

# The Colby Echo

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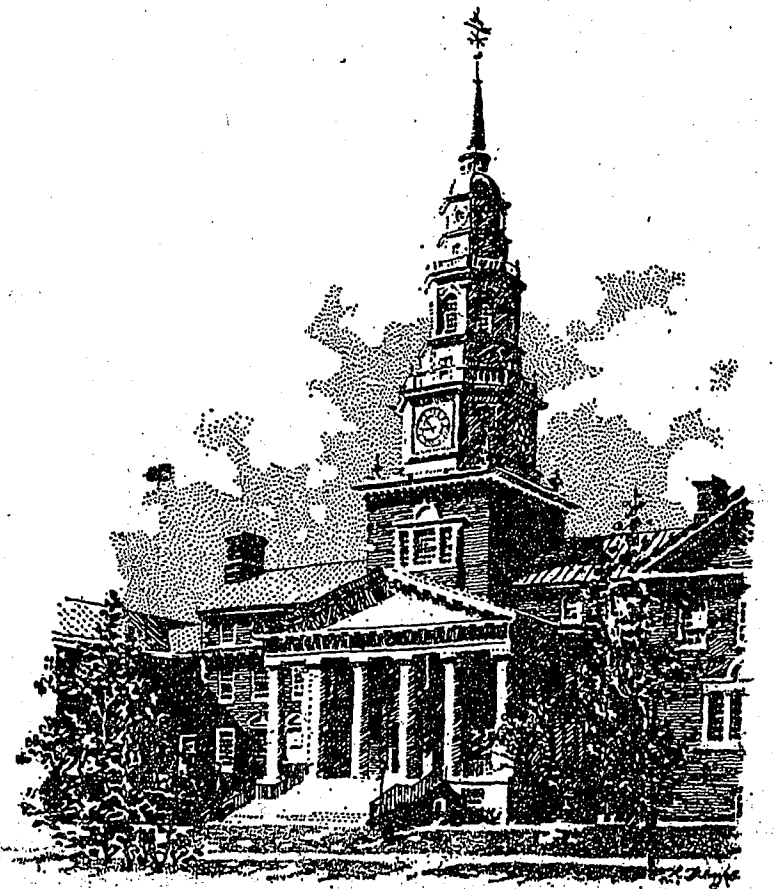
The human problem is to shape human conduct and all other conditions so that the creative event can be released to produce maximum good.

H. N. Wieman

## FORD GRANT SURPASSED . . .



. . . Another  
Step  
Forward



WATERVILLE, MAINE, Apr. 25 — A bequest of \$400,000 from a distinguished graduate has carried Colby far over the top in its \$3.6 million campaign initiated in 1962 by a challenge grant from the Ford Foundation.

Miss Florence Elizabeth Dunn of Waterville, who died September 11, 1964 at the age of 88, left the record-breaking sum which is the largest gift from an individual in the 152 year history of the college.

Her generosity brought receipts of the campaign to \$3,951,053, well above the target set when the foundation awarded \$1.8 million to be matched on a two-for-one basis prior to June 30, 1965.

President Robert E. L. Strider stated today the college intends to continue the campaign "with all vigor up to the final minute to establish the most significant fund-raising record in the annals of Colby.

He stressed the college seeks to push toward a still higher goal, "as far as possible beyond \$4 million," between now and June 30th.

"The more resounding this success, the more momentum will be generated for the future," he said.

The President's announcement on the campaign came following a trustees' meeting in New York City on Saturday.

"It is a proud moment for us to be able to say we have met the challenge of the Ford Foundation Campaign. The response has been tremendous, and we know thousands of alumni, parents, trustees, faculty, staff and others have sacrificed to make this possible," he said.

Miss Dunn, whose munificence assured unprecedented achievement for the campaign, graduated summa cum laude from Colby in 1896. She was appointed to the faculty in 1909 and by the time of her retirement in 1934, had risen to the rank of full professor of English. The college honored her, as it had her mother, with a doctor of letters degree. For a quarter of a century, until 1957, she was a member of the board of trustees.

President Strider praised Miss Dunn as "one of Colby's great ladies."

He said, "How fitting that the gift that put us far beyond our goal and sent us soaring toward new goals came from Miss Dunn. We shall always be in her debt".

The selection of the college in 1962 for a challenge grant by the Ford Foundation placed the institution in distinguished company.

The award came less than two years after the foundation announced its Special Program in Education "to strengthen American higher education by assisting selected private colleges and universities in different regions of the country to reach and sustain new levels of academic excellence, administrative effectiveness, and financial support."

Colby and others were judged, according to foundation officials, on the basis of the following criteria: their commitment to superior scholarship; their plans and ability to make pace-setting improvements; the quality of their leadership; their potential for serving as models for excellence in their regions; and strength of support from alumni and other sources.

The grant, and the supporting funds it has produced, have provided a major impetus to Colby College's \$20 million program announced in October 1960. In addition to significant allocations to endowments for faculty salaries and scholarships, the campaign has made possible a dormitory for 210 women to be opened in the fall; the Guy P. Gannett Lecture Endowment; new science laboratories; a science museum; and an expansion of resources in Miller Library. Several other areas of the college's plant and program, including physical education facilities, are scheduled to receive support from the proceeds of the three-year effort.

Neil Leonard, '21, Boston attorney and former chairman of the board of trustees, is national chairman of the campaign. Other officers are: Ellerton M. Jette, '55 (honorary) of Waterville and Sebec, leadership gifts chairman; Gordon B. Jones, '40, Needham, Mass., general campaign chairman; and Ellsworth W. Millett, '25, Waterville, alumni chairman. A team of hundreds, directed by area heads in various sections of the country, assisted in the history making fund drive.

## . . . New Goal Is 4 Million Dollars

# Editorials:

## Excellence Achieved

It used to be one would ask "Where do you go to college" and you would answer, hesitantly, "Colby College". "Oh, that's in New Hampshire, isn't it" would be the friendly reply. But now it's a different story. Colby is no longer the backwoods college in the Maine woods. It is no longer the college of which people once said, "If you can't go to college, go to Colby". Colby is fast becoming a leading educational institution in New England and the country. According to one prominent educator who has no connection with the school, Colby is the fastest moving college in the country.

More and more, Colby is becoming nationally recognized through such events as the Sesquicentennial Art exhibit, "Maine and its Artists" which drew larger crowds than any other exhibit in the history of the Whitney Museum of American Art in New York City when it was displayed there last year.

Furthermore, it is an exceptional small college that, in two successive years, can host such prominent commencement speakers as Adlai Stevenson and U. Thant.

The faculty, too is becoming widely known and respected. Note, for example, Professor Albebrt Mavrincac of the Government Department, who has just returned from Egypt where he was working for the Ford Foundation.

Academically, Colby is moving in the realms of the excellent. Consistently over the past several years we have had Woodrow Wilson fellowship winners or Fulbright winners. Colby is rated very highly by graduate schools, and an increasing number of her graduates are pursuing their education further after graduation.

And now the Ford Grant — given to only a few select schools in the whole nation — has been met and surpassed. We add that major credit must go to President Robert Strider, who was the first to "sell" Colby to the Ford Foundation and who has worked endlessly and successfully to achieve this landmark.

Colby IS a school of which we can all be more than proud. The Ford success is the latest — and finest — of many great strides. Colby has been striving to become a center of excellence; now it will move onward from that vantage point.

# The Colby Echo

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## Letter To Editor

To the Editor:

Mr. William C. Wees, in his letter to the editor of April 9, 1965, seems overly concerned with offering an explanation for his vote rejecting the recently proposed Johnson Day. His statement has that cloying sentimentality of the man who can be assured, that always at his back he has the comforting warmth and loving of the herd who agree. Mr. Wees chooses not to be concerned with what I would propose is the central issue of Johnson Day: faculty responsibility to assist in meeting student needs. Instead, he paws at the two most obvious shortcomings of the proposal: 1) the hyper-activist and over-planned schedule. 2) the theme that Johnson Day, as proposed, would nurture a false dichotomy of professor versus human being thus undercutting the academic dialogue. (Before continuing, I wish to point out that I have had the advantage, which was perhaps denied Mr. Wees, of reading *The Johnson Day Committee Report* prepared by a student committee at the invitation of President Strider. If this is the case, since Mr. Wees is con-

cerned with "what our society feels" and cannot "blame students for feeling this way", he will be interested in this document as a specimen of a late adolescent attempt to express the belief that some basic needs are not being met by present student-teacher relationships. The report is not very logical and it is awkward, but it is overwhelmingly poignant, especially in view of its final outcome. It would be a good starting point for coming to terms with the issue of student body sensitivity to the lack of visceral communication with their faculty. This should not be confused, I might note, with the belly-rubbing, zombi jamboree alluded to by Mr. Wees through his use of such terminology as "intrepid turtles" engaging in "properly propitious rites of togetherness.")

