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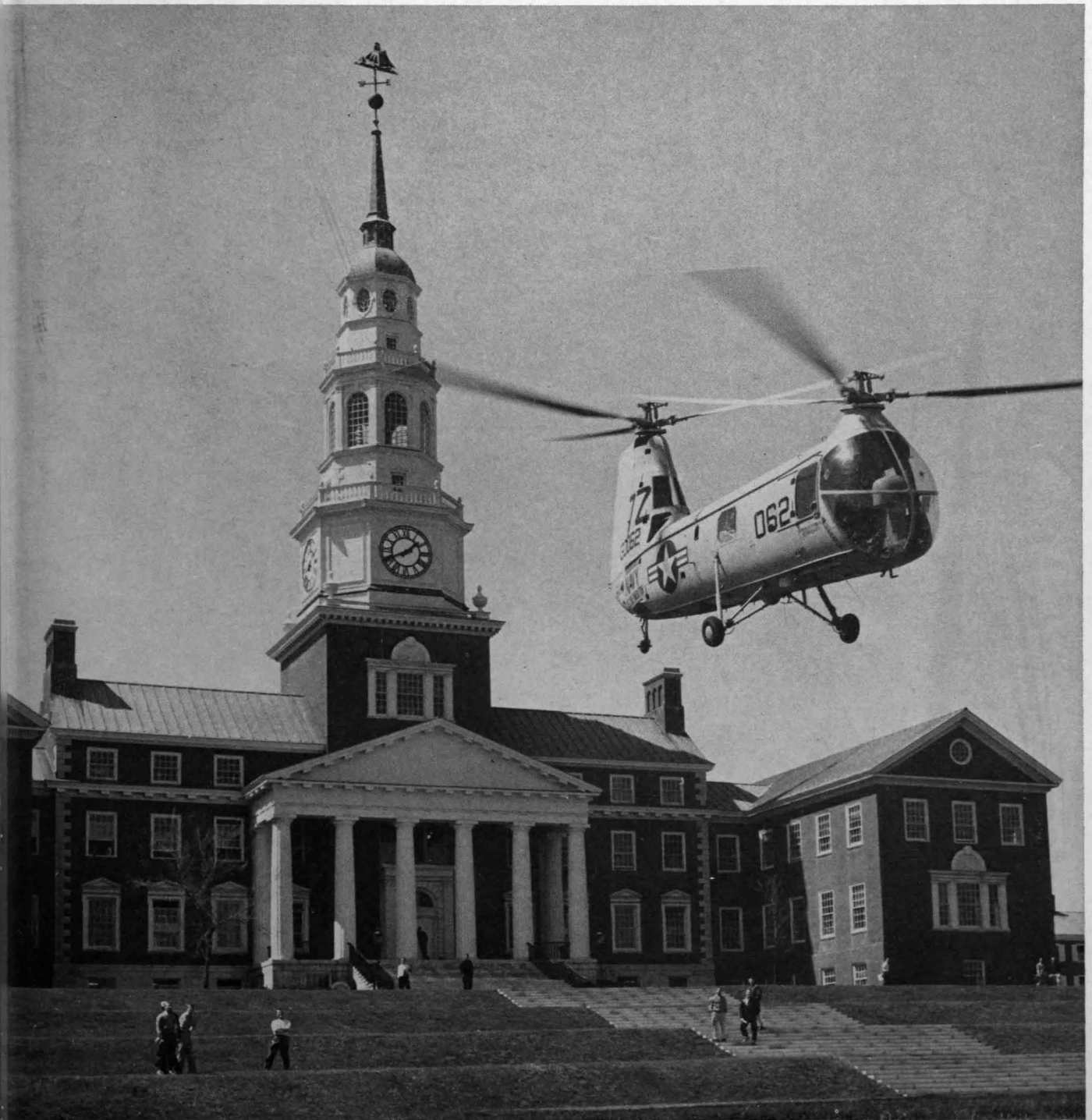
Colby College, "Colby Alumnus Vol. 47, No. 3: Spring 1958" (1958). *Colby Alumnus*. 200.
<https://digitalcommons.colby.edu/alumnus/200>

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THE COLBY ALUMNUS



SPRING 1958



Their Future and Yours Depend on Our Colleges

As Americans, all of us are proud of our national growth. But it is a sobering thought that the number of young men and women who want and deserve a college education will *double* by 1967.

Right now our colleges and universities are making a valiant effort to take care of the hosts of eager-eyed young people who are *already* clamoring for admittance. They have an enormous job to do, for the necessary expansion is far more than a matter of adding classrooms, laboratories and dormitory space. There must be a corresponding increase in faculty and in faculty caliber. The profession of college teaching must attract more first-rate men and women or it will be in danger of turning out second-rate graduates.

This problem of the capacity of our colleges to meet the challenge that is now upon us is vital not only to students and their parents but also to business—to industry—and to *you*.

It is easy to point to current shortages of engineers and scientists. Less obvious but just as pressing is the need for civic leaders—for teachers—for business administrators—for home-makers. Above all there is a need for people who have learned to think soundly and choose wisely. They are and will continue to be the backbone of our strength as a nation.

Freedom needs educated people. In this country, those who lead are those who *know*. Help the colleges or universities of your choice—now!



If you want to know more about what the college crisis means to you, send for the free booklet "The Closing College Door" to: Box 36, Times Square Station, New York 36, New York.



*Sponsored as a public service in cooperation with the
Council for Financial Aid to Education*



COLBY ALUMNUS

VOL. 47 SPRING 1958 No. 3

Editor RICHARD NYE DYER
Business Manager
ELLSWORTH MILLETT, '25

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The Colby Alumnus is published four times yearly, Spring, Summer, Fall, Winter, by the Alumni Council of Colby College. Subscription rate — \$2.50. Single copies — \$.75. Entered as second-class matter Jan. 25, 1912, at the Post Office at Waterville, Me., under Act of March 2, 1879.

ON THE COVER

It wasn't as dramatic as Sputnik, but the landing of a Navy helicopter on the terraces of Miller Library brought life on Mayflower Hill to a momentary standstill. Workmen on the new social sciences and humanities building adjacent to the "landing field" were spellbound as the plane dropped in for a visit. Hammers, saws, and cement machinery were briefly stilled; even the Colby Spa surrendered its lunchtime faithful to take a closer look at the windmill from the Naval Air Station at South Weymouth, Massachusetts.

The flight was planned to focus attention on a visit by Navy officials in the interest of the Naval Aviation Officers Training Program.

It was not the first time the helicopter had come to the campus, but on this occasion the schedule was announced in advance, permitting the Waterville Sentinel's able young photographer, Ronnie Maxwell, to capture this striking shot.



THE BILLBOARD

COLBY has established a beach-head in Bermuda thanks to the Colby Eight. The versatile octet, which confounds mathematicians by appearing with nine performers, sang for the second consecutive year during the Easter holidays at the Bermudiana Hotel and have signed a contract for a return engagement in 1959. Their harmonies were also heard at the Royal Bermuda Yacht Club.

The Eight's busiest days came in late March when director Dave Adams, 1958 (son of Asa and Vina Parent Adams, 1922) took the group on a three day tour for song fests at Skidmore and Mount Holyoke colleges and at the "Huddle of Harmony," Wellesley, Massachusetts.



THERE are many ways an alumnus may serve his college as Alan Mirken, 1951 demonstrated by suggesting to one of the nation's foremost author-illustrators, Jack Engeman, that he include photographs of Colby in his book, *Your Career in College*. To contain approximately 250 photographs of various campuses presenting college life to high school students, the volume will be published later this year by Lothrop, Lee & Shepard Company, a firm with which Mr. Mirken is associated. Photographer Engeman spent four days at Colby. The picture above, and those of the faculty show, are his products.



Recognize Ybloc II? He was introduced in the April 1st issue of *The Colby Echo* which the masthead declared, in the spirit of the day, is "published weakly by the undergraduates of Colby College." The story accompanying the drawing reported that the animal was discovered and shipped to Colby by a noted scientist during explorations in the lower Himalayas. The paper continued, "Ybloc II is just a bit cumbersome, and then again he is not a mule, but he's white and he is a mascot. The food problem has been solved although there has been a corresponding decrease in the student body. The freshman class now totals 63 male members (but then that was bound to come anyway, so why quibble about methods)."



The President's Page

The miracle of Stereophonic Sound recording made it possible for President Bixler to address 29 dinners simultaneously April 16 opening the Fulfillment Program. Portions of his remarks are here included.

I CAN HARDLY tell you what a thrill it gives me to know that so many hundreds of people are meeting tonight in so many different centers to hear the latest news from Mayflower Hill. I doubt if so many friends of the college have ever before come together in such widely separated places to express their common concern for its well being and their hopes for its future.

First of all, may I say that these meetings are clearly a sign of a tremendous reservoir of power.

As we meet tonight the voice of our beloved Dr. Johnson rings in our ears. "Anything that ought to be done can be done," he told us. Under his leadership Colby met what is, I suppose, the greatest challenge ever faced by an American college. His success in overcoming what seemed like insuperable odds has given all of us a feeling of confidence that could have come in no other way.

In the next place, I am impressed by how much these meetings tonight mean not only to us who are members of the Colby family but to a much larger constituency.

Was there ever a time in history when education was a matter of such urgent interest to so many people? And was the spotlight of public concern ever turned so directly on our colleges of liberal arts?

The next few years, we know, will bring great expansion in our places of learning. This means that we shall demand more of our schools and that we must be prepared to give them more. Government will have to increase its aid for public education. Private individuals will have to do more for private institutions.

And we who are so deeply interested in a college that has striven against serious hazards to raise its level of achievement have a special duty. The fact

is that Colby has come so far it must go farther. We cannot afford to let it down now.

The mission of a college like Colby stands out in clear relief today. For example, everyone sees the need for more science. But we are beginning to realize that the greatest scientists have built on a foundation furnished by the liberal arts. We say that the times cry out for specialists.

But to be even a specialist today, one must be more than a specialist. As Norbert Wiener, the famous cybernetics expert, recently put it, the line between science and the liberal arts is getting harder and harder to draw. A truly productive scientist must have a sense for history, a feeling for literature and the arts of communication, and a knowledge of the general principles that are implied by scientific facts if he is to deal adequately with the facts themselves.

By the same token, if scientists need to know the humanities, certainly those who study the humanities cannot neglect the sciences and still call themselves educated men and women. And what about those who do not plan to be specialists at all? Must they not understand at least the rudiments of both?

How can one vote intelligently today unless he has some grasp of history and economics? How can he understand the foreign news he reads in his paper or hears over the radio at breakfast unless he has at least a glimmering of the ideas that come from a study of the world's great literature? I will not go on with the list because it is as familiar to you as to me.

My point is simply that to be a taxpayer and voter, a citizen and householder, a person needs more in the way of intellectual equipment today than ever before in human experience.

Now—can Colby provide this? For many reasons, I believe that it can. But there is one chief reason and that is the quality of our faculty.

Our teaching staff is made up of men and women with scholarly interests, a large proportion of whom are doing pioneering work in their own fields. In

(Continued on page seven)

The TALK of the COLLEGE



THE SUMMER SCHEDULE for the campus is once again busy and ambitious. Two days after Commencement, the college was host to more than 500 individuals attending a conference which had been called by Governor Edmund Muskie and the Northeastern Resources Committee. Measures to conserve and coordinate better use of land, forest, and water resources were discussed. The same week 290 high school seniors arrived for Dirigo Girls State. A coaching school, featuring Forest Ashevski of the University of Iowa and Dartmouth's Doggie Julian, opened a few days later; and on the last day of the month 81 doctors and their families arrived for the eleven weeks of the Lancaster Courses in Ophthalmology. These are only samplings of the round-the-clock activities handled by William A. Macomber, 1927, who is the director of Colby's division of adult education and extension. The program is convincing evidence of the broad role the college is playing in attempting to contribute to the solution of some of society's problems.

Other programs during the weeks to come will be: Summer School of Languages, Library Science Workshop, Industrial Safety Courses, Institute for Science, Great Books Conference, Institute on Industrial Noise, Tax Institute, Maine Teachers Leaders Conference, Institute on Church Music, 14th Institute for Hospital Administrators, Institute for Medical Record Librarians and School for Young Executives, sponsored by the Maine Savings Bank Association.

Andover Headmaster Honored

JOHN MASON KEMPER, who has achieved unusual distinction in his first decade as headmaster of famed Phillips Academy, Andover, Massachusetts, was awarded an honorary doctor of humane letters degree at Recognition Assembly, May 14. President Bixler cited Mr. Kemper as "a vigorous and constructive force in the field of education and an ornament to the teaching profession."

He credited the 46 year old West Point graduate with many educational achievements. Dr. Bixler declared, "Your ten years as the eleventh head of Phillips Academy have seen flexibility brought to the school's curriculum, security to its faculty, the inauguration of the Andover program of

internships and the promotion of the three school-three college study called General Education in School and College which has led so many institutions to encourage advanced standing and placement."

In his address on "Standards" Headmaster Kemper observed "Each of us learns from his college to set for himself high personal standards—standards of behavior and of performance. . .

"It is the college's obligation so to teach and the individual's obligation to learn. Only as a free nation's institutions and its people meet this obligation can the nation remain free. To do one's best, to strive for higher personal goals, is the cost of the benefits of our way of life and of freedom itself."

Successor to Paul Fullam

THIRTY-SIX year old Albert Anthony Mavrinac, lecturer on government and Allston Burr Senior Tutor at Harvard University, has been appointed chairman of the department of history and government. He will come in the fall of 1959 to take over the position held for seven years, until his death in 1955, by popular Paul Fullam.

Dr. Mavrinac will spend his first year on leave of absence as a Fulbright Fellow lecturing on political science (American politics) at the universities of Rennes and Montpellier in France. While overseas he also expects to complete two books, one of them *Essays on Comparative Local Government* and the other a study of French Catholic

The center section of this issue is devoted to a special supplement on higher education in the United States today. Alumni magazine editors and publishers throughout the country have joined in this first cooperative effort to tell the story of America's colleges and universities in a dramatic and panoramic way. In thirty-two pages of pictures and text, the supplement presents the immense diversity of higher education in its variety of objectives, its problems, its restlessness, and its new approaches. The material is appearing in more than 150 alumni magazines whose combined circulation is 1,300,000.



HISTORIAN MAVRINAC

Fulbright Fellow and Colby Professor

political thought and organizations in the 1920's and 1930's.

A native of Pittsburgh, where he graduated from the university with high honors in 1943, Dr. Mavrinac is married and has two children. He received his M. A. in 1950, a year prior to studying as a Fulbright Fellow at the University of Louvain in Belgium. Harvard awarded him a Ph.D. in 1955.

Previous to his faculty appointment at Harvard in 1953, he taught at the University of Pittsburgh and at Wellesley College. He is a specialist in American national government and constitutional law, in Western European politics and in modern political theory. In recent years he has been experimenting with new studies and courses in comparative local governments.

Dr. Mavrinac has published articles in *Confluence* and in the *American Political Science Review* as well as in *America*. He is author of the labor section of *Studies in Federalism* by Bowie and Friedrich. (Little & Brown Company, 1954).

From 1946-1948 he was Deputy Director, Manpower Division, Office of Military Government for Hesse, Germany where he was responsible for su-

pervision of reconstruction of German labor unions and for the operation of German wage controls. He received a battlefield commission in France in 1945.

