

Behold, the fool saith, "Put not all thine eggs in one basket" - which is but a manner of saying, "Scatter your money and your attention"; but the wise man saith, "Put all your eggs in the one basket and 'Watch That Basket'." Pull'nhead Wilson's Calendar

The Colby Echo

Published Weekly by the Undergraduates of Colby College

"East of Eden" will be shown Saturday & Sunday at 7 p.m. in Lovejoy

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Waterville, Maine, Friday, February 24, 1961

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Dr. J. Seelye Bixler Comments on Students

(Editor's Note: Former Colby College President J. Seelye Bixler wrote the following article for the Honolulu Star Bulletin while teaching as a visiting professor at the University of Hawaii. He offers some tentative but provocative suggestions for exploiting the timetable on which many people grow mentally mature.)

** ** *

If 18 years as a college president have left me with any complaint, it is that our students are not old enough to know what they really want.

They are truly wonderful young people. For the most part they are idealistic and starry-eyed, as well as alert and eager.

What they like to do they do well. When they play and compete they know how to discipline themselves, and all of us are aware that if war calls they respond with magnificent courage.

Yet, when the task is intellectual, unless they belong to the particularly gifted group, they lack the determination needed for mastery.

Too often they hand in work that can only be slovenly.

An initial interest gives way easily to boredom.

Instead of excellence, they are content with passing marks.

And all too frequently they choose a course only because its schedule will allow them to sleep late and have weekends free.

QUESTION

You may well ask if this is really because of their youth. Isn't learning, after all, an acquired taste and don't many besides our young people find a bookish life unattractive?

RUNNALS UNION TEAS

The Runnals Union Committee would like to remind the students and faculty of the informal teas given every Friday afternoon from four to five o'clock in Smith Lounge of Runnals Union. These teas provide a chance for the students to meet the faculty in an informal atmosphere. Tea, coffee, and cookies are served and guests may play bridge, chess, or checkers, or just talk. It is not necessary to get dressed up for the teas; informal attire is encouraged.

My reply is simply that I have watched many students develop a taste for learning as they grow older.

The veteran, for example, almost always attacks his studies more aggressively than his younger companion in the classroom.

Indeed I have been surprised at the number of freshmen who flunked out of college with a miserable record only to return after a two-year hitch in the Army with a completely different point of view.

Some have won Phi Beta Kappa honors.

Whether it was the sheer passage of time or the shift to a wholly different kind of life, or a combination of the two, it is hard to say, but the record shows a transformation.

LESS CLEAR

In the case of the girls, the case is less clear. Yet even here there is some evidence of greater purposefulness and a more sustained interest on the part of those who are older.

Two suggestions at once come to mind. First, why don't we plan, at least in the case of boys, for an interval of two years between high school and college? Perhaps this should regularly be used for military service.

Fifty years ago the philosopher William James had an even better idea.

He thought we should draft our youth for two years, not in the Army, but on the farms, in the mines, on the ships, and in the factories.

In this way the heavy work should be done by young men, who could learn from it about the kind of activity society itself needs for its own continuing life.

While the present emergency lasts, possibly some combination of civilian and military labor could be

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Noted Economist Stanislaw Wellisz To Give Lecture

By Robert B. Neuirth

Dr. Stanislaw H. Wellisz, Assistant Professor of Economics at the University of Chicago's School of Business, will present the second in the series of Gabrielson lectures next Tuesday afternoon.

The topic of his speech will be "The Import of the International Economy on American Labor and Management in the 60's." Dr. Wellisz, a Harvard and Cambridge graduate, has had a noted career in both the teaching and business professions.

Beginning in 1946, he was appointed an assistant economic analyst for Standard Oil Company. During 1953-1955 he was under contract to the Center of Industrial Studies at MIT. While there he prepared a report on the economic influence of changes in the U. S. import tariff on selected American industries, in order to present a survey of business opinion. This he followed in 1954 by a research project on the structure and problem of Italian industry.

From 1955-1957 he was an economic consultant to diverse industrial firms, as well as the aeronautical Research Foundation at Cambridge, Mass.

He held these positions while simultaneously teaching economics at Williams College. Throughout the past decade, articles written by Dr. Wellisz have appeared in many of the scholarly economic journals, both at home and abroad. Recent articles on him have been published in Business Week and Construction World.

Wellisz is currently preparing for publication an article entitled "An Analysis of a Soviet Type Economy."

Dr. Wellisz recently returned from his native Poland where, last year, he was a Ford Foundation visiting professor at Warsaw.

While at the University of Chicago Business School, Dr. Wellisz is teaching courses in the fields of Price Theory and International Economics.

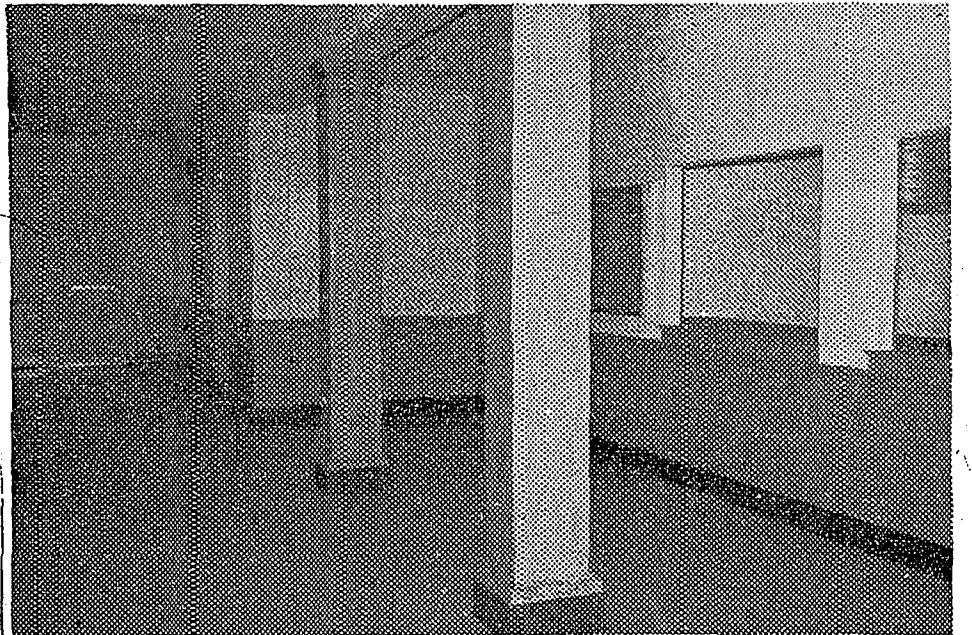
Nadeau and Tesson Perform, Lecture On American Jazz

A unique approach to the understanding of jazz in relation to the classics is being presented at the Given Auditorium on Friday, February 24 at 8:00 p.m. by Roland Nadeau and William Tesson, both of the New England Conservatory of Music. The title of their lecture is "The Influence of American Jazz on Contemporary Music."