In reference to point one above, I am not surprised at Mr. Wees, and it seems, the majority of the faculty, could not tolerate the suggested schedule. It would be difficult to "muster to the drums" to the tune of the manic program of random movement which the committee suggested. Such a routine would militate against accomplish-

# Student Government Notes

An election for class officers will be held on Tuesday, April 27 from 9:00-5:00. Petitions are due in the respective deans' offices Friday, April 23 at 4:00 . . . Candidates for class office are invited to attend the next open meeting of the Council, Monday April 26 at 7:00 p.m., to be introduced to the student body at a *Meet the Candidates Night*.

A motion that all campus organizations have constitutions on file with Stu-G allocations in the fall

was passed 23-1. The secretary will notify these organizations . . . it was again brought to the attention of the Council that the Colby Folk-singing Society, although it has no legal status as a campus organization because it has no constitution on file, has a debt to the Council. A representative from the group said they will submit a constitution and will repay the debt soon.

A discussion was held on the inadequate campus leadership in the

recent co-ed dorm controversy. Dave Fearon suggested that the Council work out ways of getting issues to the student body so that campus leaders could carry its votes to the administration. A motion was passed 25-1 to establish a standing committee on student recruitment to be headed by Stu Wantman and Terry Saunders. Because this entails a constitutional revision, a campus-wide ratification will be held at a date to be announced.

### Bull & Pen

## The New Concern On Our Campuses

by Derek Schuster

ALL OVER THE NATION, from Berkeley to Birmingham to Bowdoin, college students have taken their places conspicuously and often vociferously in the ranks of those demanding political and social change. Indeed, we are in an era when students have abandoned their hitherto limited role as vacuum for meandering tidbits of knowledge. College campuses are all of a sudden making news instead of merely absorbing it.

While demonstrations in the field of human rights have often been the most vocal and publicized with respect to issues, it is interesting to note an increasing awareness and concern among students for the actual welfare of their academic life, how they shall be taught and who shall teach them.

FOR INSTANCE, LAST MONTH at Yale, students of that university picketed the administration building day and night in protest against the denial of tenure to a highly respected and popular young associate professor of philosophy. As a pos-

sible effect of the demonstration, the university announced almost immediately that it would consider the professor's case. It took only a short time, however, for the professor to be denied tenure a second time although he had been recommended for tenure unanimously by the philosophy department.

There has been a particularly eloquent and unselfish protest of late at Princeton where many students feel that the professors are judged and rehired with too great an emphasis on their records of scholasticism and authorship rather than their effectiveness in the classroom. It is felt, and justifiably so, that the professor may perish solely because he does not publish.

AT THE HEART OF THIS NEW type of concern shown by students, particularly at the larger universities, is undoubtedly the unpleasant feeling that higher education is becoming a totally mechanized process. Enrollment at many of the state and municipal universities exceeds 20,000. A student's closest contact with

the administration at these institutions is generally through a harassed secretary. Teaching is often done by graduate students. News-week Magazine recently printed a rather depressing picture of a psychology class of 2,000 at the University of Minnesota. Closed-circuit television is becoming a prevalent medium of teaching at some of the larger colleges in the South. Course selections are impersonally processed by machine at the University of New Hampshire. All these products of our crowded college campuses have recently drawn loud criticism.

LET US HOPE WE ARE better off at comparatively intimate Colby, for many of us came here to avoid such conditions. Unfortunately even at the smaller colleges purely "lecture courses" contain upwards of fifty students in a class. Is there much difference between fifty and 5,000? Let us hope that it is never seriously felt by the operators of the American college system that the lecture system alone can provide a thorough undergraduate education. There are many who believe that the lecture as a teaching device has only survived this long because it enables the professor to monopolize the sort of information which will permit his students to answer questions they will be asked later on an examination.

## Pierce, A Yankee All Through

In the paintings of Waldo Peirce, we come to know one of the most extraordinary personalities in the state of Maine. Born in 1884, the son of a Bangor lumberman, Peirce attended Phillips-Andover Academy and graduated from Harvard University in 1908. In 1911 he went to Paris to study at the Julian Academy and after serving as a driver in the American Ambulance Unit during World War I, he traveled for a decade, finally returning to Maine in 1928.

In an attempt to capture the personality of Peirce, biographical details are of little assistance when compared to the words of Robert Hale in his description of the painter: "though bred among Puritans, the great fullness of Waldo Peirce's life has given him the clarity to

accept their virtues and reject their vices. He has their courage and their learning, but he has rejected their narrowness; his unbelievable gusto, his relish for life is their despair.

"The enthusiasm, the tremendous acceptance which is so characteristic of Waldo Peirce is strongly American; it is part of the air we breathe, part of our character. It was first and fully recognized by Walt Whitman . . . It is, as Whitman wrote, "an implicit belief in the wisdom, health, mystery, beauty of every process, every concrete object, every human or other existence . . ."

"It is this wide, warm and vigorous view that to a great extent accounts for the range and quality of Waldo Peirce's painting. Everything is treated tenderly and with

respect. There are no judgements; no categories, social or moral. All men, from the forgotten man to the man of distinction, all women, from the derelict to the dowager, all children, are presented with sympathy and with an understanding of their essential human dignity. Animals, too are equally appreciated . . . And nowhere does the artist reveal more of his character, more of his curiously close connection with the whole of nature, than in the flower paintings, which are like exuberant fountains springing from the very earth."

Colby expressed deep feeling for the work of this painter when Peirce was awarded an honorary degree. Again Peirce is at Colby as we see him in his paintings now on view in the Bixler Art Gallery.

ing the central goal of the day. I am surprised, however, that the same acumen that could perceive the sustaining of a false dichotomy did not perceive this as a minor drawback attributable to student inexperience and again reflecting the way our society feels and acts. Why wasn't faculty prerogative exercised and an amendment proposed? Why wasn't a less structured day suggested, consisting, for example, of departmental picnics only which would permit conversational and physical rambling? A more informal day would have helped to assuage this sense of lost contact which at least one component of the student body seems to feel. This could have been accomplished within the context of a day honoring a former Colby teacher and president, providing the *leitmotiv* to encourage the faculty to reflect on what might be some of the enduring meanings of teaching, while causing the student body to sense the value and bravery of tradition. But perhaps tradition has become too tedious to uphold. The proposed Johnson Day schedule should not have represent-

ed such a stumbling block to a body with the right and power but evidently not the wisdom, to amend. Concerning point two above, it seems to this writer that Mr. Wees belabors the point. This is an obviously valid theme in contemporary America. It was quite possibly a recurring theme in the arguments of those defending Johnson Day. But that it should be listed as a major reason for rejecting Johnson Day, I find infantilistic. Mr. Wees raves on about the false dichotomy, in the style of that school of ivory tower progeny, who upon finally discovering a "great theme" to be actually operative after being told for so long that it exists, end up implementing their new insight by means of passive and ironic acquiescence. In asserting the existence of a false dichotomy of professor versus human being, Mr. Wees implies disproportionately that students are suggesting a failure in classroom dialogue which must be compensated for by dialogue that would occur in a substitute environment. I believe that this is an unfair implication which belittles the commit-

tee's point. I believe that the Johnson Day faction of the student body desired an environment, casually created, outside the classroom and free of its requirements to cover material, which, without compromising the requisite status of the professor, would complement not supplant the classroom dialogue. Instead of this suggestion being seen as a means to enhance the overall community exchange, it was perceived, at least by Mr. Wees, as student failure to recognize the origins of a false dichotomy and became subsequently fraught with danger about which the student is to feel guilty while simultaneously not being blamed. I would suggest that the student is not as unaware of the danger of such a dichotomy as Mr. Wees believes. I believe Mr. Wees is imposing his point unfairly, by his failure to recognize (perhaps due to his earnestness) that the student might not be practicing a dichotomy, so much as he is simply differentiating between the variety of leadership roles the teachers can and should play. There is a sublimo  
(Continued on Page Five)

## Colby Singing Groups Off To World's Fair

The Colby Eight and Colbyettes will sing at the World's Fair on April 30 this spring. The Colby Eight, headed by Ed Pratley, is comprised of ten members: Ed, Mike Thoma, business manager, Carl Faust, Pete Nester, Jeff Wright, Gregg Talman, Bill Soller, Jeff McCabe, Greg Chabot, and Bob Bonner. The Colby Eight, founded in 1847, is proud that its repertoire consists almost entirely of arrangements made by members of the Eight.

