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THE COLBY ALUMNUS



SPRING 1956



SEED MONEY

for Progress

THE NEW ENGLAND COLLEGES FUND

Gifts from business and industry to The New England Colleges Fund are the seed money for progress. Twenty-two liberal arts and sciences colleges, Bates and Colby in Maine, shared in the contributions of these firms during 1955.

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Boston, Massachusetts
The Wiremold Company
Hartford, Connecticut
Young & Rubican, Inc.
New York, New York

The Fund has also received gifts from ten additional corporations which prefer to remain anonymous.

Colby Alumnus

VOL. 45 SPRING 1956 NO. 3

Editor RICHARD NYE DYER
Business Manager, E. W. MILLETT

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ON THE COVER

As I sit, lost in revery, the chapel chimes ring out. . . The beacon light in the library tower proclaims the mission of a college, set upon a hill, to send forth the light of truth throughout the world. . . Surely this is a happy community.

There, by a strange analogy, I think of Moses on Mount Nebo when the Lord showed him "all the land of Gilead unto Dan" and of his bitter disappointment when the Lord said, "I have caused thee to see it with thine own eyes but thou shall not go over thither." How much more fortunate was I than Moses, for I had not only seen the fulfillment of my heart's desire, but had actually entered into the promised land.

In the same trend, I think of Simeon, just and devout man, to whom it was revealed that he should see death before he had seen the Lord Christ. In the temple, when the parents brought in the Child Jesus to do for him after the custom of the law, Simeon took up the young lad in his arms and said, "Lord, now lettest Thou thy servant depart in peace, according to Thy word, for mine eyes have seen Thy salvation."

FROM IF I HAD
THREE DAYS TO LIVE
by Franklin W. Johnson

The whole matter of business support for independent higher education has been increasingly in the news and the recent formation of The American College Fund by the Association of American Colleges has refocused attention on this subject.

While all of us who are at all interested in the welfare of non-tax-supported higher education (and that certainly should include every college graduate and, hopefully, every tax-payer) by now have a general idea of just what is going on in this field, I would like to consider the issues in specific terms. Just what does this corporate activity mean for an individual institution? What does it mean for Colby?

Benefiting from corporate gifts is not a new experience for Colby. Alumni and alumnae know that in addition to their own giving, the generosity of many corporations, especially Maine corporations, is reflected in the splendid achievement of the Mayflower Hill campus. The recent announcement of the Ford gifts was joyous news for all, and there have been a number of direct gifts, such as from the Esso Foundation, and other national concerns. Finally, Colby is benefiting from gifts made to The New England Colleges Fund, and the college will benefit as well from The American College Fund.

I shall direct my comments here primarily at the relationship of The New England Colleges Fund and Colby.

From my point of view, Colby's contribution has been one of substance. President Bixler has joined with other New England college presidents in making solicitations. Director of Development Ed Turner has visited with businessmen all over New England on the Fund's behalf, and Director of Public Relations Dick Dyer has helped in placing our news releases. Vice President A. Galen Eustis has served a term on the Fund's executive committee and I am personally grateful that his door is always open whenever I need advice. Few have given more than Colby.

In return, the college has received a slice of the corporate contributions pie annually since solicitations began two years ago last fall. In the last three months of 1953, the Fund received \$53,505. In 1954, its first full year, the total was \$107,685, and in the past year, gifts reached \$167,138. Prospects for 1956 are in the vicinity of a quarter of a million.

I should like to point out that The New England Colleges Fund is not a short range, get-rich-quick proposition and that all of its benefits are not monetary.

One of its great strengths is that it is a voluntary, cooperative effort toward self-help on the part of the colleges. It is designed to give business and industry an opportunity to share in the responsibility for keeping these independent colleges truly independent. The Fund offers the added convenience of making help for 22 colleges possible with one check.

It is my conception that the Fund's job is basically an educational one. We must give business information about why the colleges need money and how they can best be helped before we can expect corporations to act. This educating is helpful to the Fund, but at the same time it is tilling and fertilizing some ground which all independent education can plant and cultivate. In the case of Colby, which has an alert and active development plan of its own, this additional preconditioning can be of special value.

I think business will increase its donations from year to year, both to such federations and to individual institutions like Colby. Businesses prefer to give to those who are helping themselves, and one of the best gauges of these efforts is the support which any college receives from its own constituency. What are an institution's graduates doing to help? They are the people who have gained the most from the college.

It is not unreasonable to conclude that the future of corporate giving of any kind will be determined by the interest of alumni and alumnae in alma mater.

Frank A. Tredinnick, Jr.
Executive Director
THE NEW ENGLAND COLLEGES FUND

Services for Dr. Johnson were held Tuesday, February 21 in Lorienter Chapel. Chaplain Clifford Osborne officiated, assisted by President Bixler and the Reverend Richard Keach, pastor of the First Baptist Church. These paragraphs were delivered by President Bixler.

How far are the outward facts of his life from conveying the quality of the vivid, dynamic and buoyant person who was our friend! To those of us who were well acquainted with him, Dr. Johnson seemed a living embodiment of our hopes not for this college alone, but for education in general. He loved young people and demanded that they be given only the best. He shared with us his excitement over the new possibilities ahead for the life of learning. He had youth's enthusiasm for the daring and the venturesome and the older he grew the less he seemed to suffer from the doubts and hesitations that so often appear with age.

I should like to remind you of the interesting fact that his life span included a period when society went through what is probably the most abrupt transition from high hope to blank despair in all history. When Dr. Johnson was a young man beginning his work at Coburn the opinion was widely held that science as a new messiah would lead the world to an era of plenty and prosperity and that war as an instrument for the expression of national will was not only too inhumane but too utterly irrational ever again to be invoked. Between the time he left Coburn and returned to Maine to begin at Colby the latest phase of his career all this had been changed by the first world conflict. At the time of the launching of his crowning achievement, the Mayflower Hill project, the great depression had begun to exert its paralyzing effect on men's wills. And before the college could move to the new site the second war had come with all its fury.

How striking, in other words, is the contrast between the curve recording the mood of society during this period and that of his own achievement. What it shows is that his best work was done under the worst conditions. We notice also that he was at his most energetic at a time in life when the ordinary man feels that a little relaxation is permitted. It is remarkable

that Dr. Johnson seemed to increase his store of vitality as the years went by. He did not begin work at Colby until he was fifty-nine and although he gave up formal office thirteen years later he did not really disassociate himself from his beloved project until failing health forced him to restrict all outside activities a few months before his death. In his ability to labor longer and more successfully than most men, he seemed almost to defy the ordinary laws of physiology. The explanation is to be found, I think, not so much in any unusual bodily endowment but rather in a remarkable capacity to respond to and to be absorbed by a great idea. His real gift was his ability through creative loyal interest to derive strength from the object of his loyalty. Losing his own soul he found it.

I cannot help feeling that it is in such a comparison of the changes in society with those of his own growth that we discover the measure of his greatness. As the line of economic depression and social disillusionment went down, that of Dr. Johnson's vision went up. As the world sank more deeply into the havoc caused by its own impulse to destroy, Dr. Johnson laid more cornerstones, built more foundations and found more outlets for his creative energies. As society lost heart, Dr. Johnson took courage.

When we describe his work we often use the expression "Venture of Faith." No teaching he has left behind is more important than his example of what faith is like. We may define faith as the active affirmation of our belief that

In the year 1653, when all things sacred were either demolished or profaned, Sir Robert Shirley founded this church; whose singular praise it is to have done the best things in the worst times and hoped them in the most calamitous.

INSCRIPTION IN THE CHAPEL
OF STAUNTON HAROLD,
LEICESTERSHIRE, ENGLAND

the world is rational in the sense that it will sustain our best efforts. Dr. Johnson showed us in personal terms what this means. Faith is not, as some of our contemporaries would have it, a leap beyond the pale of human interests into some ineffable realm of supernatural significance only. Faith implies and requires the dynamic, decisive, and creative use of our own abilities. It calls for the courage to choose and to follow through. It challenges our wills instead of neutralizing them. Dr. Johnson did not need to put this into words when what he was caused such a thunder in our ears.

Of all his characteristics it is his courage that stands out in sharpest relief. He showed it when he led the board of trustees to its striking decision on June 13, 1930 to move the campus "if and when feasible." He showed it again when his plan was derided in so many quarters as "Johnson's Folly." He demonstrated it once more when in effect he challenged his fellow townsmen to provide for the new campus here if they did not want the college to move away. As an educational leader he showed it constantly in his defence of academic freedom, his attacks on the teacher's oath and his loyalty to faculty members who were under fire.

We who watched him in these later days driving from one part of the campus to another, supervising the workmen, directing the construction of roads, examining with interest each new tree, ivy or plot of grass, and almost each new brick or stone, could practically feel his mental energy expressing itself in his amazing physical vitality. Students of the present generation knew him chiefly as an elderly man who appeared in old clothes with a shovel on Johnson Day, equally ready to plant a tree, jump into the driver's seat of the tractor, or make a speech brimming over with enthusiasm to assembled undergraduates. No one ever puffed on a pipe more rapidly than he or gave more dramatic evidence that where there is so much smoke there must be a consuming fire. He was a good competitor, watching the baseball game intently from behind the catcher or following the progress of the football as he sat in his car at the side of the field. No one asked more eagerly than he for the results of contests held away from home. Yet though he



JOHNSON DAY, 1955. *His final visit on Mayflower Hill with students.*

wanted to win and fought to win he never could fairly be described as a narrow partisan. When the game was over he was completely impartial and to a possible opponent he could be generous to a fault. As an example I remember well the support he gave to the junior college movement at a time when he was himself administering a struggling four-year college and might easily have thought of the other type of institution as a rival and a threat.

Blessed is the man who has found his work; let him rejoice in it and be glad. Through his immersion in

work that called forth the utmost in devotion Dr. Johnson discovered the courage that rises with danger and the strength by which strength is opposed. In the midst of frustrations he found the joy of achievement and at the end of a long and strenuous life he had the satisfaction of public acclaim for a task well done. He loved this college, not blindly, but, as his many written discourses on it show, with a sensitive eye for what it might do for youth and through youth for the cause of righteousness and truth. I can think of no greater betrayal than that we who follow should permit the darkness of

our souls to bring into eclipse the brightness of his vision or should allow the lethargy of our wills to mar the shining example of his valor. May the presence of his monument, our campus, be a constant challenge to us to build more stately mansions for our souls. And as we dedicate ourselves to carry on his work may the life that is God animate our frames, may the truth that is God illumine our minds, and may the love that is God kindle our hearts in a manner that he would recognize as appropriate for those who wish to enter into the heritage he has bequeathed.

THE TALK OF THE COLLEGE



WHAT is Colby's Hooper rating? There's no knowing, but given an hour-long spot each week over ABC, such as was provided by *America's Town Meeting of the Air*, and the prediction can be made that President Bixler, Dean Marriner, and Chaplain Osborne would soon be up among the "top ten." At least that's the feeling one receives after investigating the mail that poured in from all over the nation following the broadcast from Mayflower Hill, April 8, on the subject "Have Mass Pressures Invaded the Campus?"

Postmarks read Fort Worth, Los Angeles, Kansas City, Tallahassee, Seattle, Birmingham, Colorado Springs, Milwaukee, Philadelphia, Grand Rapids, Washington, Millinocket... With one exception—a lady in Newtonville who felt the college had sold out entirely to the Communists—the comments were highly enthusiastic.

From Boston: "As a group you gave the program an atmosphere of good thinking, good manner, and good culture. If I were a fellow going to college next fall I would want to be at Colby."

From Madison, Wisconsin, "very effective, right to the point, liberal in spirit, genuinely educative."

From a headmaster: "This can do a great deal for the cause of liberal arts colleges. Congratulations!"

A college student enthused: "I think what these men said and especially how they said it was quite a breath of fresh air."

The mother of a Colby sophomore informed the producer of the show at Town Hall: "We enjoyed the broadcast very much, particularly as our daughter is a student at Colby which we believe to be the finest liberal arts college in the east."

From Brookings, South Dakota; "The ability of your faculty and students to think and express thought was an inspiration."

And there were many, many others including a listener's election-year inquiry to Dr. Bixler "Has anyone told you that your voice resembles President Eisenhower's?"

The Order Changeth

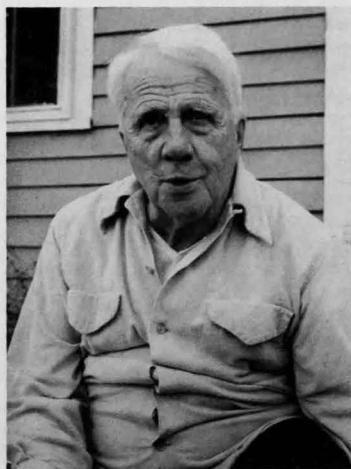
SEVERAL innovations in conducting courses are of interest to alumni who were accustomed to quite different methods. Former classes were under strict attendance rules unless a student happened to be on the dean's list. Today's seniors enjoy unlimited "Cuts." There is no general abuse of the privilege. Seniors are apparently mature

enough to make judicious use of the right to be absent from classes as they see fit. In fact, most of them are absent very infrequently.

Juniors are already thinking about comprehensive examinations, to be required for the first time with the Class of 1957. These will be written and oral (a total of six examination hours) in the student's major field. They will be given by all departments. The objective is to integrate and correlate study in the major field and to relate this to other disciplines. The exams will be given one of three ratings: Honors, Passed, or Failed. Passing the comprehensives will be a requirement for graduation. Students failing the exams will have a second chance to pass before Commencement, but if this also results in failure, the next opportunity will not come until the following academic year.

Another innovation is the two weeks reading period before semester exams. The period applies only to courses designed primarily for juniors and seniors. It is not for review work or "make-up," but seeks to free a student from routine class meetings in order that he may devote full time to independent study. Assignments are in addition to ordinary assignments in the course and are tested in the semester examination to a maximum of one-third of the examination time. During the period, the affected classes do not meet.

Older alumni will need an explanation of the phrase "designed for juniors or seniors." Under the elective system, it is possible for a junior or senior to enroll in a course designed primarily for sophomores, sometimes even for freshmen. For instance, at the beginning of senior year a student who has studied no mathematics in college may



The Dean of American Poets, Robert Frost, will deliver the Commencement address June 11.

find a need, hitherto unforeseen, for the freshman course in elementary functions. The reading period does not exempt a junior or senior from attendance at such a course. Only if all his courses are numbered in the 300's or 400's in the catalog (the designation of courses primarily for juniors or seniors) is he freed from all class meetings during the reading period.

Mr. Hockey

Who could be more deserving of having a hockey trophy established in his name than Bill Millett? The answer is no one. It was, therefore, with considerable pleasure that Bill's friends learned the Boston-Colby Alumni Association had paid him that honor.

Announcement came March 22 at a dinner in Cambridge. Club President Howard Ferguson, 1931, stated the trophy will go annually to the player "who exemplifies the outstanding spirit of competition in placing the team before himself which was exemplified by Bill Millett as an undergraduate."

That's a large order, but 1956 Captain Charlie Morrissey qualified handsomely. Morrissey sparked the Mules to four consecutive triumphs over Bowdoin, emulating the scoring rampages Bill Millett produced as an All-Maine fullback in 1922 and 1923 and as a member of the All-Maine hockey team in 1924.

The Verdict? A Hit!

One hopes the Colby Concert Choir will soon visit this city again wrote a *New York Sunday Herald* music critic March 25. The writer was concluding a review of a Town Hall recital provided the previous afternoon.

"A refreshingly compact and virile sound is one of the choir's greatest assets," the *Herald* said. "It is not always suave, but it has a bright, edgy quality, not too different in its appeal from that of a Baroque organ. Their singing is precise in all matters of attack, and balances are splendid... It was an invigorating concert."

The *New York Times* was also generous, describing the choir "a singing group of high attainments."

The *Times* continued, "The young vocalists sang with agreeable purity



Howard Ferguson '31, retiring president of the Boston-Colby Alumni Association, congratulates Bill Millett at the first presentation of the Ellsworth W. Millett Hockey Trophy. Left to right: Carl MacPherson '26, Boston Club representative to the Alumni Council, who made the presentation speech; President Bixler; William C. Gutteridge '47, club vice president; Ferguson; Millett; hockey captain Charles Morrissey, trophy recipient; and Ray B. Greene, Jr., '45, newly elected club president.

of tone, and with good intonation. They followed faithfully the instructions of their energetic conductor, and their singing as a result had a splendid power and vitality.

"The Colby choristers proved well able to cope with the tricky progressions of the Gesualdo's Moro Lasso, a work whose chromatic alterations and changing tonal centers offers abundant opportunities for singing out-of-tune. The choristers' intonation, however, was precise in this work as elsewhere.

"A charming moment was the performance of Di Lasso's Echo Song, with eight voices singing antiphonally from the wings. The Colby group also proved able to cope with the contrapuntal complexities in the final selection of Worthy is the Lamb, from The Messiah, and the contemporary idiom of Hindemith's Six Chansons."

Umphrey Scholarship

FRIENDS of Harry E. Umphrey, 1914, have founded a scholarship fund in his name. Announcement of the gift was made at a dinner April 7 in Roberts Union attended by nearly 100 distinguished guests. Toastmaster Curtis Hutchins, president of the Bangor

and Aroostook Railroad, presented a check for \$12,500 to President Bixler to establish the Harry E. Umphrey Scholarship Fund.

