

## BICENTENNIAL ISSUE

### The legacies of College presidents

By GRIFFIN METTO  
ASST. NEWS EDITOR

Franklin Winslow Johnson, a native of Jay, Maine, became the College's 15th president in 1929. In his history of the College, titled *Mayflower Hill: A History of Colby College*, College Historian Earl Smith wrote that Johnson was "well suited to move an entire college, an idea that was on his mind before he took the job."

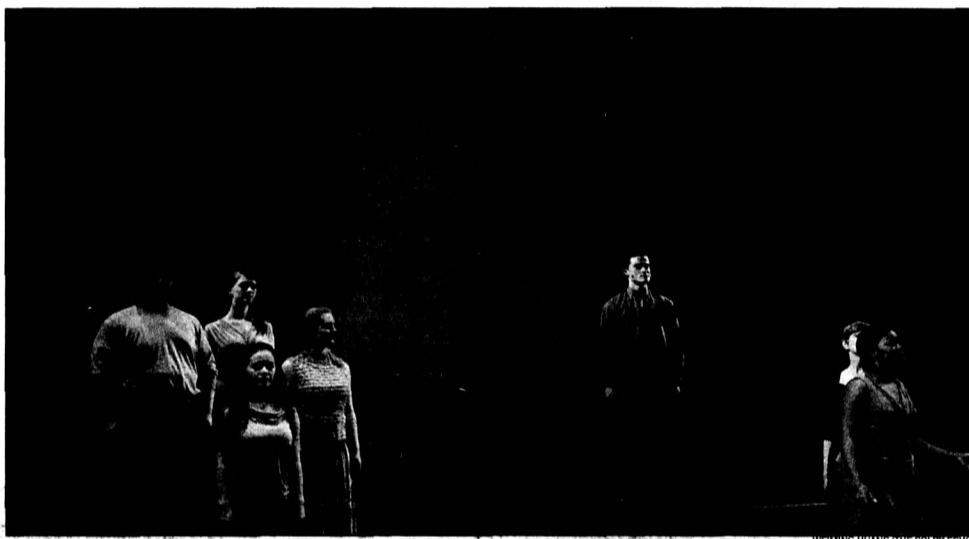
Soon after Johnson became president, the College trustees voted to move the campus away from its downtown Waterville location. According to Smith, a survey done at the time gave the College a score of 337 out of 1000 for the quality of its facilities and land. Bates and Bowdoin both received scores of over 600.

The start of the Great Depression made finding funds for the much desired new campus difficult. The trustees examined several proposals, including one in Augusta, which provoked an outcry in Waterville. Ultimately, when the people of Waterville raised over \$100,000 for the College, trustees voted to move the campus to the Hill. However, the transition to the Hill took time. According to the College's website, "Six years after obtaining the Mayflower Hill tract, the College broke ground Aug. 28, 1937, starting construction of the first building on the new campus, Lorimer Chapel."

The move to the Hill represented "a total of three million hours of labor, more than 25 million bricks, 50,000 tons of cement and 20,000 yards of sand and gravel at cost of

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### Performing the College's history



Light of Mind is the Theater and Dance department's artistic rendition of the College's history since its inception in 1813.

By DAVID DINICOLA  
A&E EDITOR

To celebrate the College's Bicentennial, many departments have used their unique touches to best represent the progress of these past 200 years. When the administration tapped Chairman and Associate Professor of Theater and Dance Lynne Conner to produce an artistic representation of the institution's vibrant history, she decided to focus on the College's motto: *Lux Mentis Scientia* or "Knowledge is the light of the mind."

"When I thought about it, the value of a liberal arts education and the process of liberal learning is an increasingly important aspect of why Colby has become the school it is today," Conner said. "Celebrating the way in which our educational practices create free minds and how that can make a better world—that's why I'm here and that's what

attracts so many other members of the faculty."

Conner's final project, *Light of Mind*, is anything but ordinary; it integrates traditional stage acting with music, technology and a vast array of multimedia. "It's truly a multi-disciplinary piece," Conner observed. "There is an electronic score, live singing, a live piano and traditional staging—lighting effects, costumes and video projections. It's a contemporary performance work and doesn't want to be contained."

"Light of the Mind," Conner continued, "is a piece that one can't truly call a play, symphony or a dance—it's all of that in its own way." This sentiment resonates throughout the show, reflecting the diverse, interdisciplinary nature of true liberal learning.

Conner also invested a great deal of time creating a historical foundation on which to base the piece. Working with composer and

Associate Professor of Music Jon Hallstrom, the two were able to chart the progression of social and cultural movements—both those at the college and those affecting greater America. Notably, around the time in which World War I rolls around, the cast and crew burst out into the timely tune, "It's Time for Every Boy to Be a Soldier."

Much of the material in *Light of the Mind* comes from the College's Special Collections. The performance presents audiences with historically-relevant bits of popular culture and a plethora of images depicting the College as it was in a given era. "Images are quite possibly the most important part of the show," Conner said. "This is because they tell you things the books might not be able to tell you. When you actually get a life-size look into a dorm room around 1887, it's totally fascinating."

The show ultimately centers on the concept of what it means to be a student at the College. *Light of*

the *Mind* often questions what it means to be a Colby student and breaks it down into some primary central elements—namely identity, integrity and aspiration. Conner explores the growth in diversity of the College's composition and offerings, as well as the darker periods of the administrative and social past. "I [researched it] like any scholarly project," Conner said. "It was fascinating to see why Colby formed and the way in which religion was tied in with education. As society became more secular, religion moves away, but the ultimate search for truth, in one form or another, is still there."

"I want members of [the] community to be inspired by the past and to take from what has already occurred," Conner said. "I also want everyone to be inspired by this history and to realize how privileged we all are to be a part of this. Not everyone in the world has this opportunity, so hopefully the show will help shed light on what we do share and become a positive inspiration for the future."

### From Pres. Bro Adams Thoughts on Civic Engagement and the Bicentennial

By WILLIAM "BRO" ADAMS  
COLLEGE PRESIDENT

Colby students sometimes speak of the "Colby bubble", the sensation that the College is a place apart, removed from the turbulence of the world around us. In some ways, of course, the feeling of separation and distance from "the real world" is accurate. We are a City on a Hill, after all, and our work requires a certain measure of detachment. But in a much deeper sense and longer view, we are always, and deeply, affected by the history that is being made all around us. And we are obliged to engage that history, not just survive it, to realize the fullness of our purpose.

Students have understood that from the beginning. Those who shuttle into Waterville and surrounding towns to volunteer as CCAK mentors and in other civic service projects, as well as those who bring important national and international issues to the attention of the campus, are following in a long tradition of engagement by Colby students with real world, real time needs.

Consider how historical events and social movements have periodically engulfed the College: the abolitionist movement of the 1830s and 1840s, the Civil War, the economic crash of 1873, the beginning of co-education in the early 1870s, World War I, the Great Depression, World War II, the Civil Rights movement and the Vietnam War. In every one of these moments, the identity of and purpose of the College was called into question.

In 1833, William Lloyd Garrison, the radical abolitionist from Boston, spoke at Colby. The student reaction was powerful and immediate, leading to the formation, on the 4th of July, of a local chapter of the Anti-Slavery Society. Jeremiah Chaplin was horrified by the passions Garrison's speech let loose, and he berated the student body in a surprisingly harsh way. The students sent an angry petition to the faculty. A short time later, Chaplin resigned from the presidency.

When the Civil War began, Colby's students—then all male—were eager to do their part, and their sudden and nearly wholesale departure brought the College close to ruin. A similar urge swept through the student body in 1917, when the United States entered World War I, and again in World War II. And some of us remember the 1960s, when the issues of civil rights and war led students to several years of protest at Colby and

### Q&A with Charles Terrell, class of '70

By ESTHER KING  
FEATURES EDITOR

Q: What was your most memorable experience at the College?

A: Actually my most memorable experiences at Colby involved professors Bridgman, Gillum and Foner—they were all history professors and they stand out most prominently for me after all these years. They were all wonderful teachers. I came to the College with a love for history and they furnished that love. In my senior year, Foner was one of the authorities of American studies and I was able to do wonderful work with him. I came to Colby for the education and what I was most impressed with in my years there were my professors.

Q: How do you think you changed during your time here?

A: I came to appreciate a broader range of human diversity than I could have imagined. I came from Washington D.C., which was not a very diverse city. Colby heightened my appreciation of the fact that there are different kinds of people in the world. I met friends that I could not have met if not through Colby. Half of my friends in my life are from my time at Colby. I definitely enhanced my critical thinking abilities at Colby and I also learned to work well within challenging and sometimes difficult environments.

Q: Was Colby a difficult environment for you at that time?

A: Colby was definitely a diffi-

cult and challenging environment. There were very few students of color on campus. And I was a teenager, so that was always going to be challenging. Learning to work well in that environment was one of the things that had an impact for me at Colby.

Q: You're most commonly remembered for organizing the take-over of the 1970 Lorimer Chapel. What do you wish students today knew about this event?

A: I wish and I hope students appreciate how much courage it took for 17 black and Latino students very far away from friends, family and culture to challenge such a well-established, well-regarded and well-resourced institution. Those kids were courageous.

Q: What was the most important lesson you learned from the event? What was the lasting effect for you and for the College?

A: I think the most important lesson I learned from that was the meaning of commitment, the meaning of loyalty and the importance of taking risks for beliefs and principles.

For the College, the lasting effect was the removal of the discriminatory financial aid policies, benefiting all students. For me, it was how enduring a moment in time can be. This happened so long ago and we're still talking about it. That's kind of extraordinary to me.

Q: Would you consider yourself an activist?

I believe, as did Reverend King, that our lives begin to end the day we become silent about things that matter, and I have never been silent about things that matter.

Q: Why do college campuses today seem to lack an activist spirit today? Do Colby students challenge authority enough?

I don't know if they do. But if they do, it is perhaps because students may not realize what they can attempt or what they can achieve if they know they can't fail. I would leave Colby students to answer the question of whether they challenge authority enough. I think that is for them to address.

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# Students engage with “real world”

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many other colleges and universities across the country. In recent decades, the causes of diversity and the environment have been at the forefront of student engagement. We can't know what new and perplexing issues history will bring our way in the next 100 years, but it's a good bet that Colby's students will be eager to bring them to the attention of future faculty

and administrators.

This is consistent with Colby's fundamental purpose. However our mission evolves over the next century, it must always embrace the notion that our students should be prepared to make important contributions to public life. This implies certain skills and understandings, but it also implies a value proposition. We must continue to teach students to care about the world they share with others

and attempt to instill in them a sense of obligation to others and the desire to make a difference.

This is now a global proposition. In the last part of the 20th century and the first decade of the 21st, especially, Colby has become a much more global place in its outlook and curriculum and demography. It's a certainty that the global perspective will become even more important in the next century, and that a global sense of purpose and citizenship

will be an even more essential element of Colby's distinctive version of the liberal arts.

Whether global or local, civic engagement is an important part of Colby's past and its future. We have the opportunity during our Bicentennial to recall the many ways in which the College, and especially its students, have been engaged in the past, and to renew our appreciation of the importance of our engagement in the future.

## Bicentennial Reflections

### Sandy Maisel

By SANDY MAISEL

WILLIAM R. KENAN, JR. PROFESSOR OF GOVERNMENT

My friend Tom Morriane and I have worked our way to the front of the faculty line at ceremonial events. We're there because we have been here a long time; we raised our children here and love seeing our grandchildren romp around the campus. We have each served for more than one-fifth of the College's history. And we have seen a great deal of change in that time.

College histories can be measured in many ways—curricular reforms, movement to a new or step larger than the incredibly brave decision to abolish fraternities, taken in 1984 in the midst of a capital campaign. By the end of the Cotter years Colby had taken her place among the top liberal arts colleges in the nation, advancing continuously over two decades.

### Colby's most notable trait has been and remains our sense of community.

Bro Adams followed three giants as Colby presidents and has put his own stamp on the College. He has continued and expanded upon the initiatives of the Cotter years to be sure, but there are distinct signs of the Adams years. He moved the campus across Mayflower Hill and saw us through a terrible economic crisis without losing our momentum. His commitment to the Colby Museum of Art, so evident in our new gallery and the acquisition of the Lunder Collection, has brought that facility to national prominence. The environmental studies program and our commitment to a green campus—from our LED-certified buildings to our biomass plant—distinguish us in ways previously unknown. The Goldfarb Center, Colby Cares About Kids, the CVC and our scores of civic engagement courses set us apart from peer institutions in ways that make us all proud. The Adams years have made us a more involved community in many, many ways.

Alumni friends often ask me what I see in Colby that has not changed over my 43 years here. My answer is always that Colby's most notable trait has been and remains our sense of community. We are proud of who we were and proud of who we are. That brought us through the campus strife during the Vietnam years, through the hard feelings engendered by the fraternity decision, through the economic hard times that slowed many other colleges. When we are at our best, we work together for the good of all and benefit from our differences. I hope that remains our reputation for many decades to come.

Sandy Maisel joined the Colby faculty in 1971 and is currently on sabbatical leave teaching at Stanford.

# Bicentennial Reflections Henry Beck

By HENRY MURPHY BECK  
CLASS OF 2009

To some, Colby was a curious choice. The campus was as close to home as was possible for a student at Waterville High School like me. If a Waterville guy loved politics, some said, certainly Colby was a great school but not the best fit. The decision on my part, then, was perhaps a surprise to some, but in the fall of 2005, I made the best choice of my life to date and chose Colby College.

Admittedly, I was not a student who originally hailed from just 20 minutes outside Boston, and duties at home meant I never studied abroad. Thus, my perspective will always be that of both Colbian and local. Regardless, the friendships, professors, staff and events while at Colby shaped me in ways too numerous for this column's word limit. Sometimes, grades suffered because I was preoccupied with the next early vote drive or the next upcoming visit from a Democratic nominee. I was able to

learn about John Stuart Mill, Feno's Paradox and the science of parties and elections while lobbying for new street lights and weighing in on police levels and tax policy. Looking back, the value of a Colby education is immeasurable; out of concern about a changing world it is easy to push aside a liberal arts education, but "learning how to think" has the most utility. I hope Colby does not forget that.

Of course, Colby is more than academics. All college campuses, despite some faults, can act as a foundation for positive social change. Colby is, and was, no exception to this historical truth. Colby College was home to the first campus anti-slavery society here in Waterville. I took pride that Colby College and Colby students were at the forefront of Maine's progress on secur-

ing equal rights under the law, addressing climate change, promoting alternative energy and legislating chemical safety. The College must maintain this role and not be hindered by reactionary forces.

This Bicentennial, we have learned of Colby and Waterville's relationship. A favorite anecdote is the City of Waterville's financial bailout of the College in a time before it was known as Colby. What though, is Colby's future in the Waterville community? We all know of the College's contributions to Waterville in volunteer hours, athletic events and economic activity. The value of Colby students mentoring local high school students and proving the value of early childhood education, like the College's educational value itself, is immeasurable.

### Looking back, the value of a Colby education is immeasurable.

# Bicentennial Reflections The Dornishes

By JANE MILLETT DORNISH & KARL DORNISH  
CLASS OF 1955 AND 1954

Colby's Bicentennial celebration has prompted us to think about the Colby we have known over the years—and it's been a long time. We started our freshman years at Colby in September of 1950 (Karl) and 1951 (Jane); in addition, Jane's father, the late "Bill" Millett (1925) had returned to work as a coach in 1927, so Jane grew up both as a "gym rat" and a "rink rat" as a young girl. Jane's father was Colby's long-time hockey coach in the days of natural ice and outside rinks. Her mother, uncles, aunts and later, cousins, were all from the Waterville area and matriculated at Colby in the 1930's and 40's. With her dad's later position as alumni secretary, Jane was aware of his love for Colby and the close friendships he maintained with alumni and college friends. Since graduation we have stayed close to our College, a daughter graduated in 1981 and a couple of years later we were transferred to the Waterville area where we

still reside and take advantage of the art, music, athletics, speakers and community classes. We have been a part of and observed Colby for almost a third of its life—wow, we must be old!

In some ways "our Colby" was very different from today, and in other—perhaps more important—ways, it was the same. The most obvious difference was that the College was on two campuses with the Blue Beetle shuttling students between Downtown and the Hill. Because of its newness there were almost no trees on the Hill; we started Arbor Days back then under President Emeritus Johnson's aegis to remedy that.

The student body was much different then with a small handful of international students, very few students of color and quite a few veterans of WWII and the Korean War, a number of which had been in combat attending thanks to the GI Bill. Most of the students were from the Northeast.

Students did not study abroad as most of the world was still in tough shape from WWII and we were fighting in Korea.

Men and women were segregated with strict curfew hours for the women. Men's dorms and

fraternity houses were off-limits for women except at certain well chaperoned functions.

Fraternities and sororities were the social engines of that day; men lived together in their respective houses while women lived in their dorms and had special rooms for gathering places.

All students took physical education and there were almost no varsity sports for women. Most of the student body attended the home football and basketball games. In basketball, Colby did well with an ambitious schedule—the University of Maine, Bates and Bowdoin were brothers in a schedule that included Dartmouth University, Boston College, Boston University and Holy Cross College.

The legal drinking age in Maine at that time was 18 for beer only, 21 for hard stuff. The campus was officially dry—after all, we were supposedly a Baptist school. This meant a lot of "going to the bars" for social life. In our memory nobody was ever carted off to the hospital for over-consuming, not to say we didn't, but we took care of our own. As an aside, the largest keg party we ever saw was in

the late '70's on the campus the evening before the new law raised the legal age to 21.

Things were less expensive: a spaghetti dinner was about 75 cents, four pints of draft beer were \$1 and tuition, room and board were under \$2,000. You could earn from a third to half of the school costs with a good summer job.

Not very many student owned cars on campus; freshmen weren't supposed to have them. Train service was still pretty good and many did use the train to get to and from home.

As for things that appear to be the same, Colby has remained a vibrant and growing residential liberal arts college. It continues to be a place where life lasting friendships are made. Academic excellence is still led by great teachers who interact with and are accessible to the students—and from Jane's family we learned that was the case in their generation as well. The students are still curious to expand their horizons to take advantage of their wide ranging opportunities, and the graduates continue to make our world a better place.