Exponents of the "modern sound", the Eight have performed at most of Colby's major functions, have staged many local concerts, performed at Cornell University's "Fall Tonic", at the University of Michigan, and in Bermuda during spring "College Week", and also at many of the major schools in New England.

The Colbyettes, minus the Seniors, who are preparing for their comprehensives, will also perform at the Fair. The fifteen girls who will be going are: Connie Midworth, leader,

Jo Ann Rydel, Ruth Kelleher, Beth Keane, Pat Berg, Carol Glenn, Gänger Traflet, Sue Daggett, Sally Ray, Judy Kolligian, Marge Casbolt, Priscilla Austin, Debbie Stevenson, Jane Peterson, and Judy Williams. The "Eight", whose repertoire ranges from calypso through folk, and traditional romantic to modern, usually prefer to arrange their own songs. Two former members of the "Eight" arranged several of their favorite pieces.

The Colbyettes, like the Eight, have many local and collegiate singing engagements, and enjoy competing each year at the close-harmony competition at Bates College.

They have made a record called "Dittecetera", which, according to Dite member Pat Berg, might show the concrete result of hours and hours of work, but can't begin to show "the rewards and enjoyment we received from working together on songs, travelling to and from engagements, and sharing our music with our audiences."

## New Instructors In Depts of Spanish and Economics

Announcement was made this past week of two new faculty appointments in the departments of Spanish and Economics.

Miss Priscilla C. Allen, a native of Lawrence, Mass., will join the faculty next fall as instructor in Spanish and Portuguese, while Mr. Dane J. Cox, of Greene, New York, will take a position as instructor in economics.

Cox, who is a marine veteran, received his B.A. degree from Harpur College in 1958 and is a candidate for the Ph. D. at Cornell University. His areas of major scholarly interests are in economic theory, price theory, and national income analysis.

Miss Allen, a graduate of Colby Junior College, received her B.A. and M. A. from New York University where she is currently a Ph. D. candidate. Her master's degree was earned in the study of Portuguese language and Brazilian literature.

For the past three years she has held a National Defense Foreign Language Fellowship in Portuguese at New York University.

## Cornell Prof. Will Lecture On "Radio Astronomy"

by Judy Freedman

Frank D. Drake of the Cornell University Department of Astronomy will speak on "Radio Astronomy" on April 26, at 8:00 P.M. in Averill Auditorium, Keyes.

Professor Drake was educated at Cornell and Harvard Universities. In 1958 he joined the staff at the National Radio Astronomy Observatory at Green Bank, West Virginia; and headed the telescope operations and scientific services divisions of the observatory.

In addition to a great deal of work in "21-centimeter" research — or the study of hydrogen in space — Prof. Drake has been an active participant in radio astronomy studies of the planets. He also directed "Project Ozma" at Green Bank, the first search for radio signals which might indicate that intelligent life exists on other planets.

For a year, from fall 1963-64, he headed the Lunar and Planetary Sciences Section of the Jet Propulsion Laboratory at the California Institute of Technology.

## Tr. Carl Begin Becomes ROTC Cadet's Head

On April 5, Colby's ROTC underwent its third and final cadet officer's rotation. Under this system, each upperclass cadet is given a position comparable to one which he may be assigned upon activation in the Air Force. These positions will give the cadets experience in both the responsibility and leadership problems they can expect to find in future Air Force positions.

The most important of these cadet positions is that of Cadet Group Commander. It is his responsibility to see that the mission of the cadet corps is carried out in an efficient and military manner. He and his staff must train and discipline the corps as outlined by the Air Force.

The cadet chosen for this third rotation is Carl Begin of Waterville. Carl is, perhaps, the most militarily experienced cadet ever to have assumed this responsibility. Upon graduating from Waterville High he served three and a half years in the Army (serving in both Korea and Japan) before coming to Colby.

With his installation as Commander, Carl has demanded, and instilled a keen sense of military manner and discipline. Because of his previous experience in the Army, he has been able to bring to the corps a more accurate indication of what to expect in the way of military protocol.

Upon graduation Carl plans to return to the military and make the Air Force his career. He would like, if possible, to go back to the intelligence and communication field in which he served during his Army hitch.

# Psychologist to Speak

George G. Stern, distinguished social psychologist, will give a Danforth Lecture on "Psychological Characteristics of College Environments" on April 30, at 8:00 p. m. in Given Auditorium.

Dr. Stern will explore current research in the psychological characteristics of students and college environments. A pioneer in research in this field, he will describe some of the more important differences between the various types of institutions for higher learning in the United States today and the kinds of students enrolled in them.

His research has suggested significant new criteria for gauging the effectiveness of a college program. The implications of these findings for the liberal and the servile arts and their significance to students, parents and educators will be discussed by Dr. Stern.

Dr. Stern's field of research ranges broadly through the areas of personality assessment, attitude measurement, and the analysis of institutional environments. He has undertaken projects concerned with the identification of superior students, the etiology of juvenile delinquency, and the motivational characteristics of teachers and of academic environments.

In 1958 this Syracuse psychologist received Honorable Mention for Outstanding Research by the American Personnel and Guidance Association for innovations in the study of col-

lege characteristics.

He has received research grants from the Air Force, the U. S. Office of Education, Carnegie Foundation, College Entrance Examination Board, Social Science Research Council, and the Peace Corps.

A native of New York, Dr. Stern received his Ph. D. from the University of Chicago in 1949, and was Supervisor of Research of the Examiner's Office, and Lecturer in Psychology, at the University from 1949 to 1953. Since that time he has been Professor of Psychology at Syracuse University and Head of its Psychological Evaluation and Assessment Laboratory in the Psychological Research Center.

The author of books and articles on personality assessment, Dr. Stern is widely known for the development of such instruments as the "Inventory of Beliefs", the "Activities Index," and the "College Characteristics Index."

He is a Fellow of the American Psychological Association and a member of various professional societies including the American Sociological Association, Association for Higher Education, American Educational Research Association, National Council on Measurement in Education, American Association for the Advancement of Science, American Association of University Professors, Psi Chi, and Sigma Xi.

Dr. Stern was an invited participant on the XV International Congress of Applied Psychology in Ljubljana, Yugoslavia, in August 1964.

In addition to teaching Social Psychology to students, both undergraduate and graduate, at Syracuse



PSYCHOLOGIST STERN Danforth Visiting Lecturer

University, Dr. Stern also guides research of advanced students in various other departments including the College of Medicine.

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## Talk on Vietnam By Mike Metcalf Wins First Prize

A pair of Colby freshmen and a senior shared honors Monday evening in the 31st Annual Levine Speaking Contest.

Michael Metcalf, a freshman from Falmouth, Mass., won the fifty-dollar first prize for his defense of President Johnson's course of action in Vietnam. Ira Cooke, another freshman, from Deal, New Jersey, took second place for thirty-five dollars; and Stuart Rakoff, a senior from Manchester, N.H., was third, earning fifteen dollars.

Monday marked the fourth time Rakoff has been a contestant for the Levine prizes. He won 1st prize in 1962, and placed second in 1963.

Presentation of the prizes was made by Julius Levine, son of the sponsor, Lewis Lester Levine. Earle McKeon, Director of Placement, presided. The judges were all from Waterville.

## Stu-G Concert Will Feature Harpsichordist

Harpsichordist Peter Wolfe will present a Stu-G concert on April 29 at 8 p.m. in Given Auditorium.

Wolfe is a student at Harvard, where he recently changed his major from physics to music. He plans to graduate in June with a B. A. in music and, following this, will continue at Harvard as a graduate student.

He studied piano under LaSalle Spier and has played four joint piano recitals in Washington's Phillips Gallery.

