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perspective

THE COLBY ALUMNUS

SPRING 1966



Groundbreaking for the gymnasium occupied (momentarily) the muscles of teachers, coaches, students and college officials, including President Strider, chairman of the department of athletics and physical education John Winkin, and women's athletic head Marjorie Bither — as well as those shown here in various moods and miens. Clockwise, from the top: track coach Ken Weinbel, seniors Leslie Sutherland (Women's Athletic Association) and basketball captain Pete Swartz, soccer captain and senior Rick Zimmerman, and football coach John Simpson.

comment



A WORKSHOP devoted to the 'mechanick arts' functioned at the college from 1828 to 1841. Dean Marriner in his HISTORY OF COLBY COLLEGE, notes that it was, financially, a 'perennial white elephant' that a straitened college could not justify — even though President Chaplin said it "kept the inmates constantly employed in something honorable and useful."

Chaplin was definitely for it. "I am decidedly of the opinion," he stated, "that the shop, if well managed, will contribute more to the increase of the students than all other causes combined." We interpret 'increase' today as 'fulfillment'.

Though an ensuing century-plus has slackened strict Puritan work standards, the need for using hands as well as head (one is reminded of city-planner Patrick Geddes' trilogy of head, hands, heart) is becoming re-recognized today. It is possibly a vital need. With the coming of the cybernated society, coupled with a human lazy way of letting others take care of it, some sort of direction will have to be set. It could move toward Huxley's mass tranquilization, or it could tend toward at least partial involvement in doing what one enjoys.

As important is the requirement, nothing new, that theory be tested in fact in the strictly pass-or-fail laboratory of the universe that holds us. Here can be proved or disproved finally the most stubbornly clung-to ideas and the most puzzling of puzzles.

Can we say then that 'mechanick arts' workshops, crafts workshops, indeed, all sorts of workshops, should augment our education in theory? These, to a degree, do exist: viz: science laboratories, dramatics groups, even athletics. But shouldn't they encompass all areas of liberal learning?

What it comes down to, after all, is: How does one do philosophy?

The college notes, with sorrow, the passing of its senior alumnus. Albert Foster Drummond died on March 3 at the age of 99. The oldest living incorporator of any savings bank in the nation, he had retained an active interest in the college up to the day of his death. More than forty of his descendants and relatives attended Colby.

This determined mother woodcock stayed with her eggs despite groundbreaking ceremonies and groundbreaking itself — complete with bulldozers, tree-eaters and trucks. As a result (upon discovery of the nest) pre-building operations for the new dormitory complex were halted — in the words of vice president Ralph S. Williams: "to protect the bird until . . . incubation has



been completed and the young are able to take care of themselves." The area was roped off, a *Caution — Woodcock Nesting* sign was erected, and silence prevailed.

The bird left the week after Commencement, brood and all, having made her point for motherhood and conservation. For Colby she again proved the mileage the college obtains from feathered friends (geese, ducks, woodcocks) who decide Mayflower Hill is home. The story circulated nationally on the wire services, was picked up by THE NEW YORK TIMES, TIME and KAYHAN (Teheran, Iran), among others.

THE COLBY ALUMNUS/SRING 1966
volume 55 number 3



Ian L. Robertson '51, editor
Ellsworth W. Millett '25,
business manager

THE COLBY ALUMNUS is published in the spring, summer, fall, and winter by the Alumni Council of Colby College. Entered as second-class matter January 25, 1912 at the post office in Waterville, Maine, under the Act of March 2, 1879.

'Free from the fetters
of precedent'

A New Professorship



A NEW PROFESSORSHIP, designed to "introduce a new structural dimension into the academic program," and the appointment of a noted social scientist has been announced by President Strider. Leonard W. Mayo '22 (SSC '42) becomes Colby's first professor of human development.

"Dr. Mayo will work closely with faculty and students in seminars and discussions that cross departmental and divisional lines," the President said, "and he will develop a continuing conversation among such fields as biology, sociology, psychology, religion, economics, and education, studying implications of each from a primarily social orientation."

Mayo's career in social service has been varied and internationally recognized; he has been

awarded the Albert Lasker Foundation Award in World Rehabilitation (1963), Hadassah's Henrietta Szold Centennial Award, and the distinguished citation of the National Conference on Churches and Social Welfare — "for outstanding contributions to the nation's social welfare."

Director of the Association for the Aid of Crippled Children from 1950 to 1965, Mayo has taught at Western Reserve and Columbia, serving as professor of social administration, dean of the School of Applied Social Sciences and university vice president at the former institution. He has received four presidential appointments: chairman of President Truman's Mid-Century White House Conference on Children and Youth, chairman of President Kennedy's Panel on Mental Retardation, and vice chairman and chairman of the executive committee of President Johnson's Committee on Employment of the Handicapped. This May, the President also named him to a new Commission on Mental Retardation. He retains these two latter positions.

Dr. Mayo is former president of the National Conference on Social Work and the Child Welfare League of America; he served from 1948 to 1956 as chairman of the National Commission on Chronic Illness; was chairman of Governor Nelson Rockefeller's State Council on Rehabilitation; and is past chairman of the board of directors of the U. S. Committee of the International Society for the Welfare of Cripples.

For four years, he was on the National Advisory Neurological Diseases and Blindness Council of the U. S. Public Health Service and, in 1953, was selected as a member of the Rusk Mission for Rehabilitation to make two tours of Korea under the American Korean Foundation.

Mayo, a native of Canaan, N. Y., did graduate work at New York University and New York School of Social Work. He is the author of more than fifty articles in professional journals and the book, *WHAT ABOUT OUR TOWN*.

In describing the professorship of human development ("free from the fetters of precedent"), President Strider stated it had been established "to create a greater synthesis of its liberal arts program within, and around, the development of life . . . Our intent is to enable the student to see, and, to some degree, to comprehend the interrelationships among academic disciplines. A liberal arts college, such as Colby, provides a superb setting for this pursuit.

"We are tremendously pleased that Dr. Mayo has accepted this appointment."



We are not enough involved . . .

ROBERT E. L. STRIDER
PRESIDENT

MY FAMILY AND I RETURNED THE MIDDLE OF May from the four-month trip around the world that we were privileged to take and, on our second day back at the college, I had the pleasure of addressing the students and faculty at the annual Recognition Assembly. It seemed a good time to remind everyone of our existence (I was afraid that in those four months it would be discovered that presidents were rather useless appendages to the administrative structure), and it also gave me a chance to pass on to the college community a few observations that had been germinating in my mind during the trip. It has been suggested that I pass on the same observations, shortened in some respects and amplified in others, to the alumni, and I am very glad to have this opportunity of doing so.

In the first place the trip itself was rewarding and exciting beyond description. We met with Colby people in all sorts of far-flung corners of the world—Tokyo and Hong Kong, Bangkok and New Delhi, Kathmandu and Allahabad, Cairo, Beirut, and Athens. We had many op-

portunities to visit educational institutions, especially in the Far East where I had a number of speaking engagements and opportunities for fruitful conversation with faculty members and administrators. We saw many great sights, both natural and man-made, we ate all manner of curious food, we endured the usual hazards and frustrations of the traveler, and we were able to take part in several ceremonial occasions of great beauty and significance. We returned with an enriched sense of the wondrousness of the world, and we also became more and more aware as we traveled that parts of this world are crying for attention.

As I thought of what to say to the students and faculty at Recognition Assembly, I came to realize that one of the things that had happened in my own mind during that time was the development of a clearer recognition on my own part of where Colby stands and what Colby might do to make itself an even better institution of higher education in future years. The broad perspective that the trip provided enabled

me to see certain aspects of Colby, in short, to 'recognize' Colby, more clearly.

One impression that grew upon me was the fact that Colby's relative geographical isolation is reflected by a kind of insularity in the campus culture. The community that makes up Colby has not involved itself sufficiently with the world. Indeed, 'involvement' is one objective that I think we should seek with increasing intensity.