The money was raised by friends throughout the country. Both the scholarship and the dinner came as a complete surprise to Mr. Umphrey who is president of the Aroostook Potato Growers Association and a trustee of Colby.

President Bixler termed the fund as "one of the most appropriate gifts in Colby's recent experience. This tribute shows the high regard in which Harry Umphrey is held, not only at the college, but by his friends and associates. It honors a loyal, active and energetic trustee." Among the many speakers were Bishop Daniel J. Feeney of Portland, Congressman Clifford McIntire, and Governor Edmund S. Muskie. In a moving commentary, Bishop Feeney recalled that his span of friendship for Mr. Umphrey covered at least 25 years. He described the new scholarship, which will be used primarily to assist students from the State of Maine, as "our debt to him for the many credits which he has extended to us."

A significant tribute came from Governor Muskie who stated, "We honor him as a friend, as a leader, and for his humanity." Touching on



Harry Umphrey

trustee Umphrey's leadership qualities, the Governor noted he has "an ability to project his interest to his fellow man; to project warmth, to project character, to project forcefulness, and to project persuasiveness to those about him."

The dinner was closed with brief remarks from the guest of honor. "I am overwhelmed and greatly thrilled. . . . When I think of what this fund may do in the life of many boys and girls. . . . I am deeply proud."

☞ Mrs. William J. Black died on February 29 at Cambridge, Massachusetts. The widow of Dr. Black, professor of history and political economy at Colby from 1895-1924, she was the mother of Stanley R. Black, 1921, Industrial Consultant, Boston.

☞ Readers of the *Alumnus* will recall a tribute to Mildred Wood Perkins in the summer issue a year ago. Mrs. Perkins, widow of the late Professor Edward H. Perkins, former chairman of the department of geology, was a beloved member of the college community. Her death on February 22 is reported with great sorrow. Director of the mimeograph office and in charge of college supplies, "Perky" and her family had been associated with the college since 1920. She left behind a host of friends and an unusual record of devoted service.

In Brief...

DEAN MARRINER presented on April 15 his 300th broadcast of "Little Talks on Common Things," a program sponsored by the Keyes Fibre Company over WTVL, Waterville. When ABC raconteur Ted Malone interviewed the dean over Mt. Washington TV last summer, Malone expressed the opinion that no other radio program in the nation has had the same sponsor for so many years. What has Dean Marriner talked about on these 300 Sunday nights? Some of his topics have been the old canals, the development of highways from Indian trails and bridle paths, the country stores of the 1800's and 1900's, old time doctors, covered bridges, and land titles. In 1954 the dean developed some of his historical material into a book titled *Kennebec Yesterdays* (Colby College Press).

A GIFT to the Franklin W. Johnson Scholarship Fund has been made by sorority members. A letter from Jo Lary, '57, of West Scarborough, Maine, secretary-treasurer of Panhellenic Association, expressed to Vice President Eustis the hope that "this gift may enable more students to share in the thrill of the intellectual, social, and cultural experiences which our college makes possible to each of us."

A SPARKLING CONCERT was provided by a 100 piece All-Maine band at Women's Union, April 21. This is the fifth year the Colby band has sponsored the festival. Top musicians from six colleges and several high schools joined forces with the Colby band to provide an outstanding musical attraction. Dr. Ermanno Comparetti shared the conductor's baton with three students and with President Bixler who directed the *Stars and Stripes Forever* with all the vigor of a command performance on inauguration day.

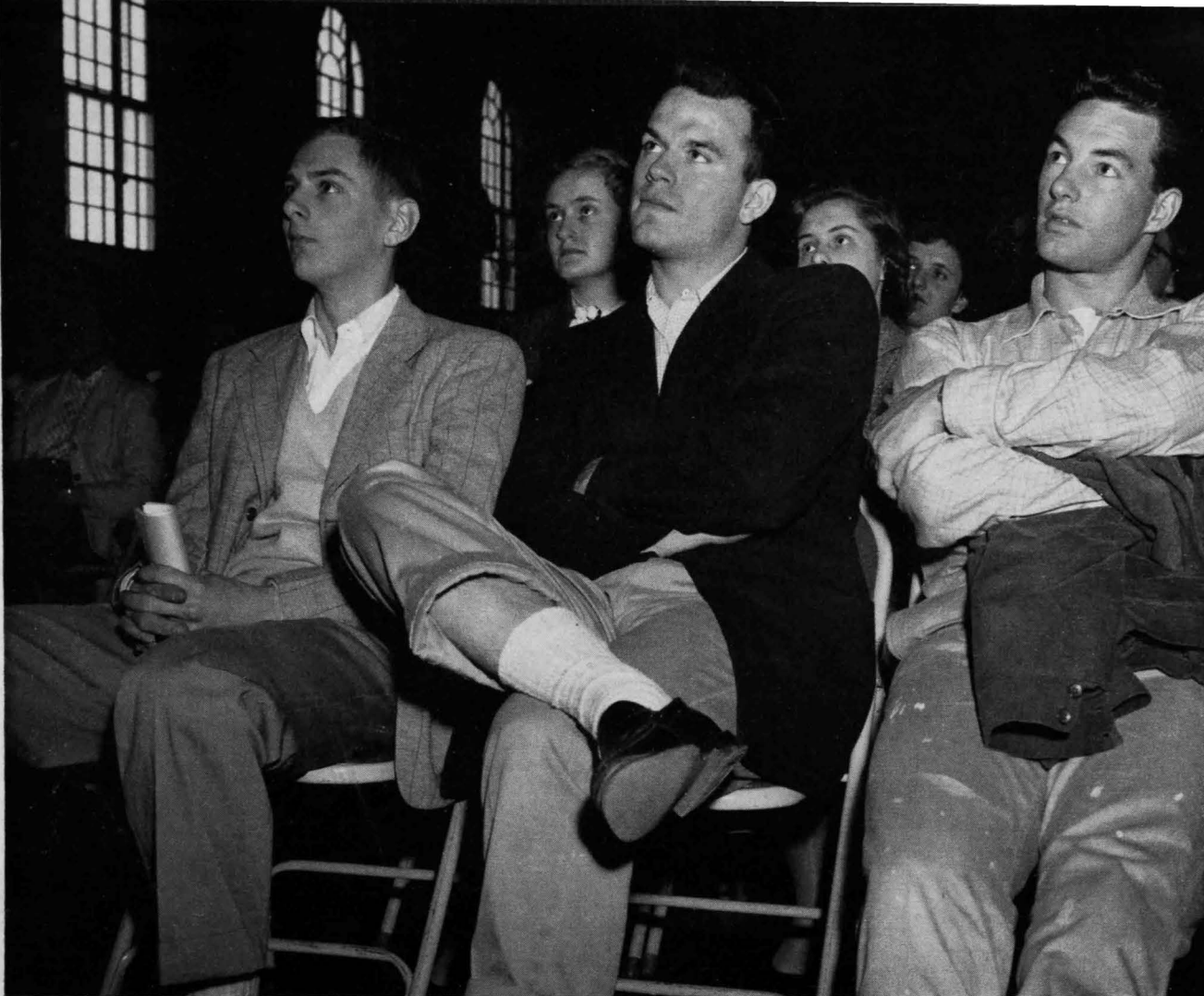
DR. JOHN FINLEY WILLIAMSON, founder and president of the Westminster Choir College, Princeton, New Jersey, lectured and conducted at an Institute on Religious Music in Lorimer Chapel, April 7. Religious leaders, choir directors, and choir members from throughout the state participated in the program aimed at "raising the level of training and performance of music . . . particularly in rural churches." The Reverend Hilda Libby Ives, Colby 1940 (Hon.), of Portland and the Reverend Herbert R. Houghton of Waterford were co-chairmen.

THE HATHAWAY FOUNDATION, a charitable trust created by the C. F. Hathaway Company, has established a full tuition (\$800) scholarship. Students will be selected for the award by the Financial Aid Committee on the basis of character, scholastic promise and need. Children of Hathaway employees are to be given preference.

A DELIGHTFUL and scholarly lecture on the famous 19th century poet, Emily Dickinson, was delivered March 7 by Gilbert H. Montague, a New York attorney who is considered to be the outstanding living authority on her writings. Summa cum laude graduate of Harvard, from which he also holds M.A. and LL.B. degrees, Mr. Montague recently gave the University his collection of papers and personal belongings of Emily Dickinson.

AN INCREASE of \$75 in college charges, effective next September, has been voted by the board of trustees. This will bring tuition to \$800. The college is dropping a \$25 general fee currently in effect. President Bixler states the new revenue will be used to provide higher faculty salaries and needed additions to the staff. Financial aid grants will be increased in the same proportion as the increase in charges.

MEMBERS of the Maine Psychological Association paid tribute to their retiring president, Professor Edward J. Colgan, at their annual meeting, May 12 at Colby. The date marked the sixth anniversary of the occasion when members of the American Psychological Association in Maine met at Professor Colgan's invitation to form the present state group. "Eddie-Joe" retired last June as chairman of the department of philosophy.



INTELLECTUAL FEAST

Distinguished Speakers and Student
Response Make Convocation a Landmark

STAFF WRITER Mary Handy of *The Christian Science Monitor* described the Convocation as "an intellectual feast." It certainly was and a rich and very digestible one. The Colby community jammed Women's Union to hear seven speeches, the *Town Meeting of the Air* broadcast, and a panel, all devoted to re-discovering the individual.

It was a student affair in every sense. They planned it; they were hosts to the distinguished guests; and they carried the major share of 'behind-the-scenes' operations. Attendance, of course, was voluntary. The turnout was impressive. At no lecture were there less than 700 students and at several, such as Brand Blanshard's opening address, the afternoon lecture

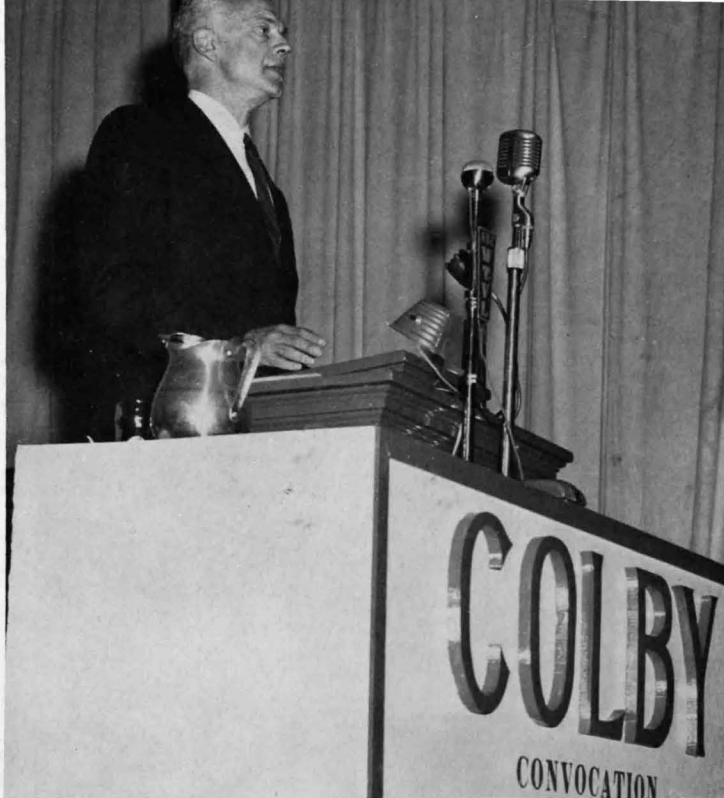
of poet Robert Penn Warren, and the All-College Convocation at which industrialist Clarence Randall spoke, the auditorium was overflowing.

Miss Handy of the *Monitor* captured the spirit of the Convocation. She wrote, "Colby College has just thrown itself whole-heartedly into a week of intellectual excitement. . . Students, faculty, and outstanding artistic and intellectual leaders who have come to the campus for the occasion have been feasting at an intellectual banquet.

"You could have found them gathered intently around painter Jack Levine while the young artist explained why he paints as he does, or sitting around a dinner table with Robert Hutchins, president of the Fund for the Republic and former chancellor of the



Students were hosts to artist Jack Levine and all other speakers.



Robert Maynard Hutchins, president of the Fund for the Republic.

University of Chicago. . . These leaders have come to Colby to toss out ideas and talk them over with students.

"Overtly they are discussing the problem of being an individual in an increasingly mass-minded civilization. Actually they are stimulating faculty and students alike in the main business of any college, the excitement of learning. And they have been awarded honorary degrees for their efforts.

"The students seem to be drinking it all in eagerly. . . The Convocation with its formal lectures, its informal chats, is part of a planned and well-thought-out long term program at Colby. Amid the sagging intellectual curiosity caused on many campuses by the many problems involved in giving college education to a growing population of young people, the Colby experiment is refreshing. It may light the way for other small colleges."

A blizzard ushered in the broadcast which launched Convocation Week. The storm stranded author Russell Kirk in Boston and necessitated the assistance of a state trooper to speed moderator Shepherd Witman to Water-



An honorary doctor of letters Pulitzer Prize author Robert Penn Warren.

ville. Mr. Kirk's absence was a disappointment, but Colby reached into its own resources to fill the gap. Dean Marriner and Chaplain Osborne met the challenge and, along with President Bixler, faced a nation-wide microphone with sureness and skill.

In a Wednesday morning address, Dean David L. Thomson of McGill disagreed with Professor Blanshard's statement of the previous evening that the scientist "has nothing at all to say about values." Dean Thomson retorted that "science insists on the value - - the imperative necessity - - of telling the truth, even where that truth may be unpalatable."

One task of the liberal arts college, Mildred MacAfee Horton, widely known as World War II director of



Dr. Hutchins

Informal Discussions Contributed to Success



Hugh Ross



Mildred McAfee Horton



Clarence Randall

the Waves, said "is to free people to do and be something other than they would have done and been without this training."

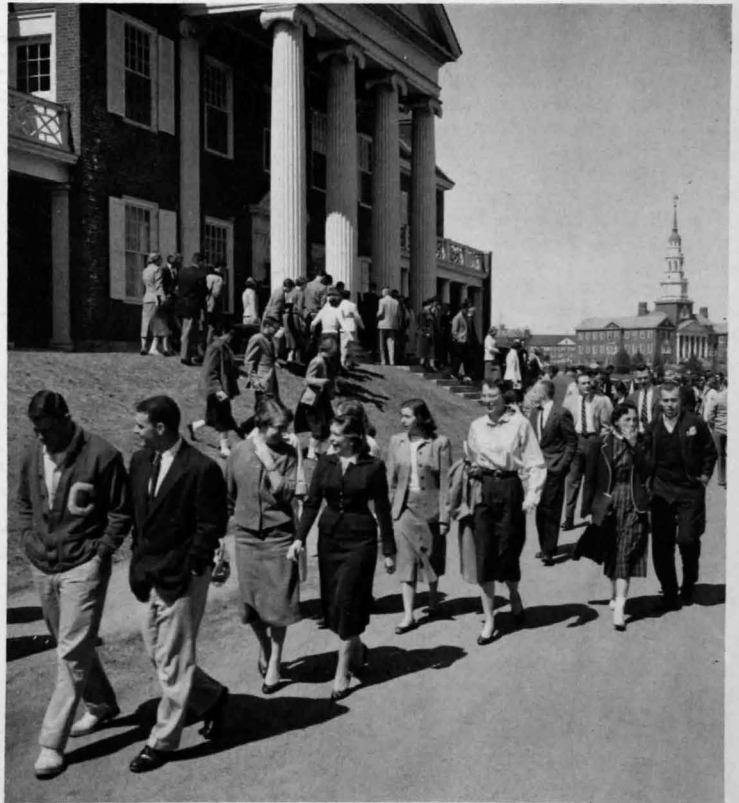
The deep sincerity of the talk by Jack Levine and the unusual presentation by Robert Penn Warren were deviations from the expected. Professor Warren presented "thumb-nail portraits" of individuals he had interviewed in the Mississippi-Tennessee area on racial integration.

Thursday evening Robert Hutchins warned that education of every American to the utmost of his capabilities is vital to the modern blueprint for survival.

"We are now equipped for the first time to erase humanity from the face of the earth. . . If every man is to be a ruler, every man must have a ruler's education."

Clarence Randall closed the Convocation on a forceful note.

"Nothing can replace the function of the liberal arts in the life of an individual when expressed in terms of establishing a scale of values," the former chairman of the board of Inland Steel Company declared. "A liberal arts education brings to the young man and the young woman an understanding of their responsibility to the community of which they are to become a part. . . I have the deep conviction that the future of our country lies with colleges like Colby."



Questioners peppered the panel.



Clarence Randall's endorsement of the liberal arts was spellbinding.

The Faculty

PROMOTIONS announced at the spring meeting of the board of trustees were:

To professor of economics, Robert W. Pullen, a cum laude graduate of Colby in 1941 who received his Ph.D. from M.I.T. in 1949 and taught at that institution until his appointment to Colby in 1945.

To associate professor in sociology, Kingsley Birge who graduated cum laude from Dartmouth in 1938 and received his Ph.D. from Yale in 1945. He has been at Colby since 1946.

