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Bates



Student

Vol. XC, No. 22

BATES COLLEGE, LEWISTON, MAINE, APRIL 15, 1964

By Subscription

Hazing Committee Reports; Asks Vote

By Stephen Edwards '65
Chairman of the Men's Council
Freshman Rules Com.

When the smoke of Haze Day had cleared last year, many grim faces appeared. The grim faces were primarily those of the faculty, the administration, and the Student Conduct Committee. The frowns turned to head shaking. "We can't have this," they clamored, and pointing the relegating finger at the newly formed Men's Council, presented it with the ultimatum that Haze Day must be cleaned up, or eliminated.

What was wrong with Haze Day? Perhaps one of the loudest complaints, voiced by the faculty members, was that the prescribed costumes disrupted class procedures. Some members of the administration expressed disapproval for the "bad taste" of some stunts that were proudly performed in the Den and in the overwhelming smell of body odors that prevailed there. Others complained of the conduct in the Commons that evening, where students, house mothers, and a few embarrassed faculty members

were entertained with morsels of information about the sexual disposition and intents of a good many coeds. There were other grumblings too, all of which were quite legitimate when seriously examined, and which with all the other complaints, added up to the general attitude that Haze Day was off color and out of taste.

Surely, there is an element of humor in Haze Day as we have witnessed it in the last few years, and this brand of humor is certainly to be expected on a day whose unwritten leitmotif is sex, but the fact remains that it is not in keeping with the purposes of Haze Day, and the frowns endure to remind us that a change must be made.

If the spirit of Haze Day does not lie in the knee-slapping stunts required of the flunkys by their Big Brothers and Sisters, where does it lie? Perhaps it might be found in the building of unity and school spirit, in acquainting the Freshman with each other and with their upperclassmen, and in instilling a feeling of welcome acceptance in the incoming class. In view of these objectives, Haze Day, it is felt has missed its mark; and it is in the light of these same objectives that the Men's and Women's Councils have been doing their revolutionizing.

And so the last three months have been filled with discussions, committee meetings, and reports in an effort to salvage Haze Day. A joint committee from the Men's and Women's Councils was formed in order to create a new Haze Day that would comply with the wishes of the administration, express the purposes of hazing, and yet maintain the air of unregimented esprit de corps so necessary for a successful indoctrination of the incoming class.

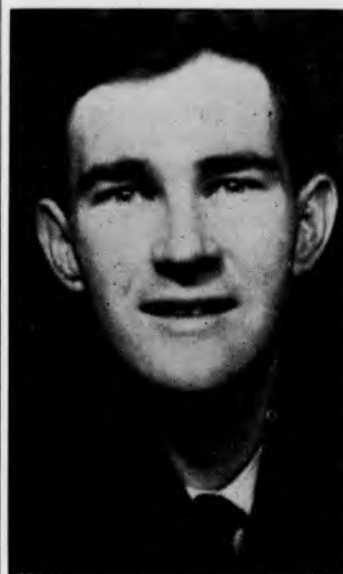
As a result of these meetings, it has been suggested that the day of hazing be moved out of its crowded hub, the Den, to Garcelon Field, and that Friday be forsaken for a Saturday afternoon of activities. This idea of holding Haze Day on a Saturday afternoon, a day of an away football game (Oct. 10 is the proposed date), eliminates many difficulties, and provides for much more freedom and originality in hazing.

Now it is possible to or-

Continued on Page 2

International Debate In Chapel Tonight

Tonight's international varsity debate is news but it is certainly not news for the Bates Debating Society. The debate this evening with University College, Dublin, Ireland is only one of a long series of international debates both here and abroad in which the Bates teams have participated.



Michael G. Daly



John J. Rockford

VILLESBRUNNE

M. Gerard de la Villesbrunne, conseiller d'ambassade of the French Embassy in Washington, D.C., will visit the campus tomorrow. M. Villesbrunne will speak to Dr. Wesson's American Foreign Policy class and Dr. Hsieh's Chinese History class. At 9:00 he will address the government class, speaking on French Foreign Policy under DeGaulle. In the history class he will discuss the recognition of Communist China by France. The conseiller's addresses will be open to students other than those taking the courses for credit; there are a limited number of extra seats available. Any student who is interested in hearing either discussion should speak to the professor involved to insure the availability of a seat.