As one reads the college publications or scans the bulletin boards at Colby, one does not sense enough of the kind of involvement that I am thinking of. Some of our students, to be sure, have become actively concerned in the struggle for civil rights, and some have joined the Peace Corps. Some have taken part in local political activity, and some have become engaged in social service projects both during the term and in the summer, both at home and in foreign countries. This is all very distinctly to the good. The trouble is, it does not seem to me there is enough of it.

Too often the celebrated issues on campus are relatively trivial in scope. As I said to the students that day, it is illuminating to read, as I did one bright afternoon in Athens, a copy of the Colby *Echo* in the shadow of the Acropolis. Too often the cudgels are taken up for unimportant matters, not often enough for matters that have real significance.

Yet, on the other hand, as an institution there is no question but that Colby has the potentiality for breaking out of its insularity. We certainly have an increasingly involved faculty. The creative and scholarly achievements of a

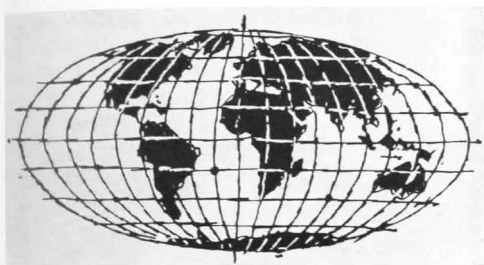
larger and larger number of our faculty are impressive. Quite a few of them have been engaged in important activity abroad. Professor Mavrinac in Egypt and Professor Holland in Latin America have been engaged by the Ford Foundation to undertake projects, the outcome of which will undoubtedly have significant effects upon world affairs. Professor Reuman and his family returned this summer from two exciting years in Berlin, where under the sponsorship of the American Friends Service Committee Professor Reuman has performed magnificently in making more opportunities available for dialogue between the East and the West. Professors Walter and Lucille Zukowski have just returned from a year of teaching in Turkey, Professor Scott has conducted a semester of research in Naples, Professor Carpenter has traveled abroad doing research on his new book in his own field of the fine arts. These are only examples and not by any means a catalogue of the involvement of our faculty in matters that extend in significance far beyond the Colby campus.

As another asset we are developing an ever more challenging curriculum. You have read of our experiment, (which we are calling PROGRAM II), an arrangement under a grant from the Ford Foundation making it possible for Colby, along with five other colleges, to guide some twenty-five students entering as freshmen this fall through four years of college experience without the usual academic requirements of courses and grades. Let me mention two other quite different kinds of experimentation upon which we will embark this September.



The Striders (with daughter Betsy, son Bill) cut the welcoming-home cake at a reception in Eustis Building. The confection, bearing the inscription 'Stray no more, Striders', was decked out with the flags of countries they visited.





*Insularity seems to develop
after students
have arrived at the college*

One is in the area of non-Western studies. We have talked about this extension of our academic life frequently before, and you may remember that the Jacob Ziskind Charitable Trust made Colby a significant grant to provide the beginnings of an endowment for non-Western studies in the future. We have had visiting Indian philosophers, and we have instituted courses in Far Eastern history and political science. In the fall of 1966 we are introducing the study of the Japanese language. We expect to expand our program in Far Eastern studies from the nucleus thus established so as to have within our curriculum possibilities for interested students to study the language, culture, philosophy, history and political science of one or more Far Eastern areas, beginning with Japan, in an intensive way. Obviously a small college cannot be all things to all students, and we would have no intention of spreading ourselves thin by inaugurating programs of non-Western studies in more than one or two areas. We would like,

however, to make a specialty of one or two, and to have these programs develop their own distinction and intellectual rigor.

The other experiment is of an entirely different sort. Owing to the generosity of an anonymous donor, a public-spirited citizen of Maine, we find it possible to establish a professorship in a new interdisciplinary field which we are calling *human development*. We have been exceptionally fortunate in being able to convince a distinguished Colby alumnus and for some time a trustee, Dr. Leonard W. Mayo, to accept appointment as the first incumbent of this professorship. Dr. Mayo, whose career in the academic world and in the broad field of international social service is well known, will be with us in September as professor of human development. He will engage in formal instruction through his own courses, but he will also try to encourage dialogue among the disciplines of sociology, philosophy, psychology, and biology, a dialogue that perhaps will widen as time goes on to include representatives of other disciplines as well. One of the dangers of the departmental structure in a college is the tendency that sometimes comes with such an arrangement toward compartmentalization of knowledge. We are convinced that an instructional program can be more viable if it is arranged in such a way as to permit interdisciplinary relationships to be explored. *Human development* is a broad and inclusive term, and one who wishes to understand the complexities of the human being as fully as possible must approach man and his achievements in more than one way. A liberal arts college curriculum tries to do this, but it is important to make increasing efforts to delineate the relationships among these various perspectives. We look forward to having Dr. Mayo with us for this purpose with great eagerness. I have no doubt that one of the results of his presence will be precisely what I suggested earlier as a desirable objective, namely, an increasing 'involvement' of Colby with the rest of the world.

Not only do we have a fine faculty and a challenging curriculum but there is no question as to our having an alert and promising student body. The insularity to which I have referred always seems to develop after they have arrived at Colby. We ask ourselves, therefore, what are we doing wrong or what should we be doing that we have not thought of doing?

Part of the difficulty lies, I think, in the social life on the Colby campus. A good deal of con-

versation has been held recently in committees and among individuals pointing toward our making efforts to achieve a more cohesive social life and toward integrating more fully the social and intellectual life of the college. Here, too, compartmentalization is a dangerous thing. Individuals are single, whole people, not double people, one-half social and one-half intellectual. It should be our attempt to draw the parts together more successfully. You will be hearing more about our efforts to achieve a greater degree of co-education and a higher level of stimulating activity in the off hours, and before too long a definite proposal toward this objective will be advanced.

In the meantime there are heartening evidences among the students of the impetus toward greater involvement. Certain committees of the students have concerned themselves with studying and reporting on opportunities in the Peace Corps, Vista, Scope, and other organizations. Through the Chaplain's office a number of social service projects have been stepped up in voltage and opportunities have been provided for some sort of work of this sort abroad.

But there are still other things we can do. We have each year a number of attractive and intelligent international students from all over the world. They could help us in our understanding of the needs of the world, and I am sure that if we gave them a chance they would be eager to do so.

Another thing we might very well try to do, a project that has been talked about a number of times but which we have not yet put into practice, is the development of an affiliation with one or two institutions abroad, pointing toward exchanges of faculty and students and a fruitful interchange of ideas. In the course of my trip I talked to a number of educators about precisely this sort of objective, and found great enthusiasm. For that matter, such affiliations need not be limited to institutions abroad. We have found our exchange programs with Fisk University and Howard University very exciting, and surely this kind of relationship stimulates the sort of involvement that I am alluding to.

In short, one can see that much has been thought about and a good deal has been done. What concerns me, however, is that the intellectual tone, the sophistication, of Colby, not just

for a few students but for all students, could clearly stand improvement. Becoming involved in some of the ways I have described is one avenue toward this important objective. A student should try to involve himself constantly in something larger than himself and larger than his institution. In doing so he need not, of course, look as far afield as the Far East or even the Peace Corps or Scope. We would hope that a student's involvement in a research paper or a complicated laboratory synthesis would bring about more fully his feeling of relationship with the world. That is one reason why we are so enthusiastic about the January Program of Independent Study. We would all be happy to see more evidence of social, political, scholarly and creative activity on the part of our students.

Educators have been talking for some time about the danger inherent in the student's failure to see the relevance of what he is doing in college to what he will be doing later. President Butterfield of Wesleyan University, in a stimulating keynote address before the Association of American Colleges in Philadelphia in January, made this observation: "The student's sense of relevance is at the heart of the matter. This is the key to the whole wide world of educational impact. If he finds his studies pale and boring in themselves and unrelated to much of anything else in life of any importance, what chance is there either now or later of his finding learning to any value, either in itself or as a means to wisdom? A clearer understanding of the relevance of what we do in one class to what is being done in another, perhaps through such experiments as the one to be inaugurated by Dr. Mayo, and what can be done to distinguish for the student the relevance between what he does in all his classes and what is going on in the rest of the world, to say nothing of the relevance between his work in college and his later life—all, it seems to me will contribute to his feeling of involvement in a world that needs him. If getting its students involved in the world is not what a college is for, I don't know what it is for. My observations arising partly from this trip, which went on long enough to permit a dispassionate and objective look at Colby from a distance in both time and space, suggest that we can do better in this regard than we have been doing. Both students and faculty must assume some of the initiative and responsibility for encouraging greater involvement. We obviously have the talent in our college community. Let us now put it to work!



