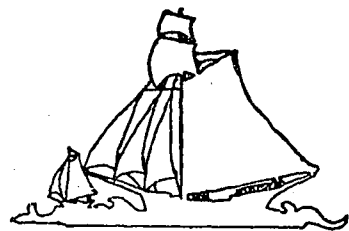




The Colby Echo



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Waterville, Maine, Friday, January 7 1966

Rates \$3.50 Year

Stu-G Lectures Highlight January

Gov. Reed, Nieman Fellows, Morgenthau, Goldstein. During January Stu-G will be taking a more active role in stimulating student interest in contemporary issues by bringing dynamic and leading lecturers to campus. One of these will be John H. Reed, Governor of Maine, who recently returned from Viet Nam, where he was on a fact-finding mission for the State Department. Another speaker will be Hans J. Morgenthau, the leading critic of American

foreign policy in Viet Nam, who debated McGeorge Bundy on nationwide television. For advice on how to conduct a rebellion and get away with it, Stu-G has invited Gerald Goldstein, who is President of the Associated Student Governments at the University of California at Berkeley, where the now notorious student riots occurred. Great emphasis is being placed upon the three Nieman Fellowship winners who will be on campus for two days. These men, who have been

selected for a year of independent study at Harvard, particularly represent Student - Government's attempt to bring to campus young and vigorous journalists to talk and debate with students on key social, political, and economic problems.

Maine Governor John H. Reed, chairman of the National Governor's Conference, will speak on January 10, at 4:00 P.M. in Dunn Lounge. He will present a report on his recent trip to Viet Nam and the Far East.

The Nieman Fellows Forum will be held January 13-14. Nieman Fellowships for 1965-66 were awarded at Harvard University to 13 American newspapermen. The curator of the Foundation, Dwight Sargent, is a Colby graduate and a Trustee of Colby. Through his aid Stu-G obtained the services of three of the 13 Nieman Fellows.

William Hodding Carter III calls his lecture "Opening Doors in a Closed Society," and will speak on January 13, at 7:30 P.M. in Dunn Lounge. Mr. Carter, associate editor of The Delta Democrat-Times, Greenville, Mississippi, was graduated in 1957 from Princeton University, where he studied in the Woodrow Wilson School of Public and International Affairs. He began as a reporter at the Delta Democrat-Times in 1959 and has been associate editor since 1961. In 1961, he won the Sigma Delta Chi national award for editorial writing for a series on racial issues. He is a member of the board of directors of the Mississippi Press Association. As a leading southern journalist he should contribute many new and enlightening views to the problems in the South.

At 10:30 A.M. January 14, in Dunn Lounge, David E. Corbett, Associate Editor of The Tulsa Tribune, will present his lecture, which is entitled "1948 and All That", Mr. Corbett was born in Leeds, Eng-

land. After grammar school he participated in a four-year training course under the Ackrill Group of Newspapers in Harrogate, England, and edited the Thirsk Times. After service in the British Army, he rejoined the Ackrill Group as sub-editor and then spent a short time as sub-editor for the Manchester Guardian. In 1955 he became a copy editor for the Tulsa Tribune, and he has been there since as education editor, general reporter, editorial writer, Washington correspondent, and associate editor.

David Miller, a former Moscow correspondent for the New York Herald Tribune, will inform us of "Communism's New Look" at 2:30 P.M. January 14 in Dunn Lounge. Mr. Miller, copy editor for the New York Herald Tribune, was graduated from Rutgers University and Columbia School of Journalism. On a Pulitzer Traveling Scholarship, he drove 3,000 miles through the Soviet Union and Eastern Europe, and wrote a series of articles for the Jewish Telegraphic Agency of New York. He joined the Herald Tribune as a general assignment reporter in 1959, and from 1962 to 1964 was the Herald Tribune's Moscow correspondent. He returned to New York in late 1964 to work on the City Desk. He should present many new and penetrating ideas about the changing Communist world.