Nadeau, teacher of theory, form, and piano, has recently concluded a T V series entitled "Let's Make a Song" on station WGBH in Boston. This program invited the audience into the very act of experimenting in the making of music.

Tesson, who is both a symphonic and jazz trombonist, is head of the jazz studies at the New England Conservatory, in addition to his duties in the theory department. Since Tesson has also appeared several times on the Conservatory's TV show, in a unique approach to the aspects of jazz as compared to the classics, this team is well equipped in the theory and practice necessary to reach the heart of the matter in a non-pedantic, yet clear, concise, and illuminating way.

Administration Building Will Be Opened Soon



Portland Symp'ny Waterville Chorus Glee Club Perform

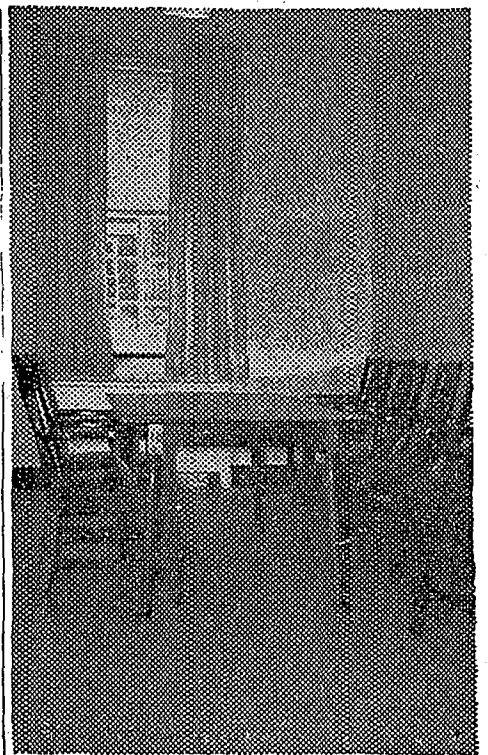
The Colby College Glee Club, the Portland Symphony Orchestra, and the Waterville Area Chorus will present a concert on February 27 at the Opera House. Featured soloists will include Mrs. Ruth Nickerson, soprano, and President Robert E. L. Strider, baritone. The Portland Symphony Orchestra, under the direction of Rouben Gregorian, will make its first appearance, combining with the 100-odd voices provided by the Colby Glee Club and the Waterville Area Chorus.

Mrs. Nickerson is well known as a soloist to Waterville audiences, and is currently the director of the Glee Club at Waterville Senior High School and Thomas Junior College.

President Strider has sung with the Harvard Glee Club and the Palustrina Society of New London, Conn. He is now serving on the Board of the Portland Symphony.

Mr. Gregorian, conductor of the Portland Symphony, has been a conductor of the Boston Pops Orchestra and first violinist of the Komitas String Quartet. The composer of many works for the violin, voice, quartet and symphony, he is at present a faculty member of the Boston Conservatory of Music.

The concert will begin at 8:00 and all Colby Students are urged to attend what promises to be a memorable performance.



The two photographs above are of the new Eustis Administration Building - top, center and information desk; bottom, conference room. The building, which was to have been completed this past January, is now expected to be opened for use on March 24.

SENIORS:

Nominations for the dedication of the ORACLE

Monday, February 27, 1961

Men: Spa — 10 a.m. - 12 noon

Women: Mary Low 12 - 1 p.m.

Please give the matter serious consideration.

Noted Chess Champion To Give Exhibition Here

Chess Champion William Lombardy of the Bronx, New York will be here at Colby, this Sunday February 26, in an event sponsored by Roberts Union and the Student Government. The 23 year old International Grandmaster will give a lecture and simultaneous exhibition at Roberts Union, starting at 2:00 p.m. in the afternoon. In the exhibition, he will conduct up to forty games, moving from board to board and making one move at a time on each.

Lombardy started his career at 13 by playing on the pavilion in New York's Central Park. Three years later he was champion of New York State. In 1957 he won the World Junior Championship with a score of 11 - 0. Besides many personal successes in American and International Tournaments, Lombardy has represented the U. S. in team events. Last summer, in Leningrad, he played top board for the American team which won the World Student Team Championship. The U.S. defeated Russia to gain first prize. This is quite a feat in view of the fact that chess has been called "Russian's baseball". Most of the leading players there are full time professionals who are supported by the government.



Students and faculty members who would like to play against Lombardy are asked to leave their names at the desk of Roberts Union on Friday or Saturday.

Lael Swinney Appointed Head of Judiciary Board



Lael Swinney

photo by Wei V.

An electoral board consisting of the Dean of Women, the president of Women's Student League, and

the present Chief Justice of the Women's Judiciary Board has announced the appointment of Lael Swinney as successor to the office of Chief Justice.

Replacing the retiring Sandy Nole, Justice-elect Swinney will preside at all Judicial Board meetings for the term of one year. Lael's attributes, including the requirement of "outstanding junior", consist of membership in Chi Omega sorority, residence in Arlington, Virginia, and considerable effort as a history major. She is also a member of Pan Hellenic Council, present Woodman dorm chairman, and a potential graduate scholar in the field of medical-social work. Commenting on her selection for the office of Justice, Lael remarked with admirable concision: "I'm very much honored."