Jane and Karl Dornish, right, stand outside the Roberts Building after having been married by Dr. Bixler, left, who stands with his wife.

## Letter from Paul LePage

February 27, 2013

Greetings,

On behalf of the people of Maine, I would like to congratulate Colby College as they celebrate their 200th year anniversary of the college's founding. The charter to establish what is now Colby College was issued on February 27, 1813.

Colby College is a leading liberal arts institution located in central Maine. Many alumni from the college are Maine natives or have adopted Maine as their home. Colby College graduates are well prepared to start successful careers and become strong leaders in their communities.

I, Paul R. LePage, Governor of the State of Maine, congratulate Colby College for maintaining the highest of standards in education for 200 years.

Sincerely,

Paul R. LePage  
Governor

# Bicentennial Reflections Sally Baker

By SALLY BAKER  
VICE PRESIDENT AND SECRETARY  
OF THE CORPORATION

About five years ago, when President Adams established the Bicentennial Planning Committee and asked library director Clem Guthro and me to co-chair it, we quickly settled on a theme for the year-long celebration: In Their Footsteps. It was chosen because Colby's history has been extraordinarily influenced by the actions of individuals—from Gardiner Colby, who literally saved the College from extinction with timely infusions of cash, to each citizen of Waterville who stepped forward during the Great Depression with a dollar to keep the College in Waterville, to the hundreds of faculty members and thousands of students who have brought their special talents and dedication to this place, to the alumni and friends whose moral and financial support keep the College so strong.

But the theme was meant, also, to embrace the "footsteps"

that are less celebrated in Colby history, those made by the group to which I belong: Colleague staff.

I came to Colby in 1989, and, but for a four-year hiatus from 1998 to 2002, have been here ever since. To say that I am proud to belong to Colby's staff is a vast understatement. My colleagues make everything the College does possible. They built the campus. They maintain the buildings and grounds. They cook and serve the food and wash the dishes at the end of every meal. They make sure students are safe and have access to the services that support their academic and extracurricular lives on campus. They manage the College's assets and tell the story of Colby to prospective students, to the media and to the world. They type and file and plan meetings and events, answer the telephones, maintain web pages and greet visitors. Some are the sons and daughters, sisters and brothers, mothers and fathers of other Colby employees. And I suspect that the very proudest

among them are those whose own children have enrolled as Colby students.

Colby staff also distinguishes themselves in the community, both here on campus and in this region. In the College's annual fundraising drive in support of United Way and MaineShare, staff members are disproportionately represented among donors, and they have a habit of digging deep when other staffers have a medical crisis, house fire or other emergency. During the ice storm of 1998, Colby staff volunteered hundreds of hours to operate a shelter in the field house for local citizens. And check the line next time the Red Cross comes to campus to collect blood—you will see Colby staff there, literally and figuratively rolling up their sleeves.

So, on this day when we celebrate 200 years of Colby, I will be thinking about and feeling grateful for the footsteps left on the path where my own are now falling: the one blazed by thousands of staff who never have and never will make history. What they've made is a College that works.

# Bicentennial Reflections Bill Alfond

Ongoing Growth:  
Looking back,  
looking ahead

By BILL ALFOND  
CLASS OF 1972, TRUSTEE

I attended Colby from 1968 to 1972—years of great social and political upheaval. In many ways we had been living in a bubble: a very homogeneous campus with little contact beyond Mayflower Hill. Now, the parking lot has easily three times as many cars. Then, there was very little TV contact; no newspapers (I advocated unsuccessfully to get the local newspaper into the Spa); never enough pay phones; specific dining room hours and a limited menu ("meat and potatoes") and a traditional dating scene (Colby was just integrating as a co-ed campus) with social life somewhat fraternity-centric. Throughout my years at Colby, I felt fully involved in campus life, bringing to it a mixture of Maine roots, Jewish heritage and New England prep school and National Guard experiences.

The liberal arts curriculum challenged me and I put in a lot of hours, majoring in administrative science while sampling a wide range of courses in different academic disciplines. I gained a broad base of knowledge and was exposed to different ways of thinking. In sports, I participated on the varsity golf and soccer teams and enjoyed the mix of competition and teamwork. As a sign of my times, although I was new to soccer, I tried out and played goalie for the varsity soccer team—something not likely in today's athletic climate. Currently I see an intensive daily use of the athletic building, which has probably tripled in use since my days. Whether for team use or for general fitness and recreational purposes, the center is wonderfully busy.

In hindsight, it was my increasing involvement in community service that became my passion. My first experience was with the Kennebec Valley Community Action Program. Having convinced Professor of Religion Roland Thorwaldsen to provide the required sponsorship, we were able, through my own personal persistence and probably also pulling local strings through political equity, to get a Big Brother, Big Sister program off the ground and even restart the South End hockey rink. Later, during my junior and

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senior years, I became involved in the Skowhegan Teen Center, which eventually became a Boys Club. During the process of redefining the uses of Colby facilities, which were being integrated and consolidated, I wrote a course paper suggesting the conversion of the women's athletic building into a theater, now the Strider Theater.

Against this backdrop, student protests against US involvement in Vietnam were heating up. ROTC was thrown off campus, we testified in Washington, we all went on strike, spring classes were canceled and Kent State exploded in May '70. Colby was no longer in its bubble.

A consistent thread for me as an undergrad was hands-on learning (my preferred style) through community-based experiences. At that time there was no formal relationship or

network between Colby and Waterville, so my off-campus activities developed through my own interests and initiatives. Today there are academic platforms in place that support and encourage social action. Students can engage in student-faculty research and consultation and can choose from community-based learning courses and community service opportunities through, for example, the Colby Cares About Kids program and the Goldfarb Center for Public Affairs and Civic Engagement. The Goldfarb Center has become one of the most innovative and successful college/local school mentoring programs in the nation, with more than 480 Colby participants compared to the 20 of us involved in the early '70's.

After Colby, I focused exclusively on my professional career and family and continued to have important community-based experiences through my work in shoe manufacturing and raising my family in Puerto Rico, Dexter, Maine and Boston. Eventually, with less time demanded from the business world, I redirected my energies to community service, including my formal re-involvement with Colby first as an overseer and then as a trustee.

As a trustee, my window on Colby is open and constantly refreshed. In addition to the changes already shared here, it also has been exciting to see a healthy diversity, including a strong international presence, become the new norm. And particularly notable is how much more empowered women are at Colby, both on the Board (graduates from the '80's and '90's) and throughout the campus. With their unique strengths and insights, they bring open and questioning minds, making Colby more vital.

I applaud Colby for embracing these changes I have shared, all of which contribute to a stronger, more relevant college experience.

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# Bicentennial Reflections Scott Smith

Colby's impact  
on my life

By SCOTT SMITH  
CLASS OF 1988 AND DIRECTOR OF  
ADMINISTRATIVE FINANCIAL  
SERVICES

Through the relationships I have built, the experiences I have embarked upon and the campus I have called home, Colby has been an instrumental part of my life for most of the last 30 years.

My first extended stay on campus began in the fall of 1984 as an entering student, having only been on the campus very briefly one prior time. I chose Colby over the two other schools where I was admitted since I planned to major in math and play baseball. Colby offered a math major and the baseball coach seemed interested in my talents as a pitcher, so that's how I made my college decision.

Little did I know that within the first year I would bail on math after stressing with calculus and linear algebra and that I would be unceremoniously cut from the baseball team. However, with academic struggle and athletic disappointment came new opportunities and interests. For the first time in my life things did not come easy to me,

but being at Colby made it easy to move forward and thrive. My close circle of friends, which early on included my wife-to-be, Karen Foss Smith '88, provided a great social network; a smooth transition to the administrative science major reinvigorated my academic confidence; I filled my days with a campus job (in the Personnel Office), writing for the *Echo* sports section, tutoring other students, serving as a campus tour guide and by playing intramurals; and most memorably I developed the confidence to leave my home state and Colby for six months of study (and travel) abroad in the UK and throughout Europe. All of these experiences contributed to a wonderful four years as a student at Colby and helped prepare me for young adulthood.

The five years following graduation included a move to Boston, my first career in banking, graduate school, marriage and fatherhood. When the Sunday *Boston Globe* fatefully fell open to an "associate controller" position at Colby, I made a call to the Personnel Office and fortunately Doug Terp (now vice president, then personnel director) fielded my call and actually remembered the work I had done as a student employee. Somehow, I survived two separate day-long

campus interviews and was offered the job beginning in early June 1993, coincidentally the week of our fifth Colby reunion. My small family would be back in Maine and I would be back at Colby. The fifth reunion came and went, as did all my classmates, and I have survived the 10th, 15th and 20th reunions as well and eagerly look forward to our 25th reunion this spring.

My position over the last 20 years has kept me engaged in many facets of the College—fundraising, budgeting and planning, accounting, investments, academics, technology—but more importantly, I have had the pleasure of working with many great colleagues. These relationships have helped me in many ways, both professionally and socially. I am grateful for all that Colby offers me in the way of interesting and challenging work and in the other benefits afforded faculty and staff like daily fitness center workouts, access to the library (for videos, too) and the many campus events and activities that my family has had access to over the years.

I look forward to many more years here at Colby forming new and extending old relationships, helping the College to the best of my abilities and continuing to call Colby home.

# Bicentennial Reflections Janice Kassman

By JANICE KASSMAN  
DEAN OF STUDENTS EMERITA AND  
FORMER VICE PRESIDENT OF  
STUDENT AFFAIRS

It has been an honor to serve as dean of students for a quarter century of Colby's 200 years.

In my time, as dean of students, I had the "best seat in the house" to observe, contribute and herald the many benefits of the Colby experience.

In the mid '70's I was the "Green Dean," long before there was an emphasis on the environment. I wasn't much older than the students. So they taught me the culture. For example, "Thor" really was the chaplain, Reverend Roland Thorwaldsen, not the Colby god of thunder. Nurse Sargent was in fact the school nurse, not a character from *Catch-22*, and the Spa was not a massage parlor.

Since there were so few females on the faculty and staff, my teachers were the head residents (now called CAs). Those first students, especially the women, were my friends. Most fascinating of all, their names were: Muffy, Woofie, Binky, Foxy and Fittsy. I thought I had been transported to the land of pink and green confection. But I soon learned these women could not be categorized in such a simplistic way. They were bright, engaged and SMART. They are still my pals to this day, some having sent their children here.

The same year I became dean

in 1981, the fraternity guidelines went into effect, setting up a period of occasional tension between the administration and the Greek system. Many of the fraternity presidents were open and helpful in my transition to a new role. Once the decision was made to abandon the Greek system, 250 students, some of them with fraternal affiliations, formed the "Residential Commons Advisory Board" to reshape campus life. One of the first tasks was to imagine and then design the Cotter Union, the cornerstone of the new residential system.

In the 1990s and 2000s, there was a renewed sense of community with steadfast focus on enhancing residential life. New residence halls were built (Alfond and Anthony, Mitchell, Schupf), moving from the traditional double-loaded corridors to suites and comfortable common areas. The faculty resident program was expanded, the senior book gift was introduced, residence hall book seminars were offered and senior exit interviews were established. The College became more environmentally conscious.

In all these developments, it was always student voice that drove the transformations. There were a series of amazing student leaders imprinting Colby in one way or another. The Pugh Center resulted from a careful look at the campus, which was becoming more diverse. Plus, the State of the College addresses by the president of the College and the Student Government Association president were inaugu-

rated. The next major development to enhance the level of class experience was the addition of the Pulver Pavilion, which offered a true hub for campus life.

There were task forces and committees, even a "Committee on Committees" with reports that helped shape the Colby of today, including the Queer Task Force report.

Through all of this it was always "the students first," and they knew that. I trusted them and for the most part, they trusted me.

That trust led to a productive alliance with alumni all over the world—from Shanghai to Raleigh, N.C. to Norfolk, Va. to Seattle Wash., dedicated alumni have been generous with their time in hosting events to spread the Colby word. I am particularly grateful to the Alumni of Color Network, as their energy and commitment greatly aided efforts to yield a more diverse student body.

So, I have been blessed to be part of such a vibrant, forward looking college shepherded by three outstanding presidents in my time: Presidents Strider, Cotter and Adams.

One of President Cotter's memorable messages to new students was, "We know we will change you, but we want you to change us, as well." And, so that mantra worked with students in my era doing just that. Just think what the next 200 years will bring with the contributions of future students!

## A CARTOON REFLECTION BY MAGGIE LIBBY



Maggie Libby, Class of 1981, Artist, Visual Resources Curator.

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# BICENTENNIAL ISSUE

## A letter from Editor-in-Chief Sarah Lyon

This issue of the *Echo* celebrates the College's 200th birthday, which takes place on February 27, 2013. This week, instead of featuring our usual content, we are including pieces concerning many aspects of the College's history as well as personal commentary by students, alumni, faculty and staff. Whether they graduated in 1954 or 2009, these individuals all have unique stories to tell—stories that are moving, reflective and heartfelt.

The history and life of the College is not limited to professors and students. This page includes an article on families from the community who have worked within the Physical Plant Department (PPD) over the years. The origins of the College's mascot and seal are detailed in pieces written last semester by students of John J. and Cornelia V. Gibson Professor of History Elizabeth Leonard.

A story starting on page one describes the accomplishments of the College's five most recent presidents. No matter your own role within the College community, I hope you enjoy the wide range of content included in this issue and cherish these thoughtful stories.

## BICENTENNIAL TIME CAPSULE



The Bicentennial time capsule will contain mementos from various departments.

# THE COLBY ECHO

PUBLISHED BY THE STUDENTS OF COLBY COLLEGE SINCE 1877

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The *Colby Echo* is the weekly student newspaper of Colby College in Waterville, Maine. The paper is published every Wednesday that the College is in session. Students are strongly encouraged to contribute and should contact the editor(s) of the section(s) they are interested in working for in order to learn more.

### LETTERS

The *Echo* encourages letters from its readers, especially those within the immediate community. Letters should not exceed 400 words and pertain to a current topic or issue. However, the *Echo* reserves the right to run longer letters. Also, the *Echo* reserves the right to edit submissions for grammar and clarity and may choose not to run a letter. The *Echo* will not, under any circumstances, print an unsigned letter. Letters are due to the *Echo* by midnight of the Sunday preceding the publication date. They should be submitted via e-mail to Sarah Lyon at slyon@colby.edu and be in a text-only format.

### OPINION PAGE

Editorials represent the majority opinion of the editorial board. Opinions expressed in the individual columns, letters or cartoons are those of the author, not of the *Echo*. The *Echo* welcomes column and cartoon submissions from members of the Colby community.

### ADVERTISING & SUBSCRIPTIONS

For more information on publication dates or advertising rates contact David Deneroff, ad manager, at dgdenero@colby.edu. To obtain a subscription contact Makayla Brown, business manager, at mkbrown@colby.edu.

## PPD families span generations

By **ESTHER KING**  
FEATURES EDITOR

When Benny Foster first came to campus in 1983 to work on a paint crew, he only expected to stay for a couple of weeks. Little did he know that he would meet his life partner Carmen Ey, accounting technician for the Physical Plant department (PPD), fall in love with the art world as part of the security team at the Colby Museum of Art and end up calling the College "home" for the next 20 years.

Pat Foster's career at the College began in a similar way to that of her father. She was a high school senior when her father asked her if she wanted to work with the grounds crew raking sand for a week over spring break to make some extra spending money. Her supervisor approved of her work and soon offered her a permanent position. "I graduated in June of 1989 and started work three days later and have been here ever since," Foster said. "I loved being outdoors plus I got to see my Dad every day, which was a bonus for me."

The PPD staff, encompassing the grounds crew, the custodial and the administrative departments, among others, is full of family connections. Many staff members originally heard of the position or were encouraged to apply by a family member and ended up staying for the strong, congenial relationships among staffers and the pleasant work atmosphere they created.

"I was living in Texas and decided to come back home and be around family," Ey, Foster's partner, recalled. "My twin sister, Carmeline Fredette [known by her nickname, Toots] worked in the Business Office and told me all about Colby."

When Ey saw a job advertised in the PPD office, she told her brother, Carl Rousseau, to apply as well. That was 15 years ago, and Rousseau still

works as the plumbing and heating mechanic in the department.

"I love all aspects of my job. Colby is a wonderful place to work at," Ey said. "I've been really blessed. Not only did I have family working here, I met my soulmate, Ben Foster."

Ey was not the only one within PPD to work alongside her life partner. Pam Dudley's significant other, James Dudley, recently retired after 38 years in the Grounds and Mechanical and Electrical Departments. Dudley began working on campus in the same year as Pat Foster in 1989, supervising nine high school summer workers washing windows across campus. By the end of the summer, she became stockroom manager, a position she's held for the past 23 years.

For some of the current staff, the College has become part of a cherished family legacy. Dudley's maternal grandfather worked as a janitor in the Hillside dormitories in the 1960s (known, at that time, as the "new dorms"), while her maternal grandmother came to campus as a summer worker, and her mother was a part of the custodial staff in charge of Treworgy Residence Hall (then a fraternity) before she moved to the Lovejoy Building. Dudley's sister, Donna Dionne, has worked at the Athletic Complex for over 30 years. Dudley herself was accepted as a student in 1984, and although she didn't complete all four years, remembers it as a "fantastic experience. I was inspired by my family, the faculty, students and personnel." Dudley encouraged her son and daughter, both of whom are now college graduates, to spend their summers working on campus during their high school years.

After six years of employment, staff members qualify for free tuition at the College or another institution for their children. According to Custodian Laurie Landry, the employee benefits that will allow her to afford

higher education for her children were some of the most important factors in her decision to apply for a position at the College. "The college tuition program Colby has provided my family has opened up so many more options for our kids, as they near their college careers, that I may not have been able to provide for them," she said.

Custodian Crystal Veilleux, whose brother David has worked on the Grounds Crew for over 20 years, echoed Landry's appreciation. "My favorite part of working at Colby would be a future for my son and the benefits," she said. "It will be a big help down the road. A long time, but well worth it."

Landry, whose husband also currently works in the Grounds Department, described the College as a very "family oriented" place in general. Her previous job offered no health insurance, no paid sick days and no vacation. Therefore when a position opened up at the College, she decided to make the transition and join her husband on campus. With six children, four of whom are still at home, Landry appreciates the College's support. "Upper management is very considerate of our personal life. If my child is sick and I call my boss, it's 'Hey, family comes first.'"