Hans J. Morgenthau, Director of the Center for the Study of American Foreign and Military Policy at the University of Chicago, will speak on "American Foreign and Military Policy of Today" at 8:00 P.M. January 16, in Runnals Union. Professor Morgenthau was born in Coburg, Germany, in 1904. His university studies took him to Berlin, Frankfurt, and Munich, and he did post-graduate work at the Graduate Institute for International Studies at Geneva. He was admitted to the bar in 1927, and was acting Presi-

dent of the Labor Law Court in Frankfurt. A year before Hitler came to power, Dr. Morgenthau joined the faculty of the University of Geneva, where he taught from 1932 to 1935. The next year he lectured in Madrid. In 1937 he came to the United States and in 1943 he was naturalized as an American citizen. He has taught at Brooklyn College, the University of Kansas City, and since 1943 at the University of Chicago. He has served as Visiting Professor at Columbia, Harvard, Northwestern, Yale, and the University of California. Dr. Morgenthau also served as Consultant to the Department of State in 1949 and 1951 and has lectured at all of the United States War Colleges. He was a member of the Institute for Advanced Study at Princeton, 1958-59, and an Associate of the Washington Center for Foreign Policy Research in 1959-60. A member of the Missouri Bar, he is the author of many articles and books on international law, international politics, and political theory. Among them is a textbook used by one government course here at Colby, *Politics among Nations*.

It is hoped that this new step forward by Stu-G will become an example of the students' willingness to support more dynamic academic activities at Colby, and that perhaps a successful symposium by the Nieman Fellowship winners could make it an annual event.

Howard & Colby Agree To Exchange Students

Howard University in Washington, D.C. and Colby have agreed to participate in a program of student exchange. After mutual agreement between a predominantly white and a predominantly Negro college to participate in an exchange, five to ten or more students from each school will be carefully selected. These students must be religiously and socially mature, articulate and intellectually responsive. With a faculty member as counselor, the students visit their sister campus for a week, living in dormitories, attending classes, and participating in student activities with their hosts. The accent is always on dialogue.

For those interested, suggested resources for preparation before the visit include books by many of the influential men of our time. Some of these are Bishop James A. Pike's *Doing the Truth*; *The Other American* by Michael Harrington; *Faith and the Renewal of the Church* by Will Campbell; *My People is the Enemy* by William Stringfellow; Dr. Martin Luther King's *Why We Can't Wait*; and Kyle Haselden's *The Race Problem in Christian Perspective*.

Visiting students are provided room and board without charge by the host school. The Department

of Collegiate Education of the American Baptist Board of Education and Publication subsidizes the costs of transportation up to \$250 for each participating school.

Each pair of schools is asked to do two annual visits; this allows two different groups of students from each campus to be exposed to the project. After the second year, the Department of Collegiate Education no longer sponsors the project, but encourages relationships between the schools through semester exchanges, professorial visits, scholarship projects, library books, student work projects, summer remedial work, departmental programs and many others.

Students interested in helping to organize Colby participation should contact Mr. Peters, Lovejoy 307, by Wednesday, January 12. This announcement is not a request for volunteers to participate in the exchange. At the present time, feasible dates for the exchange, the means of selecting Colby participants, and the provision of hosts, room and board for Howard students coming to Colby are being arranged.

Grant To Colby Will Up Salaries

A grant of \$50,000 from the Old Dominion Foundation (New York City) has been awarded to Colby College for support of faculty salaries.

Colby was among a small group of liberal arts colleges selected for the program.

Purpose of the grants, as stated by Ernest Brooks, Jr., foundation president, is "to assist these colleges in improving the salaries of some of their most valued faculty members."

According to foundation terms, the funds will be expended by the college over a five-year period.

In announcing the gift, Colby President Robert E. L. Strider took note of the substantial increases in faculty salaries which have been effected by Colby over the past decade.

