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Vol. XC, No. 9

BATES COLLEGE, LEWISTON, MAINE, NOVEMBER 20, 1963

By Subscription

Minister Speaks On Albany Experience

Sunday Evening: 6:30

One of 75 clergymen who responded to the call of Dr. Martin Luther King to "bear witness to the prophetic faith of our Judeo-Christian tradition, to stand with the people of Albany (Georgia) as they strive for freedom," will speak in the Women's Union this Sunday evening at 6:30 p.m.

The Rev. John Papandrew, minister of the Unitarian-Universalist Church in Portsmouth, N. H., is free on bail after having been arrested and jailed as a result of those Albany demonstrations of August, 1962.

Papandrew is a member of the Executive Committee of the Portsmouth branch of the NAACP, the New Hampshire State Advisory Committee to the United States Commission on Civil Rights, and the Southern Christian Leadership Conference. He also participated in last August's Washington March for Jobs and Freedom.

Prior to assuming his duties at the Portsmouth church in 1961, Papandrew was associate minister of the Community Church, New York, N. Y.

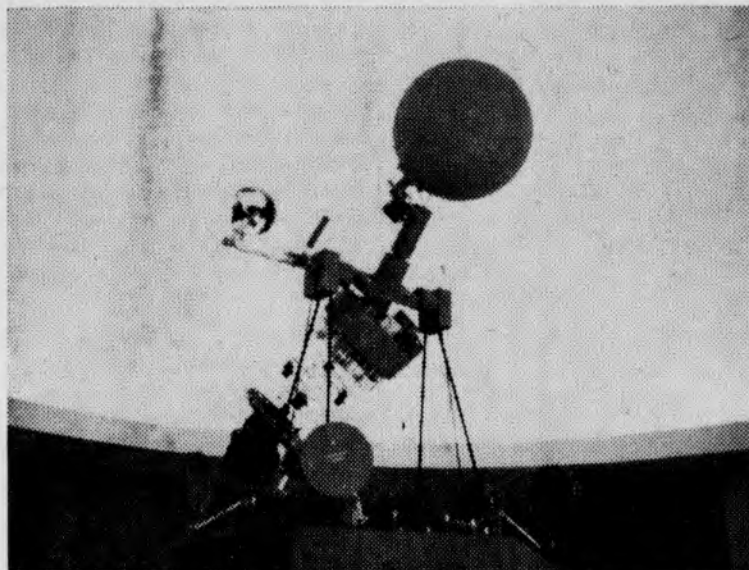
All interested students are invited to attend.

Discipline Talks Resume Friday; Physics Panel

Fourth in the series, the Centennial Academic Discipline Conference in Physics will be held here this Friday in the Women's Union. Featured on the panel are: Dr. George A. Kolstad '43, chapel speaker; Mr. Frederick Smyth '36; Mr. Norman Briggs '53; Dr. Robert F. Stetson '54; Dr. William Y. Stevens; and Dr. Hulsizer '40.

Dr. Kolstad is the Assistant Director of Physics and Mathematics Program, Division of Research, of the Atomic Energy Commission. Mr. Smyth is the president of the Alling-Lander Company. Mr. Briggs is the Sub-department head of the Mitre Corporation. Dr. Stetson is connected with the Office of Aero-Space Research. Dr. Stevens is associated with International Business Machines. Dr. Hulsizer is the head of the physics department at the University of Illinois.

The conference will conform with the format observed in the previous meetings. The guests will lunch with the members of the Bates physics department and later will talk with interested students in the Women's Union.



The Spitz Projector Outlined Against the Planetarium Sunset, fourth floor, Carnegie.

Planetarium Open To All Campus Sky-Watchers

Stop the world! This is only one of the many feats that can be accomplished in the new planetarium in the Carnegie Science Building. The planetarium, installed this fall, is the only one of the kind in a liberal arts college in the state.

Costing almost \$16,000, the planetarium was partially financed by the National Science Foundation who granted half of the total cost to Bates.

"It's a wonderfully superb teaching tool, I have no alibi for not teaching astronomy," said Dr. Karl S. Woodcock, professor of astronomy and physics. From the control console stopping the world is only a matter of turning a dial.

Some of the many things that can be done are: charting the position of any star in the heavens with a co-ordinate plotting system, controlling the motion of the inner planets, and the phases of the moon can be seen as it rotates around the sun. Also, the precession of the earth can be altered so that a reproduction of the skies as they appeared at the time of the birth of Christ can be achieved.

Dr. Woodcock has extended an invitation to the entire campus to visit the planetarium. If enough people are interested, showings in the planetarium will be arranged.

Rob Players Dramatize Man's Inhumanity To Man

A modern morality play designed to explore man's inhumanity to man will comprise the first Rob Players Readers Platform. The theme of the play centers around where the fault lies when an injustice is done: in the individual, in the group, or in the society.

The characters are all those who have, in their own minds, been put to death unjustly. Among them appear Joan of Arc; a Christian martyr; a boy who worked in the underground during the war and was executed for it; a Negro murdered be-

cause of his race; a serf who received the death penalty for stealing food to feed his starving family; Judas; Christ; Francesca da Rimini and Paolo, adulterous lovers whose feelings were strong enough to lead them to disregard the rules of society; and others executed for similar acts. The play raises the question of who should be accused — did these people and their actions warrant execution.

Admission to the Platform will be by Rob Players Season Ticket. These tickets will be on sale tonight in the Little Theater Box Office from 7:30 until 9:00 for \$3.50. The Season Ticket will admit its holder to the Readers' Platforms in addition to *Henry V*, *Right You Are If You Think You Are*, and the Rob Players film series.

The idea of a Readers' Platform is experimental with Miss Schaeffer and the Players, although it is being done in many other colleges. The actors learn no lines, but read the entire play. Miss Schaeffer, a great believer in the oral interpretation method of presentation, is interested in seeing what affect this means will have at Bates.

Frosh Elections

Following are the final candidates in the Freshman Elections:

PRESIDENT: Bryan Carlson, Richard Powers. TREASURER: Doug Greene, Nancy Heglund. VICE PRESIDENT: David Lloyd, W. Harry Marsden. SECRETARY: Martha Buzzell, Barbara Hill.