"Colby provided so many benefits for my family and my children's future," Landry said. "At times I don't think people with the benefits realize how fortunate they are to have them. It is hard to find a job out there that provides this. It has changed so many things for me and allowed me to spend more time with my family."

"Every day is a learning experience," Dudley said of her work at the College. "It's an enriching experience in multiple aspects and I have learned to be a better person for being part of Colby's rich heritage."

## Nelson's half-century on the Hill

By **SAVANNAH JUDGE**  
LOCAL NEWS EDITOR

Not many people can say they've been at Colby for over 50 years. Carleen Nelson is one of the few.

Nelson's hometown of Bridgton, Maine is about two hours southwest of Waterville. She lived in Connecticut for some time and had two children before moving back to Clinton, Maine, where she and her husband bought a dairy farm and had their youngest son, Chappy Nelson '82. He has been equipment manager for Colby Athletics for almost 30 years.

As of 2010, Carleen Nelson had worked under three College presidents (Robert Strider, William Cotter and William "Bro" Adams) and six deans (the longest-serving of which



Carleen Nelson, left, worked at the College for over 50 years, and her son still works on campus.

"When I first came to Colby, we had a typewriter, and then they brought in computers."

Carleen Nelson

was Parker Beverage, for whom she worked for 26 years).

Nelson's career on the Hill started July 1960. Up until that point, Nelson said, "My life had been working for lawyers...it's not always a happy scene in a lawyer's office." When she saw an advertisement in the newspaper about the College, she knew she was ready for a change.

"Working at a college appealed to me," Nelson said. "I went in not knowing where I was going to work, but I knew I wanted to work at Colby."

Nelson recently retired on June 30, 2011. Adams presented her with an honorary Bachelor of Arts degree from the College.

There have been many changes at the College between 1960 and 2011, particularly regarding gender separation. When Nelson first started work-

ing on the Hill, "Men and women had separate dorms...everything was just about separate except for the classes," she said.

She added that there was a lot of petitioning going on at that time on behalf of women trying to gain financial backing and more athletic opportunities.

Nelson spent the first seven months of her career on the Hill filling in for the secretary to the dean of men. Back then, Nelson said, "They had a dean of men and dean of women."

Other changes Nelson witnessed included an increase in the size of the College. Nelson said there were only 12 buildings on campus when she first started working for Admissions. Today, she said, there are 60. "My first job was in Miller," she said, back when the admissions office was located in the basement of the iconic library.

Admissions eventually moved to the Eustis Building and later to the Lunder House. Nelson got to see each new building erected and recalled the "musical chairs" of moving around campus.

Nelson also experienced some big changes within the Admissions Office itself. "When I first came to Colby, we had a typewriter, and then they brought in computers."

In her 51 years at Colby, Nelson experienced student activism on campus, including the occupation of Lorimer Chapel in 1970. In a 2007 e-mail cor-

respondence with Special Collections Librarian Pat Burdick, Nelson recalled black and white students occupying the Office of Admissions.

For a woman who's had such a long career in Waterville, Nelson did an extensive amount of traveling over her lifetime. She has visited 36 countries and traveled all over the United States. "I've seen the world, but I love Maine the best," Nelson said.

Nelson met a number of people who came through the Admissions office, including prospective students, their families and current students volunteering as tour guides (it was not a paid position back then). She also met some celebrities whose families came to visit the College, including Nobel Prize Laureate Ralph Bunche, actress Jane Fonda, Georgia Congressman and civil rights leader John Lewis and actor Ed Asner.

Another important aspect to Nelson's job was working with international students. Her title at the time of her retirement was coordinator of international enrollment and special projects. Nelson recalls getting to know many of the students, and still keeps in touch with some of them.

Today, the College celebrates its 200th birthday. Nelson worked on the Hill for over a quarter of that time, and in doing so, she touched the lives of people from all over the world.

# Baseball player represents Colby on and off field

By PETE CRONKITE  
ASST. SPORTS EDITOR

Over 100 years ago, a young man pitching for the Philadelphia Athletics set the Major League Baseball record for the most shutouts in a single season with 13. He won the World Series that year, pitching his team to victory in three of the five games. The Athletics were again crowned champions the season after, in 1911.

Through his 15 year baseball career, which included one more trip to the World Series, the young man was known as "Colby" Jack Coombs. His record for shutouts still stands, and for a few years, was accompanied in the record books by his streak of 53 consecutive scoreless innings. Coombs went on to a tremendously successful coaching career, starting with a stint at Williams College and later leading the Duke University baseball team for over 20 years, bringing them seven state championships. In 1938, his book on baseball tactics and strategies was published to great popularity and acclaim, going into the use of nearly 200 collegiate baseball programs and hundreds more of high schools.

Raised in Maine from the time he was four, Coombs studied in Waterville even before his time at Colby. During high school, he was already a baseball and football star, earning his recruitment to the college. Upon his enrollment at Colby, Coombs expanded his sporting star to the basketball and track teams. Competing for the latter, he became the top sprinter in New England, once clocking a 100-yard dash of 10.2 seconds.

Coombs' many talents drew his baseball coaches to play him in the field on

and off the field for a time as an injury substitute. Coombs turned out to be more suited to the mound, but he hit well as a player nonetheless, at times sporting a batting average above .300.

The workload placed on Coombs at Colby made him a strong man, even though he stood a mere six feet tall. When he was with the Athletics, Coombs regularly pitched three times a week, often on back-to-back days. He made his fortune largely on the devastating hook of his famous curveball. Generations before Verlander's 12-6 hammer, Coombs was befuddling the game's best hitters with his diving pitch that was said to have had a drop of nearly two feet.

1910 was Coombs' greatest season. It was the year of his 13 shutouts, 53 scoreless innings and his first championship. He led the American League with 31 victories and only earned nine losses. In the World Series against the mighty Cubs, Coombs took the mound for three of the five games over the course of only six days. Mack's frequent use of Coombs did not hinder the young man's production, as he added to his three victories with a .385 series batting average.

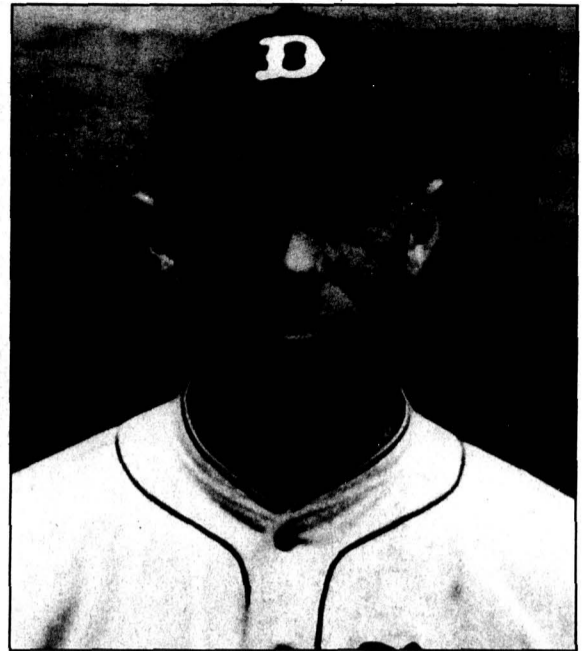
After his fantastic 1910 season, Coombs continued to bring Mack and the Athletics success. Ably switch-hitting at the plate and twice leading the American League in wins, he did not leave his first Major League home until Mack blew up the roster in 1914. A move to the Brooklyn Robins was accompanied by some injury and sickness troubles, but Coombs remained productive until his retirement in 1918. He briefly returned to play in 1920 for the Detroit Tigers but stepped away from the game for good after only two games. Over 13 seasons,

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COURTESY OF SPECIAL COLLECTIONS  
Jack Coombs, class of 1906, played 15 years in Major League Baseball after pitching for four years at Colby.

Coombs maintained a 2.73 ERA, earned an MVP award in 1911 and struck out more than 1,000 hitters. Perhaps more importantly to Coombs was his influence off the field. Known as a man of particularly strong character, he was referred to by name when calls came to establish regulatory boards in the wake of the Black Sox scandal.

In his speech at the dedication of Colby's Coombs Field in 1951, he remarked, "I trust that [the field] will be an influence to the betterment of the game I love so dearly around which are conditions of good health, physical vigor and sound ethical principles.... Men and women of Colby, I am glad I am one of you."

## The evolution of the Colby mascot

By DAVID VON EUW  
& WHIT HARWOOD  
BOTH CLASS OF 2015

On November 7, 1923, *The Colby Echo* included an editorial by managing editor Joseph Coburn Smith calling for the student body to adopt the White Mule as the mascot for the mascot-less College. That season, the football team had beaten the University of Maine and tied Bowdoin, and a win against Bates (whom they hadn't lost to since 1905) would clinch the state title. Coburn stated: "Colby is traditionally the 'dark horse' in most athletic contests. . . [W]e are seldom expected to win . . . [b]ut lately this has been happening so regularly that sporting experts hesitate to predict a Colby defeat. In other words, Colby is changing from a 'dark horse' to some other kind of creature which may be well typified as a 'white mule.'"

Coburn led a group of students through the countryside and on a local farm they found a mule named Nancy. (Whether the mule was rented from the farmer or stolen in the middle of the night is still disputed.) The football team went on to beat Bates 9-6 and by one *Echo* account, the mule "enjoyed every minute of the game and his kicking proclivities inspired. . . unexcelled punts and a perfect field goal. The Colby Dark Horse has gone and the White Mule is here to stay."

A few weeks later the school received a short letter from George Otis Smith '93, who encouraged full adoption of the "White Mules" as the mas-

cot. Smith claimed that his "time spent with government pack trains in the West" gave him expert knowledge of mule behavior and he couldn't think of a better mascot for his alma mater. Smith continued: "Go to the mule, thou athlete. Consider his ways and be wise. The mule is brainy and clever. Intellectually superior to the horse. . . He has great stamina. . . He is a booster of the team. . . Yes, Colby athlete, consider the mule and be wise."

Aristotle, the College's first official mascot, made his debut at the Bowdoin game in 1924. According to the *Echo*, "whether it was Aristotle or the new co-ed cheerleaders that produced the inspiration" for a Colby victory was not important. Aristotle remained the College's mascot until he died in 1945 and passed onto "mule heaven," as the *Echo* called it.

In October 1948 the College purchased a successor to Aristotle, Ybloc. Concerns over keeping Ybloc, though, started mounting less than two years after his purchase. One writer from the *Echo* suggested that Ybloc was very sluggish and appeared "dead if he weren't on his feet." But the real problem was finances: by 1957 Ybloc was costing the College \$250 a year, which SGA considered extreme because he was being used at five or fewer events per year. Indeed, by the end of 1957 SGA had sold Ybloc to a local farmer for \$65 and the College hasn't owned a live mascot since.

In the fall of 1983, Dean of Admissions Bob McArthur set out to produce an admissions campaign aimed at distin-

guishing Colby from the other NESAC schools. He chose a picture of a moose standing in one of Maine's great lakes as the focal point of his poster campaign and the idea was immediately a hit among high school students and members of the College. Dean of Students Earl Smith became a major proponent of the campaign: Smith was referred to as the "Mooseman," as he would often attend sports events in a moose outfit.

In an April 14, 1983, editorial titled "Let Loose the Moose," the student editor of the *Echo* called for an official mascot change from the white mule to the moose, claiming that students were sick of being connected to the image of the "sterile offspring of an ass," and making the case for the moose as the new mascot as it is a native animal in Maine, smart, and also has no political party affiliations, unlike the (white) mule. These efforts to change the mascot dissipated, however, although in 1990 they were revived briefly, and unsuccessfully, when the *Echo* again formally endorsed the moose as the school mascot. The movement to change the mascot from "White Mules" to "Moose" died that year.

The "White Mules" remained Colby's mascot until 2004, when the College removed "white" from the name in order to encourage diversity and reduce the image of the school as being "ultra-white." The school's mascot will remain the "Mules" for the foreseeable future and one day Colby students might even see another live mule on campus, as there has been several moves to bring one back on campus.

## A message from the Office of Communications

Colby College to Celebrate 200th Birthday on Feb. 27, 2013

On Feb. 27, 1813 -- before Maine was even a state -- the Massachusetts Legislature adopted a petition to make Colby College (at that time called the Maine Literary and Theological Institution) the 33rd chartered college in the United States.

On Feb. 27, 2013, Colby will celebrate its bicentennial in a number of ways, including special multimedia performances created for the occasion (4 and 5 p.m., Strider Theater) and the Bicentennial Address by Colby's 19th president, William D. Adams (7 p.m., Lorimer Chapel). The public is invited to attend.

In preparing for this historic speech, Adams has studied Colby's history and meditated on its future. He plans to extract important threads from Colby's history as a way of anticipating potential future challenges. "I argue that our future may not be so different, in certain ways, from the past -- notwithstanding the enormous differences between the Colby of 2013 and other eras," he said.

Some key questions he plans to address involve Colby's obligations to the public good, its obligations to access and inclusion, and the pressures on the liberal arts and pedagogy.

Light of the Mind is a theatrical multimedia work with text, lyrics, and projection score by Associate Professor and Chair of Theater and Dance Lynne Conner and music and interactive electronics by Associate

Professor of Music Jonathan Hallstrom. The piece celebrates 200 years of liberal learning through music, text, and images from Colby's past and present. Professional musicians and artists perform with a student ensemble under the direction of Conner and Hallstrom.

Free tickets are required for admission to either Light of the Mind performance. Tickets are available at the information desk in Pulver Pavilion (Cotter Union), beginning Feb. 22 at noon, while supplies last. Patrons without tickets may be able to obtain a seat in the theater 15 minutes prior to show time if any become available. Live streaming will be available in Page Commons (Cotter Union).

Doors open for the Bicentennial Address at 6 p.m. and seating is first come, first served. Overflow spaces with live streaming include Page Commons (Cotter Union), Pulver Pavilion (Cotter Union), and room 100 in the Lovejoy Building.

For more about Colby's history, visit [colby.edu/colbyhistory](http://colby.edu/colbyhistory).

Founded in 1813, Colby College is the 12th-oldest independent liberal arts college in the nation. Colby provides a rigorous academic program that fosters transformational relationships between students and faculty. Graduates emerge as committed leaders ready to make an impact on their world. Colby is committed to making the full experience accessible to all qualified students, regardless of their ability to pay. The college enrolls 1,825 students.



WEIMING HUANG/THE COLBY ECHO

The Colby Mule, the College's mascot since 1923, excites a crowd of fans at a recent home hockey game.

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# BICENTENNIAL ISSUE

## Foss: Honoring a legacy of female empowerment



FOSS HALL, COLBY COLLEGE, WATERVILLE, MAINE.

COURTESY OF SARAH LYON



ALICE ANAMOSA/THE COLBY ECHO

The construction of Foss Hall in 1904 was a symbol of the College's commitment to educating women.

Located on College Ave., Foss Hall was renamed College Place and currently houses medical offices.

### The legacy of a generous Maine native lives on

By RUMBIDZAI GONDO  
NEWS STAFF

The construction of Foss Hall began with a donation from Eliza Adaline Foss Dexter, a native of Maine, in 1904. The College was the first all-male institution in New England to accept female students, and this building served as a symbol of its commitment to the education of American women and, later, women from all over the world.

With Mary Caffrey Low ushering women into the College starting in 1871, relationships between males and females on campus had, in the eyes of the administration, grown strenuous. The College aspired to create two independent yet mutually related colleges where young men and women could be trained independently while keeping to the same objectives and goals.

The construction of Foss Hall, Charles L. White, then president of the College, declared, was an important step towards establishing a separate, independent college for women. The first stone was a symbol of "certainty, continuity and permanence," made possible by the generous donation of \$1,000 by "a good and noble sister."

At the laying of the first stone on Oct. 6 1904, Hon. Percival Bonney, then president of the Board of Trustees, reflected on the establishment of the College in 1813 as the Maine Literary and Theological Institute, a male which was college, and the changes that had taken place since his graduation in 1863. "The good people of America, imbued with the medieval notion that the only place for a woman was in a kitchen or a

nursery, could see no earthly reason for a woman's desire for a college education," he remarked. "I do not believe in what is sarcastically termed the 'new woman,' but I do most emphatically favor the uplifting of the old."

**[Dexter's] lack of education and her departure from Maine.... motivated her to give back to the young women of her native state.**

When Dexter declined to attend the ceremony due to ill health, Dean Berry of the Women's Division was to lay the first stone on Dexter's behalf. White offering words of hope and encouragement. "May all who study within these walls learn the lessons of industry which Mrs. Dexter's life so nobly teaches," White said.

One year later in 1905, at the dedication of the completed Foss Hall, W.H. Snyder reiterated the College's firm belief in independent colleges. "Men

and women are supplementary to each other and the ideal is where they can freely mingle without competition and learn without the artificiality, the inherent strength and weakness of each other."

Dexter was present for the dedication, which was held in the dining room of Foss Hall. She commented that her lack of education, and her departure from Maine for Massachusetts as a young girl had motivated her to give back to the young women of her native state.

Her husband and the mayor of Waterville acknowledged that the building was not only a gift to the women of the College, but a gift to the city as well. Rev. Whittemore, pastor of the First Baptist Church of Waterville, was present to bless the founda-

tion of Foss Hall with prayer. He described Foss Hall as "a beautiful and commodious building" that contained all the necessities to inspire in women of the College "the love of the beautiful, the useful and the homelike."

Aileen Thompson '40 attended the College before it completed its move to Mayflower Hill in 1952. "It was very different living off-campus because I didn't experience the typical dorm life, but I do recall that the girls were not allowed to engage in intercollegiate sports and could only compete in activities, such as fencing, amongst themselves," she said. "We were taught to be ladies; the girls who resided in the dorm were expected to dress up for meals which were separated

by sex. Whenever a fraternity or sorority hosted a dance, you had to formally request a date."

In a letter dating back to 1944, a former student, whose name is now illegible, expressed disapproval at how Foss Hall had thus the memory of Dexter had been abandoned when the campus moved from downtown Waterville to Mayflower Hill. The student urged the College to honor the memory of a woman who had been an integral part of what the College represented.