Faculty, Administration Polled on January Plan

The concept of the January Plan has been in the minds of the students, faculty, and administration for over two years. During this time there has been much discussion, controversy, and even hostility. Through committees the program has been thoroughly examined, tentatively planned, and finally submitted for vote. The result was that "at its meetings on December 7 and December 14 the faculty . . . agreed by a vote of 53 to 31, with three abstentions, that: In each academic year, beginning with 1961-1962, there shall be a January Program of Independent Study for all students! and that: The January Program shall be in effect until the close of the academic year 1964-1965. During the second semester of that academic year the faculty shall determine whether the program shall continue." Apparently the faculty and the administration knew the details behind the program they did not vote obviously, without an understanding of what they were voting upon. The students, on the other hand, have been kept ignorant of the whole situation, and have been able, to piece together only isolated bits of very general hearsay. They are seemingly expected to enter the next college year having no idea of what they are getting into. A few students who from various rumors have formed definite opinions about the program have already decided to transfer. One of Colby's academically highest and most respected students commented, "If I had known that a stunt like this was being planned when I applied, I would surely have gone to Vermont." It is with the hope of clarifying the situation for the student body that the Echo is printing this article. It invites amplification by anyone who is able and also invites letters of criticism, both positive and negative, and of more detailed analysis.

The work of the first semester will take place entirely between Labor Day and the beginning of Christmas vacation. The month of January will be devoted to study from the formal course work of the semester. During this January period half of the faculty will be relieved of college responsibilities so that private studies or other projects may be pursued.

In the freshman program each instructor will have about twenty-five students to advise. Each freshman instructor will choose the general area within which his students are to work, and the freshmen will express preferences for assignment among the various programs offered. Methods of conducting the programs will vary from instructor to instructor but each will meet his students, either singularly or in groups, at least four times during the January Period, and each program will be sufficiently definite so that the instructor can mark the students in terms of **Honors, Pass,**

or **Fail** at the end of January. The only college-wide unity in such a program would lie in the common approach of, for want of a better term, "problem-solving" in its broad sense. Each program would attempt to suggest principles of inquiry appropriate to the particular discipline of the instructor.

Since the basic purpose of the educational process is the development of ability to think rather than the acquisition of factual knowledge, emphasis must be placed on the principles of enquiry appropriate to the various disciplines. It is felt that if a student is introduced, as early as possible in his academic career, to the process of disciplined thought within the framework of a particular discipline this training will be of value in his upperclass years both in his normal course work and in his programs of independent study. Each individual instructor is to be free to determine the nature and content of the program he offers. Only by granting such freedom may the most effective utilization of the faculty be assured.

Sophomores shall be permitted to express preferences for assignment among the various programs offered within their major division. These preferences will be recognized insofar as possible. Each individual instructor shall conduct his program as he wishes. The student shall ordinarily be working with an instructor from the division in which he is majoring, but, with the approval of his major department, a student may be assigned to a program within another division. As in the Freshman Program, several instructors may, if they wish, agree to conduct programs jointly.

With regard to the juniors and seniors the proposal remains as in the June 1, 1960 report from the Educational Policy Committee to the faculty: The January Program for Juniors and Seniors shall be placed entirely in the hands of the student's major departments.

With respect to credit, and methods of evaluation: No course credit shall be given for the work of the January Program, but the passing of each of the four units in a student's college career shall be regarded as a graduation requirement. Evaluation shall be in terms of "**Honors**", "**Pass**" or "**Fail**". Achievement shall be measured by an appropriate testing device (paper, examination, or other means) as de-

Continued in Column Four

Letters To Editor

To the Editor of the Colby Echo:

After this apathetic student, steeped in too much tradition or not enough (I never know which stand my Colby Echo is advocating), thought about your recent and past editorials, I decided because I am an ATO to take to physical violence (as you call it) and voice my humble opinion.

In justice to your hard work and thought provoking articles I want to convey to you the torture I go through from Friday to Friday. How inconsiderate of our forefathers to interject so many days between Fridays. The tension that mounts from week to week, stemming from an insurmountable urge to grab the Echo the second it comes out, is beyond all human comprehension. Can you imagine if you were common and had to wait to see what a person of your editorial status had to say in his weekly condemnation article, the agony. Granted, some weeks I am disappointed because you become obstinate and fail to mention our odd-ball fraternities, state of apathy, lack of intellectualism (I feel I'm guilty of this because I can't even spell the word) and our horrible twenty-seven Georgian style buildings. The shock when one of these articles is not of a tech-tech nature is incredible.

But, alas, I guess when a school isn't a Harvard-in-the-Sticks (or some clever phrase you employed,) we can't expect any more. Particularly with such incapable people as President Strider, Dr. Chapman, Dean Johnson, Dr. Koons, or Dr. Suss; or such inferior groups as our Glee Club, Colbyettes and Eight, Powder and Wig, such groups which seem to exist in spite of the fact that no one cares. Another hindrance of course is our art gallery (which you might look at sometime, as occasionally there are paintings that I'm sure you could find inferior). Of course, we must not forget our hockey team which, because it is so poor, always plays to a completely empty house. With nothing to be proud of and thankful for, how can you be expected to write an editorial that is constructive not for the sake of being destructive.

My final point (please note that I have been as coherent as many of your fine articles) is to congratulate you on the great impression our paper must make on visitors, parents, and prospective students. It is wonderful that these people can read about the pride and love you have for your campus and fellow students. I am sure they are as impressed as we are with your ability to tear apart, sneer, instill hate between fraternities (in writing only) and in general, bemoan the sad state of our dying campus.

With this I will close and of course not discontinue my subscription to the Echo (couldn't anyway, activities fee and all that) but, merely continue my hatred of Dokes with physical violence (like I was capable of it or something) and sit around for more people to "try and have winter carnivals." Unmoved, just writing for the inspiration of the Echo.

Peter Ketchum, ATO

To the Editor:

I want to congratulate you on your last week's editorial. It is entirely too true that the trends typified in the change of our last local fraternity when it made our campus 100% nationalized are a subject for sadness. I also wish to extend you my sympathies, too. If you continue to write editorials similar to your first one and to feature articles that might make our provincial campus more sophisticated, you may be headed for the rocks. You'll encounter apathy, misunderstanding, discouraging remarks and over-continuing "friendly remarks" that start out, "I disagree, but my opinion's as good as yours, and why do you get in the way of progress, anyway."

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JANUARY PLAN

Continued from Column Two

terminated by the instructor. For students whose work is adjudged "failing" or "incomplete" arrangements will be made whereby the program may be "made up" either by further examination of by appropriate additional work in the Spring Recess or during the summer.