To associate professor in modern languages, Archille Biron, a member of the faculty since 1950, who has done graduate work at Clark University, the University of Paris, and Middlebury.

To associate professor of bibliography, Miss Florence Elizabeth Libbey, Colby 1929. Miss Libbey received her B.S. in library science from Columbia in 1930 and from 1942-45 was librarian at Farmington State Teachers College. She had previously served, 1930-42, as director of library extension for the Maine State Library.

To associate professor of physical education, Lee Williams, director of intercollegiate athletics and varsity basketball coach. He is a graduate of Cortland (N. Y.) State Teachers College and holds an M.A. from Columbia.

To assistant professor of physical education, John Winkin, varsity baseball coach and coach of freshman football and basketball. A graduate of Duke, he earned his M.A. at Columbia.

DEAN ERNEST C. MARRINER is a member of the committee of three, appointed from the State Board of Education, to sift applicants and to recommend a successor to Dr. Herbert Espy who has resigned as Maine's Commissioner of Education.

Baird Whitlock, assistant professor of humanities, has accepted appointment as assistant professor of music at Case Institute of Technology, Cleveland, Ohio. He will direct the glee club and be in charge of all music on campus as well as teach courses.

Director of Athletics Lee Williams spoke at the Aroostook Broadcasting System Scholastic Fund banquet at Presque Isle and at the Solon High

School athletic banquet, both in March, and the same month attended conferences of the New England Basketball Coaches Association and the National Basketball Association.

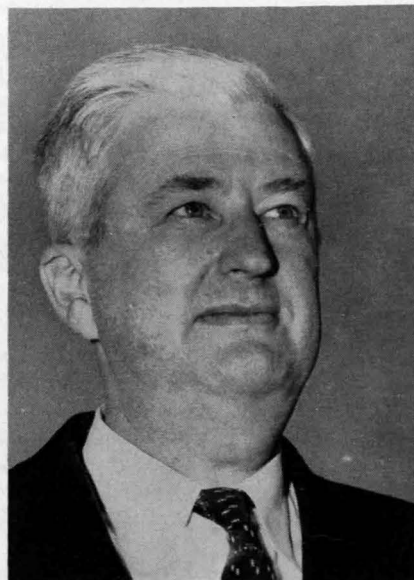
Professor E. Parker Johnson has an article scheduled to appear in print this spring on work which he performed in an Office of Naval Research project at the psychology laboratories of Brown University, collaborating with Dr. N. R. Bartlett of Hobart College.

PROFESSOR PHILIP OSBERG is working under grants from the Geological Society of America. His study on the stratigraphy, structure and metamorphism of the Green Mountains in Vermont and the Sutton Mountains in Quebec will be published in the *Geological Society Bulletin*. . . Professor Robert Pullen attended the Central Banking Seminar, sponsored by the Federal Reserve Bank of Boston.

Dean of Women Pauline Tompkins has spoken recently before the Current Events Club in Hallowell; at the All-Maine Women's banquet, the University of Maine; and the Zonta Club of Waterville. She was chairman of a discussion on "Exceptions for the Exceptional" at the Cincinnati convention of the National Association of Deans of Women in March.

A RESEARCH GRANT of \$19,000 from the U. S. Public Health Service has been awarded to Melvin Spiegel, assistant professor of biology. He will conduct research in embryology and immunology, combining the work with his regular teaching program at the college. . . The chairman of the chemistry department, Dr. Evans Reid, has been awarded a Frederick Gardner Cottrell Grant of \$1300 for research on the synthetic compounds which are related to plant hormones.

An article on ways in which the American overseas soldier of World War II affected U. S. culture is being prepared by David G. Bridgman, instructor in history. . . "Ethics and the Social Science," written by Professor John A. Clark, has been accepted for publication in *The Philosophical Quarterly*. Both Professor Clark and Professor Richard Gilman will be leaders in a "workshop" on Religion in College Teaching which will be conducted this June at Ohio Wesleyan University under the auspices of the National Council on Religion in Higher Education.



Professor of Classics

PROFESSOR Archibald William Allen of Yale University will head Colby's program in classics beginning next fall. Professor Allen received his A.B. from Stanford (1930); his A.M. from the University of California (1931); and his Ph.D. from Stanford in 1940. He also studied at Berlin and Cologne Universities.

He taught at Carleton College and at the University of Michigan prior to joining the faculty at Yale in 1947. Dr. Allen is author of several articles in scholarly journals and collaborated in writing *Select Problems in Western Civilization: The Individual and the State in the Western Tradition*, 1956 New York, Henry Holt.

RICHARD C. GILMAN, assistant professor of philosophy, has been appointed executive director of the National Council on Religion in Higher Education. A member of the Colby faculty for the past six years, Professor Gilman is a Dartmouth College graduate (1944) and received his Ph. D. from Boston University. He will assume his new post July 1.

The article, "Jewett, Tarkington, and the Maine Line," written by Professor Richard Cary for the February *Colby Library Quarterly*, received commendations from Alexander D. Wainwright, unofficial curator of the Booth Tarkington Papers at Princeton, as well as from Mrs. Tarkington.

Professors Paul Machemer and Denton Crocker were the planning committee for the annual State Science Fair held at Colby, April 7.

A BRITISH Minister of Education, H. A. L. Fisher, reported after a transatlantic visit that America was a land of many churches and one creed: all Americans believed in education. In this he was surely right. I suppose that no other people on record has had anything like so many schools, so many students, so many colleges and universities, so much money to support them, so universal an interest in getting what schools have to give. Since I am talking about quantity and quality in our education, it may be well to begin by getting some of the quantitative facts before us.

There are about 1900 colleges and universities in the United States. One hundred sixty more of them came into being in a single recent decade. In Great Britain there are about 85,000 college or university students, in the United States about 2½ million, that is, about 10 times as many even in proportion to population; the state of Illinois has about twice as many college students as Great Britain, and the state of New York, three times as many. And the number of students is rising at a portentous rate. Although our population has swelled in the last century like a rising tide, our college population has risen about 35 times as fast. The college degrees we have conferred in some recent years have exceeded 400,000 annually. In 1930, 12% of our 18 year olds were enrolled in colleges; in 1940, 18%; at present the figure is about 30%. In the decade 1941-51, our college population increased 78%; in the 1960's it is expected to be about double what it is now.

*The first of two articles
devoted to the address opening
the 1956 Convocation*

by Brand BLANSARD

QUANTITY AND QUALITY

IN AMERICAN EDUCATION

It is not merely by the masses of students that our belief in education is attested, but also by the massed wealth that pours into our educational coffers. Americans have acquired a habit that, so far as I know, is theirs uniquely, of grateful and persistent giving to the colleges that nursed them. It would be impossible for the Sorbonne or Heidelberg or Oxford or Cambridge to maintain itself without government subsidy; in this country the oldest and most distinguished of our universities have received their hundreds of millions of endowment almost wholly from private givers. Within the past few years this habit of generosity has taken a new turn. Through the appeals of statesmanlike men of business, such as Alfred P. Sloan, the world of industry has been awakened to the needs of education; and to the mere professor, operating on his slender budget, the response of American business has been breath-taking. The imaginative gifts of Du Pont, the General Electric Co., and many others have been recently capped by a donation from Ford of half a billion dollars in a single stupendous package. Along with these comes the promise of a similar flood from the cornucopia of government; the President has recently approved a grant to education of over a billion dollars. What would the culture of the West have been like, one wonders, if this habit of munificence had been established earlier? You may recall that in 1728 that great philosopher and human being, George Berkeley, set out on a voyage to the new world to establish "a college for the spread of religion and learning in America." For this enterprise Parliament had voted him 20,000 pounds. For some three years he waited hopefully in a Rhode Island farmhouse for the money to arrive. It never came. On second thought, Parliament considered the sum too great to be approved. An enterprise that would have affected the course of American education for centuries was abandoned for want of an amount that would hardly run the present Yale or Harvard for a week.

We live in better days. Wherever the traveller goes in America, the evidences of public care for education strikes his eye. How often, in driving across the plains, one passes through some little Gopher Prairie of a town where the wooden houses are ramshackle, the stores shabby, and the filling-stations too many and too loud, only to find that, after all, the town has one impressive modern edifice, which turns out to be its public high school. And education, as conceived by our schools and colleges, is not, as in Europe, for the mind only, but also the body. Our young men, disciplined in well equipped gymnasiums, and trained to speed and sportsmanship on the diamond and in stadia of Roman proportions, have so far won the Olympic games with monotonous regularity. Our young women, to take but one item, have not once lost the Wightman Cup in tennis in twenty-five years. The idea of *mens sana in corpore sano*, originated by the Greeks, was inherited by the English, and from the English by the Americans; judging by the physical fitness of our young people, there is ground for thinking that our country has bettered its instruction.

TOWN MEETING



April 8, 1956
Vol. 21, No. 50
917th Broadcast

"HAVE MASS PRESSURES INVADED THE CAMPUS?"

Speakers:

DR. J. SEELYE BIXLER

DEAN ERNEST C. MARRINER

DR. CLIFFORD H. OSBORNE

Moderator:

DR. SHEPHERD L. WITMAN



Broadcast from
Colby College
Waterville, Maine

BULLETIN OF AMERICA'S TOWN MEETING OF THE AIR

Broadcast Sundays, ABC Network, 8 to 9 p.m., Eastern Time



"HAVE MASS PRESSURES INVADED THE CAMPUS?"

ANNOUNCER: Tonight's TOWN MEETING originates from the Mayflower Hill campus of Colby College, Waterville, Maine. Chartered in 1813, Colby is one of the nation's oldest co-educational colleges of liberal arts -- located on a magnificent 750 acre new campus where 22 buildings have been erected since 1942.

"A Venture of Faith" is the phrase the late Franklin J. Johnson, Colby's president-emeritus, chose to describe this move to a new site. The venture caught the imagination of thousands who contributed, and who are contributing, funds, time, and talent to enable Colby to complete its new plant. Under the direction of President J. Seelye Bixler, the beautiful buildings have been matched with an educational program of stature and significance.

In these and other offerings, Colby works with an energetic Waterville community to which it is bound by decades of close cooperation. Often referred to as the "industrial and cultural heart of Maine," Waterville is not only the home of Colby, it is the home of such nationally known concerns as Hathaway Shirt, Scott Paper, Keyes Fibre and Wyandotte Worsted.

Now to preside as moderator of our discussion, here is Shepherd L. Witman, Director of Residential Seminars on World Affairs. Dr. Witman!

DR. WITMAN: TOWN MEETING opens the 1956 Colby College Academic Convocations on the theme "The Re-discovery of the Individual" and which, during the coming week, will bring to the Mayflower Hill campus many notables -- Clarence Randall, Robert Maynard Hutchins, Robert Penn Warren, Mildred McAfee Horton and others. This is a very auspicious occasion for us, and we are delighted to start this program and wish you well on the rest of the week's program.

I have known that there are many fine people in the State of Maine for a long time, but today I had an occasion to test it in reality. I was stranded in two different cities as a result of the blizzard that has been sweeping this part of the country and finally was rescued out of Portland by a number of fine people and there were many other people who made it possible for me to be rescued and to be here. I am awfully sorry to report, however, that Russell Kirk didn't have as good luck as I had and he had to turn back half way to this program, so we're not going to have Mr. Kirk with us, but we have two very able substitutes to tackle this subject and I'll tell you who they are shortly.

This is a very important topic that we are talking about tonight, because it involves education of our youth. It involves the usefulness of our colleges -- the very vitality of the college -- the very way it is able to function effectively -- the way in which the future of our country is going to be shaped out of the intellectual life which the colleges themselves nurture and develop. Many, many people are concerned, in fact, about the way the colleges are run. You may have noticed yesterday that the newspapers carried considerable accounts of the action of the American Association of University Professors which censored six colleges and universities in this country for practices they do not approve. I wonder if these censors were sound -- we wonder what the practices were -- we wonder how we feel about such things. In any case, we have a vital subject and let's get into it. We're going to have each of our speakers first of all present their views and we'll hear first from Dr. J. S. Bixler.

Dr. Bixler is the President of Colby College. He left a professorship in Theology at the Harvard Divinity School in 1942 to accept his present post. Dr. Bixler is a trustee of Amherst College where he did his undergraduate work; of Radcliffe College (where he did not do his undergraduate work) and until very recently, the International College of Beirut in Syria. Among the books which he has written are "Religion for Free Minds," and "Conversations with an Unrepentant Liberal." Dr. Bixler!

DR. BIXLER: Mr. Chairman, I judge that you are reserving the privilege of introducing our guests for yourself. I won't name them as obviously you would like to

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name them, but I simply want to say that we welcome them very heartily and we thank them for their willingness to step in at the last minute and take part in our program. And I should like to say also that we greatly regret the inability of Mr. Kirk to be here. Possibly in some snow bank in Greater Boston he can hear my words as I am speaking now, and I would like to convey to him over the airwaves our extreme regret that he is not here and our hope that he may be with us on the campus at some future time. Apparently, this evening, it's mass atmospheric pressures -- rather than mass pressures of public opinion -- that are invading the campus and interfering, to some extent, with our life here. Of course, these pressures are a little more difficult to control than the public pressures that we are going to talk about this evening. Our hope is that the colleges will have something to say and to do about these public pressures, and that they can be effective in the right way.

I think that mass pressures always invade the campus in the sense that life on the campus is always affected by what the general public thinks and feels. It seems to me that the chief pressure comes from the difficulty the public has in understanding what the college and, in particular, the college of liberal arts, is trying to do. Ask a college graduate what he really got out of his education and he will often find it hard to reply. Ask a student why he chose a college of liberal arts and he will not necessarily have a clear answer. He has a vague feeling that a diploma will bring a higher salary along with social prestige, but he is not apt to have any actual conception of what the study of history, literature and science should mean in the way of broadening his mental horizons and deepening his emotional life.

What we do not understand we tend to distrust and even to fear. Americans distrust the intellectual. They call him "brain truster" or "egghead." To a great many people it was said recently the word "scholar" is (itself) a sort of cuss word. An advertiser seeks endorsement for his product from one who can hum or croon or blow the trumpet or slide safely to second -- never from one noted for his ability to write and think. The pity of it is that this negative attitude carries over into student life. If the ends and aims of study are not clearly understood outside the campus, the student finds it that much more difficult to see for himself what his college work means and to enter into it with enthusiasm. Too often, the regretful senior exclaims: "I didn't realize -- I only wish I had started sooner."

Even in the case of the one branch of higher learning of which the public thoroughly approves, that is, technical training, I am inclined to believe that what we find is not so much real insight into the problem as an unthinking eagerness for immediate results. Professor Rabi, the distinguished Columbia physicist points out that scientists themselves are being treated like commodities. "The great drive now going on," he says, "to increase the number of scientists and engineers takes on the appearance of stockpiling of tungsten and copper." We are more influenced by our fear of Russia, he believes, than by a real concern for the vitality of our scientific work. In other words, mass pressures seem always to be exerted for the useful skills that are needed right away, instead of the independent thinking so important in the long run.

Finally, mass pressures become painfully acute in times of hysteria. A few years ago we saw what happens when teachers' oaths are imposed, text books examined and public utterances watched for signs of heresy. At such times, teachers and students alike begin to feel that it is just as well to stay on the safe side and keep away from controversial topics. It is only by constantly asserting and explaining the rights and duties of the free mind that our colleges can hope to maintain what Einstein once called, "the holy curiosity of inquiry."

DR. WITMAN: Thank you very much, Dr. Bixler. And now, Dean Ernest C. Marriner, who is Dean of the faculty and a graduate of Colby. Dr. Marriner has been on its staff for over thirty years. His radio program, "Little Talks on Common Things," has been a popular feature of Station WTVL for eight years, and he is author of the book, "Kennebec Yesterdays." Dean Marriner is also a member of the State Board of Education.

We're delighted that you were able to come in with us, Dean Marriner, and we certainly appreciate your helping us in the absence of Dr. Kirk. Dean Marriner!

DEAN MARRINER: I would like to say just a few words about a kind of pressure that I am sure is not intentional. Nobody means to bring this pressure on any college campus, but for that very reason, for its subtlety, it is perhaps very dangerous. It is the pressure for mediocrity. One of the speakers in our convocation next week will be Dr. Robert Maynard Hutchins who was, for a long time, the president and then chancellor of the University of Chicago, and is perhaps the stormy petrel of American education. Dr. Hutchins very recently referred to this particular kind of pressure in these words: He said he saw coming custodial institutions for delayed adolescents, staffed by adolescent sitters called professors. Now I don't share at all that extreme view, but the very extremity of the word shows there is something for us to be watching into and resistance to this pressure of levelling down, in our quality, is a real pressure upon us. It comes because of a difficulty that we face. It can perhaps be put in these words: How can we at the same time have in higher education quality and equality, because in this nation we are committed to the doctrine and the principle of equality in education. And we mean by that the equality of opportunity for every individual, regardless of race or color or creed, to have the necessary freedom to be challenged and guided toward the maximum fulfillment of his own unique abilities.

Now we're facing, very sharply, this tremendous pressure of numbers upon all our American education. And as we are facing it in this problem that we have of quality and how can we keep up the quality and at the same time equality, I am reminded of a very fine address I heard a number of years ago on the "Herald Tribune Forum" -- an address that closed the forum by Walter Lippman, in which Mr. Lippman took as his title and topic, "One World of Diversity," and that world of diversity must be in our colleges -- different kinds of higher institutions to keep up, each in its own way, a quality that gives us equality.