Images of Magnificence

CLASS unity heightens as graduation approaches and grows continually stronger over the years. One of the most pleasant occasions for the senior class is its annual banquet. Dean of the Faculty Robert E. L. Strider, II gave the address this spring, closing with these comments.

"In his annual report to the Corporation a few years ago President Pusey of Harvard said that the aim of education is to teach students 'what it means to be a human being.'

"This is, I hope, what you have been learning during your four years at Colby. This is really learning, as opposed to finding out how to get along with people or amassing useful and

useless facts. For all these matters, distinguishing values, learning to live by important principles, recognizing the transcendent importance of an abstract or intangible idea, finding a perspective from which to view yourself and the rest of mankind—are the marks of the truly human being at his best.

"Through them man transcends the animals and sometimes transcends himself. They are the things that will keep you from sinking into the morass of materialism, the vacuousness of cultural sterility, the hopeless dead-end of unthinking conformity. As William Butler Yeats said, 'Keep in your souls some images of magnificence.'

"And if your four years can have helped you toward this splendid goal then it will be clear that both Colby on the one hand and you on the other will have done the task well. That will be more than sufficient reward for all of you and all of us!"



A no-hit-no-run shut-out of Williams College; participation in the NCAA regional playoffs; and the best won-loss record in the college's history (17-5) were some of the thrills provided by the Colby baseball team this spring. Captain-elect Lee Oberparleiter, in jacket, raises the arm of Tony Ruvo who tossed the masterpiece against Williams. Coach John Winkin, with cap, is at Ruvo's right.

College students from the State of Maine will get a helping hand in obtaining loans to attend college under a newly-formed New England Higher Education Assistance Foundation. Hugh C. Saunders of Westbrook is president. Any resident of the state who has completed a freshman year in an eligible college or university can apply directly to designated Maine banks for a loan. Tentatively the amount is limited to \$500 in each of three years, a total of \$1500. This is to be repaid by 42 months after graduation.

The Foundation will guarantee 80 percent of any such loan. The bank will assume the remaining 20 percent of the risk. Eligible institutions are all four year degree granting colleges in Maine and similar institutions outside the U. S. or Canada approved by the board of trustees.

Professor Peter Re conducted the Boston Pops Orchestra in his own composition *Variations on Airs by Supply Belcher* at the Colby Night at the Pops, June 1. Inspired by an early composer from Farmington, Maine, the piece received its first public performance last January by the Portland Symphony Orchestra. Barbara Starr Lipson, 1950, whose husband is a violinist with the Boston Symphony Orchestra, was in charge of arrangements for the Pops Night, sponsored by the Boston Alumni Association.

President Bixler was a member of the Committee on Annual Awards for Distinguished Advertising in the Public Interest, a survey sponsored by the *Saturday Review*.

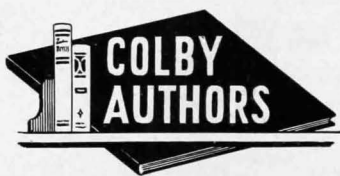
Through the generosity of Richard P. Hodsdon, 1929, of South Thomaston, the college has received a bound volume of the copies of *The Literary Mirror*. The book has special interest to Colby because it came from the library of the late Judge Percival Bonney, 1863, of Portland who served the college as treasurer from 1881 to 1902.

THE GOOD OLD DAYS!



The Colby College Press has published a posthumous collection of over one hundred poems of Dr. Israel Newman, Maine resident who was active in the Maine Poetry Fellowship. A native of Lithuania, he came to America at 18 and, during his lifetime, established a reputation in medicine and psychiatry in the Augusta area. He authored more than 2000 poems.

The Book Room at the home of Miss Meroe Morse, 1913, 13 Park Street, Waterville is a fascinating browsing spot. She has approximately two thousand books, many of them rare and out-of-print, and even the page, above, from the *National Police Gazette*. It reports antics by undergraduates on the Old Campus in the Spring of 1889.



Professor C. F. Main, 1943, reviews Robert Greville, Lord Brooke (Harvard University Press, 1958, 252 pages) by Robert E. L. Strider, II, Colby's dean of faculty.

DEAN Robert Strider's definitive biography of Robert Greville, second Baron Brooke, makes a major contribution to our understanding of the early seventeenth century, that other age of paradox and anxiety which so fascinates our own age. This, the first complete treatment of Brooke's strenuous career, is a microcosm of the political, social, and intellectual history of the time. Brooke himself, the nephew and heir of Queen Elizabeth's courtier-poet Fulke Greville, watched the post-Elizabethan world crumble and fall. Forced to take sides in the great debate between King Charles and Parliament, he chose to support Parliament. But he was in no sense a narrow partisan; in fact, Brooke was so complex and so versatile that no single label does him justice. At once an aristocrat and a democrat, a Puritan and a Platonist, a philosopher and a soldier, Brooke is best placed in the exalted company of such unorthodox worthies as Roger Williams, Anne Hutchinson, Henry Robinson, Sir Henry Vane the Younger, and John Milton: seventeenth-century liberals to whom lovers of toleration and freedom of thought are eternally indebted. Dean Strider amply pays our debt to a neglected member of this group.

About a third of the book covers the facts of Lord Brooke's life. This is a carefully documented narrative in which the errors of earlier writers are modestly corrected. A succinct ac-

count of Brooke's ancestry and of his education as a Renaissance gentleman precedes a more detailed treatment of his public career, which began with his entering Parliament in 1628, his twentieth year, and ended with his death at the Siege of Lichfield in 1643. At that time Brooke had become a military leader of the Parliamentarians second in importance only to the Earl of Essex. Dean Strider rehearses several accounts of Brooke's death, the exact details of which are not known, but for some reason he omits this curious remark by John Aubrey: "Robert Greville, Lord Brookes, was killed at the Siege of Lichfield, March the 2d . . . by a Minister's sonne, born deafe and dumbe, out of the church." Whatever its circumstances, Brooke's death was a severe blow to the Parliamentarians and, indeed, to the whole of England. In the fifteen preceding years his name had become more and more frequently linked with those who opposed arbitrary rule. Had Brooke lived, and had he continued to grow in influence, the course of English history might have been very different. In short, Brooke's death was the tragic waste of a man with many abilities and many interests: science, philosophy, literature, civil and military affairs. Not the least of these was his interest in colonization. On this continent his memory has been perpetuated in the name of Saybrook, Connecticut—a settlement that he and Lord Saye helped to finance.

The greater part of Dean Strider's book is devoted to an examination of Brooke's two treatises, *The Nature of Truth* (1640) and *A Discourse . . . of . . . Episcopacie* (1641). The ambitious title of the former is typical of the spacious age in which it appeared. Brooke's philosophy was not spun out of his head, but was carefully constructed out of the best authors, ancient and Renaissance, with the help of right reason. To change the metaphor, most of the intellectual currents of the age merge in Brooke's philosophy, and



Professor Main, who is currently in England, is director of Freshman English for the College of Arts and Sciences at Rutgers University. His major academic interest is English civilization in the seventeenth century. Dr. Main received his Ph. D. from Harvard University in 1954.

Dean Strider does a masterful job of identifying and distinguishing the various tributaries. The main stream is Platonic and neo-Platonic; Brooke was an idealist in both the popular and the philosophical senses. This short summary cannot, of course, do justice to Dean Strider's exposition. Though Brooke was not a poet in the formal sense, there are more than a few bright sparks of poetry in the brief quotations that Dean Strider gives. Let us hope that the entire treatise will be republished under his editorship.

Brooke's *Discourse* inevitably invites comparison with Milton's writings against the bishops and for the toleration of religious differences. Dean Strider finds that in 1641 Brooke advocated a greater degree of toleration than Milton, and that not until considerably later did Milton become as liberal. "Brooke, and later Milton," he says, "wrote with the objective of freedom for all the people, for the

ality as a whole." And unlike Milton, Brooke took up his sword as well as his pen in defence of this ideal.

Robert Strider writes in the tradition of Perry Miller, Douglas Bush, and William Haller — to name a few of the scholars who have enabled us to re-examine the "Puritan"—that bugbear of Tories and libertines. Thanks to these scholars, we no longer think of the Puritan merely as a narrow zealot who smashed organs, poked his itching rod through stained glass, and frightened merrymakers with his warts and his whine. In place of this oversimplified stereotype, we now see in the Puritan at his best the last flowering of the Renaissance and the first seeds of modern individualism and civil liberty. Lord Brooke represented Puritanism at its best, just as his biographer represents modern scholarship at its best.



Wheaton College (Norton, Massachusetts) has dedicated its newest dormitory to Sarah Belle Young, Colby 1909. Miss Young retired as registrar in 1946 after 37 years at which time Wheaton conferred an Litt. D. Since her retirement she has lived in Solon. Colby awarded her an honorary L.H.D. in 1934. She was trustee from 1934-1940.

In dedicating the building Sarah Belle Young Hall, Wheaton President A. Howard Meneely said, "It is a happy thought that for the next 100 years or more the name of our beloved friend will be on the lips of Wheaton students and that this building will stand as a monument to her service and devotion. . . She came here in 1909 and gave the institution 37 of the best years of her life. She witnessed and shared in most of the physical development of those eras; she played a major share in shaping our educational and administrative policies and procedures. She dealt with a multitude of student problems with firmness of decision and kindness of heart."

Continuation

The President's Page by J. S. Buxton

In addition they are outgoing in temperament, interested in their students as human beings and eager to share with them their own enthusiasm for ideas.

Again and again I have seen students grow and expand under such influences until, before they knew it, they were actually playing over their heads and winning victories in the various fields of creative thought of which they had not supposed themselves capable. In other words, we have the kind of community life that encourages and makes possible the kind of intellectual life our times demand.

I can hear you asking why, if this is the case, our campaign puts so much emphasis on buildings. The answer is, of course, that buildings are less important in themselves than for what they make possible. Of the triad of brains, books and bricks, brains are easily the most significant and bricks

the least. But at this state in Colby's development the bricks are essential if we are to get the best brains and if we are to make the best use of the books.

Our great and imperative need is three new buildings—one for classrooms in the humanities and social sciences and for faculty offices, a second for art and music, and a third for administration. If you have read the literature you know that our \$2,500,000 objective also includes additions to the endowment for higher faculty salaries and more scholarships.

I feel certain you will agree with me that Colby today faces a fork in the road similar to the one it confronted thirty years ago. On that occasion our beloved Dr. Johnson and his associates made sure that the college measured up to what was demanded. Is it not unthinkable that we should fail

them now? This time the choice is between a type of lazy smugness which would allow us to slip back into mediocrity, and a courageous decision to advance along a course that will put us in the front rank, and second to none in our class. I cannot resist the feeling that this is a time for greatness. An opportunity is here that may never come again in your life or mine and that must be exploited to the utmost if we are to see the fulfillment of Colby's dream. Especially in an age of fear and uncertainty, when far-seeing educational leadership is demanded as never before, I can think of no greater satisfaction than that of taking part in a conspicuously constructive task like this, where the results in the lives of our young people will be so clear, and the contribution to our society so plain for all to see.



The Faculty Perform

"NO WORSE FOR WEAR"

Instruction for the Dean of Men at Mademoiselle Sosotris' Dancing School. Recognize Colby Recorder Rebecca Larsen?

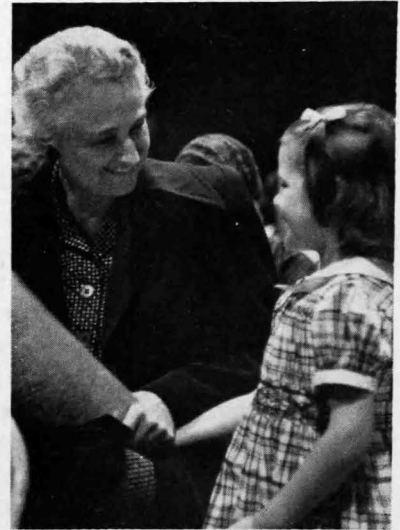


Professor Scott on the cymbals and Mr. Rosenthal on the comb provide a Musical Evening at the President's.





Beethoven was the topic for Professor Gillespie and Miss Marchant.



Mrs. Bixler and Betty Kellenberger

Few opening nights at Colby ever received a warmer welcome than the faculty review, *No Worse for Wear*, presented for the Campus Chest. *The Echo* described the production as "a potpourri of the dance, highminded and subtle satire, vocal art (including primatic Americana), and clever and original socially significant monologues."

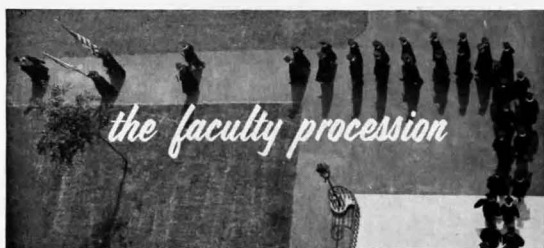
Perhaps it was, but the majority of the audience jamming the Women's Union gymnasium thought it was just plain fun.

It had to be seen to be believed. Professors Kellenberger, Benbow, Crawford and Crocker in ballet costumes; Dean of Men Nickerson in a Lord Fauntleroy outfit; Housemothers Miner, Ellis, Kyes, and Sims as Colbyettes; hockey coach Jack Kelley in British garb; and Recorder Rebecca Larsen as a French dancing instructor kept matters moving at a merry pace.

performers from department of physical education: track Coons, Mrs. Bither, Miss [unclear], hockey coach Kelley.

The professors' version of classroom decorum. The zipper-jacketed smoothie with cigarette is Professor Bither. His motorcycle was absent.





by Professor Richard Cary

SALUTE TO SCIENCE

SINCE the day last October when the first Sputnik blazoned an elliptical trauma on American complacency, a baleful spotlight has been probing the quality of American education in general and science in particular. From the President, from the Congress, and from more than fifty national committees concerned with the responsibilities of teaching has issued the cry, varying in tone from supplication to threat: "Something must be done about science." Reams upon reams of newsprint and photographs have been dedicated to unflattering comparisons of Soviet schoolboys and our native counterparts. It has been pointed out mordantly that the number of college-trained scientists in Russia is mounting while that in the USA is falling, which prompts the observation that we had better teach more science—or Russian!

The question is one which involves our whole culture, of course, but it inevitably creates an immediate local problem. Just how much emphasis are we at Colby to place on science in relation to the arts and social studies? Professor Donaldson Koons (Geology), Chairman of the Science Division, proposes a staunch reassessment:

"Since science is the one really unique product of Occidental civilization, and since so much has been done through technological application of scientific discoveries to relieve people from dependence on animal and human sources of energy—thus freeing them for fuller intellectual activity—we feel that the study of science is an indispensable part of a liberal education.

"At the moment, there is a great deal of concern about the state of science in the schools and colleges, and many recommendations for 'crash programs' of various kinds. Such an attitude seems to us unfortunate; there may be insufficient emphasis on science in the curriculum, but this is the result of a long term trend, and requires a long term approach for correction. The Science Division does feel that the current excitement serves to point out the fact that in the last fifty years the trend has been to reduce the quantity of science included in the training of every educated man, while at the same time the impact of science on the

lives of all of us has increased enormously. We would like to return to the Colby curriculum of a hundred years ago, when every graduate of the college was expected to take mathematics through calculus, mechanics, optics, astronomy, chemistry, physiology, zoology, mineralogy, and geology.