STUDENT SENATE: (MEN) Peter B. Beekman, Jon G. Wilksa; (WOMEN) Karen S. Kane, Catherine Southall.

Debate Team Wins Twelve; Loses Six At Maine Tourney

The Bates Debating Team won twelve and lost six debates at the annual Maine Colleges Practice Debate Tournament last week-end at Colby. A three-round non-championship match, the Tourney is designed to provide the Maine debaters with an opportunity to test out their cases before going out of state to bigger tourneys.

There were six schools represented — Bates with six two-man teams, Colby with four, Bowdoin with four, University of Maine with six, St. Francis with two, and the University of Maine at Portland with two, for a total of twenty-four two-man teams. The debate was set up on the basis of experience versus experience and novice versus novice.

Two Bates teams went unde-

TREAT EXHIBIT

Throughout this month a special exhibition of architectural designs, wood engravings and carvings, and oil paintings will be on display in the Treat Gallery between Pettigrew and the Little Theater.

Featured in the exhibit is the work of William Thon of Port Clyde, Maine, Leo Meissner, Charles Chase of Wiscasset, and Alonzo Hariman.

The Treat Gallery is open each day from 2 to 3 p.m.

feated for the day. The Bates B negative team of Richard Rosenblatt '66 and Jeffrey Rouault '65 overcame the University of Maine, Bowdoin, and U. of Maine at Portland. The Bates C affirmative freshman team of Charlotte Singer '67 and Geoffrey Boyer '67 also came through with a 3-0 tally by defeating two U. of Maine teams and St. Francis '62.

Two other teams finished with a 2-1 record. The Bates A affirmative team of John Strassburger '64 and Susan Stanley '64 defeated Colby and U. of Maine but lost to Bowdoin while the A negative team of Tom Hall '64 and Bob Ahern '64 overcame Colby and Bowdoin while losing to Maine.

Meeting with some difficulties but still winning one were the B affirmative of Norman Bowie '64 and Max Steinheimer '66 defeating Colby but losing to Maine and Bowdoin while the C negative of Darill Shively '67 and Bob Cornell '67 won over U. of Maine and lost to Colby and St. Francis.

This next weekend the A and B teams of Ahern, Hall, Strassburger, Stanley, Bowie, Steinheimer, Rosenblatt, and Rouault journey to the University of Vermont in Burlington for two days of debating with schools from Canada and western New York and Massachusetts.



A portion of the special exhibit featured in the Treat Gallery throughout this month.

Tobey Finds Concert A Rewarding Dialogue

By JOAN TOBEY '64

The observer sits, waiting, hoping to hear some beautiful music. He is not disappointed as piece after piece goes on and the music is truly beautiful; it excites, stimulates and amazes with its preciseness and quality of tone.

This certainly happened when Leonard Rose, cellist, played at the Lewiston High School Auditorium last Friday night. However, there was very much more happening than beautiful music being played. This thought has something to do with a creative act occurring between the observer and the musicians, the cellist and the pianist, the musicians and their music, the musicians and the composer, the musicians and their instruments, the observer and the composer and so on. As the concert progressed, one could not help but be amazed at the continued, varied, textures brought to a fullness in the sense of sound.

Rose is an intense and moving cellist; his playing was beautiful during the whole concert. There are a few selections which should be mentioned in particular for their fine qualities. The first is the *Adagio and Allegro in A major* by Luigi Boccherini. Rose's use here of double stops (playing on two strings at once) was particularly delicate and effective. This piece required the use of high notes for a cello and as he played, one felt one watched a complete dialogue between the musician and his instrument.

The *Sonata No. 2 in F major* by Johannes Brahms began with an *allegro vivace* which Rose played powerfully and passionately. The use of the lowest note on a cello, the C two octaves below middle C, was beautiful to watch as well as to hear. Rose drew the bow completely off the string and thrust the cello away from himself to let the string vibrate with a complete fullness of tone. This rumbling, growling silver string gave a good depth to the movement.

The second movement was an

adagio affetuoso beginning with pizzicato. This effect, unfortunately, was lost in the general noise of the audience as they settled down from their round of applause given after the first movement. Audiences are probably the same everywhere in that they have to rustle programs, cough, sneeze, shuffle, and come late; but please, let not the applause break the musician's mood and sense of timing. This movement and the next, an *allegro passionato* were both musically beautiful and technically precise. But it was in the last, an *allegro molto*, that a full singing melody returned; the use of clear double stops and of soft pizzicato was magnificent.

In this whole piece by Brahms, the spontaneity between Rose and the accompanist, Mr. Samuel Sanders was openly there. This was Sanders' first time accompanying Rose. This in itself was a dialogue of the highest order. The split-second timing was unbelievably fine. The sensitivity of Sanders and his response to the whole newness of the situation was a most beautiful act of creativity. This dialogue was one of the major themes of this concert.

The last portions of the music were works by Tchaikovsky, C. Saint-Saëns, Ibert, Hillemecher, and Chopin. The Swan by Saint-Saëns was exquisite. The *Introduction and Polonaise brillante* by Chopin had a majestic quality evidenced again by the timing of pianist and cellist as well as the pizzicato chords. In response to the audience Rose played two encores: an *Allegro Vivo* by Francoeur and *The Sicilian* by Faure.

This concert was enjoyable; it is a great privilege to have the chance of developing one's senses towards a greater sensibility of such beauty. After such a performance, one cannot help but have new thoughts on the power of beauty:

"Since brasse, nor stone, nor earth, nor boundless sea, but sad mortality ore-swaies their power, How with this rage shall beauty hold a plea, Whose action is no stronger than a flower? . . . O none, unless this miracle have might . . ."

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College Must Stress Training Of Intellect

Each spring the senior class of Amherst College selects a member of the faculty to deliver an address at Senior Chapel — the final gathering of the year at Amherst's Johnson Chapel. The speaker is invited to discuss any subject of his choice.

Last spring, William E. Kennick, professor of philosophy, was elected. According to the *Amherst Alumni News*, Kennick's address was "a ringing criticism of his audience's attitude toward education and raised more than a ripple of reaction from a number of sources."

A dissenting editorial view in the *Amherst student newspaper* appeared, and a few weeks later the Minister to the College devoted his *Baccalaureate Sermon* to the subject. That same evening, Justice Arthur Goldberg openly disagreed with Professor Kennick's thesis.

