

by Ruth Seagull

Since the Congress, my point of view has changed somewhat. In light of that change, and with a bit of poetic license, I'd like to rephrase the ECHO's question to what does Colby need?

Much has happened here since November, 1966. Somehow we seem to be gaining an interest in courses, ideas, people — "the full catastrophe." And, in a word, this is what Colby needs.

I used to think that a Student Center of a Co-ed dorm would meet every present lacking. This was idle speculation. Proverbially I mistook the tree for the woods. One needs, I think, keep an eye to the "process." Buildings mean things. They mirror not really where we spend our time, but how. They'll stand somewhere in the woods and in fifty years Colby students will have forgotten that those buildings were built because students screamed "we need them" in messages of apathy, an-

tipathy, distrust, discomfort.

Finally Show Interest

We as a student body have finally decided to lend an administrative hand in remodeling Colby. Take a good look, because this happens once in four years (a celestial phenomenon of sorts). Well, one cannot be truly sure at this stage just what we'll end up with in the next few years, but the new buildings are evidence of student willingness to articulate their own desires and needs. It must have been the criticism, the anger, the "blah" feeling that finally reached someone in Eustis. However, the need was articulated, we made our point well.

Now the buildings are in the making. Somewhere, some not too unimportant committees are roaming on the campus. "Academic and social Honor", "Curriculum", "Co-ed Living" what do they mean? They mean that once again, just as the Messalonski turns over periodically, Colby is regenerating

itself. That's what it needs. For like it or not, Colby IS A community. And being the discriminating souls that we are, we are beginning to thrive. For a community, whether academic or not, must be a place where people want to live because they feel a responsibility, e.g. have a stake in making that community grow. Inhabited primarily by and for students, (transitory as they may seem), our community must elicit student participation during the growth process, or it cannot thrive.

"What Colby needs", then, is recognition of this fact. Moreover it needs to recognize achievements as achievements however slow their materialization. Let's look at the revolutionary process of Colby — slow in the last few years, more sped up in the last few months. And let us drop the scapegoat bit. Let's no longer kid ourselves. Let's see facts as facts and realize that whatever has happened, or will happen at dear ol' Colby is almost

always a function of us. The leadership vacuums we leave open, as well as those who choose to fill, and the problems, which ensue from our choices all mirror us.

WSL ABOLISHED

Permit me to illustrate. Today we see the abolition of Women's Student League. This was no heavy handed plot of a cabal of students or administrators. It is rather part of an evolutionary process being guided by determined human hands to ally form with content. In very recent years the women's government played a most vital role in culturalizing the campus, and in enabling Colby students to feel as part of a community. The Class of 1967 saw the end of the "demerit system." From that time on the question of "rules" has become an increasing concern for Colby students. As soon as the "Rights of Man" were declared one day in France, the revolution started. "Culturalization" had to take a

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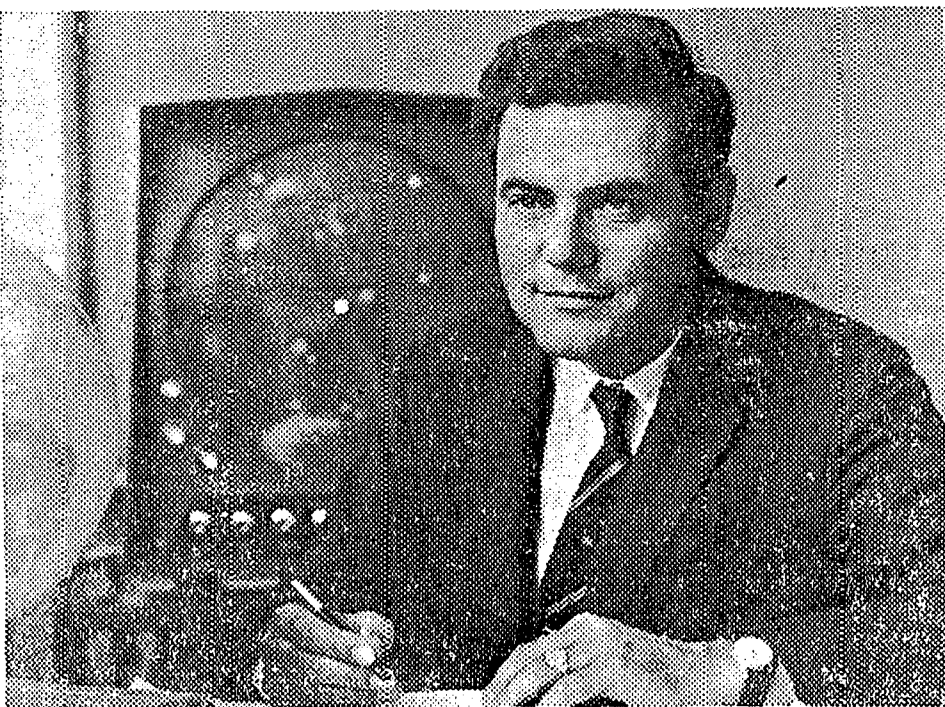


The Colby Echo

Vol. LXX, No. 18

Waterville, Maine, Friday, March 17, 1967

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Dr. Gerald Hawkins Speaks On Thursday

Professor Gerald Hawkins, a recognized world authority on radar-meteors, will deliver an illustrated lecture entitled "Stonehenge Decoded" on Thursday, March 23 in Given Auditorium at 8:00 p.m. Dr. Hawkins will show colored slides during his lecture, and will show a short color film afterwards.

Dr. Hawkins is well known for his theory that the stone ruins of Stonehenge near Salisbury, England constitute an astronomical alignment used in prehistoric times as an observatory to mark the seasons, and as a computer to determine lunar and solar eclipses.

Subsequent studies by Hawkins show that other metallic structures such as Callanish, in Scotland, may have been used for the same purpose, establishing that certain pre-historic peoples had the knowledge and abilities not previously attributed to them by modern man — and giving rise to a new field of study called 'astroarchaeology.'

Dr. Hawkins studied at Manchester University and obtained his Ph.D. for radio astronomy under Sir Bernard Lovell, Director of Jodrell Bank.

cal Observatory, Harvard College Observatory, and Boston University, where he is chairman of the Department of Astronomy and Director of the University's observatory.

Dr. Hawkins studied at Manchester University and obtained his Ph.D. for radio astronomy under Sir Bernard Lovell, Director of Jodrell Bank.

A Meeting of the Minds

"Great perils have this beauty, that they may bring to light the fraternity of strangers." (Victor Hugo, Les Misérables, Bk. XII, Chap. 4.) Those attending may not have been strangers, nor was it a particularly great peril, but a fraternal meeting of the minds was brought to light at a meeting of the committee on coeducational living held on March 8. The purpose of the meeting was to hear fraternity men's ideas of how the fraternities could relate to the proposed sub-units of the new coeducational Colby Complex. Complex a problem it seems to be.

Proposed Changes in Draft Changes Students Opinions

by Bill Stevenson

There comes a time in each young man's life when his country calls; this time is within ten days of his eighteenth birthday, and during this period he eagerly rushes off to register for the selective service, which is synonymous with that delightful vulgarity, the draft. From this moment on he knows that at any time he may be asked to enjoy the comfort, safety, and good food of the American Army.

In all honesty, there is no sign of the overwhelming patriotism that excites people at the very prospect of serving their country. Of the students that I talked to, those who felt enough of an obligation to serve, even with another choice, comprised a very small minority. Most felt that if there were any way possible of avoiding the draft, they would make use of it, but if they were ultimately called they would go.

There is, after all, very little that is attractive about military service. What sense of obligation there is, if there is any at all, is dulled by the feeling of being pressed into the service by a war whose validity is frequently questioned. There



is little doubt, be the Vietnamese war justified or not, that most students do not feel any sense of involvement in it. I was repeatedly told by students that if the situation were more like World War II they would not try to avoid the draft and would probably enlist. The Vietnam conflict seems to arouse a feeling that more closely resembles resentment than loyalty.

There are several ways of serving your time. Undoubtedly the most comfortable way is as an officer, which is probably the reason behind many of the ROTC enlistments. This is also the reason why many of the juniors and seniors that I talked to were pondering

Officer's Candidate School. This school, however, is not easily entered into and an A.B. degree hardly insures admission.

Some students were thinking of joining the local National Guard unit where they were planning to work. This is one way of fulfilling one's military obligation without disrupting one's entire future.

Many students are planning on graduate school; it is doubtful that this means avoiding the draft in most cases, but the idea of a possible deferment is always a factor. Recently, however, acceptance into grad school has not meant automatic deferment.

The recently proposed change in the draft laws has affected many students' outlooks on the future. These laws would spare many juniors and seniors much worry over their military future while at the same time it will cause many freshmen to wonder if their junior year will be spent abroad, in Vietnam. The proposed changes are still too indefinite to be counted into anyone's plans. Nevertheless, every male student can rest assured of one thing: Uncle Sam is watching.

Frats Expound On Sub-Units

Once the campus is coeducationalized, three physical separate entities are created: those dorms around Runnals Union, those around the new co-ed dorm. Eventually, Mr. Koonce said, some "structuring" must take place. Student judiciary and governmental boards will be created and the planning of opportunities available to the groups may be carried out. Thus, a proposal to create three "sub-units" on campus. The question: how do the fraternities fit into this plan?

A moot point is the definition of "sub-units" on campus. To those

opposed, the term conjures up a picture of "an omnipotent being who orders one to: Love thy neighbor in Foss, eat with thy friend in Johnson, and think like thy buddy in Tau Delta. In short, "those opposed to sub-units conceive of them as restrictive."

To those in favor of "sub-units", an image of amorphous agglomerations arises. These groups of students "will be what we make of them." They could form bodies working together for student-faculty cooperation in areas of administrative problems, cultural interests, and social events. Mr. Koonce

said, "I would like to see committees invented, and really give them something to do. Give them substantial funds for lectures, let them form common intellectual interests, give parties."

The committee feels that the opportunity for closer faculty-student relations is an important virtue of the sub-units. Mr. Koonce said "no regular relationship exists now, except for faculty as chaperones — a situation which is impossible for us — and students as students in our classes — a situation which is sometimes impossible for you." By

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Editorials:

Drop Two-Year Requirements

The consistent disintegration of student enthusiasm from the freshman to senior year has plagued Colby for years. The many-sided problem is not peculiar to Mayflower Hill, and it has no one solution. But we feel that a re-evaluation of the course requirements and course scheduling might help lead to the answer.

We feel that the two year area requirements should be dropped to one year and that courses like "baby" economics, sociology and psychology should be offered during the freshman year.

Keeping the present two year requirements, does not, as some would assert, really liberalize one's education. True, some students might not elect two years in each of the four departmental areas. But the chances are that if he is forced to take the second year against his will he won't learn much anyway. This may sound trite, but then things long recognized as true often do.

The two-year requirement allows the student to obtain a smattering of a lot, but it does not give him the opportunity to get past the survey courses in much of anything. And real student interest comes when one starts studying in some kind of depth. Really, one becomes very tired of the survey courses, necessary as they may be.

And in connection with this last point we suggest that the elementary courses in sociology, economics, psychology and perhaps others, be offered during the freshman year. Most schools do this and with good effect. Too frequently a freshman is forced to sign up for a course he really has little or no interest in, just to find a fifth course. This is unfortunate.

There is no reason why a student who is interested in eco, soc, or psych, needless to say prospective majors, should not be able to take these courses during his freshman year. He would be able to discover sooner if he were really interested in the area of if his interest were merely a momentary fascination. He would be able to find out what his interests are sooner and would be able to pursue them earlier. But this would not preclude getting a broader education, on the contrary it could help it.

The cry now is "I just can't find time to take all the courses I want." So four courses is not the answer. The student should be allowed, at an earlier time, to fit in more of the courses he wants, in more discipline, in more depth. This would help the situation, liberalizing his education and at the same time letting him take courses he has some interest in. Most students want to explore more than one field.