The actual letter read, "It was through the W.H. Snyder's solicitation that Mrs. Dexter-Childless gave money to build Foss Hall—she desired to help girls and leave a memorial for her family. I am writing to ask what has become of this memorial building....I suggest that the money gained from the sale should be invested in another memorial perpetuating the purpose of the gift." In response, and to commemorate Dexter's legacy, the College renamed one of the buildings on the new Mayflower Hill campus, a co-educational dormitory and dining hall known as Foss Hall.

## College presidents and Mayflower Hill campus

From PRESIDENTS, Page 1

\$8,552,415," between 1937 and 1952, according to the Bicentennial documentary "In Their Footsteps."

J. Seelye Bixler became pres-

**"I know Colby's next president will find, among these colleagues, scope and enthusiasm for pursuing whatever great things lie ahead for this College."**

Elizabeth Leonard  
Professor of History

build an academic reputation to match," Smith wrote.

Bixler "would most especially be noted for his strengthening of the faculty and curriculum," Smith wrote. According to Smith's book, Bixler encouraged a liberally-minded education for students, one that would make their minds experimental and innovative.

When Bixler stepped down in 1960, Robert E.L. Strider became the new president of the College. He continued Bixler's efforts to improve the academic quality of the College, creating a January studies program in 1962. The original JanPlan "allowed first-year students to participate in classes on special topics and upper-class students more freedom to work on special projects supervised by the faculty," as stated on the College's website.

Strider made another major academic change by moving the College from single-sex to co-educational status. The College website explains that before 1967, students of both sexes had taken classes together, but they had separate dining halls, dormitories and lines at graduation.

Strider also confronted the growing importance of issues of race at the College and across the country. The Student Organization for Black Unity, led by Charles Terrell '70, occupied Lorimer Chapel from March 2 to March 9, 1970. Eventually, a court order forced students out of the Chapel, but according to the Bicentennial video, a grow-

ing movement for change led to future attempts to diversify the student body.

When Strider stepped down in 1979, his chosen successor, William R. Cotter, did not follow the traditional path for a college president. Groups searching for the next president agreed that he "had to have a Ph.D. and needed to have some solid experience at a small liberal arts college. William R. 'Bill' Cotter had neither."

**Strider made another major academic change by moving the College from coordinate to coeducational status.**

Despite his lack of experience, Cotter modernized the College and left it in better financial shape than what was inherited during his tenure. According to an article in *Colby Magazine*, "Under Cotter's leadership, the College increased its endowment from \$25 million to \$242 million."

According to the video, Cotter chose to eliminate fraterni-

ties at the College in 1984 to prevent continued problems of poor grades, out of control parties and sexism by members of the fraternities. As President William "Bro" Adams said in the Bicentennial video, "The Greek system provided some obstacles that limited the College's development in very serious ways."

Cotter's term as president, the longest in the history of the College, ended at 21 years in 2000.

Adams took over for Cotter and has served as president for the past 13 years. He has worked to expand the College's diversity through programs such as the Davis United World Scholars, Posse and CAPS.

Under Adams, the College has also moved toward carbon neutrality, improved college environmental policies and expanded civic engagement through organizations such as

the Goldfarb Center for Public Affairs and Civic Engagement.

Adams believes that the College will continue to grow long after he departs. "I know that Colby's next president will find, among these colleagues, scope and enthusiasm for pursuing whatever great things lie ahead for this College," Adams wrote in a press release on Jan. 9 announcing his intent to retire in 2014.



WEIMING HUANG/THE COLBY ECHO

The architecture of College's Mayflower Hill campus continues to attract visiting students to the College.

ident of the College in 1942, in the midst of both the continued transition to the Hill and WWII. Despite the tough times, "Bixler was well-suited to his time and place. His task, as he and others agreed, was to lead the completion of the new campus and

# 200 years of town and gown



Local Waterville students who participate in Colby Cares About Kids (CCAK) come to the Hill to sled with their mentors.

By **SAM LEBLANC**  
NEWS EDITOR

The College's history has always been inextricably linked with that of Waterville.

When Massachusetts first approved the petition for a college in Waterville, it was the pledges of Waterville residents that funded the purchase of land on which the institution would eventually be built. The College's namesake, Gardner Colby, briefly lived in Waterville and never forgot the dedication of the South College building on the College's original campus in Waterville in 1821, Earl Smith wrote in his history of the College, titled *Mayflower Hill*.

In 1864, Colby heard the College was in extreme financial trouble and remembering the dedication during his youth, decided to help, offering \$50,000 and ultimately becoming the College's namesake, Smith wrote.

Decades later, when the College needed space to grow, it was through the fundraising efforts of Waterville's mayor, F. Harold Dubord, that the College was able to relocate to Mayflower Hill: "It did so without the nasty fights over land use that typify town-gown clashes at city campuses across the coun-

try," David McKay Wilson '76 wrote in a 2007 *Colby Magazine* article.

Despite the ease of the physical transition, Wilson wrote that the move to Mayflower Hill distanced the College and Waterville communities. "The spires that rose over Lorimer Chapel and Miller library were indeed ivory-colored towers, which could be seen looming above the working-class community by the Kennebec....As Colby and its pre-

dominantly upper-middle class student body prospered up on the hill, Waterville's industrial base crumbled in the valley," he wrote.

"I think [Smith] makes a good case in his book for how in the early years of the College... the citizens of Waterville really were essential supporters and gave time, energy, money, resources and help to build the College and then [re-build] the College...there was really a very close relationship," John J. and Cornelia V. Gibson Professor of History and Department Chair Elizabeth Leonard said.

"I think that [Smith] suggests that in more recent times, the relationship has gone a little bit more the other way... in the sense that the town is really strug-

gling in a lot of ways, and the College, recognizing that it's not good for the town to struggle... has been investing more... [and] giving back to the community," Leonard said.

Wilson wrote that in 1996, the College helped fund the transformation of the Stearns building into the non-profit Regional Arts and Community center. In 2002, the College decided to split the cost of a rescue truck for the Waterville Fire Department, while in 2007, the College started do-

nating \$60,000 a year in \$15,000 increment grants to the Waterville Opera House, Waterville Main Street Inc., the Maine Independent Film Festival and the Central Maine Growth Council.

In addition to outright donations, the College is one of two major employers in Waterville (the second being the Inland Hospital, according to Leonard) and the students' business, along with their parents' business, helps support local shops and restaurants. Students also work to increase a sense of community between the College and the town through organizations such as the Colby Waterville Alliance (CWA) and the Colby Volunteer Center (CVC) which both provide opportunities for students and Waterville residents alike to break down the divide that the physical sepa-

ration between communities can create.

Today, the perceptions of college-town relations are mixed, Leonard explained. "From the students' perspective, there is a divide between the college and the town that from the perspective of faculty and staff just doesn't make any sense. We live in town," she said, and described how faculty and staff pay taxes in Waterville, send their children to public schools, and are part of churches. College students,

however, don't need to grocery shop every week, usually don't live in town and usually are not part of local organizations, Leonard said.

"I would imagine that the strain has increased as the town's fortunes have declined," Leonard said, as the prosperity on the Hill further highlights the divide between College and town. "I think the students' efforts to reach out to the community are essential."

"It's a relationship that has had ups and downs," Leonard said. Though economic factors can divide communities, mutual financial and community-based support has connected the College and Waterville for 200 years. Hopefully, that mutual support will continue to promote positive community relations for another 200 years to come.

**"In the early years of the College... the citizens of Waterville really were essential supporters."**

Elizabeth Leonard  
Professor of History

**In addition to outright donations, the College is one of two major employers in Waterville.**

# What happened on campus over the years

By **MADELINE STRACHOTA**  
MANAGING EDITOR

**1813**

Massachusetts issued the charter for the establishment of the Maine Literary and Theological institute, making the College the 33rd established college in the U.S.

**1822**

The College issued its first diplomas to George Dana Boardman and Ephraim Tripp.

George Dana Boardman (born 1801 in Livermore, ME, died 1831 in Tavoy Burma) Son of founder Rev. Sylvanus Boardman, Boardman moved to Moulmein, Burma as a Baptist missionary and died there from contracting tuberculosis.

Ephraim Tripp (born 1798 in Middleboro, Mass., died 1871 in Winona, Miss.) After Colby, he was a tutor, teacher and clerk of Carrol County, Miss. courts.

**1826**

Seven graduate, including Elijah Parish Lovejoy.

**1835**

Twenty-nine enter in the freshman class. The oldest was 27 years old, the youngest was 15.

**1853**

Thirty-three enter in the freshman class. The oldest was 26 years old, the youngest was 15.

**1871**

Twenty enter in the freshman class, including Mary Low. Colby became the first previously all-male college in New England to admit women.

**1874-75**

Schedule for first of three "terms" for a first-year included geometry, Latin, Latin prose composition, Greek, exercises in elocution, evidences of Christianity, physiology and hygiene.

First term schedule for seniors included astronomy, intellectual philosophy, lectures and discussions, German and German history.

Required of all students: "a religious service of prayer, reading of the scriptures and signing, is held in the College Chapel every morning at nine o'clock..."

**1910**

Total amount of students enrolled was 358. The first-year class had 95 men, 51 women, with most from Maine except the 14 from Massachusetts, four from Rhode Island, 13 from New Hampshire, two from New Jersey, four from Connecticut, three from New York. Also at this time, the College offered electives to its students.

**1937**

Construction on the new Mayflower Hill campus began with Lorimer Chapel, the campus finished moving in 1952.

**1975**

The College held its first Colby Outdoor Orientation Trip.

**1984-85**

The student body was 1,650, with approximately equal numbers of men and women, from 45 states and 22 foreign countries. There were 148 full-time and part-time faculty. Tuition was \$12,400 annually. About half of the entering first-years received an average award of \$7,831 in financial aid. There were over 30 possible majors.

**2000**

William D. Adams became president of the College.

**2013**

The College celebrates its bicentennial with festivities on Feb. 27, 2013, 200 years from the day Massachusetts approved its charter as an institution.

# A look at the Centennial

By **MADELINE STRACHOTA**  
MANAGING EDITOR

Celebrated in 1920 (marking 100 years since the school got its charter from the new State of Maine in 1820), the Centennial was a celebration similar to that which will be held during the College's Bicentennial celebration in 2013.

**Honoring Colby's losses in WWI was a key focus during the Centennial**

In the first year of the war, the student body fell from 259 to 181. Of the 2,300 graduate or undergraduate men in 1917-18, 675 were in some form of military service. Fifteen of Colby's "sons" were cited for bravery in battle or distinguished for meritorious service. Nineteen Colby men died while serving in the war.

**Centennial Pageant, The Torch of Learning**

Nearly 500 people took part in the scenes of *The Torch of Learning*, which sought to bring Colby's history to life.

**Procession**

A procession took place on Commencement Day that year, and "the longest and most distinguished procession that ever left the campus made its way down College Avenue to City Hall."

The procession included a U.S. Senator, Chief Justice of the U.S. Supreme Court '75, several Supreme Court Justices and former Justices and representatives from over 20 notable New England colleges and Ivy League schools.

**Anniversary Address**

On Commencement, the Anniversary Address was given by Shailer Mathews '84, who was Dean of the Divinity School of the University of Chicago; the address covered the principles—economic, social and political—according to him, that determined the life of the nation.

**Mary Low Carver**

Because Mary Low Carver '75 entered Colby as the first woman in 1971, later to graduate top of her class, more than 1,000 women had circulated through the College by the Centennial.

**Anniversary Dinner**

In the Centennial "Endowment Campaign," President Roberts announced during Anniversary Dinner that the College had raised \$575,000. Roberts also said, "A college cannot live by money alone, but, Ladies and Gentlemen, a college lives by love and hope and faith. The greatness of a college is not in its endowment, or in its buildings; it is in its aspirations and ideals."

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# BICENTENNIAL ISSUE

## Challenging Institutional Inequities

Q&A WITH CHARLES TERRELL '70

From Terrell, page 1

**Q: Has your perception of the institution changed since you became a member of the Board of Trustees?**

A: Yes, it has. I'm in my seventh year now and I am much more appreciative of what it takes to sustain, to grow and to honor an institution such as Colby. It takes a great deal. I am much more aware of the extraordinary importance of wealth and legacy for the Board. The gift of wealth is very important for Board participation generally. The Board supports the College extraordinarily with an extraordinary amount of resources, and I've become more aware of how important that is. The board follows the long tradition of membership and I think it works very, very arduously to work beyond its legacy of participation but that's a challenge. I'm also impressed by the impact of difficult choices that the Board has to make on the lives of students, faculty, trustees and future students.

Overall, it has been, and continues to be, a positive and challenging experience for me.

**Q: What exactly did your current work at the Division of Diversity Policy and Programs for the Association of American Medical Colleges entail?**

A: I left the Association of American Medical Colleges at the end of 1992. My job in the Division of Diversity Policy and Programs was to change to the face of medicine to match the face of America. I was the chief diversity officer for American medicine. I have been in the midst of developing my own pro-bono higher education advisory service promoting access and equity, Cross Creek Associates. I work with students and families and a group of associates and help them deal with higher education issues primarily related to access. We do not charge – we only take cases that we can work on well. We try to use our resources judiciously.

**Q: What is your overall assessment of the problems facing higher education in the US today, and at Colby specifically?**

A: There are many, of course. But in no particular order or importance, I think the cost and the value of higher education is very definitely a problem. The relevance of higher education,

relative to what one wants to achieve. Certainly access and equity are significant problems in higher education. Many or most institutions are in an arms race, which is very problematic. Look at how beautiful our campus is. When students visit, they are also visiting other institutions that are trying to keep up with each other and it's a very expensive thing to do. Equitable access to financial aid is an extraordinary problem. Institutions want to be as need-aware as they can but it's a very, very difficult thing to do. I think Colby deals with these problems just as other institutions do. Colby specifically is challenged by underrepresented diversity. It's a challenge we'll have for some time in the future.

**Q: You said in an interview that "Colby didn't make the adjustment they needed to bring in a cohort of students who had different needs. They expected the students to make all the adjustments." Do you think Colby has improved in this regard?**

A: I definitely think Colby has improved in this regard and continues to significantly.

**Q: Does it do enough to ensure that all students, regardless of income, race or ethnicity feel included and represented on campus? How does Colby compare to other institutions and what remains to be done to improve its accessibility?**

A: I would say no, not yet. But I believe that not many wealthy, elite, geographically remote institutions do. I think that if we are able to continue to diversify to the point where we achieve critical masses of students from under-represented, lower income and more generally diverse backgrounds, we will be compelled to do more. We will be compelled to be more broadly represented in leadership at the College, on faculty, on executive staff and on the board of trustees.

**Q: How can Colby attract a more diverse student population? What can it do to better support under-represented student groups?**

A: I think that in order to attract a more diverse population we will have to try to realize that what students see is what they will be. And I would pose the question, is what diverse students see at Colby what they want to be?

I think we have to grow under-represented groups strategically, support them well and prioritize under-represented staff, programming and leadership.

The College statistically has increased access for students of all backgrounds. Can it continue to grow in this way, physically and in its programmatic complexity? How do you sustain this growth?

If we make growing diversity an institutional priority, we can continue to sustain it. When we see growth and diversity in leadership, faculty, staff and on the Board of Trustees, we can see that diversity will grow broadly and intrinsically in the college.

The time is now.

**Q: What do you hope for Colby to accomplish in its next 200 years?**

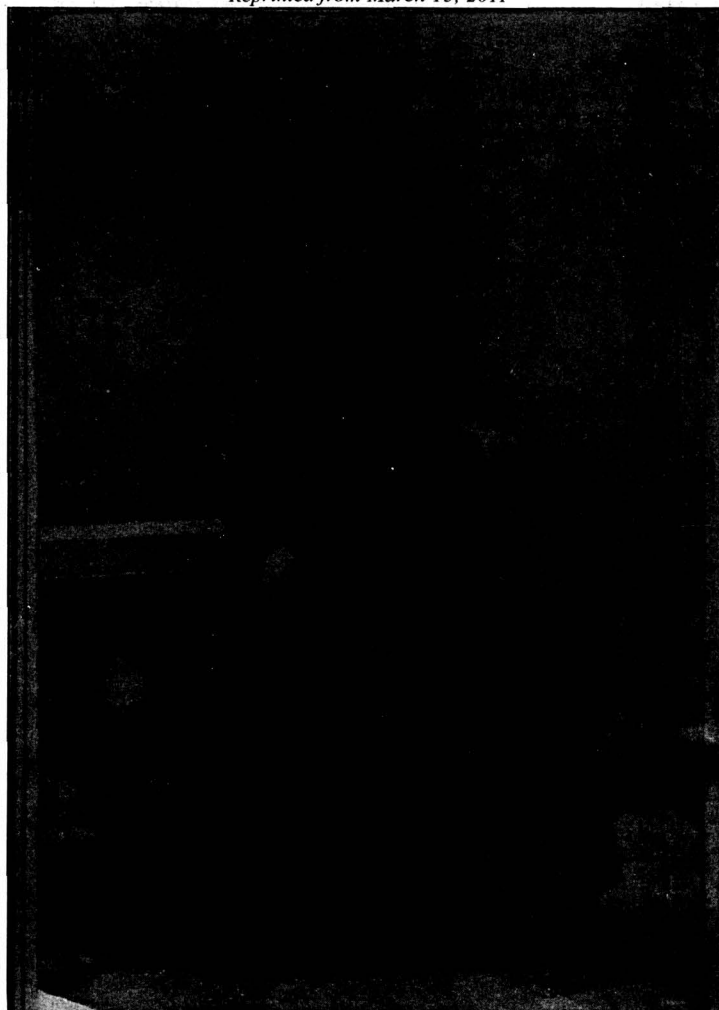
A: In terms of my hopes for Colby in the next 200 years, first is the continued realization that at times we must choose between fortune and virtue. And if we are able, we may choose virtue. Secondly, I'd like to see a building for Jackie Nunez '61. She was a valedictorian, of Puerto Rican descent and an extraordinary leader at Colby. I would love to see a building at Colby [named in her honor]. I didn't know her but I am just so impressed by what I have learned about her.