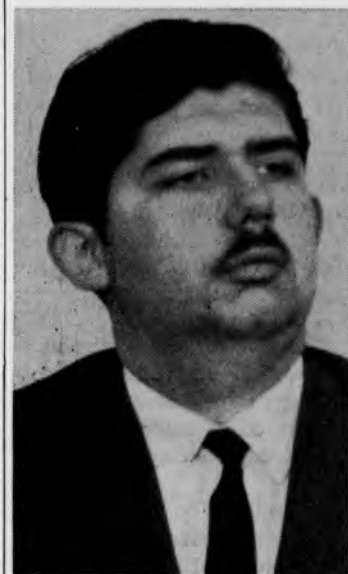
Bates international debating first "started" in 1909 when we sent our first debating team to Canada. This cannot be called a true international debate for as Professor Brooks Quimby stated in the January 18, 1950 STUDENT, "Strictly speaking, international debating is commonly regarded as being between countries separated by miles of water." Nevertheless it was a start.

Some highlights of Bates international debating history include: 1921—Bates' first debating team was sent abroad to Oxford, England and in 1922, Oxford reciprocated by sending their team here to participate with Bates in the first international debate held in the United States; 1928—Bates varsity debate team started an around-the-world debating tour; 1931—Glasgow University and St. Andrews University, Scotland here at Bates (this is of particular note because it was the first intercollegiate debate ever broadcast); 1932—Bates played host to a pre-Hitler Nazi debate team from the German Student Union (this debate caused much friction here in Lewiston when during the debate one of the German debaters made pointed allusions to racial problems); 1950—a Bates debater was chosen a member of the first international debating team to represent the United States. Professor Brooks Quimby was coach of this first United States team.

This evening Bates is playing host to the debating squad from the University of Dublin, Ireland. The question is: "Resolved: That censorship usually defeats its own ends." Bates is taking the affirmative and the University of Dublin has the negative. Tom Hall '64 and Norman Bowie '64 of Bates meet Michael G. Daly and John J. Rockford, Dublin, tonight at 8:00 p.m. in the Chapel. President Phillips will be moderator.

Michael G. Daly, born in 1940, attended Castlenock College and the University of Dublin. His extracurricular activities include: Auditor Law Society, Rowing, Journalism. His intended career is the Diplomatic Service.

John J. Rockford, born in 1941, attended St. Conleth's College and the University of Dublin. Some of his many extracurricular activities are:



Thomas H. Hall



Norm Bowie

University Law Society, Debating Society of Ireland, and chairman representative to county and local branches of Fianna Fail, the Free Irish political party. His probable career is either politics or television.

By Peter Beekman '67

OAKES CONTEST

Tryouts for the H. W. Oakes Prize Speaking Contest will be held in Room 300, Pettigrew Hall at 4 P.M. on Monday, April 20. Contestants should prepare an 8 to 10 minute speech on some phase of the law or the legal profession suitable for presentation later in the college assembly. There is a first prize of \$100 and a second prize of \$25. For further details see Professor Quimby or Dr. Mullen.

HAVERS SPEAKS

Mr. Robert Havers spoke on Civil Rights in Chapel last Friday. Presenting a consideration of concepts pertinent to present Southern racial problems, Mr. Havers criticized whites for being hypocritical and overly zealous, and Negroes for deluding themselves of realizing the true racial situation.

Attacking white hypocrisy, he said, "...had those (racial) policies been more enlightened, the Negro at present would enjoy the same kind of hypocritical equality in the South that he does in the North." Not limiting his criticisms to the whites, he said that "the Negroes should abandon this idea of the evil whites and the innocent Africans. Although one really can't blame too much for holding that idea—After all, the concept of the noble savage is one that has been wished off on all of us by that hunk of Swiss cheese with holes in his head—Jean-Jacques Rousseau."

The text of Mr. Havers' address appears on page 7 of the STUDENT.

Art Instructor Hired

William J. Mitchell, of New York City, has been named Assistant Professor of Art at Bates, effective next fall, Dr. Charles F. Phillips, Bates President, has announced. The newly filled position established a full time program of studio art instruction combined with classes in art history appreciation.

A graduate of Iowa State Teachers College, Cedar Falls, Iowa in 1950, with a major in art, Professor Mitchell received his master's degree in art from the State University of Iowa in 1954.

During the 1950's Professor Mitchell was supervisor of art in the Celina, Iowa school system, then instructor of art at the State University of Iowa, and later assistant professor of art at Washington University, St. Louis, Mo., during the

summer session.

More recently he lived for three years working as an independent painter. For the past two years he has been giving private lessons in New York City.

Professor Mitchell has shown his work at the Institute Mexicano; The Allen Memorial Gallery, Waterloo, Iowa; The Cedar Falls (Iowa) Civic Gallery; The Armory Gallery, New York City; and the ACA Gallery, New York City; in addition to private showings.

In 1956 he received Honorable Mention for his drawing "Carousel" at the 4th Midwest Biennial Showing of the Josoph Art Museum, in Omaha, Nebraska. Professor and Mrs. Mitchell and their family will settle in Lewiston during the summer.