"It is our belief that a return to such a program would go far toward achieving two objectives of the college: a much wider understanding by the educated public of the methods, accomplishments, and future expectations of science in our society; and an increase in the number of scientists with the breadth of knowledge in the humanities and depth in the sciences which the liberal arts college is especially qualified to give."

Professor Koons' Einsteinian scheme of progression by retrogression may be a long time eventuating, but our science faculty is not merely twiddling thumbs and waiting the day. Visiting Professor Julius A. Brown (Physics) recently initiated thousands of viewers into the mysteries of galactic space by way of a fifteen-weeks television course in astronomy over a three-channel network; to bend the twig while it is still supple, Professor Koons and Associate Professor Denton Crocker (Biology) have established a science workshop for students at Waterville's North Grammar School; for lay members of the public and students, popular science color films prepared by the Bell Telephone Company were presented last semester by Sigma Pi Sigma. But the most extensive of Colby's contributions along these lines is this summer's Institute for Science. Made possible by a grant from the National Science Foundation at Washington, D. C., its purpose is to amplify the subject-matter competence of high school teachers through six-weeks courses in biology, chemistry, mathematics and physics. Director of the Institute is Professor Evans B. Reid (Chairman, Chemistry); his staff includes six other Colby professors: Wilfred J. Combellack and Lucille P. Zukowski (Mathematics), Robert L. Terry and Denton W. Crocker (Biology), Paul E. Machemer (Chemistry) and Richard R. Mayers (Physics). Designation of Colby as one of the nation's colleges to offer this program is a signal honor.

There is not room to recount all the professional exploits of all our science faculty. Here is a bouquet of latest vintage:

Professor Allen C. Scott (Chairman, Biology) has been awarded a Faculty Fellowship by the National Science Foundation to pursue research in genetics. He will spend nine months of his sabbatical year at the University of Edinburgh and at the Zoological Station in Naples, Italy. This comes as an apt apex to his twenty-six summers of work in the Marine Biological Laboratories at Woods Hole, Massachusetts.

Assistant Professor Melvin Spiegel (Biology) has been making intensive investigations in embryology during



Science Division Chairman Koons explains demonstration of wave motion.

the past two years under a grant by the National Institute of Allergy and Infectious Diseases, US Public Health Service. As a result of his findings at Colby and at Woods Hole, Professor Spiegel has published three papers on cellular activity in the *Biological Bulletin*, will deliver two others at the annual meeting of the American Institute of Biological Sciences, and has still another in process for *Science*. In the past year he was appointed a member of the New York Academy of Sciences and the American Society of Zoologists.

Associate Professor Wendell A. Ray (Chemistry) has been conducting explorations in physical chemistry for the past four years on a grant from Arthur D. Little Company of Cambridge, Massachusetts. He is being assisted in this research by his wife, the former Charlene Blance, Colby, 1946. Professor Ray is in *Chemical Who's Who*, roster of distinguished practitioners in his field.

Besides organizing the Institute for Science, Professor Reid delivered one paper before the New England Association of Chemistry Teachers and had another (done in collaboration) read at the San Francisco meeting of the American Chemical Society. Several months ago he contributed thirty-two rare organic compounds produced in

his laboratory to the Cancer Chemotherapy group of the US Department of Health, Education and Welfare at Bethesda, Maryland, where they are undergoing stringent tests as counter-tumor agents. He has also contracted to write thirty-three articles on various phases of organic chemistry for the forthcoming McGraw-Hill *Encyclopedia of Science and Technology*.

Professor Crocker has concentrated his studies on crayfish. His illustrated brochure, *The Crayfish of New York*, was published by the N. Y. State Museum and Science Service; his report on the first record of a certain species of crayfish taken in Maine appears in the *Maine Field Naturalist*; he has spoken on crayfish to the Maine Audubon Society and to the State Fish and Wildlife Service staff at Boothbay Harbor. After completing his stint at the Institute for Science, Professor Crocker will evaluate data obtained during a stay at the Royal Ontario Museum in Toronto and continue research on the geographic distribution and life histories of crayfish in New England.

Assistant Professor Charles F. Hickox (Geology) has been actively engaged in geological field surveys in Nova Scotia since 1955 and has submitted a 300-page manuscript which will be published by the Department of Mines, Province of Nova Scotia.

Professor E. Parker Johnson (Chairman, Psychology) has been working throughout the school year with a group of AF ROTC sophomores in a darkened sector of the chapel basement. His object: to acquire records of night-visual ability which will be of ultimate value to the Army Medical Service. The test he uses in this project was developed with the aid of a grant from the National Academy of Sciences and is being supported through a contract between the Office of the Surgeon General and Colby College. This contract has been renewed and work on related problems of night vision will continue until at least September 1959.

There is more and more, but before we are accused of succumbing to synthetic-moon madness and academic imbalance, hearken to Dr. Bixler's DaVincian views: "Our aim at Colby is to teach all the science we can in this scientific age, but to teach it 'liberally', and to present it against the background of history, philosophy, and literature which it needs if it is itself to be understood. Today a liberally educated person must have more than a smattering of science — that is taken for granted. But the scientist for his part must learn to look beyond the borders of his own specialty. He should have a feeling for literature, a sense for history, and some knowledge of philosophy if the treasures of his own scientific specialty are to reveal themselves to him. The truth is that even to be a scientist today one must be a 'scientist plus' and it is both the science and the 'plus' that Colby is in a position to provide."

To which we all, including the Science Division, cry *Viva!*

Dinners Inaugurate



PORTLAND — Mrs. John W. Deering, Jr. (Ann Burnham, '55), Mrs. Wayne E. Roberts (Alice Linscott, '31); standing, Joseph W. Bishop, '35, John P. Davan, '33, and Professor Alfred K. Chapman, '25. Photograph on opposite page by Edward W. Cragin, '34, at Waterville dinner.

THE FULFILLMENT PROGRAM is rolling in high gear. Since April 16, when simultaneous dinners launched the \$2,500,000 campaign in 29 major Colby areas, more than 950 volunteers — alumni, parents and faculty members — have carried out an ambitious schedule. Before the end of June, these workers hope to have made initial calls on almost all alumni and parents in the areas.

Meanwhile, the campaign is being extended to other sections. Dr. Bixler left Waterville shortly after Commencement to address alumni and parents at dinners in Syracuse, Cleveland, Detroit, Chicago and Minneapolis. Other districts will sponsor programs early in the fall.

With first reports coming in, more than 1500 gifts totalling \$1,503,000 have been recorded, as of Commencement. The first of three buildings

Fulfillment Program



sought—classrooms for the social sciences and humanities—is now under construction and should be ready for occupancy next February. More than one-third of the second building, for art and music, has been pledged. Alumni teams are striving to obtain its entire amount by July 1.

Alumni have raised 31.5% of their \$750,000 quota. Parents, seeking \$150,000, have produced more than \$117,000. The faculty have topped their \$10,000 quota by more than \$4,000.

The Fulfillment campaign is the first step in Colby's overall program of adding adequate classrooms, faculty offices, library facilities and dormitories to the new Mayflower Hill campus. The second step will be financed through the college's normal development program and has a target date of 1963.



BOSTON — Nissie Grossman, '32, Professor Walter N. Breckenridge, and William C. Guttridge, '47.



ROCKLAND — Mrs. Russell E. Wolfertz (Annabelle Morrison, '44), Director of Admissions William L. Bryan, '47, Roland G. Ware, '21, and Mrs. Edward C. Moran, Jr. (Irene Gushee, '21).



LEWISTON — Paul A. Cote, '52, Mr. and Mrs. Merle R. Keyes (Caroline Hill), '08, Professor F. Celand Witham, '52, and Paul A. Choate, '48.

A SPECIAL REPORT

AMERICAN HIGHER EDUCATION 1958

ITS PRESSING PROBLEMS AND NEEDS ARE
EXCEEDED ONLY BY ITS OPPORTUNITIES

THIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-





HIGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard.

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of \$1,250. But it costs Brown \$2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around \$1,500 a year to get by.

Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than \$7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

FROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. “The professor,” said one college administrator recently, “should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands.”

Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. “Where are the creative thinkers?” they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

THESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education's own offspring; some are products of the times.

But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world's needs, and hence its diversity.

Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, “American higher education,” at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer “higher education,” and no two of them are alike. Some are liberal-arts colleges, some are



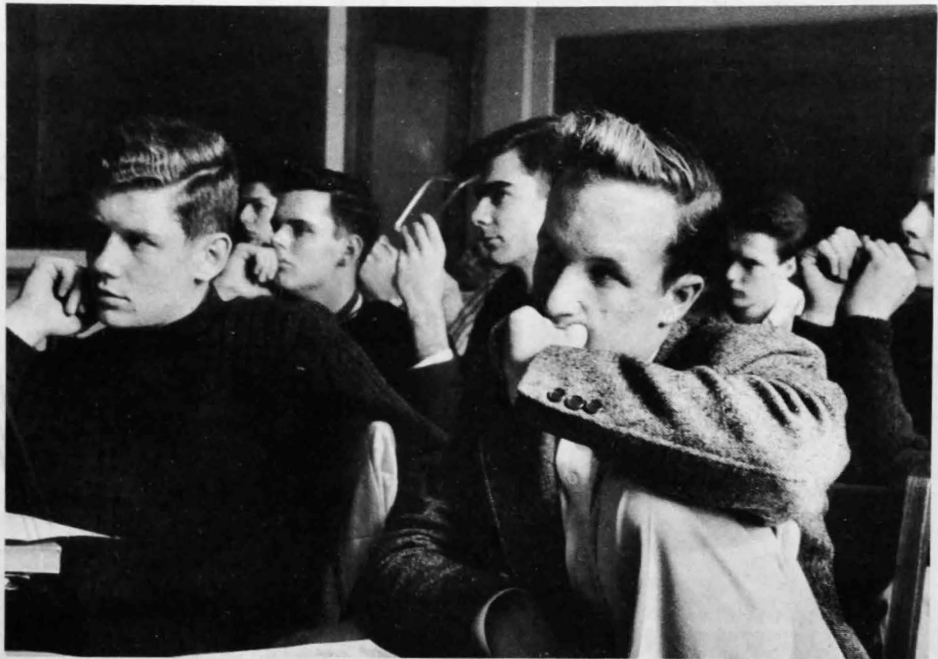
UNIVERSITY OF NEW MEXICO

MILLS COLLEGE



GREAT ISSUES
SUGGESTION
BOX

DARTMOUTH COLLEGE



AMHERST COLLEGE



UNIVERSITY OF CALIFORNIA



DEEP SPRINGS JUNIOR COLLEGE

EMORY UNIVERSITY



UNIVERSITY OF KANSAS



WITH growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.



SMITH COLLEGE

vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

AMERICAN higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited: to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars

IN the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

NOW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in the exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with

their professors, they were building a uniquely American tradition of higher education which has continued to this day.

OUR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

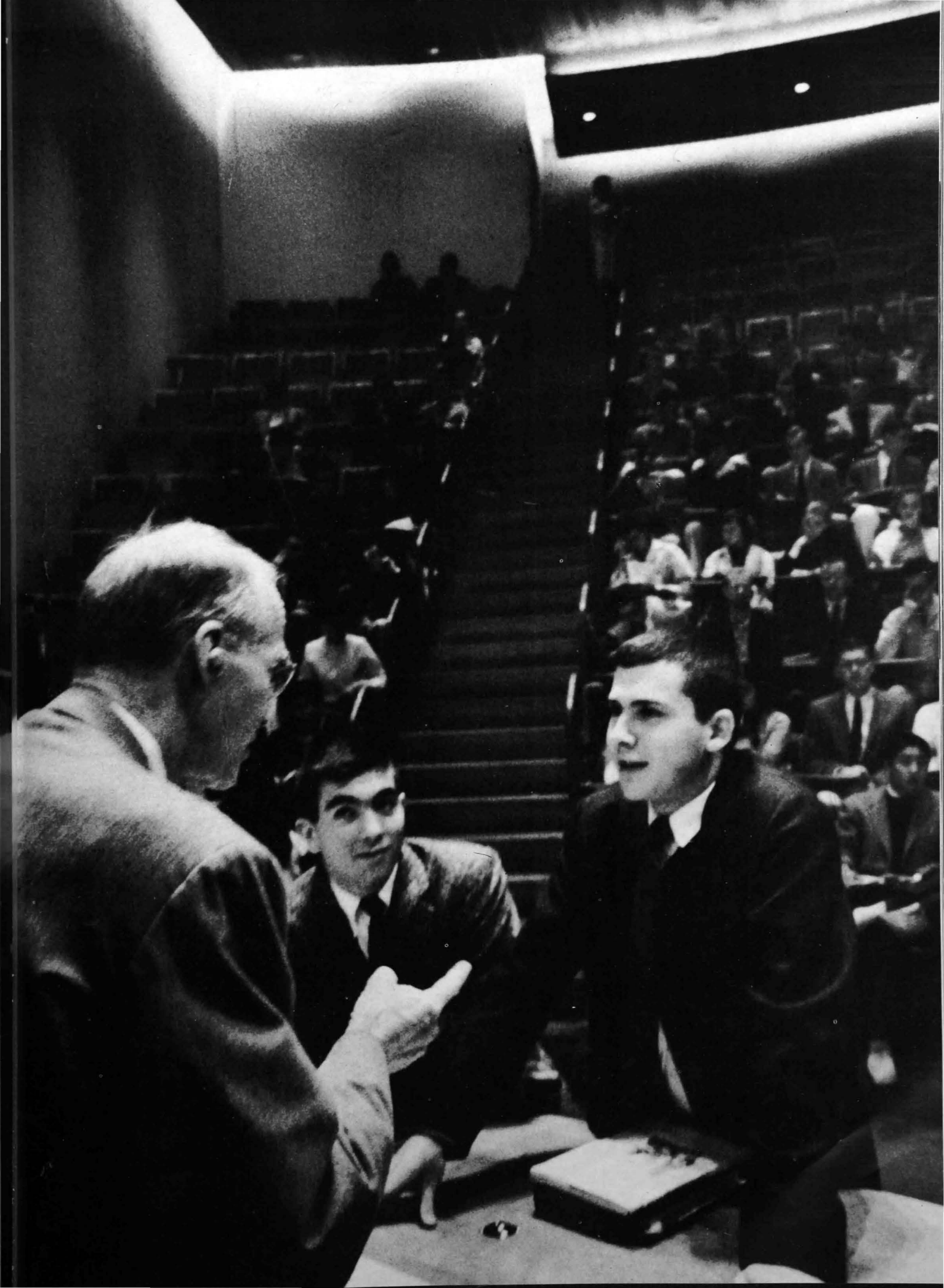
Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