**Q: What is your favorite Colby tradition?**

A: My favorite Colby tradition is challenging normative culture. In 1833, Colby students stood up to the President to establish an anti-slavery society. In 1837, Elijah Parish Lovejoy became arguably the first martyr to the Civil War. We were the first institution in New England to enroll women. Our history of challenging normative culture is impressive. Our challenging normative culture is absolutely my favorite tradition. There are different ways of living the Colby experience. Colby tends to be represented in a particular way but we have some wonderfully different, very broad experiences that we can talk about and learn from and grow from. I think the Pugh Community Board's presentation of a S.H.O.U.T. week every year continues this tradition. Even in 2013 we have this tradition continuing. It's an organized part of the student calendar—doesn't that speak to how much the college has grown?

## First lady: Mary Low's legacy

Reprinted from March 15, 2011



Mary Low Carver was an integral part of opening the College to coeducation and conversations about gender equality.

By CHELSEA SONSKEN

On a hot and muggy day in 1875, the College's senior class valedictorian stood before the class of 1875 at their commencement ceremony. For one of the few times in the College's history, however, the valedictorian was not permitted to address the rest of the graduating class. Instead, the valedictorian merely recited the class prophecy in Latin while the salutatorian gave the address. This unusual arrangement was due to the fact that the valedictorian was wearing a dress. She was the first woman to be accepted to the College, and although she outperformed the 19 men in her class, she was not allowed to speak at commencement. Her name was Mary Low Carver, and she was one of the very first women in the U.S. to obtain a college degree.

Despite the fact that Low has been called "the grandmother of coeducation at Colby," most students only know Mary Low as "the dorm over by Foss." So who exactly was Colby's first female student, and what made the college decide to accept female students after accepting men for 58 years.

In 1871 the College was suffering from dire financial straits. In his book *The History of Colby College*, Ernest Marriner notes, "As the [Civil] War progressed, the financial condition of the college grew steadily worse. In spite of the valiant efforts of...members of the faculty, who turned themselves into door-to-door beggars all over the state, very little money was collected." The trustees knew that they needed to draw in new students, but the war had drastically decreased the number of eligible college-aged men in Maine. In an attempt to rescue the

College financially, the trustees decided to open enrollment to women.

The College accepted only one female student the year following this decision, Waterville native Mary Low Carver. Low, the second daughter of Ira Hobbs Low and Ellen Caffrey Low, attended both public school and the Classical Institute. After teaching for three years, Low enrolled at the College. During her first two years at the College, she was the only woman. She stated, "The unmodified coeducational system of [her college years] placed us all, men and women, on terms of perfect equality. We recited and attended all college exercises together and contended on the same terms for all honors and prizes."

Two years after her acceptance, other women began to enroll at the College. In December of 1874, Colby's five female students came together to found the Sigma Kappa sorority. The sorority provided its members with literary and intellectual support, and was an integral part of campus life.

Low graduated as both the valedictorian of her class and a member of Phi Beta Kappa. Although her academic achievements should have secured women's acceptance to the college for years to come, her success had the opposite effect. In 1890, only a few years after Low graduated, the Board of Trustees proposed to divide the college into two gender-segregated divisions, and sought different curriculum requirements for female students so as to prepare them for their future roles as homemakers.

Low vehemently opposed the trustees' proposition, which she viewed as a step backward in the fight for gender equality in educa-

tion. In a letter to fellow alumna Louise Coburn, Low asked, "We can't change anything, but is it right and best for us to remain silent and readily assent to this?"

Low then composed a 16-page document outlining the importance of coeducation. She encouraged the College's female graduates to sign the pamphlet, and she in fact succeeded in securing about two-thirds of the women's signatures. But the effort didn't persuade the Board members to change their minds, and the College was segregated by gender until the 1960s.

Aside from this activist effort, Low's life after Colby was relatively low-key. She married Leonard D. Carver of the class of 1868, and the couple had two children, Dwight and Ruby. Dwight died during childhood, and Ruby followed in her mother's footsteps by enrolling at the College and joining the Sigma Kappa sorority.

Low worked at the Maine State Library for 20 years, devoting much of her time to developing a card-cataloging system. She spent her free hours giving public addresses on literature and history and traveling in Europe with her daughter. She lived the last years of her life in Cambridge, MA with Ruby and her husband.

Mary Low's academic success set the bar high for other women, and she demonstrated an unparalleled commitment to coeducation at the College. Years after she received her own degree, she continued to encourage and motivate other women. In a half-centennial speech at Sigma Kappa, Low urged her sisters to "carry on the light, the little torch we were privileged to kindle so long ago...so shall it shine."



# Archive from the College's Centennial

A COLUMN FROM FRANKLIN JOHNSON

## From the President of the College

The Editor of the *Alumnus* has asked me to write a column for each issue of the year. I value highly this opportunity to tell our graduates, quite informally, about the plans and activities of the College from the point of view of those who are directly charged with its administration. I wish several columns might be set aside for the alumni to tell with utter frankness what they think about the administration. For the College does not belong to any one of us; it is the common possession of us all. And the combined wisdom of all of us is needed to secure its best development.

I have recently returned from Cambridge, where I represented Colby officially at the celebration of the Harvard Tercentenary. It was the most stimulating experience I have ever had. Aside from the colorful pageantry, I was impressed by the permanence of education as a factor in the progress of the race. Twenty-seven universities older than Harvard were represented—the oldest Al-Azhar at Cairo, founded almost a thousand years ago.

In academic processions of this sort, delegates take their positions in the order of the founding of their institutions. On this occasion thirty-eight foreign universities preceded Colby, but of the hundreds of American colleges and universities, only thirty-five had places higher in the line. As always on such occasions, I am proud to feel that I represent a venerable college. Some twenty places ahead of me marched another Colby graduate, Carl Herrick, '98, President of the Andover Newton Theological School.

A hundred and eighteen years, in

comparison with the universities of the Old World, compose a modest span, but in our own country this entitles us to the respect that age confers and places upon us the responsibility that maturity brings. We have celebrated our centennial; we should be looking forward to the two hundredth anniversary, realizing that the achievements of the intervening years will determine the significance of that occasion.

At the bicentenary of Harvard, the alumni gathering was officially adjourned to meet at the end of another century. The delegates were given the privilege of attending this adjourned meeting at which President-Emeritus Lowell presided. It was, of course, an occasion of great rejoicing for the hosts of Harvard men as they reviewed the achievements of a hundred years. The program had many brilliant features, but to me perhaps the most impressive was the report of President Conant that more than eight thousand Harvard men had contributed to the Tercentenary Fund for the furtherance of his plans. The total gifts amounted to more than four million dollars—"a good beginning," as the President remarked.

Last Sunday evening, we had a picnic supper for our Freshmen on Mayflower Hill, followed by a vesper service as the sun went down. And in imagination I pictured the bicentennial anniversary of our College, which none of us will attend, when thousands of Colby men and women, now unborn, will gather to recount the achievements of the past and to honor the memory of the many who have made possible the Colby which will then be.

COURTESY OF SPECIAL COLLECTIONS

## Bicentennial Reflections

### Stephen Orlov

By STEPHEN ORLOV

CLASS OF 1971, PLAYWRIGHT AND EXECUTIVE SECRETARY OF THE PLAYWRIGHTS GUILD OF CANADA

"All we are saying...is give peace a chance."

John Lennon's iconic lyric became an anthem for the anti-Vietnam War movement that rocked this country out of its delusional dream world of the 1950s and set us on a course of monumental change. Life at Colby was not far behind.

I must admit when *Echo* Editor Sarah Lyon e-mailed me a request to write a personal commentary on those heady anti-war years at Colby in only 800 words, I paused...for quite some time. Was I so self-aggrandizing to project onto my task the need to speak for an entire generation? I can only recount my own take on the spirit of the times, and some may disagree, but the 1970 strike at Colby in protest of that war announced to the world that our generation of graduates was going to change America.

It took a while for students at Colby to catch up to those at Berkeley and Columbia. Aside from a relatively small minority of anti-war activists on campus, initial demands were directed at greater student representation in College affairs, leading to a "constitutional convention" that approved some reforms. By 1970, however, debates on life at the College had escalated into protests for revolutionary change across the social spectrum

pus occupied Lorimer Chapel, demanding greater affirmative action and the hiring of a black professor to teach African-American history. Two months later, Nixon's escalation of the war into Cambodia and the killing of four students at Kent State by Ohio National Guardsmen provoked hundreds of colleges and universities to go on strike.

At Colby, it was democracy-in-action. By a 10-to-one margin the student body voted to terminate classes in protest of the war, and 70 percent of the faculty added their temporary support. On a sun-drenched day that May, college students from across Maine descended upon our campus green to confront Senators Muskie and Smith with our demands. We hadn't invited our senators to fly in from Washington; we summoned their presence on very short notice. I can still see Margaret Chase Smith standing next to me at the podium like a mindless puppet, denying lamely the challenge of an anti-war vet who had just told the crowd how he had been wounded on clandestine military operations inside Laos.

The aroma of weed was in the air and sexual liberation became a mantra for many, but partying wasn't high on our agenda. The strike did not shut down the College. On the contrary, our pedagogy shifted dramatically from lectures, textbooks and exams into public debates and workshops and in-town canvassing and demonstrations in Waterville and Washington. Workshops

who challenged academic orthodoxy and conventional wisdom. Our intercultural curriculum was intra-disciplinary, drawing on populist history and lessons from the empowering mass movements—anti-war, civil rights and black power, feminism and gay rights, the Chicano boycott movement of the United Farm Workers, the American Indian Movement, nuclear disarmament and Earth Day environmentalism—that had coalesced into a tidal wave of social unrest engulfing the country from coast to coast.

I remember vividly the electrifying discussions in Bob Reuman's philosophy seminars on non-violence and how we later applied the civil disobedience of Gandhi and King and Thoreau while being arrested during the half-million-strong "May Day" demonstrations in Washington. Some students occupied Colby's ROTC offices and the faculty came one vote shy of abolishing it from campus. Late one night, a makeshift Molotov cocktail bomb was thrown through an ROTC office window, though fortunately it turned out to be a dud. At graduation, many raised protest signs and refused to wear their caps and gowns.

As a student representative on the Board of Trustees, I joined *Echo* Editor Bob Parry in successfully challenging President Strider and Board Chairman Albert Palmer when they tried to ram through a Board resolution disaffiliating the College and

# A history of Colby activism

By TIM DUTTON  
NEWS STAFF

A common theme throughout the College's past two centuries has been widespread student activism. Whether protesting for cultural change or fighting on the front lines to protect the United States, the College has been involved with, and even at the center of, key developments in our history.

This history of activism dates back to the abolitionist movement with Elijah Parish Lovejoy. He graduated from what was then Waterville College in 1826 as valedictorian and class poet. After graduation, Lovejoy worked as a journalist in St. Louis before entering the Princeton Theological Seminary; however, after a short time there, he returned to St. Louis to start a religious paper, the *St. Louis Observer*.

Lovejoy's publication moderately criticized slavery in Missouri at first. After a freedman was trapped and killed by a mob and the mob got out of jail, he started to criticize slavery vehemently. In response, a mob destroyed his press and vandalized his home. He then moved to the free state of Illinois and continued his writings in Alton, where mobs continued to target him.

On Nov. 7, 1937, a mob attacked his press and set fire to the newspaper building. In his attempt to extinguish the fire, Lovejoy was shot and killed. In response to his courageous actions, John Quincy Adams called him the "first American martyr to the freedom of the press and the freedom of the slave."

Lovejoy is a crucial figure in the College's history of cultural activism, but he wasn't the only student involved in the abolitionist movement. After William Lloyd Garrison visited the campus in 1833, he inspired several students to establish the first abolitionist organization at the College, which also played a leading role in promoting gender equality.

In 1871, Colby became the first all-male college in New England to admit a female student, Mary Low. Charles Terrell '70 described the decision as one "promoting equality and progress—the College was taking a stand, which at



The Chapel sit-in led to the lifting of discriminatory financial aid policies.

the time was significant one." Low and four other female students also founded the Sigma Kappa sorority at the College, which is now a national sorority with over 156,000 sisters.

Activism was not refined to the College campus, however. Many students fought in several of our nation's wars. During the Civil War, so many young men left to fight for the Union that by 1864, only half of the student population remained. General Benjamin F. Butler, class of 1834, commanded Union forces in the South. His efforts in protecting the rights of captured blacks in the Confederate army marked an important step in the emancipation of all slaves. In total, 168 students enlisted over the course of the war, 26 of whom were killed.

World War I and II also played a large role in the College's history. In 1917, more than one third of the class of 1916 and 1917 were in the armed forces. Once the draft age went down to 18 in 1918, all men at the College became eligible. Students had to endure military training while cramming one year's worth of academic learning into three months. World War II was no different. 1,350 students and faculty served in the armed forces, leaving only 55 men on campus.

The '60s and '70s were times of change for the College. Across the nation, college campuses became centers for promoting social and cultural change. College students started to take leadership roles in attempting to promote change. One of the College's most successful protests was the occupation of the Chapel in 1970. At the time, students on scholarships had to maintain a GPA

of 2.4 in order to maintain their matriculation. Terrell found that this policy forced several African-American students to leave without their diplomas. He believed this was unfair because other students did not have to follow a similar policy.

As a result, Terrell and 17 other African-American students occupied the Chapel demanding changes in the GPA requirements and a 10 percent black enrollment in all classes. After a week of protesting, a sheriff's deputy delivered a restraining order and the students left the Chapel. Their protest was not in vain, though. After further negotiations with the administration, the College changed the financial aid requirement for students.

In addition to the Civil Rights Movement, students were also involved in protests against the Vietnam War. In remembrance of the four victims of the Kent State shootings, 400 students marched through the streets of downtown Waterville. The College also voted in favor of the nationwide strike against U.S. involvement in Cambodia. Attendance in class fell drastically as administration tried to deal with the students' demands.

As the College enters its third century, students are still as involved as ever in student activism. A group of students recently traveled to Washington D.C. to protest the creation of the Keystone XL Pipeline, and Pugh Community Board puts on several programs, including S.H.O.U.T week, to promote and establish multiculturalism. We can only look forward to positive change that will occur the coming millennia—change that can only come from student involvement.



Republican Representative Margaret Chase Smith and Stephen Orlov during his time at the College.

nearly a century before. Their charge—Bob's refusal to censor swearwords and a few photos of students frolicking au naturel.

We weren't striking against Colby; it was a strike by Colby. However, the only administrator I genuinely trusted was Earl Smith, for he understood our motivation and our concerns. Fortunately, Earl went on to become emeritus dean, and he's penned a superb history of the College I'd highly recommend. Today more than four de-

and income inequality has risen on the backs of the middle class and skyrocketing tuition is less affordable for most...toxic oil spills in Alaska and the Gulf...raging wild fires out west and lingering droughts from Texas to the prairies...melting glaciers and a depleting ozone layer...Katrina and Sandy...the robber-baron crash of 2008...Iraq and Afghanistan...Colubine and Sandy Hook.

Did we really change America? Not nearly as much as we had once dreamed, but one might ask

Tammy Baldwin and President Barack Obama. Over the years, so many other Americans have sacrificed far more for progressive change than we did during our college days on the Hill. What we accomplished at Colby was modest, but we lived at a time when a larger history was passing through us. We were part of something bigger—a vibrant social mosaic that's still being woven into the multicultural fabric of our country.

Orlov served as Student

## Bicentennial Reflections

## Karen Heck

By KAREN HECK

CO-CREATOR OF HARDY GIRLS  
HEALTHY WOMEN AND MAYOR OF  
WATERVILLE

to feminist theory changed my life and, I'm happy to say, years later I was able to find her to tell her that.

For the last 15 years, I have been the fortunate recipient of many other Colby gifts, including my friendship with Lyn Mikel Brown, whose theory of girls' adolescent development, became the foundation for the work she, Lynn Cole and I undertook in starting Hardy Girls Healthy Women.

Welcoming the opportunity to put theory into practice, our Hardy Girls' work involved Colby students from the start. We took advantage of interns and student volunteers and in exchange provided them with an opportunity to engage off the Hill. Over the past seven years, the passion and enthusiasm of over 200 Colby muses, as we call them, have helped transform the lives of hundreds more middle and elementary schools girls with the *Adversaries to Allies* curriculum used in our school-based girls' coalition groups. Some of those young Colby women have even taken the curriculum and used it in their work with girls in far reaches of the world. Apart from the students in Lyn's classes, the Colby Volunteer Center,

the Goldfarb Center, summer programs, students, faculty and Bro Adams himself have provided much appreciated financial support for Hardy Girls' learning opportunities both on and off campus.

In addition to the support for Hardy Girls, the College has been a generous partner in Waterville's work to create a vibrant community. As a supporter of economic development organizations, Waterville Main Street and downtown events, the Maine International Film Festival and, most recently, the development of the Maine Film Center, Bro has recognized the importance of the College and the city's symbiotic relationship and he has worked tirelessly to enhance it.

I couldn't be happier to be mayor of the City during Colby's 200th birthday year, helping to celebrate the long-time friendship that has enhanced us both. While many people still speak fondly of the city "back in the old days" of the '50s, '60s and '70s, I am much more interested in creating the new days. My birthday wish for Colby is that in the coming years there will be lots more Colby graduates who make Waterville their home and continue to enrich the lives of all of us.

## Bicentennial Reflections Susan Cook

By SUSAN CONANT COOK

CLASS OF 1975, PARENT '11, SENIOR  
PHILANTHROPIC ADVISOR

My earliest impression of Colby was that it offered students a rigorous and challenging academic experience in a small-college setting. Then I read about the "January Program of Independent Study" that provided opportunities to study in an area and in a place very different from the usual classroom. A visit to campus, application and acceptance, and thus began what has been a long connection with Colby. I have experienced Colby from many different angles—student, alumna, volunteer, employee, Colby spouse, parent—but appreciate that the fundamentals of the academics and a small, caring community

have been a constant.

Pete Hayslett (math) inspired me in an academic area that I was already interested in, and Bob Reuman (philosophy) inspired me to think about life and death and how to live a good, ethical life. My roommate and I were so excited about Bill Miller's class in American art that we spent part of our vacation at the Museum of Fine Arts, enjoying the originals of artwork that he introduced us to in class.