The present course requirements and scheduling are analogous to dangling the carrot before the horse's mouth, but never letting him bite it. After a while it becomes a little monotonous, and a little stifling; the horse loses interest and doesn't really try for that carrot anymore.

We Will Not Be Toyed With

Excuse us but we're getting a little leery about these campus affairs subcommittees, particularly the subcommittee on coeducational living. We get the feeling that we're being toyed with. And we don't like it at all.

The administration seems to stand virtually alone now in its praise of the sub-committees. The many members of the student body, generally, and the subcommittees particularly do not like what is happening within these bodies. It seems to them, and to us, that one of two things will be done with their reports. Either the committees will come up with what are, in effect, replicas of Strider's Certain Proposals with which the administration will happily agree, lauding us with coming up with such a wonderful solution to the school's problems, or their reports will take the path of old soldiers and fade away.

The subcommittees will come up with the Certain Proposals, and this is what we cynically get a kick out of. We sit in committee meeting after committee meeting, working frantically, while our efforts are all channeled just the way the administration wants. It is interesting to note that the president of the college appointed the faculty members to the various committees as he sees fit, admittedly using those who asked to be put on committees "if they could be of any help."

It is also interesting to note that the very things which students clamored against in President Strider's Proposals, the coeducational living units, are imminent, like it or not. Administration members, on these committees, particularly on the coeducational subcommittee are forcefully directing decisions in the line of the proposals. The details to back up this contention, we have presently unwritten. But they can be supplied.

We stop short of suggesting that the committees are stacked, and we are not trying to personally malign the committee members, student, faculty or administration. In fact, we hope our feeling about these sub-committees can be proved false. We hope that they are not collectively staged where an omnipresent "Big Brother" pulls strings and guides the players unbeknownst to them. At this stage of the game, however, the facts and circumstances point in another direction.

If the President is determined to have his living units (and here, at least, we are not taking issue with this goal, but the means of procuring it), then let him say so clearly, explicitly. Let him back himself up against a wall. We will not be toyed with.

Letters to the Editor

To the Editor:

A pleasant experience it's been the past three weeks to pick up a copy of the ECHO and see the publication pieced together with such consistent care and creativity. Feeling that Colby students are sometimes inclined to underemphasize many of the non-athletic achievements on campus, I should like to focus on some of the contributions of Penny Madden and her staff.

strated that

This semester's ECHO has demonstrated that there is room for both quantity and quality in our weekly newspaper. In the past the ECHO has sometimes been a spontaneously composed melange of the obvious and the trite. Now, it seems that a serious effort is being made to penetrate the surface of the significant issues of the world and its microcosmic Mayflower Hill model.

Having served as the ECHO editor last spring, I am well aware that a newspaper staff, like an orchestra or baseball team, is the

WHAT DOES COLBY NEED

(Continued from Page One)

back seat.

Time For Criticism

There is a time for action and a time for criticism. Our campus could not have progressed further, had there not been some stoppage of the former in favor of the latter. Some call this apathy. I choose "introspection". Now the tide is changing again. We want action. And here is where the past (without being reactionary) plays a vital role. Euphemistically we're a post-war society. The battle has been fought. It's time to go home, salvage and build over.

Let's remember that before the war, the WSL, faculty, students, administration, workshop was one day to become the obsolete prototype of the Campus Affairs Committee. Back in the old days, projects of WSL attempted to harness the needs of Waterville to the manpower on the Hill. Women legislated a Senior Honor Dorm, and inaugurated a series of faculty lectures and informal teas.

Of course several projects have yet to be realized. The third floor of Roberts still needs renovation (The women's union is in the process of gaining new, beautiful facilities.) The Career Information Symposium hasn't been fully organized. Nor has the Alumni Association's aid in such a project been adequately tapped.

If old organizations cannot live with the revolutionary social structure, this doesn't mean that the creative student activity needs to lose its home. Some new group MUST provide the means. Even a "puritanical" institution like WSL was able to institute liquor privileges in the Senior Dorm, extend curfew hours and special permissions, encourage fraternities to extend their hours, express the need for coeducational visiting hours. And what could be more appealing to a constitutionalist's mind than to use the old framework for establishing dormitory self-governments, to provide a list of proposed institutional living problems to be regulated by the dorm governments, and then neatly and quietly dissolve itself.

What Colby Needs

So "what does Colby need?" It needs most importantly to revitalize its culture, whatever that may be. It needs to channel the heightening social awareness achieved by the revolution. It all starts with a handful of students who are responsive enough to their own needs, to stand up and speak. Then a few more who will criticize. A few more to synthesize, and a lot more to get busy. Soon we have a community that vibrates — just like before the war — only more aware.

product of many combined efforts. Yet, if a publication is to be worthy of the college upon which it reflects, it must have leadership with the ability to gather together a competent, representative staff and the dedication to plan in advance and contribute close to twenty hours a week.

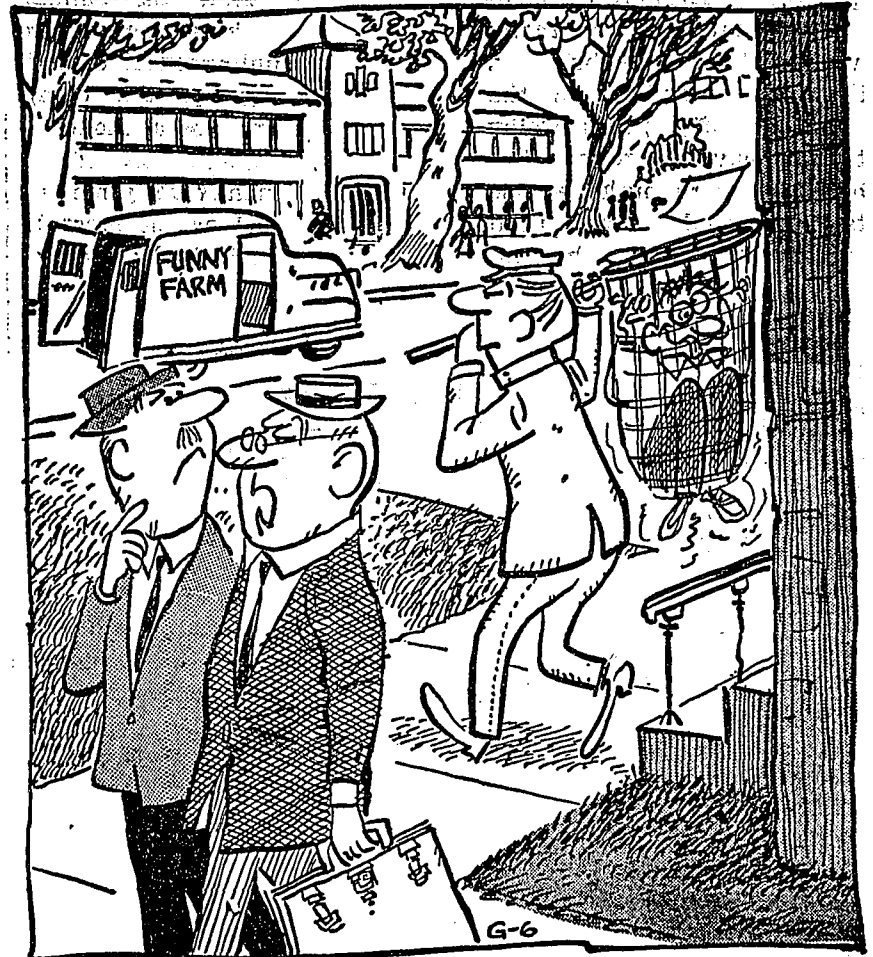
It is refreshing to see, in addition to Penny Madden, a whole cast of supporting journalistic stars emerging on the campus. For the first time in my stay at Colby, a student (Peter Jost) has offered perceptive, if whimsical entertain-

ment on a weekly basis. Furthermore, Bill Burges, the recently appointed Sports Editor, has given his pages the comprehensive and newsy treatment that his close association with Colby athletics permits. In the same breath, one would have to praise the achievements of the layout staff and such eloquent ECHO writers as Richard Lewis, Jane Pfeffer, and Bill Stephenson.

Let us hope that other students will begin to view and actively support the ECHO as an important means of communication on the campus that can go far towards setting a healthy tone for our intellectual and social experience.

Derek V. Schuster '67

LITTLE MAN ON CAMPUS



"I'M ALL FOR RAISING THE ACADEMIC STANDARDS, BUT I'VE SEEN SIGNS A FEW STUDENTS MAY BE ABOUT TO CRACK."

A Query

Our generation has held center-stage in the play that is American Society now for anywhere from 17 to 22 years. The accent is on youth, and we have taken full advantage of it. We have been without little. We have had almost everything we want, and without necessarily having to work for it.

We snap our fingers and our parents jump. We have not created this situation. Our parents, riding under the fear of modern psychology and of permanently damaging their dear child have given us the opportunity to take, and take we have. Their generosity given frequently at self-sacrifice and inconvenience to them has led to our selfishness. And we do tend to be selfish.

But what's going to happen 20 years from now when we are the parents? Are we, who have lived in the footlights so long, going to be willing to step backstage? Are we going to be able to exhibit our parents' generosity toward their children? Will we give them the car and walk ourselves? Or are we going to reverse the situation, demand top billing and demand that our children take the supporting roles? Just a query.

the COLBY ECHO

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EDITOR-IN-CHIEF PENNY MADDEN, ext. 538
BUSINESS MANAGER LEE URBAN, ext. 536

Associate Editor Rich Lewis, ext. 542
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Comment on Paul Goodman

An approach to Paul Goodman's *Compulsory Mis-Education and the Community of Scholars*.

Paul Goodman's *Compulsory Mis-Education and the Community of*

Scholars was written to combat the kind of thinking illustrated in this news story that appeared in the local newspaper last fall:

Humphrey Demonstrators Won't

Get Grad School Endorsement
Worcester, Mass (AP) A professor at Clark University said Tuesday he told students he would not recommend them for graduate

school if they demonstrated against Vice President Hubert H. Humphrey when he visited the campus Oct. 12.

Dr. Rudolph F. Nunnemacher,

chairman of the biology department, said he felt justified in "telling my students that if they were going to be so careless as to participate in the demonstration, then I couldn't recommend them."

The problem is not Dr. Nunnemacher's attitude toward protest demonstration, but (1) his ready assumption that the wishes of government and industry properly determine how students should express themselves on major controversial issues, and (2) his inability to understand that direct engagement in political activity can be a legitimate substitute for "studying." Goodman's book shows how such thinking has taken control of our colleges and universities, what the consequences of this take-over have been, and what might be done to get colleges back on what Goodman believes is the right path to learning.

My intention is not to summarize Goodman's argument — I don't want to keep any reader from savoring Goodman's presentation first hand. What I propose to do is to apply Goodman's ideas to the specific position taken by Dr. Nunnemacher, a position that is symptomatic of a widely held (though usually not so openly expressed) notion that colleges should not buck the system and that students' responsibilities and competence do not go beyond the classroom, laboratory, and library.

These two notions go directly against Goodman's idea of what a college's relationship to society should be. Goodman insists that the society around it (because scholars subscribe to a culture that is "international and comprises the past, present, and future" and has "rules of truth and evidence that cannot be disregarded when it happens to be convenient." Therefore, scholars "do not easily abide local prejudices. They cannot always fly the national flag." (p. 169) Their community must be what Goodman pictures, metaphorically, as a "walled city" surrounded by hostile — or indifferent — enemies.

So, when we discover that "research" at a college depends upon keeping in the good graces of government and industry — i.e., in flying the national flag — then we can suspect that the true culture of the scholars has been subverted. The camel is in the tent. Who gets money from whom is no longer the primary question; now the issue is the very survival of the community of scholars. When the consensus of that community is with Dr. Nunnemacher, then convenience and local prejudice have driven out scholarly truth and commitment to an international culture.