Admitted: corniness is a picture about the spring. But the thankfulness with which the season arrives in late May (usually) overrides reason. Those accustomed to waking up, on a mid-May morning, to notice between window shade and sill a narrow gap of ominous grey-white light (snow) will know what we mean. Therefore: flautist practicing by the pond – and no apologies.

the unknown profession

مترجم

der dolmetscher

el interpretador

翻譯官

l'interprete

l'interprète

переводчик

MARGUERITE MALCOLM

ONE SHOULD ASK: What is interpretation? And a glib definition could be: It is an immediate oral rendering in one language of a written or spoken statement in another. In truth, however, interpretation involves more, much more. A word-for-word translation is precisely what the interpreter does not want, searching instead to render faithfully the ideas, train of thought, mood, tone, and personality of the speaker — as well as his words. While the translator has the advantages of time and a dictionary to find the exact word and most elegant phraseology, the interpreter must make himself instantly understood. Accuracy must be sometimes sacrificed for speed; the listeners should feel they are receiving a message directly from the speaker. Thus, the complicated process of interpretation requires more than mere linguistic ability or training.

In its simplest form interpretation would require a person to interpret from and into two different tongues. For example, the interpreter would sit between two individuals and interpret for one from French to English and for the other from English into French. The introduction of a third language can make this incredibly difficult, resulting in confusion to the individuals and the interpreter. Therefore, the concept of having two or more people act as interpreters was introduced at the United Nations. Each would work

in one direction; for example, French to English, Spanish to English, etc. This is the basic method employed in simultaneous interpretation.

In simultaneous interpretation no notes are used, and the interpreter tags along after the speaker, changing his words and thoughts into a different language. As simple as this sounds, it requires intense concentration as well as a thorough (and I mean thorough!) knowledge of the languages involved. In addition, the interpreter must have at least a fair understanding of the subject matter under discussion. There is not memory work here but what has been called a great need for 'linguistic agility and comprehension'.

At present in the UN there are fifty-five full-time interpreters, of whom about a third are women; there are approximately twelve for each major language and six for Chinese. They are assigned in teams of two in combinations that hopefully will cover four languages, if not five. Ideally each would be familiar with all the languages but often of course, this is not the case. Thus, if the situation arises that Russian is being spoken on the floor and neither English interpreter knows Russian, he will relay the interpretation from either the French or Spanish booth. This is avoided as much as possible because it can lead to inaccuracies.

Interpreters try to work in half-hour shifts. However, if a speech is being given in a language known only to one of them, he will keep going to the bitter end. Once I saw this happen; one interpreter was forced to render a speech lasting an hour and twenty minutes. Toward the end of the address his sighs were audible to the audience!

The most fascinating part of this work is the interpreter's mental process, described to me variously as being a trick, a knack, a God-given aptitude, a process of osmosis, a nervous reaction. Whatever it is, it is amazing! What it is, this knack, is the ability to speak, listen, and think at the same time. The experienced interpreter can recast sentences with little or no hesitation or can fall a few sentences behind and still not miss a word. Often one can hear the same idea being expressed in completely different words. There is definitely no attempt to give a word-for-word translation.

One French-speaking interpreter explained the mental process to me as three-fold: at the same time he listened and tried to understand the speaker, he prepared his own interpretation, and delivered it. "Listening intently, translating half-unconsciously, consciously intervening to redress the forms and balances of syntax, touching up, putting in fillers — these are some of the demands of simultaneous interpretation."

Proverbs and Slang

The interpreter's thorough knowledge of the languages not only must include everyday language but also extend to slang expressions, colloquialisms, proverbs, and obscure references. In addition to such language proficiency, the interpreter must be fairly conversant with a wide range of subject matter and the related technical vocabulary. In order to steep himself in any nuances of the language, he must study the culture, history, and literature of the countries where his language is spoken, and must also be familiar with political, economic, and social theories, law, international affairs, and current events.

Yet, in spite of all these impressive qualifications, the most difficult aspect underlies all. The interpreter must have the ability to do simultaneous interpretation. The most brilliant linguist can only apply his talents to interpretation if he can 'tune in' his nervous system to the necessary vibrations.

Interpretation of languages, it has been said, does not involve merit at all: it is simply a reaction of the nervous system — the same as the doctor hitting your knee. Of course, such a 'reflex' has to be 'learned' — as the body's physical reactions are.

How does one ever begin to possess these qualifications? Because the background of each interpreter is a separate story, one cannot make too many generalizations. The older interpreters — those who started with the UN in its early years — have varied histories. In many cases, however, there has been a tradition of bilingualism within their families. For instance, one person born of English-speaking parents who lived in France, grew up speaking both languages as mother tongues. If this person married a Spaniard or Russian, he would learn to speak a third language without formal study. This is why it is said that some interpreters have never learned a foreign language, though the third language is often picked up more conventionally through school, study, and travel.

However, in spite of the preparation, there is no training to offset the physical and mental stresses of simultaneous interpretation. These various stresses are just now beginning to be studied — calling for continuous intense concentration on the job. As one trainee put it: "Our brain waves are probably jumping in all different directions." To combat mental fatigue, interpreters are treated specially. Besides trying to arrange half-hour shifts, they have half-days and whole days off quite frequently.

These are some measures of the intensity of this work. While a translator may do one to five hundred words per hour, an interpreter does six to eight thousand in the same period. This concentration is compounded by other hazards of the profession, one of which concerns the structure of the languages themselves. It is much easier to interpret from French and Spanish into English than from Russian or Chinese into English. With Russian and Chinese the interpreter must completely recast each sentence, sometimes working from the end to the beginning. With French and Spanish, however, he can keep closer

"I was aware of the difference between translating and interpreting," says the author, a senior and honors language major, "but it wasn't until I spent January at the United Nations that I realized the depth and ramifications of that difference." Miss Malcolm, who lives in East Brunswick, New Jersey, was permitted to observe the UN interpreters at work, a most unusual opportunity, for her January Plan program this year. Readily admitting "a love for language," she hopes for a career, perhaps in interpreting, certainly in some linguistic capacity.



to the speaker's words. There is a more noticeable hesitation when a non-Western language is involved in the UN; one can almost feel that extra bit of effort needed to produce a good interpretation from Russian or Chinese.

All of the interpreters with whom I spoke agreed that their greatest problem is the poor orator. And he may be poor in several ways. At the UN only five official languages are used. Therefore, the majority of delegates are using a foreign language that the interpreter must be prepared to understand even though it may be badly spoken. A delegate may pronounce words poorly, talk clearly or mumble, or may never speak in sentences. In creating more anguish for the interpreter, this also gives rise to the problem of editing: to what extent does the interpreter have a right to change the arrangement of words or thoughts of the speaker? One is never certain. Some speakers may be intentionally vague and wish their interpretation to be likewise; some may not be expressing themselves well to begin with. The decision of the interpreter is therefore a personal one which will vary with the circumstances, though he usually finds it safer to stick as closely as possible to the original wording and grammar.

An olive-colored pipe

There are the delegates, too, who enjoy interspersing proverbs, stories, figures of speech, statistics. Although well prepared in his languages (because the vocabulary used at the UN is a rather limited one) something out of the ordinary may find the interpreter at a momentary loss for words. One told me "I was going along nicely when suddenly the delegate interrupted himself and asked, 'Whose olive-colored pipe is that smoking on the desk?' It took me a few seconds to think of that!"