Colby also introduced me to ice hockey. The rink was filled with fans, and I loved the speed and excitement of the game. When signs about starting a women's hockey team appeared around the dorm (Dana, all freshman and sophomore women, but that's another story), I signed up. Most of us didn't own hockey skates, so we shaved off the picks from our figure skates. We practiced on

our own that first year and gained support as we demonstrated commitment and, coincidentally, Title IX became law and colleges were required to offer women athletes comparable opportunities as the men. Women's ice hockey became a club team the next year. We played our first game on February 17, 1973 and beat Brown, which had had a team for 10 years, by a score of 3-2. What a thrill!

Living in Waterville and working at Colby, I still enjoy lectures, concerts and sports events, the library and the Museum of Art. Through my work in Development and Alumni Relations, I have had the privilege of meeting alumni of all ages, heard their Colby stories and learned about their lives and how Colby helped shape their careers, their friendships, their lives. Colby continues to enrich my life.

As with any love affair, mine with Colby has had its ups and downs, but the older I get, the more I've come to deeply appreciate the institution and the people who populate it.

I came to Colby in 1970 after being accepted early decision. You might think that made me a student who would appreciate the kind of learning environment I found there. Looking back, I probably would have gotten more out of my experience if I had taken a year off to grow up. As it turns out, though, many of the people I met at Colby are still here and among my closest friends. What could be a better outcome than that?

In addition to having wonderful life-long friendships, I was exposed to the startling idea that I could be more than arm candy, thanks to a professor hired as a substitute during my senior year. *Ms. Magazine* had just started publishing, and Michelle (or Mike as she preferred to be called), Heitzman opened my eyes to the radical notion that women were people, too. Her introducing me

## Bicentennial Reflections

## Peter Harris

Reflections on  
the last 38 years

By PETER HARRIS

ZACAMY PROFESSOR OF ENGLISH

I came to Colby in 1974 when "the '60s" still permeated the atmosphere. The drinking age was 18; the academic standards in some disciplines had shifted away from an ivory tower kind of rigor to a more experiential and participatory model of education. Yet some things were more conservative than today. Lectures rather than discussions were standard, though that was soon to change in many courses. The fraternity system dominated social life and also, with sororities, ran off-campus volunteer projects.

When I arrived, I was lucky to find the English department was a relatively cohesive group that frequently socialized together. Great teachers abounded. Like the rest of the faculty, the department was largely male, but the great influx of women soon began, for us, with Phyllis Mannocho, and it has continued today, to everyone's benefit. The rise of feminism led to a curriculum more focused on social and gender equity, as well as opening a larger space for what sometimes is called "connected learning," which implies discovering relations among disciplines and, crucially, between the personal and the

political. A host of new programs flowered, many of them founded or co-founded by the English department, including American studies, African American studies, women's studies, the theater major and, of course, creative writing. These are proud achievements that enriched what Colby had, and has, to offer.

Colby has been lucky with

We all have  
a lot to  
learn from,  
and a lot to  
give to, our  
local  
communities.

its last two presidents who've overseen the advent of many important things, including the rise of the sciences, the increasingly international perspective of the curriculum and the growth of diversity of all sorts. I particularly appreciate Education Department's transformative pedagogy. One of the most heartening developments is the growth of volunteerism, which had declined after the frats closed. It used to be run out of a former broom closet with monies borrowed from Career Services. Now, Colby

Cares About Kids alone sponsors over 350 mentees in local schools. Complementing that is service learning, which after it merged with Goldfarb Center, become known as civic engagement. The College now has a strong network of community partners, one that I trust will grow as more disciplines embrace the very democratic idea that all knowledge is, or should be, shared knowledge. More students are getting the opportunity not just to learn, but to teach. We all have a lot to learn from, and a lot to give to, our local communities. The new humanities initiative, among others, also recognizes this.

Under President Bro Adams, the College has increased its commitment to the health and well-being of the whole student. Recent promising signs are the hiring of Andrea Breau and Kurt Nelson—as deans for gender issues and religious life, respectively. Sadly, too many students still humiliate and endanger themselves and others in weekend oblivion. We're beginning to recognize that the healthiest, happiest, and most fulfilled students tend to be those who make space for the interior life, or who are grounded in faith-based practice. My own hope is that Colby will increase its support of mindfulness, meditation, and other means of fostering balance.

## Bicentennial Reflections

## Tom Morrione

By TOM MORRIONE

CHARLES A. DANA PROFESSOR OF  
SOCIOLOGY, CLASS OF 1965; PARENT  
1993

When people learn that I graduated from Colby in 1965 and returned to teach here in 1971 they often ask two questions. First, "What was it like back then?" And, second, "How has it changed?" I usually reply, "Really different, now everything moves faster" and "Not much." Today we are all caught up in the onrush of a new reality marked by what postmodernists call "space-time compression" and are immersed in a world driven by technology and the "need" for information and instant communication. "Back then," no Colby student who I knew carried an appointment book. No one used the phrase "stressed out." And there were nights that only one lecture event for the whole campus was allowed to be scheduled. In contrast to these differences, though, the sense of closeness

the strength of community and the collegiality that develops among students and faculty continues to distinguish our lives here. That remains the hallmark of all our lives here.

Arriving on campus in 1961, I found that my dorm, Averill Hall, had three telephones, one on each floor. No dorm had a TV in it. The first color TV arrived on the Hill in 1963. There were no computers on campus. I used a typewriter and something called "carbon paper" to make typed copies (Ask your grandparents about it). There were no xerox copy machines. I know, "OMG!"

Back then the campus was physically divided by gender, with separate dining rooms for men (Roberts) and women (Foss-Woodman, and Mary Low for senior women). I was a participant in Colby's first ill-fated "experiment in co-educational dining," about six couples signed up ahead of time to eat together in the Whitney Room on the second floor of Roberts. Women had waitressed dinners and "gracious living" on

Wednesday nights, which meant they could take their coffee into the lounges and smoke! Women also had a dress code that defined proper attire to be worn downtown, at dinners and in classes. They had "dorm mothers" and "parietal hours" and, except for special circumstances, had to be in their dorms by midnight. As I recall, the only intercollegiate women's sports team was tennis. There was no "Title Nine." And, most parents likely didn't want their daughters playing soccer, or rugby or hockey of any sort.

Fraternities dominated the social life of the campus and the vast majority of men belonged to them. Every house had parties on Friday and Saturday nights and Saturdays usually featured several live bands. There was a lot of drinking but no drinking games. Beer Die and recreational drugs came later (1968 or so), but that's another story. Women's sororities had "meeting rooms" and no separate residences. Many faculty members smoked in classes and students often smoked in semi-



COURTESY OF SUSAN COOK  
Sam Gowan '76, Valerie Jones Roy '76, Sue Conant Cook '75, Karen Smith Gowan '76 at the 1975 Winter Carnival.

## Bicentennial Reflections

## Megan Lasher

By MEGAN LASHER

CLASS OF 2015

It's hard to count how many of my relatives have graduated from Colby, but our approximation is that I am the 23rd person in my family to attend this school. I've been wearing the Colby logo since before I can remember, and I have some pretty big shoes to fill here. My three closest family members—my mother (class of '87) and her parents ('62 and '63)—have always told me stories about their time at Colby, and it's interesting to think about how much the College has changed throughout the years.

The biggest difference between all of our experiences has to do with how we got here. As a current Colby student, I often take advantage of how lucky I am to be a part of this community and to be getting such an amazing education. My family has always encouraged me to go to college, and I knew that I would be able to attend any school that I got into because I had financial and familial support. However, some of my relatives had a much bumpier road to Colby.

After growing up in poverty, my grandfather was offered ad-

mission to a smaller engineering college called Annapolis and was set to attend until he was recruited for Colby College. The tuition was financially infeasible for him and his family, so he regrettably declined the opportunity until a

Our  
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my family to  
attend this  
school.

generous donor came along and funded his entire education. He went on to be incredibly successful at Colby and in his field of financial services, earning the Colby Brick award and a spot on the Board of Trustees for over 25 years.

His gratitude toward Colby has been expressed in a multitude of ways now that he is successful enough to be able to give back to the school. He's

not only funded various constructions on campus, such as the Post Office and Foss Dining Hall, but he also created the Schmalz Family Scholarship to help other impoverished students find the same opportunities that he did. His generosity has been such an amazing thing to witness: my grandfather has taught me what it means to give back and how important it is to remember the people who have helped you along the way. He could have easily taken his education for granted, but he loves Colby so much that he's remained a solid part of the community for long enough to see his granddaughter attend the school. To me, that is amazing.

My family's love for Colby has made it feel all the more welcoming. I know a lot of students who think of Colby as their home, and it's such a close-knit community that there is truly a Colby bond. I have the unique experience of getting to share that bond with my own family members, and it's something that I am very grateful for. It was daunting at first to follow in the footsteps of such incredible role models, but my family's place at Colby is something that I am honored to maintain.

nars. Faculty and students often played cards together in the "Spa," which was in the basement of the library. No one locked his/her room door; the mail was dumped each morning on a table in each entranceway. Men were allowed to have alcohol in their rooms but women were not. I could go on; but, I imagine you have an idea of the social and cultural scene. As I recall, Colby then enrolled around 1,300 students.

Academically, Colby was also pretty "intense" then. My class' College Board scores averaged higher than they were here a few years ago when I checked. All "freshmen" took, en masse, a first-year social science lecture course that met in Bixler. And, we all took five courses a semester and some met on Saturdays. My class was the first to have a "JanPlan" for all four years. JanPlan was very different then—an exploration of enrichment interests or classes but no internships. No one did internships. There were no double majors or minors. And

all students had to pass written comprehensive exams (most "comps" were six hours) in their major in order to graduate.

Colby now is bigger by several hundred students. It's more ethnically diverse and students have a wide exposure to international and global issues. Study abroad was an option for very few students in the '60s; it was mostly for language majors. Colby has added double majors, minors and a host of interdisciplinary study options to the curriculum, all of which were absent then. The resources devoted to supporting intercollegiate athletics have risen today to the highest level in the College's history, while at the same time Colby's art museum and collection are now at a "world class" level and we have staffed whole new majors in our greatly expanded academic curriculum.

Former President Bill Cotter's initiation of, and unwavering support for our landmark study abroad programs is, I believe, one of the most important curricular

shifts in Colby's history. This initiative "re-branded" the College as a "cutting edge" institution in much the same way the creation and adoption of the January Program, under President Strider's leadership did in 1961. Colby's Goldfarb Center for Public Policy and Civic Engagement stands out now among Colby's most recent efforts to address societal issues. As a faculty member, I have come to appreciate more and more that the essence of Colby's distinctive character as a leader in education is its willingness to adapt to emerging national and globally relevant themes while maintaining a solid liberal arts "core-curriculum." That's the way I saw it as a first-year student in 1961 and that's how I see it today, after 43 years of teaching.

It has been an unexpected and wonderful extension of my enrollment at Colby!

Tom and his wife Nancy Morrione were both students at the College during the 150th anniversary celebration.

# Bicentennial Reflections

## The Youngs

By MALLORY YOUNG  
CLASS OF 2005, COLBY ASSISTANT  
WOMEN'S HOCKEY COACH

I wouldn't describe being a coach at my alma mater as "strange," I would say it's definitely different. Since I had spent four years away from campus, by the time I came back, I didn't overlap with any former teammates, which made the transition much easier. My first year, it certainly felt different living in Waterville, as opposed to on campus, but it helped me separate from my experience as a student. There are times people look at me and assume I'm a student, but my day-to-day activities don't allow me to feel as such. My players all know I am a Colby graduate, but it's certainly not a hot topic. Their experience at Colby will be different than mine, and while I hope it's as great as my four years, I want them to make it their own. I would say that being an alumna comes up more in recruiting and can be very helpful when speaking to parents and prospective student-athletes.

My story to get to Colby was interesting and it certainly wasn't as straightforward as my parents may have hoped. As a child, I came to reunions

a couple of times with my parents and I absolutely loved those weekends. When I started looking at schools, I looked at a lot of the NESCACs and initially I didn't want to go to Colby because I didn't want to copy my parents. But I did remember those fun reunion weekends, so Colby stayed up near the top of my list. There may have been a school down the road that was my first choice, but when that didn't work out, I knew I wanted to be at Colby. My mom always said, "You can go to any school as long as it starts with a C and ends with a Y." She's so clever. But in all seriousness, it was the best decision I could have made, and I've been so lucky to be a part of a Colby family and to share that with my parents.

Even though it hasn't been that long since graduation in 2005, there have been some physical changes to campus. There was no Diamond Building or Alumni Center, Pulver obviously didn't exist and instead that was just an outside walkway and the bookstore was in Bobs. Cell phones were just beginning to get popular during my four years. Most people had them, but we used AOL Instant Messaging to communicate and most students used the landlines in the dorm rooms.

By JEANNE EMERSON  
YOUNG & ART YOUNG  
BOTH CLASS OF 1972

The first time I saw Colby I was an 11-year-old city girl riding up to Moosehead Lake with family friends whose dead-dull daughter read a book the entire trip. After passing Portland, I was convinced that there was nothing more to Maine than wilderness. The only beacon of civilization I remember seeing was the Colby library tower. How I wished we could just stop there! Several years later, knowing I wanted to escape the city, I asked to go see the school we passed on that trip. I fell in love with it as soon as we drove up Mayflower Hill Drive. That beacon in the wilderness gave me so much—a scholarship to be able to attend, a terrific education, exposure to so many things I might never have experienced and lifelong friends. (To say nothing of the classmate who has been my wonderful husband for over 38 years!)

Art knew Colby because he used to watch the men's hockey team beat the Dartmouth team in Hanover (where he grew up). He tagged along with a friend who was visiting Colby and liked the campus, particularly the familiar looking library. (No surprise—same architect!)

Sharing the Colby passion with one's spouse has always been special, but then having one

of our children attend was awesome! We have loved coming back over the years and marveling at all the changes—and yet so much is still familiar. For most of the time Mallory was a student, I felt that it was not "our" school, but "hers." Now that she is also an alumna (and employee), I feel that Colby is once again "ours," but that "ours" includes her.

Colby changed so much in the four years we were there. In 1968 we had freshman beanies, party raids, dorm mothers and strict "visiting hours" in the single sex dorms. When we graduated in 1972, we had what was known as an "open campus"—while there were no co-ed dorms, there were no restrictions on who could be in a dorm. (As I recall, there was some definition of not establishing "co-habitation" by having a toothbrush or other personal hygiene items in a dorm of the opposite sex.)

When we graduated we still had study cubes in the basement of the library (where the "Street" is now), the Spa in the library, language labs to listen to tapes, fraternities and sororities and final exams on the track in the field house. We went sledding with trays from the dining halls on the Lorimer lawn, a road went through campus from Mayflower Hill Drive to Washington Street and the New Dorms (now called Hillside) were sought-after senior housing.

# Bicentennial Reflections

## William Cotter

By WILLIAM COTTER  
H'00, PRESIDENT EMERITUS

I became President of Colby in 1979 following three extraordinary predecessors: Franklin Johnson, who moved the College to our incredibly beautiful campus; Seelye Bixler, who expanded the core faculty and the academic program and Bob Strider, who kept faith with the liberal arts during the turbulent '60's (including broad distribution requirements), started the JanPlan and obtained the Ford Foundation grant recognizing Colby's national leadership. But each generation, in our special 200-year history, is called upon to consolidate the previous accomplishments and take the College to the next level.

The challenges we faced were to build on these great strengths (especially the emphasis on first-rate teaching and close student-faculty collaboration) while increasing our diversity, strengthening our financial position, expanding the faculty, meeting key building needs, dealing with the fraternity challenge and enhancing Colby's national and international reputation.

To prepare this response, I have gone back to re-read the nice piece that former *Echo* Editor-in-Chief, Matt Appuzo did as I retired in 2000. Matt put together some figures on the changes at Colby during my 21 years as Colby's President that might interest current students.

On diversity, we went from no African-American students in the entering class to small but growing numbers aided by the establishment of the Bunche Scholars program. (This progress has greatly accelerated since Bro became President). Our student body was two-thirds from New England and this decreased to under 50 percent as we became more of a national college. The number of international students grew from 23 to 81 and the countries represented from 18 to 48. At the same time, the percentage of Colby students studying abroad increased from 22 percent to 62 percent. Colby was also one of the first colleges in the country to divest stocks from U.S. companies operating in South Africa (in order to encourage the end of Apartheid), and we constructed the Pugh Center to support our increasingly multicultural student body. Simultaneously, the faculty itself grew more diverse (including hiring many more women), and gay and lesbian students came out from the shadows.

Our endowment (thanks to three successful capital campaigns) grew from \$23 million to \$373 million and the annual fund from \$363,000 to \$2.9 million. We were able to decrease the

teaching load from six and a half courses to five and increased the faculty from 125 to 200, thus reducing the student: faculty ratio from 12:1 to 10:1. The endowed faculty chairs rose to 34 from three and several new interdisciplinary programs were started.

On fraternities, we launched a three year experiment with clear guidelines and strengthened alumni leadership to determine whether they could resume their positive impact on their members and the campus that had been true for decades (some were founded in the 1840's) but had deteriorated during the 1960's and 1970's. This was not successful, however, and the Trustees (most of whom had been fraternity or sorority members) unanimously decided in 1984 to withdraw recognition and support.

Among the buildings constructed or expanded were four new residence halls, three wings added to the art museum (including for the Alex Katz collection), Miller Library, the Olin Science Center, Lunder Admissions House, Harold Alfred Athletic Center, the student union and the Schair-Swenson-Watson Alumni Center.

Finally, although the Ford Foundation had designated Colby as one of the country's leading colleges, its national reputation had not yet caught up with its true excellence. For example, when the first *U.S. News* list of the 25 leading liberal arts colleges appeared, Colby was not on it. I went to Washington to see the editors and helped to convince them to change their methodology (which at first only looked at traditional reputation, rather than true quality) and we have been in that top group ever since. Similarly, when the first *New York Times* guide to Colleges came out, Colby was incorrectly ranked one star below Bowdoin. Following another trip (this time to New York) armed with objective indicators showing our clear excellence, the revised printing of that first edition gave us the extra star we deserve.