It is exactly this collapse of the walled city and its values that he laments in his book, and what he finds most disturbing is that the fallen walls have not destroyed the cities, only made them impotent. They keep their gowns and degrees, their fine campuses and large endowments, and even their aura of culture and independent scholarship, but they no longer try to make their won way in the world according to their own sense of right and wrong. They surrender their greatest asset: the power and right to radically criticize society. Goodman puts it this way:

At present, the organization of American society is an interlocking system of semi-monopolies notoriously venal, an electorate notoriously unenlightened, misled by mass media notoriously phony and a baroque State waging cold war against "another baroque State. The colleges, on their part, are powerful and importantly independent. Between such forces one would expect a continual and

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Hirschl Family Donors

Two Paintings Added to Bixler Collection

Mr. and Mrs. Norman Hirschl of New York City have recently given the Colby College Art Museum two portraits. Mr. Hirschl is a member of the Advisory Council of the Colby museum.

The earliest portrait in date is of George Washington by Jane Stuart (1812-1888), the youngest daughter of Gilbert Stuart, the artist so famous for his portraits of Washington and one of the great American portrait painters of the late eighteenth century and early nineteenth century. Miss Stuart, who received her early training from her father, was born in Boston. After her father's death in 1823, the Stuart family moved to Newport, Rhode Island, where Jane Stuart spent most of her life and where she died. During the 1850's, however, she did maintain a studio in Boston.

Washington Described

The Washington portrait, which is oil on canvas, is bust-length. Washington is seen in a three-quarter view and wears a dark coat and a white stock. Behind him on the right-hand side of the

painting is a column behind which is a red background. Gilbert Stuart painted three different portraits of Washington; two of them were bust-length and one was an almost life-sized standing figure. He was commissioned by many patrons and admirers of Washington for replicas of the three original portraits and after his death many of these requests for replicas were handled by his daughter.

The second portrait given by Mr. and Mrs. Hirschl is of an unidentified man by the American painter, William Merritt Chase (1849-1916). Chase was born in Indiana and after studying abroad returned to the United States where he began a highly successful and distinguished career as a painter and teacher. He taught at the Art Students League in New York, the Pennsylvania Academy of Fine Arts, Philadelphia, and the Brooklyn Art School and eventually opened his own school. From 1903 to 1913, he took classes abroad. A painting, *Wash Day in Madrid*, in the Colby College Art Museum by another artist, Charles Sheeler, was painted by

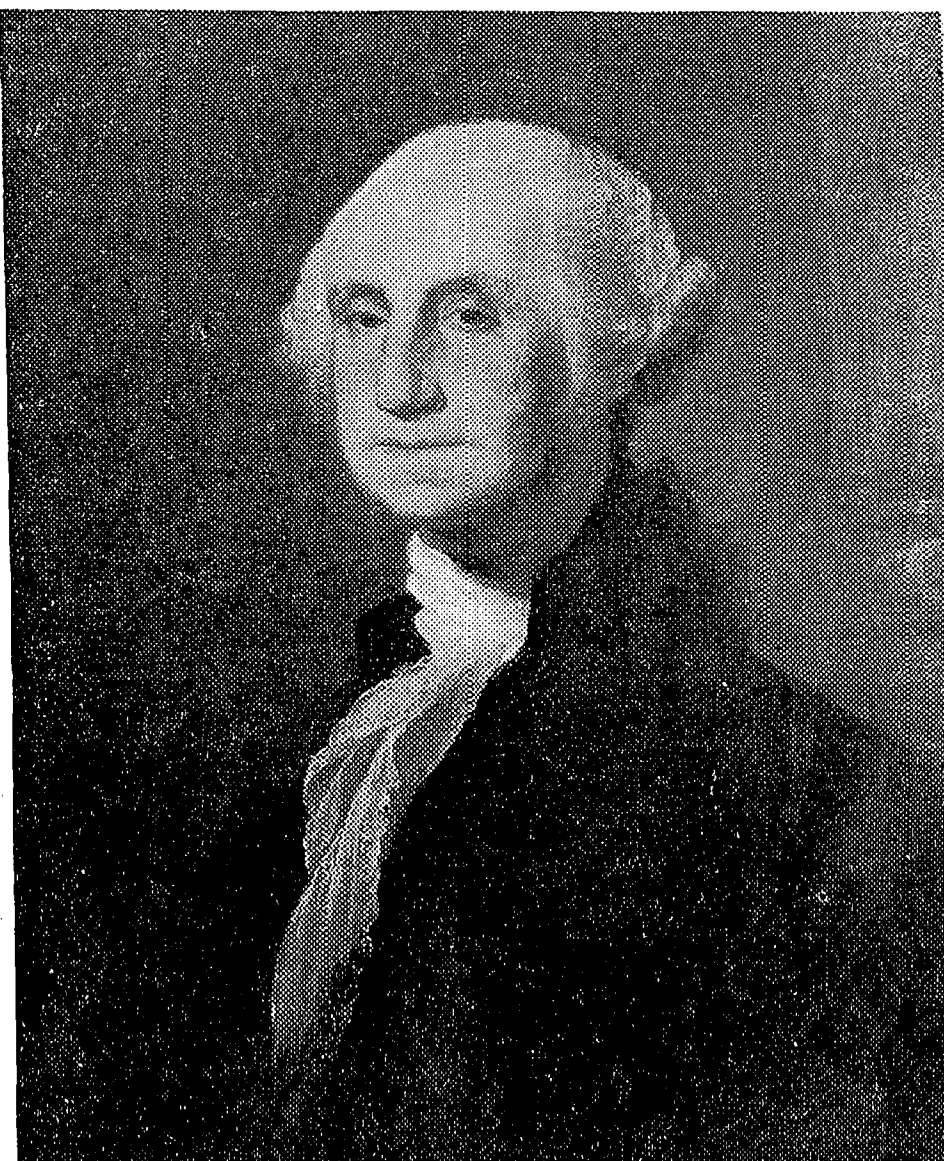
Sheeler in 1908 when he was a student with Chase in Madrid.

Portrait Shows Impressionism

The Chase portrait, painted on canvas, shows the broad, impressionistic brush strokes typical of his work. Although the man in the portrait is unidentified, it is thought he was in the circle of Chase's friends. The portrait is bust-length; one arm rests on a

table draped in red material while the other arm crosses in front of his body. His hands are lightly clasped in the lower left corner of the painting.

"Both portraits are fine additions to the growing collection of American paintings in the Colby College Art Museum," in the words of Hugh Gourley, museum curator.



GEORGE WASHINGTON
by Jane Stuart



PORTRAIT OF A MAN
William Chase

'Dorm Units' to Replace Women's League Board

As of Monday, March 13, 1967, the Women's Student League Board does not exist. In a letter to the women of Colby College, Ruth Seagull, President of WSL, said a primary reason for dissolution is "an attempt to facilitate the 'coeducationalizing' of our campus." Replacing the Women's Student League are "autonomous dormitory units." Theoretically, each dorm will meet and decide on a method of governing most suited to its individual desires. Included in these governments will be some form of dorm judiciary.

"The existing women's judiciary will remain intact until June," however their main function is to advise Dorm Chairmen, or "the newly elected dorm judiciaries," on the boards' jurisdiction and the process of rule enforcement.

NO NEW RULES

Still, neither the new governmental bodies nor the new judicial bodies will create new rules. "The

rules as they exist now will remain until late spring or fall, after the Campus Affairs subcommittees have completed their job of proposing changes in the system and its rules.

The Dorm Chairmen and House Mothers will be in presiding office for the last three months of the school year. Thus, a good deal of the administrative work is left up to the Dorm Chairman of each dorm. Several of the girls, who are now Dorm Chairmen, object to this new development because they did not run for office expecting to serve in a governing or judicial capacity.

The letter from WSL goes on to say "any procedural or substantive changes you make next year, will be made through the framework established this spring." However, the degree of autonomy the dorms will have next year is yet to be determined by the Campus Affairs subcommittees.

Mrs. Koonce Receives Fellowship

Mrs. Dorothy M. Koonce, professor of classics, has been awarded a post-doctoral fellowship by the National Endowment for the Humanities. She will take a year's leave in 1967-68 for research in Greek tragedy.

Mrs. Koonce was the only Maine recipient and one of the 100 teach-scholars from throughout the

U. S. to be chosen by the Endowment for its Fellowships for Younger Scholars program.

Both she and her husband have been on the Colby faculty since 1963. She received her B.A. degree

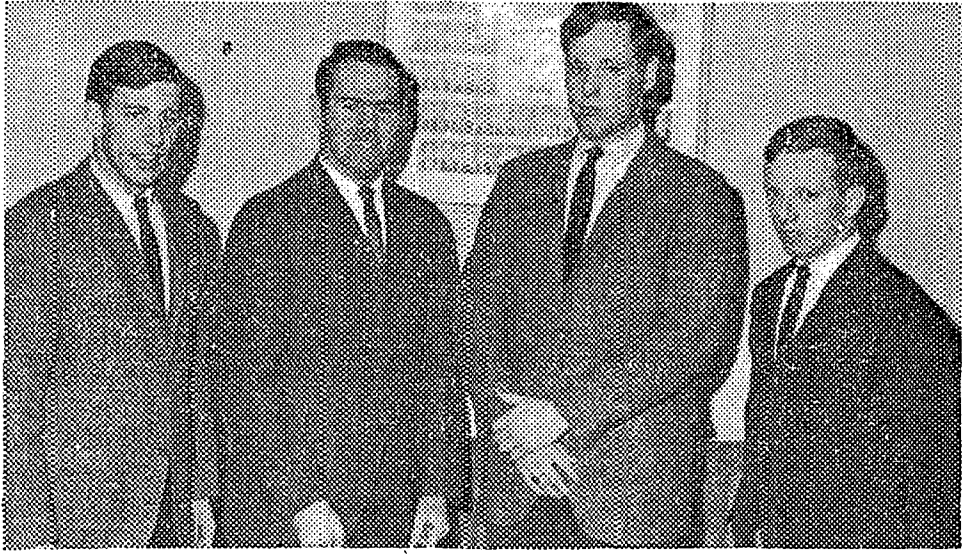
in classics at Cornell University and Masters and PhD degrees from the University of Pennsylvania. She held an American Association of University Women's Fellowship for post-doctoral research while at Penn.

She came to Colby from Swarthmore College, Pennsylvania, and was promoted from instructor to assistant professor of Classics at Colby in 1965.

During her year's leave, Mrs. Koonce will complete a study, now in progress, on "the dramatic function of ritual forms in Greek tragedy" for publication.

The study is an examination of ritual forms in actual use in the fifth century Greek society, their representation in the tragedy of the same period, and the literary significance of the relationship between the two.





Four Colby Juniors, Jay Sandak, Bud Evans, Peter Roy and Steve Ford, attended an IFC "New England Symposium on Fraternity Morality" at the Mass. Institute of Technology, Cambridge, Mass over the weekend.

Women Athletes Come To The Fore

by Debbie Anderson

It has recently been discovered that there is at Colby a very active and successful group called the Women's Athletic Association (WAA) which "sponsors extra-curricular athletic activities for women." Previous to this disclosure the group had carried on its functions in a somewhat secretive fashion, leading one to believe that it was an exclusive underground coterie of super female athletes. It is hoped that this revelation will dispel any myths that may have developed and stimulate a more general interest in WAA activities.

The propagators of the association are: Nancy Short - President, Bev Fernald - Vice President, Joy Nelb - Publicity Chairman, Nancy Tindall-January Activities. Mrs. Marjorie Bither is the faculty advisor for the group and is also president of the newly formed association of nineteen Maine colleges which organizes inter-collegiate activities.