He said, "This has been, and is continuing to be, along with financial aid for students, one of the two highest priorities. It is especially heartening to have this generous grant from the Old Dominion Foundation and we gratefully acknowledge this splendid support."

The Old Dominion Foundation, founded by Paul Mellon, was incorporated in 1941.



THE WOODS ARE LOVELY, DARK AND DEEP
BUT I HAVE PROMISES TO KEEP,
AND MILES TO GO BEFORE I SLEEP
AND MILES TO GO BEFORE I SLEEP.

- - Robert Frost

Operas Coming To Radio Colby

Two weeks of broadcasts, of the masterpieces of 19th century opera, will be heard on Radio Colby Monday through Friday, January 10-14 and January 17-21, at 1:30 p.m. They will feature such famous operas as "Carmen" (Bizet), "Aida" (Verdi), "The Tales of Hoffman" (Offenbach), "Rigoletto" (Verdi), "Lohengrin" (Wagner), "Norma" (Bellini), "Lakme" (Delibes), "Andrea Chenier" (Giordano), "Salome" (Strauss), "Tosca" (Puccini). Among the artists on the recordings are Maria Callas, Jussi Bjoerling, Victoria de los Angeles, Robert Merrill, Roberta Peters, Franco Corelli, Birgit Nilsson, and Leonard Warren.

Experimental Film Festival Presented

Film Direction will present its Fourth Annual Festival of Experimental Films on Monday and Tuesday, January 10 and 11, at 7:30 in Given Auditorium.

By showing a different set of films each night, Film Direction wants to emphasize the variety of techniques and subjects that have been exploited by makers of experimental films.

Several filmmakers familiar to Film Direction fans will be represented. Among them are Bruce Baillie, Stan Vanderbeek, Maya Doren, Rudy Burkhardt, Ed Emshwiller, and — of course — Stan Brackhage. Marie Menken and Norman MacLaren, whose work has not been shown here before, will also be included.

As in the past, persons who see the first night's showing may see the second for half-price. The regular price of one night's showing is fifty cents.

Editorial: First Semester Dilemma

After Thanksgiving "vacation" at Colby, one can almost hear a collective groan go up from the student body as it returns to finish the semester. Why the travail? Because Thanksgiving, for most students, amounts to a frantic attempt to get home so work can begin on the many papers, reports and projects due upon return. The notion that the Thanksgiving break represents any kind of a meaningful interlude in the semester is pure fantasy that is maintained with an increasing sense of frustration. This represents a failure to build into the abbreviated first semester the kind of parenthetical "time-out" that would enhance it. Obviously the first semester is shorter than average. Depending on the source one quotes it varies from 10-20% shorter. And obviously this is due to the January Plan. All this results in a Thanksgiving vacation that resembles a Keystone Kops comedy, followed by a desperate attempt to achieve some sense of closure from a semester without a reading period. This is all very amusing but after one such experience, one begins to resent having to submit papers bespattered with turkey grease and final exams that have obviously failed to unite coherently the themes which animated the autumn dialogues.

The faculty and administration are not unaware of this dilemma and are taking some steps to resolve it. It has been proposed that the fall semester begin a week earlier, perhaps with the hope that this additional week would provide pre-final review time. A reading period is badly needed. It is very difficult if not just impossible to review and think about the unfolding of the semester as a series of ideas, in the course of the one week-end and a few scattered days now allocated. Finals' week in December becomes a kind of intellectual marathon and educational travesty which inevitably aborts. Many students end up carrying over into January, a heavy burden of guilt because of the abortion of this process. January becomes defined in part as an attempt to reconcile oneself to one's pre-Thanksgiving idealization of "the way it should have been". January is an opportunity to right the wrong of December. Another of the ironies of the fall with its demand for discipline, January presents itself like the prairie - structureless and calling to be programmed. This is a considerable challenge. But it also places in relief the absurdity of finals' week and reminds one once again of that bright day in December when the myth about Thanksgiving was lanced and one groped for time with only two weeks remaining.