Mrs. Cotter and I left in June 2000 with only the warmest memories of the Trustees, faculty, students, parents, staff, alumni and residents of Waterville whom we had the privilege to know. I taught a course on the Constitutional rights of women and minorities in the Government department each fall and got a real sense of the extraordinary quality of our students. Similarly, Linda worked with hundreds of students over the years on foreign study, domestic exchanges and internships. We can (and do) say to prospective students and parents, that if you can gain admission to Colby, you couldn't make a better choice.

Thank you for asking me to participate in your special edition.

### 1953 COLBYETTES



The Colbyettes, an all-female a cappella group, sing outside in 1953. The group has welcomed many new women over the decades.

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# Bicentennial Reflections

## Michael Roy

By MICHAEL ROY  
CLASS OF 1974

Happy birthday, Colby! I am fortunate to be able to offer my congratulations from a number of perspectives.

First, as city manager, I can say without equivocation that the partnership between the City and Colby is as strong as ever. Waterville without Colby would be a much less diverse and a much more economically challenged place to live and work. Colby needs a community like Waterville that serves as such an important commercial and cultural center for a large region.

Secondly, as an alumnus, it's important for me to not only offer congratulations but also thanks. Colby offered me an opportunity 40-plus years ago to attend one of the finest liberal arts institutions in the country.

As the oldest of seven in a blue collar household, the financial assistance provided was critical. I am so proud to see that Colby has not only continued that tradition but also increased it to make

the dream of a college education available to many who would be left behind.

Finally, as a Waterville native, I want to note how critical it has been for Colby to invest in the community—especially with the effort led by Bro Adams in the past 10-plus years.

Colby Cares About Kids, Colby Volunteers and the many other examples of Colby's involvement in the community do not go unnoticed by those of us who live here. We are grateful to Colby the institution but also to the many students who have taken the time to become part of our community.

Again, congratulations Colby, and thanks for the past two centuries of friendship and partnership.

**The partnership between the City and Colby is as strong as ever.**

## Bicentennial Reflections

## Colby spirit

By JAMES CRAWFORD  
CLASS OF 1964, I.L.D.'05

From its humble beginning on the bank of the Kennebec River, Colby College has nurtured the lives of young people for 200 years. My years on Mayflower Hill from 1960 to 1964, with memorable classmates and professors, were without question a most enriching and formative four years. Similar memories, I am sure, have been shared by most alumni and it is wonderful to see that this Colby Spirit continues to foster exceptional personal growth and learning today.

From my traditional middle class family upbringing, following my paper route career, Eagle Scouting adventures, sandlot sports and a public high school education, I entered Colby after a brief drive by visit organized by my Bates College alumnus, high school chemistry teacher. Colby was new, exciting, remote and somewhat daunting, without the old hometown friends, just like it probably had been for new students since 1820. However, the Colby Spirit quickly took hold with a welcome from the Deke fraternity and ultimately the opportunities to participate in the Inter Fraternity Council, varsity and inter-fraternity sports and Blue Key. The Colby community of 1,200 students was nurturing, supportive and open to making good friends and participating in the governance of student organi-

zations. These were opportunities which I had not taken advantage of in the rather large impersonal public high school I attended. In short, Colby was the perfect atmosphere for personal growth in assuming responsibility and learning how to share governance and leadership responsibilities with fellow classmates.

But what was even more of a significant influence during my four years at Colby was the exposure to new learning and the inspiration from small interactive classes, devoted professors and assistant professors who loved teaching and sharing their years of scholarly study and research. Not only were the professors guiding the classroom curriculum but they were readily available after class to answer questions, to meet in their offices to discuss the subject at hand, to provide guidance for course selection and, even, on occasion, to enjoy intimate dinner in their homes. Our professors were with us on campus day by day providing guidance for our fraternity and on the athletic field to cheer us on. The relationships with the professors were relaxed, assessable and therefore lifelong influences. Professors Chapman, Breckenridge, Pullen, Todrank, Gillespie, Mavinac, Hudson and Benbow to name a few during my vintage were of the many who devoted their entire academic careers to teaching, mentoring and influencing career choices for Colby students. These are the memories of four formative years that have stayed vividly in my mind since 1964.

Now, 49 years later, I still re-

## James Crawford

turn to Mayflower Hill on a regular basis for Board of Trustee meetings and Commencement. I witness at each meeting the dedication of the faculty who serve tirelessly on the committees of the Board and provide updates on topics of current interest. The Overseer Committee reviews provide a valuable insight into the curriculum and governance of academic departments. I have watched closely the very critical tenure process which ensures that the tenured professors are chosen from those who excel in teaching, continuing research and service to the College. This commitment to maintaining a strong faculty has been a hallmark of Colby. It has translated, I believe, into a unique learning experience centered on the ability of students to have access to the professors outside of the classroom for special research projects, internships and guidance. This atmosphere of liberal arts learning has remained in place during the last five decades and my guess is that it is a tradition of Colby since its founding 20 decades ago.

During this period, of course, there have been many remarkable changes. The campus on Mayflower Hill has always been recognized for its striking beauty in the Georgian architectural style, but in recent years it has been dramatically expanded to include the Colby Green with its new academic, admission and alumni buildings. New dorms were built in the past 15 years for seniors and undergrad women and men that now accommodate a student body of approximately 1,850. The

student center is a vibrant hub for events, lectures and numerous student organizations. The athletic facilities seem luxurious to someone who attended Colby in the 1960s. The curriculum and teaching faculty has grown significantly as the course offerings have been expanded. This growth, I believe, is attributable to the steady, fiscally conservative leadership of Presidents Strider (1960 to 1979), Cotter (1979 to 2000) and Adams (2000 to present). Colby has benefited greatly from the continuity of extraordinary leadership in partnership with a dedicated faculty of whom many have served the College for more than 40 years.

But the improvement that I notice most over the last half century is the growth in the diversity and intellect of the student body. No longer is the origin of the student body primarily regional. Today, Colby students come from a much wider geographical, social, racial and ethnic background. In addition, students are articulate, engaged, and curious about learning. The participation in student organizations is very high and many students are taking advantage of the international programs to broaden their learning opportunities.

I have had the very good fortune of being guided by the liberal arts education that I received at Colby. Colby was a life changing experience for me nearly 50 years ago and I am happy to report, it provides such an experience today with a similar dedicated faculty and expanded facilities. This Colby Spirit is alive and well and suggests a very bright future for Colby's next 200 years.

## Bicentennial Reflections

## Joseph Boulos

## Right place, right time

By JOSEPH F. BOULOS  
CLASS OF 1968, TRUSTEE, CHAIR OF  
THE BOARD 2005-2009

Talk about being in the right place at the right time. That's my Colby story, from the start.

I entered the College in 1964. The Mayflower Hill campus still felt new. Just two years before, the Ford Foundation had named Colby a "center of academic excellence," an honor that brought with it the largest grant in the College's history to that time and catapulted us to national fame. Only one year before I entered, Colby celebrated its sesquicentennial with guests including Chief Justice of the United States Supreme Court Earl Warren—a very big deal, as those of you who have studied the Warren Court know.

I didn't know it when I enrolled, but I had chosen a college on the move. The right place at the right time.

Life happened. I graduated, served as a Marine pilot in Vietnam and as a commercial pilot after that, got married and had a family with my wife Sheri and started a business in my hometown of Portland, Maine. Colby wasn't really a place anymore—it was memories; it was friends I'd met in orientation week and in fraternity rush and on the playing fields; it was lessons about integrity and straight talk and loyalty. I knew I'd been lucky to be a Colby student and that I loved the College, but that was then, and that, I thought, was over.

All of which made the next right place, right time moment even sweeter than it might have been. In 1993, I was elected to my first term as a Colby trustee. I joined the Board when Bill Cotter was president and Larry Pugh '64 was chair, and serving under their leadership was a peak Colby experience I thought could never be topped. Together, the Board and the administration worked to improve the academic profile of the College by, especially, dramatically increasing the number of endowed professorships the College could use to retain or to attract top-quality scholars and teachers. We watched as those scholars and

different place Now than it was Then, but so is the world, and the distances between them have become less and less significant.

The second set of important changes in Colby as an institution, both positive and negative, are most visible from the long-term perspectives of alumni and faculty. The school is no longer so manifestly the product of an old-boy network. Policy and personnel decisions are no longer made in smoke-filled rooms behind closed doors by the "Greatest Generation"—which turned out to consist largely of "pale, male and Christian" veterans of World War II and the GI bill. The doors have been opened bringing in welcome breaths of fresh air. The flourishing of new perspectives is something to celebrate; that veterans' voices have been crowded out is not. The decline of the old-boy network should not be cause for sorrow; the rise of a more corporate mentality should be.

Another change accompanied these that ought to be integral at least to the student and faculty perspectives: the curriculum is incredibly richer Now. For one thing, there was no such thing as a WGSS program Then—nor AAST, ANTH, CS, ES, GLST, BMB, LTAM, and a host of other horizon-busting departmental and

teachers helped make Colby more and more attractive to top-flight students, who started to arrive on Mayflower Hill from all over the world. Although Colby never rests on its laurels, it seemed to me at the time that we were about the best College we could be.

And then, incredibly, we were able to build on that work and take even more steps forward. I credit the Board's decision, in 2000, to replace one extraordinary president, Bill Cotter, with another, Bro Adams.

Bro is the person I think most about when I reflect on my most recent experience of being in the right Colby place. I was fortunate enough to serve on the selection committee that recommended Bro be hired, and in 2005, when the board chose me as its chair, I

got to work shoulder-to-shoulder with Bro in pursuit of excellence for Colby.

My time as chair (2005 to 2009) coincided with a period of economic bullishness in the country. Colby announced the public phase of its \$370-million capital campaign, called Reaching the World, in October of my first year as chair. Some of the fruits of that campaign are visible all

over the campus: the Diamond Building and Goldfarb Center, Bill Alford Field and Harold Alford Stadium, Pulver Pavilion, the Alford-Lunder Pavilion to house the Lunder Collection of American Art (the single largest gift to the campaign), Schair-Swenson-Watson Alumni Center. They are visible, too, in the benefits that came to our student body. These included more socioeconomic diversity through increases in financial aid, more geographic and ethnic diversity, including among those students receiving Davis United World College or Posse scholarships; and Colby's no-loan policy, which may have been the initiative closest to my heart.

In this bicentennial year, when we cannot help but think about the ways individuals have shaped and changed Colby, I know that future histories will identify the Adams years as a time when the scrappy little college on the hill, the one I entered in 1964, lived up to its mature promise and turned toward its next 100 years with hope and confidence.

It is a privilege to have been a small part of this story, and I know today's students will feel the same way when the 250th rolls around. Right place, right time.

## Bicentennial Reflections

By RICHARD UCHIDA  
CLASS OF 1979

Bidding Colby College a happy birthday is a bit odd. Colby College is like that Brad Pitt film—*The Curious Case of Benjamin Button*. With each passing year, Mr. Button, or Brad, grew younger and younger as the world around him aged. Yet, even as Mr. Button grew younger, he retained the wisdom of his years and experiences.

If you can suspend your disbelief, Colby College is like Benjamin Button, or perhaps like Brad Pitt. As all of us grow older, it seems to grow younger, while retaining its wisdom, experience, tradition and rich history. The diversity of its students, the curriculum it offers, the intensity of its faculty, the commitment of its leaders, its facilities and services are cutting-edge and geared to a new century. To borrow a phrase, "This is not your father's Colby."

While Colby is very different than it was 35 years ago, it is the same in one important way: its dedication and ability to turn out students from different backgrounds and lives who are prepared to take on the world.

I arrived at Colby in 1975 from southwest Louisiana. I had never seen Colby (except a picture of Miller Library). As a short (Benjamin Button again), long-haired, Asian-American with a southern drawl, wearing my light blue leisure suit

and white patent leather shoes on the day I arrived, I stood out like a sore thumb. There were very few students of color and I don't recall anyone from the deep South.

Six weeks into my first year, after earning the first "D" of my life on an English assignment, I recall thinking I would never fit in—academically, socially or otherwise. And as the cold Maine winter set in, I thought about how much better my life would be if I had gone to LSU with my high school friends.

But I had some dedicated faculty members (Pat Brancaccio, Joe Rosenthal, Cal McKenzie, Tom Tietenberg and Sandy Maisel) and an associate dean of students, Janice Seitzenger (now Kassman), who would not let me quit. They opened doors to theater, courses in classics, government and history, the *Echo*, WMHB-FM and student life staff. And with those open doors, my friendships grew. I became manager of WMHB, a dorm head resident, director of five theater productions and a fraternity member.

At the same time, no one told me to adhere to some vision of the ideal Colby student. When I wanted to spend JanPlans in Louisiana investigating union violence, working as a journalist or analyzing the creation of the first strategic petroleum reserve, they never said, "That's

## Richard Uchida

not how things are done," or "That's not what we had in mind." They opened doors and created opportunities, while imposing the academic rigor and discipline that Colby students respect and celebrate.

Following graduation, I did not realize how lucky I was to have attended Colby. But it became apparent that Colby taught me to write well, to think critically, to solve problems creatively, to analyze complex issues, to listen attentively and to communicate effectively—critical tools not only in the practice of law but as a citizen of the 21st century. Other law students struggled to hone these skills. I graduated at the top of my class

and am a partner in one of New England's top law firms. Using the leadership skills I learned at Colby, I became the first person of color in 125 years to be elected president of this state's bar. I have served on state, regional and national task forces and committees for the improvement of the lawyering profession and access to justice for the poor.

My good fortune with Colby did not end at graduation. In 2006, I became a member of the Board of Trustees. To be honest, I know why I was asked. As I have told Bro Adams and Bob Diamond, there will never be a Uchida Building. But I seek to bring a diverse and important set of views and a work ethic infused

by this college to try to be a valuable trustee.

The College has changed remarkably since 1979. There are senior apartments and new dorms, a Cotter Union, a Pugh Center, a Pulver Pavilion, a Goldfarb Center and a Diamond Building. There are new majors, interdisciplinary study programs and courses unheard of just 15 years ago. (I took the cutting-edge computer course of its time—programming in FORTRAN). The diversity of the student body is incredible—in terms of gender, race, sexual orientation, international students, and religious and political persuasions.

As a trustee, I return to campus often. I spend hours with faculty and staff. I am blessed when students spend time teaching me about life at the College and about their own lives. I revel in my visits to the dining halls, the museums, the dormitories and the academic complexes. Every time I reflect on my visits as I drive south on I-95, I marvel at the world-class institution that the College has become. I am proud to say I graduated from Colby and that with each visit, I continue to learn.

Happy 200th Birthday Colby, and thank you. May you continue to grow younger and better—and may you continue to provide all of your students the same good fortune you have provided to me.

Richard majored in economics and administrative science. He currently serves as vice-chair of the College's Board of Trustees.

## No one told me to adhere to some vision of the ideal Colby student.

## Bicentennial Reflections

## Four decades, four perspectives

By DAN COHEN  
CLASS OF 1975, PROFESSOR OF  
PHILOSOPHY

I have been part of the Colby community for over four decades—and in four very different capacities: from 1971 until 1975 as a Colby student; beginning in 1975 as a Colby alumnus; since

1983 as a Colby professor and from 2006 as a Colby parent. So when I am asked how Colby has changed in that time, I have four different perspectives from which to choose. Allow me, then, to offer four observations about Then and Now.

Let me start with something small. Back Then, as a freshman—we weren't yet "first-year students"—I used to hitch a ride downtown almost every day to get a copy of *The New York Times* at Joe's Smoke Shop. Hitching

a ride meant standing in front of Woodman and simply waiting for a car to stop and offer a ride, then waiting on the corner of Pleasant and Gilman for a ride back. You didn't even have to stick out your thumb. Now, with the paper online, who needs to go anywhere? For that matter, who needs paper?

So, the first changes to acknowledge are enormous ones that are visible from all perspectives, changes that Colby shares with the world at large: technology, culture and politics. Posting

a YouTube video made on your iPhone to protest the state ban on same-sex marriages has the potential to reach an exponentially greater audience than a sit-in take-over of the ROTC offices to protest the war in Vietnam, but chances are pretty high that it will have a far smaller impact. (Yes, students, Colby did have a ROTC; go ask an old-timer what that was. And yes, old-timers, there are such things as iPhones and YouTube; go ask a student what they are.) Colby is a very

different place Now than it was Then, but so is the world, and the distances between them have become less and less significant.

The second set of important changes in Colby as an institution, both positive and negative, are most visible from the long-term perspectives of alumni and faculty. The school is no longer so manifestly the product of an old-boy network. Policy and personnel decisions are no longer made in smoke-filled rooms behind closed doors by the "Greatest Generation"—which turned out to consist largely of "pale, male and Christian" veterans of World War II and the GI bill. The doors have been opened bringing in welcome breaths of fresh air. The flourishing of new perspectives is something to celebrate; that veterans' voices have been crowded out is not. The decline of the old-boy network should not be cause for sorrow; the rise of a more corporate mentality should be.

Another change accompanied these that ought to be integral at least to the student and faculty perspectives: the curriculum is incredibly richer Now. For one thing, there was no such thing as a WGSS program Then—nor AAST, ANTH, CS, ES, GLST, BMB, LTAM, and a host of other horizon-busting departmental and

program acronyms. Of course, the courses in physics, music, biology, psychology, history and every other department haven't stayed the same either. The possibilities for study Now are mind-boggling; the quality of education for anyone willing to take advantage of what is available is nothing short of breath-taking.

As for the parents' perspective: let it suffice to note that the comprehensive fees for my first semester at Colby were about \$1,950; for my son, it was a bit more.

Despite all those changes, the most remarkable thing may be what *hasn't* changed. The commitment to pedagogy is no less deep and abiding Now than it was Then. There is still extraordinary community and collegiality to be had. It might be a little harder to find, but it is worth seeking out. If my perspective on this seems a bit rose-colored, it is because my home within Colby is the Philosophy Department. It was Then and still is Now an exemplary combination of intellectual engagement and genuine collegiality. It has been an indescribable pleasure to be a part of both the continuity and the changes for these past decades.

But there are still too many Red Sox fans.