C. A. ELECTIONS

The Christian Association is pleased to announce the following appointments to its Boards of Directors (Cabinet) effective Monday, April 13, 1964.

Linda Pike '65
Herbert Mosher '65
Donald Miller '67
Melvin Burrows '66
Natalie Fischer '65

These five persons in addition to the following officers elected at the All-Campus Election:

Peter Gomes '65
President
Anthony DiAngelis '65
Vice President
Linda Glazer '65
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Ronald Snell '65
Treasurer

will constitute the governing body of the Christian Association for the year 1964-1965.

Dr. Leland P. Bechtel is the Faculty Advisor.

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Dean Mark Shibbes and Professor David Fink of the UNIVERSITY OF MAINE, COLLEGE OF EDUCATION will be on campus Mon., April 20, to discuss Internship and Graduate Training Programs for Teaching Careers (Elementary and High School). The emphasis will be on Team Teaching. There will be a group meeting at 2 P.M., Filene Room to which Seniors, Juniors and all others interested are invited.

SCHOLARSHIPS

The Massachusetts Board of Educational Assistance has scholarships available at all collegiate levels except in the fields of medicine, dentistry and nursing. Massachusetts students, who will attend an accredited graduate school or professional school, except the University of Massachusetts, as well as undergraduate students are eligible to apply for the awards. More information is available at the Placement Office.

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Continued from Page One

ganize the freshman class into dormitory teams which could compete with each other on a point basis in such events as tug of wars, relays, pie throwing contests, capturing greased pigs, and later on—coed skits. Indeed since the whole campus is involved, the four classes might vie with one another in the same events. The afternoon of activities would then be followed by a barbecue either on Garcelon or in the Armory. If on the other hand the weather decides to be typically Maineish, the whole affair can be moved to the Cage.

To complete the day of hazing an informal dance has been suggested for the early part of the evening, and following this, a joint debibbing-decapping ceremony to take place in the gym. These suggestions keep in mind, are only for Haze Day. The activities of the first three weeks will still be up to the discretion of the dorms and respective sides of campus.

The activities sketched above merely comprise a proposal, a suggested solution for the salvaging of Haze Day. And yet it may be more than this. It may be a truer expression of the ideals of hazing, and it can be just this without any sacrifice of the thorough-going spirit of hazing. Whether it remains to be just a proposal is up to you. We ask for two things; 1) that you ratify this proposal in an upcoming all-campus vote and 2) to continue in its support with suggestion and cooperation.

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BART ON BATES

PART II

"WHAT A GOODLY OUTSIDE FALSEHOOD HATH"

By John Bart '64

Nothing, as the saying goes, is as dead as yesterday's, or last week's, newspaper. The events, the controversies and discussions, are gone. They die a natural death or, in some cases, are killed. The public's interest may be sustained only so long, and there is only so much which can be said about certain things.

The calendar of this grand centennial year is fast passing into oblivion. Looking back, however, there is an event which is not yet ready to be forgotten. That still has something to teach us. That may give us another angle, a more complete picture of the ills to which the Bates we know is heir.

In the second of this series of articles on "What's Wrong With Bates?" I wish to concentrate on the famous colloquia. You all remember, I'm sure. Getting up in the morning. Shaving. Putting on a tie and looking pretty. And taking your attendance cards with you and handing them to the nice ushers in the chapel, the little theater and the gym.

We listened to all those nice men talk about business and art and science and social work. And then there was that great speech by that very nice man from the very nice Ford Foundation. And as everyone said afterward, we were all very nice too. Wasn't it all just too sweet?

And yet, some of us were kind of upset, disturbed and angry about something. Something grated unpleasantly on our consciousness, and we felt somehow that a rather dirty trick had been played on poor unsuspecting us by someone.

What was it? Trouble in paradise? Malcontent in Levittown-by-the-Androscoggin? Of course, some of us were

immediately angry at being forced to do something. This is a very natural reaction which I shared. We just shouldn't be compelled. Or at least, if that is going to be the state of things, we should concentrate on building a new headquarters for the local N.K.V.D.

But now it is past. And the aspects of the whole thing which have the most sinister aspect may be examined and brought to light.

Why was it done? We know. They told us. Not

Continued on Page Three

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Continued from Page Two
 enough of us had showed up for a previous event. They were afraid that many would be absent from the colloquia. In other words, we, Bates College, would make a bad impression. With all these nice, academic, rich people around, that would never do. And they would never know.

So it was done. And it worked. (Though Colby got a grant and we did not). It worked to cover up to the outside world the fact that something was wrong here. It worked to give us a good "image". And though rotten to the core, "what a goodly outside falsehood hath."