He took up harpsichord in his sophomore year at Harvard. Last summer he worked as an apprentice harpsichord maker in Cambridge, Mass., and is now in the process of building a two-manual Dowd harpsichord. Wolfe is presently the accompanist with the Harvard Graduate and the Harvard Medical Choruses.

## Campus Chest Proceeds Go Toward World Education

by Richard Ammann

The annual Campus Chest will be held this Wednesday night, April 28th, in Runnals Union, from 7:30 until 10:00. Various associations on campus will have booths at this carnival, including fraternities, sororities, religious and other organizations. Each booth will have games of skill or ways of reducing frustrations. There will be repression reducers such as miniature golf, car smashing, tether-ball, a kissing booth, and dunk-a-delt. There will be a portrait artist in residence and the annual Campus Chest competition — for "Mr. Campus Chest," that is. The primary aim of these booths is to raise money for charity, similar to a Community Chest drive. But instead of having a student canvass or student pledging throughout the year, the Inter-Faith Association sponsors this carnival as a fund-raising affair each year. This year IFA also sponsored a car wash, which was held last Saturday, April 17th.

Where do the proceeds go? As in past years, all money collected from the car wash and the carnival will be given to the World University Service. WUS is an international student relief organization whose first and primary job is that of student relief and student need. It is an international, interdenomination, interracial, and non-political organization which bears the hope that in helping students to help themselves many very urgent and real gaps will be bridged in the creating of interpersonal and international understanding.

This program of mutual assistance among universities of the world has been carried out by WUS since 1920. Today WUS has committees in 48 countries. University presidents, professors, and students from these countries convened in July, 1964 to study the most urgent needs facing the university and approved of 60 projects in Asia, Africa, and Latin America.

Some examples of these projects are the establishment of a college in Bechuanaland, the building of a dorm in Nepal and the furnishing of a student hostel in Guatemala. The University of Basutoland needs scholarships for the student refugees from South Africa. This past year, WUS conducted a workshop in Asia to provide training in cooperatives and in 1965 hopes to open cooperative cafeterias and bookstores at several additional universities in Pakistan, Ceylon, and India.

In order to complete these vital projects, \$1,000,000 must be raised in the United States this year to supplement funds being raised concurrently in 47 other nations. Colby's contribution, through Campus Chest, has been sorrowfully dwindling in past years, until it reached a low of around \$400 last year. It is the hope of the Inter-Faith Association that Colby students may become aware of the aim of Campus Chest and actively support it. We hope that the Colby community, as a whole, might realize how fortunate it is to study in such an excellent,

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Final Gabrielson Lecture

# Hechscher Lectures on Arts

by John O'Reilly

Last Thursday night marked the last of the series of five Gabrielson Lectures. Addressing himself to the topic, "Art and the Realm of Politics", was August Hechscher. Consultant in the arts to the late President Kennedy.

Hechscher's thesis was that the government does have a role in the esthetic life of the state and that responsibility. Although the subject the government must meet this re- of the speech was a broad one to begin with, the lecture itself was a bit vague and disorganized. Preoccupied with generalities and exaltations regarding the place of arts in the life of the country, Hechscher seemed to think the audience unworthy or incapable of grasping the specific measures necessary to implement his lofty ideas. And it is specifics, after all, that should comprise the substance of a lecture. But in terms of general ideas, the lecture was fine.

**Government's Role Expands**

Hechscher states that today the government must deal with a whole realm of issues which were previously out of its scope. The responsibility of government has been extended from just public economic well-being to public happiness. New approaches are now necessary to contemporary political issues which now include the boredom, alienation,

and passivity of the individual. In dealing with the qualitative aspects of life, the state must take an interest in science, education, and recreation, and even spiritual life.

The government's role in art, however, must be only marginal; in JFK's words, it can only "touch on the spirit". The government itself is not authorized to create cultural art, but only to provide the best possible conditions for it to develop on its own. The areas of life that deal with values are essentially insulated, but not excluded from government. Furthermore, the basis of the democratic process—debate, compromise, and adjustment—would seem to be incompatible with the goals of art—truth of a higher order and excellence of the first degree.

Hechscher, however, notes that, in spite of these limitations, the government has not until recently begun to fulfill its esthetic obligations. In contrast to the advances of European countries in this respect, the U. S. was the only country not to have government-sponsored pavilions. Grant, Washington and Jefferson had visions of a new Athens in the midst of the American wilderness; but most of the Presidents that succeeded them seemed to agree with DeToqueville and Mills that the spirit of democracy is incompatible with fulfillment in the arts and the glories of

the human mind. Only with FDR (though he was something less than an esthete himself) did the spirit of intellectuality again enter the White House. Following in his footsteps, Truman and Ike advanced research on the arts. The trend was even more pronounced during JFK's administration. An historian and Pulitzer recipient himself, he was a sensitive statesman. When he asked 158 artists and intellectuals to his Inauguration, the masses began to wonder whether or not the poets and artists had something to say after all. He invited "high-brow" cellist Pablo Casals to perform for him. And he asked Hechscher to assess and co-ordinate policy in an area that could no longer be ignored. While LBJ's interest in the arts is a bit more haphazard and carefree, he has secured public funds for a U.S. cultural center and made statutory provisions for the arts under the theme, "America the beautiful."

**Need for Cooperation**

Hechscher concluded with a plea that the arts must be broadly interpreted and that the government must foment with its small but important role, the "great" cultural movement of today. So far, just ad hoc measures have been initiated. But the level of cultural life is closely related to the well-being of the social order as a whole, for art elevates the individual, makes life more agreeable and free. Within our man-made environment, this side of life must develop along with the technical aspects or boredom or degradation will overcome us. Government funds can do much to supplement the cultural level of the theatre and TV, whose financial difficulties have forced them into mere entertainment. The nation's esthetic life may even be improved on an institutional, as well as individual level. And government itself may in its own way become a work of art, as Churchill, with his creative leadership, has demonstrated.

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# Unknown Administrator

by Herb Swartz

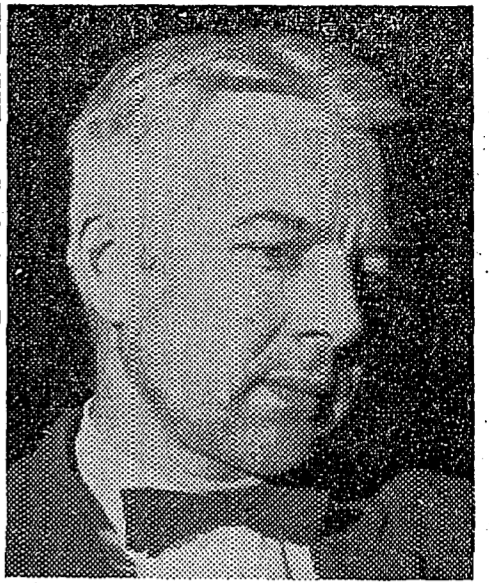
It is somewhat ironic that one of the most influential men on the Colby campus is known relatively little by the student body. For Dean Johnson, the college Dean of Faculty has such an encompassing job that he has been forced to limit his teaching load and personal contact with the students.

Dean Johnson was born in Springfield Mass., where he went to high school and where eventually he got to Brown University where, in 1940, his B.S. from Springfield College. At B. S. from Springfield College. At Springfield, Dean Johnson was a biology major and psychology minor. After Springfield, The Dean went to Brown University where, in 1940, he received his M. S. in psychology. From 1941 to 45 Johnson served in the Royal Canadian Air Force. When he got out, he returned to Brown where he eventually got his Ph. D. in Psychology and physiology of vision. For eight years Johnson worked as an instructor of psychology at Bowdoin College, where he eventually became an associate professor. In 1955 Dean Johnson came to Colby to replace "Eddie Joe" Colgan as head of the Psychology department. Five years ago, Johnson became Dean of Faculty, replacing Robert Strider who left that position to become President.

Here at Colby, where the business of academics is left pretty much up to the department involved, the duty of the Dean of Faculty is mainly that of a coordinator. Not only is he coordinator between the different departments, but also between these departments and the registrar and the office of admissions; and between all these and the rest of the administration. He meets with faculty committees and see that any differences or points of friction between departments are remedied. For example, if one department wants to drop from the curriculum a course that another department requests as a major requirement; the arbitrator of the difference is Dean Johnson. He is not a judge by any means, but merely collects pertinent information and sees that the proper committee receives it. He serves in the same capacity as fact finder when, for example, the admissions officer asks how many men they are to admit for the following year.