With respect to the non-academic program: Extra-curricular activities, including athletics, drama, music, etc. shall continue during the month but shall not be permitted to intensify. Lectures, convocations, symposia shall be scheduled as seems wise or practicable.

With respect to elementary language work in January: Students who have taken 100 level language courses in the first semester, and who will continue in these courses, will maintain contact with their foreign language during the period of the January Program. These courses may meet one hour a week, in each of four weeks, with additional preparation or practice required such that the foreign language program may be expected to claim not more than twelve hours of the student's time, spread over the January period. Students enrolled in more than one such elementary course will participate in only one during January, normally the one being taken at the more elementary level. The language departments may prescribe alternate review programs for students whose January programs necessitate absence from the campus.

The above data is a concise summary of the program. A number of questions, however, seemed to be left unanswered, and even unasked. To go into the situation in more detail, the Echo distributed a questionnaire to the faculty and administration. The faculty seemed to regard this questionnaire as an imposition; some members were hostile to it, others refused to answer it, and still others answered it as if it were a big joke. From these attitudes one might infer that the students have no right to know what is to affect them next year, the Echo, however, feels that as long as the students are paying a high fee for attendance here, they have a right to know just what they are paying for. A common criticism was that the questions asked were biased or loaded. Of course they were! They were meant to be. It would be useless to ask "cut and dry" factual questions. The Echo examined the program and sought its "weakest and most nebulous points, purposely looked for possible flaws in the program, and, by means of the questionnaire, hoped to receive answers which would clarify nebulous matters and explain possible flaws, and justify the program. This certainly seems neither evil, subversive, nor biased.

This analysis may be most expediently presented by an examination of these questionnaires. The first question was: "Do you think that the present student body is mature enough to accept the responsibility of a month of lightly supervised independent study?" Many answers were positive, even more were affirmative with reservations: "Yes! If not, they don't belong at Colby!" "Yes, those who aren't ready for this kind of learning situation probably aren't ready for any kind of college level work." The general impression received from these questionnaires was that part of the student body was mature enough, that part of the students who are presently in Colby should not be in college. The fact that they were actually mature enough to accept the plan on their own and respond to it with their own self-motivation without the penalty of "Failure" to force them to respond could not help but be inferred.

Another question was, "Do you think that the program is more idealistic than realistic?" Of course, this question involves and implies several others: Can the

program work? Wesleyan has its College of Letters, Swarthmore its Honors Program, and now Colby its January program; does Colby's January Program arise from a genuine desire for educational experimentation and improvement or from a desire to have its own identifying, catchy, slogan-like program and be associated with these other colleges. (In other words, will it be more useful as a public relations slogan than as an educational implement?) These questions are implicit in the original question. In answering that question, the faculty on the whole seemed to feel that the program was more realistic than idealistic, and that it would work.

The third question was, "Do you think that the effects or results of the program will compensate for the great amount of time spent in it and the loss of class time because of it." Answers here were almost entirely affirmative.

On the fourth question, however, "What do you think that the practical effects or results will be?" There seemed to be a major difference of opinion. A large number of responses did not comment or express an incapability for commenting. Among those who did answer were such answers as, "I'm afraid to predict," "I have no idea," "P", "Maybe you could learn some grammar (but I doubt it)," "Let's wait and see," "A little more experience in reading and writing and perhaps an increase in sale of season tickets at Sugarloaf." The most outstanding positive or affirmative type of response was the one that affirmed that the students would develop a sense of responsibility and maturity; that "more students will graduate with some semblance of an education" that students would develop research techniques acquiring the "ability to tackle a problem and carry it through to its successful conclusion," that students would receive the "values and satisfactions stemming from being on one's own."

A fifth question asked was "The present calendar for the first semester runs from Sept. 12 to Dec. 9. Will you have enough time to cover adequately the subject matter of your courses. Here the answers were equally divided. On the whole the language and science departments responded in the negative and the English and social sciences responded in the affirmative. One answer was, "What I cover is unimportant; what the student learns is the important thing." The last statement is true perhaps, but it really has little relevance to the question. (In reference to the way this and other statements such as the one dealing with grammar in reference to the use of "shall" and "will", and in the answers received which avoided the questions by the stock challenge of "define your terms", perhaps the success of the program will depend upon the sincerity of the faculty as well as of the students.

These five were the most important of the eight included in the questionnaire. We shall go into a discussion of the questions. Concerning whether the students have "maturity", it is unimportant whether the students are mature or not. They will be given one of the most valuable opportunities of their life: the opportunity to do creative work completely on their own. They are paying a high price for this opportunity. Whether they take advantage of it or not is irrelevant. The stand of the Echo on this matter is that if only a small percentage of the student body takes advantage of and benefits from the program, then it will have been a success. If a steak dinner is offered to a group of men who have been living on beans all their life, even if only a few take advantage of this steak, more power to those that do. The others can continue in their vegetative ruts, while those that have tasted the steak have had a most profitable experience, one which

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The Colby Echo

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Young Democrats

Since assuming the presidency, John F. Kennedy has made little headway in resolving either the Quemoy-Matsu question or the more significant problem of our relationship with Communist China. A change in attitude toward Communist China has been stymied by an almost hysterical American public opinion stirred up by the Korean War, the McCarthy era, the so-called China Lobby, and the Eisenhower Administration.

However, the facts demand a re-evaluation of our position vis-a-vis Peiping. It appears as if there will be a sufficient number of pro-western, neutral, and Communist votes to admit Red China to the United Nations this year. Unless the United States changes her attitude, the debate over Red China's admission to the U.N. could be the coup de-grace for the international organization.

To complicate matters, Red China will probably have developed an atomic bomb within two years. Needless to say, disarmament talks must include the participation of Red China.

China's methods of solving her exploding population, her high rates of illiteracy, poverty, and disease, and her still low level of technology and industrialization are being closely watched by the Afro-Asian nations. They are watching because they too are suffering many of China's problems; they too have emerged or are emerging from colonial status.

If Red China succeeds, the underdeveloped nations of the world may accept Communism as the panacea for their problems. In this event, United States military containment policy and her support of fascist regimes (e.g. Chiang Kai-

Shek, Diem) are worthless.