DR. WITMAN: Thank you very much, Dean Marriner. Our third heroic pinch-hitter, to whom we are also greatly indebted in the absence of Dr. Kirk, is Dr. Clifford H. Osborne. A former pastor of the Methodist Church, Dr. Osborne has been Chaplain and Associate Professor of Religion right here at Colby College for the past six years. He is a graduate of the University of London and is author of the book, "The Religion of John Burrows." Dr. Osborne!

DR. OSBORNE: Mr. Moderator, there is another kind of pressure which ties in with the term used by Dean Marriner just now, and that term is "creed." I have in mind the pressure which is not generally thought of, but which is being felt increasingly on many campuses across the country, and that is religious pressure, more particularly, denominational pressure. Chapels are being erected -- religious foundations are being started on the edges of campus -- organizations are springing up on many a campus -- as they have never done before, in an effort from the point of view of denominations, shall we say, "indoctrinate" the students who happen to be in a particular location.

On the face of it, this may not seem to be a pressure. It may seem to be quite harmless, but I have some questions to ask about this which I find rather disturbing. We do not always realize that a campus represents not simply a set of classrooms, a group of classes, but it is a life -- a life lived together -- a life shared where co-operative activities are undertaken -- where conversation should go on back and forth, not only between faculty and students, but also among students themselves, and the conversation, using that in its widest sense, not only about academic matters but about all matters, about the most serious matters in life. About spiritual matters, in other words.

Now, with these increasing pressures from the point of denominations, each trying to take students for so much time for study, for discussion, for recreation and for worship, the tendency is to splinter the campus at the spiritual level. The spiritual level is important because it may be a bad level that the campus itself can

exert pressure against the outside pressures. It may be at the spiritual level that something significant can be said about these mass pressures which come to us from the outside.

The point I want to make, in short, is this: That with this situation, what should be a university -- a spiritual university -- may turn out finally to be a spiritual multiversity, and that I would deeply regret.

DR. WITMAN: Thank you very much, Dr. Osborne. Now, gentlemen, you have each given us a very clearly defined point of view and I don't need to restate that as an essence you have made a very clear presentation, each of you, and each of you have presented something different. Let's take our usual few minutes to see what you have to say about each other's comments. Shall we start back again with Dr. Bixler?

DR. BIXLER: Mr. Moderator, I couldn't agree with anything more than I agree with Dr. Osborne's statement, made just now. I think we live at a time when we see on all sides a rising tide of denominationalism, of sectarianism. I think that we see divisiveness, conflict, strife in national life and, alas, in religious life where, of all places, it should not occur. It seems to me that college is exactly the place where it is possible for us and right for us and appropriate for us to assert our unity -- to come together as children of a common father -- and to assert the common nature of our aspirations. And I think that whatever is right and good in denominational life is not harmed by having the college insist upon this particular quality in its religious work. As to what Dean Marriner said, I should like to make one comment along these lines. I think the problem that he raises is one of the serious problems that colleges face, particularly as we see what has been called "the bulge in the population" and know that college enrollments are going to be greatly increased. We know that the problem of the gifted student, both in school and in college, is a very serious one and as our colleges expand, this problem of the gifted student will be more and more serious. But it is one of those problems, I think, which can not be solved simply. We are not going to solve it, for example, by saying that we'll just take the student with high standing, with high scores. If you ask me why not, I'd find it very difficult to reply but I would say that as I have observed certain educational institutions which have tried to solve it that way, I think that their methods have not met with success. I'd also say this -- you take a college like Colby and I would hate to have the time arrive when the boy or girl whom we call, for want of a better name, the "average" boy or girl could not find admission. One reason is, when a boy or girl comes to college you don't know surely what his ability is; you don't know what kind of stimuli are going to be brought to bear on him; you don't know what his responsiveness is going to be. So many are, to use the common term, "late bloomers," and as one probation officer said, "Yes, some of them are century plants." Nevertheless, in that remark there is a great truth and we cannot disregard the fact that in planning for the admission policies of our colleges we have got to make provision for the best kind of education for the boy of average ability.

DEAN MARRINER: I would like to make just a comment about those eggheads that President Bixler spoke of. If the world of business, industry, politics feels that way -- and it certainly has felt that way -- about the men who preside in college classrooms, the fellows in the college classrooms, in my opinion, are very largely at fault. The ivory tower tradition has pretty much made that conclusive in the minds of people who look upon the colleges, that the fellow who does work with his mind can't possibly be interested or he can't even learn how to meet a payroll or do the things that industry and business are expected to be concerned with. But on the other hand, I try to remember that while Robert Browning wrote that very significant poem, "The Grammarian's Funeral," extolling the life of the esoteric scholar, what we wrote about was, after all, a funeral and I don't want to see the funeral come to higher education in America because it is divorced from the market place and the forum and I hope that we shall somehow, in these coming years, be able to do even more than we've done, and we've done a great deal, to narrow the gap between the man who trains the mind and the man who minds the train.

DR. WITMAN: We're on the campus of Colby College where we are discussing this important question of mass pressures on the campus. We have said so far -- and this is a tremendous oversimplification, that one of the pressures is a public misunderstanding of the aims and objectives of the college and what they should properly be; and one is the pressure for mediocrity; and that one is the pressure of denominational fragmentation, which is appearing more and more on the campus. These were the points of view taken by the speakers in their original presentation. Two of our speakers have answered and spoken to this and we'll hear from Dr. Osborne. Dr. Osborne, do you want to comment before I fire another question at all three of you?

DR. OSBORNE: Just an anecdote, Mr. Moderator. I remember reading how the late, great Archbishop Temple of England was talking to his father, who was also the Archbishop of Canterbury when he was a young fellow, and he asked his father, "Father, why is it that the philosophers do not rule the world?" And his father replied, "They do, silly" -- I suppose if he had been an American he would have used another epithet but he said, "They do, silly, about fifty years after they are dead." There is a truth there which I think we should not overlook. People do unquestionably inhabit ivory towers. Nevertheless, the ivory turns out to be transparent after a while, it seems to crumble away and the ideas which are generated in those ivory towers can be very potent indeed, as we, ourselves, have seen. And I think that ideas may need ivory towers sometimes, to be brooded upon, and to come to some fruition. And so, very briefly, I am going to say there is a place for the ivory tower. It can turn out, I think, to be very influential in the long run.

DR. WITMAN: Dr. Osborne, I think you have started to answer one of the very important next questions for us to consider, and that is, how can the college meet these pressures? I think we have to turn this discussion now to an analysis of what can be done on the campus to battle the pressures which we have been analyzing and suggesting so far exist. You have suggested in one element of this that the preservation of the concept of the ivory tower in its best sense should be maintained on the campus. Let me further ask you what is the role of the faculty in other aspects? What should the faculty do to preserve the security of the campus against mass pressures?

DR. BIXLER: I don't think you can make any hard and fast rules for faculty members. I think that some should do the type of work which keeps them pretty well immersed in the library, the laboratory. I think that they are frequently serving the best aims of society by doing exactly that. I think that others may tend to become aloof from these mass pressures and the actual concerns of society if they remain too cloistered and secluded so, as I say, I think that faculty members are individualists and should be and I think that their work is different in different fields. I do think that the institution, as such, has a real responsibility. Is it all right to use our college as an illustration?

DR. WITMAN: Please do -- yes.

DR. BIXLER: At Colby, for example, we are making a good deal of adult education courses, extension courses in the evening, we have a large number of summer institutes, and we have devised plans for bringing people from other walks of life to the campus and giving them the kind of instruction that they are interested in. It is perfectly true that much of the time this is technical and vocational instruction, but not all the time by any means, and frequently in the technical courses themselves we are able to inject an element drawn from the liberal arts. I'm sure that that is an obligation of our higher education institutions these days.

DEAN MARRINER: Mr. Chairman, in connection with the question you asked, I'd just like to put a microphone in that ivory tower of Dr. Osborne's because I realize that the ideas must be mullied over for some time past an individual, but there comes a point when we owe it -- we in the academic profession -- owe it to the public to try to make them understand what we mean by the life of the mind and how that can impinge upon what I formerly called the forum and the market place -- that we do not let it become the esoteric thing left, after all, that ivory does not crumble away but becomes

some kind of a fossil. We're called fossils, you know, very much. We teach in the colleges but we don't like to have that implied about the whole educational system of America.

DR. WITMAN: I think, Dean Marriner, you are moving us into an area in which there are some very practical and immediate questions in the minds of a good many faculty people -- practical questions in the minds of a good many people outside the campus -- and let me draw to the attention of all three of you this very specific problem. Yesterday the American Association of University Professors censored six, I believe it was, colleges and universities in the country and here I am now reading from the dispatch in the "New York Times" of this morning, in which it says as follows: "In each case, the institution was charged with dismissing faculty members who had invoked the Fifth Amendment before Congressional committees, had refused to cooperate with the committees, or had refused to take loyalty oaths." Now, were these men, in your judgment, failing to meet responsibility as faculty members? Were they failing to occupy the appropriate and proper role of the faculty in the development of the kind of campus you gentlemen have been talking about in the last few minutes?

DR. BIXLER: I think that anyone who comes to me and says, "Would you dismiss a professor who appealed to the Fifth Amendment or refused to sign a loyalty oath?" is doing exactly what these mass pressures do when they are at their worst. I think he is pointing a pistol at my head and saying, "Would you or would you not do this, and give me an absolute and general rule." And I think that the essence of our life in academic communities with the freedom that we must have if the academic community is to thrive requires that we do not set up general rules which are supposed to apply to all cases without examination of the particulars involved, so I am in sympathy with the remarks that I believe Senator Taft made some years ago, when he said these matters should be left to the discretion of the institution -- they should not be determined by general rules or by a demand from outside. They should be left to the discretion of the institutions because the institution is in a position to inquire about the particulars, to seek out the facts, and to make a judicial decision on that basis.

DEAN MARRINER: Mr. Chairman, the sentence that you read from the newspaper report wants to gather those various colleges and those various cases in a single sentence. Now, the journal of the Association of American University Professors, in its current issue, contains many, many pages devoted to those specific cases and what would be the committee's report -- and those cases are just as different, one from another, as one could possibly imagine and still bring them under that same sentence. So I want to agree emphatically with what Dr. Bixler has said, that each case must be faced on its own merits and ought to be faced by the institutions concerned.

DR. WITMAN: I gather that both of you gentlemen feel that failure to testify, under seeking defense under the Fifth Amendment or invoking the Fifth Amendment does not, in itself, constitute cause for dismissal, but that it may. Is that correct? Well, I guess that's clear and precise. We may not agree with it, but it certainly is clear and precise. How about the loyalty oath? Do you want to talk to that, Dr. Osborne?

DR. OSBORNE: Yes, I think that the loyalty oath or refusal to take the loyalty oath should not be grounds deemed sufficient for dismissal. I do feel that every case should be taken on its merits -- that each individual should be evaluated on all aspects of his life on campus and also his life as a citizen. Therefore, I could not go along on that.

DR. WITMAN: I want to move on. We have to move on because there are a great many questions from the floor, too, but I want to ask a question before we get to that. I have recently been reading, and I think all of us have heard for some time, that part of the American university is to teach the American way of life. How do you feel about that? Do you think the college should teach the American way of life, and how?

DR. BIXLER: I feel about that the same way I feel about the question so often put to me -- do you teach good citizenship? Now, what does the question mean? When a

person asks me that I always look at him and say to myself, "What do you mean by good citizenship?" Probably, as you should, you mean voting the straight Republican ticket. That's one perfectly good definition, but it isn't the only definition of what good citizenship means. I think the job of the college is to teach its students to be intelligent citizens, with the idea that they will be better citizens by being intelligent than they could be otherwise. I feel very much the same way about teaching the American way of life. I think if we teach a student to choose for himself what the best way of life is, he will naturally choose the American way of life.

DR. WITMAN: Is there any faculty disagreement with that point of view? No, they both say no. Then, let's come to the question which came from our listening audience. This week's winner of the American Peoples Encyclopedia is Mr. Francis Mollet of Omaha, Nebraska, who submitted this question: "Is it desirable that the campus be completely insulated from mass pressures?"

DR. BIXLER: Absolutely not! To be insulated from mass pressures means to be ignorant of them. There is a very great difference between being insulated from the pressure and being independent in one's judgment about it. We want independence of judgment, but that certainly does not mean insulation. It means that we want to know all about the mass pressures and if they are bad, we want to be in a position to combat them. We believe that the free, rational mind can combat pressures which are bad and can contribute to pressures which are good, so not insulation but independence is what we are after.

DR. OSBORNE: I should like to say that that is an ivory tower I do not believe in at all. The campus can learn a great deal from mass pressures. It can understand how the citizens of a country are thinking. I think it has just as much to learn and I think that, on the other hand, those who are involved in mass pressures would have a great deal to learn from the campus if the traffic were two-way. My answer, therefore, is definitely no insulation or isolation.

DEAN MARRINER: I am wondering just what the questioner meant there. If he meant isolation by insulation or whether he meant something else. If he meant by "insulation" a protection through various methods by which the college and the university shall not be overthrown in independence, that is, the current shall not be able to reach from the mass pressures because if he means that, I think that kind of insulation is justified.

DR. WITMAN: I can twist this question slightly by pointing out that you are not going to be insulated from a mass pressure as I look down here in the audience. We better get going on our audience questions. Let's take the first one right here.

QUESTIONER: Dr. Bixler, what is your evaluation of the trend to abolish secret societies on college campuses, such as fraternities and sororities? This is a question that we collaborated on and I don't want to take full credit.

DR. BIXLER: You may be sure I did not do any collaborating on that question.

DR. WITMAN: I was wondering whether something was fixed there.

DR. BIXLER: I think that the trend of secret societies, as I have seen them, not only at Colby but on many campuses, is, alas, towards anti-intellectualism. Now, I may not have sufficient evidence, but I have some and as I say, I am judging from visits to various different campuses. Fraternity life today seems to me to be very different from what it was when I was in college. There seems to have been a great change, first of all, caused by the first war and again, I think, by the second war. If that trend continues, I think that secret societies are not going to find that they have much to contribute to college life. If that trend can be combatted and if the course of events can be changed so that fraternities and sororities take seriously their responsibilities as members of a college community and, particularly, their responsibilities toward the intellectual life of a college community, then that is a different matter.

QUESTIONER: Dean Marriner, have the mass pressures that saturate college admissions offices with candidates been injurious or helpful?

DEAN MARRINER: The mass pressures, and I suppose they do effect admissions officers -- if not saturate them as the question asked -- can, of course, be injurious if they are seriously listened to widely over our nation or in the colleges. My experience, both with the operations of admissions officers of colleges, the operations of the group that makes up the college entrance examination board, is that those pressure are not effected generally in our colleges. I hope I have answered the young man's question.

QUESTIONER: Dr. Osborne, do you feel that such organizations as the YM-YWCA and the Student Christian Movement might tend to diversify the belief of the religious student to such an extent that he finds it impossible to participate in the particular doctrine of the church in the community in later life?

DR. OSBORNE: I do not think so because the organizations mentioned are inter-denominational organizations. They carry a broad spiritual basis. My own conviction is that the fellowship, the discussion, the mutual study which goes on within those particular organizations will enrich the religious faith of the student and will make him an even more intelligent, or can make him a more intelligent and a more devoted member of his own church, whatever it happens to be.

QUESTIONER: President Bixler, how can the liberal arts graduate of 1956 convince a materialistic businessman who is a potential employer that a general background is useful for something more than winning quiz program prizes?

DR. BIXLER: I would like to quote a businessman with whom I had lunch in New York the day before yesterday. He said this -- he said business has at last begun to realize that it cannot pay too high a price for management, for good management. His point was, of course, that business is believing, more and more, that the type of ability it needs for management, for leadership, for the new conditions which business and industry confront today, is going to come from the liberal arts colleges.

QUESTIONER: Dean Marriner, in view of the large number of prospective students that will soon invade the campus, can and will the small colleges, like Colby, retain their element of smallness or will the public pressure demand that they expand?

DEAN MARRINER: That's a very serious question and every college has got to consider it and consider it thoroughly because there is coming to us increasing evidence that no college can stand aside and glibly say, "We will not face this problem." Every college must face up to it. I do believe, however, that in facing it, colleges can remain small and do the job that they intended to do. How much expansion any college will make or how many colleges can stay without any would take a long discussion, much more than we have time for tonight, but I do answer that question in the affirmative, namely, that the colleges can remain small.

QUESTIONER: Dean Marriner, do you think that in the interest of security, it is justifiable for professors to take a constitutional oath?

DEAN MARRINER: I agree with what Dr. Osborne has already said, that those oaths are not necessary and should not be imposed upon the teaching profession and pick them out from all others.

QUESTIONER: Dr. Bixler, are academic requirements limiting the student's freedom of choice and moral responsibility?

DR. BIXLER: I think that academic requirements may be the best way, in some instances, of furnishing a basis for the student's own freedom. I think there are two different types of curriculum, both good and at extremes. I think there is the curriculum with a lot of free electives which are worked out within a well thought out plan, so that, for example, major requirements and distribution requirements are met. On the other hand, I can easily conceive of there being a first class curriculum which has been so well planned that each course fits into a particular niche and practically all the work is required.