These several views were presented in the Summer, 1963 issue of the *Amherst Alumni News* under the heading, "Intellectual Excellence, A Series of Papers on a Continuing Issue."

Following are portions of Professor Kennick's address, edited from a reprint in the *Cavalier Daily*, University of Virginia:

We approach that season of the year in which hallowed custom dictates that we congratulate ourselves on what a fine college we are and how fortunate we are to be here. You have done me the honor of inviting me to address you this morning; I will do you the honor of avoiding the great theme of self-congratulation. Each of us has his own idea of what Amherst is and his own reasons for being thankful that he is here. I wish to discuss with you instead what Amherst is not, something for which none of us, I hope, has reason to be thankful.

Huntington In 1871

Speaking at the semi-centennial exercises of Amherst College in 1871, the Rt. Rev. Frederick D. Huntington of the class of 1839 described Amherst as "a college . . . not quite so far west as Williams, and not quite so far toward Plato as Cambridge." Plato was for Bishop Huntington, of course, a symbol of religious heterodoxy and apostasy, matters with which, thank God, we are, ninety-two years later, no longer seriously concerned. But Plato was at the same time a symbol of unambivalent and untrammelled intellectual dedication, and that, I trust, remains of concern to us. The College is still east of Williams, but, avoiding invidious comparisons with Harvard, how far has it moved, in ninety-two years, toward Plato?

There are those who will say "Too far." Their reply, however, strikes me as not only false but paradoxical. As far as a college is removed from its proper concerns, it is no college at all. A college too close to Plato is thus like a religion too close to God. Whatever purposes a college or university may actually serve in society — and in the history of European and American educa-

tion those purposes have been a varied lot—the one constant that has continued to distinguish it from a trade, technical, or professional school has been the quality of its dedication, not simply to the truth, which is the monopoly of none, nor even to intelligence, which is a requisite of all forms of inquiry, but to disinterested intellectual excellence.

Intellect First

"The intellect . . . the intellect . . . the intellect," writes Noel Annan, Provost of King's College, Cambridge, in a recent issue of "Encounter." "That is what universities exist for. Everything else is secondary. Equality of opportunity to come to the university is secondary. The need to mix classes, nationalities, and races is secondary. The agonies and gaieties of student life are secondary. So are the rules, customs, pay, and promotion of the academic staff and their debates on changing the curricula or procuring facilities for research . . . All these are secondary to the cultivation, training, and exercise of the intellect."

This does not mean, I take it, that other things are unimportant; simply that in a college all other things are, or ought to be, secondary. There may be, doubtless there are, more important things in life than things intellectual, but there can be no more important things in college life, whatever the misguided anticipations of the prospective student, the confused loyalties of the matriculated student, or the sentimental memories of the alumnus may dictate to the contrary.

The All-Around Man

Opposed to this conception of college education is that voiced by the Rev. George Harris, seventh president of Amherst. "The educated man," said President Harris in 1906, "is the all-round man, the symmetrical man. The one-sided man is not liberally educated. The aim of a college is not to make scholars. The aim is to make broad, cultivated men, physically sound, intellectually awake, socially refined and gentlemanly, with appreciation of art, music, literature, and with sane, simple religion all in proportion — not athletes simply, not scholars simply, not dilettantes, not society men, not pietists, but all-round men."

The metaphor of the all-round man calls many bizarre images to mind, but chiefly it suggests to me that all-round numeral, the cipher or zero, symbol of nothing. Be that as it may, I respectfully dissociate myself from President Harris's view: whatever need the world may have for all-round men — and imagine, for a moment, a world composed of them — it neither is nor can be the function of a liberal arts college to meet that need; a finishing school, perhaps,

but not a college. Of course it is not the function of a college simply to make scholars, but it is the function of a college to be a place where men can, for four years at least, know what it is to be a scholar.

If the cultivation, training, and exercise of the intellect is the first and paramount value of a college, how is that value to be realized, and what are the obstacles to its full realization here? — for I submit that there are such obstacles here.

Desire Necessary

A first-rate college requires students of native talent and intelligence, a learned and dedicated faculty, a stimulating curriculum, and adequate facilities for study and research. All these Amherst has. But these are not enough. The prime and mutually related prerequisites, without which faculty, curriculum, and facilities of study are pointless or ineffective, are an unambivalent will on your part to learn, think, and exercise your imaginations, and a social order the whole tenor and tone of which not merely permits, but encourages, rewards, and, if possible, demands, an exercise of that will. Long ago Plato pointed out in the *Republic* and *Symposium* that the life of intellect is not merely a function of intelligence but also of love; where the passion to think and learn is absent or defective, the quality of such thought and learning as does take place is inferior and of little account.

My own seven years' experience at Amherst — and I believe the experience of my colleagues will bear me out in this — has convinced me that your fundamental attitude toward and affection for the life of intellectual excellence is not what it should and could be. (Moreover, I think you know this as well as I do.) That something is wrong (Continued on page three)

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Guidance

INTERVIEWS ON CAMPUS

Mr. Joel and Dr. Braun will interview men and women for teaching positions in the Bronxville (N. Y.) Public Schools on Friday, November 22. All interested student teachers should contact Prof. Kendall, 303 Pettigrew.

SENIOR CAREER OPPORTUNITIES

THE NATIONAL SECURITY AGENCY announces the Professional Qualification Test for college seniors and graduate students. All academic majors are eligible. Registration deadline is November 22 for the test on December 7 to be given at Colby. A test bulletin and more information about career opportunities are available at the Guidance and Placement Office.

REMINDER TO SENIORS

Seniors are reminded to complete their registration at the Placement Office and to pick up a *College Placement Annual* before the limited supply is exhausted.

Amherst Professor

(Continued from page two)

is revealed in countless ways. Among them, your casual attitude towards class preparation and attendance, your willingness simply to get by or to make a certain mark, your impatience with difficult authors and problems, the miserable and incorrigible slovenliness of your writing, your almost catatonic unresponsiveness in class, your general contempt for detail and for getting things right, your incessant pleas for more time in which to complete assignments for which you have been given ample time, the superficiality of your reading, the vulgar ways in which you spend your leisure time, the Neanderthal quality of your conversation, and your penchant for treating your teachers as paid entertainers or domestic servants. Contrast with all this the interest and enthusiasm which most of you show, and the perfection which some of you strive for, in athletics, say, and you can easily see what I mean.