Turns of phrases and figures of speech are common and call for quick thinking: I witnessed this when an English-speaking delegate used the phrase a 'dog's body' in connection with the role of a sub-commission in relation to its parent body. The French interpreter changed the words to 'factotum' (in French) and was instantly understood by all. Figures, statistics, and dates are a bother to all interpreters. If they miss a number and feel it is not that important, they will substitute a phrase: "a great number," "a few." If the figure is vital, they will make a special effort to get it right the first time. It is here that prepared texts are a boon.

One other important problem remains. The casual observer of UN functions may envy the interpreter and his close contact with the world of diplomacy. However, not every day in the interpreter's life includes an exciting Security Council meeting. Hour after hour he is subjected to conferences on all sorts of topics, to commissions discussing endless pages of reports. Here one finds the tedium of the job. Yet the interpreter is never allowed the luxury of inattention, nor is he allowed to reveal his ennui through tone of voice or slipshod interpretation. The glamorous occupation is mostly a dulling round of meetings repeating "the monotonous sameness of oceans of words that pour into one's ears."

After such hours of labor, when the booth begins to feel like a jail, escape can be found — in a short walk in New York or a drive through rush-hour traffic — while a colleague carries on.

Colby Authors



THE BRIGHT YOUNG MAN

Mike Cohen '35. J. B. Lippincott, New York, May 1966, \$4.95.

THIS BRIGHT and quick-moving novel originally appeared in REDBOOK — in condensed form. This was a disservice (condensing anything usually is), because in sifting out what editors consider 'non-essentials' much of Cohen's wry, edgy phrasing was lost. Lost, too, was a documented, never distracting or obtrusive flow of references to the garment business, which lends validity of locus to this tale of a young lad on the way up.

Cohen's characters are well-drawn; his women especially, are warm and very alive. And a discerning knowledge of human beings suffuses the book: "At a point like this, you try to stall around. In an organization, you appoint a committee. When you're on your own, you try a rehash. Maybe you only think you have a problem . . ."

Finally, THE BRIGHT YOUNG MAN does not portray businessmen as 'unprincipled monsters.' As the jacket blurb says: "Most of us may be a little less honest than we ought to be some of the time, Mike Cohen seems to be saying here, but we're a little more honest than we have to be much of the time."

POETRY WORKSHOP 1966

Edited by Jane Morrison '68. Twenty four poems by ten students, members of the Colby writer's workshop. Colby Graphic Arts Workshop, Waterville, May 1966, \$1.

IMMEDIATELY one likes POETRY WORKSHOP 1966 for its unpretentious cover: red with an old gold arabesque of playful tree roots, or tipsy nerve endings, or curlicues trying to be serious.

Inside the cover one comes first up on the poems of Karen Andersen, which are far better than one would ever hope to find in a college publication. Space permits one brief example — the first two stanzas of the opening poem:

The role of the trembling aspen and
the paper birch
is to occupy the landscape
fifty to two hundred years perhaps
they are eventually replaced by the
conifers.

Even then the birches were gentle
with surprise.
they hung their heads beneath the
pines
like grave translucent girls.

You can drop "Workshop 1966"—that's just poetry.

One's calm objectivity returns as the eight other poets make their appearances with serious and comic, studied and carefree performances — all of which give joy to anyone who likes to watch young talent working away at that granite-hard medium: words. One is pleased to see how often these poets produce passages "cut smooth and well fitting."

WILLIAM C. WEES

Assistant Professor of English

PATTERNS OF ADULT EDUCATION: A COMPARATIVE STUDY
Mary Ewan Ulich '37. Pageant Press, New York, February 1966, \$5.

THIS ASPECT of education, as it has grown in four countries: Denmark, England, Germany and the United States, with special attention to those forces (political, group, individual) that have helped or hindered its development. The author, who also has her MA from Colby (and doctorate from Harvard), has not written away from a large audience: though professionally directed, the book is presented conversationally and with a grace that should appeal to any person who cares about education and its history. Dr. Ulich is presently chairman of the department of education at Wellesley.

THE NIGHT WORKERS

Alvin Schwartz '50; photographs by Ulli Steltzer, E. P. Dutton, New York, April 1966, \$3.95.

ALTHOUGH life would not be as pleasant or as safe without them, often

their work and their world are unknown to day people. Of course, the best way to meet night workers is by staying up with them . . . " Thus Schwartz, with photographer Steltzer, embarks on a sixty-page odyssey of the urban world at night.

Besides its informative text, the great value of this book (intended chiefly for children of 10 to 14) lies in its understatement: there is adventure and excitement in discovering what is, after all, matter-of-fact to the night worker. This attitude pervades the writing, and Miss Steltzer's non "dramatic" photography relates directly and subtly to the words.

The book, simply and directly presented, is also (kudos to the publishers) well printed and strongly bound.

AGRICULTURE AND THE CIVIL WAR.

Paul W. Gates '24, first in a series: *The Impact of the Civil War*. Alfred A. Knopf, New York, 1966, \$6.95.

FIRST in a series, *The Impact of the Civil War*, edited by Allan Nevins, AGRICULTURE AND THE CIVIL WAR explores the effects of food scarcity in the South, the relative abundance of food, livestock and machinery in the North, and the cumulative effect on both regions following the conflict. Dr. Gates, who is John Stambaugh Professor of American History at Cornell, and a noted expert on agronomical history and economics, carefully delineates the more obvious and the subtler differences between the two sides, as well as the ramifications caused by European trade.

Especially important were the bumper crop of wheat in the North in 1860, the overseas countries' scramble for it, and the changeover from cottons to woolen goods which greatly stimulated agricultural expansion. The North came out of the War quite ready to grow; the South was a burned-over and burned-out land, marked with hunger and need, and ready only to be exploited.

AGRICULTURE AND THE CIVIL WAR is a rare meld of scholarship and readability and it is to be hoped ensuing volumes in the series, being planned by the Civil War Centennial Commission, will take a lesson from the author's excellence of presentation.

TODAY'S HOSPITAL

Raymond Sloan, LHD '36. Harper & Row, New York, May 1966. \$5.

"WELL WRITTEN, scholarly, comprehensive and concise," wrote Dr. William Menninger of The Menninger Foundation of this portrait of what is, amazingly, the largest of all American industries, and which houses a good part of our educational and research programs.

TODAY'S HOSPITAL explores both the good and bad of medical technics; there is the high level of health care and, with it, the high costs, sub-standard wages, and inadequate personnel policies. This is a comprehensive view, and should be read both by hospital people and laymen alike. "Few people," writes Ray Trussell, director of the School of Public Health and Administrative Medicine of Columbia University, "... possess (Raymond Sloan's) insight and realistic appraisal of the hospital situation in our current social ferment. No one has been of more help to more trustees and administrators—and no one has had more experience in saying what he has to say in understandable language."

WHAT IS SIN? WHAT IS VIRTUE?

Robert J. McCracken, DD. Harper & Row, New York, May 1966, \$2.95.

"THE UNEXAMINED LIFE is not worth living," said Socrates, yet the inability to appraise ourselves haunts us yet. "Without self-diagnosis, there can be no mental honesty," writes the minister of New York's Riverside Church, "and mental honesty is the first requisite of mental, moral and spiritual health."

Dr. McCracken's philosophy, both positive and sensible, is explored through fourteen chapters (*The Seven Deadly Sins; The Seven Cardinal Virtues*); and, without preaching, he arrives at the law: Love or perish! "For years this is what psychologists have been telling us . . . Love is not just a matter of religious idealism. It is the indispensable emotion."

WHAT IS SIN? WHAT IS VIRTUE? is thoughtful counter to the often mindless evangelical wave around today, as well as being a help toward spiritual equilibrium in unbalanced times.

THREE FRENCH COMEDIES

Edited by Jean Bundy. Laurel, New York, 1966, .75.

CLASSIC COMEDIES by Marivaux (*Les Fausses Confidences*), Beaumarchais (*Le Barbier de Seville*), and Musset (*Les Caprices de Marianne*) with notes and an introduction by the chairman of Colby's department of modern foreign languages. One of a series devoted to French literature under the general editorship of Germaine Brée.