The managers for each sport are also members of the Board as well as every female student at Colby. Much to your surprise, perhaps, you are encouraged to attend the monthly Board meetings in Runnals. It is hoped that people with ideas will contact the Association's officers.

Contrary to the belief that WAA "just exists", as one student said, they have initiated and sponsored numerous events. For example, Mary Walker has recently organized a badminton tournament; it determined who went to the State Badminton Tourney, March 11. An active basketball club, under the management of Cindy Paquet practices two days a week, has already played once against Bates and will meet them again on March 15. Last weekend Colby participated in "The First Annual Woman's

State Collegiate Bowling Tournament" held at Holiday Lanes in Lewiston, Wandy Adams, Donna Chick, Judy MacIntosh and Peggy Philson, directed by Mrs. Weinbel represented Colby in competition against five other Maine colleges. The Girls' Ski Team has been in two meets, one recently at the Middlebury Carnival. A group of fifteen Colby girls has just completed a rigorous Water Safety Instructor's Course in the GNCA.

There is also a very active riding group from Colby who frequent Hillside Stables. WAA has sponsored trips for several girls from Colby, who have outstanding ability, to regional and state tournaments.

It is sincerely hoped that this timely disclosure and investigation into the counter-lethargic dorm dwellers group known as the WAA will stimulate a stampede of interest in just "getting out and being active."

Chi-O's At Buffalo

Buffalo, New York was the scene for the regional Chi Omega Fireside Convention held last weekend. There are nine of these conventions throughout the United States, held on the off-years from National Convention. Each of the 147 national chapters of Chi Omega is represented at one of these Fireside Discussions and Beta, the Colby's Chapter, was represented by Sue Volpe, President, and Jean Mcrola, Pledge Trainer, at the Buffalo Fireside.

There were at least two representatives at the Convention from the chapters of Chi Omega in New England. Delegates from Chi Omega's National Executive House in Cincinnati, Ohio conducted the dis-

first notion, that colleges shouldn't rock the boat. His second, that students should stick to studying, is related to the first and has equally significant consequences for teaching and learning in college. To show how this is so, and to lend support to Goodman's ideas, let me take a short detour via the University of California at Berkeley.

In the fall of 1964 the Berkeley administration suddenly called a halt to a long-standing student practice of using a small area on the campus, known as Bancroft Strip, as a location for promoting political and religious activities. The students were told they could no longer solicit funds, recruit members, or advocate or organize social or political action. The result was the now famous student rebellion at Berkeley which, for a time, virtually paralyzed the university

Dan DeNicola Reviews

P & W's Presentation of Rosmersholm

The presentation of Henrik Ibsen's *Rosmersholm* at the Little Theatre last weekend must be acknowledged as one of P & W's finer productions in recent years. Finer, perhaps, not in terms of elegance, but in its close realization of an extremely complex and deep-rooted psychological play. Beginning with a conventionally Ibsenian conflict of ideas, *Rosmersholm* as a drama theme seeps down progressively to the unconscious motivations of the two main

characters, John Rosmer and Rebecca West. The sheer subtlety of this descent and the consistent requirement of the actors to convey meanings beyond those implicit in the dialogue make the play a formidable undertaking for any theatrical society. Yet Director Suss and his troupe managed to bring to light much of the subterranean conflict and tension, and to do it without disrupting the surface flow of the tragedy.

In his portrait of the ineffectual

John Rosmer, Michael Rothschild proved quite capable. One was aware from the beginning of the insufficient strength and lack of conviction behind Rosmer's decision to emancipate himself and help ennoble the minds of his countrymen. In the final act especially, Rothschild skillfully expressed Rosmer's own inability to accept the ultimatum which he is finally forced into presenting to Rebecca.

P & W veterans Dana Gladstone and Donald Thomas, depicting the opportunistic, conservative and liberal partisans, respectively, gave the usual fine performances one has come to expect from them; and Harlan Schneider, in his enthusiastic interpretation of Rosmer's tutor, Eric Brendl, once again offered proof of his versatile abilities. Nancy Anthony, aside from her also excellent performance, should be given particular commendation for the high quality of her blood-curdling screams.

In the difficult role of Rebecca, however, Nancy Heilman deserves special consideration. Rebecca is consideration-aslet

perhaps one of the most enigmatic of Ibsen's creations, a character who has so immersed herself in deceit that it is at last impossible to discern her true motives. She was apparently fascinating enough to prompt an investigation by Sigmund Freud who discovered (in the 3rd act revelations) the basis of an Electra complex. Freud sees Rebecca as confessing her indirect murder of Beata (Rosmer's wife) in order to conceal the greater crime of her incestuous relations with her father. Her murder of Beata is in fact seen as an elimination of the mother figure in order to possess Rosmer whom she identifies with her father. In this interpretation Rebecca's shifting ideologies are thus attributed to a faculty for assimilating the ideas of her "fathers." Rebecca realizes the truth about herself, and rejects Rosmer's suggestion of marriage in horror, taking him instead in the consummate union of death. Whether Freud is right or not is a matter of conjecture; but this theory is significant insofar as it depicts Rebecca motivated by intense, primeval forces. Ibsen was evidently in search of psychological elements in this play, and in Miss Heilman one could sense these elements at work. There was an inner tension during her calmest moments; in her mannerisms and speech she suggested the baffling interweaving of deceit within deceit that could only have its core in the recesses of the unconscious.

The realistic setting was admirable considering the limitations of the Little Theatre. As usual, Director Suss exploited the three-quarter stage to the full advantage of the dramatic expression.

Five Colbyites Live With Russian Group

As a Jan Plan project, five Colby students, Vicki Carter, Cathy Cyr, Theresa Hall, Linda Jones and Pat Williams, under the supervision of Mr. Alexey Tsurikov, spent the month living with various Russian families in Richmond, Maine. In recent years this small community on the Kennebec has attracted about 300 Russian families, primarily because its climate is similar to that found in parts of Russia. The downtown area now includes a Russian library, restaurant, boot-maker's shop, and two Russian Orthodox churches.

The primary objective of the program was to improve in conversational facility - and, since most of the Russian families speak little or no English, there was much opportunity for practice! Additional requirements of the program were to read selections from Russian literature and history and to keep a diary in Russian.

However, the month was much more than academic - it was a completely new cultural experience. Undoubtedly, the Russian cuisine made the first and perhaps most lasting impression - meat, fish and dairy products (sour milk, sour cream, curds) have top priority. January also afforded an introduction to the Russian arts. In the evenings the Colbyites listened to recordings of Russian operas and folksongs or one of the hosts would strum on a mandolin or balalaika. Moreover, several of the inhabitants were accomplished artists - their scenes depicting Russia at the turn of the century adorn many a Richmond wall.

Fortunately, the Russian holidays are two weeks later than usual due to a different calendar system. Christmas is strictly religious and is observed by a two-hour church service. It was a truly fascinating experience to participate in the Old Slavonic ritual that has withstood social and political upheaval for centuries. (An interesting sidelight was that Leo Tolstoy's grand-

son is the choir director!) At a latter celebration known as the Children's Tree, the Russian families gather for an old-fashioned church supper. At this time the children recite Russian poetry, perform native folk dances, and receive presents and candy from Uncle Frost, comparable to Santa Claus. (Gifts are generally not exchanged among adults.) The two-week period of festivities is concluded by another strictly religious observance - Blessing of the Holy Water.

Certainly the most impressive aspect of January, though, was the chance to hear first-hand accounts of the Russian Revolution and the subsequent Communist regimes. Included in the Richmond population are White Russians that fled during the Bolshevik take-over in 1917 and others that were displaced by the Nazis in World War II. Various families reaffirmed many American conceptions about Soviet life. For example, the Communists have done a remarkable job in stamping out illiteracy; however, academic freedom is minimal - the government dictates course content, etc. Moreover, most of the people have suffered from a gross shortage of consumer goods and services - a condition which is gradually being ameliorated since the war. Perhaps the most startling realization was that allegiance to the state does supersede all other ties. In fact, a statute was erected not long ago to honor a little child that had informed on his parents for their anti-Communist sentiments.

Such an off-campus Jan Plan was extremely worthwhile in that it gave a completely new dimension to previous classroom studies. Everyone was inspired to work much harder when he could actually live the language that he was learning. Moreover, such a program developed a deeper understanding that other cultures do exist and indeed do complement our own.

argues further, denied students "the very possibility of 'being a student' - unquestionably a right. We found we were severed from our proper roles: students denied the meaningful work one must do in order to be a student." By equating the right to engage in consequential action with the right to be a student, Savio makes Dr. Nunnemacher's comment about studying simply irrelevant.*

Furthermore, Savio links his argument about consequential action with the point we have already covered: the unfortunate influence of government and industry on colleges. The reason the administration cannot allow students to engage in "meaningful work," Savio believes, is that such engagement would undercut the "pseudo-student role" which is "tailor-made to further the interests of those who own the University, those vast

corporations in whose interest the University is managed." In other words, if students found meaningful learning outside the areas controlled by the university, they might, eventually, take stands directly opposing the university and those interests it promotes. The way would then be open for a true community of scholars in active revolt against a notoriously venal, unenlightened, and phony society. Should that happen, undoubtedly government and industry would spend their money elsewhere.

Goodman's approach to studying is somewhat different from Savio's, but it also points up the irrelevance of Dr. Nunnemacher's position. Because the whole intellectual integrity of college has been undermined by the Establishment, Goodman argues, the essential function of college - teaching and learning (Continued on Page Six)

COMMENTS ON GOODMAN

(Continued from Page Three)

electric clash. Instead, there is harmony. It looks like harmony but is really a clinch. The scholars are not acting, not being men; and therefore within the communities of scholars, there is very little education or growing up. (pp. 171-2)

This clinch results from what Goodman calls "the administrative mentality" (found in students and teachers as well as administrators), which would "enforce a false harmony in a situation that should be rife with conflict." Therefore, says Goodman, "we see the paradox that, with so many centers of possible intellectual criticism and intellectual initiative, there is so much inane conformity, and the universities are little models of the Organized System itself."

So much for Dr. Nunnemacher's

first notion, that colleges shouldn't rock the boat. His second, that students should stick to studying, is related to the first and has equally significant consequences for teaching and learning in college. To show how this is so, and to lend support to Goodman's ideas, let me take a short detour via the University of California at Berkeley.

In the fall of 1964 the Berkeley administration suddenly called a halt to a long-standing student practice of using a small area on the campus, known as Bancroft Strip, as a location for promoting political and religious activities. The students were told they could no longer solicit funds, recruit members, or advocate or organize social or political action. The result was the now famous student rebellion at Berkeley which, for a time, virtually paralyzed the university

and allied thousands of students and hundreds of teachers in protest against the administration's action. The protest was successful, but what concerns us here is the analysis of the situation made later by the best known of the student leaders, Mario Savio:

In trying to pin-point the reason for the administration's seemingly arbitrary and unnecessary crack-down on student political activities, Savio points out that while the university administration could tolerate almost any degree of revolutionary talk, it could not abide students "advocating consequential actions." When students began to advocate and engage in acts, such as demonstrations, picketing, and organizing boycotts, acts that could have real consequences for society, then Savio argues, "the administration's restrictive ruling was necessary." But such a ruling, Savio

The Spa-cial Student: 1954-1967

by Diane Kindler

Every college — no matter how big or small — must have one place that is the unofficial, but widely accepted center of the campus. At Colby that center is the Spa. Eventually every Colby student must become a part of the confusing world of the Spa. From its smokey atmosphere emerges that combination of ideas and interests that makes the Colby student what he is.

The Spa, as it presently exists, has been in operation since 1947 when the Colby campus moved to Mayflower Hill. Since 1954, John Joseph has run it on a concession basis. John's position is unique. Perhaps more than any other person on the campus, he has had the opportunity to watch the emerging image of the Colby student. He has gotten to know hundreds of students without having to overcome the difficulties of a faculty-student relationship.