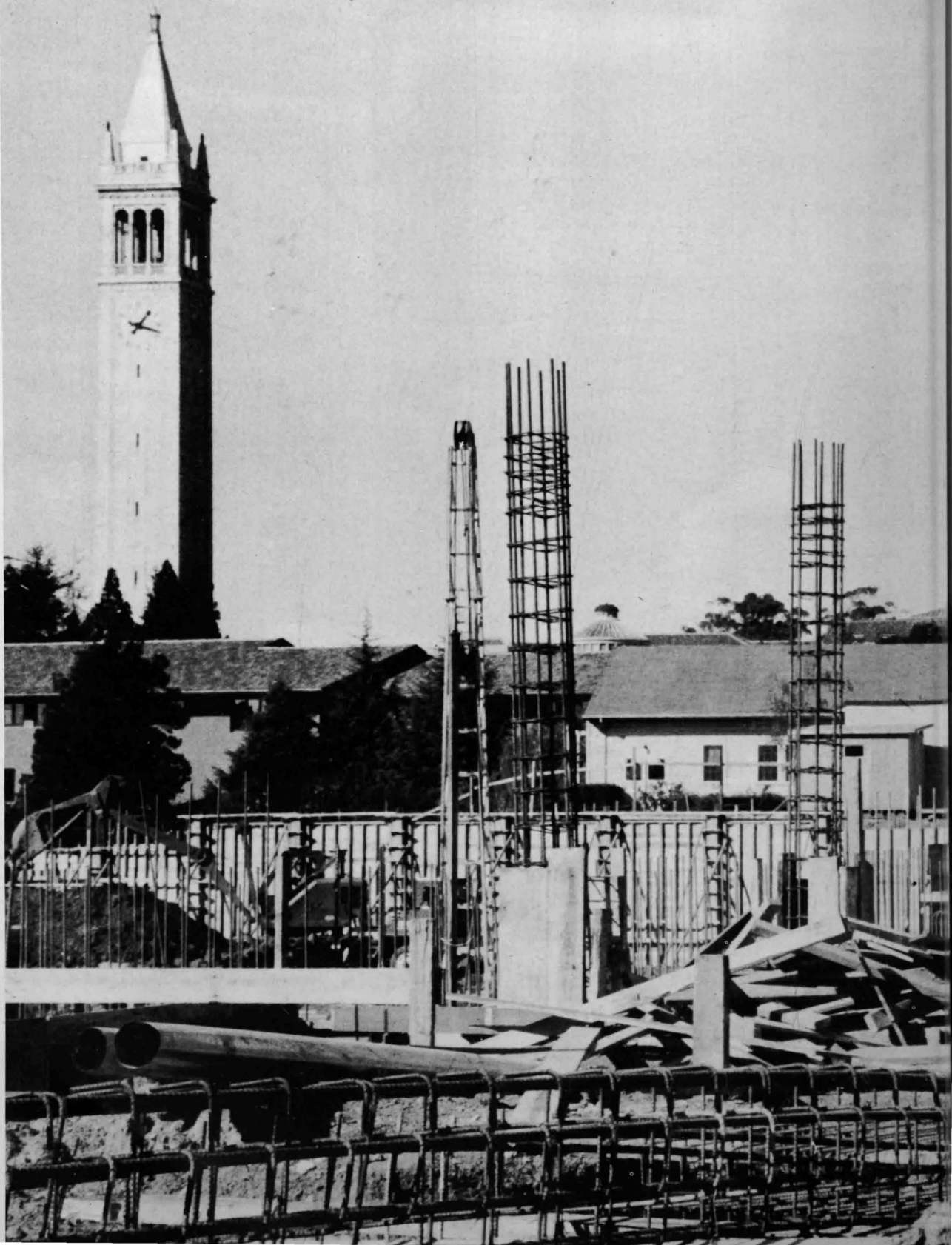
Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

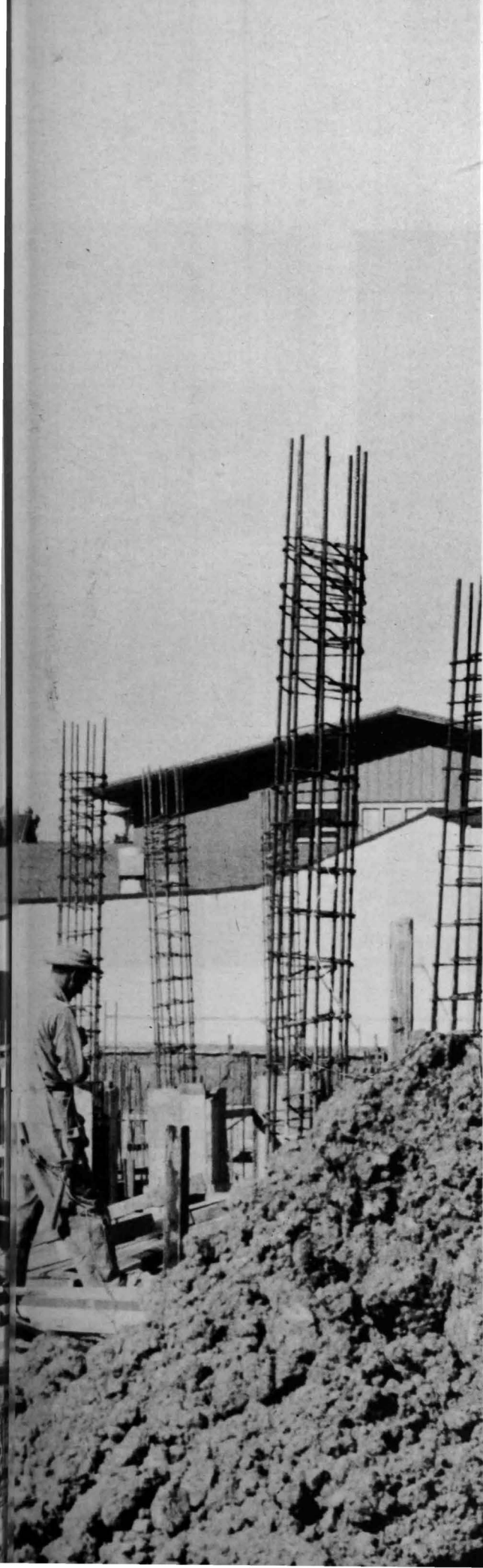
They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will







To accommodate more students and to keep pace with increasing demands for complex research work, higher education must spend more on construction this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*.”

Like all of the country, California and Californians have some big decisions to make.

DR. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built “right away.”

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend \$500,000.

For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan’s president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

A group of people reached a hard decision, and then made it work. Dr. Chrisman’s hopes have been more than fulfilled.

So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.



UNIVERSITY OF CALIFORNIA

THE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.



WEST VIRGINIA WESLEYAN COLL

Ninety per cent of them replied. In calendar 1958, they are spending \$1.078 billion.

Purdue alone has \$37 million worth of construction in process. Penn has embarked on twenty-two projects costing over \$31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Everywhere in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

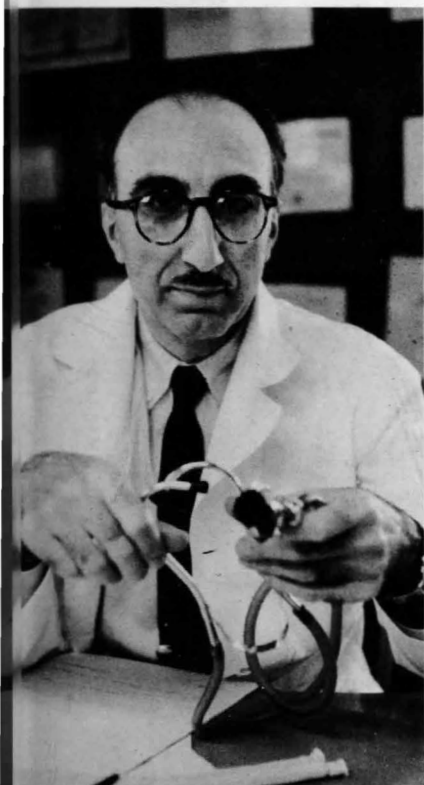
BUILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deeper.

Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

We call upon them to give us space-age weapons and



BAYLOR UNIVERSITY

RENSSELAER POLYTECHNIC INSTITUTE



DARTMOUTH COLLEGE


polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

AMERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us—but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over \$5,000. The average salary of a full professor is just over \$7,000.



EVEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.



The "quality vs. quantity" issue has other ramifications. "Education's problem of the future," says President Eldon L. Johnson of the University of New Hampshire, "is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place."

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

WHAT is a better educated, more thoughtful citizenry? And how do we get one? If America's colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst's students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization's issues and processes. (But they were not "surveys"—or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls "those superficial omnibus affairs.")

How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a "Hate Arons Silence."

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

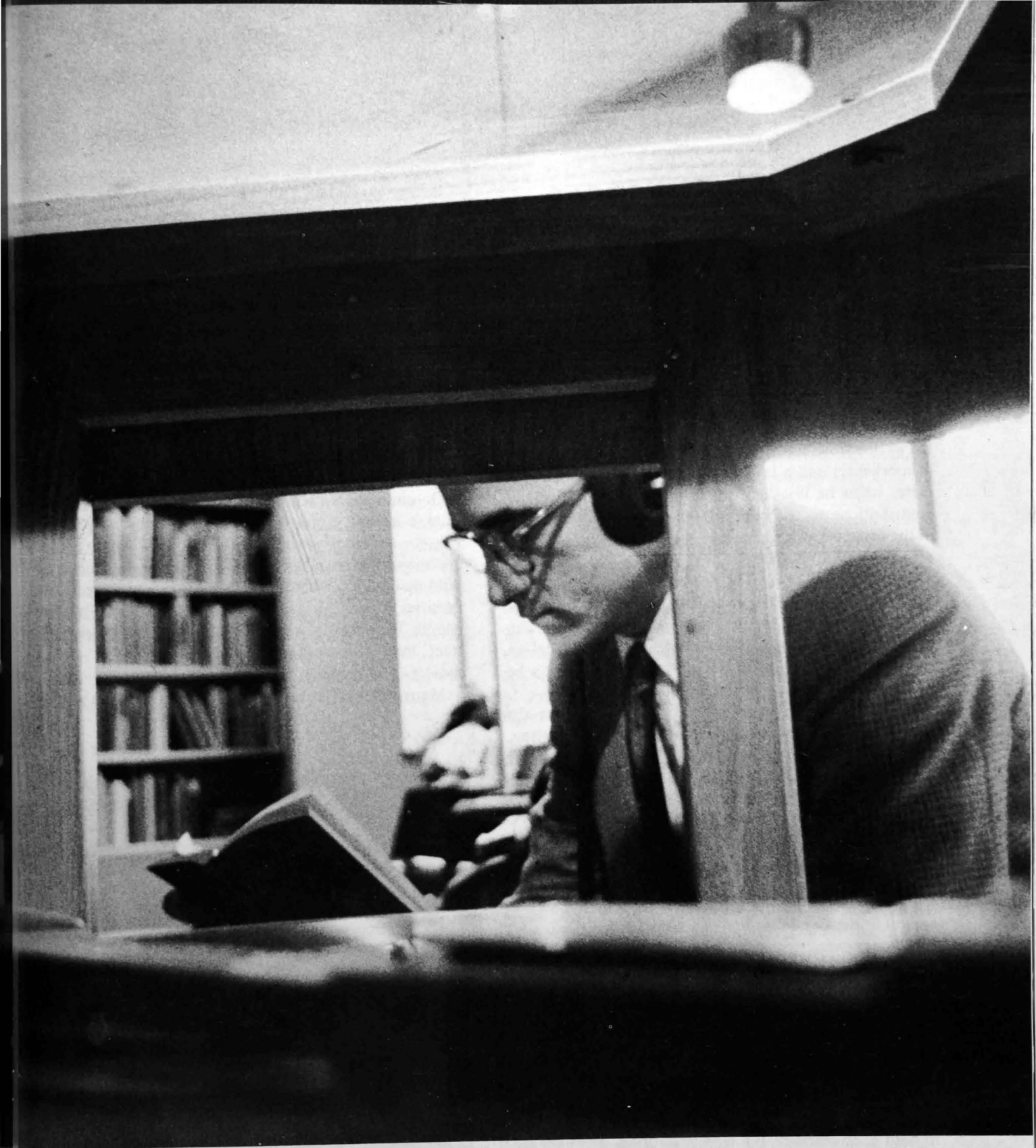
TO TEACH them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

THUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

BAYLOR UNIVERSITY



TO IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*above*) and television, which (*left*) can bring medical students a closeup view of delicate experiments.



HARVARD UNIVERSITY

To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lecture or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to *help* them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

AERICAN higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

"Democracy's Growing Edge," the Teacher's College

of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for youth.

Many other institutions currently are offering a variety



of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program

such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA



IN ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.





NONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching.

helping to develop Peruvian research in textiles; and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

THUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young. All are brilliant men who have turned down lucrative jobs in business or industry. All have been offered higher-paying posts at other universities.



EVERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher. It relies upon him today as never before.

"It's the atmosphere, call it the teaching climate, that keeps me here," said one.

"Teachers want to know they are appreciated, that their ideas have a chance," said another. "I suppose you might say we like being a part of our institution, not members of a manpower pool."

"Oklahoma has made a real effort to provide an opportunity for our opinions to count," said the third. "Our advice may be asked on anything from hiring a new professor to suggesting salary increases."

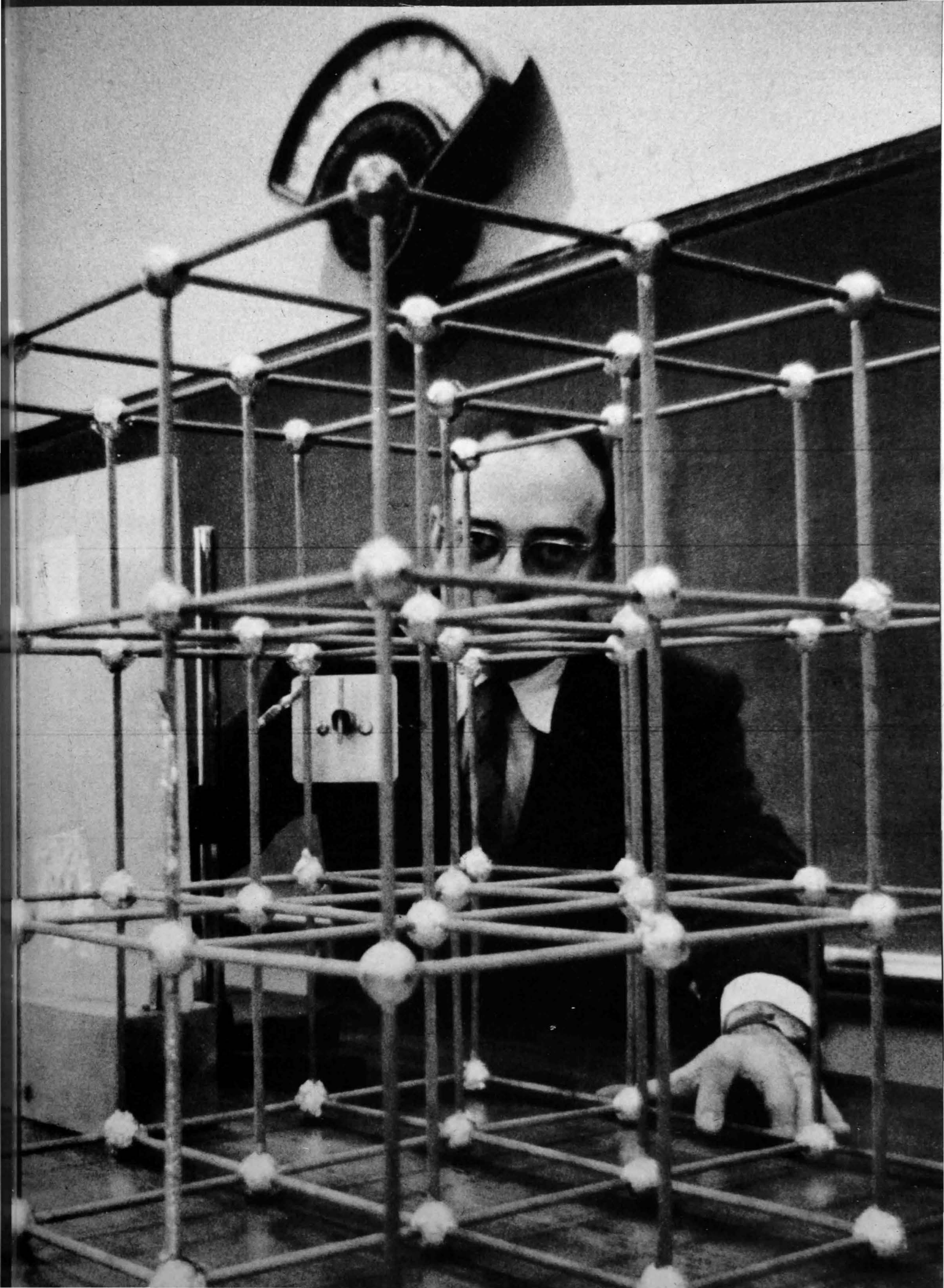
The University of Oklahoma, like many other institutions but *unlike* many more, has a self-governing faculty. "The by-products of the university government," says Oklahoma's Professor Cortez A. M. Ewing, "may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty."