Whether we approve of Communist China's internal or external affairs is irrelevant. What is relevant is that the United States has failed to recognize the most populous, the most dynamic, and the most potentially powerful (ideologically, economically and militarily) nation in the world today. Let us not turn down this opportunity to positively influence the course of history. As Charles A. Beard said back in 1934, "history is made in part at least by thought and purpose-by ideas — then there is room in the world for will, design, courage, and action, for the thinker who is also a doer . . . by anticipating the spirit of the coming age, he may cut new paths through the present and co-operate with others in bringing achievements to pass."

JANUARY PLAN

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may open up a whole new realm of experience to them. Another point worth mentioning is that the student body may not be presently mature, but the purpose of the program is to encourage independence, i.e. maturity, and to counteract the deadening effect of "spoon-feeding".

As far as idealism vs. optimism vs. realism, perhaps all three qualities went into the inception of the plan. Certainly there is constant optimism that students cannot only study but also learn, that students want to learn, and are here for that purpose. Perhaps by instituting this program, we may have a student body with sincerity and integrity. There is also the fact that the faculty will be able to learn from the program. It will be a challenge to the mature faculty member as well as the mature student. As to the realism involved, this is

something which makes the program an experiment. Concerning the possibility of the idea being a publicity gimmick: so what? Certainly the program did grow out of the most sincere ideas of educational improvement and was treated as such in the faculty discussions; this being so, there is nothing wrong in its being used to attract good students and national or even more widespread attention. If the college is to offer such a program, it certainly should do all in its power to make the program known and to attract students who will take advantages of it to the utmost. Also, perhaps, the publicity gained by this program would make Colby a little more palatable to some of the large national philanthropic institutions.

To comment on questions No. 3 and No. 4, I would like to quote a member of the English department: "So long as some members of the faculty and administration regard students as children, so long as they persist in assuming that Colby should be a prep school — 'Colby faculty equals supervised togetherness' — students will as they are told, 'get up' for hour exams, regurgitate undigested data, memorize other peoples ideas, and live the life of the mind by living out of each other's notebooks. To attack this program on some of the grounds that it has been attacked loses sight of an important educational idea: students can be imaginative, independent and creative (as indeed many of our students already are) if given a chance. If a few — or even many — waste their time, to hell with them. We don't run college for nincompoops."

What this amounts to is simply that the petty facts learned or memorized in college do not by themselves constitute an education. The overall impression, the attitude of mind, the maturity, the learning process, and the independence are the elements of education. Facts will only be forgotten; attitudes and concept cannot be destroyed. In this sense the January Plan is invaluable. It will finally make some people think, and will encourage them to be creative and original. Concerning the last question, in view of the opinion expressed above, it is of little importance if a few more facts cannot be taught.

Let us look into some of the possible ideas for tentative January programs; All will concern some aspect of basic research. Among the ideas of the Art Department's Freshman program will be visiting major art galleries, background studies in art history, and special studio projects; the psychology department may work with an introduction to the scientific method; the classics department has one of the most completely worked out program thus far; its prospectus is:

"The language is Greek. But the assumption in this program will be that Greek has become a totally lost language, without grammar, dictionaries, or professors. The translation of one work, (probably a book of the New Testament) has just been discovered. Students doing this work will compare the Greek text and the English translation, and work out for themselves the structure of the Greek language, preparing their own grammar and dictionary; then they will try to apply the knowledge they have acquired to the reading of other texts for which no translation is available."

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Nancy Rowe Reports: Semester At Fisk

In reply to inquiries about my semester as an exchange student at Fisk University, a predominantly Negro college in Nashville, Tennessee, many of you have already heard my enthusiastic replies of "great", "wonderful", "tremendous", etc. However, this doesn't tell you why I am so glad I went, and does not give you a picture of what Fisk was like. Such an idea is hard to give because the experience seems so natural to me that I cannot even remember my questions before I went.

Everyone agrees that it must have been an "interesting experience". Yes, it was. But it was more than that. Classifying the exchange as an "interesting experience" seems to place it apart from us, making it strange and distant from ordinary life.

I did have numerous interesting and revealing experiences, but most of the time I was a plain, ordinary Fisk student.

I've gotten the feeling upon returning that everyone expects Fisk to be quite different and strange. On the contrary, Fisk and Colby are very similar, perhaps more so than any of the other schools with which Fisk exchanges.

Not only is Fisk very similar as a small, friendly, co-ed liberal arts college, but the students are much like we are.

Every college has its own peculiarities and personality but "college students are college students wherever you go". Fisk students cram for exams, worry about points, and join fraternities and sororities. Colby also isn't the only campus concerned about apathy and lack of intellectual atmosphere.

The four exchange students became loyal Fiskites. We forgot we were "different" almost immediately, and it came as a surprise at times when we caught ourselves in a mirror. Color was not a criterion for being "one of the gang".

Many of you have asked how we were accepted by the Fisk students and professors. The exchange program has been carried on for ten years with several schools, such as Pomona and Whittier in California and Oberlin and Denison in Ohio. So by now, using Fisk slang, "it ain't no big thing". Exchange students are treated as any transfer students. Once we got to be known by the regular students, we were liked or disliked as individuals, not as whites or Negroes, exchange or Fiskite.

Another question often asked concerns the reaction of those outside the college community toward the white Fisk students. Through the sit-in movement, we met whites who worked with the movement and whites who fought against it. We also felt the hatred from the crowds around us, hatred directed especially towards us as white sympathizers. I was fairly exposed to the traditional white southerner's viewpoint when I visited a relative in Atlanta,

Georgia. My uncle has seen a quite different side of the Negro population than I have, and his beliefs that the sit-ins and Negro-white dating are Communist inspired, and that most Negroes want segregation, were quite incomprehensible to me.

Actually, the exchange students had very little contact with the white community, since our friends were not allowed to attend the white facilities. I still can't conceive of the limited facilities and opportunities to which southern Negroes are restricted. In Nashville, the third largest city in the south, there is only one theater which Negroes can attend without going down the alley and up the back stairs. Although last year's sit-in movement helped tremendously, there are still many places where Negroes may buy all merchandise but may not sit down to eat, and there are no longer integrated restaurants downtown. And these examples are, of course, minor in comparison to the denial of equal opportunities to vote, in finding occupations, obtaining an education, and living with human dignity.

I can not forget the first time I saw a "Reserved for Colored Only" sign.

How is the man from India going to feel about America after he has been served only after he has proven that he is an Indian and not a negro? How do we feel about such a United States?