QUESTIONER: Dean Marriner, has the mass pressure for scholastic success invaded the integrity of the individual? If so, is there such a trend which an honor system would help to counteract?

DEAN MARRINER: That question is one which must, in my opinion, be answered in the conscience of every individual as a student. He must ask, "Has it invaded my integrity as a student?" I hope it has not invaded the integrity of students broadly. Your question, of course, is: Is the cost too great even if it has? I think the cost is not too great to keep up the quality that we have. We must find some other way to whip the moral issue.

QUESTIONER: There are many colleges all over the country, Dean Marriner, I am sure, which are considering an honor system. Would you care to comment on that phase of academic life?

DEAN MARRINER: I have for long favored the honor system in Colby or any other college, at any time when the students are ready for it and ready to impose the penalty.

QUESTIONER: Dr. Osborne, are students more prejudiced than average people in racial matters?

DR. OSBORNE: I think that students, on the whole, are less prejudiced than people off campus in racial matters, and religious matters too.

QUESTIONER: Dr. Bixler, do you feel that young people today overemphasize the importance of personal security and if so, how does this effect their intellectual activity?

DR. BIXLER: I would say this -- I think that there is a great deal more emphasis on and interest in what you call personal security. I suppose we mean by that emotional security, primarily. Long ago, when I was in college, we hardly ever used the word "security." Now it is, of course, very commonly in vogue. It's very easy to understand the reasons for that and I would be surprised if students were not interested in security. I do think that there is a tendency among students, as among all of us, to talk about it too much, to emphasize it too much, and to use this to divert our attention from other things.

QUESTIONER: Dean Marriner, what is the effect of mass pressures for mediocrity and the belief that a university is a community of scholars?

DEAN MARRINER: A university, in my opinion, cannot remain a community of scholars if it gives way to the pressure for mediocrity.

DR. WITMAN: I am going to ask a question on behalf of one of the members of our unseen audience, Russell Kirk, who is not able to be with us on account of the storm. Let me ask you a question from his book. He says this: "Academic freedom is the principle designed to protect the teacher from hazards that tend to prevent him from meeting his obligations in the pursuit of truth." And then he goes on to say in another phrase, "For my part, I am convinced that academic freedom is a thing apart, different and peculiar, and that we would be foolish to confound it with the vaguer term, intellectual freedom." I think this has a bearing on the last question. How do you feel about this concept of academic freedom as a thing apart, the creation of a community of scholars?

DR. OSBORNE: When you are talking about academic freedom, you are talking about a vocational freedom, something which inheres in a particular vocation and, therefore, I happen to agree with Mr. Kirk that it should not be confused with what we call intellectual freedom. Each job, each profession has its own requirements, its own goals and, to some extent, its own standards, its own ideals -- and here is one of those cases. It is a special kind of freedom.

DR. BIXLER: I would agree entirely with Dr. Osborne and I would say simply this: It seems to me that the university or the college has a special function in our society. It is set aside and the students and teachers in it are set aside by society to do a particular thing, and that is, to think. Now, thinking must be conducted in an atmosphere of freedom, otherwise, of course, it doesn't live up to its name.

DEAN MARRINER: I agree heartily that there must be the protection for independent thinking and independent teaching in our colleges, and I believe that that must be protected from these pressures that come upon us, but that we should understand what

these pressures are and not take, as teachers, the snobbish attitude -- This is I, I can do no wrong.

QUESTIONER: Dr. Osborne, do you believe that in a liberal arts college there should be a non-denominational religious service on Sunday which would be compulsory for the college student.

DR. OSBORNE: I think no religious exercises should be compulsory -- period.

QUESTIONER: Dr. Bixler, how can a liberal arts college attack mass pressures of fear and anxiety which invade through censorship and restriction of subject matter?

DR. BIXLER: I don't know how to answer that except in the obvious way that I think it should not allow censorship within its own community. I think that freedom of thought means what it says, it means freedom of expression. I think, of course, that it's easy to interpret freedom in an anarchical way and one of the criticisms that colleges so often get, and probably justifiably, from outside, is that in its attempt to be free it has no convictions of its own. Obviously, the college does stand for something. It does stand for something very definite and it fails in its mission if it doesn't make clear to its students constantly what it is standing for, but there seems to me to be no contradiction between that and freedom of thought because what it stands for, after all, is the work of the rational mind. And it is its task, as I see it, to bring out clearly what are the implications of rationality.

DR. OSBORNE: I would like to add, Mr. Moderator, that I think this academic freedom we crave and claim also carries with it social responsibility. I would like to underline that. That is our responsibility which goes along with the right or the privilege of our academic freedom.

QUESTIONER: Dean Marriner, do you feel that American mass education is sending students of a poorer quality to our schools and, consequently, lowering the intellectual standard?

DEAN MARRINER: There is always that danger -- that when you build up in quantity, that the quality must suffer in order to meet the quantitative requirements. For instance, Dr. Ordway Tead has recently said that instead of saying now that 110 IQ is good for college, the country is saying pretty generally 100 to 105 is all right for the college in the old understanding of what a college is. Now, to me, that is certainly a tendency of a lowering in quality in order to take care of quantity.

QUESTIONER: Dr. Osborne, you said we might be able to combat the outside pressures at a spiritual level. My question is, what particular outside pressures were you referring to and why do you feel we can combat them better at a spiritual level?

DR. OSBORNE: Where you have group pressures, the kind of group pressures we have been talking about tonight, you have some implications about the meaning of human personality, what you think you can do with other peoples' personalities, what you think you should do to further your own interests. These all, to me, have spiritual implications and I think that there are spiritual answers. Pressure of the kind we have been talking about means manipulation of other people. That to me is a spiritual question. That's what I meant.

QUESTIONER: Dr. Bixler, are not required courses in a supposedly liberal arts college a part of mass pressure?

DR. BIXLER: I don't think so at all. I think that what we mean by "mass pressure" is the kind of unthinking, dead weight of public opinion which we so frequently feel the effect of. Required courses ought to be and certainly usually are, in college, the result of very careful thought on the part of faculty members who design the curriculum. The difference is between the product of rational thought and the product of an unconscious urge.

QUESTIONER: Dean Marriner, do you feel that the students of today are more influenced by pressures to conform intellectually and socially than previously?

DEAN MARRINER: My honest opinion is that the students today are less influenced by these pressures than they were in my own time in college and, as was said by our moderator, that's many, many years ago.

DR. WITMAN: I didn't say that at all.

QUESTIONER: President Bixler, what are the pressures for and against the subsidized athletic program in the various groups, such as alumni, student and faculty elements?

DR. BIXLER: What are they?

QUESTIONER: We all know they are there. I want to know what Colby and your personal opinion is on the subject.

DR. BIXLER: My personal opinion is that they should be rejected. Colby has no athletic scholarships -- period.

DR. WITMAN: We have been talking here to tonight at Colby College on the question: "Have Mass Pressures Invaded the Campus?" I think we have discovered that at least they are invading the campus, whether we can use the past tense or not, I am not sure; and that if we lump together the answers which have been given to these many questions, I believe they would come into the compact form of protection in the strengthening of the spiritual and intellectual life of the campuses of this country.

I want to thank our speakers, very much indeed. Dr. Bixler, for your contribution; Dean Marriner, Dr. Osborne — the latter two particularly for the fine way in which they stepped in to take the part of Mr. Russell Kirk.

Our thanks to Colby College, the hosts for this broadcast on its magnificent campus at Waterville, Maine.

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At this point in the recital, some of us may begin to be uneasy. Do we not find here, it may be asked, a good example of that confusion of quantity with quality which is the standing danger of American education? This is the doubt I want to explore with you this evening. And yet I have put first this recital of facts because I want to make it clear that in placing quality high I am not placing quantity low. It is only a dull imagination that would fail to see the light that shines through such statistics. The shift of a statistical pointer may record an immense change in human happiness; consider what it means, for example, that since 1900 our average life expectancy has increased by 20 years. Consider what it means to you and me to be able to read and write, and then what it means in a country to have a literacy of 95% rather than 45%. America is often criticized, particularly perhaps in the East, for her materialism, for her excessive preoccupation with what can be measured by statistics, like the outlay for clothes and cars and kilowatts. It is a criticism with which I had less sympathy after I had spent two years in the East. If the good life is to be lived with any fullness, it normally needs health of body and training of mind, and these things call for that unfortunate crass necessity, money. Here quality is more dependent on quantity than we may wish to think. Sir Arthur Queller-Couch, after listing a dozen of the great poets of the last century, points out that nine of these were university men, with the background of means that this implies, and that of the remaining three, Browning was the son of a prosperous banker, Rossetti had a private income, and Keats, the only one without any sort of backing, died, broken with the struggle, at 25. I must frankly confess that when I think of those high schools dotting the prairie, of those 1900 colleges, of those well appointed gymnasiums and big playing fields, I gloat. The business of the state, said the philosopher Bosanquet, is not to produce the good life, which it cannot do, but to hinder the hindrances to the good life. That is what we are doing with these things that can be put into statistics. We are using our material means to fertilize the field for quality.

ARE we getting the qualitative return that we ought to get from so prodigal an effort? That, I doubt. To be sure, in certain areas where energy and technical skill are important, such as engineering, architecture, and dentistry, American work is supreme; there are no such dams, sky-scrapers, and bridges—whether of the kind made by civil or by dental engineers—as are to be found within our borders. But what about the pure science on which the triumphs of practice ultimately rest? There we are less secure. In respect to Nobel Prizes, which are usually given for this kind of service, we have won about one in ten of the prizes awarded. That is no mean achievement. But it makes one pause to discover that for the first quarter of this century at least, the University of Cambridge alone produced more Nobel scientists than all our universities put together, and that the theoretical foundations of the new world of science were laid almost entirely by non-American hands, by Rutherford and J. J. Thomson and Niels Bohr, by Planck and Heisenberg and Einstein. I am told that we have only one name to place alongside these intellectual frontiersmen, that of Josiah Willard Gibbs, who walked for the most part unrecognized among us.



Have we fared better in literature? Opinions will differ. So far as Nobel prizes go, our record is about the same as in science—roughly one in ten. Whether Faulkner and Hemingway will last as interpreters of the human spirit is hard to say. What one misses as one looks back over recent decades is any group of writers who brought ideas to bear in a fundamental way in the criticism of their time, writers like Shaw, Wells and Chesterton in England. It may be said that Mencken was a host in himself, but, apart from his work on language, was he not almost wholly negative? We have produced one man of high originality both as poet and as critic, Mr. Eliot, but like our most reflective novelist, Henry James, he found a foreign atmosphere more congenial than that of his own country, and left us early.

In music the situation is curious. We are exporting in quantity, and to increasingly wide and eager markets, but the exports consist chiefly of jazz. Significant musical creation we leave chiefly to others—to Shostakovich and Prokofieff, to Stravinsky and Bartok and Hindemith. We have splendid orchestras, led for the most part by conductors whose names are revealing—Ormandy, Fiedler, Mitropoulos, Stokowski, Kostellanetz. With voice and instruments we do better, but it is surely suggestive that a good middle-western tenor named Benton should turn up in New York as Bentonelli.

In speculative thought the story is similar. Quantitatively, our philosophic wealth is incomparable; we have

about a thousand philosophers in the American Philosophical Association, including many superb teachers, able analysts, and competent writers. But I think most of my colleagues would regretfully agree that there is no one among them of the stature of Russell or Moore, or Broad, or Whitehead, all products of one foreign university. Or consider theology. Here we have one challenging name, that of Reinhold Niebuhr; Tillich is a German and German-trained. But able as Niebuhr is, his theology is not so much an original growth as a transplanted stock, for whose seeds we must go to such minds as Kierkegaard and Barth.

The conclusion from this sampling is that the quality of our cultural achievement has hardly kept pace with our quantitative achievements. But we must try to make this contrast more precise. When quality is set over against quantity, two different things may be meant by quality. One is quality as such, as opposed to quantity as such. The other is higher quality as opposed to lower quality. When I suggest that quality should have more stress in our education, I mean that it should have more stress in both senses of the term. Let us try to get clear about each.

First as to the distinction between the quantitative and the qualitative as such. Here what is quantitative means what can be studied by natural science or can be measured and publicly observed. Further, what can be thus publicly observed is always physical; most commonly it is the movements of material things or of the particles composing them. The realm of the quantitative, the realm of natural science, is that of matter in motion. On the other hand, in the realm of the qualitative are placed those events that cannot be thus observed, such as thoughts, feelings, and desires.

Now it is a strange but significant fact about America that there are many people among us, many thoughtful and competent people, who doubt whether any such distinction can in the end be drawn. They doubt it because they have fallen so completely under the sway of natural science as to question whether anything it fails to recognize should be recognized at all. Many of our psychologists, in their desire to be natural scientists, are reducing the study of mind as far as can be to a study of bodily movement. Think, for example, of the behaviorist movement in American psychology. This started from the desire of Dr. Watson to make his subject a respected natural science, like physics and chemistry. He saw that so long as his science talked about thoughts and feelings, impulses and volitions, he was dealing with something too subjective, elusive and impalpable to be observed and measured like physical motions. Bodily responses he could see and record; but what was he to do with such ghostly things as these? His first proposal was to let others study them if they cared to, but to ignore them himself, since, as he announced, he had never discovered consciousness in any of his test tubes. But he was not content to stop there. If something could not be dealt with by natural science, was there any good reason to say that it existed at all? He concluded that there was none. If he ignored the so called facts of consciousness, it was for the same reason that chemists ignored alchemy and astronomers astrology, namely that the so-called facts were myths and objects of superstition. He would have said,

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Professor Blanshard was awarded an honorary doctor of humane letters degree with a citation which, in part, read:

Brand Blanshard, guide, philosopher, and friend; former student at Columbia, Oxford, and Harvard; beloved teacher at Michigan, Swarthmore, and Yale; Rhodes Scholar, Guggenheim Fellow, Dudleian Lecturer, Noble Lecturer, Hertz Lecturer, Adamson Lecturer, and, as climax, Gifford Lecturer . . . Clear thinker and precise interpreter of the nature of thought, moral and philosophical idealist, you are welcomed at Colby for all these qualities and achievements, but especially because in recent years you have expressed so eloquently to so many audiences the virtues of the liberal arts and have helped so many students to discover the rewards that await the work of the free, rational, and creative mind.

with Mr. Russell, that what was knowledge was science, and what was not science was not knowledge. The study of the mind became the study of bodily behavior, and "we need nothing to explain behavior," he announced, "but the ordinary laws of physics and chemistry."

Most psychologists have not followed Watson to these lengths. They would probably agree with the old jest that in him psychology, having lost its soul, had now lost its mind as well; some critics like Keyserling went farther and said that behaviorism was the natural psychology of a people without inner life. Still, the influence of behaviorism has been great. There are many psychologists who describe themselves with pride as behaviorists and who, even when they reject Watson's conclusions, do so reluctantly. They stay as closely as they can within the bounds of his sort of natural science, and feel uneasy when they stray outside it. This seems to me significant. It reveals in the study of mind itself a stress that is felt more strongly still in other areas of American life, a stress on the outward rather than the inward, on facts rather than values, on the quantitative rather than the qualitative order.

Consider some of the ways in which this emphasis shows itself. The man of science today stands on a pedestal. Particularly since the day of Einstein's great discovery, this pedestal has risen notably, and its occupants have been invested with a kind of wizard's mantle. Plain men did not know what to make of the strange little German dominie and his bizarre announcement that we were living in a new world which was governed by the formula $E = mc^2$, but when, aided by the magic of such formulas, there began to issue from the laboratories packets that could blast whole cities in a moment, they could only bow

to a magic they could not in the least understand. We are at the mercy of these scientists, and we know it. They stand for something before which we are helpless, as we are before the surgeon with his scalpel and his masked face. And their authority is extending itself to their lesser colleagues. Have you noticed how often there appears in advertisements the figure of the man in the white coat peering through his microscope or into his test tubes; he is the chief threat to the pretty girl as the means of casting the desired aura over the product. Have you noticed, again, how advertisers are aping the quantitative exactness of the scientists, whether it makes sense or not; we are assured that a soap will eliminate so many per cent more bacteria; I learned recently, as I listened to my radio, that if I used a new shampoo, the brightness of my hair would be increased up to 35%. We find every sort of cause or product urged upon us in language that seeks to borrow prestige from its use in physical science; and imitation is the sincerest flattery.