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

GONE is the old caricature of the absent-minded, impractical academican. The image of the college professor has changed, just as the image of the college boy and the college alumna has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year's study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall,



and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

DR. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only "higher bacteria." Another, however, identified them as little-known organisms usually called actinomycetes.

Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master's degree. But he soon began to devote more and more time to soil fungi and the strange actinomycetes. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

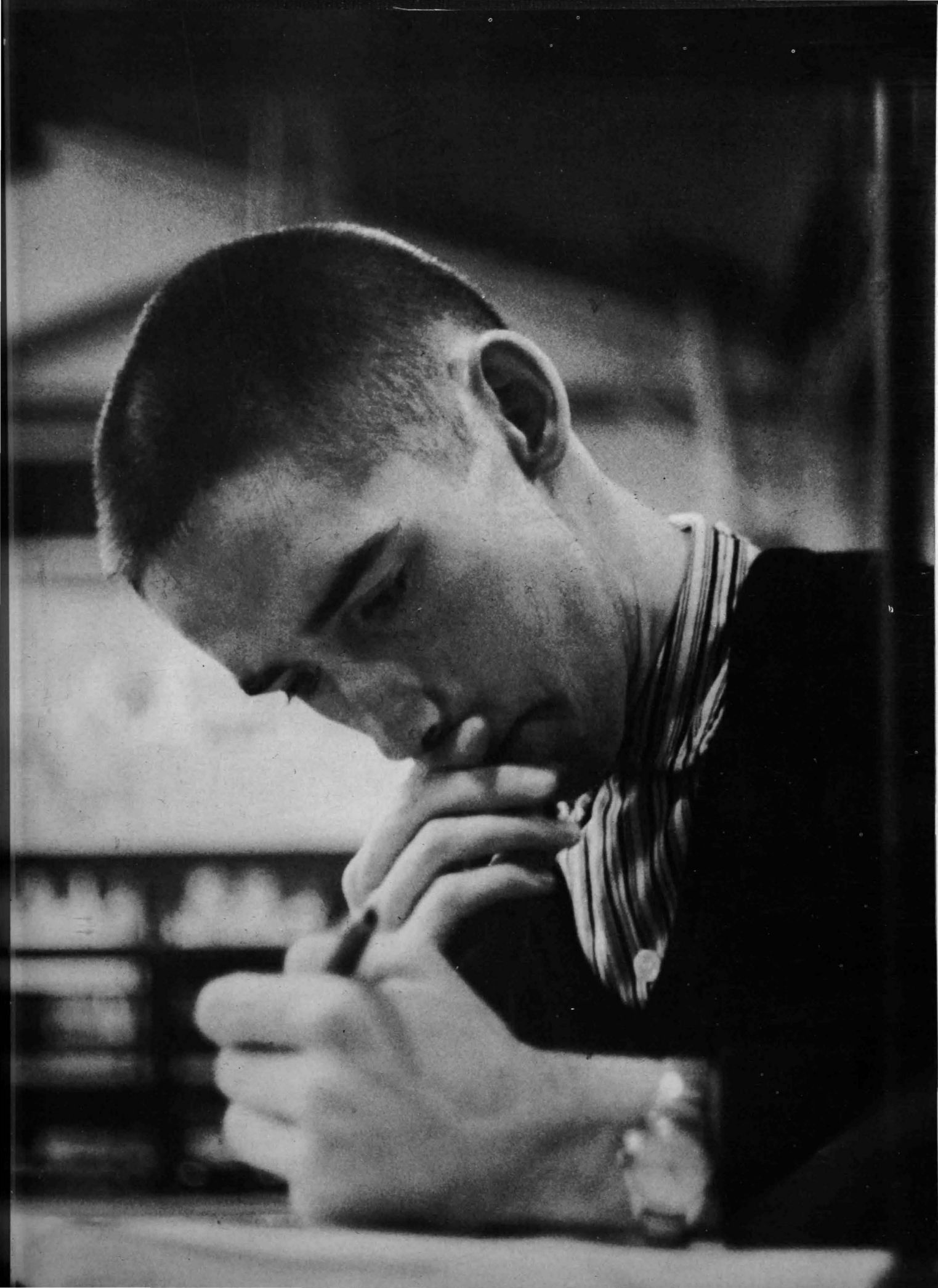
Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

RUTGERS UNIVERSITY



SOME research by faculty members strikes people as "pointless." It was one such pointless project that led Dr. Selman A. Waksman (*left*) to find streptomycin. Good basic research is a continuing need.

OHIO STATE UNIVERSITY



In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

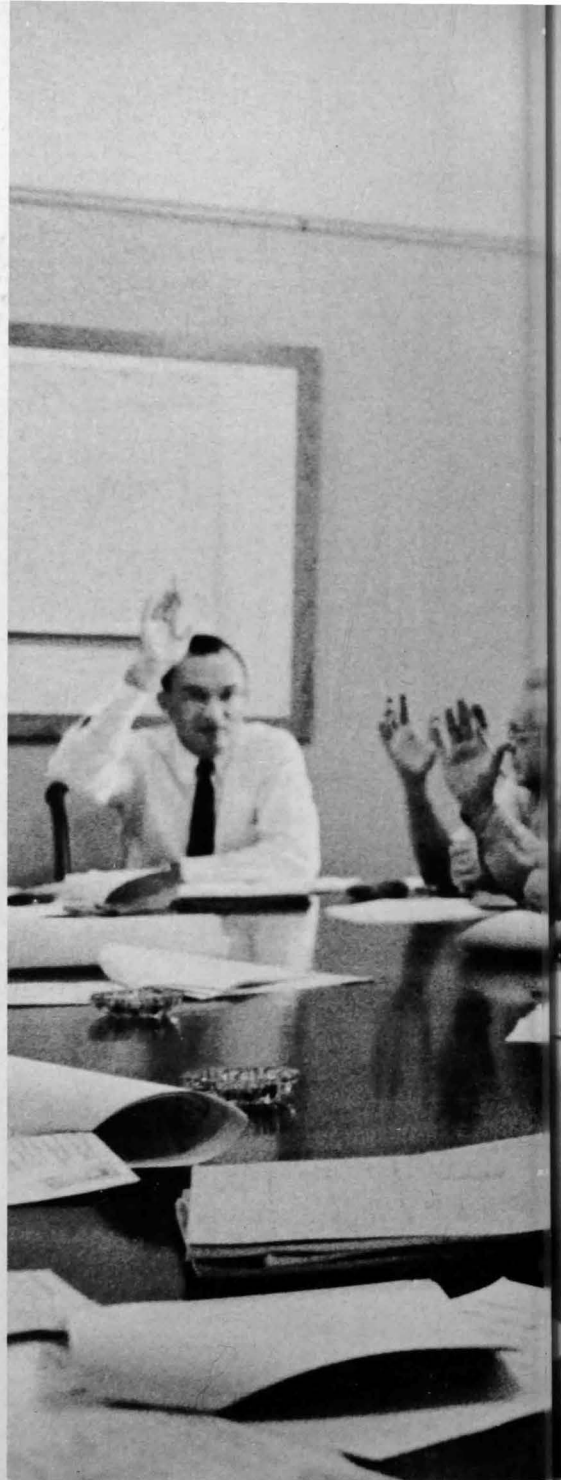
The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomycetes. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

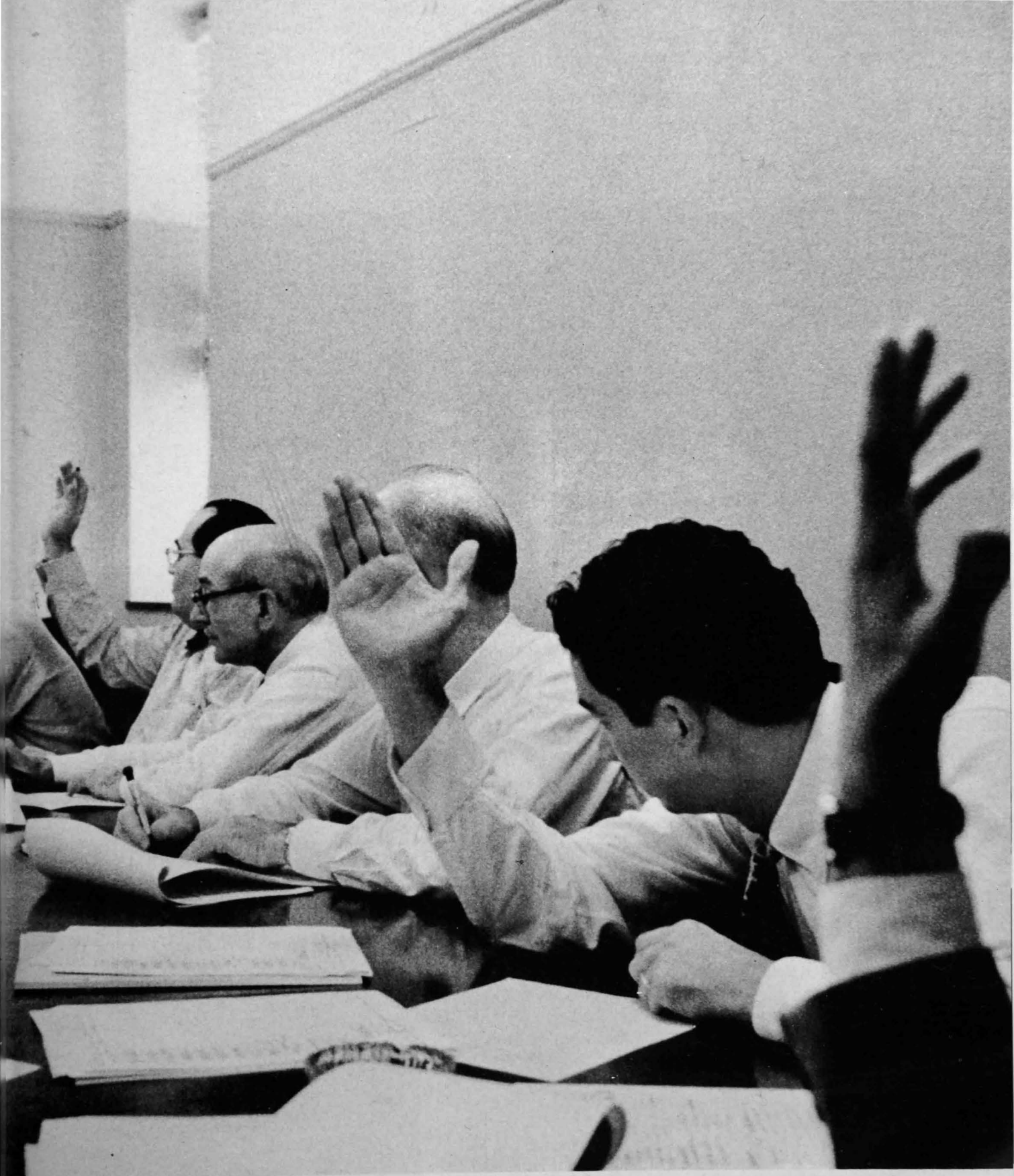
Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents; they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward the development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-



TO FIND the most promising young people of America and then provide them with exceptional educational opportunities: that is the challenge. Above, medical school professors vote on a candidate.



BAYLOR UNIVERSITY

Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

ALFRID NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the alumnus: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an alumnus—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.



EDUATION of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.



TULANE UNIVERSITY

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ACKNOWLEDGMENTS

Photographs: ERICH HARTMANN, MAGNUM

Typesetting: AMERICAN TYPESETTING CORPORATION,
CHICAGO, ILLINOIS

Printing: CUNEO PRESS, KOKOMO, INDIANA

Paper: CICO-DUOSET BY CHAMPION-INTERNATIONAL
COMPANY OF LAWRENCE, MASSACHUSETTS



WATERVILLE — Robert C. Rowell, '49, President Bixler, and Gordon K. Fuller, '31.

WATERBURY, CONNECTICUT — John H. Foster, '13, Henry Davidson, '34, E. Robert Bruce, '40, Nelson P. Hart, '56.



AUGUSTA — Arlie Porath, '55, Fred L. Turner, '27, Floyd F. Ludwig, '35, and Frank Lipman, '40.





FOOTBALL	W	L	Pct.
Colby	2	1	.667
Maine	2	1	.667
Bates	2	1	.667
Bowdoin	0	3	.000

BASKETBALL	W	L	Pct.
Colby	6	3	.667
Bates	5	4	.556
Maine	4	5	.444
Bowdoin	3	6	.333

BASEBALL	W	L	Pct.
Colby	6	2	.750
Maine	3	3	.500
Bowdoin	4	5	.444
Bates	2	5	.286

GOLF	W	L	Pct.
Colby	5	1	.833
Maine	5	1	.833
Bowdoin	1	5	.167
Bates	1	5	.167

TENNIS	W	L
Colby	6	0
Maine	2	4
Bates	2	4
Bowdoin	2	4

Colby's Greatest Year in Sports

THE greatest sports year in the college's history is now on the records. Colby won or shared in every state championship with the exception of track as attested to by this display of Maine Intercollegiate Athletic Association trophies and by the accompanying summary of the MIAA standings for each sport.

The Mules wore the football crown with Bates and Maine. The University also had a piece of the golf title, but in tennis, baseball, and basketball the championship went outright to Colby and in hockey Coach Jack Kelley's crew won the unofficial race by besting Bowdoin two out of three.

For the first time in history, Colby participated in the NCAA regional baseball playoffs as a climax to a year that saw Coach John Winkin and his team sail to a 17-5 season's record. Two of the losses came in the NCAA tournament when Holy Cross won a double-header at Springfield, 4-3 and 5-1. The Crusaders went on to represent New England in the college world series in Omaha, Nebraska.

Captain Warren Judd was the key to Colby's third consecutive state baseball title. He picked up five of the six wins stopping Bowdoin three times. One was a 17 inning 7-5 victory in which he gave up no runs in the last

ten innings. Tony Ruvo, a junior, received credit for three victories and no losses. His biggest triumph was a no-hit-no-run shutout of Williams College, 6-0.