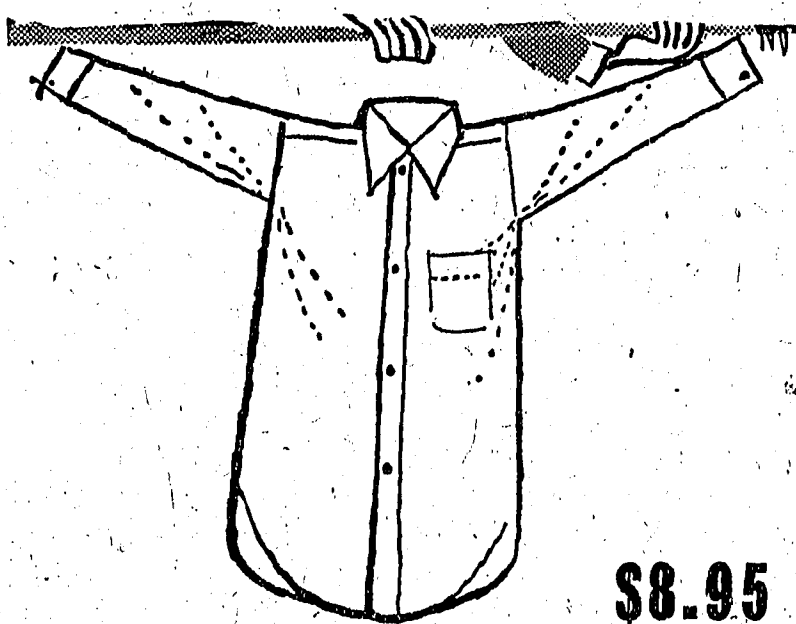
Through programs such as the Fisk Exchange, we can gain a new perspective. There are many aspects of Colby life I had formerly taken for granted, which I have now come to appreciate. These include the excellent speeches, lecture series, and religious and academic convocations heard throughout the year. Also, there is the close relationship between the students and faculty at Colby. Not in all schools do students and instructors spend as much time in informal discussions or gatherings. Nor on all campuses are students' opinions considered as seriously as at Colby.

My semester at Fisk also pointed out ways in which our campus could be improved. I can't say enough for the advantages of a student union where students have a chance to get acquainted on a non-date basis. I got to know, or at least to recognize, more men on the Fisk campus in one semester than I saw or know after two years at Colby.

Perhaps the greatest advantage of the exchange program is the broadening of outlook and greater understanding of people obtained. Both the student on exchange and the school receiving the exchange student can benefit. We discover there are others in the world besides the New Englander or Easterner. We discover they are very similar to us, and we can wipe away our stereotypes and "reservations" (being "liberal" we hate to say "prejudice"). We learn more to accept each person as an individual.

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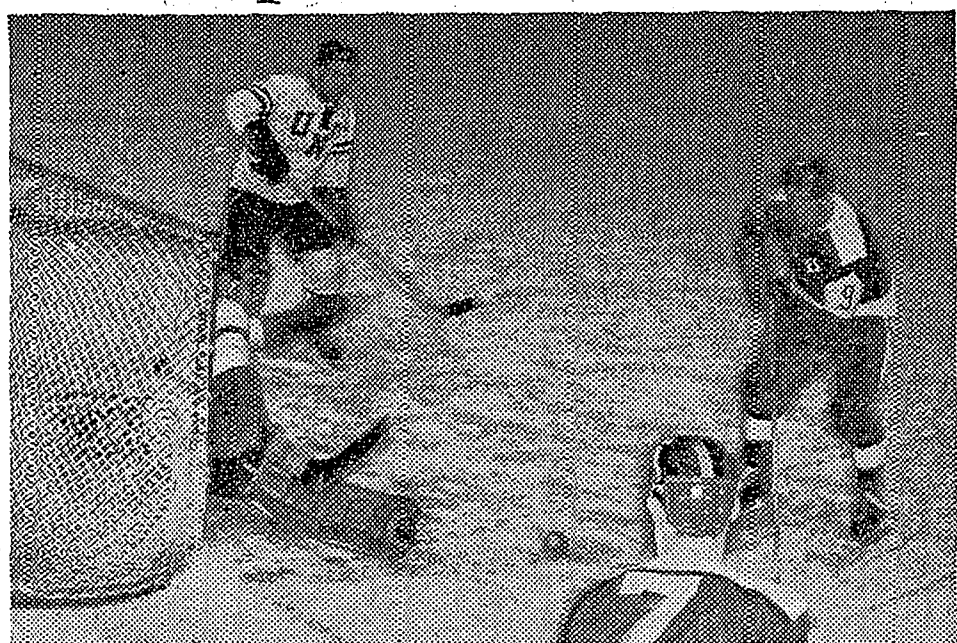
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Mule Six Bows to B. C.; Triumphs Over N.H. 7-3



Mule center, Sandy Boardman (9) gets set for a rebound shot

The White Mules of Colby ran their varsity hockey record to 17 and 5 last week as they up-ended the University of New Hampshire, 7 to 3, after bowing to Boston College, 6 to 3. Ron Ryan, Colby right winger, scored five goals and three assists to bring his season's total to 31 goals, 52 assists, for 83 points. The production line of Ryan, John Maguire, and Sandy Boardman has alone accounted for 90 goals and 202 points this season so far.

Turning to last Saturday's encounter against New Hampshire, at Alford Arena, the Mules finally pulled ahead late in the game after peppering the U.N.H. goal for two and a half periods. Rod Blackburn, playing in goal for the visitors, was called upon to make 57 saves, compared to only seven for Al Carville of Colby.

After the visitors had pulled ahead at 3:50 of the opening session, Fred Sears drew the teams even with an unassisted tally at 7:50. Captain Maguire flashed the red light on a picture goal at the 2:15 mark of the second period on passes from Ryan and Boardman. The trio duplicated their performance at 6:50 after Tom Canavan had knotted the game at 5:10.

Ryan put Colby back in the lead at 7:30 of the third period as he tipped in a Murray Daley slap shot from just inside the blue line, but Dick Lamontagne tightened the game up again as he scored at 8:32 for the visitors. Ryan then banged home an insurance marker at 9:30, assisted by Maguire, followed by tallies by Sears and another one by Ryan at 17:55 and 18:20 respectively.