Dissatisfaction

I am sanguine enough to believe, however, that this is not a state of affairs which all, or even most, of you desire. Surely it was not this that you came here for! Some of you have been openly unhappy with this situation; others have become resigned to it; others have made themselves insensitive to it. Still others, of course, simply do not care. Evidence of dissatisfaction, however, continues to appear. The number of those who drop out or transfer is not large or alarming, but larger and more alarming is the number who entertain fantasies of dropping out or transferring and, mild as they are, there are your perpetual complaints about the curriculum and the marking system and your symptomatic pleas for closer student-faculty relations. (But have you ever asked yourselves why the faculty should

want to have closer relations with you? Has it never surprised you that so many do?)

The usual candidates for blame in this matter have been, severally, American society at large, the faculty and its curriculum, the admissions policy, the fraternities, and the students. Together they cover nearly all the ground. On no one of these, however, can the whole burden of responsibility be laid.

Society at large has always been inimical or indifferent to, at best tolerant of, the existence of dedicated intellectual communities within it; yet it has not prevented the rise of such communities and has continued, despite its suspicions and for whatever wrong reasons, to send a substantial number of its sons and daughters to them.

Faculty Not Perfect

As for the faculty and the curriculum, it would be difficult to find anyone who holds that they are perfect and without blemish. By whatever criteria such things can reasonably be assessed, however, the Amherst faculty as a whole is excellent; its courses, for the most part, first-rate. And you have no idea how difficult it is to teach here. Not because the intellectual demands you place upon the faculty are so high, but because the energy and effort required to move you and overcome your resistance to rising to that level of interest and attainment of which you are natively capable is so great. It is a measure of the singular dedication of so many members of the faculty that they have not despaired, that they continue to try, where successes are few and chancy, disappointment the rule, to awaken you to the best that is in you.

Students Over-Taught

This explains, as I see it, why the curriculum here is so demanding and why, more than any other students in the country, you are over-taught. From its experiences with honors work, reading courses, reading periods, and programs of independent study, the faculty has learned that when the goad is not applied, either nothing is accomplished or whatever is ac-

complished is disappointing in the extreme. What is not always realized, however, is that the more formal demands the curriculum makes, the more it tends to perpetuate precisely those habits of study and attitudes towards the life of thought and imagination which sustain the intellectual resistance those very demands were instituted to overcome. The result is a vicious circle from whom deadening round you tend to flee into mindless diversions; we, into a life of clownish eccentricity, solipsistic privacy, or self-protective but soul destroying irony.

How does one measure the efficacy of an admissions policy, save by the intelligence, talent, industry, ambition, and imagination of the students admitted as this can reliably be ascertained from the data available, i.e. by the quality of the freshmen on admission? Judged by this standard, the admissions policy at Amherst is largely unexceptionable. Freshmen here are no worse than freshmen anywhere; indeed, as far as the capacities in question go, they are superior to the vast majority of freshmen in the other colleges and universities of this country, or of any other country. This clearly suggests that something must happen to them at Amherst to produce the deplorable condition I have been talking about.

No Cramming

"How can pupils be taught to use their own minds?" asks Noel Annan. "How can they be persuaded to renounce cramming and question spotting? How can all those who govern schools, colleges, and universities be made to acknowledge the examination results are not an end but a comparatively unimportant by-product of education? How can students be persuaded to love learning for its own sake and not for the job that getting a degree may obtain them?"

These are among the most important questions that can be asked about education, but they rest on a mistake if they assume that the values in question can be achieved simply through teaching and persuasion. As a teacher I can hardly afford to underestimate the powers of teaching, but I am reminded by Aristotle that teaching alone "will no more produce health in the soul than a course in medical theory will produce health in the body." And I am reminded by Plato that if men are responsible for the quality of the communities in which they live, communities are responsible for the qualities of the men who live in them.

As I see it, the general tone of undergraduate life at Amherst is inimical to the realization of the fullest and most exciting intellectual experience this college can offer. Although that tone is set by only a minority of the undergraduates, it is perpetuated by the institution as a whole. The minority is no more responsible for its misdeeds (of which it is largely unconscious anyway) than are those who, in one way or another, encourage and support it. Hence, if anyone is at fault, the whole college is at fault, which means that we are all at fault.

Difficult Solution

I have no simple solution to the difficulties which I have described. In fact, if what I have said is approximately correct, there are no simple solutions

NEW VOICES

By JOHN HOLT '64

By JOHN HOLT '64

Note: *Pan, The Creative Vision*, and the present volume are available at the bookstore.

Baal Babylon, by Arrabal; Grove Press; 104 pp.; \$1.75.

Like many of the avant-garde writers of today, Fernando Arrabal left his native country (Spain) for the cosmopolitan city of intellectual freedom, Paris. An experimental writer of intense individuality, Arrabal is another in a long line of new voices that have sprung into the smoky spotlight of coffee-houses and bread-wine garrets, reading aloud their manuscripts that are in reaction to the chaos and surface existence of the 20th century.

I can hear it now. "It was a time of fear and anxiety; it was a time of hope and despair; bombs and death, foreign aid and rebellion. And we here in the 21st century wonder how the world survived. . . . Next week we will discuss the Goldwater era and how it is still influencing the course of world affairs."

The confusion and twisted values of anarchist rebellion in Spain is the background of *Baal Babylon*, where war, sex, religion, and decadence are all thrown together in one big pot and thoroughly mixed so that people pray to bombers and fight with prayer-beads. What it is like to grow up in such a perverted environment is the subject of Arrabal's first novel, and it makes you just a little sick, but maybe a little bit wiser to

available. Institutional reforms on a number of fronts are the only thing that can bring us closer to the embodiment of those ideals for which colleges exist. But do we want to move closer to that realization of those ideals of which we are clearly capable? That is the first and most important question frankly to be faced, and it is a question which cannot be faced by the administration alone, or the faculty alone, or the trustees alone, or the students and alumni alone. For better or for worse, we are all involved in this enterprise together.