MAINE IS IN MY HEART

William Clark '36. David McKay, New York, March 1966, \$4.50.

IN CONTINUING, in a third book, the tales of Cedar River, Clark has also

folk, and a view of the life going on in them.

A collection, then, of 'yarns' and situations, *MAINE IS IN MY HEART* should afford an evening's pleasurable reading.

A FAITH FOR FELLOWSHIP

Donald Rhoades '33. Westminster Press \$9.65, Hardbound, \$3.75.

Lee Howe, of WSNY, Schenectady, New York, states in his review that *A FAITH FOR FELLOWSHIP* "is not for the dogmatist who wants everyone to hold to the truth he holds dear — and condemns all non-conformity as heresy."



continued a prose pattern similar to Edgar Lee Masters' *Spoon River* verse. "Each in his own way," a reviewer has said, "recognizes the caricature aspects of all people." And, as Masters, Clark treats the varieties and vicissitudes of life: in fictitious Cedar River there are tragedies as well as happinesses.

Fictitious is, perhaps, the wrong word. In her introduction to *MAINE IS IN MY HEART*, Gladys Hasty Carroll writes: "... every small Maine community, whose center is five miles or more from the center of any other, is a Cedar River . . ." Perhaps a better word is 'mythical.' Clark has created archetypes of Maine towns and Maine

Dr. Rhoades, a professor of philosophy of religion at Claremont's Southern California School of Theology, describes fellowship as being that of "essential liberalism," the cultivation of genuine unity which takes into account diversities of age, temperament, and education.

Mr. Howe says that the book is designed for laymen and pastors—"and should help them in their understanding . . . such a fellowship can hold together only as we are able to see, to understand, to accept diversity of ideas, disagreement with our own faiths, and to recognize 'now we all see in part. . .'"

cgaw



PRESIDENT CHAPLIN'S SPIRIT must be smiling. For that man's belief (see Comment) in the need for one being able to construct something is again becoming important to society. Where once the prototype coast fisherman who made and mended his nets was an odd character, and where the tradesman or craftsman was thought of as belonging to some lower order, the careful carpenter, skilled potter or metalworker today are held in an ever-increasing awe.

Since its founding nearly five years ago, the Colby Graphic Arts Workshop has functioned within this framework — that it is a place to make tangibles out of mind's fancies. The Workshop continues to exist in an atmosphere that is free and where the only rule is "to try it." "Printing and poetry are facets of the same jewel," writes cgaw's first student director, Gerald Zientara '66, "both deal with life through words, both breed a mess of tears, sweat and ink, both demand patience, prayer and precision."

Though the student and faculty members of cgaw would hardly insist that all of their publications are tinged with poetics, nevertheless some startling and beautiful things have been produced. In the past two years, three books of poetry have been set and printed. There has been experimental work with type, silkscreen, woodcuts, and a flow of sometimes striking, sometimes odd posters and programs have come out of the half-basement room in the Bixler Center.

One must continually give his best effort, and only his best, to every piece of work he undertakes. BRUCE ROGERS

At the CGAW press, student director (1963-6) Geoffrey Quadland of Somers, N. Y.; at right, with Quadland, college editor Ian Robertson, whose equipment formed the basis of the workshop; below, editor of the 1966 poetry workshop anthology, Jane Morrison (Dixfield) making up pages. On page 13, new director Mike Metcalf (Falmouth Mass.) and Sarah Shute (Manchester). Male and female membership is about equal in CGAW.



There a motorized twelve by eighteen inch platen press and several handpresses clank amid a skelter of racks holding over a hundred and fifty cases of type. The range of typefaces and ornaments provides a history of letter and design forms from the fifteenth century to the present. The equipment is solid, and not modern. The emphasis is on individuals determining (and experimenting with) style and means of communication, and doing the work oneself with only the simplest, most essential mechanical help.

What is produced at ccaw is, however, of secondary importance. Of greater import is that each Workshop member has a try at succeeding—or not. To a printer nothing is quite as dismally final as the wrong color, or discovering the wrong date on a long-labored-over poster, and nothing is as sweet as the right combining of ink, type and paper.

Students participating in ccaw have also seen that the acquiring of another skill immediately extends the methods one uses and the way one goes about doing things. "It has helped me in my other work here," stated the present director, Geoffrey Quadland '66, "but I can't say exactly how. But I do think I get a better critical perspective." The great American designer and typographer Bruce Rogers once wrote: "A handicap for many aspiring young (people) is that they become too enthusiastic about their own work. They strike upon something that they think is pretty good and they don't see what later they may recognize as an obvious short-coming. A man has to be critic as well as creator of his own work, and he should be the severest critic of all."

With three books planned for next year, a broadening of experimental work, and supplying announcements, posters, programs, et al for student organizations, ccaw should continue to give students a chance to relax, 'blow off steam,' make something. It allows them a chance, too, to attempt the unusual, without marks, exams and academic credit providing any kind of hindrance to expression. And (hopefully) the Workshop will provide a place for self-criticism. To quote Mr. Rogers: "A healthy pessimism toward one's work is not a bad attitude . . . to cultivate."

Priding itself on appropriate names (Quadland, for example) CC.AW boasts also Nicholas Janson—namesake of the famous 15th century Venetian printer—shown typesetting below.



statement

KAY TOWER



art is an expression of a life force

It grows out of an ordering and a composing of the tension between man's finitude and his ability to touch the edges of an infinite dimension. This tension all men feel. It can lead to creative life or it can lead to death. When this tension, called in its pathological form anxiety, leads to a creative life and the creativity of this life is expressed in the force of art, it is a religious experience for the artist and the viewer. The expression is for the artist his commitment to an ultimate concern. It is determined by a positive decision on the part of the artist to say:

This is how I feel, this is what I think, I will this.

The decision of the artist is governed by his awareness that something dynamic is going on. His experience of a life force, of something beyond the limitations of finitude, demands that he make a statement of this dynamic force. This statement is not, however, a containment of it. If it were, it would be the expression of the death of that force. The statement, on the contrary, contains room for living and growing; it demands change.

The viewer cannot participate in the experience of the artist. In painting the artist directly experiences his relationship with an infinite ground of being. He experiences this by pouring from the depths of his being his life. He paints that he may grow. His growth is growth in the dimension of depth. By turning to his depth, he turns to the depth of all being. By expressing his depth, he expresses his insight into the meaning of existence. His is finitude going beyond itself. This experience is a highly personal one which, although universalizing in its residual effects on the artist, can be experienced only by the individual. The particularity of this experience determines why the viewer cannot participate in the direct experience of the artist. This is not to say, however, that art lacks meaning for the viewer. The viewer experiences in a piece of art something entirely different. A painting is an invitation to the individual to discover what it says to him. He is not asked to speak to or about it. It is an invitation to him to discover that it points beyond itself to a meaning of being which can be expressed only symbolically. Just as the artist must be committed to life and to awareness in order to produce a painting which points to Life, so also the viewer must be committed to the same life force in order to move with and through the painting to its force in being. If art is to communicate meaning, then it must communicate it among individuals with the courage to live.

A senior from Newton, Massachusetts, and a biology major, Miss Tower will serve in the Peace Corps next year, in Mysore, India.

Appointments

As registrar, succeeding Gilbert F. Loebbs, GEORGE L. COLEMAN, who has served as assistant registrar this past year. Assistant professor of geology, he has taught at the college since 1963 and is a candidate for a PHD from the University of Kansas.

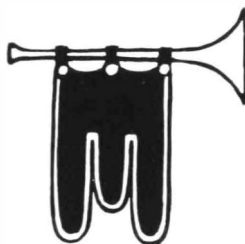
As director of health services, also succeeding "Mike" Loebbs, CARL E. NELSON, physical therapist and athletic trainer, now a candidate for an MED at Maine. Former trainer at Boston University and MIT, Nelson has been at Colby for six years and has been credited with innovations, adopted nationally, for prevention of injuries—especially in football and hockey.