The post-Thanksgiving period needs to have a few less course demands. Students register the complaint that often assignments are made after Thanksgiving. Teachers prefer to assign a final paper or exam due during this period. In many cases this assignment is made well before Thanksgiving and often in the first week of the semester. In some cases new work is assigned after Thanksgiving. In the latter case and under the present circumstances, the student complaint that a professor's post-Thanksgiving afterthought places an unreasonable burden on him, seems fully justified. Ideally the professor estimates the time the final weeks' work will require and adjusts his course syllabus accordingly. It is difficult here to get an accurate sense of where the blame should be placed for it ends so often as a tug of war between the procrastinating student and the teacher who has made such heavy course demands that the student has been prevented from writing concurrently during the semester.

At any rate, the semester seems "bottom heavy". We begin slowly, sometimes without papers assigned until the first week of October. The reason for this is ostensibly that not enough material has been covered to warrant a paper or exam. Still, it seems we could begin with a much heavier load and gradually taper off to December instead of the reverse. If necessary, students could take with them in June the initial reading assignment for September.

Whether we begin a week earlier or not, the bluebook log-jam following Thanksgiving could be avoided by adjusting a syllabus to take into account the facts that every teacher's final paper ends up

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The Colby Echo

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Student Defends American Action In South Viet Nam

"What right does the United States have to send armed forces to Viet Nam?" "What gives President Johnson the right to be responsible for so many 'needless' deaths in Viet Nam?" These are questions that are asked on campuses from Colby to Berkeley, and, unfortunately, questions that will never be answered to the satisfaction of all.

I was prompted to write this article by a discussion that I had with a Colby student who believed that the United States should get out of Viet Nam because war is morally wrong. I am sure that most people in America (including President Johnson) think that war is morally wrong per se. But just because we ideally think war is wrong, does this mean that we can close our minds to the fact that it exists? Let us not be too naive: war exists and there is no foreseeable end to war in the near future. Knowing this, can the United States afford to turn its back on war just because it is "morally" wrong? I hardly think so.

American Responsibility

As leader of the free world the United States has a job to do: prevent the spread of Communism. Essentially all the President is seeking is the inalienable right of free elections in South Viet Nam. Hanoi wants "free elections," too - as long as all the candidates belong to the Communist party.

The Red Chinese have formally stated that their foreign policy goal is eventually to control the world. That they are using Viet Nam as a springboard for the domination of Asia, and eventually the world, is a plausible theory. (The United States government can think of no better theories - can you?)

If Red China does follow its stated plan for world control, and the United States does not stop her, there will eventually have to be a showdown. Our interests are no different now than they were with Hitler; we did not realize our interests then. Are we to fail to do so now? If so, are we to face the same bloody consequences? If North Viet Nam wins this war, then the Communists will continue to start "wars of liberation" until they control all of Asia. If this happened wouldn't there be many more lives lost than if we just stopped the Communists now? Stretching the imagination (and perhaps a little too far this time) would it be morally wrong for America to fight Red China if it controlled all the world but the United States? (Was it morally wrong for the United States to fight Hitler in World War II?) Can we not learn from history what Red China is up to and the probable results?

Broader Implications

The United States government, and the majority of people in the U. S. (if opinion polls mean anything) sincerely believe that the war in Viet Nam is not so much for Viet Nam as it is for the control of the world. They believe that the easiest and best way to stop Red China is now and not many deaths later. And, most important, they believe that it is their moral duty, not to stay out of the war, but to fight it and keep the world free. Adlai Stevenson said it best when he wrote: "I do not think the idea of Chinese expansionism is so fanciful that the effort to check it is irrational. And if you argue that it should not be checked, then I believe you set us off on the old, old route whereby expansive powers push at more and more doors, believing they will open until, at the ultimate door, resistance is unavoidable and major war breaks out. . . This is the point of the conflict in Viet Nam."