Amherst, you may think, is already better than most colleges and inferior to none. Even if that is true, it is beside the point. The point is whether Amherst is all that at best it can be. If not, then the second point is whether we have the courage to make whatever changes shall prove necessary to make it better.

Alumni Produced

You may also wonder why I choose to bring this matter to your attention at this time. After all, you are about to graduate. What more, then, have you to do with the College? Well, Amherst may or may not turn out liberally educated men, but one thing it does turn out — alumni. If you think that your connection with this college is to be severed on Sunday, the 16th of June, you are mistaken. If anything, your interest in the College will grow, your attachment to it becomes stronger. If and as it does, I hope you will resist the temptation to sentimentalize the past and to seek to perpetuate a college that never existed. The greatest service you can render

the psychology of the mind of a pubertal boy who is exposed to such unspeakable horrors.

Arrabal composes his novel in short vignettes, where the memory of the young boy is evoking episodes of his traumatic experiences that have been indelibly welded into his mind. The events do not even follow in chronological order; they emerge as fragments from the consciousness of a fourteen year old boy as he painfully recalls them. He addresses his recollections to his mother, in the present tense.

Father Substitute

The central protagonist in the boy's life, "mama" is constantly trying to justify her existence to him, for his father, a Jewish anarchist, was executed by the *Guardia Civil* on the basis of his wife's testimony, and the stigma of this deed obsesses her so that she tries to erase all memory of him. The boy's father substitute consequently becomes three perverted females, his mother, aunt, and grandmother. The obvious effect of this situation is confusion and misunderstanding, especially because of the abnormality of the women. He has to listen, as a husband-substitute, to his mother's lamenting, bigoted wail.

"As a father, his first duty was to take care of his own family. It was his duty to side with order and moderation. But he went over to the other side: to the side of anarchy, to the side of disorder. . . . How many times I told him he should give up his terrible ideas! He spoiled everything for the sake of his ideas. . . . You can't understand that. You were only a child then. . . . My conscience is clear. I've done my duty as a mother and as a wife. . . . It's my fate to be a martyr."

Perversion

His aunt is an extreme case of perversion. She is a masochist who forces the boy to beat her with a belt; and she ". . . who knew the mysteries of the Rosary by heart," imbues in his mind the association of sex with guilt by torturing him.

Another perversion in the novel is that of religious fanaticism — always a delicate and frightening subject. The Spain of that time is intolerantly Roman Catholic, and the children are educated by empty words and ceremony. They don't understand what is going on, but hopelessly and mechanically do what they are told to do.

"... the mother superior shouted 'Hail Christ the King!' three times and we answered 'Amen' and knocked our stones together and rang our bells."

The several themes of religious hollowiness, insecure family (Continued on page four)

to Amherst is to encourage and support its efforts to make itself better. Whatever its faults, it has deserved your best, and your best is to help make it truly "the fairest college."

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plus

"Traitors"

— Closed Wednesdays —

Editorials

Today, Like All Days

Remember this morning—if you are sincere. Remember it as a time that Bates College failed. Remember it as an hour, in which each of us accounted for our unwillingness "to grow in self-mastery and personal depth, to develop wider and deeper appreciation, to delight in the adventures of an intellectual curiosity." (Bates Catalogue, Plan of Education—Part I.)

If you are not sincere, then this morning, and this two day colloquia will soon be forgotten. If Bates College is merely a means to an end, a four year period that becomes meaningful only in light of what happens after you graduate, then this morning, as are all mornings, is insignificant.

On Student Committees

In the fall of 1960 a corporate meeting of the studentry, similar to last week's discussion of the Faculty's coercive action, considered the then recent faculty decision to change Thanksgiving from a four to a one day holiday. At that time the students voted overwhelmingly for a four day vacation.

Today, Bates College enjoys only Thanksgiving Day with no-cut days before and after the holiday.

During the school year 1961-62, a student committee initiated an investigation of library hours at other colleges and the need of Bates students for using Coram Library. One year ago, the upstairs study area in Coram became available daily from eight to eleven, and the library proper extended its hours of operation.

In their letter to the immediate right, Messrs. Burrows, Derby, Gilman, and Jacobs criticize the Student Senate for its action at last week's all-campus meeting and at the Senate's regular meeting the following evening. They close by hoping that the Chapel committee has not already reached its conclusion.

Yet, these men, or any student for that matter, can insure the operation and fate of the Chapel Committee simply by becoming a member of that committee. The Student Senate explicitly has made this a student, not a Senate committee, in order that any interested student may join.

We support the Senate's action in forming this committee, because we believe that it is through sustained committee action, and not merely by attending an all-campus meeting, that students can effect improvements in Bates College.

That Messrs. Burrows, Derby, Gilman, and Jacobs are concerned about Bates College has already been evidenced by their speaking out in Chapel, their attendance at the Senate's regular meeting, and their letter in this issue. Whether or not they join the Chapel Committee remains to be seen.

The Student Intellect

While it is the policy of this newspaper to concentrate on campus events and to minimize reprints from other college newspapers, it is also the aim of the STUDENT to include relevant commentary on the events it reports. It is for this reason, that the partial text of an address by Professor Kennick of Amherst College appears on pages two and three of this issue.

Professor Kennick's comments are directed to students of Amherst, but he does not fail to include the administration and alumni within his speech. The points he makes, and the criticism he offers, are especially relevant in light of the events of recent weeks, and the spirit of inquiry guiding our centennial celebration.

Freshman Elections

Each year at this time the Freshman Class elects its class officers and representatives to the Student Senate.

This election provides a marked contrast to the all-campus elections which are held in the Spring, and to the recent special election of the members of the Student Senate.

The present electoral system is a hobgoblin of various procedures. In electing class officers, all the members of a class vote for their choice without regard to sex, but in electing Senators a woman can vote only for a woman, and a man only for a man.

In electing the upper-class members of the Senate, all the men vote for the male senators, and all the women for the female senators. In electing the freshman representatives to the Senate, however, only the freshman can vote.

In selecting the Senate President and Vice-President every-one votes for their choice. Yet, the other officers, the Treasurer and Secretary are not elected, but selected by the members of the Senate.