Dean Johnson also acts as unofficial coordinator of the January Program. Every May he starts getting things ready for the following year's January Program. This includes faculty assignments as well as coordinating the topics themselves.

Every fall Dean Johnson has extensive meetings with each department head with regard to such things as staffing, curriculum, and recommendations for promotion.



DEAN JOHNSON  
Faculty Coordinator

At the present time, the Dean is involved in a search for new faculty members to replace those going on sabbatical and to simply add to the present Colby faculty. Once again, he does not have the final word about appointments, but rather coordinates the opinions of all those who have a say in the matter.

With all these responsibilities, Dean Johnson still finds time for a month's research at Brown every summer. His specific field of research is electro-retinography.

Suprised to hear that Colby has an experimental psychologist as its Dean of Faculty?

Anyone wishing to rent a canoe for the summer contact an Outing Club officer. \$25.

**O O P S !**

In the midst of the weekly confusion that is the Echo office, we misplaced and eventually lost the list of names of those students who signed up to work on the Echo. That may explain why none of them have heard from us. First of all, we apologize for neglecting you, as we are interested in introducing as many students as possible to this aspect of the newspaper business. Secondly, we would appreciate it if those who signed up and any others could drop down to the Echo office any Tuesday afternoon or evening so you could help us with the reporting, writing, etc.

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# Colby's Subrosa Controversy

Under Colby's placid colonial exterior there have been, for several years now, several heated controversies between various members of the faculty. One of the liveliest of these sub-rosa debates concerns one Immanuel Velikovsky who proposed several theories about the origins and history of several members of our solar system. If true, these theories would bring into question some of the basic tenets of modern science. Colby's science division has scoffed at the theories, while, on the other side of the line, in the humanities there has been some argument on the part of the faculty that Velikovsky may be right, or at least is worthy of attention. His theories were first published in his controversial bestseller, *World's in Collision*.

Never out of print since it was first published in hardcover fifteen years ago, this admittedly unorthodox book which propounds a catastrophic theory of evolution—a theory that was discarded by scientists with the advent of Darwinism—has inspired a raging public debate from the day it first appeared. The sort of intramural battle usually waged in the comparative privacy of scientific meetings and journals became matter for the front pages of the newspapers.

**OPPOSED BY ACADEMY**

Almost to a man, the scientific academy opposed Velikovsky, as historically they have opposed any new ideas which could not be proved by existing methods. When their attempts to suppress the book before its publication failed, they instigated a boycott of the publisher's lucrative and vital textbook division which could not be ignored and soon the rights were transferred to another publisher, despite the fact that *WORLDS IN COLLISION* was high on the best seller lists. The book's editor and a museum astronomy curator who had defended Velikovsky (he did not support everything Velikovsky said, only his right to say it) found themselves jobless.

Through the years the bitter arguments have continued, despite the fact that, as Eric Larrabee said in a Harper's article last year, "Proposals which seemed so shocking when he made them are now commonplace, and even the fatal word

'catastrophe' appears with regularity in scientific literature. In fact there is scarcely one of Velikovsky's central ideas—as long as it was taken separately and devoid of its implications—which has not since been propounded in all seriousness by a scientist of repute."

Dr. Velikovsky reminds the reader of a remark made by philosopher H. Buittenfield in 1949, "The supreme paradox of the scientific revolution is in the fact that things we find easy to snuff into the boys at school . . . things which would strike us as the ordinary natural way of looking at the universe . . . defeated the greatest intellects for centuries."

**A NATIVE RUSSIAN**

Born in Russia, Immanuel Velikovsky studied natural sciences at the University of Edinburgh, history, law and medicine (M.D.) in Moscow, biology in Berlin, the working of the brain in Zurich, and psychoanalysis in Vienna. He practiced both medicine and psychiatry in Israel for many years until 1939 when he arrived in the United States to do research for an analytical study of Freud's dreams and a comparative study of Oedipus, Aethnaton and Moses, three figures who were prominent in Freud's works and thoughts. It was through this research that he came upon the idea that was to result in *WORLDS IN COLLISION*. He cancelled his plans to return to Israel and set to work on this idea which was to change his life. Dr. Velikovsky has written two other books which concern this one idea, *AGES IN CHAOS* and *EARTH IN UPERHEAVAL*.

Married and the father of two daughters, Dr. Velikovsky now lives and works in Princeton, N.J. He often lectures on *WORLDS IN COLLISION* and related topics and has just completed a series of talks at New York's New School for Social Research.

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# I. F. C. Evaluation: Part Three

## DISCRIMINATION

Discrimination in fraternities at Colby has almost entirely been eradicated through the passage of several resolutions by the Board of Trustees and the Student Government. The formulation of these resolutions came about through several years of serious discussion by students and faculty with general acceptance finally being achieved in 1964.

The Student Government voted unanimously on April 23, 1961, to abolish discrimination in fraternities and sororities at Colby. The following is the text of the resolution as it was passed.

"Within two years before September 1963, each group on campus must present a letter from their national organization to the effect that the local group has complete freedom of selection in regard to membership. This would present each group with two years to arbitrate with organizations for local autonomy on this policy"

This proposal was generally accepted by the Board of Trustees which voted on November 2, 1962, that "in order to remain active at Colby College, either as a national affiliate or local group, each fra-

ternity or sorority local undergraduate chapter must, prior to the commencement meeting in 1965, satisfy the board that it has the right to select its members without regard to race, religion or national origin".

To supplement this decision a committee made up of students and faculty was formed to discuss any problems which might arise among the local groups in trying to conform to this new policy. In March, 1964, the committee submitted three criteria to be adopted by the Board of Trustees. They are:

1. No fraternity or sorority shall maintain a connection with a national organization that requires the local chapter to select its members with regard to race, religion or national origin.

2. Fraternities and sororities must not require, as a condition of admission or continued membership, the participation in any religious rites.

3. The right and opportunity to select and initiate members regardless of race, religion, and national origin shall not be restricted or modified in any way by local fraternity or sorority, its national officers, alumni, advisors or others from off

campus through exclusive privileges of recommendation, approval privileges, veto power, or "mutually acceptable agreements".

Also included was a statement which said that each fraternity and sorority should give annual assurance of compliance to these criteria by letter from the local chapter and from the national office.

Shortly after the issuance of these criteria the Interfraternity Council voiced the fraternities' position in this issue in an official statement to the Board of Trustees. The Council stated that "no fraternity at Colby wished to use discriminatory practices in choosing its members . . . and agreed that these three criteria were reasonable". The I.F.C. also "recommended and encouraged the administration to correspond directly with those national fraternities represented on campus which have potentially discriminatory policies . . . and that the deadline date for national compliance with the criteria be set several years hence".

As of now, eight out of the ten fraternities at Colby have complied with the three criteria as stated above on both the local and national

levels. The other two fraternities are undergoing negotiations with their nationals and the college administration. These fraternities expect to gain approval by their nationals before the deadline date of commencement 1965.

## SOCIAL

One of the necessary parts of any college community is its social life, and at Colby it is the fraternities which serve as the social groups of the campus. Informal and formal parties, as well as "mixers" with the sororities and girls' dormitories, all function to satisfy this need.

The use of alcoholic beverages is permitted as a privilege in fraternity houses and at fraternity parties by the college regulations. The drinking regulations state that "responsibility for behavior can rest only on the shoulders of the individual student." All fraternity men are well-aware of this fact, and fraternity parties have been orderly and well planned. At any time, disorderly conduct is immediately checked by the officers of the fraternity. If there is anything more than minor trouble, action is then taken by either the Judiciary Board or the Interfraternity Council. These

various checks have kept the drinking situation on the campus well under control.

Problems have frequently risen when fraternities are required to have chaperones for special social functions (e.g. all open houses or upon the request of a housemother). Some feel that chaperones are not needed and that the house officers can handle any unforeseen situation. Others feel that more than one adult present is desirable rather than placing all chaperone responsibility on the housemother. Because of occasional incidents of poor hospitality or unthinking neglect on the part of some fraternities, many faculty members are now reluctant to chaperone any party. These problems are recognized by all fraternities, housemothers, and faculty members, and progress to correct them is now being made.