Colby's infield — all were sophomores except third baseman Lloyd Cohen — produced 14 double plays. Up to the NCAA game, in 19 contests, Colby collected 135 runs on 170 hits and 106 bases on balls. Speed on the base paths accounted for 56 stolen bases in 19 games.

Sophomore Tony Zash, second baseman, won the MIAA batting championship cracking out 14 hits in 36 trips for a .389 mark.

Judd and catcher Phil Golden, who hit savagely as the season progressed, have graduated. Lee Oberparleiter, right-fielder from Haddon Heights, N. J., is captain-elect. He will head a veteran team including five experienced pitchers, among them John Roberts, son of Mr. and Mrs. Wayne E. Roberts, 1931 (Alice Linscott), who turned in a strong pitching job in the 4-3 Holy Cross game, his initial starting assignment.

Most promising candidates from the freshmen appear to be Dave Seddon, catcher; Tony Ferruci, pitcher; and shortstop Cal Pingree.

Colby successfully defended its MIAA golf title, although it had to settle for a tie for the championship with the University of Maine. This is the first time in the 23 years of state competition that the crown was won by more than one team.

Captain Tom LaVigne, son of Mr. and Mrs. Robert G. LaVigne, 1929, led the Mule golfers into the National Intercollegiate Golf Championships at Williams, June 22-28. It was the first time the college was represented in this tournament, in which more than 300 collegians competed.

In tennis, veteran coach "Mike" Loebs directed the team to an outright Maine title sweeping Bowdoin, Bates, and Maine without a loss. In addition Captain-elect Grant Hendricks won the MIAA singles crown. He had a brilliant season taking 10 straight matches after dropping his opener at MIT.

The versatile Mr. Loebs has been in charge of Colby's tennis fortunes since 1952. His teams have never finished lower than runner-up in the state race, have won the crown three times outright; and have tied once with Bowdoin.

Track was the only disappointment. The Mules were winless and were shut out in the state meet which was won by Bates. Some hope is on the horizon, however, for freshmen track went through four meets undefeated.



SPRING RESULTS

BASEBALL: VARSITY

	Colby	Opp.
Randolph-Macon	6	3
Navy	9	8
Rutgers	5	1
Bowdoin	5	1
Williams	6	0
New Hampshire	4	0
Boston University	11	8
MIT	7	2
Bowdoin	7	5
Bates	1	2
Brandeis	22	5
Springfield	0	4
Bates	12	4
Trinity	6	4
Maine	4	0
Maine	4	8
Bates	7	4
MIT	11	5
Bowdoin	8	2
Holy Cross	3	4
Holy Cross	1	5
Quonset Air Station	11	4

BASEBALL: FRESHMAN

Madison High	12	1
Gardiner High	14	4
Higgins Classical Inst.	12	0
Maine Central Institute	5	0
Husson	7	7
Nichols Junior College	4	6
Maine Central Institute	15	5
Univ. of Maine at Portland	11	0
Hebron	6	1
Bowdoin	5	2

TENNIS: VARSITY

MIT	1	8
Babson	8	1
Univ. of Maine	5	4
Bates	5	4
New Hampshire	7	2
Bowdoin	6	3
Maine	6	3
Tufts	5	4
Bowdoin	6	3
Bates	5	4
Lowell Tech	8	1

TENNIS: FRESHMAN

Brunswick High	5	4
Portland High	6	1
St. Dominic's High	6	3
Deering High	8	1
Hebron	1	8

GOLF: VARSITY

Boston University	2½	4½
Triangular Meet: Bowdoin 4; Tufts 4; Colby 3.		
Bowdoin	5½	1½
MIT	4	3
New Hampshire	2	5
Maine	3	4
Bates	7	0
Maine	5	2
Bowdoin	5	2
Lowell Tech	4	3
Bates	7	0

GOLF: FRESHMAN

Edward Little High	6	0
MCI	5	0
Univ. of Maine at Portland	6	0
Bowdoin	5	1

TRACK: VARSITY

Brandeis	48	5
Quadrangular Meet: Bates 97½; Vermont 37½; Middlebury 27; Colby 3.		
State Championship: Bates 65.1; Maine 62.2; Bowdoin 37.7; Colby 0.		

TRACK: FRESHMAN

Hebron	76½	39½
Triangular Meet: Colby 76; Bangor High 43; Deering High 24.		
Waterville High	82½	34½
Triangular Meet: Colby 98; Cony High 24; South Portland High 21.		

Indeed the freshmen for the entire year, 1957-58, turned in the remarkable record of 51 wins and two defeats. One loss came in baseball; the other in tennis. In football, hockey, basketball, track, and golf, the freshmen were undefeated.

Tom LaVigne (son of Robert G. LaVigne, 1929), golf captain, reached the semi finals of the New England Intercollegiate Golf Championships in which 156 golfers competed. Coach Bob Clifford is vice president of the New England Association.



A STAND OF ELMS NEAR A POOL by James B. Sword is typical of the naturalistic landscapes which followed the Romantic era in American painting. Here the artist responds to the challenge of remaining objective in front of nature instead of projecting a mood into it. Yet there is more selection than first meets the eye in this apparently literal record of trees. One can detect it in the sensitive spacing and arrangement in space of the trees and in the way in which emphasis is given here to the silhouettes and to the masses of their foliage.

Colby's already high position as a center of American art was further advanced last summer by the gift of

the HELEN WARREN and WILLARD HOWE CUMMINGS *Collection of American Art*

By JAMES M. CARPENTER, *Chairman, Department of Fine Arts*

Last summer's Open House was the occasion for the first showing of this important group of twenty-three paintings and eight works of sculpture presented by the Cummings family of Skowhegan and Guilford.

Mrs. Willard Howe Cummings (Colby 1911) and her late husband began the collection which their sons Willard W. and H. King Cummings have continued. Several of the paintings have been acquired recently with the particular aim of strengthening the college's present collection at its points of weakness. One of these areas is that of landscape painting.

The YOUNG MAN WITH A SLATE, whose face is set off strikingly by a plum-colored curtain, is one of the handsomest portraits in the collection. The juxtaposition of foreground and background here suggests that the boy will grow up to take over the responsibility of the substantial form we see in the distance. The painter, though an accomplished master of his art, is as yet unknown to us.



There was a great surge of interest in landscape painting at the beginning of the nineteenth century. Artists of the previous period thought of portraiture and occasional "history paintings" as the normal realm of the painter, but now the appeal of natural scenery, especially if it was wild or mysterious, became very strong. These were "Romantic" interests on the part of American painters and they were as strong as in any of their European contemporaries.

Three landscapes, in the Cummings Collection, all done in the 1830's, represent Romanticism in American painting.

Thomas Birch in his *Seascape* paints the violence of waves under a strong sky and opposes their energy to the solid immobility of the rocks against which they crash. Sudden lights and darks emphasize the dynamic aspect of sea and sky while three forms of life — shellfish, gulls and a distant schooner — play insignificant roles in this drama of nature. To the Romantic artist human life is usually a mere foil to the vast energies of nature.

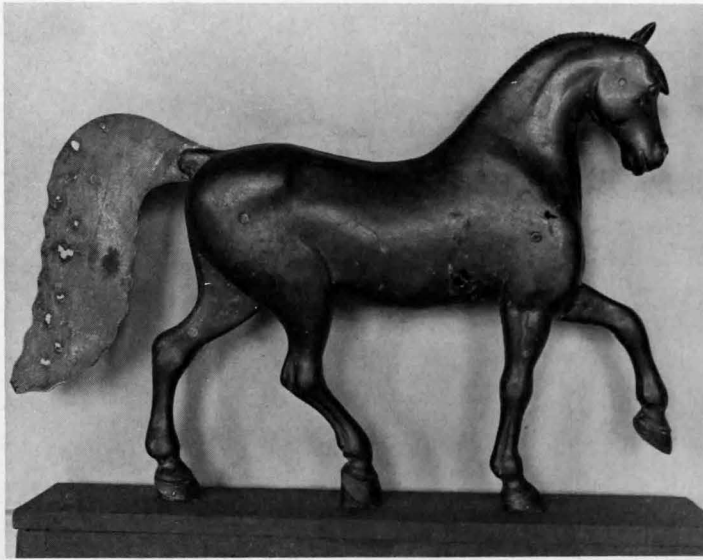
Thomas Doughty, in his *River View*, loses himself, and the observer also, in a scene which has less excitement but no less grandeur than Birch's *Seascape*. These two artists were both Philadelphians and both well known in their day. Birch was born in England but came to America as a boy. The sea played an increasingly important role in his work and he travelled as far as Maine, which our picture may represent, to record the varieties of the coast. Doughty was one of a group of artists who comprised the "Hudson River School."



MRS. MILLER OF NEWTON, N. J. by an unknown artist has the animation which so many "primitive" paintings were able to capture. The competent modeling of her face and bonnet suggest that the artist might have had more training than many, but his intense concern with detail reveals his closeness to the folk art of his day.



A RIVER VIEW by Thomas Doughty is one of three important landscapes of the Romantic era in the Cummings collection. Looking from the darkness of the foreground into a distance where mountains are bathed in a warm sunset glow we are in the presence of one of nature's major moods. The small figure of a man and the distant boats subordinate human life to a vastness that belies the small size of this painting.



HORSE WEATHER VANE, thirty four inches in length, has a tail of sheet metal to help him follow the wind.

Charles Codman's reputation was more local than these two. He was modestly at work in Portland, Maine, painting scenery on wall paper when his talent was recognized by a Portland newspaper editor who encouraged him to do independent paintings. His *Forest Near Portland* is equally Romantic in its concern with the not quite revealed interior of a forest — an unclear and hence mysterious phase of nature.

The next generation of American landscapists were the prose artists of nature instead of its poets. They preferred the every-day appearance of landscape to its sunset moods. Of this group John F. Kensett and James B. Sword are represented in the Cummings collection. Their landscapes are clearly seen throughout, as light is evenly dispersed rather than being focussed in high lights or virtually lost in shadows. Their choice of scene reflects an interest in the usual rather than the unusual as Naturalism replaces Romanticism in the second half of the nineteenth century.

Kensett, a New Yorker who was a leader in this new generation, also turned to mountains and sea-coast for his subjects. His simple and quiet *Sea Coast* depends for its effect on clear-cut rock shapes placed against sea and sky. The appeal of Sword's painting, *A Stand of Elms Near a Pool*, is also through its clarity and unpretentiousness.

The portraits in the Cummings collection are representative of the range of styles in the nineteenth century from the "primitive" to the highly sophisticated. Two of the finest, *Mrs. Miller of Newton, N. J.* and the *Young Man With a Slate*, are by unknown artists. The travel-

ling portrait painter was kept busy in those days and had no more concern with posthumous fame than the ordinary man.

But one of the best known of American portraitists of the early nineteenth century is also represented by two small paintings of a man and his wife. This is Samuel F. B. Morse, who was later to give up painting to concentrate on his invention of the telegraph. Though these pictures are of miniature size, they reveal by their broad handling the cosmopolitan training of their author.

We come face to face with the most typical production of the folk-artist when we turn to the sculpture in the Cummings collection. Here, unselfconsciously and without dependence on European culture, the native artist expresses himself. Four of the examples of folk sculpture are weather-vanes. Made for a distinct purpose and simply constructed of two pieces of metal fixed together to make a low relief seen from both sides, these weather-vanes are in the forms of domestic animals. A horse, a rooster, a cat, and a dove are effectively simplified to carry out their job atop house or barn.

Decoys, carved from wood with a similar eye to simplification and a feeling for essential structure, are included among the folk sculpture. And finally a wooden lion, seated on his haunches and nearly four feet in height provides the most unusual and impressive piece in the collection. Made in Vermont over a century ago by craftsmen who were experts in carving carousel animals, he is a proud symbol of early American artistry. We are delighted to have him at Colby to take his place in our collection of American Art.



Keeping in Touch

'13 Royden Greely has retired from the Middleton (Conn.) Board of Education. He served as president of the Connecticut Education Association in 1946-47.

'15 Aaron Yeaton is on the faculty of Lincoln Academy, Sheepscott.

'16 Cyril Joly has been appointed chairman of the Maine Industrial Accident Commission for a five year term.

'19 Phyllis Sturdivant Sweetser is chairman of the nominating committee of the Maine Library Association.

'23 Galen Eustis has been re-elected a trustee of New England Colleges Fund, Incorporated.

'26 Alfred Law is guidance director at Tenney High School, Methuen, Massachusetts.

'28 Douglas Grearson, former buyer with Jordan Marsh Co., Boston, has accepted a position as salesman with the John E. Lucey Shoe Co. covering western New York, western Pennsylvania, Ohio, and West Virginia.

'29 G. Cecil Goddard has been appointed chairman of the annual Boy Scout campaign to be held next October. . . Lemuel Lord is minister of the First Methodist Church, Melrose, Mass. He left April 7 for a seven weeks trip abroad. His trip was made possible under a fund set up to provide visits by Methodist ministers from New England to the Holy Land.

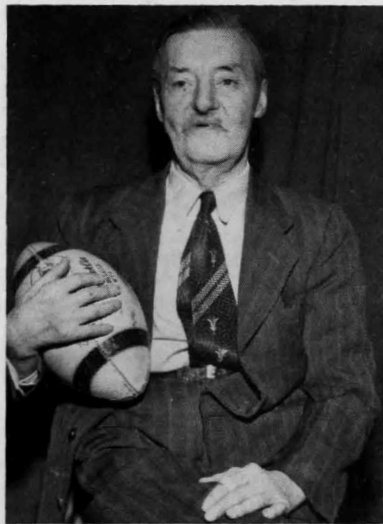
'33 Perry G. Wortman has been elected headmaster of Higgins Classical Institute, Charleston.

'37 Iola Chase Hicks is first vice president of the Bridgeport, (Conn.) Council of Church Women. . . Sara J. Cowan has been awarded a Fulbright Scholarship to attend a summer seminar in Rome. It will be her first trip abroad. She will study at the American Academy at Rome and the Virgilian Society of Cumae.

'40 Ernest C. Marriner, Jr. was named "outstanding man of 1957" by the Pittsburg (Calif.) Junior Chamber of Commerce where he is city manager.

Alleen Thompson is head librarian of the General Electric atomic power equipment department in San Francisco. She is a director of the Special Libraries Association, an international organization of some 5,000 professional librarians throughout the U. S. and Canada.

'41 John Daggett has joined the Milwaukee office of A. C. Lawrence Leather Co. . . Richard McDonald is president and general manager of the Card-McDonald Motors, Inc., Norwich, Connecticut.



Haley Hammond, 1909, remembers clearly how he "passed that football" for Colby 51 years ago. According to the Portland Press Herald, "He made Maine gridiron history one fine fall day back in 1907 at Brunswick against Bowdoin (Bowdoin 9, Colby 6) when he threw what he believes was the first completed forward pass in Maine intercollegiate football.

"His pass receiver was Harold W. Kimball, 1909, but officials nixed the play under the mistaken belief that Kimball didn't line up at end."

Mr. Hammond, who suffers from arthritis and now lives in a nursing home at 105 West Street, Portland was in the lumber business for many years at his native Van Buren. He served four terms in the Maine Legislature.