Going back to the B.C. game, which was played on Wednesday, Feb. 15, the visitors again proved to be the more powerful team though not as decisively as in the previous contest. B.C. racked up two goals in each of the first two periods before Ron Ryan put in two markers within 25 seconds of each other in the third period — at 6:55 and 7:20. However, the effort was quickly nullified as Grant and Leach each flashed the red light.

NCAA Ice Berths Still Aren't Filled; Mules Seem Out

Although Colby has been all but officially eliminated from any chances for a NCAA hockey tournament berth, a number of Eastern teams are still battling down the wire to earn the distinction of travelling to meet the two Western representatives at Denver next month.

Going into this week's play, Rensselaer was rated number one team in the East, followed closely by Boston College, Harvard, St. Lawrence, and Middlebury, with Colby and Clarkson also meriting votes. Recently, Middlebury, seeking recognition for their 16-1 record with a comparatively easy schedule, just missed a major upset by losing to R.P.I. by a 5-4 score.

Rensselaer can now virtually clinch a tournament bid by beating Boston University, A.I.C., and Clarkson in their last three remaining games. R.P.I.'s Eastern NCAA record is 10-2-1, with two losses to St. Lawrence, and a tie with Boston College, whom they soundly defeated in their second meeting. The road for the other teams is somewhat rougher however, and may depend largely on the choice of the three-man selection committee. The committee's work will be extremely difficult this year as a result of the NCAA's decision not to have any playoffs, but merely to pick two Eastern teams to participate in the NCAA tournament.

It now appears that, even if selected, Harvard will decline a tournament bid. In this event St. Lawrence and Boston College will remain with R.P.I. as the likeliest candidates to be chosen. Both Boston College and St. Lawrence have been red hot in recent games although B.C. now has the edge as a result of their earlier win over the "Larries."

Unless two team clearly emerge as superior during the next week it will be extremely difficult for the selection committee to give fair consideration to all contenders un-

a slam bang affair marked by spectacular clutch goal-tending by Seddon. He turned away 10 shots, including a rare penalty shot. Bowdoin sent the game into overtime, however, when Jelly scored at 16:35.

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Hoopsters Record Split In Boston Trip Games

The hot and cold running Colby cagers defeated an improving Brandeis five 70-62 before falling to the sharp shooting Huskies of Northeastern, 68-61, on a two game swing thru Boston. The Mules have now (before the Maine game) won nine out of the 21 games they have played.

In the Brandeis affair Colby built up an early lead, which they never relinquished. At half time the Mules held a five point edge, 31-26. Captain Charley Swenson had one of his best nights as he tossed in 20 points on 9 field goals and 2 free throws. Right behind Charley in the scoring column were Jumping Dave Thaxter and John Kelly with 16 and 12 points respectively. Leading the Judges attack were Billy Goldberg who hit for 17, Brian Hollander who scored 15, and Ron Kramer who also chipped in 15.

The Northeastern contest was played with a reversed plot. Northeastern had one of its hottest shooting sessions of the season as they clicked on over 50 percent of their shots, while Colby, in perfect contrast, put together two rather poor halves. The Mules, who trailed throughout, shot dismally and took enough shots, 68, but only made 25, not quite enough for victory.

der the present selection procedure. The present system, in which two teams are chosen arbitrarily, without any playoffs and by only several coaches, has brought numerous criticism in the past, and this year has been no exception. It should be evident by now that because the two Eastern contestants are selected from a variety of league members and independents, playoffs of some sort often are necessary to do justice to the large number of eligible teams. College hockey is now a major sport at many institutions and a more reliable system is required to satisfy its many followers and participants.

N.U. (68)	Goals	Fouls	Pts.
Ducey, lf	5	3	13
Griffith	1	0	2
Sears, rf	6	0	12
Vierstra, c	3	3	9
Tully	0	0	0
Solberg, rg	10	2	22
Murphy	0	0	0
Kerzner	0	2	2
Burke, lg	1	0	2
Clark	2	0	4

Colby (61)	Goals	Fouls	Pts.
Swensen, lf	3	0	6
Kelly, rf	6	6	18
Wagner	1	0	2
Burke, c	4	3	11
Thaxter, rg	4	0	8
Berquist	1	0	2
Kinne, lg	3	2	8
Waldeyer	3	0	6

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JANUARY PLAN

Continued from Page Three

tion exists. So they will imitate the work of scholars who have in fact learned to read totally foreign languages by the aid of bilingual documents.

It is hoped that students will not only learn some Greek, but also gain an active insight into the nature of language structure by discovering for themselves the ways in which words and forms express ideas. Since this program is entirely new and experimental, methods of study will have to be determined as work process; probably there will be considerable cooperative work by groups of two or more students, and upper classmen will act as group advisors, (but not instructors), pre-requisite: ignorance of Greek.

On the whole the Echo does support the January program. There

are, however, a few points which it would like clarified:

1. Is the library adequate for a thousand students to be doing intensive research in it at one time?

2. Will the library cooperate on interlibrary loans?

3. Would students who chose to be off-campus during the program still have to pay for room and board?

4. Would the library stacks be open longer than they are now?

5. What significance is there in pass, fail and honors?

It is the idea of the last question which the Echo does not support; in fact, it appears to be one of the weakest points of the program. The distinction between honors and fail violates the independence of the program. It assumes that the students' motivation is the grade, not the interest. It hurts good students by putting unneces-

sary pressure on them. The program should present the opportunity for students to study and pursue their interests without the pressure of grades or status. Honors also imposes the feeling that students must, to an extent, "write for the professor". Finally, the title honors, as it is now, means nothing and is actually more of an impediment than a stimulus to good work.

The situation of study and research facilities, and other problems as they arise will be discussed in later issues of the Echo. Certainly one of the most deplorable situations is the library problem.

As has already been stated, students and faculty are invited to submit their opinions to the Echo. A questionnaire will be passed out to the entire student body concerning this article, and the results of it will be published in a forthcoming issue.

DR. J. SEELYE BIXLER

Continued from Page One

arranged.
GO ALL OUT

Second, if the mature person learns so well, why not go all out in our support of adult education?

Anyone who has seen adults in the classroom knows that, although the older person has certain weaknesses, he also has great sources of strength.

His memory may be rusty and he may have to look up a great many facts. In some cases his senses may be less keen.