The STUDENT has long advocated a simplification of the entire system, by having every class elect its own representatives via the same procedure as the freshman class. Eighty-six per cent of the freshman class voted last Monday, whereas only thirty-five per cent of the school voted in the recent Senate elections. Might the difference, at least in part, be attributable to the simpler and more intelligible electoral system?

Letters To The Editor

UNICEF

To the Editor:

I read Janet McEachern's article on the UNICEF Christmas cards in your November 6 issue and was inspired to order a supply of these greeting cards and notes so that they could be more easily available in the community.

Under the auspices of the Lewiston-Auburn Peace Center, I will be selling the cards for the benefit of UNICEF.

I would like to urge Bates students and faculty and staff to send these cards to their friends and relatives this year because of their double meaning.

One box of ten cards and envelopes costs only \$1.25 and all the proceeds go to help underprivileged children by supplying food and medicine.

There couldn't be a more meaningful Christmas greeting!

If interested please call me at 783-2728.

Sincerely,

Mrs. John Tagliabue

On The Student Senate

To the Editor:

We wish to call to the attention of the entire student body the following statement taken from the minutes of the Student Senate meeting of November 12: "Steinheimer stated that the Senate . . . also has the right to make judgements of its own which it feels will be most just for all concerned."

If the Student Senate feels compelled in its decisions (e.g. — Centennial Convocation protest) to seek solutions that will please both the administration and the faculty, who is there to represent the students? The Student Senate must look out for the interests of the students. It must not take it upon itself to act in such a way as to compromise the wishes of the students, sacrificing their interests for the sake of preserving the status quo.

By failing to bring to a vote such resolutions as the one calling for the students not to pass their tickets in at Centennial Convocation, the Student Senate has failed in its obligation to the student body. By passing judgement on the worth of student opinion and by not expressing student opinion the Senate has weakened the already weak position of the student body. Reluctance to take action means a continuation of the power vacuum of which Dr. Chute speaks.

In the light of the Senate's stand on Centennial Convocation, one must look with apprehension upon the committee being formed to investigate compulsory chapel. One hopes that the conclusion the committee reaches in the future has not already been reached in the minds of those responsible for its formation.

Melvin Burrows '66
Richard Derby '66
Bernard Gilman '66
David Jacobs '66

TO OUR READERS

We welcome letters from our readers. Any comments which do not exceed the bounds of good taste will be published. Any letter which is not published will be acknowledged. All letters must be signed.

Sayonara!

Dear Bates People:

(including Professors, students, and everybody)

Early in the morning of May 15 1961, my boat arrived at California; it seems like ages ago, and at the same time, it's like just yesterday. Now the day I leave for Europe is coming closer and closer.

It's been such an enriching two and a half years with no regret. When I look back on all these days, I am at a loss for words how to thank you all — who made my days so rich and deeply satisfying.

There are so many things I wish to say, but taking this chance, I would like to tell you one thing. If you have the chance to know people from other countries, or when you, yourself, are abroad, try to get to know them well. I firmly believe that world peace is brought not through the hands of politicians but through the warm friendship we, individuals, make.

I have been disappointed to find so many people so ignorant about Japan, particularly as my country is now. And, I know that there are many foreign people who condemn American students for being interested only in superficial pleasures.

It is each one of you that can show the real, healthy America to the world. It is each one of the people from the other countries that can show you their countries.

Today, the progress of modern science makes it possible to go around the earth in less than 40 hours. If only we — young people in the world — hold our hands together, we can have one, big bridge of friendship over the earth. We have to build it, for we are the only ones who can do it!

I thank you all again. And, don't forget to call me up when you get to Haneda Air Port in Tokyo. (My telephone number — 729-0204). Any time after August, 1965, I'll be there to pick you up.

I apologize that I have been selfish to be more interested in knowing America for myself than to introduce Japan to you. I wish that from now on Bates will take advantage of having foreign students more, so that lazy one like me can be happily forced to do something.

SAYONARA!

Yoko Hirasawa '65

Another Man's Poison

To the Editor:

After a rest of several months I re-visited Bates for a weekend. I found the usual beautiful decadence and delightful conservative lost horizon that I left last semester after two years at this college. My eyes are dazzled by the new administration building — like a Greek temple it will stand there containing the omnipotent Gods.

But still I feel that Bates is laboring under the same old problem — there is no rebellion. A measure like the compulsory chapel attendance is foisted upon the studentry and they sit back and smile. They do not realize that the $\frac{3}{4}$ empty chapel at Dr. Paley's address is an administration failure, and not a student failure. The administration has failed to make Bates a stimulating educational experience.

Bates is based upon extrinsic educational values — consequently marks are important — and nothing that is unrelated to marks will be of importance. Hence the $\frac{3}{4}$ empty chapel. And the administration has only itself to blame. When coercion is used (even if there are two whole definitions), it shows that there is panic and failure. When Bates breaks down, it shows that the cancer is affecting the mind — the control — not emanating originally from the body.

In his oratory before the freshmen men, Dean Walter Boyce said that the four years at college are a molding period. (Mold has two whole definitions too.) So look around you. Do you want to be molded by a narrow minded, conservative, and failing educational experience? I didn't — and I left.

Malcolm Mills

NEW VOICES

(Continued from page three)

relationships, and perverted sex are unified by certain consistent factors that are associated with them, namely, guilt, punishment, and fear.

This is a depressing book. It is less a work of art than it is a document or case history written in short, intense bursts of controlled mania. The style, while not "la dolce stil nuova", is yet an experimental success. The subject, at least, is a critical one, and since it has a fearsome air of authenticity to it, the book merits attention.

Bates Student

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Garnet Places Four Men On All-Maine Soccer Team

The Maine State Series soccer coaches met last week to decide upon the first annual All-Maine Soccer Team.

The first team was dominated by Bates players, as the Garnet contributed four to the list, Colby three, Bowdoin two, and Maine two.

Receiving top honors for Bates were Bob Thompson, last week's Bobcat of the Week,

George Beebe, retiring Capt. Lloyd Bunten, and Dan Hagglund, who will not be with the Bates squad next year.

On the second team Bowdoin led with four, Colby followed with three, and Bates and Bowdoin each had two selections.

The final standings in the state competition found Colby the winner, followed by Bates, Bowdoin, and Maine.