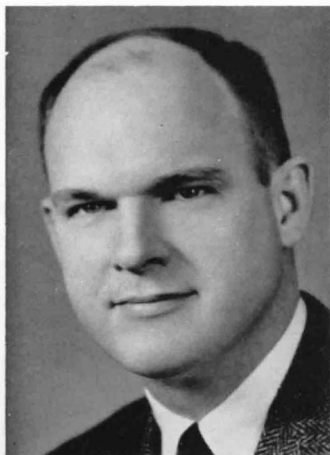
COLEMAN



NELSON



news of the college



FARR

Alumni Secretary

SIDNEY W. FARR '55 has been named alumni secretary. He succeeds Ellsworth W. ('Bill') Millett, retiring this year, whom he had served as assistant since 1960. Farr will be responsible for all activities and for coordinating all affairs bearing upon the alumni.

Born in Portland, he was an air force pilot from 1956 to 1960, and is currently a captain in the reserves. He is serving his second term on the Waterville City Council, and, in 1965, was included in the volume, OUTSTANDING YOUNG MEN OF AMERICA. Farr is a member of Lambda Chi Alpha, was a pitcher for three years for Colby's baseball team, and a history-government-economics major. He is currently studying for his MA at the University of Maine.

Farr is married to the former Sheila Clark and they have two children.

Found stamped-out in a spring snowfall. The snowman-building accounts for the design below the 'RE' — and no one would say whether snowman or legend came first.

Building

SOON AFTER the board of trustees authorized construction of several new buildings (dormitory, chapter house for Kappa Delta Rho, field house-gymnasium-swimming pool, student center), architects were appointed for three of the programs.

A firm headed by the chairman of the department of architecture at the Harvard University Graduate School of Design, Benjamin Thompson and Associates of Cambridge, Mass., has been named to design a dormitory for one hundred and sixty students and the fraternity chapter house. Professor of architecture at Harvard, Thompson was associated with Architects Collaborative of Cambridge until last January.

Richard Hawley Cutting and Associates of Cleveland, Ohio, and Washington, D. C., will plan the field house, gymnasium, and swimming pool complex for the college. With offices in the principal cities of Europe, the company is architect for expanding athletic facilities at Brown and other universities.

The change in architects is the first since the new campus began in 1937, under the guidance of Jens Frederick Larsen of Winston-Salem, North Carolina. Larsen received an honorary 11th at Commencement two years ago.

Gifts, Grants, Awards

From SHELL ASSISTS (Shell Companies Foundation), three grants of \$500 each, the first for "any institutional use (the president) decides is wise," the second for general faculty development, and the third to be devoted to "new activities of individual faculty members."

From the TEXACO COMPANY, for the eighth consecutive year, a grant of \$1,500, unrestricted as to use, and based on the premise "an investment



in the education of America's youth . . . is an investment in the future welfare of our economy and our country."

From the FORD FOUNDATION, an allocation of \$75,000 to support PROGRAM II, the independent study plan for some twenty five members of the next freshman class (ALUMNUS, Winter 1966, page 19).

From the FORD FOUNDATION, in support of general operations of educational television station WCBW (Colby, Bates, Bowdoin), \$56,307, which matches funds raised from the public and the three colleges during 1964. The Foundation's president, Henry Heald, warned that if such community ETV stations fail to attract support and retain a first rate staff and superior programs, "American society will have forfeited one important element of choice in a medium where variety and choice are essential."

From INTERNATIONAL NICKEL COMPANY, a grant of \$5,000, unrestricted, one of a series to leading liberal arts institutions and part of the company's program of continuing aid to higher education.

Faculty

PRESIDENT STRIDER has returned from his four-month journey to the Far and Near East, North Africa and Europe. An account will appear in the summer ALUMNUS, and this issue's article derives from Dr. Strider's reactions to his trip.

✿ ALBERT A. MAVRINAC, chairman of the history and government department, who is in Egypt training government personnel of ministerial and cabinet rank, met the president during his stay in Cairo. Professor Mavrinc is working on behalf of the Ford Foundation and the Institute of Public Administration in a program aimed to improve the technical and administrative skills of Egyptian government officials of high rank.

RONALD DAVIS, of the biology department, is one of six college professors chosen to attend a radiation biology institute at the University of New Mexico. As an outcome of the nine week program, sponsored by the National Science Foundation and the Atomic Energy Commission, it is anticipated that radio-biology techniques will be introduced in advance courses in the department. ✿ Visiting professor in classics during 1964-5, GERTRUDE MALZ will return this fall for a similar appointment. ✿ Chaplain FRED M. HUDSON, listed in *Outstanding Young Men of America* (1966), has been elected treasurer of the National Association of College and University Chaplains.

Interviewing potential candidates in Colombia for the Latin American Scholarship Program was FRANCISCO CAUZ of the language department.

✿ GILBERT F. LOEBS represented Colby at the inauguration of Wilbert Edwin Locklin as president of Mike's alma mater, Springfield College. ✿ On the selection committee from the northeast region for Woodrow Wilson Fellowships is THOMAS EASTON, professor of biology, who also is preceptor of Colby's PROGRAM II.

Miscellany

NEXT YEAR'S Colby Music Associates series features duo-pianists Richard and John Contiguglia, the Netherlands Chamber Choir, and the famed 'cellist, Janos Starker.

Five students hope to spend the summer in Peru under the INCA program designed and ex-

ecuted by the YMCA of Lima; participants, however, must finance the trip on their own. Part of the program entails work with Peruvians of their own age in planning and conducting activities for children in Lima's substandard settlements. . . . those students planning to go are Pamela Harding '69 (Hamden, Conn.), Coral Harris '67 (Vassalboro), Carol Swann '69 (Richmond, Va.), Peter Jensen '67 (Pasadena, Calif.) and Vincent Smith '69 (Berlin, Conn.).

The modern dance club, under the guidance of Susan McFerren of the women's athletic department and boasting, for the first time, male dancers, not only performed at Colby, but with the Bangor Symphony Orchestra in Bangor and at Dow Air Force Base.

Fathers of Colby students preached at Lorimer Chapel on three Sundays following Easter in a series called *Renewal of the Church*. The ministers: S. Reed Chatterton (*Ruth* '67), minister of the Federated Church in Edgartown (Mass.); Walter R. Van Hoek (*Deborah* '69), minister of the Brookline (Mass.) Harvard Church; and Elbert E. Gates (*Constance* '69), minister of Union Baptist Church, Mystic, Connecticut.

The exhibition, *Maine Artists of the 20th Century*, is still circulating. A letter from Greenville, Tenn. this week states: "We had a registered attendance of 9,125 at the Maine show. It was our most popular annual show to date." Many thanks for your help.

WHERE TO WRITE Because it becomes increasingly difficult in our world to elicit an appropriate, let alone personal, response to queries and comments, we list here names and offices which will respond on an individual to individual basis.

Admission — HARRY CARROLL, dean of admissions. *Colbiana history, manuscripts, library* — KENNETH BLAKE, librarian. *Alumni and alumnae* — SIDNEY FARR, alumni secretary. *Events and Schedules* — RICHARD N. DYER, assistant to the president. *Letters to the Alumnus* — IAN ROBERTSON, editor.

What many apparently least realize is that PRESIDENT ROBERT E. L. STRIDER likes to hear from them whether or not he has met them personally. Matters of policy or belief, especially, should be addressed to him.



Era-Ending

UNSAFE AND CONDEMNED by the city, unused for the past two decades, Memorial Hall is now a memory. The building — first college structure in the North to honor Civil War dead — fell under the wrecker's ball and hammer this spring.

The decision (by the board of trustees) to demolish the hall ended a series of reprieves extending over the past five years. On six occasions demolition was halted as a group of citizens, the Memorial Hall Associates, petitioned for and won a stay pending their ability to raise money to save the building. The Associates were attempting to fulfill a board decision "to secure sufficient funds to restore properly the building and to assure adequately its permanent maintenance."