Now the curious thing is that while we are busy pushing the scientist up to his giddy throne, the scientist himself is protesting that about values he has nothing at all to say. If we happen to want bright hair or red hair or curly hair, he can help us (though unfortunately not if what we want is just hair); but if we want to know whether it is of any *importance* to have one kind of hair or another, if we want to know what is *worth* reading, or feeling, or doing, if we want to know about the *ends* of life as opposed to the means, we find him silent. He is not only silent; he is deliberately and even ostentatiously silent. His business, he says, is with facts, or with laws, which are general facts. He can tell the practical man how to make fissionable material explode, how to make submarines like the *Nautilus*, how to make rockets and guided missiles. If you ask him whether it is well that we should have these things, he shrugs his shoulders and says that physics has nothing to do with such questions. The psychiatrist prefers not to talk of right or wrong, good or bad; these are not impartial scientific terms; they are loaded; the delinquent may be "emotionally disturbed" or "mal-adjusted to his social environment," but anything beyond that is "subjective evaluation." This tendency to draw a sharp line between fact and value and to insist that knowledge or intelligence, identified with scientific method, has no concern with value, has been fortified by recent changes in the philosophy of science. Such influential writers as Russell, Carnap, and Reichenbach, would agree in saying that judgments of value are not really judgments at all; they are neither true nor false, and therefore do not fall within the province of intelligence or knowledge; they are merely expressions or pro and/or anti feelings, or at most of commands to behave this way or that. Since they do not assert anything, no reasons can be given either for or against them; they are expressions of the non-rational part of our nature. When you call anything good or bad, the reflective man may interest himself in the cause or effect of your thus exploding into speech, but to consider whether your remark is true or not is to mistake the business of intelligence.

I believe that this view about judgments of value is bad philosophy, but there is no time to argue that out. What I do want to stress is the implication of the view for education. Education is supposed to be chiefly a training

of the intelligence, and if intelligence has nothing to do with values, it follows that education, in its chief function, has nothing to do with values either. This conclusion seems to me disastrous. The realm of values is bundled up by the scientists and other custodians of knowledge and left like an unwanted child on the doorstep for some passer-by to pick up. And who is going to pick it up? The churches? But there are millions of our people that the churches never reach. The parents? But with our juvenile delinquency rates among the highest in the world, parents are proving pretty frail reeds. The press, television, the movies? But their values, as we shall see in a moment, are those of the box-office. If American education, with its vast resources and its all-pervasive reach is not to undertake the inculcation of values, who or what is?

Indeed we have it on good authority that a disciplined sense of value is the most important product of education. Plato says: "It is not the life of knowledge, not even if it included all the sciences, that creates happiness and well-being, but a single branch of knowledge—the science of good and evil. If you exclude this from the other branches, medicine will be equally able to give us health, and shoemaking shoes, and weaving clothes. Seamanship will still save life at sea and strategy win battles. But without the knowledge of good and evil, the use and excellence of these sciences will be found to have failed us."* And Dr. Conant writes: "To the extent that education ceases to be concerned with 'value judgments' in art, in literature, or in philosophy, it ceases to be of service to the free way of life—it ceases to uphold the dignity of the individual man." Of course neither this philosopher nor this scientist is decrying scientific knowledge; they value it highly, not only for its own sake, but for the sake of the mastery it gives us over nature, and the vast fruits of that mastery in wealth and health and military power. But they see that wealth and health and military power are not in themselves goods at all. There have been people who had all of them and lived very meagre lives; there have been people who had none of them whose lives have been full and rich. The fact is that the measurable things of the world—its dollars, and ships and refrigerators—are of value only as they contribute to non-measurable things, such as justice and happiness and love and poetry and laughter. In the end the usefulness of useful things lies in the help they give us in getting these useless things.

Does this seem like a paradox? If so, a moment's thought will make it almost a platitude. Suppose you ask a college student why he came to college. He is likely to answer, "Because it will help me to succeed in my job, whatever it is. You ask him why he wants to succeed in his job. If he has patience with what seems like a silly question, the not improbable answer will be, "Because it will give me a larger income." If he is then asked why he should want a larger income, he says, "Because then I can have a house with modern improvements, I can have a Cadillac if I want one, my fiancée, if she wants to, bless her, can be the grandest lady in the Easter parade, and we can send our children to Colby." But in spite of the inspired climax, doesn't that sort of thinking go round in a squirrel cage? He wants an education for the sake of success, this for the sake of income, this for the

* Charmides, 174. The translation is Sir R. Livingstone's.



sake of Cadillacs, and this for the sake of education one generation removed, which is supposed to start all over again for the sake of success, for the sake of income, for the sake of a two-car helicopter garage. That is a vicious circle, education for gadgets, for education, and how is one to escape from it? Not by crying out that things are in the saddle and ride mankind, or trying to live like Ghandi or Thoreau; it is too late in the day to secede from civilization. No, the only feasible escape is to make quantity subserve quality, to accept this vicious circle as a ring that provides a solid setting for a pearl of incalculable price. For my own part I think that our gadgetry is one of the glories of our culture and should serve as a proclamation of emancipation into a fuller life. It is surely not for nothing that our science and technology are shortening our working day in about the same proportion that they are lengthening our life span. But what will it profit a man to gain this new world of gadgets if he wears the bloom off his soul in getting them? It is only too possible for wealth to accumulate and men decay.

WILL you carry out with me a little philosophical experiment? Imagine successively three kinds of world. First, our modern world with all its gadgets, and scattered around them its notable men and women, Mr. Eisenhower and Mr. Churchill and Mrs. Roosevelt and you and me. Secondly, imagine a world with all our modern gadgets subtracted — with no electricity or steam or motors or railways or radios or telephones, with no printed books or newspapers, no means of preserving food, no anaesthetics, no science of medicine or surgery, no sewing machines, reapers, typewriters, even spectacles. One feels at once

that such a world would be shrunken and impoverished, for so much that we are and do is made possible by these things. Would life in such dreary poverty be worth living at all? Well, let me remind you that this *was* the world of Socrates and Sophocles and Aristotle, of Virgil and St. Augustine and Dante. There was nothing poverty-stricken about these minds; indeed it is to these minds precisely that men in other times turn when they want to escape from their own poverty. Carlyle once raised the startling question which would be the greater loss to England if it had to part with one or the other: Shakespeare or India. With all respect to India, how that question lights up the worth of one great spirit! But now imagine the third world. Instead of subtracting the machinery of civilized life, let us leave it all standing, or rather multiply it to the limit, with super-skyscrapers on every horizon and, within them, push-button resources for every want. And let us subtract just one thing, consciousness. It is a paradise of gadgets, lacking only persons. And the question I want to ask is, What would be the value of such a world? The answer is, nothing at all. Without its persons the worth of the world would vanish utterly. It is for persons, for better and more sensitive persons, for the knowledge and love and goodness of persons, that all the machinery of civilization exists. There may be great persons with little or none of this machinery. There can be greater ones, I am convinced, with the aid of this machinery. But the machinery without the persons has a value of precisely zero.

My conclusion is that the machinery of civilization is to be justified only so far as it contributes to the qualities of persons. Now colleges are an important part of this machinery. We could make them, if we tried, into efficient factories, mass-producing efficient robots, themselves the most efficient of machine tools, who would whirl us along toward 1984 and Aldous Huxley's *Brave New World*. Some think that is essentially what they are doing already. That keen observer, Lowes Dickinson, wrote home from this country: "colleges are an investment to Americans, and educate only as a means to getting on." Professor Sir Walter Raleigh wrote home even more sourly, "There are no persons in this country." I am afraid that in both cases what is speaking here is dislike. Yet dislike may have keen eyes. And here it may remind us that the prime business of the college is not to enable a youth to "get on," but to become more of a person; "reflect on the difference," said President Wriston, "between the 'gain wisdom' of Solomon and the 'get wise' of today." It may remind us that scholarship itself may be dead and mechanical. Ivor Brown has remarked that "there are naturalists without wonder, scholars without awe, theologians without worship, economists without anger, historians who never laughed or hated or despaired. They may be wise, but who is jealous of their wisdom? It is possible to know everything and understand nothing." As against such cactus minds, consider the ideal drawn for the American college by James Russell Lowell at Harvard's 250th anniversary. What the college should try to produce, said Lowell, is a type of man, "a man of culture, a man of intellectual resources, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul." The crown of quantity, and its justification, is quality.

Sports

THE MULES are in the thick of the state series baseball race. As of May 16, Coach John Winkin's club was undefeated and leading the pack. If the pitching holds up, Colby should clinch the title. Pel Brown, a junior from Westfield, N. J., who has not lost a game in the past two years, has credit for six wins this season. Classmate Ed Lagonegro, counted on heavily in pre-season calculations, has been sidelined with an injured hand. The big question mark is will he be ready before the brief campaign closes?

The team is pelting the ball. Captain Don Rice, sophomore catcher Ronnie Staples (he has three home runs), juniors Neil Stinneford and Will Laverdiere, and hockey captain Charlie Morrissey have hit hard and frequently.

On the freshman level, Coach Jack Kelley's nine has won five out of six, the result of some fine stick work and the capable hurling of Joe Grimm, Haddonfield, N. J. and Toni Ruvo, Bloomfield, N. J.

In track, Captain Don Vollmer led his team to an upset of Norwich for the first dual meet win since 1951. The Mules are still weak in track, but are climbing.

Coach Mike Loebs continues to turn out strong tennis clubs. The surprise of the spring has been two upsets of Bowdoin, defending champs. Colby is assured of at least a tie for state title.

COLBY's football fortunes next fall will be handled by 39-year old Robert E. Clifford, formerly at Northwestern University and presently assistant coach at Williams College. He succeeds Frank Maze who resigned in December.

Bob Clifford met football candidates for several informal workouts during a ten day visit in March. He impressed with his prolific knowledge of the sport, his earnestness, his philosophy of sportsmanship, and his insistence on hard, serious play.

A believer in the "Split-T with variations," Clifford has been coaching fifteen years, seven in Big Ten competition. He is a graduate of Colorado

Western State College, where he was captain of football and golf and played basketball.

Born in East Orange, New Jersey, Clifford lived in New Haven from 1929-1939, graduating from Wilbur Cross High School. He did graduate work in administration and health at Columbia Teachers College.

Entering the coaching profession in 1939, he served as head coach of high school football and basketball in Sugar City, Colorado where, during two years, his gridmen won 15 and lost one and captured two conference championships. His basketball team was Southeastern Colorado champions.

In 1941 he was named head football coach at Littleton (Colo.) High School, resigning after a year to serve as Motor Torpedo Boat Commander with the navy in the New Guinea, Philippines, and Borneo theatres of operations.

Upon his discharge in 1946, he was appointed head coach of football and basketball at Washington Irving High School, Tarrytown, New York where he had a 7-1 mark in football and won the conference crown in basketball.

SCORES

Varsity Baseball — Colby 13, Catholic University 0; Colby 3, Georgetown University 2; Colby 3, Quantico Marines 6; Colby 10, Princeton 8; Colby 4, Upsala 7; Colby 10, Williams 7; Colby 3, Boston University 2; Colby 8, University of Connecticut 8 (10 innings); Colby 0, Trinity College 9; Colby 7, Bates 4 (exhibition); Colby 6, University of Massachusetts 7 (5 innings — rain); Colby 8, Springfield College 6; Colby 4, Bowdoin College 0; Colby 13, Providence College 4; Colby 4, Bates 1; Colby 4, Maine 3.

Freshman Baseball — Colby 13, Husson College 1; Colby 14, Higgins Classical Institute 4; Colby 5, Maine Central Institute 1; Colby 17, Kents Hill 2; Colby 14, Maine Maritime Academy 0; Colby 1, Maine Maritime 2.

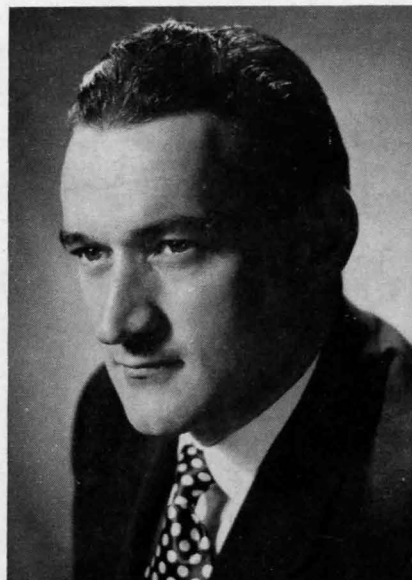
Varsity Golf — Colby 1, University of Rhode Island 6; Colby 4, Tufts College 3; Colby 3, Bowdoin 4; Colby 5, M. I. T. 2; Colby 2, Boston University 5; Colby 3, Maine 4; Colby 7, Bates 0; Colby 1, Boston University 6; New England Tournament, tied for 10th place out of 23; Colby 1, Bowdoin 6.

Varsity Tennis — Colby 6, Tufts College 3; Colby 8, Babson Institute 1; Colby 5, Bowdoin College 4; Colby 2, Boston University 7; Colby 7, Maine 2; Colby 3, Bates 6; Colby 7, Maine 2; Colby 7, Bowdoin 2.

Varsity Track — Colby 80, Norwich University 54; Colby 14, Bates 65, Vermont 51, Middlebury 35; Colby 7, Maine 60, Bowdoin 54, Bates 14 (State Meet at Maine).

Varsity Basketball (scores since winter issue) — Colby 98, Connecticut 93; Colby 76, Maine 74; Colby 67, Massachusetts 69; Colby 61, Rhode Island 83; Colby 73, Bowdoin 70; Colby 81, Brandeis 78; Colby 72, Bates 80; Colby 64, Springfield 76.

Varsity Hockey (scores since winter issue) — Colby 2, Massachusetts 3; Colby 9, Bowdoin 4; Colby 2, Northeastern 7; Colby 4, M. I. T. 5; Colby 3, New Hampshire 1; Colby 7, Bowdoin 6.



Bob Clifford

From 1947-1954 he was on the athletic staff at Northwestern serving initially as head coach of freshman football and freshman basketball. In 1950 he was promoted assistant to varsity mentor Bob Voigts. The same year he was named assistant coach of basketball. While at Northwestern, as chief football scout he was responsible for such teams as Illinois, Ohio State, and Michigan. Clifford scouted California for the Rose Bowl game in 1949, won by Northwestern, 20-14.

Coach Len Waters of Williams selected him as line coach in 1954. Clifford has also assisted at Williams in swimming and handled freshman golf.

He is married to the former Virginia Lindsay of New York City. They have three children, Robert, Jr., 13; Peter James, 9; and Lindsay Mark, 4.

ASSISTING Clifford will be a new appointment, John Hamilton Clifford, former coach at Rensselaer Polytechnic Institute who has been named line coach and head man in track.

Thirty years old and a native of Scotia, New York where he starred in high school football, baseball, and track, Coons captained the Springfield College grid team in 1949, receiving his B. S. in 1950. Presently completing his requirements for an M. A. at Springfield, he was a coaching assistant last fall to Ossie Solem, working with the gymnast's line.

fraternities and sororities

*A report from the
Ford Self Study
plus undergraduate replies*

NATIONAL GREEK LETTER fraternities have had chapters at Colby for more than a century, and national sororities have been on the campus for more than seventy years. It is inevitable that both should have an influence on many phases of college life, including the climate for learning.

Colby has never had sorority houses. The sorority women have lived in dor-

mitories, side by side with the non-sorority girls. The only physical arrangement for the sororities has been a meeting room set aside for each in the Women's Union. Because it seems to be the common practice for men to dominate the social life in a co-educational college, the sororities have never exerted as strong an influence as have the fraternities. Yet there is some evi-

dence that sorority membership is prized for its social distinction. Says a sorority girl of the Class of 1954: "A sorority is important for a girl who needs a little social backing. A sorority isn't so important for a girl who can make a go of it on the campus by herself." A non-sorority girl states: "I am indifferent to sororities. They do not play an important role at Colby. I have many close friends among girls in different sororities. I think they often do help people who need to gain self-confidence."

Would Colby girls organize sororities if there were no chapters here? This question is not merely academic, because about ten years ago there arose among the undergraduate women a serious movement to abolish the Colby sororities. It reached such proportions that a considerable majority favored abolition. The sorority alumnae, however, supported by national officers, raised such vigorous protest that each undergraduate chapter finally voted in favor of retention. In spite of some interest in philanthropic enterprises, such as the Maine Seacoast Mission, scholarships, and parties for underprivileged children, sororities continue largely on the basis of supposed or actual social prestige.

Fraternities, however, are more solidly established. Although, at first, only one (DKE) had a chapter house in the town, in 1906 the college turned over both halves of South College and the north half of North College respectively to Zeta Psi, ATO, and DU. Phi Delta Theta was at the same time permitted to occupy a College Avenue building formerly known as Ladies Hall. Later Lambda Chi Alpha occupied the north end of North College, and Kappa Delta Rho purchased a

In my opinion several conclusions of this section of the Ford Report are too heavily based on 41 interviews with individuals, many of whom were neither fraternity nor sorority members. This represents approximately four-tenths of one percent of the student body. How valid can material be when established on such a basis?

Fraternities offer a great potential, intellectually, socially, and athletically. This potential is being increasingly fulfilled. There are within each house from eight to ten relatively responsible positions. At Colby this means 64-80 positions which would never exist without fraternities — positions which, no matter how small, add to one's experience in assuming responsibility.

The Inter-Fraternity Council sponsors competition, not merely in athletics, but in fields of leadership, academic averages, and citizenship. The fraternity amassing the greatest number of points during one year earns a leg on the Bixler Bowl. Three wins permit the house to keep the trophy permanently. Next year competition will also include debates and either bridge or chess tournaments.

In connection with Colby's relationship with the town (which, in recent years, has been excellent) good will is further increasing. Every spring fraternity men contribute work on a community enterprise. There has also been recently organized a separate group, working in conjunction with the IFC, which supervises and instructs the children in competitive sports at the Boy's Club, YMCA, and at schools. Future ambitions are to provide admission and transportation to home athletic events for such young people.