Valid Criticism Needed

Perhaps this is an oversimplifica-



Paul Goodman Writes

Our Campuses Need Freedom

Here are some notes I prepared for a philosophical symposium on "Freedom and Order: Focus on the University" (Conference at Western Reserve-Case Institute, in Cleveland). My position is classical anarchism.

Freedom and Order are not dialectical or polar, but are related as cause and consequence. Right order is the form of free functioning. The conflicts that arise in freedom usually produce creative solutions. But imposed "order" is chaos, and administered "harmony" destroys function and produces inanition.

In our present educational practice, we observe the following destructive impositions: 1. School methods appropriate for children are extended to high school and college years and hinder maturation. 2. Restriction to schooling as the one institution for education and growing up results in miseducation for probably 80%, including most of the bright. 3. Academic methods and environment take the life out of subjects and activities that are not properly academic. 4. Imposed schedules and the extrinsic motivation of grading hinder learning, which is always a concrete process and often individual in time and style. Most schooling makes people stupid. 5. When teaching and learning are harnessed beforehand to extrinsic National goals and the drive to union cards and licenses, the result is role-playing rather than task.

It is better, with all deliberate speed, to let the present university structures fall apart into their simpler communities and for their order to be reconstituted according to functions of immediate teaching and learning and the intrinsic motivations of teachers and students. (This does not necessarily mean scattering the populations. A university city of many thousands has great advantages. It does mean radically decentralizing the administration.)

A. In education (rather than school) policy, we ought: 1. To open a variety of ways of being educated. E.g. academic, apprentice, technical training administered by corporations, self-study, work in subsidized non-commercial real cultural enterprises, collegiate experience for the non-verbal and even illiterate (as in the Danish Folk High Schools), etc. There should be public support of universal education, but only a small part of the money given to school administrators. 2. To open numerous opportunities for leaving and re-entry, to encourage trying out and maturation at one's own tempo.

B. In school policy, teaching and learning is a complex, ethical and psychological relation, but it is sociologically quite simple, consisting of small face-to-face communities. Therefore, 1. Drop all administrative machinery of admissions, requirements, grading, etc. Restore these functions to teachers and students. The functions of administration are janitorial, book-keeping, and protecting the educational community in the general society. 2. Make the small communities entirely self-governing in both academic and social matters. 3. Let curriculum be determined by what teachers want to teach. By confrontation with free teachers, students will soonest find themselves and learn what is relevant or irrelevant to their own interests. 4. When a student finds a subject interesting to himself, let him demand that the teaching meet his present needs and prepare him for the uses that he wants to make of his studies in the future. Such demand by the student reinvigorates the teacher and makes his thought relevant to the present and future. 5. These two principles, of faculty judgment of importance and student demand for preparation for life, are sufficient to relate school and society. Society will then get the best use of its universities as providing earnest and intrinsically motivated professionals, experts, and scholars.

Our present educational abuses are due to the imperialism of extramural demands and of the School establishment that seeks to aggrandize itself. A result is the immense inflation of educational costs. I estimate the mark-up as 3 to 400%; it is expensive to try to cement parts that do not naturally cohere, and to pay for administration that is fundamentally irrelevant.

By its peculiar double-think, the School establishment will agree to most of the above propositions. (Indeed, they are the truisms of *Lehrfreiheit* and *Lernfreiheit*.) And nevertheless, the present practices will be maintained and become worse. The inevitable crises will be met by adding new levels of superstructure - e.g. Guidance or Honors courses - without changing any of the mistaken, but administratively profitable, premises.