Physical hazing has been a controversial topic at Colby for many years. Many fraternities have had traditions and pledge activities which were not only physically harmful, but also incited trouble among other fraternities.

Several unfortunate incidents forced the Interfraternity Council of 1960 to pass a law stating that it "will not allow any hazing which is physically, scholastically, and morally detrimental to a fraternity pledge or a group of pledges." Since this law was passed, cases of physical hazing have decreased a great deal. However, the fact that some fraternities continue to abuse this law is another problem which the I.F.C. must still completely overcome.

Another aspect relating to this area of college life is Homecoming Weekend, which is sponsored by the fraternity system. Each fraternity accepts certain responsibilities in an effort to make Homecoming a successful occasion. Such events as a special concert given by important names in the entertainment world, an All-College dance, the crowning of the Homecoming Queen, the construction of Homecoming floats, an interfraternity bicycle race, and a Woodsman's meet are all arranged and carried out by the fraternities. As an added enhancement for "a job well done", the I.F.C. offers Bixler Bowl points for achievement in several of these events.

In addition, the fraternities also construct snow sculptures in front of their respective houses during Winter Carnival to help promote the theme and festive atmosphere of this occasion.

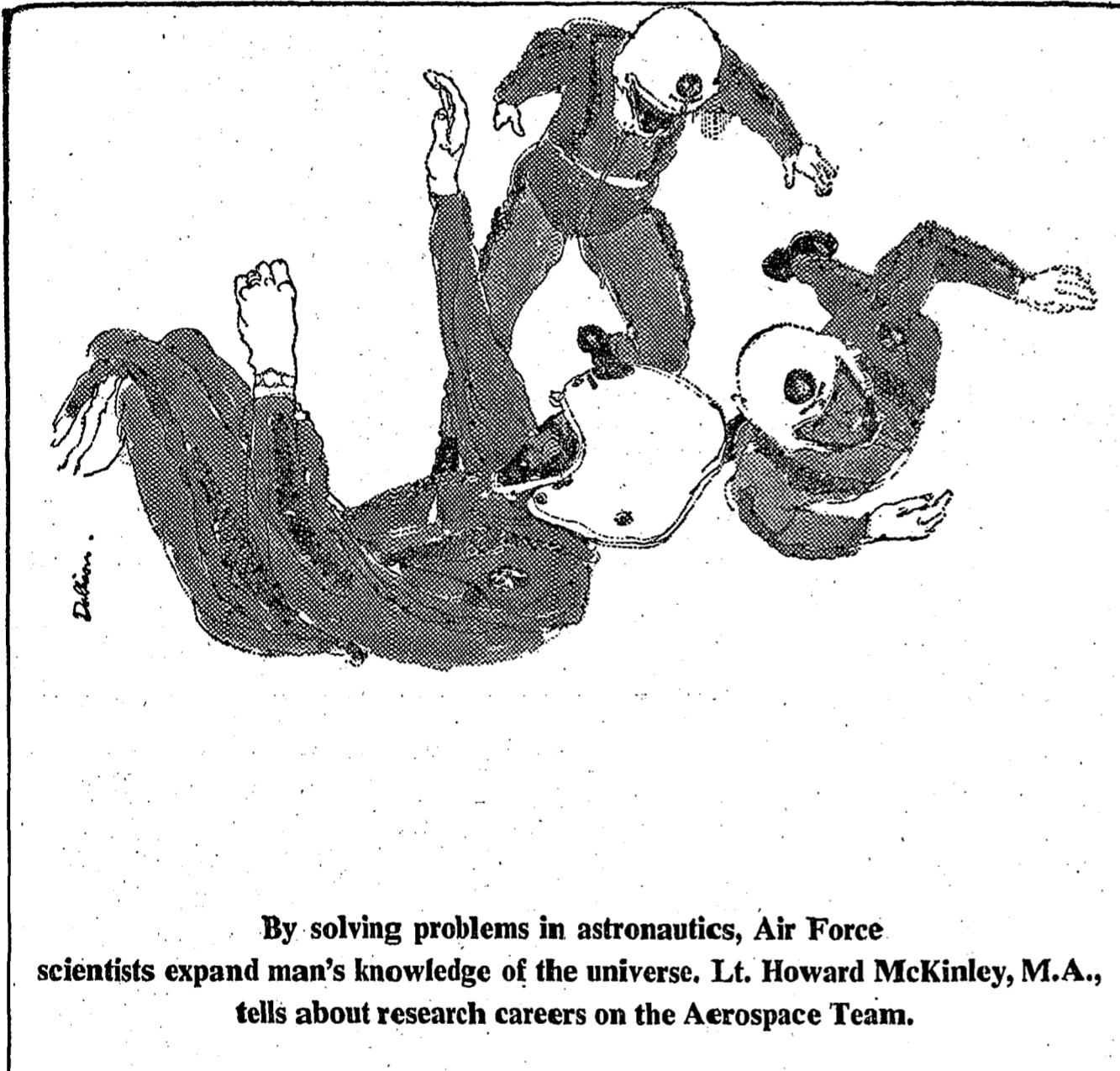
Spring weekend has always been one of the most popular social weekends at Colby. The weekend usually begins with fraternity parties on Friday night. Most fraternities then spend Saturday and Sunday at a rented hotel or set of cabins located either on the seashore or a lake in Maine. Activities on these two days usually include softball games, a dance, informal singing and games, a lobster and clam bake, etc. The weekend's popularity is attributed mainly to the students' desire to "get away" from campus and to enjoy an informal atmosphere completely different from the routine of college life. This year, spring weekend will be planned and regulated by the Interfraternity Council.

In cooperation with the sororities each spring, the fraternities participate in the Greek Sing. Once again excellence in this event is rewarded with Bixler Bowl points.

The fraternities also participate actively in the annual campus chest drive. Each fraternity sets up a booth in an effort to raise funds for this worthy cause.

Each year in cooperation with the National Multiple Sclerosis Foundation, members from each fraternity solicit funds in the Waterville area. The money collected is used for research for a cure and rehabilitation for those afflicted with the disease.

Continued on Page Eight



**By solving problems in astronautics, Air Force scientists expand man's knowledge of the universe. Lt. Howard McKinley, M.A., tells about research careers on the Aerospace Team.**

(Lt. McKinley holds degrees in electronics and electrical engineering from the Georgia Institute of Technology and the Armed Forces Institute of Technology. He received the 1963 Air Force Research & Development Award for his work with inertial guidance components. Here he answers some frequently-asked questions about the place of college-trained men and women in the U.S. Air Force.)

**Is Air Force research really advanced, compared to what others are doing?** It certainly is. As a matter of fact, much of the work being done right now in universities and industry had its beginnings in Air Force research and development projects. After all, when you're involved in the development of guidance systems for space vehicles—a current Air Force project in America's space program—you're working on the frontiers of knowledge.

**What areas do Air Force scientists get involved in?** Practically any you can name. Of course the principal aim of Air Force research is to expand our aerospace capability. But in carrying out this general purpose, individual projects explore an extremely wide range of topics. "Side effects" of Air Force research are often as important, scientifically, as the main thrust.

**How important is the work a recent graduate can expect to do?** It's just as important and exciting as his own knowledge and skill can make it. From my own experience, I can say that right from the start I was doing vital, absorbing research. That's one of the things that's so good about an Air Force career—it gives young people the chance to do meaningful work in the areas that really interest them.

**What non-scientific jobs does the Air Force offer?** Of course the Air Force has a continuing need for rated officers—pilots and navigators. There are also

many varied and challenging administrative-managerial positions. Remember, the Air Force is a vast and complex organization. It takes a great many different kinds of people to keep it running. But there are two uniform criteria: you've got to be intelligent, and you've got to be willing to work hard.

**What sort of future do I have in the Air Force?** Just as big as you want to make it. In the Air Force, talent has a way of coming to the top. It has to be that way, if we're going to have the best people in the right places, keeping America strong and free.

**What's the best way to start an Air Force career?** An excellent way—the way I started—is through Air Force Officer Training School. OTS is a three-month course, given at Lackland Air Force Base, near San Antonio, Texas, that's open to both men and women. You can apply when you're within 210 days of graduation, or after you've received your degree.

**How long will I be committed to serve?** Four years from the time you graduate from OTS and receive your commission. If you go on to pilot or navigator training, the four years starts when you're awarded your wings.