'42 Beniah Harding is on the sales staff of the Dragon Cement Co., Rockland. . . Mary Elizabeth Jones is secretary of the Maine Library Association. . . Wendell Brooks, Jr. is living in Hong Kong where he is working on the Fraud and Security Program for the U.S. Foreign Service. The program is concerned with Chinese entry into the U.S. His wife (Katherine Howes, '44), having passed the British Board of Education requirements, is a "professor" of English at the New Asia College in Kowloon where she teaches a class daily of some 30-35 Chinese college students. Kay has also made the editorial page of the Hong Kong Tiger Standard a couple of times, both in humorous satire. Their daughters, Kathie and Wendie, have done an excellent job in school and in addition to being leading scholars have learned to speak the Cantonese Chinese dialect fluently.

'43 The Rev. Edmund W. Beal is pastor of the First Universalist Church in Biddeford. Prior to accepting the appointment, he had a church for five and one half years in Harrisville, Rhode Island.

'44 Alexander Anton is practicing public accounting, auditing and tax consulting with the firm of Simmons, Shannon, Donovan and Brady, Portsmouth, N. H. . . William Hancock has been promoted to lieutenant in the Maine State Police Force. He has been assigned the command of troop B in West Scarborough.

'47 Harold Kearney is rehabilitation counselor with the vocational rehabilitation division of the Maine Department of Education.

'48 Harvey Koizim is associate judge of the Westport, (Conn.) Town Court. . . Robert Wasserman manages the installment loan department of the Framingham (Mass.) National Bank. . . Hilda Proctor Scott is an occupational therapist in the sanatorium at Springville, Calif. . . Everett Rockwell is a school principal in Wolfeboro, N. H. . . Phil Caminiti has retired after six years as head coach of football at Deering High School, Portland, to devote his full time to duties as athletic director. . . Paul Solomon has been appointed to the staff of the New Bedford (Mass.) Mental Health Clinic. . . Hattie White Hannigan will teach English next year at Andover (Mass.) High



The new mayor of Waterville is Albert L. Bernier, 1950, receiving a victory carnation, above, from his wife, Shirley Fellows, 1949.

School. She has been an instructor at Thornton Academy, Saco for the past seven years.

'49 David Lynch has been named director of dealer relations for Kidder, Peabody, Co., Boston.

'50 Dick Grant has been made territorial manager for Wisconsin and a section of Michigan of the Shuron Optical Co., (Geneva, N. Y.). . . George Felton, Jr. is now president of the Norfolk Paint Corp., Quincy, Mass.

Jay Hinson has purchased the controlling interest of the *Calais Advertiser* which he edits. Jay has been in Calais since 1952 when he took on the duties of the Washington County bureau chief for the *Bangor Daily News*. Jay and Mr. and Mrs. Richard S. Hayes, Jr. (Constance Leonard '50) are the parents of a son, Christopher Shapleigh, born August 23, 1956, and a daughter, Rosemary, born August 17, 1957. . . John J. Keough was assistant to the first defense attorney (a Bowdoin graduate) for Teamsters Union leader, Dave Beck, Sr., in his trial at Seattle last December.

Alan Silberman has been elected vice president of P. Silberman, Inc., Stamford, Connecticut's oldest and largest furniture store. . . The Reverend Winston E. Clark, who has been pastor of the Kalahikiola Congregational Church in Kohala, Hawaii will become pastor of the Stevens Avenue Congregational Church in Portland, September 1.

'51 Richard Cyr has been promoted to order processing manager at Keyes Fibre Co., Waterville. . . William Igoe has been appointed director of guidance for the Andover, (Mass.) public schools. . . Don Livingstone has opened a real estate office in Belmont, Mass. . . Richard Raymond is a junior in the Massachusetts College of Pharmacy, Boston. . . Priscilla Pomerleau MacMillan lives at 163 Washburn Ave., Portland. . . Donald Maheu is process control engineer at the Scott Paper Co., Oconto Falls, Wis. . . Philip Castleman is branch manager of the Grossman Store in Foxboro, Massachusetts.

Gertrude Cleveland will be head of the English department at Story High School, Manchester, Mass. next September.

The Raytheon Manufacturing Co., Government Equipment Division has appointed Clifford Bean to the market research group concerned with government relations. . . John Zendzian has been appointed assistant minister at the First Baptist Church, New London, Connecticut. . . Danny Hall has been appointed by the American Board of Commissioners for Foreign Missions of the Congregational Christian Church for missionary work among the Vandau people of Southern Rhodesia. He left June 16 for his mission district which is 200 miles inland from the Indian Ocean port of Beira.

'52 Mort Guiney is studying for his Ph. D. at the University of Michigan. He is co-editor of a college text book, Muriac's *Therese Desqueroux*.

'53 Robert Young has joined the staff of Philip Richenburg Insurance Agency of Boston.

John Faulkner has been appointed to the staff of the Maine Potato Council. . . Dave Harvey has been appointed dean of students at Mitchell College, New London, Connecticut.

'54 Diane Chamberlin Starcher is living in Orleans, France where her husband is a lieutenant with the army in the Comptrollers Div. . . Nick Sarris has passed his Massachusetts bar exam. He expects to practice in the Amherst-Northampton area. . . Marcia Curtis has been appointed an ensign. She has recently been in training at the naval hospital, St. Albans, N. Y. She is a graduate of Yale School of Nursing. . . John Hammond has been named to the Buffalo Group Pension Office with the Connecticut General Life Insurance Co. He is working on employee retirement programs for all types of business and industry. . . Bill Ganem is an insurance agent in Swampscott, Massachusetts. . . Charles Freeman Sleeper was ordained at the First Congregational Church of Guilford, Conn. May 18. Late this summer he will enter Vanderbilt University in preparation for service at the college level as a chaplain or teacher.

'55 Ronald Francis was among 11 Maine natives recently cited by the National Science Foundation. He is now doing graduate work in chemistry at M. I. T. . . Lee Fernandez is associated with the advertising department of the Institute of Radio Engineers, New York City.

'57 2nd Lt. Arnold Bernhard has been assigned to the 3rd Air Postal Squadron, Suffolk, England. . . Carolyn Drigotas was named queen of the Washington, D. C. 1958 Cherry Blossom Festival. She had been chosen earlier as Maine's Cherry Blossom Princess. A "fortune wheel" spun by Mrs. Richard M. Nixon, wife of the Vice President, was the selective device which gave the title to her. . . Richard Stratton has been awarded a Woodrow Wilson Fellowship. He will enter Cornell this fall to study for his master's in English. The fellowships are made to "outstanding young men and women students interested in teaching in college." . . Janice Thompson has been appointed to teach in the Old Lyme, Conn. elementary school. She is presently taking graduate work at Boston University. . . Barry Kronick and Dick Adler are privates in the army.

Janet Kimball is studying speech correction and audiology at Stamford University School of Allied Medicine under a \$680 fellowship from the Elks National Foundation. . . Jeff Cross is working for the National Tube Division of U. S. Steel. He has been assigned to Houston, Texas for commercial training.

Dick Phillips has completed his first year at Boston University School of Law. . . Pvt. James Marchbank has completed his basic combat training.

Bob Lombard is employed by Free-Moc Shoe Corp., Freeport. . . Everett Blanchard is with Blanchard Dairy in Dover-Foxcroft. Since graduation he has been with General Electric.

In A Great Tradition

James Henry Hudson White, '54, who received his law degree from Boston University, was admitted to the Maine Bar last August. He continues a distinguished legal tradition.

His late father, John White, also a lawyer, was chairman of Colby's first Mayflower Hill campaign in the Moosehead area. His grandfather, Maine Supreme Court Justice James H. Hudson, '00, was a Colby trustee. His great grandfather Henry Hudson, another lawyer, graduated from the college in 1875.

BIRTHS

A daughter, Amy Anne, to Mr. and Mrs. George C. Spiegel (Betty Anne Royal, '42), April 23.

A daughter, Katherine Patterson, to Mr. and Mrs. Patterson M. Small '47 (Amy Lewis '42), March 14.

A daughter, Nancy Carol, to Mr. and Mrs. Robert Beaulieu '48, Feb. 23.

A son, Daniel James, to Mr. and Mrs. James R. Conant (Norice Mahoney '48), Oct. 24, 1957.

A daughter, Martha Mary, to Mr. and Mrs. Bernard J. Silva (Jean Sheppard '49), March 2.

A son, Scott Burdett, to Mr. and Mrs. Richard Birch '51, April 23.

Twin daughters, Ann Brooke and Barbara Ellen, to Mr. and Mrs. Peter J. Linder (Norene Tibbetts '51), March 23.

A daughter, Mary Lynn, to Mr. and Mrs. James Reynolds '51 (Mildred Thornhill '53), Feb. 22.

A son, Peter Charles, to Mr. and Mrs. Richard Mailey '57 (Barbara A. Easterbrooks '53), March 30.

A son, Gaylord Everett, Jr., to Mr. and Mrs. Gaylord E. Taylor (Patricia Ladner '53), Dec. 11, 1957.

A daughter, Tasha, to Mr. and Mrs. Frank Totman '53 (Judy Jenkins '54), Jan. 19.

A daughter, Mary Ellen, to Mr. and Mrs. George McCasland (Marjorie E. Smith '53), March 23.

A son, Joseph King, to Mr. and Mrs. Joseph C. Chandler, Jr. (Fabia Bowman '54), Jan. 21.

A daughter, Gail, to Mr. and Mrs. William Edson '54 (Rosemary Thresher '54), Feb. 23.

A son, Loren King, to Mr. and Mrs. George W. Starcher, Jr. (Diane Chamberlin '54), Dec. 10, 1957.

A daughter, Gretchen Wheeler, to Mr. and Mrs. Roger M. Huebsch '53 (Susan Smith '54), March 13.

A daughter, Helen Kimberly, to Mr. and Mrs. Richard Nickerson '54 (Alexandra Johnson '57), June 29, 1957.

A daughter, Julie, to Mr. and Mrs. John Maloney (Patricia Martin '57), March 15.

A daughter, Stacey Elizabeth, to Mr. and Mrs. Clifton N. Burrowes, Jr. (Marietta E. Roberts '57), March 28.

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These members of the freshman class are the first recipients of Alumni Scholarships, established last year through the Alumni Council using gifts to the annual Alumni Fund. Each has received financial aid the equivalent of full tuition.

Left to right: John Clarence Maguire, graduate of St. John (New Brunswick, Canada) High School where he was on the Student Council, vice president of his class, captain and most valuable player in hockey; Daniel Lee Hodges (son of the Reverend Deane L. Hodges, '35, of Plymouth, New Hampshire) Phillips Exeter Academy, manager of football, band, dramatics, and Student Council; James Takacs, Jr., New Brunswick (New Jersey) High School, president of class, co-captain of football and baseball, Boys State; and Robert W. Burke, Brockton High School, president of Student Council, co-captain of basketball.

Left to right: Patricia Ann Houghton (daughter of Charles E. Houghton, Jr. '35, and Winnifred White Houghton, '36) Kennett High School (Conway, New Hampshire), delegate to Model United Nations, All-State Chorus, president of dramatics; Dorothy Pearl Boynton, Skowhegan High School, student council, band council, 4-H leader; Patience Oaks Oliver, Lincoln Academy (New Castle) National Honor Society, class officer, glee club, school newspaper; Faith Kanoelani Bunker, Roger Ludlowe High School (Fairfield, Connecticut) National Honor Society, president of House Council, treasurer of class.

MARRIAGES

Barbara Kerr Starbuck, '49 to Fielding Lewis Marshall, May 10, Scarsdale, N. Y.

Alan Robert Blackman '52 to Joyce Helene Weinberg, West Orange, N. J., March 21.

Nancy Elizabeth Newman '52 to Earl Martin Tibbetts, Swampscott, Mass., Feb. 16.

Paul M. Joseph '53 to Eileen Elizabeth Maloney, April 26, Boston, Mass.

Charles Maurice Landay '54 to Deanna Korelitz, Boston, Mass., March 30.

Anne Richards Burbank '55 to David Richardson Palmer '57, Waterville, Feb. 14.

Mary Haig Lee '55 to John C. Austin, Boston, Mass., Feb. 22.

JoAnne Singleton Stearns '55 to Charles Fiske Graaskamp, March 8.

Katherine Putnam Coon '56 to Robert

S. Dunlop, Amenia, N. Y., August 11, 1957.

Maurice C. Libbey '56 to Martha Soto, New York City, Feb. 23.

Elizabeth Anne Walker '56 to John S. Sherman, Jr., Elizabeth, N. J., April 26.

Lt. Brian Stompe '56 to Susan Seagraves, Appleton, Wis., Feb. 12.

Lt. Arnold V. Bernhard '57 to Susan Grondona, Westport, Conn., March 1.

Edward Nickerson Harriman, Jr. '57 to Susan Record '59, Nashua, N. H., March 16.

Diane Louise Jensen '57 to Lt. Robert Henry Snow, Beverly, Mass., Feb. 22.

Robert B. Lombard '57 to Martha Louise Merrill, New Gloucester, Mass., Nov. 23, 1957.

Marc Press Stahl '57 to Barbara Merle Goldberg, New Britain, Conn., Feb. 23.

Barbara Klein '57 to H. Anthony Homet, March 8.



IN MEMORIAM

—'84

Helen Amanda Bragg, 100, died November 26 in North Providence, Rhode Island after several years illness. At the time of her death, Miss Bragg was the oldest alumnus of the college. Born in Lincolnville, she prepared for Colby at Waterville Classical Institute (Coburn Classical) and at Castine Normal School. She was a member of Sigma Kappa. Miss Bragg taught at Auburn, Lewiston and Roxbury (Massachusetts) High School prior to her retirement in 1922. Surviving her is a niece, Mrs. William Whitaker of Providence, R. I.

—'87

Elmer Ellsworth Parmenter, 96, died February 7 in a Gorham nursing home. Born in Albion, he was a graduate of Coburn Classical Institute. He received a master's degree from Colby in 1890 and an honorary doctorate in education in 1937. Retired since 1935, Dr. Parmenter spent all but seven years of his half-century teaching career at North School, Portland (the largest elementary school in the state) where he was principal for 41 years.

In the summer of 1957 he was presented a bronze plaque by the Portland Teachers Association in recognition of years of "faithful and untiring service."

Surviving are his wife, the former Mae Della Fall; son, Ralph, Springfield Mass.; and daughter, Mae, Portland.

He was a member of Delta Kappa Epsilon.

—'91

Charles Frederic Leadbetter, 90, died in Rockland July 15. He had retired to Lincolnville Beach eleven years ago.

Born in Wayne, Mr. Leadbetter served for 27 years as principal of high schools in Maine, New Hampshire and Massachusetts.

He is survived by his widow, the former Eunice M. Luce, and seven daughters: Mrs. Ramona Wardsworth, Marblehead, Massachusetts; Mrs. Mary Arau, Mrs. Nellie Crockett, and Mrs. Olive Masalin, all of Camden; Mrs.

Norma Murray, Medford, Massachusetts; Mrs. Elizabeth Rogers, Bristol, Connecticut; Mrs. Hope Telow, Auburn; and several grandchildren and great-grandchildren.

—'96



Henry Wesley Dunn, 81, died at his home in Cambridge, Massachusetts on April 17. Mr. Dunn was born in Waterville, the son of R. Wesley Dunn, 1868, and Martha Baker Dunn. He graduated from Coburn Classical Institute and from Colby, where he was a member of Zeta Psi and Phi Beta Kappa, with high scholastic honors.

He taught for several years prior to entering Harvard Law School from which he received his LL.B. degree in 1902. Mr. Dunn served as Dean of the College of Law of the State University of Iowa from 1912-1914 and professor of law at Yale Law School from 1917-1918. For many years he conducted a private legal practice.