## Bicentennial Reflections

## Dan Cohen

## Four decades, four perspectives

# BICENTENNIAL ISSUE

## Students research history of the College

Since the spring of 2012, students in HI 200 (Introduction to History) and other history classes, as well as students doing independent study work in the History Department, have undertaken a significant amount of research into the history of Colby, making excellent use of the various fascinating archival resources in Miller Library's Special Collections Department, where the staff has been enthusiastic and wonderfully helpful. This series of short articles is designed to share the insights from some of

that research with the broader Colby community. Four pieces are included in this Bicentennial Issue, and additional work from students in the class will appear in the Echo throughout the semester. Three are below; see page 5 for the fourth piece.

## Colby's Lion of Lucerne

By **ARTUR FASS AND SCOTT HARFF**  
CLASS OF 2015 AND 2013

Anyone who has ever walked down the "Street" in Miller Library has seen the large statue of a lion lying wounded over a shield of stars and stripes. Most students pass this monument without a second glance, unaware that this lion is based on a much larger and more famous sculpture in Europe, has moved to three different locations throughout the college's history, and honors Colby men who died defending the country during the Civil War.

Like the rest of the United States, Colby was severely affected by the Civil War. In fact, the College was on the brink of disaster during the conflict as enrollment dropped from 122 to 61 when students went to fight, and the financial situation of the College deteriorated. Overall, a total of 168 alumni and students enlisted and 26 were killed, including one who was killed fighting for the South: he was drafted against his will.

In 1869, on its old, downtown Waterville campus, Colby built Memorial Hall, in memory of Colby's Civil War dead. This was the first building in the North dedicated to Civil War veterans. The plan was to erect a memorial plaque with the names of the war victims inside the building. However, Charles Hamlin, a science professor at the College, felt that Memorial Hall should house something more elaborate and lasting than a simple

plaque, and he began raising funds for a more meaningful monument. During the process Hamlin spoke with Dr. Henry S. Burrage, a Baptist minister in Waterville and eventual trustee of the College, who suggested the Lion of Lucerne as possible inspiration.

The Lion of Lucerne, located in a grotto perched over a lake in Lucerne, Switzerland, pays tribute to a group of Swiss guards who died in 1792 defending the French king Louis XVI against a group of revolutionaries who attacked his palace. Designed by Danish sculptor Bertel Thorvaldsen, the statue invokes such a powerful image that Mark Twain called it "the most mournful and moving piece of stone in the world."

Ultimately, Hamlin and Burrage agreed that the Lion of Lucerne was a perfect model and they decided to commission Martin Milmore, a sculptor from Boston, who constructed an 8-foot long, 4-ton replica of Thorvaldsen's memorial, one-fourth the size of the original. Milmore also replaced the French and Swiss national shields with the United States shield. The monument also included a 1,258-pound plaque with the names of Colby's Union dead and a Latin inscription. In total the project cost \$2,500, most of which Hamlin raised from donations from the families of the 25 men who died protecting the Union. The Lion, located in the Seaverns reference room of the Memorial Hall library, was unveiled on commencement day in 1871.

In the 1960s, after the new campus was built and Memorial Hall was to be demolished, the fate of the Lion became a matter of concern. Many sites on the new campus were proposed, including the chapel entrance, Lovejoy, Hillside below the chapel driveway, or above the path around Johnson pond. Eventually it was decided that the Lion would move to Miller Library. It took eleven and a half days to remove the Lion from the Seaverns reference room, clean it, and install it in a special room in the new that was dedicated to the memory of the Civil War. The Lion was located in the corner of this room, which was a popular study place on campus. At first, the plaque was placed below the Lion, but later it was elevated. The move to the new campus reintroduced the Lion to the campus culture and even created several traditions, including students rubbing the nose of the Lion for luck before exams.

In 1983, renovations in Miller cut the Civil War room and the Lion off from public access, and once again, the Lion was forgotten. In 2003, however, Professor of English, Peter Harris, and seventeen of his English 115 students started a petition "Free the Lion!" asking that it be moved to a more prominent spot. The campus took the decision calmly: according to the Echo, "some worried it would get vandalized, some were enthusiastic and some didn't care." Multiple open-air locations were considered, but in October 2003 the Lion found its new place in the Miller Street where it is located today.

## The History of the Colby Seal

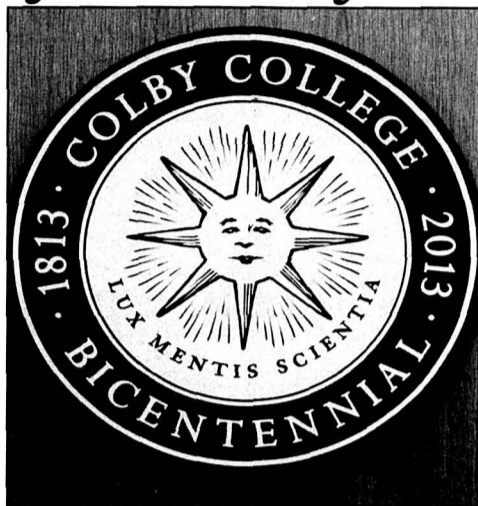
By **JONATHAN EICHOLZ AND RYAN BACHUR**  
CLASS OF 2015

The Colby College seal was originally set forth in the College charter as, "one common seal which they may change, break, or renew at their pleasure." The Colby seal has been altered and renewed over the years, and has undergone a few changes, including one spelling correction.

The inception of the first Colby seal in 1821 is one that was completely enigmatic. In a 1948 Colby Echo article, one student author who was researching the seal came to the conclusion that, "the background and origin of the old Colby seal is unknown and examination of college files revealed little that was relevant." Even after further research, this statement from 1948 is one that has stayed true. The 1821 seal is only found on a "die" which was used to stamp the archaic seal on all official Colby documents almost two hundred years ago. This seal is the only one to depict the sun along with a moon and earth as the centerpiece of the logo. This seal can be assumed to be a representation of "Lux Mentis Scientia" translated to English as, "Knowledge is the light of the mind." This phrase is the only remnant from the original Waterville College seal that has endured the test of time.

During the Civil War, when the College was struggling financially, Gardner Colby made a donation to the institution to help save it from bankruptcy. As a tribute to Colby for his generosity, the school was renamed Colby University and in turn, a new seal was introduced in 1867.

The defining feature of this new seal was the sun encircled by the mantra of "Lux Mentis Scientia." The centerpiece of the seal was encompassed by the title of Colby University in Latin. Finally, at the bottom of the seal were two crossed olive branches, a symbol of peace in the post-Civil War



WINSLOW MCCURDY/THE COLBY ECHO

In honor of the Bicentennial, the College has resurrected a seal from 1867. The seal has changed many times over the course of 200 years.

period. This logo remained the seal of Colby from 1867 through 1936, with the only major alteration being a name change from Colby University to Colby College. As the era of this seal reached its close, the almost failing college of the late 1860s had formed a strong identity to thrive under for almost seventy years.

As 1936 approached, Colby was reaching a period of increased prestige and modernity, so the administration chose W.A. Dwiggin, "one of the foremost designers and topographers in the country," to create a new seal. Dwiggin undertook the job of enhancing the seal, and his design became known as the "starburst." This starburst was encircled by the words "Lux Mentis Scientia" and at the top of the seal, Colby College was inscribed in Latin.

The Latin phrasing in Dwiggin's design, specifically the spelling of Colby College, led to criticism from then-Colby President Julius Bixler, a classicist, who requested that another "I" be added to the end of the word "Collegi" (the spelling Dwiggin had used in his version of the seal) for Latin accuracy. Ultimately the edit was made and another "I" was added. This controversy was re-

ceived lightheartedly by the student body, who became fond of an Echo article about the seal which was titled "How's your Latin?"

In 1999, Earl Smith, a former Colby dean, sent a letter to the faculty declaring Latin a dead language, however, which led to the abolishing of Latin from Colby merchandise, while keeping the Latin logo on official documents and diplomas. This created a rift in the use of the seal as the administration and some academic departments used the Latin, whereas others used the English version. Many became confused about the official identity of the institution, and in 2002 President William Adams created a new seal with no language alternatives to reinforce the idea of uniformity throughout the school. President Adams's new seal was justified as "a consistent seal to be used throughout the college." The new starburst at the center of this seal was characterized as a crisper and cleaner version for the modern era.

As the years have passed the seal has been altered and modified but the purpose of the seal has remained the same: a visible form of identification for the College that links its professors, students, admin-



WINSLOW MCCURDY/THE COLBY ECHO

The Lion of Lucerne, donated in memory of the 25 Colby students who defended the Union during the Civil War, has changed locations several times but currently resides in the the "Street" of Miller Library.

## Colby's earliest female students

By **ALICE GAUVIN AND COLIN HULL**  
CLASS OF 2015

Grace Chaney was a student at Colby College from 1896 to 1900. During her years at the College she maintained a fascinating scrapbook that is available in Miller Library's Special Collections Department. The scrapbook is comprised primarily of invitations, letters, and religious and social pamphlets, but Chaney also included poems, menus, transcripts, course catalogues, newspaper clippings, and a few photographs. The scrapbook is an invaluable piece of history, because it demonstrates the values, interests, belief, and lifestyle of a young woman at Colby at the turn of the 20th century. It illustrates the nature of a fe-

male student's experience at Colby in the late nineteenth century. In a broader sense, it illustrates the culture of Colby while Grace Chaney was a student on campus.

Based on the information her scrapbook provides, Grace Chaney's life at Colby was extremely social. Nearly every letter, invitation, pamphlet, etc. within the book is a record of a Colby social function or an item of personal correspondence with another Colby student or faculty member. Chaney was in a sorority, Beta Phi, which held frequent social functions, many of which included one of the several fraternities on campus. At the same time, the scrapbook also indicates that women students were not allowed to spend time in the company of gentlemen past 8 o'clock in the evening, and were expected

to exhibit "modesty, refinement, and courtesy, which may be reasonably expected of young women in college." Young women at Colby, we learn, were educated in the art of being a good "fireside companion" as well as in the liberal arts. To this end, the "ladies of the faculty" frequently held teas and social functions for the female students of the College, setting an example for the girls that was as domestic as it was professional. Furthermore, while the young ladies were invited to attend debates and other academic club events, only men were allowed to actively participate. Perhaps because they were a minority, the women on campus formed a tight-knit community that revolved, it seems, on social events and occasionally attending debates held by the gentlemen of the college.

Grace Chaney's scrapbook gives further insight into the views held by the Colby community about national and global affairs. One of the debate flyers contained in the book references the "trust-busting" movement; a pamphlet references the Spanish American War. While it illustrates some level of awareness and interest in these affairs, however, the scrapbook also betrays a startling degree of ignorance within the Colby community. One pamphlet advertises a "Spanish Prisoner viewing" on the USS Harvard, which allegedly held prisoners during the Spanish American War. This kind of spectacle shows the emotional distance Colby students generally must have felt from the war, for it is unlikely that any student whose family had been seriously affected by the conflict would be tempt-

ed by such a display. Similarly indicative of students' half-formed understanding of global cultures and affairs is the "Japanese wedding" that the students put on as a performance at a party. An account in an unidentified newspaper, presumably The Colby Echo, relates, "The Vestry was decorated with Japanese Screens and Lanterns and these with the gay Japanese costumes gave the scene a decidedly oriental appearance." Students were apparently interested in the novelty of Japanese culture, but their understanding was clearly significantly limited to stereotypes.

Grace Chaney's scrapbook, a window into the life and thoughts of a woman at Colby in the late 19th century. And while it suggests that women's experiences at the College then were different from men's in various

ways, it must also be noted that the initiative to bring women into dorms on campus indicates positive reformist changes within the College as a whole. Moreover, Grace Chaney's academic transcript indicates that she received financial aid, which afforded her and many other women the opportunity for higher education, which had previously not been available. From other sources, we have also learned that Chaney entered the workforce and became a teacher after graduating from Colby in 1900. She taught for seven years, and only then, at the age of 29, married; she later had four children. Chaney had an education, a profession, and a family, a combination that did not become the norm for American women for another sixty years. It would be interesting to analyze what factors in her Colby experience may have influenced this progressiveness.

# What does the Bicentennial mean to you? Two students respond

## With the Clock A-Tickin'

By **JUSTIN LUTIAN**  
CLASS OF 2015, BIOCHEMISTRY AND ENGLISH

It is quite fitting that the most prominent architectural structure at Colby is a clock tower. On a college campus where everyone is almost always on the move, in a place where running from a class to a rehearsal to a training session to a club meeting then to a dinner date is the norm, time is of the essence. As we commemorate this hallmark in the College's history, the passage of time has never been more conspicuous.

Today, we celebrate Colby's bicentennial. However, in spite of the great importance we place upon today's event, time will continue to pass. For anyone who cares,

February 28, 2013 marks 200 years and one day since the College was chartered; March 1, 2013 marks 200 years and two days. Indeed, anyone who takes a minute from his day-to-day travails at Colby to think about what those travails mean comes to realize that time flies by so quickly. Whenever I recognize this fact, I quickly reassure myself with the thought there will always be tomorrow. At the risk of sounding morbid, I daresay that such will not forever be the case.

The celebration has compounded my fears that I, a sophomore, have passively let the past year and half sink through my fingers. It took 200 years for Colby to attain the reputable spot it now occupies. While far from being perfect, the College has certainly evolved and bettered

itself through the years, but as with most organic beings of analogous size, such growth has been gradual. Considering my place in all these developments, I wonder, given the 200 years of the College's existence, what difference will the 40 months of my Colby career make?

Commemorating the College's bicentennial has compelled me to consider the time I have spent here and the time I have yet to spend. I am constantly reminded of what many have said that college is the time for young people to explore, take risks, make connections, develop passions and hopefully in the process, discover who they truly are. Nevertheless, one soon realizes that the college experience is not all like promenading across a field of tulips; in an effort to absorb all Colby

has to offer, one has to hazard failure, rejection and heartbreak, not to mention countless caffeine-driven sleepless nights. And those who did, those who wholeheartedly and stoutheartedly did, have fortified the bricks holding up our emblematic horologe. Two centuries worth of such courageous people have made Colby the institution that it is today. I want to join their ranks. I hope to make each day count. I write essays that move me, i.e., it's not about Shakespeare; it's about what I think about Shakespeare. I go out of my way to meet people and strengthen the friendships I already have. I take my jobs in the residence hall and in the Writer's Center seriously. Sometimes all you have to do is find something that excites, inflames or bewilders you, and revel in it.

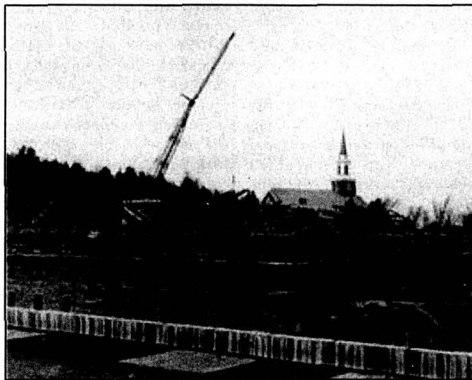
## Awakening in the making

By **JACK LYNCH**  
CLASS OF 2016, BIOLOGY

To me, Colby's 200th birthday symbolizes rebirth. It means a chance to start anew while honoring our rich history. It compels us to look toward the future with hope, carrying ideas that guide our path in the footsteps of those who came before us. Yet we must honestly acknowledge the good and bad in our past so that we may find inspiration in our kinsmen and avoid the errors of our lost brothers. With the world rapidly changing around us, we must forge ahead, acting in defense of our climate, minorities, those whose love is condemned and disenfranchised people in Maine and across the globe. While galvanizing us to act, this anniversary reminds us

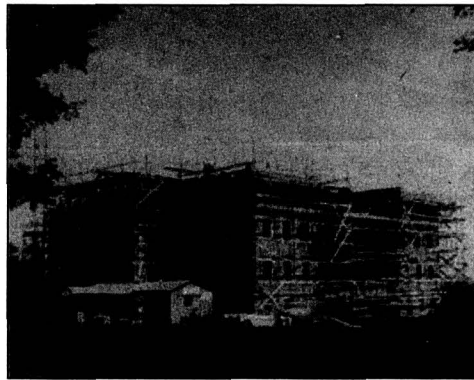
that this opportunity for rebirth and action is always present in us every day. Sometimes we get caught up so much in our daily routines that we forget to ask ourselves what it is we are actually doing. If during the Bicentennial, we all took a few moments of solitude to ask ourselves what it is we are doing, what we want our purpose to be here at Colby and to contemplate if our actions match this purpose, then we will have taken the first step toward a brighter future. With hard work, accountability and mindfulness, we can be assured that our brothers and sisters of the future look back on our 200-year legacy with pride. But it all starts today. With this thought. Right now. To me, this symbolizes true rebirth, and the liberation that follows. Even if it is 200 years in the making.

# Campus buildings: Then and Now



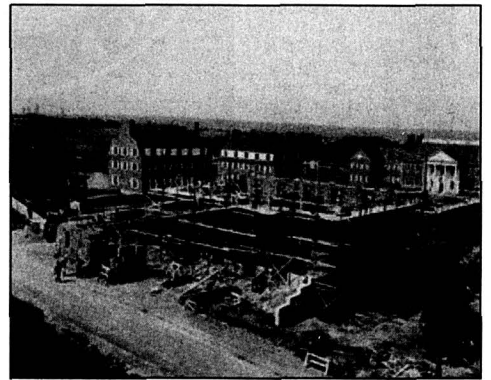
Dana 1964

COURTESY OF SPECIAL COLLECTIONS



Lovejoy 1958

COURTESY OF SPECIAL COLLECTIONS



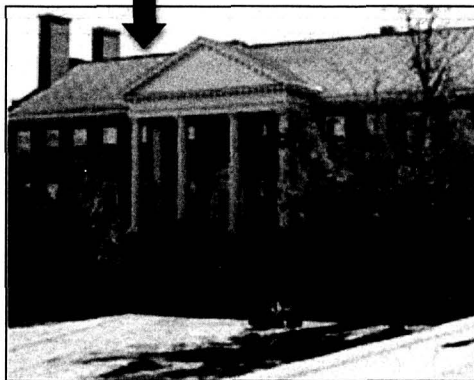
Phi-Delta Theta House 1951

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Lovejoy 1958

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Perkins-Wilson 2012

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Presidents House 1970

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Phi-Delta Theta House 1951

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Pierce 2013

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