**Are there other ways to become an Air Force officer?** There's Air Force ROTC, active at many colleges and universities, and the Air Force Academy, where admission is by examination and Congressional appointment. If you'd like more information on any Air Force program, you can get it from the Professor of Aerospace Studies (if there's one on your campus) or from an Air Force recruiter.

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# MULE KICKS



By Pete Fellows

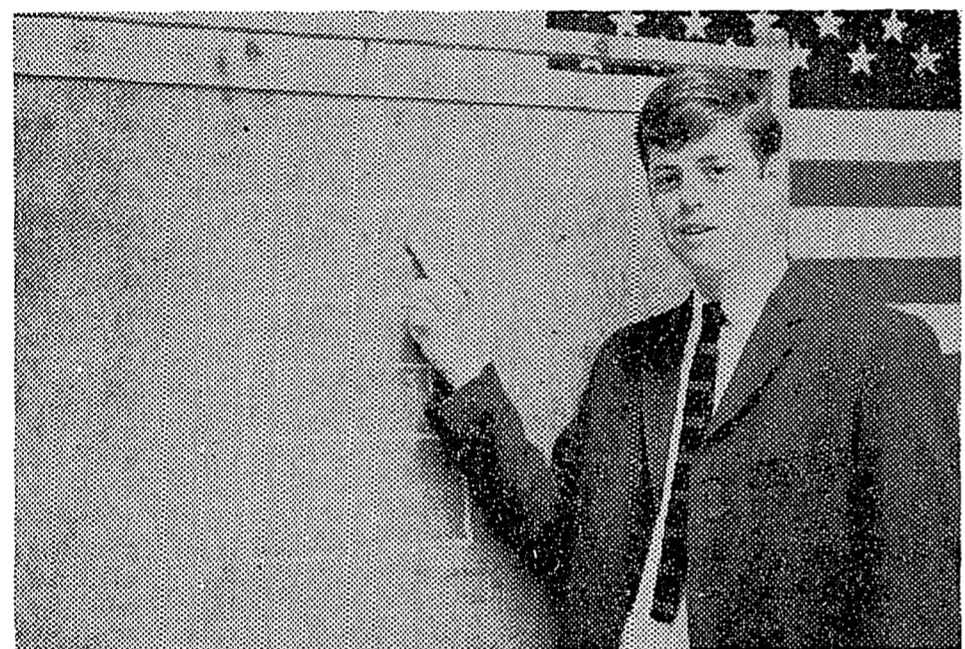
Each spring, the lacrosse addicts dig out their sticks - the remnants of a pre-school glory gone by. They search for other lacrosse lovers, in hopes of at least tossing the ball around for awhile, even though this meager attempt to bring back the past is far removed from the full-scale wars that raged on prep-school battlegrounds.

There are always a handful of experienced players who attract small crowds of skeptics and awe-struck neophytes who have never witnessed a gruelling lacrosse game. A few step forward; roommates and fraternity brothers want to try their hand at the new game. They rear back to make their first throw, and the ball falls harmlessly to the ground behind them. Then they try their hand on the receiving end of a pass. Either the ball goes whistling by their ear, or hits the stick and bounds away. The rookies then abandon the "new game" as sheer folly.

After a few futile cries of "let's bring lacrosse to Colby", the loyal laxmen continue their daily workouts in fraternity row, and then fade into obscurity, as the novelty disappears until the next spring.

This year, the Colby lacrosse movement is stronger than ever, and concrete action has been taken. Led by an ambitious nucleus, who refuse to let their prep-school experience go to waste, a Colby Lacrosse Club has been organized.

Last Sunday, the Colby Lacrosse Club held its first meeting, under the direction of Jim Wilson, who must be given credit for most of the legwork in forming the club. Jim will be the temporary President



LACROSSE LECTURE — Bill Soller, one of Colby's board of lacrosse "Coaches", gives a recent chalk talk.

of the organization; Bill Soller, Vice President; Secretary, Joe Candido; and Treasurer, Bud Graff. Thanks to Steve Johnson, the Club has a constitution.

The constitution reiterates what Jim Wilson has emphasized as the purpose of the club; "to generate enthusiasm on the part of Colby makes for lacrosse, with the ultimate aim of making lacrosse a recognized sport on the intercollegiate level at Colby." There are hopes for a scrimmage or two at the end of the season, perhaps with one of the nearby prep-schools, which has also just recently started lacrosse. However, the stress is on fundamentals for the beginners.

Lacrosse takes a great deal of conditioning; the stamina required to perform to one's ability might be equated with that needed for soccer or hockey. Thus calisthenics are a vital part of the workout schedule. However, since it is necessary to hold the enthusiasm of the beginners, the formal practice sessions, which include calisthenics and drills, has been limited to two days a week, Tuesdays and Thursdays. Mondays, Wednesdays, and Fridays practices are informal, thus allowing the players to work on the fundamental stick-handling and passing, with time allotted for scrimmaging.

The club is operating on a two-year temporary basis, with no support from the college. If, at the end of the trial period, the school feels that the interest is sufficient, then lacrosse will be elevated to the standing of a full-time sport.

Although the school is giving no financial support to the club, the Physical Education department is firmly behind the movement, and has cooperated to the extent of procuring a practice field for the team to use; arrangements are now being made through Buildings and Grounds to obtain goals.

Sticks have been purchased through the Hinckley School, W. H. Brine Company, and Harvard University. Letters have been sent to other schools and colleges which sponsor lacrosse teams, in hopes that the remaining equipment, primarily helmets, can be obtained at a reasonable cost. New England is not a hotbed of lacrosse, and the members of the Lacrosse Coaches Association are anxious to spread the sport to as many schools as possible. Their cooperation in promoting the sport at Colby will be a key factor in making Lacrosse a permanent fixture at Colby.

Start with a nucleus of able and willing veterans, add a few football players, desirous of year-round conditioning and contact, blend in a conglomeration of untried, but anxious rookies. Simmer for two years. Then add just the right amount of money; your product - a successful Colby Varsity Lacrosse team, guaranteed to please.

# Trackmen Lose Third Straight As Runners Fail

by Richard Lewis

In track this week, Bob Whitson continued his winning ways, but the team itself could not start any. Whitson and his field mates made Colby's presence in Saturday's contest at UNH at least appear respectable.

The final score was UNH 77, MIT 55, and Colby 41. Colby's troubles can be found by looking over a breakdown of the scoring, which shows but five points coming in the running events, with 36 resulting in the field.

Mr. Whitson presenter himself as a two-event-threat. In the Southern Connecticut meet last week, he broke the varsity Shot Put mark with a record 50' 5", and this week he wiped out a 29-year-old varsity discus standard of 130' with a throw of 133' 3". He also won the Shot at UNH at 48' 2".

Bob Aisner, another freshman, keeps looking better all the time as he proved victorious in the High Jump at 5' 11 1/4", and just barely missed 6' 2" in going for the school record.

Another improver was soph., Jim Ritter, who this week won the Javelin at 172' 9 1/2". Jim threw 162' and 170' last week, placing second both times.

Other Colby point-getters were Dick Stiebel (100 and 200), Bob Koons (100), Bob Aisner (Hurdles), Frank Cormia (Triple Jump and Broad Jump), Andy Dunn (Pole Vault), Walt Young (High Jump), Bruce Barker (Shot and Discus), Ken Astor (Shot) and John Carvelas (Hammer).

## MULES CHESS CLUB

Colby's Chess team crushed a team from the Chess Club at Bowdoin this Saturday to all but wrap up first place among the Maine colleges. The 4-1 triumph assured the Mules of at least a tie for first place in the state, and it would take an almost impossible finish by the Bates Chess Club to deny the Mules exclusive possession of the title.

Highlighting the Colby romp at Brunswick was the sixth straight win for Senior Steve Brudno, who has not been scored upon in his last two years in the Colby lineup.

After the visitors took a 1-0 lead on a quick and decisive win by Mike Shu, '68, Bowdoin tied the match as Dennis McCowan checkmated Elliot Jaspin, '68, of Colby. Then the Mayflower Hill unit piled up the

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# Colby Nine Splits 2 With Springfield

The Colby Mules maintained a winning record for the regular season, as they split a rain-shortened double-header with highly rated Springfield. The host Maroons took the opener, 6-5, in ten innings, while the Mules squeaked out a 1-0 win in the five-inning nightcap.