With all of its available resources needed to strengthen today's educational requirements, the college could not spend the enormous amount needed for restoration. Trustee E. Richard Drummond '28, chairman of the board's buildings and grounds committee, stated: "To divert funds so desperately needed in other areas to preserve the memorial could threaten the long range goals which have been set for the college."

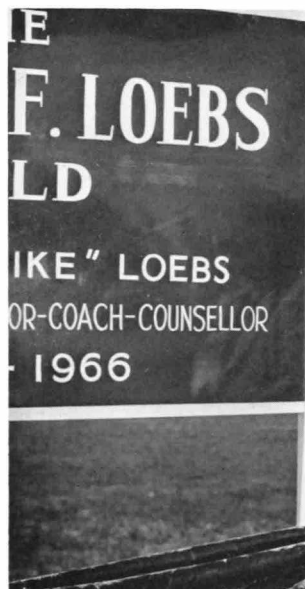
A sum of \$275,000 was the goal set by the associates — more than nine times the original cost of the structure. But neither they, nor any other individual, group or agency, could raise that amount, and the board resorted to its original decision and authorized demolition.



Built between 1867 and 1869, Memorial Hall was constructed of 'rubble' granite from a quarry west of the old campus ('rubble' is just that: pieces of rock left from the cutting of shaped granite blocks). The architect was Alexander Esty of Boston, and contributions from Abner Coburn (\$4,000) and Gardner Colby (\$3,000) were the large gifts given in the building drive.

Housing the library and chapel, Memorial Hall was the congregating center of the campus until the move to Mayflower Hill; after 1947, the building was not used. The pews were relocated in Lorimer Chapel, and various pieces of statuary have, over the ensuing years, been incorporated into the new campus. Some of the granite will be used in new structures planned for the Hill, and all blocks bearing class numerals, and the cornerstone and its contents have been preserved. A museum will contain a replica of the building, photographs, floor plans and drawings.

There is no doubt of it: it is saddening to watch a venerable building go. Only a week or so before, urban renewal claimed the old Congregational Church. But there was no way that the college could justify expending so much money to save the Hall from disrepair and eventual destruction. Torn down, it can only exist now in the mind, joining so many other memories that, in their way, are often sweeter than the actualities themselves.



Ralph S. Williams '35, vice president, and Mike Loeb at ceremonies naming the field in Mike's honor. Williams spoke at the affair that preceded a lacrosse game this spring. With Mike at the left is his wife, Ruth.



Part of the text of Dean Ernest C. Marriner's tribute to Bill Millett at a testimonial dinner in the former alumni secretary's honor, attended by some 700 people. At the right, Bill and Mary.

There is something almost moronic about a college that is only a brain trust, that becomes all head and no heart. With Bill Millett on the staff, Colby could never be that kind of moron.

The supreme worth of Bill to Colby has been his sense of human values, for Bill looks upon people not as bodies or as minds, but as complete, individual human beings. Bill's fruitful life constantly reminds us that a college must never forget that its students, its faculty, its alumni are human beings.

You who knew Bill best on the athletic field remember him not for his competent



coaching, brilliant as that always was, not for his winning teams, not for his tireless work. You remember him best for his interest in you. Bill Millett cared what happened to you.

Next to the presidency, the toughest job at any college is that of alumni secretary. To sweeten the sowed, to calm the disgruntled, to win back the prodigal sons — and do it all with uncompromising loyalty to the college — that is a gigantic task. Perhaps the college president was not jesting when he envied the warden of Sing Sing because his alumni didn't come back to tell him how to run the place. Bill Millett has done more than any other person in the past quarter century to keep Colby alumni loyal to alma mater. And all of you alumni know perfectly well that what made that possible was Bill Millett's interest in you.

Alumnus Sports



by EARL SMITH

The game as it should be played

8 - Boston University	-1
15 - Northeastern	3
6 - Williams	3
14 - Coast Guard	0
8 - Trinity	3
9 - Holy Cross	5
1 - A. I. C.	1
5 - A. I. C.	-1
9 - New Hampshire	-1
7 - Bates*	9
5 - Bowdoin*	4
11 - Providence	10
12 - Providence	2
5 - Maine*	1
7 - Bates*	4
10 - Springfield	0
5 - Springfield	5
4 - Maine*	1
1 - Bowdoin*	5

*Maine State Series

THE MOST SUCCESSFUL BASEBALL team in the ninety-nine year history of the sport was climaxed this spring with a bid to the NCAA District One playoffs in Boston's Fenway Park. Although the Mules of Coach John Winkin were edged out 5-4 by Northeastern in the opening round of tournament play, the team could reflect upon an unprecedented Colby regular season record 16-2-1.

The Mules continued their twelve-year streak of gaining at least a piece of the Maine State Series title but, ironically, were forced to a tie with the University of Maine (whom they beat twice).

Selected last year by the American Association of College Baseball Coaches as National College Coach-of-the-Year, Winkin led his charges to an impressive 15-3 win over Northeastern early in the season, but couldn't bring them by the Huskies in the playoff.

High points of the season included a no-hitter fired by Portland senior Norman "Eddie" Phillips against Maine and the

establishment of a new home run record for a season by Jim Thomas of North Bergen, N. J., and Ken Lilley of Scarborough who each belted five. Both return to the squad next year as seniors. Phillips' earned run average of 0.56 was one of the nation's lowest.

Thomas wound up the year as the nation's college and university leader in the runs batted in department. Batting a hefty .349, he knocked in 40 runs in 20 games.

Scarborough catcher Pete Haigis, who has graduated, was named the nation's third best catcher as a member of the All-American baseball team, becoming only the second Colby player to ever achieve recognition in the major college division. The last, and first, was Neil Stinneford of Dixfield who played a decade ago.

Sal Manforte, retired captain from Stamford, Conn., who has previously been named to the college division All-American team, joined Phillips, Thomas, and first baseman Bill Snow of Needham, Mass., on the All-Maine squad.



COLBY POWER. Left to right: Pete Haigis, Jim Thomas, Bob Field, Bob Kimball (captain-elect) and Ken Lilley.

No-hitter Phillips



Captain Manforte



Juniper Aisner





MULES AT FENWAY. In the dugout, and a look of concern on Coach Winkin's face; below, during the Northeastern game, and the sign comment at top left quite appropriate as Colby dropped the NCAA playoff.

Track

COLBY TRACK CONTINUED ON THE UP-SWING as an ever-increasing number of Mule cindermen ran, jumped, and threw themselves into the scoring column. Sophomore Bob Aisner of Waban, Mass., received the Bixler Award as the team's Most Valuable Member and the Mike Ryan Award went jointly to Portland sophomore Bob Whitson and Captain Bruce Barker, a senior from Fairfield, Conn. The James Brudno Award, given to the college's outstanding runner, was awarded to Chris Balsley of Middletown, Conn., a sophomore.

Aisner, the team's leading scorer, copped the Maine Intercollegiate Athletic Association high jump honors and was runner-up in the high jump and the 120-yard high hurdles at the Eastern Intercollegiate Championships. He holds the all-time Colby and state indoor record of 6-5 in the high jump as well as five other Colby varsity marks.

Freshmen continued their unbeaten ways, winning five dual and triple meets.



Tennis

Wins (9): Tufts, Maine (Portland), Bates (2), Bowdoin, Maine (2), New Hampshire, Babson; **Losses** (3): Brandeis, MIT, Bowdoin. **State Champion, singles:** Kenneth Ingram '67.

Golf

Wins (3): Clark, Maine (Portland), AIC; **Losses** (5): Brandeis, Babson, Tufts, Boston University,

Boston College. **State:** Maine 89, Bowdoin 68, Bates 41, Colby 18.

Freshman Baseball

Wins (6): Kents Hill, MCI (2), Maine, Thomas, Husson; **Losses** (6): Thomas, Husson, New Hampshire, Bowdoin (2), Maine.

Freshmen

Golf (2-0); **Tennis** (6-1), **Track** (5-0).

Clinton Thurlow

1932



on old railways, OVER THE RAILS BY STEAM.