Looking back over his 13 years at Colby he feels that there has been a remarkable change in the attitude of the undergraduates. The days of the goof-off are gone. Today's students are serious, concerned, and tense. Apparently it is this tension which separates current Colby students from their predecessors, according to John.

He feels that this relatively new attitude toward school is reflected in all areas of college life. Until a few years ago there was always at least one bridge game going on in the Spa. But bridge is a game for relaxed people and not for the student who is cramming for an exam or hurrying to finish a paper.

John had never seen a student in the Spa until a few years ago. This, he feels, illustrates the common feeling that even during a break there is no time to relax.

One thing that disturbs John is the fact that today's students tend to go in for extremes in all phases of life. Apparently the simple pleasures which college students used to enjoy no longer provide enough thrills. Increased drinking was mentioned as evidence of the

pills are now subjected to pressures that only college students used to know. College boards, competition for high ranks, and anxiety about getting accepted by a college have obviously left their mark on the young people who do manage to get into a college.

school more pressure and worry lie ahead.

As the members of the Colby student body have become more academically oriented John has seen their interests change. Until a few years ago the Spa closed if there was a basketball or hockey game. Today attendance at most lectures is greater than that at many basketball games. Now a game often has little effect on the Spa's business. School spirit has suffered as a result of the student's increased concern with other matters. John regrets this loss and feels that Colby students are missing something very important.

As the type of individual coming to Colby has changed so has John's attitude toward the individuals. He still retains his faith in Colby students. This is illustrated by the fact that students are given credit in the Spa. During his 13 years of operation here, John has collected 95% of the money owed to him. Even most of the students who graduate without paying their Spa bill eventually pay, and in general he feels that all Colby students are well-mannered — very few of them have given him any trouble in the Spa.

But the students who are attending Colby now seem harder to know. This does not mean that they are any less likeable, though, John stated. The days of the care-free College student are gone; the anxious individuals have taken over. When speaking of the new college students John shows a very sincere respect for them. He senses their tension, worries about some of their actions, and has a real interest in their lives.

As for the future, John obviously enjoys working with the students and would like to continue doing so.



thrill-seeking that has become a part of college life.

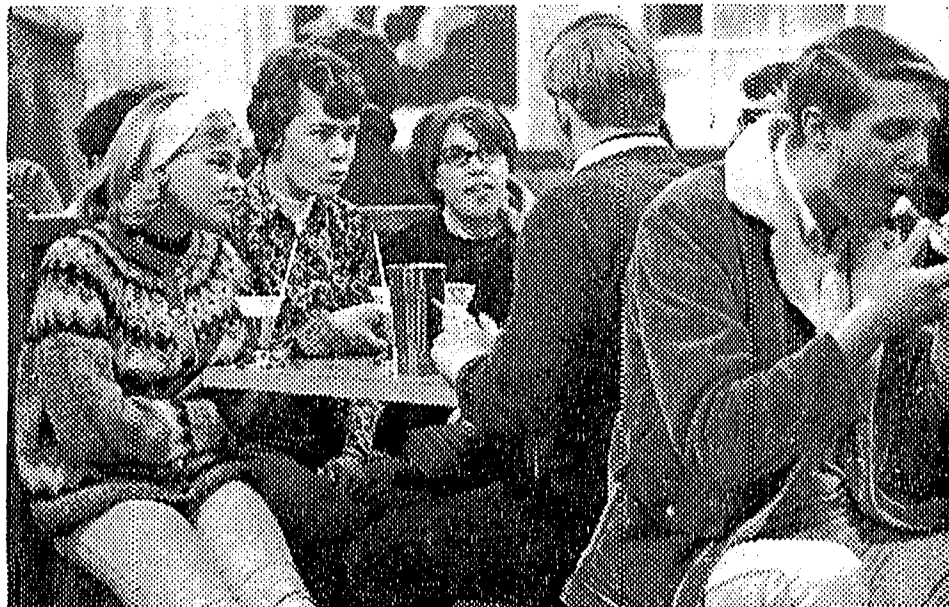
After over a decade of close contact with Colby students, John feels that he understands the reason for their anxieties. He points out that most of them have spent at least twelve years of their lives under great pressure to get into a "good" college. High school pu-

The people who entered Colby a decade ago usually looked forward to four relatively happy years. Because college was the last part of their education they could relax and enjoy it. For many students today, Colby is just a step toward a goal rather than a goal in itself. For the increasing number of students who want to attend graduate



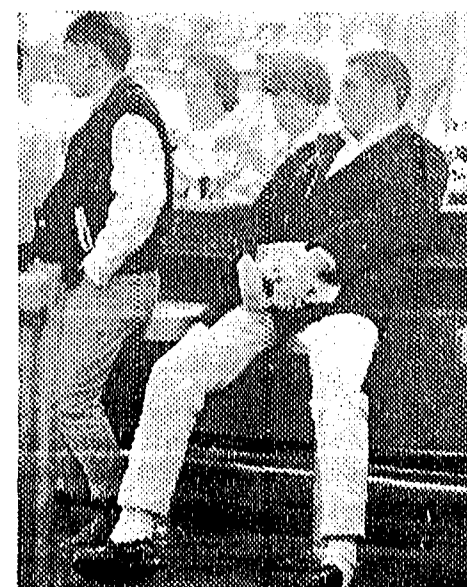
(Left) Debby Hodges
and Paula Joseph
Early Morning.

(Right) Chicki Barnes
Candy Anderson
Ruth Chatterton
Marty Kolonel
Skip Wood
Dale Kunnort
Late Morning.



(Left) Susie Walkman
and Margie Allon
Afternoon.

(Right) Charlie Healy
Andy Hayashi
Middle of the Evening,
After Study.



More Letters To The Editor

In Defense Of Fraternities

For some time now rumors have been circulating around campus that the administration plans eventually to abolish fraternities at Colby. When Dr. Strider's proposals were published our concern became greater and we were especially alarmed by this statement: "Fraternities everywhere, including those at Colby, are thought to have limited futures as institutions unless such opportunities (opportunities for full participation in the life on campus) are provided and, concurrently, responsibility for taking advantage of these opportunities accepted." Perhaps Dr. Strider has missed the point and, in his pessimism, has unfairly misjudged the Colby student.

In the first place he is concerned that there is not enough interrelationship between "social activities and intellectual pursuits. I, for one, am not convinced that there has to be any interrelationship at all. Colby claims to be a liberal arts institution, an institution that is expected to turn out men and women that are well rounded and, in general, well prepared for a new life outside the classroom. For years we have been brainwashed with the insane idea that "intellectual" discussions are "good" and any other topic that does not fit into this nebulous classification is "bad." The word "intellectual" is a hard one to define and who has the God-given power to pin its meaning down to the contents of the New York Times? And, once this definition has been decided upon, as it apparently has been by Dr. Strider, isn't it a little bit unrealistic to assume life outside Colby is "intellectually" carried on by 200 million "intellectuals?"

Even if we accept Dr. Strider's

definition, his statement is not true. Recently several of us asked Mr. Roland Thorwaldsen, Colby professor of philosophy and religion, to join us one Sunday night for an informal discussion. The entire house assembled in the lounge and, sipping beer, leisurely discussed the relevance of religion for modern man. After reaching some general conclusions, Mr. Ackermann, a distinguished professor at Cornell and a friend of our guest, joined us.

Webster, who is perhaps better qualified to pin a meaning on the word "intellectual" than is Dr. Strider, said it referred to human understanding. We believe that fraternities, rather than being anti-intellectual, instead foster intellectualism. The complicated process of organizing and administering is a difficult and exacting job demanding the sincere effort, cooperation and sacrifice of every brother. Isn't the rewarding experience of involving one's self in the intricate mechanics of a micro democracy an intellectual one as well as a valuable lesson for later life? Isn't it an intellectual experience to live with the kind of people you admire for four years in a close environment, an environment which, incidentally, can never be duplicated in a common dormitory or "living unit"?

The brand of compelling loyalty that pushes a KDR who has never skated before onto the ice with no pads and figure skates when a replacement is suddenly needed, is, in my book, a pretty fine quality. The pledges who have observed this loyalty and the brothers who have been fortunate for they are better and happier people. This experience has prepared them for life in

a way that no "intellectual" classroom lecturer can possibly hope to.

It is very true that fraternities control the social events, but doesn't someone have to? I am frankly unable to understand the logic that leads Dr. Strider to believe that a transfer of this control from fraternities to living units would be a revolutionary reform. As for his statement that the social events are unimaginative, nothing could be farther from the truth. Apparently he has never attended a toga party, a spring weekend picnic, a toboggan party, a beach party, or a combination mixer, not to mention such social activities as volunteer work at Thayer Hospital, Salvation Army drives, or simply trying to cheer up some war veterans at Togus.

Dr. Strider complains that the fraternity system is exclusive. Of course it is! Freedom of association has always been a closely guarded right, an organic part in a living code of liberty that thousands of Americans have died to preserve. If we have the courage and traditional strength of our fathers, Americans will never be forced into experimental living units. Here and elsewhere we choose our friends with exacting care, knowing that the decisions we make are the most important ones of our lives. To us a real friend is a rare and priceless possession and we are all realistic enough not to address everyone who crosses our paths as "Comrade!"

Dr. Strider's idea of a fraternity differs drastically from ours, too. From his constant talk of "social activity" one would begin to suspect that he considers a fraternity to be a unit that merely plans "so-

cial occasions on weekends and otherwise." Quite obviously he is displeased with the quality of these "social occasions" and understandably wants to abolish the social committees responsible. Again we feel that he has misjudged the Colby student. Colby is a rural college in a small town and most of us did not come here with any preconceived notions of becoming social butterflies. Perhaps if Colby were in the city it would be a different story but it isn't and it just doesn't attract that kind of student. As far as we are concerned the social functions of KDR, as Dr. Strider defines them, are very secondary. To be sure, we enjoy an occasional party but our social life certainly doesn't hinge around "weekend occasions" and our lives don't rotate around our social life. Besides social events we have other weekend interests such as skiing, outings, hunting and fishing, to mention just a few. Thus, although we can, to a mild extent share some of Dr. Strider's burning desire to better Colby social events we do not, by any means, feel that this modest aim warrants the immediate eradication of the fraternity system.

It is argued by the administration that this is not a proposal to abolish fraternities at all, for they will still exist — exist socially. The sororities still exist socially and I challenge any brother reading this

editorial to name two off the top of his head. The sad truth of the matter is that if these proposals are allowed to be carried out, our fate will be exactly that of Colby sororities and we will become in fact nothing more than informal clubs.

Finally, we agree that a higher degree of coeducation would be desirable. It would be nice to have the girls evenly distributed around campus and a dean of students to replace the present two. But some of us have been haunted by a troubling suspicion. Isn't this branch of the proposal a little too much like a sugar coating to cover a bitter pill? If the administration is so obsessed with co-education, and with an improved social climate for that matter, why have they refused for so long to listen to the students' earnest pleas for some kind of parietal hours.

At the risk of sounding idealistic let me close with this thought. In today's fragmented world of hate, the cohesive island of brotherhood that an institution such as a fraternity provides is something of inestimable value, perhaps something on which the fates of all of us hinge. Maybe the fraternity system is dying, but if it is, let us pray for strength to avoid the temptation of conformity and save it before it's too late.

Ted Williams

Symphony To Perform Sunday

Faculty, students and faculty wives will be featured in the Colby Community Symphony Orchestra's second performance of the season this Sunday at 8 p.m. in Given Auditorium. The orchestra annually presents three concerts.

Mrs. Dorothy Reuman, wife of Robert Reuman of the philosophy department, will be the cello soloist when the orchestra plays the Arioso from Cantata No. 156 by Johann Sebastian Bach. And Linda Jones, a senior, will sing two operatic arias, the "Divinity du Styx," from Alceste by Gluck, and

"Voi lo Sapete" from Cavalleria Rusticana, by Mascagni. The program will also include a performance of Beethoven's First Symphony in C Major and L'Arlésienne Suite No. 1 by Georges Bizet.