But the important matter is not merely these things which are being done, but rather the emphasis which is being laid on existing situations. The fraternities are aware of student apathy and other problems, most of which are not peculiar to Colby, but apparently present in students everywhere, and they are attempting to contribute to their solutions.

Rather than criticism and threats, fraternities should be appreciated and recognized for the important part they play in the overall life of the college.

*Richard Maguire, '57
Chairman, Interfraternity Council*

house in town, while Tau Delta Phi rented various houses.

Six of Colby's eight fraternities now have houses on Mayflower Hill; the members of the other two are permitted to occupy adjoining rooms in dormitories. The fraternity houses do not have dining rooms, thus giving the members the opportunity to join other students at meals in Roberts Union.

The officer at Colby in closest administrative relationship to the fraternities is the dean of men. During the past two years, especially, he has worked patiently with fraternity leaders to reorganize what had become an ineffective interfraternity council, and to help the several fraternities take measures to improve their status.

In a report to the Self Study Committee the dean points to constructive work by several fraternities. Not infrequently they have persuaded discouraged students not to drop out of college or have induced withdrawn men to return. Sometimes, by concerted effort, a fraternity has saved its freshmen from academic disaster. By group projects in the city community, Colby fraternities have won good will for the college. Almost completely the obnoxious fraternity Hell Week has disappeared, and in its place has come Help Week.

The dean points out, however, that there is also a negative side — a destructive influence, as well as a constructive one. "The college calendar bears witness to fraternity emphasis on social activities. The fraternities have in no manner taken a stand for the observance of the college regulations against drinking. The attitude is largely for, not against, drinking."

Concerning the influence of fraternities on a climate for learning, the dean says: "I have seen no general intellectual influence originating in the fraternities. There have been spasmodic and isolated instances when individuals from fraternities have consulted this office about the standing of members and ways of improving their standing. In certain fraternities study hours for freshmen and quiet hours for the entire membership have occasionally been observed, but such instances are rare and exceptional. Too often individuals move from fraternity houses, complaining of the lack of a 'climate for learning' in the house."

On the whole, however, the dean is optimistic about the future. He says: "As a base for what may eventually

help to create a more favorable attitude toward intellectual accomplishment, the Interfraternity Council has agreed upon a level of academic achievement as a requirement for pledging. This has never before been done at Colby. It is an encouraging step."

Contributory to this study by the Self Study Committee, a group of students in the course in Ethical Issues, under the direction of Professor John Clark, made a study of the influence of fraternities at Colby. They came to the basic conclusion that fraternities do not promote, to a satisfactory degree, productive personality development within their own membership, and do not contribute constructively to a favorable climate for learning. The report goes on to state: "We have found that the great majority of fraternity men join the organization for reasons of security, prestige, and self-esteem, all of which lead to a conformity quite contradictory to productivity. As the individual becomes more concerned with what an intimate group thinks of him, his individuality decreases. The relationship between attitudes and values is so close that stereotyped attitudes have a direct effect upon one's values, which are too often

manifested in prejudice and discrimination."

The report goes on to show that fraternity members make too little contact with other men on the campus; that too much stress is placed on economic means, whereby the best spenders are elevated in prestige; no fraternity as a group has fundamental interest in "things of the mind," the realm of ideas identified with the climate for learning.

Pertinent are some of the comments heard at interviews held by the Ethical Issues investigators. A woman student said: "Fraternities do help mothers' boys become independent and masculine, but they also help them get drunk. They are concerned with their own group and their own members, not with the college community." Says a fraternity member: "A fraternity has a higher, more important date status. Life in a fraternity is more important because social life is greater." Another comments: "Many fraternity men become leaders in their fraternities, and as a result become familiar with how to be a leader and command respect and delegate authority, two of the most important attributes a person can have."

The Panhellenic Council has undertaken its own examination of sorority life. Its statistics are compiled on a 100% basis of all sorority women as opposed to the 45% reply to the Ford Self Study questionnaire.

Discriminatory Clauses: At the time of the Ford Study one sorority did have a "restrictive" clause. This has now been eliminated.

Scholastic Ratings: Over the past two and a half years, sorority women have occupied 35.9% of the total Dean's List. The Panhellenic Council awards a trophy each semester to the sorority with the highest average. Various programs are used to encourage scholarship: tutors; awards to the outstanding pledge in scholarship; awards for improvement; study periods; and a 70% grade requirement prior to initiation.

Extra-Curricular Participation: There were 508 club affiliations among sorority members last year, 61 of which were officers. In addition 37 members were elected to Student League or student government.

Philanthropic Projects: Many sorority projects involve raising money for charitable causes. A few are: magazine drives, proceeds for a worthy foreign student; Penny-a-Day contributions to a national foundation for crippled children; Halloween and Easter parties for children of Good Will Homes; Maine Sea Coast Mission, visits by the chapter, donations of money, clothing, and toys; sock sale for Salvation Army; support of Korean foster children; and Christmas party for hard-of-hearing children at Thayer Hospital.

Intellectual Activities: Sororities hold numerous meetings devoted to intellectual activities, group discussions, lectures, and readings.

The strong points of sororities outweigh their weaknesses. The well-established organization and cohesiveness found in sorority life would be hard to replace.

Janet L. Nordgren, '56
Panhellenic President, 1955



The fanciest, fightin'est hockey club to appear in Central Maine in several years was this alumni aggregation coached by the old master, Bill Millett. The ex-Mule puckman put on a courageous exhibition before bowing to youth, the Colby varsity-freshman, 5-4, March 10. Alumni scoring was by Danny Hall (2), George Wales (1), Bob Kline (1).

Front row, left to right, are: Bob Millett '50, George Wales '51, Chet Harrington '51, Paul 'Doc' Titus '50, Dick McKeage '55, Charles 'Bo' Fisher '53, Irwin Winer '52, Paul Kelley—brother of Coach Kelley, Bernie Laliberte '53.

Back row, left to right: Bob Kline '52, Ray Keyes '52, Carlton Reed '53, George Armstrong '52, Dick Beatty '54, Bill Bryan '48, Danny Hall '51, Ralph Bailey '52, and Bill Millett.

Preliminary skating contests between class teams of girls were refereed, at right, by versatile importations from the Women's Union, the Misses Janet Marchant and Doris Martin.

One of the most frustrating comments is made by another man: "I have not found out what, if anything, fraternities accomplish at Colby. While some members say you have a chance to live with a lot of nice people, others say you are hindered from meeting some nice people. Here it is a good thing to join a fraternity, because it is difficult for a non-fraternity man to make himself known. My friends say that here you have to be a fraternity man in order to make progress. I think that is true."

All of the comments reported by the investigators show a significant omission. There is not one word about fraternity interest in intellectual matters.

From the report it is clear that, while fraternities do urge their members to participate in athletics, outing club, student government and other worthwhile activities, there is no evidence whatsoever of any fraternity's stimulating its members in such activities as Averill and Gabrielson lectures, Li-

brary Associates, or International Relations Club.

The Ethical Issues group devoted much time to the problem of racial discrimination by fraternities. Their conclusion is much like the time-worn cliché about the weather: "Everybody talks about it, but nobody does anything." They found that, quite naturally, opinions varied from defense of discrimination, through indifference to it, on to proposals for administrative action against it. Most comments, however, advised administrative inaction, contending that the problem is solely for the fraternities to solve. That the problem exists, however, is shown by the investigator's findings that "seven of the eight fraternities have clauses in their national constitutions limiting membership to Caucasians, while over half are restricted to Christians only." Whether discrimination plays any part in the climate for learning is not clear.

The Ethical Issues group concluded their study with definite recommenda-

tions. Basically they call for a reduction in the importance of fraternities on the Colby campus. They propose to achieve that goal by the following procedures: take a large proportion of freshmen into the fraternities, giving admission to every freshman who wants to join a fraternity; work for the elimination of restrictive clauses; strengthen other campus organizations; give no preference of any kind to athletes over non-athletes; give less emphasis to competitive athletics with other schools; allow the fraternities no social privileges not enjoyed by other organized groups. Finally the report says: "We urge the active establishment by administration and faculty of an active program both within and without the classroom to expose students to the opportunity and inspire them with the motive to achieve productive personality development, and to make clear to students that this can only be done with the intellect, by being at home in the world of ideas."



Keeping in Touch

'89 *H. Everett Farnham* has been awarded a golden legion certificate signifying more than 50 years membership in Phi Delta Theta fraternity. Farnham was born June 3, 1865, 50 days after the assassination of President Lincoln.

'02 *Allana Small Krieger* broke her hip and badly bruised her right arm in November. . . *Grace Bicknell Eisenwinter* has returned from a two years stay in Europe.

'06 *Karl Kennison* has retired as Chief Engineer of the New York Board of Water Supply. He has bought a home at 19 Burchard Lane, Rowayton, Connecticut.

'08 *John Hyde*, Cumberland County parole officer in Portland for the past eight years, has retired.

'10 *Dr. Frederick T. Hill* has been elected chairman of the Advisory Committee in the Dept. of Health and Welfare in Augusta.

'13 *Diana Pitts Fogler* resigned from the Rockland High School faculty last Thanksgiving after thirteen years of teaching. She and Mr. Fogler spent the winter in California. Mrs. Fogler taught Latin at Rockland and was active as a leader and advisor of many school organizations.

'14 *Vinal Tibbetts* will retire at the end of the current school year as director of the Walden School, N. Y. C. He will, however, stay at the school for an additional year in an advisory capacity.

'15 *Everett Holt* writes: "I have been a government employee since 1917, and in the field of domestic and international rubber economics, mostly in the Department of Commerce since 1921. Post-war service has involved foreign travel to the Amazon

(1945); England (1945); Thailand, Malaya, Indonesia, Indochina (1946); Netherlands (1946); London (1947); Paris (1947); England (1949); Belgium (1950); Italy (1951); Ottawa (1952); Denmark (1953) and Liberia (1955).

"Except for six weeks in Brazil in 1945, and a three months special investigation of the resumption of natural rubber production in the Far East in 1946, these trips were in connection with periodic meetings of the International Rubber Study Group, the membership of which started with the U. S., the United Kingdom, and Netherlands in 1945, and now embraces sixteen nations. My capacity as a member of the American Delegation is that of an advisor to the delegation."

'16 *Frank Foster*, professor of education at the University of Maine, wrote an article in the February *Maine Alumnus*, "The Southland Re-Visited." He was granted a leave of absence last spring to study public education in the south, where he had taught school more than thirty years ago.

Franklyn Dyer has been ill since last July and was hospitalized fifty-one days. The last word we had from him he hoped to be back at work soon. . . *Harvey Eaton, Jr.* has launched a campaign for finer rural schools in the State-of-Maine. Slogan for his program is "Let's think quality." He hopes the effort will provide a format for a national campaign.

'19 *Grace Lermond Wyllie* lives in Warren, teaching French and Latin in the local high school. Her husband is pastor of the First Baptist Church in Waldoboro. They have a daughter, two sons, and four grandchildren.

'20 *Dr. Howard Hill* recently addressed a meeting in Italy of the Roman Ophthalmological Society.

'21 *Charles Hersum* has been named coordinator of the executive reserve program of the Business and De-

fense Services Administration, U. S. Department of Commerce. This is a program to recruit a reserve of industry executives and technical experts qualified to serve with the Department of Commerce in the BDSA. In addition to coordinating this program, Mr. Hersum will continue as director of the agency's advisory committee activities.

A career civil servant, he is experienced in selecting and recruiting personnel for mobilization purposes, having served with the Joint Army and Navy Selective Service Committee from 1937 to 1941. Later, he was sent to England to study Royal Navy manpower problems pertaining to the selection, training, and assignment of officer personnel.

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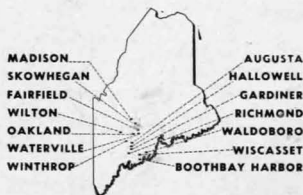
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'23 Thomas Callaghan has retired from coaching after 33 years. He is continuing as director of athletics at Windham High School, Willimantic, Conn. Tom went to that community in 1932 as head coach of football, leading his team to three undefeated seasons. From 1940-48 his baseball nine ran up a remarkable record of consistent victories without a single setback and as head coach of basketball his teams were undefeated in 1934, 1940, and 1941.

His teams have won in excess of 70% of their games. During his early days at the school he served without assistants. In addition to the varsity teams he also coached the junior varsity and sometimes a freshman squad. The editor of the *Norwich Bulletin* writes: "His passing from the coaching scene will end a remarkable career and leave a void in the sporting field that will be noticeable. He has always championed good sportsmanship and gentlemanly conduct."

'24 Helen Pratt Kearney and her husband are in Saigon Vietnam, where Dan is a chief mechanical engineer. "Chix" is a research writer and covers such things as "Operations Brotherhood" (Philippine medical teams), irrigation projects, dredging, refugee work, nursing, etc. She edits translations for the "News Roundup" from the daily papers (French and Vietnamese), and radio broadcasts. Their travels have included Rangoon, Singapore, Penang, Hongkong, Bangkok, and other points. Their two sons are in the states, one

teaching guided missiles and the other a radar specialist in the air force.

Katrina Hedman Ranney lives in Natick, Mass. Her husband, Scott, received a service award from S. S. Pierce in 1955 for 25 years with the company. Katrina was secretary to the Greater Council of Natick Churches in 1955. The Ranneys have a married daughter, Karin; a son, Peter; and two grandchildren.

Percy L. Rideout has retired from the real estate business in Boston, having turned it over to the younger generation. He goes fishing and travels for fun. . . Helen Gray Weston has moved from Belmont, Mass., to Madison, Maine. She has been in ill health for some two years with a vicious asthma condition. . . Esther Holt Willey keeps her home in Clinton and is public health nurse for the town of Fairfield. Her son, John, is in the service.

Mildred Todd Weir is in Westbrook at 825B Main Street. She writes that she expects her son and his wife and two boys to be home from Guam this June after a two years' absence. . . Marian Drisko Tucker lives in Glastonbury, Conn. Her husband is an engineer in the Pratt Whitney Aircraft Engine Co., East Hartford. Marian teaches at Bulkeley High School in Hartford.

George Nickerson has been re-elected president of the Waterville Area YMCA. . . John Barnes is vice president of the National Commercial Bank, and Trust Co., Albany, N. Y., and reports that he sits behind the loan desk. His son,

Charles, was graduated from Colby in 1954 and is now in the army. A daughter, Barbara, is a senior at Colby and another daughter is in high school.

Bob Jacobs is a salesman for Scott Foresman Co., educational publishers. He has been covering Texas and Ohio as well as his regular area. Bob writes that his son, Don, and daughter, Elizabeth, had their fifth reunion in 1955 and Bob Jr. had his in 1954 and celebrated it in Germany.

Cranston Jordan teaches physics and mathematics at Pensacola (Florida) Junior College and runs a store and motel on the side. . . Donnie Getchell McCully lives in Oakland with her brother and has spent much of 1955 recovering from a heart attack. She retired from teaching at Hunter College three and a half years ago, following the death of her husband.

William McDonald, in the life insurance business in Southbridge, Mass., has a daughter, Wilma, at Colby. . . Ralph McLeary is superintendent of public schools in Jackson, Mich. His daughter, Betty, is married and has three children, and Ralph and Isabel are happy grandparents. A son, Richard, is in high school. The family spends summers on Gull Pond in Rangeley, Maine.

Marion Brown Newcomb teaches New Testament, comparative religion, and philosophy of religion at Northfield School for Girls, Northfield, Mass. She also supervises students who teach in church schools in rural churches near Northfield.

'28 Ashton Hamilton has joined the technical service department of the Oxford Paper Co., Rumford, as chief chemist.

'29 Mark Shibles, dean of the School of Education, University of Maine, contributed an excellent article to the February issue of the *Maine Alumnus*, "What the School of Education is Doing About the Teacher Shortage." . . Mr. and Mrs. Karl R. Hines, Jr. (*Martha Holt*) have returned from a trip to Bermuda. Karl has recently been elected a director of the Nashua Corporation.

'30 Wendell Thornton is superintendent of schools in Avon, Mass. . . Thomas Record is assistant secretary and personnel manager of the Union Mutual Life Insurance Co., Portland.

Charles Weaver has been appointed president of the Newspaper Public Relations Association, an organization of 200 members. "Buck" is business manager of the Guy Gannett Publishing Co., Portland.

'31 Richard Williamson is principal of Torrington (Conn.) High School.

'35 Mark Berry of Burlington, Vt., has been appointed an agent for the Nationwide Mutual Insurance Co. of Columbus, Ohio. . . Walter Worthing has been promoted to staff assistant by the Central Maine Power Co.

'36 John Roderick has been appointed chief of the Associated Press Bureau at Hongkong.

'37 Roland Gammon will guide a tour to Russia this summer for the Cultural Travel Council, a division of Simmons Tours, Inc., N. Y. C. The group will leave August 17 and will return a month later, visiting Berlin, Moscow, Praag, Zurich, Paris, and Amsterdam. "Ro" has also established a firm known as the Roland Gammon Associates at 270 Park Avenue, N. Y. C. The Associates are "specialists in public relations, promotion and communications programs for religious, educational, service and international business organizations."

Edith Emery, registrar at Pine Manor Junior College, is a member of the Interim Committee which has been appointed at the college to assume the responsibility of presidency until the new president, Frederick C. Ferry, assumes office, July 1.