Copyright Paul Goodman, 1966

tion of things; perhaps the Red Chinese will abandon their desire for world control when they become more "fat," perhaps I have speculated too much and am wrong. But, unfortunately, it will be many years before I, or anyone else, can say. If the United States policy is wrong, and we are not really justified in being in Viet Nam, what can be done? Is the teach-in, that is more biased than this article, the answer? Are burning draft cards, or demonstrating answers? In a democracy, disapproval of the government is intended to be shown in the voting booth. It can also be expressed in papers, written on Viet Nam, or in editorials, as it so often has. But what does marching in the streets prove? (A right, incidentally,

that has been guaranteed the marchers by those Americans who have fought and died for freedom in past wars.) Do minority groups demonstrating prove that they, mute participants, know more than the elected brain trust in Washington with their intelligence reports? If the "Vietniks" do know how to stop the Communists why don't they tell us rather than just march on? Or why don't some of these dissenters who sincerely believe that this is a moral issue and that the United States is wrong, from a group and go over to Viet Nam and help the poor villagers whose homes and families have been destroyed by war and who desperately need help. This seems like a real way of ex-

(Continued on Page Three)

Bull & Pen

Colby Coeds Flayed By Princeton Boys

By Derek Schuster

Even Mayflower Hill's most adamant misogynists would have to concede that the Princeton undergraduates who recently published a social guide to women's colleges in the East went overboard with their derogatory remarks towards Colby's coeds.

Actually the seventy-two page paperback entitled "Where the Girls Are" has received mixed reviews. Though based largely on hearsay, it is colorfully composed, comprehensive, perceptive, and an invaluable addition to the glove compartment of any young collegian's car.

The thorough rundown on most colleges is given including directions on how to get there, rules, curfews, telephone numbers, neighboring night spots, how to pick up a date, etc. Where else would one learn such exotic particles of knowledge

as that exam time at Bennett is a period of not-too-strenuous study and fairly active dating; or that Holyoke girls have won out over the Smithies in their war for the favor of the men of Amherst; or that there is sunbathing au naturelle on the rooftops at Wheaton?

There is even a map and it is rather alarming to discover just how far out in the sticks Colby really is. All the other colleges dealt with are bunched snugly together while we seem to be way out in right field. Colby is not given the thorough dissection process, but is analyzed in a section in the back of the book called "Caught in Passing". Excerpts from the piece about Colby include:

"Nobody is quite sure who Colby or the Colbys are, is, was, or were, but two colleges in the frozen North

bear his or their name or names... There is a difference (between us and Colby Junior) however, and Dartmouth men, who have had time to learn it during their long, arctic winter, tend to aim their sleds toward the school with the shorter term and longer name... And Indian grads send their daughters to Colby, but they direct their amusement seeking sons toward Colby Junior." Enough said?

But, lest anyone be misled into believing that our Colby is the local monastery, it must be said that our social rules are not as Victorian in comparison to those of certain other colleges as it sometimes seems.

Georgetown University may be the extreme example of an institution living in the nineteenth century socially. At this Jesuit institution in Washington the administration regulates public displays of affection (P.D.A.). P.D.A. refers to prolonged kissing, embracing, or any action that outwardly appears as such, somewhere in the vicinity of the girls' dorm.

The administration defends this policy on the grounds that such con-

duct is "quite embarrassing for single girls returning from studying, couples who have just become acquainted, baby sitters, and parents of coeds."

Violators at Georgetown are handed fifty demerits (whatever that means). Furthermore a letter is sent home informing the parents of the coed's recent amorous activities. Almost incredibly, the girls were the main instigators of this enforcement, according to one local administrator. Now a faculty member is stationed in front of the dorms to determine whether there has been a violation.

So, maybe we don't have it so bad after all!

EDITORIAL

(Continued from Page Two)

reading period and that Thanks-due the last week, that there is no giving is a mockery as a time to pause before the last weeks. Some inter-departmental arrangements could be devised, perhaps requiring computer programming to adjust the work load more evenly. This may not be feasible because it would regiment courses instruction, but it needn't be rejected in horror at the thought of the impersonality of the machine age.