The split left Colby with a record of three wins and two losses for the season. Springfield now stands 4-2.

Colby pushed home a run in the fifth inning of the second game and that proved to be the winning margin as sophomore Roger Valliere blanked the Gymnasts on five hits.

Ken Reed doubled, moved to third on an infield out, and scored the only run on a wild pitch. Rain washed out two more Colby runs in the top of the sixth. A double by Jim Thomas and a single by Bill Snow were big blows in the sixth. The Mules had two men on and one out when the game was called.

Springfield won the opening game in the tenth inning. Two singles and an intentional pass loaded the bases. A strikeout and a force play at the plate on an attempted squeeze bunt nearly got pitcher Ed Phillips out of the jam. But a single by Springfield third baseman Cieplik brought home the winning run.

The Gymnasts tied the game in the sixth on a fluke hit. Colby's Mike Harrington and Sal Manforte collided on a fly ball that would have been the third out. Harrington was badly shaken up and was taken to a local hospital for X-rays.

Long drives by Woody Berube in the ninth and Snow in the tenth were taken against the fences to thwart Colby bids.

Harrington and Manforte each collected a double and two singles for Colby. Berube and Phillips had two hits each. Phillips struck out nine, but was the victim of hard luck, especially in the sixth.

After three long weekend trips, the most recent to Amherst, Williams, and Holy Cross, the Mules will return and the home opener is scheduled for tomorrow afternoon on Coombs field against the Brandeis Judges. Colby might expect to face Brandeis' Fred Marden, a righthander who has a one-hitter and a 26-strikeout performance to his credit so far this year.

points, as Dick Riemer, '68, Jim Quirk, '65, and Brudno all overcame their opponents.

Colby's overall record is now 5-1; against State Series foes it stands at 3-0 . . . Eleven men have appeared on the roster to date, with only three playing all six matches . . . The Mules have overwhelmed their foes to date, scoring 22 1/2 points, while yielding only 10 1/2 . . . Further matches are tentatively sched-

Club (4 1/2-1 1/2 losers in an earlier match).

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**LETTER TO EDITOR**

(Continued from Page Two)

and important difference between the overt leadership technique employed in the classroom and the relatively covert or inconspicuous technique which could operate advantageously within the context of departmental picnics. The techniques varies, but the man doesn't necessarily appear not integrated. Mr. Wees does the Johnson Day faction an injustice by assuming that they are not resonating with the value they perceive in a careful alteration of environments for the teacher and in the subtle delineations of the roles he must play.

I trust that Mr. Wees is not complementing himself upon having perceived the inadequacies of the now aborted Johnson Day plan. I believe that was the minimal reaction the student committee expected from the faculty. It seems to this writer that the baton has been dropped — by the faculty, as a result of their failure to take the initiative and change a constricted schedule or recognize that some students may have needs, which once met by informal faculty picnics, could result in a substantially enhanced classroom experience, or do whatever else was required to provide for the student body, in this instance. In this case, instead of leadership, the student body has

had to contend with the Wees variant of professorial palship, which begins with the extension of an accusational finger that transmutes into a hand clasping commiseration, accompanied by solemn

head nodding and the antiphonal incantation of the phrases "don't blame the students for feeling this way; they are only reflecting what our society feels." This represents a refusal to meet the obligation to lead, to change, to guide. It is not apathy. It is irresponsibility.

I hope my righteous indignation will not obscure the poignance of the issue in question, in the way Mr. Wees' letter seems to have done by its mood of righteous concern with personal apologetics as a rite of public absolution. Mr. Wees, the ball is in your court — again.

H. W. Vestermark, Jr., '67

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I. F. C.

(Continued from Page Five)  
 The Interfraternity Council gives strong encouragement to its member fraternities to participate in community service projects. The need to maintain excellent community-college relationship as well as to develop a sense of responsibility and pride in the fraternity was earlier recognized when the I. F. C. of 1956 included service projects as a part of Bixler Bowl competition. Points in this area are awarded on the basis of the percentage of the fraternity participating, the time spent, and the sacrifice of the individuals involved.

A representative sampling of the projects of last year are as follows:  
 April, 1964, Alpha Tau Omega spent an afternoon at the Maine Home for Little Wanderers in Waterville. The project consisted of an over-all spring cleaning of buildings and grounds; lawns raked, windows washed, etc. This was part of A. T. O. help week.

April, 1963, Pi Lambda Phi contributed \$105 to "adopt a destitute child in Kenya, East Africa."

March, 1964, Alpha Delta Phi washed windows, scrubbed walls, etc. at the Sisters Hospital in Waterville.

April, 1964, Phi Delta Theta, during their annual Community Service Day Project, offered their services to the Waterville Chapter of Y. M. C. A. The project consisted of helping to move a recently purchased cabin to the "Y's" day camp site.

March, 1964, Zeta Psi replenished the blood bank at Thayer Hospital. Five men went each day for one week.

PSYCHOLOGIST TO SPEAK

(Continued from Page Three)  
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CAMPUS GUEST

(Continued from Page Three)

unhampered physical, academic, and political atmosphere, in comparison with other universities around the world. Many of us feel that our prime objective in college is to prepare an adequate foundation for ourselves so that we may go on and live a rich, rewarding life. Other students will be unable even to experience a university environ-

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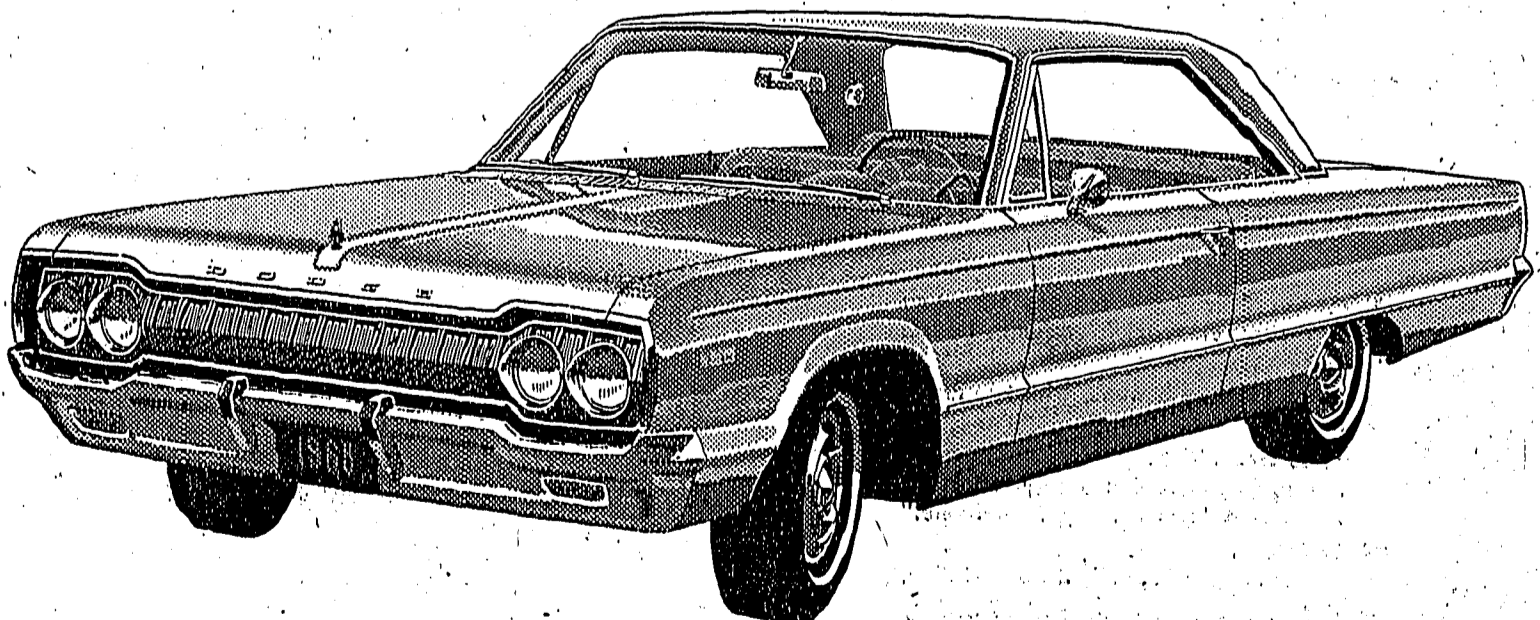
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