The Colby Community Symphony Orchestra will be augmented by musicians from MIM (the newly-formed Music in Maine ensemble) and members of the Bangor Symphony Orchestra. Miss Adel Henrich, the assistant conductor of the orchestra.

Students will be admitted free of charge.

COMMENTS ON VIETNAM

Dear Sir:

Well, children, I sure am glad to see that they still is two or five gents left who still sees the truth as it is. The three little ones, whoever they was, what wrote in last time about the war has a insight which is rare in these days.

To take an example, for example, we should of learnt from the last time in Japan. We told them: we said cut it out or we'll blast you. So they didn't cut it out and we blasted them. So we kilt plenty of them, but we saved lives too.

A good many folks do not care about other folks except for themselves. Personally, I would just as gladly spend a weekend swimming in the State Shark Hatchery as to try to give more value to our people than to foreigners. But we did save lots of U.S. lives, some of which may have got to be U.S. president by now. And also lots of Japanese lives that we would of hadda shoot 'em.

So, we should tell Ho Chlmney Man to cut it out or we'll blast him and then he'll cut it out and his men too and etc., or else we'll blast him and etc.

Respectively,
S. J. Clayman '67

There is a provocative pamphlet in our ROTC office entitled "Know Your Enemy: The Viet Cong!" I was immediately struck by the use of the mindless military word ENEMY as applied to the definition of Vietcong as "a man, woman, or child — a tough fight-ed." For a few moments I pondered my past recollections of the applications of ENEMY to fanatical Axis and Chinese soldiers. I could not equate this association with the Department of Defense's definition, for I ran into a moral mental block which did not allow

me to hate a people. You may call this a weakness or strength (depending upon your point of view); but the point is that I could not absorb this concept into my semi-abstract and real relationship with the "Society of Man." The implication that every national Communist (regardless) is to be shot in the national interest was totally unacceptable.

From this somewhat spectacular opening the paper then proceeded to "explain" how the Vietcong gained strength in Vietnam. Following this "historical" discourse, I ran across a short section in which the Vietnamese people were discussed. An outstandingly glaring statement which struck my attention was, "Vietnamese are known in Southeast Asia as energetic and aggressive people, capable of great sacrifice for an ideal (even the false ideals of Communism)". What an absurd statement, I thought. Then I pondered the words and reread the statement to let the full dimensions of the assertion sink in. Added to the ridiculous generalization that the Vietnamese people as a whole are energetic and aggressive, the inference that these people are constantly awaiting the opportunity to fanatically sacrifice themselves for any ideal is frightening. Can the Dept. of Defense's purpose be other than to indoctrinate the soldier with a blind racial hate and fear of a people, so that the soldier can, without any limiting moral scruples, wage a blind war against a people?

Another absurdity (they came thick and fast) was the remark that "The Vietnamese people — North and South, Communist and non-Communist — share the same basic background. For this reason

it is extremely difficult to identify an enemy unless he is in uniform or shooting at you. I compliment the anthropological researchers in our Department of Defense! At last it has been determined that the Communists are not a distinct racial breed, rather, they are an ethnic social class. However, the possibility exists, though it is "extremely difficult", to single out this social class through bad breath, Ho-Chi Minh sandals, made in North Vietnam cigarettes, etc. Thus, when the soldier has mastered this "extremely difficult" skill of identification, he may shoot at will in the passing crowd to eliminate the Communists.

As I waded further into the paper, through gross historical mistakes, frequent insertions of the word (COMMUNIST) and military jargon such as "agitprop" (for (COMMUNIST) persuasion and propaganda), I came upon a highly intense literary passage of the type rarely seen in military pamphlets. As I read about now the "Communists spiderweb spread like an evil shadow across the land" I could see the black, threatening cloud of DOOM before me. I was disappointed, however, in my expectations of a great length of "prose", for it was but a drop of literary talent midst the "facts" of "history."

Finally the conclusion appeared in the form of a dove of peace midst a sea of battle. It read, "Our military effort in Vietnam is an essential element in achieving the objectives of peace, freedom, and progress in this war torn country which has fought so long and valiantly for these goals." Somehow, a vision of a broad expanse of Bull pasture appeared before my eyes.

Donnis Gould

COMMENTS ON GOODMAN

(Continued from Page Four)

Lewiston, Wendy Adams, Donna — simply cannot be consequential. "The teaching - and - learning" writes Goodman, "is not for keeps. It does not, immediately or ultimately, meet any intrinsic test of making a difference or exercising mastery. Instead, there are credits and grading." "It is only if the ideals and wisdom of the classroom make a difference in the intramural community and the world," Goodman says in another passage, "that the student can understand that college is about something . . . The student must learn that the intellectual virtues are active virtues. But this learning is unavailable because it is just the confrontation of reality, whether in the community of scholars or in the world, that is strongly discouraged in our colleges."

Thus, the advice to stop protesting and go back to studying is doubly inadequate. First, because it turns students away from notions that might, conceivably, make a difference in the world. Second, because it directs the energies of earnest, politically aware students into non-consequential activities that are not for keeps, that frustrate their desire to confront reality. And further, it makes bridging the gap between 'engagement' and 'studying' all the more difficult by implicit reinforcing the anti-intellectual belief that studying is an imposed, distasteful 'assignment' essentially divorced from the im-

(Continued on Page Ten)

Summer Program At Bryn Mawr

Bryn Mawr College, Bryn Mawr, Pa., is offering undergraduates interested in advanced work in Hispanic Studies an opportunity for a six-week summer program in Spain beginning June 16.

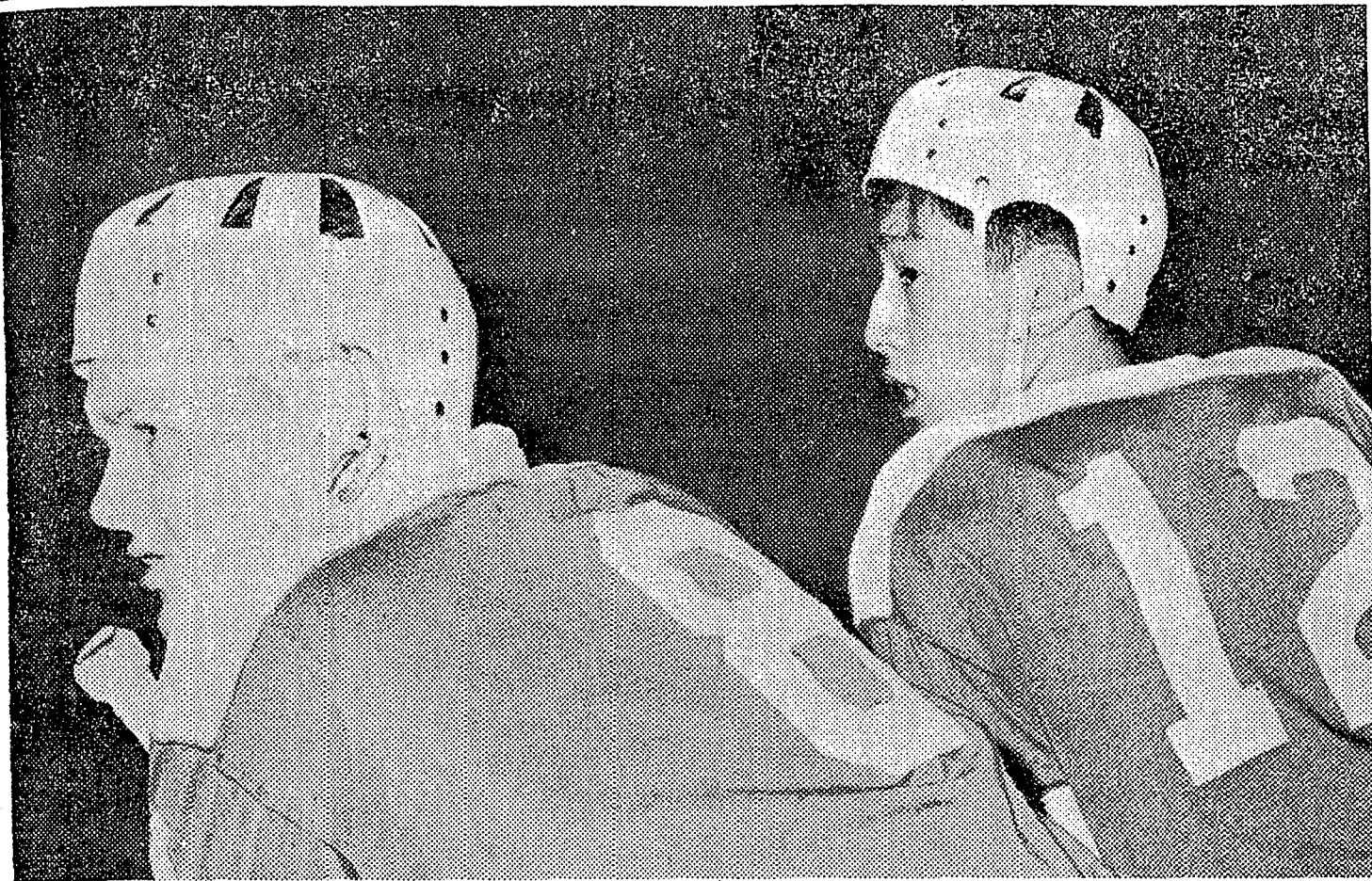
The program known as Centro de Estudios Hispánicos en Madrid, is designed for men and women students who are contemplating professional careers in Spain or in Latin America.

Of particular interest are two courses — one in ethnology, and another in the economics and sociology of contemporary Spain. Other courses offered this summer will deal with Spanish stylistics, literature and art.

The faculty of the Centro is composed of college and university professors from the United States and Europe who are well acquainted with the lecture-discussion techniques and the standards of American universities.

Classes and lectures are held in the International Institute at Miguel Angel 8 in Madrid. Students are able to use the facilities of the National Library in Madrid.

The fee of \$650 covers tuition, housing, meals, trips in Spain, plays and concerts, with the exception of expenses incurred from August 9 to September 3. A limited number of scholarships is available.



New Captains Self and Mukai Observe Tourney Action

Merrimack Hustles To ECAC Tourney Crown

by Richard Lewis

Colby's defending ECAC Division II hockey champions skated into a pair of spectacular goalies last week, beating the first, getting stung by the second, and thus handed over their crown to upstart Merrimack.

Both games were marked by more-than-usual speed, and both went down to the wire. Third-seeded Middlebury dragged the Mules into a second overtime before finally collapsing at 1:00 of that period, 4-3, on a goal by junior wing Bill Henrich.

Middlebury took the lead at the midway point in the first frame, only to have the score knotted moments later with Henrich's goal. The Mules tallied twice more in the second period as soph Mark Janes and junior Bob Waldinger each pushed the puck home.

Doherty of Middlebury, however, proved — for the time being — to be the game-saver for the visitors as he scored his second and third goals of the evening to send the game into overtime. His third goal was made in the third period shortly after Mike Self had appeared to score for the Mules. Self's tally, however, was nullified as the referee called Ted Allison for interfering with the Middlebury goalie at the time of the score.

Allison was given two minutes for this, and Self, justifiably angered over the called-back goal that would have probably tied the game, traded words with the officials and was sent off the ice with a ten minute misconduct penalty. With Colby thus down two men, Doherty was able to score.

— SELF'S RETURN —

In the first overtime the Mules seemed to be waiting for their great defenseman to return. As the time for Self's reappearance grew near, the crowd changed its cry from a spectacular variety of epithets aimed at the officials to a mass chant of "we want Self". From that point on, the whole momentum of the game belonged to Colby, and soon after the start of the second overtime, Henrich dropped the puck past the Middlebury goalie with an assist from — yes, Self.