Whatever action is taken by the faculty and administration to rectify this problem will be accompanied by much hearty applause from the undergraduate sector.

STUDENT DEFENSE

(Continued from Page Two)

pressing the idealism that they believe in, and it certainly would be more beneficial to all concerned whether the United States' foreign policy is right or wrong.

Bill Vanderweil '67



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Hoopmen Drop Pair; USCGA Lone Victim

Swartz Named To All-Tourney Team

by Richard Lewis

In the American International College Tournament last week, the Colby Mules suffered two close losses and finished up with a 98-71 romp over Coast Guard.

St. Michael's, always a top New England team, edged Verne Ullom's charges in the first game, 80-78, despite a 56% floor mark by the Mules. Pete Swartz returned to last season's form with 12-17 field goals, five free throws, and 29 points. 6-4 Dick Falkenbush led the winners from an 11 point halftime deficit with 25.

U. Maine next turned back Colby with a 93-86, double overtime squeaker. Dave Hale, a 6-5 junior, hit 78% of his floor shots for 17 points. Co-captain Bob Woodbury had 21, as five Black Bears finished in double figures.

Swartz was again Colby's big gun, with 31 points that included 13-18 from the foul line. The Colby captain, No. 8 small college rebounder in the nation prior to the tourney, pulled down 22. Although three other Mules had double figures, the team as a whole shot a frigid .326 from the floor.

In the consolation game, the Mules had their best day point-wise of the young season in passing Coast Guard by 27 points. Swartz set a new one game high for himself and for the tourney with 36 points. The 6-6 senior shot 12-16 from the floor and 12-14 from the foul line, while Ken Astor had 16 and Joe Jabar netted 13.

The team thus evened its record at 3-3, and despite placing 7th in the tourney, came home with most of the honors. Swartz must be mentioned first. Besides being named to the All-Tournament team, he set one game marks for the most points (36) and most free throws (13-18). He also set three-game tourney marks for total points (96), field goals (33), field goal percentage (66%: 33-50), and free throws (30-40). Due to a 32ppg tournament average, Big Pete is now averaging around 25 ppg.

Swartz's supporting cast enabled the Mules to come home with records for most rebounds in one game (64vs. Coast Guard), and field goals (40vs. Coast Guard). For three-game records, the young Mules made 64 of 94 free throws and had 169 rebounds.

Though Swartz dominated play for the Mules, he had three teammates that averaged over ten ppg in the tournament: Al Palmer (12.0), Ken Astor (11.7), and Joe Jabar (11.0). Pete Haigis had 8.3, while 6-5 soph Walt Young made 6 points in each of two games. Another soph, Gary Weaver, provided good ball-handling and defense.

Hockey Scoring (through games of December 29)		Pen.			
	G	A	Min.	TP	
Mike Self	5	8	4	13	
Bill Snow	3	6	2	9	
Char. McLennan	4	5	8	9	
Ted Allison	3	5	0	8	
Dick Lemieux	5	2	0	7	
Bob Waldinger	3	4	8	7	
Pete Lax	3	2	4	5	
Mike Picher	3	2	2	5	
Pete Winstanley	1	3	4	4	
Ken Mukai	1	2	2	3	
Paul Cronin	1	2	4	3	
Pete Frizzell	1	2	2	3	
Bill Henrich	1	1	2	2	
Pete Tillinghast	0	1	10	1	
Goalies	Periods	Saves	Goals	Ave.	
Greg Eggleston	15	159	16	3.20	
Lee Potter	9	76	8	2.67	

Rinkmen Third At Amherst; Lemieux Goal Tips Olympians

Colby's young hockey team enjoyed its most successful holiday schedule in four years and boosted its record over the .500 mark by winning three of four games. The Mules placed a disappointing third at the Amherst Invitational Tournament, as they were upset by AIC, 3-2, but they rolled over Norwich, 14-2 and shut out host Amherst, 2-0. Finally, in the most satisfying victory, they edged the Eastern Olympic Hockey Club, 5-4.

