben Smith goal capped the Harvard offense for the evening, and ended the explosive period, with Harvard holding a 4-2 advantage.

Colby returned to its tenacious forechecking during the third period, and throughout the overtime, and the Crimson, though they outshot the Mules, 22-14 over this time span, their offense consisted mainly of one-man rushes and long shots from the points. It appeared, in the closing minutes of the game, that veteran Harvard coach Cooney Weiland was settling for the tie. The Mules were tired, but far less so than the Ivy Leaguers, whose pace slowed considerably in the exceptionally temperate arena.

Mike Self took a feed from Kenny

2. That since the college environment is unencumbered by the many restrictions of the business and social worlds, it may be a place in which an individual may undergo a process of voluntary self-shaping that no other environment would allow.

If the realization of these principles undermines the former status of collegiate athletics, this trend is to be regretted to that extent. But it will not and it should not be stopped. Mr. Cooke uses high scholastic achievement as a reason why all who can should participate. (i.e., his mention of the football team which involves a self-contradiction since he uses academic achievement in a positive sense there and in a negative sense toward the end of his article.) He fails to see academic achievement as a worthy end in itself, although he is not troubled by this shortsightedness in regard to athletics. Secondly, his background assumptions of a static society in which one's original talents are to absolutely determine the direction of his interests leaves no room for individual growth and change. Are a person's athletic powers to be made into a chain by which he is dragged about by persons external to himself? A man



HOCKEY BRASS — Captain Charlie McLennan (left) who scored the tying goal against Harvard, chats with Charlie Holt, who is in his fourth year as Colby coach.

Mukai and made a solo rush early in the final period. His backhand slid under Fitzsimmons, and the Harvard margin was cut to one. While the defense was containing the Crimson drive, and Greg Eggleston was coming up with a handful of game-saving stops, the Mules offense continued to operate. After the fourteen-minute mark, Captain Charlie McLennan, in combination with Self and Bob Waldinger, lit the red light and knotted the score for the first time.

Both sides had chances during the final seat-squirming segment — the overtime period, but the weariness of the players, especially the Crimson sextet, prevented capitalization.

Harvard was rated pre-season as Number 7 in Division I of the ECAC, while the Mules were rated far down in Division II, so the tie must be termed the proverbial "moral victory", even though the abilities of the two teams were not far apart. The Mules had beaten the Cantabs only once in five previous attempts, and as Coach Weiland is perennially a power in the East, even a tie is a success — early-season indication of the upward trend of Colby Hockey (barring certain foreseeable calamities).

The Mules have three more contests before Christmas, and a tournament, and Colby's Divisional prestige should be well determined before the holidays. After traveling to Brown to meet the Bruins, who have recently defeated the Eastern Olympic team, and who are a good

bet to capture one of the top Ivy League spots, Colby plays five Division II contests, including the tournament. Merrimack hosts Colby next Wednesday, and U.N.H., with a fine sophomore crop comes to Alford next Saturday. The tournament, an eight-team, three-day affair at Amherst, will include Norwich, Williams, A.I.C., Hamilton, U. Mass., and host Amherst, and hopefully, Middlebury. The event is scheduled for December 18, 19 and 20, for interested parties, and the first Colby game will be played at 9:15 on the 18th.

P. F. F.

Seven Colby Men on All-Maine Soccer Team

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Co-capt. Terry Eagle, halfback

Izzet Incekara, forward

Greg Nelson, forward

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Issa Karasheh, forward

Charlie McLennan, halfback

Co-capt. Rick Zimmerman, forward

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