Position	Name	Class	Home Town	College
First Team				
Goalie	Steven Clark	Junior	Hebron, Maine	Maine
Fullbacks	Bob Thompson	Sophomore	W. Hartford, Conn.	Bates
	Rufus Brown	Sophomore	Andover, Mass.	Maine
Halfbacks	Bill Horton	Senior	Chatham, N. J.	Bowdoin
	George Beebe	Junior	W. Hartford, Conn.	Bates
	Jim Valhouli	Senior	Haverhill, Mass.	Colby
Forwards	Lloyd Bunten	Senior	Clinton, Conn.	Bates
	Hans Hede	Sophomore	Stockholm, Sweden	Bowdoin
	Dan-Erik Hagglund	Freshman	Alusbyn, Sweden	Bates
	Dave Kelley	Junior	Princeton, N. J.	Colby
	Jean-Paul N'Joya	Sophomore	Cameroun, W. Africa	Colby
Second Team				
Goalie	George Burns	Junior	Englewood, N. J.	Colby
Fullbacks	Steve Codner	Senior	Newington, Conn.	Bowdoin
	Bucky Smith	Junior	Cincinnati, O.	Colby
Halfbacks	Steve Weiss	Senior	Jenkintown, Pa.	Bowdoin
	John Engle	Sophomore	New York, N. Y.	Colby
	Don Chase	Junior	Sharon, Mass.	Maine
Forwards	Bob Lanz	Junior	Rockville, Conn.	Bates
	Rick Copeland	Senior	Williamstown, Mass.	Bowdoin
	Bruce Peterson	Freshman	Old Lyme, Conn.	Bates
	Doug Best	Junior	Riverside, Conn.	Maine
	Ray Bird	Sophomore	Reading, Mass.	Bowdoin

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SEVEN DAYS A WEEK

By DAVE WHELEN '64

Don King is vacationing again this week, so in his place I shall attempt to review the major highlights in this week's sports schedule.

The "B" league off-campus "playboys" lost a heartbreaking 18-12 decision to Roger Bill in the week's only intramural action. The only bright spot in an otherwise dismal afternoon was the superb passing of "Playboy" Steve Barron. Steve uncorked three touch down passes — unfortunately one of these aerials fell into the outstretched arms of Roger Bill's Al Cruickshank who returned it all the way for the deciding score.

Big Brown Boobo

It seems quite clear that even the most diehard Brown fan must concede the Eastern Division championship to the powerful Ginats. The Giants again put on an awesome display of offensive prowess as they easily disposed of the 49'ers 48-14. Y. A. Tittle, in spite of a poor start (1-8) still managed to throw four touchdown passes. These passes coupled with excellent line play, especially on the part of Rosey Brown and Daryl Dess proved to be too much for the outclassed San

W. A. A. News

By MARCIA FLYNN

Unfortunately due to the conditions of the hockey field, the playday scheduled for last Saturday had to be cancelled. But it is hoped that there will be much more success with the impending intramural volleyball season. This Friday, the annual WAA Board vs. the Proctor Council game will be held (I'll be taking bets on that game!). This game will kick-off the volleyball season, so let's try for good attendance this year. Sign-up sheets for those interested in playing have been placed in all dorms, so let's try for good dorm participation. If we see some good playing, possibly there can be some challenges afforded to the men's side of campus. It's up to you!

Whale Spouts

Franciscans.

With the intramural football season drawing to a close, all attention is focused on the upcoming basketball season. Art "Zeus" Agnos is priming his off-campus boys for the season's opener. In an informal game last Saturday, Agnos showed that despite his age, he can still show the younger guys a few moves. Jim Wallach, after an uneventful football career, showed fading glimpses of greatness in this game and could be a key

man for the Off-Campus team.

It's Never Too Late

It is with great pleasure that I announce the intramural man of the week — Don King. Don's modesty in refusing to bestow this honor on himself is surpassed only by the loyalty with which he serves his community. In future years, Don will have a place in the annals of history as one of the all time great hacks. Don will be among such immortals as Buzzy Furman, Mike Giacomoni and others.

— MIA A FOOTBALL STATISTICS —

TEAM STATISTICS			INDIVIDUAL RUSHING			
Bates		Opponents	Players	Carries	Net	Avg.
70	First Downs	115	Carr	185	470	2.5
972	Rushing Yardage	1306	Yuskis	67	323	4.8
399	Passing Yardage	800	Planchon	44	173	3.9
1301	Passing Yardage	800	MacNevin	19	-41	
1301	Total Yardage	2079	Lanza	3	7	2.5
185.9	Ave. Yds. per Game	297	Bales	13	14	1.1
90	Passes Att.	112	Mossman	2	-1	
30	Passes Comp.	59	Stone	1	8	8
11	Had Intc.	4	Williams	1	-3	
40	Punts	32	PUNTING			
32.7	Punting Avg.	32.6	Player	Punts	Yds.	Avg.
18	Fumbles	19	Planchon	33	1117	33.9
12	Fumbles Lost	10	Pangburn	1	59	50
38	Penalties	49	Leblanc	4	142	35.5
374	Yds. Penalized	436	IND'VL PASS RECEIVING			
			Player	Caught	Gained	
			Planchon	5	75	
			Donovan	3	45	
			Lanza	1	10	
			Bales	1	9	
			Yuskis	6	57	
			Carr	4	21	
			Mossman	2	43	
			M. Carr	2	54	
			Callahan	1	12	
			MacNevin	1	14	
INDIVIDUAL PASSING						
Player	Att.	Comp.	Intc.	Gain		
MacNevin	62	24	8	253		
Planchon	3	0	0	0		
Bales	24	9	4	132		
Yuskis	1	1	0	14		

RECORD TO DATE — WON 2 - LOST 5

Bates	Opponent	Att.
6	Norwich	34
6	Northeastern	41
13	W. P. I.	0
14	Middlebury	9
0	University of Maine	49
7	Bowdoin	14
7	Colby	8

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Fall Sports Banquet Makes Awards



With NICK BASBANES

We salute this week a group of young men unique in their initiative. I am of course referring to the "un-namables", that group of individuals presently forming a hockey club. We are very happy to witness this spark of enthusiasm, as it gives those men proficient in the game an opportunity to pursue their talents where they would otherwise be unable to do so. For hockey as a team or club is unavailable and impractical at Bates. A small school like ours is unable to field a large number of athletic teams. And hockey happens to be one which necessity leaves out. But the fact that the school can't provide the activity doesn't mean that those wishing to play shouldn't. It is in this regard that we congratulate this step.