From 1931 to 1944 he was professor of finance in the Harvard Graduate School of Business Administration where he developed and conducted a course in Investment Management.

Yale awarded him an honorary master's degree in 1917 and Colby conferred upon him a doctor of laws in 1936.

His father served on Colby's board of trustees for 17 years. His mother was widely known as the author of novels, essays, and poems.

Mr. Dunn was twice married: in 1906 to Nelly Agnes Houghton of Lewiston who died 10 years later and in 1917 to Ellen Adela Rice of Rockland who died in 1954.

Miss Florence E. Dunn, 1896, his sister survives him. She has been a trustee of the college since 1934.

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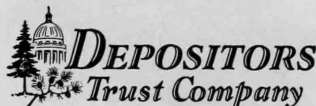
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—'98

Charles Willard Vigue, 82, died December 4 in Waterville. A prominent banker, Mr. Vigue attended Colby from 1894 to 1896. A native of Winslow, he launched his banking career at the Kennebec Trust Company and later served as president of the Peoples National Bank and the First National Bank of Waterville. In June of 1949, he retired as vice-president of the Depositors Trust.

Mr. Vigue was a past president of the Maine Bankers Association, a director of the Depositors Trust Company, and a trustee of Coburn Classical Institute. He is survived by his wife, the former Mary Merrill of Waterville, and two daughters, Mrs. Ben Dillenbeck, South China, and Mrs. Eli Wagner, China. He was a member of Phi Delta Theta.

Frederick Gardner Getchell, 81, died January 31 at his home in Needham, Massachusetts. A native of Baring, he prepared for college at Calais High School. He devoted his life to teaching, and served 20 years on the faculty of the Mechanics Arts High School in Boston and 20 years as chairman of the German department at Boston Latin School.

A loyal and generous alumnus, Mr. Getchell served for many years as class agent for 1898. In 1902 he married Myra Marvell (Colby 1898). She died in 1950.

He is survived by a daughter, Betty of Needham; two sons, Barrett (Colby 1927) of Marshfield, Massachusetts, and Bassford (Colby 1927) of McLean, Virginia; and a brother, Asher, of Twin Falls, Idaho.

—'99

Edith Corson Bowman, 82, died April 25 at the home of her daughter, Mrs. Phyllis Bowman Wiley, 1925, in Merrick, New York where she has made her home for the past several years.

Mrs. Bowman was born in Sidney. Her husband, Maurice, operated a garage in Waterville until his death 15 years ago.

Besides Mrs. Wiley, she leaves a sister, Mrs. Minnie Corson Garland, 1897, of Winslow; and a grandson, Gaylord Wiley.

William Wirt Brown, 82, owner and treasurer of the Old Town Furniture Company, died in Old Town August 10. He had managed the company since its establishment in 1915.

Born in Fairfield, Mr. Brown was a member of Zeta Psi. He married a college classmate Alice Lowe in 1901. She died in 1953.

He is survived by his second wife, Mrs. Mabel C. Brown, Old Town; a daughter, Mrs. Fred L. Moulton, Reading, Massachusetts; a son, W. Wirt, Jr., Columbus, Ohio; and two sisters. His

father, Simon S. Brown, was a member of the Class of 1858.

—'03

Florence Perry Hahn, 75, died at her home in Friendship January 28. She was the widow of Dr. William Hahn.

Born in Camden, Mrs. Hahn was educated in the Camden public schools and at Coburn Classical Institute. She attended Colby from 1899-1901 where she was elected a member of Sigma Kappa.

She was the daughter of Wilder W. Perry, 1872, and the sister of Sherman Perry, 1901, James Perry, 1911, George W. Perry, 1914, and J. Gleason Perry, 1920. Her brothers, George and Gleason, survive her.

In 1956, Mrs. Hahn provided a memorial room in Woodman Hall honoring her brother, James, who was killed in World War I while serving for the YWCA in Asia Minor. The Colby infirmary is a memorial to her brother, Sherman, given by his widow, Mrs. Bessie Fuller Perry of Suffield, Connecticut. A foyer in Roberts Union, presented by Dr. and Mrs. Sherman Perry, honors her father, Wilder.

—'06

Henry Wilson Abbott, 73, died in Waterville, October 6 after an illness of several weeks. He was born in Albion, but moved to Waterville at an early age. Dr. Abbott was educated in the public schools of Waterville, attended Colby from 1902 to 1903 and after graduation from Bowdoin Medical College in 1908, he joined his father in the practice of medicine.

Dr. Abbott was a member of the Maine Medical Society, the Kennebec Medical Society and the American Medical Association. He served on the staff of Sisters Hospital, Waterville.

Dr. Abbott is survived by his widow, Emma Leonice Abbott; two sons, Carroll, 1935, and Henry, 1941, all of Waterville; and three grandchildren.

Bessie Merrick Perley, 75, died at her home in Augusta, March 17. Mrs. Perley operated Hillview Antiques at both Lewiston and Monmouth for a number of years. She was the widow of Anson Perley.

A graduate of Waterville High School, Mrs. Perley attended Colby from 1902 to 1903. She is survived by her sister, Nella, 1900, of Waterville, and a brother, Hubert, 1899, of Augusta.

—'08

Josephine Clark Scribner, 73, died December 31 in Waterville. Born in Marlboro, New Hampshire, Mrs. Scribner

ner attended preparatory school in Massachusetts prior to her entrance to Colby where she was Phi Beta Kappa. She moved to Newport in 1914 and, after serving as postmistress for four years, entered teaching. She taught English at Higgins Classical Institute at Charleston and was dean of girls at East Maine Conference Seminary for 20 years. Mrs. Scribner also taught English at Limestone High School for 15 years.

She is survived by her daughter, Mrs. Lewis Gould, 1937, and four grandchildren, all of Middleton, Pennsylvania; and a sister, Mrs. Walter Clark of East Jaffrey, New Hampshire.

Winfred Francis Curtis, 73, died January 17 at his home in Melrose, Massachusetts. Born in Brookfield, New Hampshire, and a graduate of Brewster Academy in Wolfeboro, he attended Colby from 1904 to 1906 where he was a member of Zeta Psi. He taught for many years at the General Electric Apprentice School, Lynn, Massachusetts.

Surviving are his widow, the former Sarah Safford; three daughters, Elizabeth, Southbridge, Massachusetts; Helen, and Mrs. Edith M. Townsend, both of Saugus; a sister, Mrs. Edna Colbath, Waltham, Massachusetts, and three grandchildren.

Lena Clark Clark, 74, wife of Brigadier General Frank Sheldon Clark, USA (ret.), died February 1 in Greensboro, North Carolina.

Mrs. Clark was born in Palermo and attended Freedom Academy. Following two years at Colby she taught school. Her husband, who now resides in Greensboro, served in the War Plans Division of the War Department General Staff for a number of years. He was Chief of Staff of Army Forces in Australia in 1942 and was an executive on the Joint Post-war Committee from 1944 until his retirement in 1945.

Mrs. Clark was a member of the Daughters of Mayflower Descendants and was a past regent of the Army and Navy Chapter of the Daughters of the American Revolution.

Besides her husband, she is survived by a sister, Mrs. Abe Harris of Greensboro, and a brother, Frank P. Clark of Fitchburg, Massachusetts.

- '12

Ethel Vina Haines, 68, a lifelong resident of Saco, died at a nursing home in Old Orchard Beach March 29.

Miss Haines, a graduate of Thornton Academy, belonged to the First Parish Congregational Church and the North Saco Grange. She had no immediate survivors.

Eugene Pillsbury Lander, 65, died October 15 in Waterville following a long illness. Mr. Lander was born in Bingham

and attended Bingham High School and Coburn Classical Institute prior to entering Colby where he studied from 1908-1909. He was a member of Delta Kappa Epsilon, a veteran of World War I and a thirty-second degree Mason. From 1931-1950 he was manager of the Waterville Iron Works.

He is survived by his wife, the former Marguerite Webber, Waterville; two brothers, Allen, McMillan, Michigan, and William, Melrose, Massachusetts; and five sisters, Mrs. Louise Hopkins, Middlebury, Vermont; Mrs. A. H. Fisher, Glenn Cove, New York; Mrs. William Folsom Merrill, Skowhegan; Mrs. Maurice T. Merrill, Ann Arbor, Michigan and Miss Alice Lander.

- '13

Henry Albion Thomas, 71, died March 5 in his native town of Skowhegan. A retired rural mail carrier, Mr. Thomas attended Colby from 1909 to 1911. His wife, the former Inez Rollins, died several years ago.

Surviving are a son, Henry, 1935, Skowhegan; and two daughters, Mrs. Virginia Clayton, Brunswick, and Mrs. Evelyn Groder, Darien, Connecticut.

Bessie Tobey Marsh, 65, died in Waterville May 21. Born in Fairfield Center, she prepared for college in the Fairfield public schools and at Coburn Classical Institute.

Since 1940 she had been executive secretary of the Waterville Chapter of the American Red Cross. She was married in 1954 to Franklin A. Marsh, 1915, of Oakland.

Besides her husband, she leaves two sisters, Misses Mary E., 1915, and Marion S. Tobey, 1919, of Waterville; a brother, John, 1921, of Brunswick; and two nephews, William, 1944, of Watertown, Massachusetts and Alfred of Brunswick.

Mrs. Marsh was a member of Alpha Delta Pi.

- '16

Lyman Irving Thayer, 64, superintendent of Westmount Sanatorium (Glen Falls, New York) from 1929 to 1953, died November 9 in Rochester, Minnesota.

Born in Newark, New Jersey, Dr. Thayer graduated from the College of Physicians and Surgeons at Columbia University and interned at Albany (New York) Hospital prior to joining the State Department of Health in 1921.

A member of Delta Upsilon, Dr. Thayer was married to the former Ruth Murdock, 1917, of Boston who survives him. Their only son, Lyman, Jr., Class of 1946, was killed in action in Normandy in 1944. A room was established by Dr. and Mrs. Thayer in the Delta Upsilon house in his memory and in memory of

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—'18

Leonard Knight Thomas, 62, died in Boston February 1. Mr. Thomas, who was born in Winthrop, was a resident of Quincy, Massachusetts for 24 years where he was associated with a wholesale grocery firm. After his retirement in 1947, he moved to Dennisport. During World War I he served as a master sergeant in the Yankee Division.

Surviving are his wife, the former Christine Gramstorf; a daughter, Mrs. Carol Murdock; a son, Richard, all of Dennisport; a sister, Mrs. G. E. McRobbie, of Delmar, New York; two brothers, Arnold of Cambridge, Massachusetts, and Norman of Pittsfield, Massachusetts; and five grandchildren. He was a member of Alpha Tau Omega.

Lucile Rice Wheeler, 60, died at St. Petersburg, Florida, December 18. She was born in Oakland and graduated from Coburn Classical Institute. In 1918 she married Evan Wheeler (Colby 1914), general purchasing agent for Western Union Telegraph Company. Mr. Wheeler was a physics instructor at the college from 1915 to 1916. He died in 1954.

Mrs. Wheeler is survived by two daughters, Mrs. Edward S. Hoe, Jr., Berkeley Heights, New Jersey; and Mrs. Dan C. Shewmon, Wadsworth, Ohio; a sister, Margaret, 1921, Red Bank, New Jersey; and four grandchildren. She was a member of Chi Omega.

—'19

William Drummond Gallier, 62, chief of placement for the Texas Employment Commission (TEC), died January 26 in Austin, Texas.

Born in Boston, he prepared for college at Worcester (Massachusetts) High School, studying at Colby from 1915 to 1918 before transferring to Annapolis.

In 1937, he joined the Texas Employment Commission; a decade later he was appointed director of placement for the 85 local TEC offices. He was also in charge of TEC's industrial service.

Survivors are a son, William, El Segundo, California, and a brother, Robert, 1918, Bellaire, Texas.

A Matter of Will Power

Colby is stronger today for the support it has received from alumni and friends. Many who have wanted to commit their resources to the establishment of influences which are everlasting have named Colby College their beneficiary.

"COLBY JACK" COOMBS, 1906, who died a year ago this spring, established in his will a trust fund, the income of which will be invested as scholarship endowment. The great sportsman, whose major league pitching records still stand, maintained a constant interest in the college during his professional career and during his thirty-two years as a coach at Williams, Princeton, and Duke. He inspired countless young ball players to face life with a determination to succeed and with high standards of character and sportsmanship.

—'20

Harold John Logie, 63, died October 22 at his home in Linneus, the community in which he had been born. A graduate of Ricker Classical Institute, he attended Colby from 1916-1918 and was a member of Delta Upsilon. Mr. Logie served as town clerk, treasurer and postmaster for Linneus.

Surviving are a brother, Paul, 1927, Houlton; two sisters, Winifred and Clarice, both of Linneus.

—'24

Louis Randolph Goodwin, Jr., 59, died February 22 at his home in Dorchester, Massachusetts. Mr. Goodwin was in the hotel business in Maine, Florida and Boston, and was associated with the Hotel Puritan, Hotel Touraine, Hotel Lenox and Hotel Westminster while in Boston. He was a veteran of World War I.

Surviving are his wife, the former Velma Boivin; three daughters, Mrs. Jacqueline Roche, West Abington; Mrs. Jean Gowen of Brockton; Mrs. Joanne Ramsey, Sunspot, New Mexico; two sons, Jerome of Amarillo, Texas, and George, Great Lakes, Illinois; a sister, Mrs. Margaret Ramsdell, Rye, New Hampshire; a brother, Maurice, Manchester, New Hampshire; his mother, Mrs. Louis Goodwin, Sr., York; and five grandchildren.

—'28

Roland Majoric Robichaud, 51, died in Lewiston October 11 where he had been manager of the Beneficial Finance Company for the past 14 years.

Mr. Robichaud was president of the Lewiston Parent-Teacher Association and past president of the Auburn-Lewiston Kiwanis Club.

He was born in Waterville and graduated from Waterville High School.

Surviving are his widow, the former Irene Corriveau, Manchester, New Hampshire; his parents, Mr. and Mrs. Victor Robichaud; a daughter, Diane; three brothers; and three sisters.

—'48

Robert Laurier Barcelou, 43, died at the home of his parents, Mr. and Mrs. Adelard Barcelou, in Lewiston Dec. 14.

Mr. Barcelou, who attended Colby from 1944 to 1946, operated a chain of restaurants in Quebec during the past four years. Formerly he managed Carroll stores in Waterville, Augusta, Belfast, and Bath, and was president of the Dairy Joy Corporation of Lewiston.

He is survived by his parents.

— Friend

Lena Small Harris, 75, daughter of the tenth President of Colby College, Albion Woodbury Small, 1876, died at her New York home January 21. Mrs. Harris was born in Waterville when her father was professor of history and political economy at Colby. She married Hayden B. Harris of the brokerage firm of N. W. Harris and Co., Chicago, who died in 1951.

Mrs. Harris maintained a deep interest in Colby and was particularly fond of President Franklin W. Johnson who went from Coburn to Chicago University when Dr. Small was called there in 1892 from Colby to head the department of sociology. Among her gifts to Colby were \$5,000 to establish the Albion Woodbury Small Book Fund; \$2,200 for a prize fund in economics and sociology also a memorial to her father; and a valuable Aubusson tapestry now in Roberts Union.

Three children and six grandchildren survive her.

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