Merrimack's upset demolition of top-seeded Norwich that same night set the stage for Saturday's match between Colby and a team that looks destined to provide a perennial arch-rivalry to the Mules on the ice.

Self, the top-scoring defenseman in the nation, took an assist from Janes and Wlok Phillips, drilled the puck in, and began what appeared to be a winning show for the Mules. Phillips, Paul Cronin,

and Henrich all tallied for Colby in the second period; Goss, Pollard, (the tourney MVP), and Collins did the same for Merrimack. Colby thus headed into the final frame with a one point margin.

— 2 QUICKIES —

And then the roof caved in. A pair of Merrimack goals by Niemi and Callahan within two minutes gave the visitors the lead as costly Mule penalties kept Colby short men and in a position disadvantageous for scoring. Goss tallied the final goal of the game at 13:17 as the Mules valiantly tried to play catch-up hockey.

A reflection on both games provides a touch of irony to Colby's downfall. In the Middlebury affair, the Mules had three goals called back by a pair of referees who seemed to blow the whistle everytime they took a breath. Against Merrimack, whom they outshot, 45-34, Colby not only had trouble getting the puck past the goalie, but also missed a number of opportunities on an open or near open cage.

— LOOK AHEAD —

Although this season was just one period too long for the plucky Mules, the outlook for next year is definitely not bleak. The entire first line of Allison, Waldinger and Henrich is returning, as is the sophomore third line of Phillips, Janes, and Pete Hoffman. With Mike Picher and Paul Cronin departing, only Pete Frizzel remains from the speedy second line.

THE DEFENSE, too, promises to be strong. Self and Mukai will be making their final go-round, and it should be one of the greatest in Colby history. Tough little Gordie McNabb loses his running mate, captain Dick Lemieux, although Most Improved Player Pete Emery will also be returning. The frosh team, which played near-perfect hockey for the latter part of the season after a slow start, should donate a few stellar individuals to their varsity brethren.

Coach Charlie Holt's outstanding question mark, however, will stand at the end of the sentence: "Who will replace Lee Potter?" After nearly three years as the Mules' man behind the mask, Potter will bid adieu to Alford Arena. Junior Rick Sabbag is eager to take his place, but his enthusiasm is matched by his inexperience. But then the same was said of Potter two-and-a-half years ago when he

was called to full-time duty at mid-season and went on to garner MVP honors in the tournament in 1966.

There was no shame for the Mules last Saturday night. Some people said they played over their heads all year, beating teams that just should not have lost to them. Whatever their secret, it was beautifully executed, for the net result was near-infallability in Division II, and overall 14-9-1 record, and quite a few names engraved quite deeply in the record books.

Junior Class Meeting

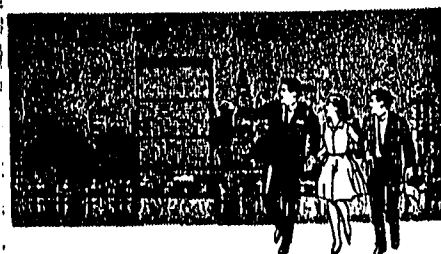
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Garret, Lathrop To Lead Ski Mules

The Varsity Ski Team concluded its season with the traditional break-up dinner last Thursday evening.

Although ceremonies were both brief and informal, Coach Si Dunklee did take time to laud the dedicated efforts of most team members. Although the team was erratic in its performance, there were many excellent individual efforts.

Dunklee also noted the bright future in sight. Phil Kay was the only senior member of the squad, so Colby's skiers should be an improved lot this season.

The election of Jeff Lathrop and Bob Garrett as co-captains for the 1967-68 season highlighted the dinner.

— MVP TO GARRETT —

Garrett was also the recipient of the Dobson Award, emblematic of Colby's most valuable skier, for the second consecutive year.

New letter winners were Pete Smith, Pete Constantineau, Al Clark, Tom Bailey, John Burnham, and Tom Wright.

Garrett and Lathrop will try to mold a successful season, hopefully including the acquisition of an "A" rating, from this potentially good team.

DUNKLEE CALLS OUT NETMEN

Head Tennis Coach Si Dunklee, after just completing a reasonably successful year with the skiers, has announced the beginning of tennis practice in preparation for the upcoming season.

Varsity sessions will begin Monday, March 20 at 4:30 p.m. All candidates should report at that time or contact Dunklee at the field-house.

Frosh tennis candidates will begin workouts Friday, March 24. Hopefuls should attend a meeting at the Alford Arena at five the previous afternoon and can expect daily practice sessions thereafter.

The tennis squad will be led this spring by Captain Ken Ingram.



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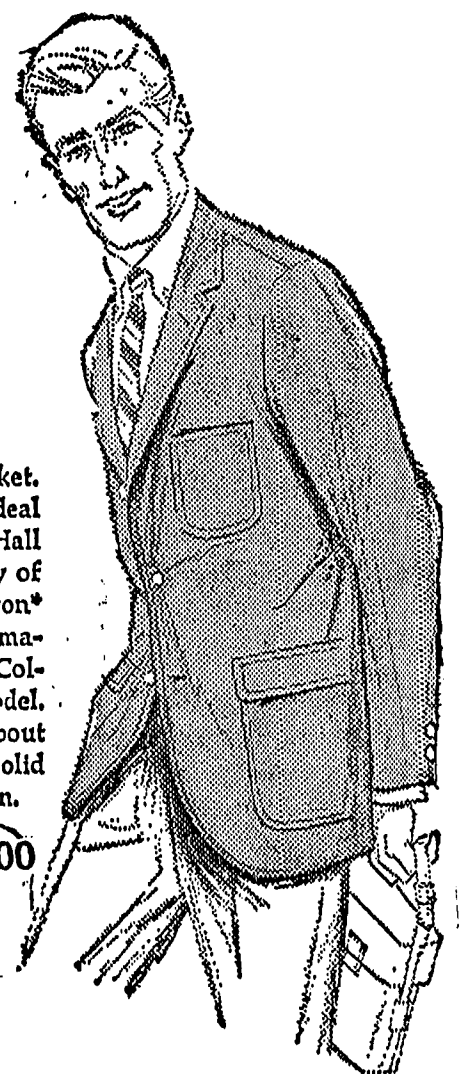
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A STILL UNSOLVED PROBLEM

by Bill Burges

Varsity basketball mentor Ed Burke was talking to me the other day and the topic of a league affiliation among New England's finer small liberal arts colleges came up. The young coach had this to say: "Probably the best thing that could happen to Colby athletics, now or in the future, would be the entrance of Colby into a conference where it could realistically compete."

Therein lies my thesis. It is absolutely necessary, if we really do wish to produce respectable teams in all sports, for Colby to join in a league affiliation with similar institutions. There are perhaps six to ten potential members who would be available and/or desirable. These include Colby, Bates, Bowdoin, Trinity, Tufts, Middlebury, Brandeis, Clark, the Coast Guard Academy, and perhaps some others.

— ACADEMIC PAR A NECESSITY —

The above schools are comparable on an academic, as well as an athletic, scale. Other institutions, including some that would be most happy in a conference affiliation, are not yet of sufficient academic merit to be considered.

The Little Three of Amherst, Williams and Wesleyan are in an extremely secure position and thus their willingness to cooperate is not likely.

— EFFORTS IN THE PAST —

An interview with President Strider last week revealed that Colby, among others, has made numerous contacts in relation to the formation of a "liberal arts conference", but none have proven to be fruitful.

Apparently Athletic Director Winkin and Strider confer several times yearly about the problem of Colby's virtual (outside of the CBB and the State Series) athletic independence. These chats, however, have not led to any joint action among the colleges that seem most appropriate for consideration.

PRESIDENT STRIDER also told me that while athletic union with other schools of comparable ideals would be "a great thing for Colby", such an organization takes time to form. Five to ten years was the figure mentioned by Strider.

FIVE TO TEN YEARS! It sounds like more of an excuse for lack of administrative initiative and concern than a realistic figure. It might take that long, and that long only if we moved at a snail's pace, before the conference could begin to actually function in the sports it would encompass. Nobody of any intelligence, however, could be expected to accept the excuse that was given to me by the President for the absence of any groundwork concerning league affiliation.

— PROBLEMS CREEP UP —

There are, of course, numerous difficulties that do subvert efforts in the general direction of forming an athletic alliance. Not the least of these is the problem of traditional opponents having to be dropped by league members on some occasions.

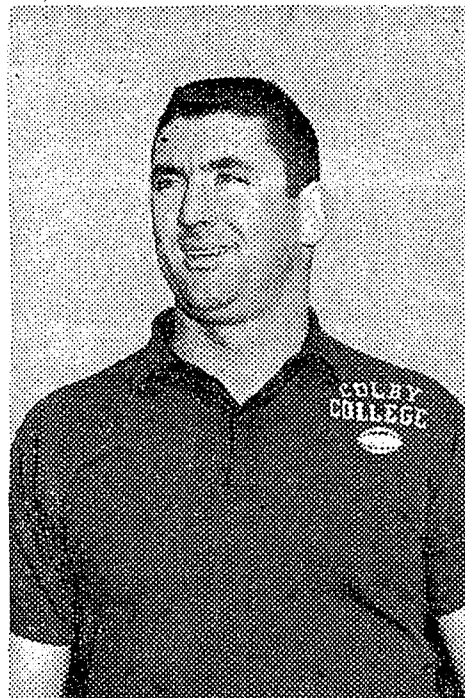
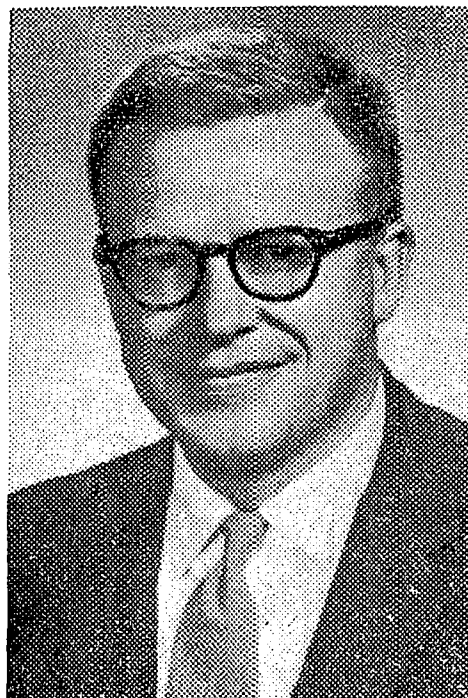
Many of the schools I have mentioned are involved in semi-ancient rivalries that they would hate to see discontinued. What has happened in the past, however, is that the most important independent encounters have been moved to an earlier date on the schedule, and the others dropped, when a school has entered into league affiliation.

COLBY, however, and many of the institutions heretofore discussed, would not face such a problem to any great extent. Our most revered opponents, Bates and Bowdoin, would be included in the alliance thus scheduling could insure that we continue to meet them late in the season.

Some teams with whom we have had long-standing relations would have to be dropped, but the advantages of conference membership far outweigh the loss of such opponents.

— STATE SERIES —

A similar question involves the States Series and the CBB. Would they be continued? This observer sees no reason to disband them. Harvard, Yale, and Princeton, all Ivy League members have also managed to maintain a highly competitive Big Three rivalry.



"... it takes time."

"We need a league."

There are two almost totally integrated problems that might hamper the development of such a conference. The first is that some schools, because of administrative or scheduling problems, might not be able to participate. The second roadblock is more difficult to escape. How does one institution, or a group of colleges, tell another that it (or they) are undesirable for conference membership because they are academically inferior institutions?

The latter adversary has been met in the past; it has, quite obviously, been unsuccessfully encountered. It is probably the major reason that we do not today have a circuit among New England's small colleges. Nevertheless, as snobbish as it may sound (although it is merely practical), we cannot enter an athletic affiliation with a school whose academic standards and overall goals are significantly below our own.