At Amherst, Colby used up their scoring power in the opening game. A weak Norwich team was no opposition for the Mules, who virtually scored at will. Five men scored twice: Mike Self, Captain Charlie McLennan, Bill Snow, Mike Picher and Pete Lax, whose two goals came within a 23-second period. Thirteen of the fourteen Mules who skated added at least an assist to their scoring totals, and both Greg Eggleston and Lee Potter, who shared goal-tending duties, were as effective as necessary in the one-sided game.

American International, a team with a small handful of good talent, and little more, outthrustled the weary Mules, who were now feeling the effects of a week without practice. AIC goalie, Don Brassil, who was named Outstanding Player of the tournament, stopped everything that the frustrated Colby icemen fired at him, and came up with 49 saves as against only 21 for Greg Eggleston. At 6:46 of the second, a Bill Snow rebound gave Colby a brief lead, which was soon negated by rapid fire scores by Rich Rusiechi and John Pellerin.

Mike Self tied the score with a

30-footer halfway through the final period, but Fred Matino, four minutes later, tallied the winner. The Mules continued to barrage the AIC nets, but fortune remained with the Aces and goalie Brassil.

In the final game, the Mules, by now extremely tired, played only well enough to beat Amherst, 2-0. The offense again produced an abundance of shots, but once again the Mules met a hot goalie, Captain John Teasdale, who had 47 saves. Only Charlie McLennan, on a solo after 1:46 of the first period, and sophomore Bill Henrich, on a slap-shot - his first goal of the year - were able to bypass the Lord Jeff goalie. Lee Potter came up with a fine effort and recorded his second career shutout. He halted a breakaway in the second period, and in the final period, when the Mules seemingly collapsed, made 15 of his 23 saves.

Colby joined an exclusive group when they edged the Eastern Olympic Hockey Club. Previously only Brown and an all-star team known as the Syracuse Stars had beaten them. However, the Olympians came to Colby without a few key players - Harvard's great Gene Kinasewich, who was injured, Jim Logue, veteran of two national teams, Pete Flaherty of BC, Lou Lamoriello of Providence and Bob Smith of B.U. The fact that the Olympians were undermanned takes nothing away from the Mules, for they played well enough to tackle even the full complement of the Olympians, and only a late letdown by the hungry Mules saved face for the invaders.

The first period was lucrative for the Mules, who jumped off to a 3-1

lead. Ted Allison, Mike Picher, and Pete Lax all connected from in close, while Jim Meehan's solo was the lone marker for the Olympic Club.

Ted Allison's second goal - at 3:58 of the third period - stretched the Colby lead to 4-1, before the Olympians took charge while the Colby defense relaxed. John Keough scored through a screen at 12:28, and Neil McPhee, ex of Northeastern, tallied two quick goals inside of a minute to knot. The shocked Mules fought back and put a dramatic cap on a well-played game.

Dick Lemieux carried across the blue line and fired to the upper lefthand corner of the cage. Olympic goalie 'Pete Eygies' was pulled completely out of position in making the save. Bill Snow pulled the puck away from the sprawled goalie and fed back to Lemieux, who put the puck into the open net for the victory. Time: 19:26.

This Saturday Colby faces its toughest opponent of the season - B.U. Coal Jack Kelley - formerly of Colby - has molded a fast and strong young team, which ranks No. 1 in the East. This far the Terriers have lost only to the National Champions Michigan Tech, 4-2 and 5-2. They have All-American goalie Jack Ferreira and a high scoring front line of Fred Bassi, Dennis O'Connell, the captain, and Bruce Fennie. All-American defenseman Tom Ross has been sidelined for the rest of the year with an injury. Colby has the material to do quite well against the Terriers. How well the Mules do depends greatly on aggressive in-zone coverage and a couple of breaks. P.F.F.

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