The *WW&F*, which originated in Wiscasset, extended as far as Albion, and, for a time, to Winslow; its owners and builders never realized a dream of reaching Quebec city. But it was important over its miles and provided a vital link with the standard railroads, and Thurlow has captured this in his books. Even more, he has imbued his writing with the personal and human aspects of railroading, and a nostalgia that, although accepting the inevitable economic 'facts of life,' never quite condones the fact that the little railway finally had to stop running.

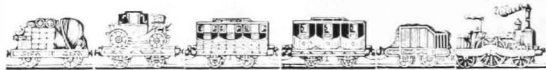
That others have found both enjoyment and information in Thurlow's books is testified to by three printings of *THE WEEKS MILLS 'Y'* and two of the *WW&F TWO-FOOTER*. "What I did not realize", he says, "was the extent of interest . . . The books have gone to well over half

A teacher of history for many years (he was head of Cony High School's (Augusta) history department and taught at the University of Maine in Portland), he is a registered Maine Guide. He has conducted both canoe trips and mountain expeditions, has directed camps, and has a reputation for finding fish and deer where they just can't be seen. Thurlow inaugurated the Maine Student Legislature sponsored by the Maine Teachers' Association of which he is a former president (he received a Colby gavel in 1950) and holds his MA from Bates. He has served as president or chairman of numerous other educational organizations, and has authorized articles in teachers' journals.

Perhaps it is not quite correct to combine career and outside-of-career activities under 'hobbies.' But Clinton Thurlow's enthusiasm for everything he undertakes allows for no consideration of any work being grinding or dull. One might

I found the Weeks Mills narrow gauge station about to cave in . . . I realized that soon the story of the two-footer, as it plied its way between Wiscasset and Albion/Winslow, could no longer be told by those who had known it personally."

With this impetus, toward assimilating the history of narrow gauge railways (especially the *Wiscasset, Waterville and Farmington*), Clinton Thurlow began his reading, research and conversations with "old timers, up and down the line." In 1964, the first book appeared: *THE WEEKS MILLS 'Y' OF THE TWO-FOOTER*; thereafter have come the *WW&F TWO-FOOTER—HAIL AND FAREWELL*, and a more general volume



the states, England, India, Sweden and Canada. Railroad buffs from grade school to doctors, lawyers, and business tycoons have written for copies of many of the pictures after having seen the books."

In pursuing this hobby, Thurlow writes "I have been amazed at the variety of hobbies people enjoy and the intense enthusiasm with which they dig out the minutest detail." He might well so characterize himself.

have wished to sit in on one of his history classes: one of his students recalls the insight he gained when the teacher, probing into a king's life or an affair of the moment, uncovered the small, seemingly insignificant happenings and relationships which were finally the essential keys to understanding.

Clinton Thurlow's approach reminds us of Robert Louis Stevenson's words: "Success comes while you are having fun."

PUBLICATIONS



Books, catalogues, booklets available from the office or organization italicized following entries. Publications are free unless noted; charges include mailing.

FITZ HUGH LANE. The first major exhibition of works by the nineteenth century American marine painter. Essay by Dartmouth's John Wilmerding and eleven illustrations. (1.00). *Colby College Art Museum.*

POETRY WORKSHOP 1966. 24 poems by 12 student poets edited by Jane Morrison '68. The second anthology of the Workshop presided over by Alexander Craig. (1.00). *Colby Graphic Arts Workshop.*

LATE DIRECTION. Sixteen poems by James Foritano '65, written at Colby and at Harvard where he studied in Robert Lowell poetry workshop. The first in a series of books by individual poets, in a signed and numbered edition. (1.50). *Colby Graphic Arts Workshop.*

EDUCATIONAL GIFTS AND INVESTMENTS. The office of the director of financial planning maintains a supply of booklets on life income plans. Among these are *LIFE INCOME AND ANNUITY PLANS* — educational investments and good returns, all up to date; *THE TAX DISCOUNT ON EDUCATIONAL GIFTS* — enduring educational contributions plus increased life savings inheritances; *FINANCIAL PROTECTION AND YOUR GIFT TO EDUCATION* — more cases in point re family protection, tax savings, and gifts to educational institutions. *Director of Financial Planning.*

CHALLENGES AND EXCELLENCE. John Hay Whitney's 1964 Lovejoy address that poses questions concerning the future of newspapers. *THE COLBY JANUARY PROGRAM.* President Strider's analysis, reprinted from *Liberal Education*, of the college's independent study plan. *Assistant to the President.*

THE JANUS-EYED COLLEGE. A seeming dichotomy resolved by Dean Marriner in an address to the Dana Scholars. *Assistant to the President.*

ABOUT COLBY. An illustrated view for prospective freshmen that also provides information on admissions, fees, curriculum, and lists lectures, concerts and other events of 1964-1965. *Dean of Admissions.*



advertisers

Customarily, in the *PERSPECTIVE* issue of *THE ALUMNUS*, display advertising is pre-empted — with exception of the CANAL NATIONAL BANK'S *Life in Early Portland* series which appears, as usual, on the back cover. We do want to call attention to the firms that advertise in the magazine, thank them for their support, and hope that you may patronize them.

THE DEPOSITORS TRUST COMPANY and WATERVILLE SAVINGS BANK has long been associated with the college's financial affairs, and BOOTHBY AND BARTLETT, one of the state's oldest insurance agencies (founded in 1859), has helped Colby on innumerable occasions with advice and coverage.

Four printing firms have regularly produced work for the college. KNOWLTON & MCLEARY COMPANY has printed the *ALUMNUS* for over twenty years. GALAHAD PRESS, KENNEBEC JOURNAL, and ATKINS PRINTING SERVICE are important suppliers of this most necessary commodity. Much paper supplied by TILESTON AND HOLLINGSWORTH bears the Colby imprint.

GOULD ACADEMY in Bethel, Maine, has a long, proud history of educating young men and women of high school age. And the COLBY COLLEGE BOOKSTORE continues as headquarters for books, garments, and other items for students, faculty, and alumni and alumnae.

Manufacturers in our columns represent varied industries: FORSTER (wooden specialties); KEYES FIBER (molded pulp and plastic products); the CASCADE WOOLEN MILL; the MORIN BRICK COMPANY (represented by Colby's buildings); and STRIDE-RITE SHOES.

In Waterville are both PURELAC DAIRY PRODUCTS and the WATERVILLE FRUIT AND PRODUCE COMPANY. For many years LEVINE'S and STERN'S, have been outfitting Colby men and women. R. E. DRAPEAU, retails electrical appliances and home furnishings.



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The Art of Cookery

Uppermost in the minds of the early settlers of Portland was the securing of sufficient food. Though at seasons fish and game were plentiful in the area (Parson Smith notes on March 18, 1726: "... the best gunning here ... for some years past.") periods of near-famine were all too frequent.

As early as 1659 George Cleeves, Portland's first settler, had a garden, for in the notice of the sale of his homestead to John Phillips we find mention of "cornfield and gardens."

Until cessation of the Indian Wars, food for most of the settlers was simple. Stews were the main dish at meals, with game and birds as their base. At the beginning of the settlement baking was done in Dutch ovens brought over from England. These were set on the hearth on short legs, with a depression in the cover where hot coals could be placed to brown the top of the bread. Later, ovens were built in the great fireplace chimneys.

But with the coming, in the late eighteenth century, of a growing business with the outside world, manners and dress and foods became more sophisticated. Fine imported wines appeared regularly on the tables of the "gentry"; baking became an art which proud housewives strived to perfect.

Instead of huge loaves of cake — really bread dough sweetened and flavored with wines and spices, eggs and fruits added — intended to last a month or more, housewives became expert in turning out delicious little cakes with all manner of exotic flavorings. One "simple" cake of the mid-1700's contained "4 pounds of finest flour; 3 pounds of double refined sugar; 4 pounds of butter and 35 eggs — this all to be beaten together with the hand TWO HOURS before adding remaining ingredients." Not quite aptly named "Nun's Cake", the directions for making end with this warning: "Observe always to beat the butter with a COOL HAND and one way only, in a deep earthen dish."



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