— ADVANTAGES —

Why have a league? The advantages that I set for there are on three planes. The first concerns the school as a whole and the projection it makes onto the national scene. The second involves the student body. The third relates to the athletes.

Colby absolutely must attract students from a greater range of geographic locations and situations than it does if it hopes to take its place among the nations better institutions of higher learning.

Colby must, at least within its physical class, compete with similar institutions in every way. We are competing, but not quite fighting, for the best students with the best universities. In order to attract them, we must compete in every way — from the classrooms, to the Oracle office, to the playing fields.

A CONFERENCE would most certainly project us more favorably onto the national (or at least eastern) scene.

— STUDENT APATHY —

Another severe problem is that of student apathy. I realize that the work load here does not always permit one to attend all the events, from hockey games to plays, that he might want to. The problem is, however, that people just don't seem to attend many events.

Who wants to see a 4-19 basketball team play? Who wants to play before an SRO crowd of 200?

The student body was finally aroused by the hockey tournament, but before then then gatherings at hockey games were far from overwhelming.

I cannot believe that people would not "fire up" for a league game with Tufts, while an independent encounter with the Jumbos would merely draw a few idle yawns.

— COLBY FORGOTTEN MEN —

My last argument deals with the athletes. A conference would mean a great deal to these forgotten men of Mule Tech.

It's good to play an Assumption or a Springfield, but not as a steady diet. They simply outclass us in the long run.

PERHAPS BURKE expressed it best: "It is absurd for us to continue to play schools such as St. Michael's, Northeastern, and many others who do not place the same emphasis on athletics that we do. We just cannot compete with them. At the same time, we do not have to play teams from Nichols or Babson. What is most important to me is that when my ballplayers step onto the court, or when any other Colby team goes into action, they know in their hearts that they stand a decent chance of emerging victorious."

Steve Cline Airs Mule Six Via WMHB

"This is Steve Cline, the voice of the Colby hockey Mules, bringing you tonight's game on WMHB ... it's the Mules versus ... here comes Cronin across the red line ... it's a breakaway, Mike Self on the fly ... a great save by Potter ... Ted Allison with another brilliant forecheck ... the ref didn't see it, the fans are irate ... signing off from Radio Colby, your play-by-play announcer, Steve Cline."

Cline is a freshman from Newton, Massachusetts. The witty broadcaster with the distinctive style attended the Rivers Country Day School in Weston where he won letters in basketball and track.

Steve, a potential American Literature major, said that his hobby was, "just being a sports fan." A Zeta Psi pledge, Steve is looking forward to a career in law, or perhaps broadcasting.

First Broadcasting Experience

The Mule mouthpiece had this to say about his experiences this season, one of which was a trip to Brunswick to air the Bowdoin game. "I have always been interested in broadcasting, but never have had the opportunity to try it before I came to Colby. As the season progressed, I think that I improved behind the microphone as I became more comfortable behind it. After all, I had never done this before."

Steve also had something to say about WMHB and its listeners, "We have had some problem with money. We need more; I don't care where it comes from, we just need more. Another problem is that too many people listen to the game on WTVL. This limits our audience."

Notes Improvement

On the team's season, "not having been here last year, I can't compare this team to other Colby sextets. We certainly had a fine season and an excellent team by any standards. The team made rapid strides as the season progressed and I thought this was especially true among the sophomores. The most significant, or easiest to point out development, was the shift of sophomore Gordie McNabb to defense. I'm looking forward to another exciting Mule six next season."

Exciting Style

For those of us who couldn't make all the hockey games, Steve Cline presented a comprehensive and colorful play-by-play. The burly broadcaster has a style all his own and when the action gets heated, get ready to turn the radio down. Steve's also got the inside dope on the action and even if he does editorialize on occasion, he's usually right.

Don't forget, if you can't make a hockey game all next season, just tune in WMHB ...

"This is Steve Cline at rinkside, as the Mules face Bowdoin at the Alford ... Mark Janes on the fly, across the blue line ... SCORE!!

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A MEETING OF THE MINDS

(Continued from Page One)

affiliating certain faculty members with each unit, a closer association between students and faculty to deal with problems, both social and academic, of mutual concern is possible.

However, is there a need for the fraternities to be affiliated with a particular unit? Jay Sandak, speaking for the Inter-Fraternity Council, said, in general: "I came to Colby because it is a college, not a university. It is a small school which is not broken up into colleges formed by academic interests. This plan would fragment Colby more than it is fragmented now." Jay felt that it would be easy for Colby to grow, without seeming to, simply by adding more students to each unit, or adding another unit.

With reference to the fraternities, Jay said their autonomy is a valuable thing which should not be lost. "The fraternities," he said, "are on their way to contributing more to the community through social service, blood giving and receptions after lectures and they should not be submerged in the proposed units."

Thus followed a discussion of whether or not the fraternities are afraid of losing their identity. Are they afraid of becoming out-moded, "phased-out"? Dr. Perez inquired as to whether the fraternities really do have individual identities. "After I've chaperoned at a fraternity party, I'm never quite sure which house I've been at. It's all a vague green blur afterwards. You're all doing the same things, you all look the same to me. Take a half-dozen Zetes and a half-dozen Dekes, and they all look the same. Maybe the old campus was different, but let's see you establish an identity now."

It was argued that the personalities of the boys in different fraternities are different and furthermore, the worst place to look for identities is at a Saturday night party.

For practical reasons, Dr. Perez suggested that fraternity affiliation would be necessary in determining such things as: "Where are non-housed fraternity men going to live? Anywhere? In one place? Will room drawing be such that they can live in one place easily? Will non-housed fraternity men be able to eat together? If you don't have units, there is a lack of cohesiveness."

The committee felt that it is also important for the fraternities to be parts of the three amoebic masses because it would give them an opportunity to become more important, to associate with a larger group, and to become "vital participants in the college community. The three larger groups would spread out social responsibility, both in monetary and spatial areas.

The boys objected to the idea of a "Super Fraternity Social Planning Board" and decided to use fraternity lounges for occasional functions. "The fraternity lounges are private property and for sub-units to use them would be like having an all-college affair in a

downtown apartment." Moreover, each fraternity is allowed to have two closed parties a semester. The other parties are all open. The fraternity men also felt that it would be hard to lure men to unit functions "because you cannot drink on that side of campus."

The fraternities' major objection was to the idea of structured, ordered units. Jay Sandak felt that artificially creating units based on physical proximity would not work. He suggested waiting to see if a natural evolution of unity would come about between KDR and the co-ed dorm. The committee replied "We're not asking you to love the people in your unit — just to cooperate with them." Finally, Dean Seaman suggested that some things could be done on a tentative basis. The unit plan could be tried for a short time to see how it works.

When the discussion "reached the point of diminishing returns", the meeting was adjourned. An open hearing will be held Monday night, March 20, at 8:30 to further discuss grouping of units and the distribution of classes.

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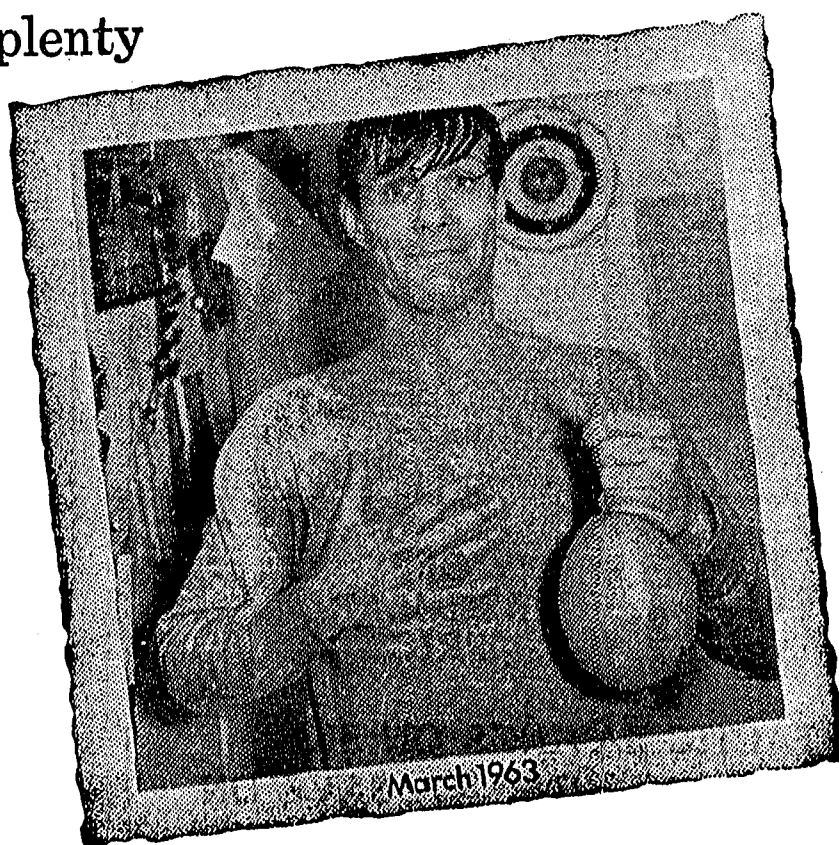
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COMMENTS ON GOODMAN

(Continued from Page Six)

portant tasks and pleasures of the 'real world.' Unintentionally, Dr. Nunnemacher has presented a flat indictment of the whole process of higher education.

Or so it would seem, from the view point of Paul Goodman. We need not, of course, adopt his viewpoint, but we should not ignore it; for, as I think the quotations from

Mario Savio indicate, Goodman speaks for a body of students who are radically disappointed by what our colleges have offered them, and who can — under such conditions as those present at Berkeley in 1964 — make their influence felt right to the top of the American educational system. Before we dismiss them as a minority of chronic malcontents, we should consider the possibility that their complaints are as valid as their power is real. I don't know of a better way to pass on the validity of their complaints than to read Paul Goodman's book. The readers of this magazine must then decide if Goodman's generalizations apply, not only to Clark University and the University of California, but to Colby as well.

*It is worth noting here that the popular journalistic label 'non-

student' is a red herring in such controversies as the Berkeley rebellion; for, in Savio's view, a 'student' can no longer be defined simply in terms of enrollment in courses, and learning is an activity that may have no ties at all with classrooms, credits, graduation requirements, and the like.

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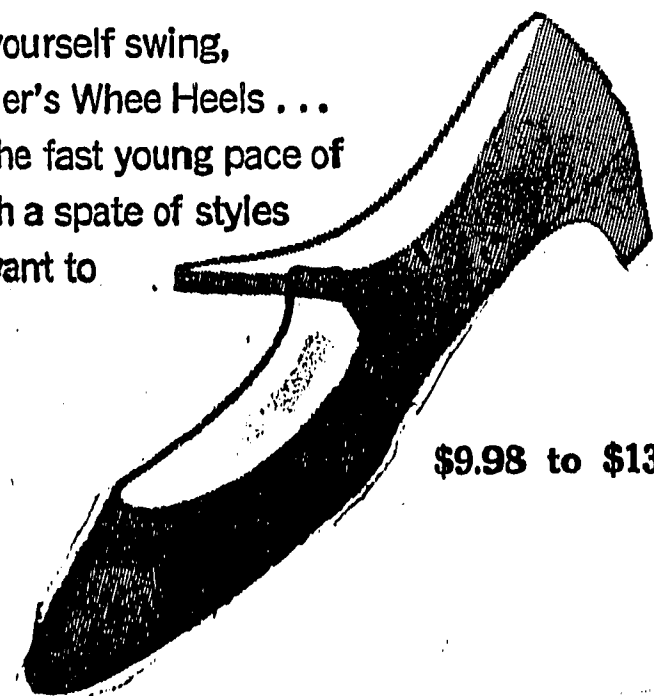
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