This is more than made up for, however, by his purpose, his sense for the relevance of learning to life, and his knowledge of how to carry a job through.

In his later years, Lefty Grove, the famous pitcher, had lost his fast ball and wasn't able to burn it over the plate with his old-time accuracy. But he had elusive curves, a keen sense of timing and change of pace, and he was far better at sizing up the man in the batter's box.

The plain truth is that the mature person has a capacity for study

and reflection that our adult education centers and our best TV and radio courses are just beginning to reveal and exploit.

Should we not seize upon this as one of the most significant of all our national resources?

IN CRISIS

In a time of crisis, how important it is that our adult population should understand at least the rudiments of science! And do not all of us crave the steadiness and poise that familiarity with literature and history can bring?

Education is not as pleasant as entertainment, but it is worth more in the long run and its contribution to the national welfare is immeasurable.

Of course we dare not and will not neglect the child. Yet the child himself needs what only the well-educated adult can offer.

LETTERS TO EDITOR

Continued from Page Two

huh?"

But in connection with your editorial there are some interesting sidelights. You deplored the lack of initiative coming from the fraternities. This, however, was a main topic of the Colby Self-Study Report published back in 1954. For example, on page 44, the report quotes the Dean of men. He said, "I have seen no general intellectual influence originating in the fraternities. There have been spasmodic and isolated instances when individuals from fraternities have consulted this office about the standing of members and ways of improving their standing. . . . Too often individuals move from fraternity houses, com-

Continued on Page Six

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As a senior, Loren talked to twelve companies and joined The Mountain States Telephone & Telegraph Company, an associated company of the Bell Telephone System.

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he served as manager of several telephone business offices. In these jobs Loren had to prove himself on the firing line, make right decisions and carry them through. He knew his next jump depended on only one man—Loren Gergens.

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LETTERS TO EDITOR

Continued from Page Five
plaining of the lack of a 'climate for learning' in the house." (There is much more in the report. It is in the Folio section of the library under catalogue number LD1061.C7287.)

Recently, because of complaints almost exactly like the observations of the Dean of Men given above, some 14 brothers and 11 pledges of Pi Lambda Phi resigned their fraternity membership. Yet this mass resignation occurred in the newest fraternity on campus; is was the one most consciously attempting to be an intellectually-oriented house. Could the reasons really be related to intellectual frustration or lack of personal fulfillment? Apparently so. Most of the former members admit that for various reasons they are consciously giving up their failing fight to create a fraternity where intellectual and cultural interests might survive unthrottled. Even if we admit that these men (and myself, too) are partially responsible for Pila's breakup, this problem still stands as an indictment of our conservative national fraternity system. It apparently creates inescapable pressures on its members — both through the individual nationals and through the presence of ten strong houses at Colby.

Besides the slant that the problems of "intellectual social fraternities" throws on last week's editorial, there's another angle to the

editorial if one checks who's who in extra-curricular activities. On checking the leadership and active membership of organizations that do things, one notes that in groups as Powder & Wig, SCA, and the Outing Club, that the independents (male and female) form the vital element of such groups. Furthermore, the independents have been very active in forming and vitalizing the Chess Club, Young Democrats, and the Sports Car Club. The fraternity and sorority members on the other hand have a monopoly in the strong, but powerfully and unimaginatively conservative, organizations: IFC, Student Government, Student League. In short, isn't there a correlation here? Don't the relatively more dogmatic, conforming, perpetuating forces on campus reveal themselves more strongly in those organizations operating under the dubious blessing of fraternity and sorority support? And, in the other direction, don't the more creative enterprises (Logios, the new clubs, EPIC) come more from the independents and perhaps the two newest fraternities? Aren't the independents more helpfully critic-

al of existing college life? Granted: everybody gripes, but who writes and agitates and gets the most frustrated?

The situation hardly looks like it will get better unless several things happen. The growing scholastic pressure on all students encourages student apathy toward all but spectator sports because the weaker organizations that depend on self-generated motivation are usually the first to succumb to such pressures; the more traditionally established organizations just persist through inertia. Secondly, the organizational structure of the campus drains off the best students into leadership positions and puts them to work perpetuating the very system which is undermining their mental freedom, curiosity, motivation, and idealism.

Our campus might improve if a little help is given to independents and to such other deviants as might, through the beneficence of the Admissions Office, find their way here. It might be a help were we to remove as many bureaucratic impediments as possible from the paths of informal groups and new

groups that wish to hold meetings, to have social functions, or to express some kind of intellectual and cultural aspirations. But above all, it would help for all of us to examine the evidence and appreciate the fact that it is still our much persecuted active deviants (as the campus uses the word) who have been the source of much of the campus's vitality. After all, they are the ones who are still foolish enough and daring enough to start new things, to enter worthwhile extra-curricular activities, and to buck the system.

Yet I hardly expect significant improvement unless the deviants (i.e. those interested in ideas as well as survival here) will fight for their dignity. One quite important job seems beyond the capacities of almost everybody: that of discriminating against those conventional values which are tenaciously followed, but which are hardly adequate to make Colby an adequate college. A second facet of the job is to recognize that creativity comes from unexpected sources. Still, needless to say, fraternities, sororities and bureaucracies are entirely pre-

dictable and, I must confess, quite to be expected.

Sincerely yours,
Daniel L. Hodges

TO THE EDITOR:

The present fraternity system of Colby is one which is at the stage of being completely unpredictable from one day to the next: Sigma Theta Psi has gone national; Tau Delta Phi is desirous of going local; and Pi Lambda Phi is simply trying to remain. Culminating last week in an attempt to go local, the strife between the two factions of this house, one which had been growing since the fraternity's inception, resulted in an almost disintegration of the house. Many of the members, adhering to the old Beta Chi tradition and feeling that there was no longer any hope for P. L. P. in living its ideals, left the house, leaving it to that group which is trying to conform it to the other houses on campus. Among those who left were three past presidents. Now there are ten fraternities to compete actively in the Bixler Bowl.

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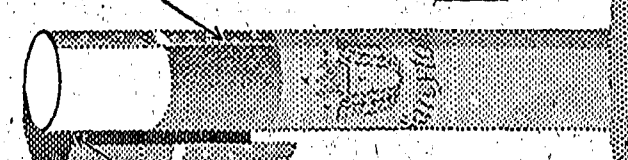
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