The club is forming under the supervision of John Lund, and he reports that over twenty men have signed already. They will play weekly at the Central Maine Youth Center's fine hockey rink, and they hope to compete in a local league. We wish them the best of luck and will be watching for their success.

As is usual for this time of year the realm of athletic activity is in a state of limbo (on the collegiate level, I mean). For these next few weeks the spectators have to get ready for the transition from outdoors to indoors. With attention being focused on the basketball campaign, the State Series will this year evidence a minor change. Instead of each team playing each other three times, as it has been in previous years, they will meet only twice. This removes the presence of a rubber game in the event that two teams split.

With reference to track, our cagers look fine in workouts. Coach Slovenski reports that this year should evidence one of Bates' best teams (and we have had some very good ones). Weakness lies as usual in the old nemesis, the weights. But added depth in the running phase promises to enhance even more the Garnet prospects.

Next week the STUDENT will present its annual choice of an All-Maine football team. The selection is one independent of the more official ones. However, we usually do end up somewhat similar.

Congratulations are in line for freshman Karl McKusick, twice Bobcat of the Week. The 17 year old frosh captured the final jewel of a cross-country triple crown Monday by taking the IC4A title in New York. Karl beat John Galloway of Wesleyan by a big margin in taking the three mile contest in the time of 15:38 over the Van Cortlandt Park course. Galloway was twelve seconds behind. The time set a new course record for the event. Karl thus ends his fine season with wins in the Easterns and the New England's. His only loss of the season was to Sumner Brown of M.I.T.

Planchon, Ritter Get Goddard Awards For High Achievement

By DON DELMORE '64

The fall sports varsity dinner was held in Commons last Wednesday to honor football, soccer, and cross country participants. Highlighting the evening were the announcements of captains for next season and the recipients of the coveted Goddard Achievement Trophies. The Goddard honors are determined by the football coaching staff for admirable qualities in football and citizenship as well as for team value.

In squad elections held prior

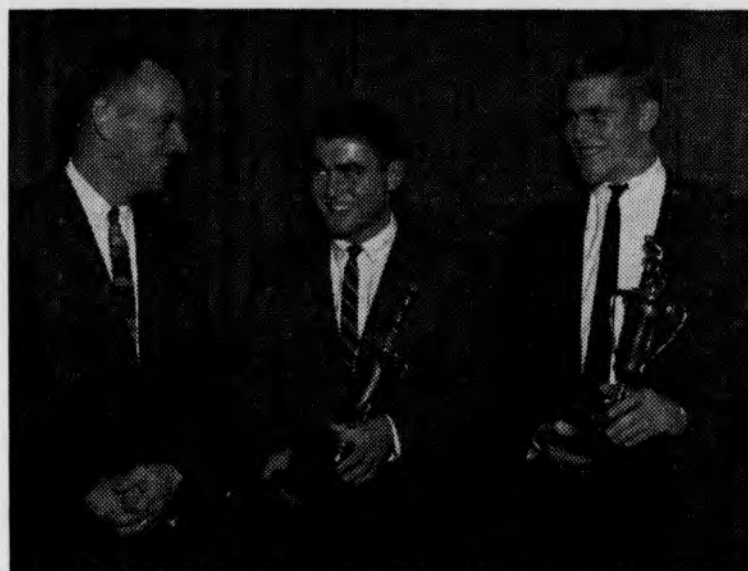
to the banquet, junior Steve Ritter was chosen as captain for the '64 football campaign. Steve was also honored as a recipient of the Goddard trophy as the outstanding Bobcat lineman. Senior captain Bill Planchon received the achievement trophy as outstanding back of the season.

Lanz Soccer Leader

The 'Cats' successful soccer team elected high-scoring junior Bob Lanz to lead them next year. Sophomore Ken Trufant was cross country captain-elect.

Senior varsity honor recognition went to twelve members of the class of 1964. Jackets and certificates were given to Pat Donovan, Bill Graham, Paul Planchon, John Schatz, Dan Stockwell, Dave Stockwell and Manager Steve Talbot, in football; Steve Barron, Lloyd Buntin, and Carl Lloyd, in soccer; and Eric Silverberg and Finn Wilhelmsen in cross country. Requirements for the award are three consecutive years of participation, two varsity letters, and team spirit.

The three outgoing captains each took a shot at the toastmaster's chores. Soccer captain



Head Coach Hatch poses with Goddard football trophy winners Ritter and Planchon

Lloyd Buntin introduced colorful new coach Roy Sigler. Paul Planchon faced the task of introducing varsity headcoach Bob Hatch, and Eric Silverberg called the popular Chick Leahey to the mike, subbing for the absent Walt Slovenski.

FB Letters

Football letters were distributed to the following: Randy Bales, Mark Berry, Jim Callahan, Mike Carr, Tom Carr, Ed Davis, Pat Donovan, Bill Farrington, Grant Farquhar, Bill Goodlatte, Bill Graham, Gerry Ireland, Carl Johnnassen, Archie Lanza, Charles Lockhart, Bill MacNevin, Harry Mossman, Peter Pequignot, Captain Paul Planchon, Dave Piasecki, Jim

Quinn, Steve Ritter, John Schatz, Ron Stead, Dan Stockwell, Dave Stockwell, Mike Traverso, Jack Williams, John Yuskis, and managers Steve Talbot and Tony DiAngelis.

Soccer letters were received by: Steve Barron, George Beebe, Captain Lloyd Buntin, Dan-Erik Hagglund, Mike Hine, Mark Hennessey, Bob Kramer, Bob Lanz, Carl Lloyd, Gary Lia, Wyland Leadbetter, Jim Onyemelukwe, Bruce Peterson, John Recchia, Bob Thompson, Ed Wells, and manager Jeff Roualt.

CC Winners

Cross country letters went to: Karl McKusick, Basil Richardson, captain Eric Silverberg, Paul Swensen, Ken Trufant and Finn Wilhelmsen.

∴ Louis P. Nolin ∴



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