Roger Tilley is a foreign service staff officer at the American Embassy, Antwerp, Belgium.

'38 A. Wendell Anderson, a specialist agent of Royal Insurance Co., has become associated with the Riley Insurance Co. in Brunswick.

'39 Dwight Sargent has been named to the selection committee for Nieman Fellowships at Harvard.

'40 Edward Jenison has been made assistant vice president of the Industrial National Bank of Providence. . . Ralph Delano, editor and co-publisher of the *Benson* (N. C.) *Review*, was honored earlier this year by the Benson Chamber of Commerce as the Citizen of the Year. Ralph embarked on his newspaper career in 1941 as editor of the *Boothbay Register* in Boothbay Harbor. He took four years out for service with the army and in 1951 went to North Carolina.

He has been a great contributor to the life of his community. He is a lay speaker in the Methodist Church, superintendent of the Sunday School and sings in the church choir which his wife (*Muriel Howe*, '42) directs. He is a past president of the chamber of commerce.

'41 Charles Huff is personnel manager at Maine General Hospital, Portland. . . Dick McDonald is president and general manager of the new firm Card-McDonald Motors, Inc., Norwich, Conn. . . The Rev. B. Stephen Topalian is rector of St. John's Episcopal Church, Cuyahoga Falls, Ohio.

Norris Dibble has been appointed assistant to Frank S. Vanderbrouck, president of Monarch Life Insurance Co. He is resigning as a partner in the Springfield (Mass.) law firm Richardson, Dibble and Atkinson. In 1954 he received the distinguished service award of the Springfield Junior Chamber of Commerce.

George Beach, Jr. has joined the sales department of Keyes Fibre Company.

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'43 The Rev. Edwin Alexander is pastor of the East Congregational Church, Ware, Mass. . . The Rev. Norman L. Porter has been appointed pastor of the First Methodist Church, Greenfield, Massachusetts.

'44 Frederick Wood is now a major in the marine corps stationed at Washington, D. C. . . Phil Nutting, New England sales manager for *Holiday* magazine, was selected by the Advertising Club of Boston to judge the 7th annual Robert Murray Memorial All-College Advertising Contest.

'45 Ed McCormack is president of the Boston City Council. . . Sherwood Tarlow has been re-elected secretary and counsel representative for the Massachusetts Broadcasters Assoc. Mr. Tarlow is president of radio station WHIL, Medford, and WGUY, Bangor and president of the Mystic Disposal Corp. of Medford. He also maintains law offices at 1 State St., Boston.

'47 Carl Wright has been elected president of the Skowhegan Rotary Club.

'48 Cyril M. Joly, Jr. is assistant legislative liaison officer for the U. S. Department of Health, Education and Welfare. . . Doug Borton passed his fellowship exams for the Society of Actuaries last May and is now a fellow of the Actuarial Society of America.

Wendell Phillips has been elected Chairman Designate of the Pesticides Subdivision of the Agricultural and Food Chemistry Division, American Chemical Society.

'49 Jack Brown has accepted a position as personnel advisor with Pratt Whitney Aircraft in East Hartford, Conn. . . Arthur Warren is a production specialist with the Hathaway Shirt Co., Waterville. . . Kenneth Vigue is with army ordnance in Washington. . . Thomas Samuelsen is a Lutheran minister in New York.

Don Zabriskie has been named head football coach at Amesbury (Mass.) High School. . . Robert Maxwell has accepted a position as sales correspondent with Keyes Fibre Co., Waterville. He, Billie and their daughter, Elizabeth Ann, are living at 157 Silver St.

'50 Russell "Chummy" Antell coaches basketball and is assistant principal at Hopkington (N. H.) High School. He is studying for his master's at Boston University. . . David Armstrong is executive director of the Boys' Club at Richmond, Va. . . Kevin Hill is practicing medicine at the Massachusetts Eye and Ear Infirmary in Boston.

Arthur O'Halloran has resigned as special agent of the Home Insurance Co. in Maine to join the Boothby & Bartlett Co. agency in Waterville. . . Robert Stander is employed with an oil company in Louisiana.

'51 William Warner, a time study engineer at Scovill Manufacturing Co., Waterbury, Conn., teaches part-time at New Haven College where he has given a course in methods engineering. . . John Hannah is a technical draftsman for the Heald Machine Tool Co., Worcester, Mass. and is living in Shrewsbury.

William Ryan is with TWA airlines. He and his wife (Joan Withington) have two children — Christopher and Nicholas — and are living in Kent, Conn. . . Richard Cass is publisher of the *Rumford Regional Shopping News*. . . Maurice Ronayne is an organization and methods examiner at the U. S. N. Engineering Experiment Station, Annapolis, Md., as well as a doctoral candidate at American University, Washington, D. C. Robert Hartford is a statistician in the investment department of the John Hancock Insurance Co., Boston. . . Bernie Franklin is a lumber salesman in Boston.

'52 Kemp Pottle teaches social studies at Higgins Classical Institute. . . Mort Guiney is living in Paris, France.

'53 Phyllis Lewis is a staff nurse at the New York Hospital. She graduated from Cornell University - New York Hospital School of Nursing in 1954. . . Ray Maxwell announces at the new radio station, WHGM, in Skowhegan. . . Bill Clark has sold a number of cartoons to the McNaught Syndicate.

Chester Ham is regional parish pastor of the Congregational Churches of Gilsum, Stoddard and Sullivan, N. H. . . Lawrence Taber received his master of science degree in industrial engineering last June from Stevens Institute of Technology. He is with the army in the scientific and professional ordnance corps as an industrial engineer.



REUNION IN GERMANY — left to right, David Wallingford, '54, Betsey Powley Wallingford, '54, Judy Orne Shorey, '55, and Roy Shorey, Jr., '54. Dave and Roy are both in the army.

'54 Diane Chamberlin is investment analyst with the George Putnam Fund of Boston. . . Lt. Cornell Grout is a pilot instructor at Gary Air Force Base, San Marcos, Texas. . . Pvt. Harold Krieger has graduated from the supply records course at Quartermaster School, Fort Lee, Virginia.

Lt. Ralph Davis expects to be discharged from the Marine Corps this summer. He hopes to enter Stanford Graduate School of Business Administration. He says that Andrew Offenher, '49, is enrolled at the Stanford Graduate School of Business Administration.

Derek Tatlock has been assigned to an army testing station in Yuma, Ariz. . . Lt. Bob Fraser has received his wings as a jet pilot and has passed his tests as a commercial pilot. . . Charles Landay is with the army in Taiwan, Formosa.

'55 Lt. Lou Zambello is stationed with the air force at San Antonio, Texas. . . Dave Roberts is studying meteorology at M. I. T. under the air force program. . . Joan Kalin teaches kindergarten at the Joseph P. Vincent School, Bloomfield, Conn. . . Ruth McDonald Roberts teaches mathematics at Hudson (Mass.) High School.

Richard Tripp has enlisted in the infantry. . . Susanne Whitcomb Hayes is living in Germany while her husband completes a tour of duty with the army engineers. . . Donald Martin has been taking basic training at Fort Dix, N. J. . . Pvt. Victor Ladetto has completed sound ranger training at Fort Sill, Oklahoma.

BIRTHS

A son, Raymond, to Mr. and Mrs. Roy MacDonald, (Estelle Rogers, '39) November 16.

A daughter, Elizabeth Marie, to Mr. and Mrs. Arne Askjem, (June Totman, '42) March 16.

A daughter, Robin Jean, to Mr. and Mrs. Richard Hill, (Marlee Bragdon, '42) March 20.

A son, Peter Michael, to Mr. and Mrs. Arthur Lincoln, Jr., '42, January 18.

A daughter, Pamela Jean, to Major and Mrs. John Stevens, '42, October 10.

A daughter, Joan Merry, to Mr. and Mrs. Thomas Pursley, '43, (Marjorie Brown, '43) March 19.

A son, Jonathan Todd, to Mr. and Mrs. Victor Ellison, (Mildred Steenland, '44) November 30.

A daughter, Nancy Karen, to Mr. and Mrs. Frank Gustafson, (Marguerite Broderson, '45) March 8.

A son, Keith Alfred, to Mr. and Mrs. Cloyd Aarseth, '46, March 7.

A daughter, Priscilla, to Mr. and Mrs. Eugene Bondy, Jr., (Anne Lawrence, '46) March 8.

A daughter, Nancy Ellen, to Mr. and Mrs. Sanford LeVine, '48, March 26.

A daughter, Susan Wendy, to Mr. and Mrs. Gerald Seidenberg, (Gloria Shine, '48) February 27.

A daughter, Elizabeth Ann, to Mr. and Mrs. Robert Maxwell, '49, January 24.

A daughter, Ruth, to Mr. and Mrs. Norman Rosenberg, (June White, '49) November 2.

A son, Richard, to Mr. and Mrs. Robert Tonge, '49, April 15.

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A son, Edward, to Mr. and Mrs. *Albert Bernier*, '50, (*Shirley Fellows*, '49) March 10.

A son, Daniel Bruce, to Mr. and Mrs. *Gerald Frank*, '50, January 4.

A son, David Cranston, to Mr. and Mrs. *Cranston Briggs*, (*Joanne Yeaton*, '51) November 21.

A son, Bruce Peter, to Mr. and Mrs. *Sebastian Cultrera*, '51, (*Nancy MacDonald*, '52) January 27.

A son, Douglas Steven, to Mr. and Mrs. *Richard Kaplan*, '51, March 7.

A daughter, Kimberly, to Mr. and Mrs. *Arthur Eustis, Jr.*, '52, (*Georgia Roy*, '54) August 20.

A daughter, Susan, to Mr. and Mrs. *George Ritchie*, '52, November 25.

A son, Edward Coverly, to Mr. and Mrs. *Edward Swift*, (*Mary Sargent*, '52) July 30.

A daughter, Janet Elizabeth, to Mr. and Mrs. *Quinn Bersani*, '53, (*Ruth Sheehan*, '53) February 17.

A son, David, to Mr. and Mrs. *Joseph Beane*, (*Carolyn English*, '53) February 21.

A daughter, Beth Ann, to Mr. and Mrs. *Richard Mailey*, '57, (*Barbara East-erbrooks*, '53) December 13.

A daughter, Deborah Lee, to Mr. and Mrs. *Karl Dornish*, '54, (*Jane Millett*, '55) April 15.

Twins, Albert Peter and Barbara Heidi, to Mr. and Mrs. *Albert Schmitt*, '55, (*Barbara Gifford*, '52) January 28.

MARRIAGES

Harold Arey, '03, to Mrs. *Isa Rice*, the bride's home, 130 Edgell Street, Gardner, Massachusetts, February 11.

Rachel Conant, '24, to Willard Rowe, Bethany Baptist Church, Skowhegan, August 17.

George Fraser, '52, to Joanne Steckley, St. Patrick's Cathedral, Harrisburg, Pennsylvania, January 14.

Anne Plowman, '52, to Robert Stevens, Congregational Church, Portland, Maine, March 31.

Kemp Pottle, '52, to Jean Lemieux, St. Mary's Church, Bangor, Maine, January 27.

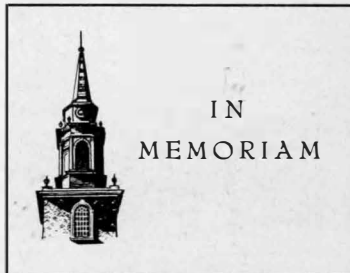
John Waalewyn, '52, to Martha Norcross, Union Church, Waban, Massachusetts, December 28.

Richard Berns, '54, to Joan Gellman, Newark, New Jersey, July 10.

Diane Stevens, '54, to Herman Brown, Jr., Riverside Church, West Dennis, Massachusetts, December 23.

Rosemary Thresher, '54, to *William Edson, Jr.*, '54, Waban, Massachusetts, April 6.

Henry Tataronis, '55, to Nancy O'Neill, Annunciation Church, Danvers, Massachusetts, December 31.



1895 *Annie Mabel Waite*, 84, retired librarian, died April 1 in a Worcester, Massachusetts hospital.

Miss Waite was librarian in West Boylston, Massachusetts for forty-three years, retiring in 1949. She had been a member of the First Congregational Church in that community for sixty-three years. She attended Colby from 1891 to 1893.

A member of Sigma Kappa, Miss Waite is survived by a niece, Miss Hazel Waite of Stoughton, and a brother-in-law, Daniel S. Curtis of West Boylston.

1897 *Edward Samuel Osborne*, 82, son of Sam Osborne who was for 37 years janitor on the Old Campus, died at his home in Waterville, March 4.

Mr. Osborne retired as a messenger with the Railway Express in 1954 after 59 years. The agency had honored him a decade earlier making him the first recipient of its fifty-year medal.

Attending Colby from 1893 to 1894, Mr. Osborne had the distinction of hitting the longest home run ever recorded on old Seaverns Field. It was the winning blow in a Colby-Bates game of 1884 when "Eddie" hit the first pitch southward into the vicinity of the old college pump which stood where the Roberts Hall is now located. His love for baseball never dimmed and he saw as many Colby games as possible.

He is survived by his sister, Alice E. Osborne, Waterville, and several nieces and nephews.

1903 *Louis Colby Stearns*, 75, died at his home in Hampden, April 13.

Former president of the Maine Bar Association, he began his law practice with his father in Bangor in 1906. At one time he was corporation counsel for the Great Northern Paper Company and the Merrill Mortgage Company.

The son of Louis and Celestia Trask Stearns, he prepared for Colby at Hebron Academy and received his law training at Harvard. His father was a member of the class of 1876. His wife, the former Alice E. Towne, a classmate, died in 1950.

For several years, he was president of the Bangor Humane Society and a trustee of the Bangor Good Samaritan Home. Mr. Stearns was a member of Delta Kappa Epsilon.

Surviving are a son, Probate Judge Louis C. Stearns III, and two daughters, Mrs. Gordon Briggs and Mrs. Philip Johnson, all of Hampden.

1904 *Frank Horace Leighton*, 74, prominent businessman, died March 14 in a Bangor hospital following a long illness.

Born in Columbia Falls, Mr. Leighton was the president of his class at Colby. He was a member of Zeta Psi and a 32nd degree Mason.

Following his graduation from college he became headmaster of Mitchell's Military School, Billerica, Massachusetts. He started the first boy's summer camp in Eastern Maine in 1907.

In 1906, he married Miss Betsey Adams Nickels. She died four years later. In 1913 he married Miss Alfarata Weatherbee of Bangor who assisted him at the Mitchell School where they remained until 1920 when they left to make their home in Bangor.

Mr. Leighton became sales manager of the Henley-Kimball Company and served in that capacity until the death of his wife in 1932. In recent years, until his illness in 1952, he worked with the firm of Hornblower and Weeks.

At Commencement, 1954, the Alumni Council, which he had headed, presented him with a certificate of appreciation for his work on behalf of the college.

He is survived by a sister, Miss Josephine Wass Leighton, of Bangor who recently retired from the faculty at Columbia University.

1905 *William Rodney Cook*, 86, died

December 29 in his native town of South Dartmouth, Massachusetts.

Mr. Cook graduated from Hebron Academy and studied at Colby from 1901 until October 1902 when he withdrew because of poor health.

A builder, carpenter, plumber, and in the latter years of his life a dairyman and poultryman, Mr. Cook was a member of Alpha Tau Omega and a frequent participant in Commencement.

Surviving are his widow, the former Lena Ella Johnson; three children, Mrs. Betram H. Merriott, Seattle, Washington, Mrs. Esther C. Smith of Stonington, and William Rodney Cook, Jr., New Bedford, Massachusetts.

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A Meeting at Bowles' Tavern

ON APRIL 3, 1826, a meeting important to Portland's future took place at Bowles' Tavern at the corner of Federal and Temple Streets. There, on that Monday morning, were assembled nine men influential in civic and business affairs of the fast-growing city. There were Woodbury Storer, Cotton B. Brooks, Phineas Varnum, Nathaniel Mitchell, Josiah Pierce, John Perley, John T. Smith, Eli Longley and Samuel Adams. They were met to adopt a set of by-laws for the newly incorporated Canal Bank. Later, at this same Bowles' Tavern, they met and voted . . . "That a lot of land be procured on Union Street for the purpose of erecting a building for the Bank." From this start, for a hundred and twenty-five years, The Canal National Bank of Portland has served Maine business without interruption, through political, economic and social upheavals.

Bowles' Tavern, where the Bank's incorporators first met, had a long and varied career. Started as a Public House in 1823 by Mr. Bowles, the original

2-story brick structure was built in 1791 by Eben Storer for a dwelling. After it became a Tavern, operated by Mr. Bowles, it was the most popular and stylish public house in Portland. The various owners who succeeded Mr. Bowles added rooms, until it was also the largest tavern in Portland.

Samuel Haskell owned the place about 1833 and its name became The Elm House. It was the headquarters for all stage lines serving Portland — there were twelve stages daily by 1855, and both Federal and Temple Streets were at times crowded with arriving and departing coaches.

When Portland was the capital of Maine, State Senators and Representatives lived at The Elm House for months at a time. Many important decisions on the new state's business and political affairs were made there. Hannibal Hamlin boarded at The Elm House while he read law at the offices of Fessenden and Deblois. The Tavern was burned in the Great Fire of 1866.



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