That is the crux of the problem. It point out an attitude which is, as far as I can see, close to the heart of the problems I am considering. It is this. The main concern of the powers that rule, and of many of the students, was that Bates, no matter what corruption is destroying it internally, should show a pretty face as long as possible. That is, until the corruption undermined the face and it too caved in on itself.

The realization was not, and is not, present that a college is a world apart. And that its main concerns turn in upon itself and the "image" it has for itself. And that no amount of grants, that is, of pump priming, is, as Dr. Burke said, going to change anything if the people, that is all of us are not involved.

The image of an educational institution is going to do no one any real good if people are not educating and being educated there.

Colleges and educational

institutions are the last citadels of idealism. We have inherited that position from the monasteries of the Middle Ages which kept learning alive during those dark ages. Somehow I feel that if we too are invaded by (to use the new-old cliché) Madison Ave., then we are denying this heritage and deserve to be disinherited.

And one of the most basic elements of any idealism is the belief that the truth must be shown at all times in all situations. It may not be put aside for any consideration. It must not be compromised. If it is, the biggest losers are those who put it aside. The rest lose as any do who have been kept from contact with the truth.

That is why, even now, I find it so hard to believe that a group of men professing education as their goal found it possible to concern themselves with the image rather than the facts.

This is my column. The space has been given to me by the Bates Student. These are ideas I have formulated

Robinson Player Elections

Elected to the Rob Player's Executive Board for the coming year were Ned Brooks '65, President; Abigail Palmer '65, Vice President; Karen Heglund '66, Secretary; and Lionel Whiston '66, Treasurer.

Junior Class Representatives are Larry Brown and Priscilla Clark; Sophomore Class Representatives are Suzanne Johnson and Leslie Stewart, and Members-at-Large are Noreen Nolan '65, Jean Lesure '65, Anne Rodgers '65, and Bill Hiss '66.

for myself and in conversation with other students and with faculty members. This is the second article I have written in this vein.

Perhaps by now, if not before, you, my readers, are saying to yourselves that I am completely impractical. That I am unwilling to face facts, economic and otherwise. It is money that does things and there are certain things one has to bow to and lick to get this money.

If that is true, then I have not made my position clear. As a student and a human being I claim the right to be idealistic. Call it "starry-eyed" if you wish. And I claim the right to demand of educational institutions that they, as such and as being made up of human beings, be so too.

PREXY ON TRIMESTER

President Charles F. Phillips supported the proposal to extend the college year in a speech to Los Angeles alumni yesterday. Several blueprints to extend the college calendar are now being studied by Bates faculty, among them the "Healymerster" plan, which would enable students to graduate in three years by keeping Bates open through June.

Although the New England colleges plan to expand their facilities in the next decade to accommodate 77% more students, the numbers of applicants will increase at a still higher rate. While most students, therefore, can receive a college education geared to their abilities today, "studies indicate that this statement may not be true five or ten years from now."

These studies, explained Dr. Phillips, assume that most institutions are open but 30 to 32 weeks each year. Thus "by extending the year so that students can graduate in three years rather than four, we could easily accommodate all the able young people who will seek a college education." President Phillips concluded by predicting the adoption of this plan by many colleges in the years just ahead.

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Folksingers Appear in Benefits

NAACP

Sixteen Bates students will present a folk sing at Lewiston High School for the benefit of the Central Maine Branch of the National Association for the Advancement of Colored People (NAACP), on Monday night, April 20.

The program, which begins at 7:30, will present varied offerings in the realm of folk music. Songs from the Southern Appalachian regions to modern protest songs will comprise one of the largest folk sings ever to be seen in this area.

All proceeds of the program will go to the Central Maine Branch of the NAACP. In addition to replenishing the treasury, the money will be used to promote the anti-discriminatory housing practices in Maine.

The folk sing is the result of voluntary efforts on the part of all the performers: Jim Aikman, Mel Burrows, Charlie Love, Todd Lloyd, Steve Adams, Tom Hall, Beth Bassett, Janet McEachern, Lee Pollock, Diane Douthwright, Bob Spear, Marilyn Osgood, Chris Davis, George Strait, and Steve Schaeffer.

Bates students will be admitted at half-price \$5.00.

HENRY V CAST

John Holt as Henry V and John Strassburger as the chorus head the cast for the Rob Players production of "Henry V" to be performed May 7, 8, and 9. The larger part is as follows: Steve Adams - Nym, Bob Ahern - Montjoy, Sand Baker, lady-in-waiting, Steve Barron - Charles VI of France, Tom Bowditch - a French lord, Ned Brooks - Duke of Exeter, Larry Brown - Williams and the Governor of Harfleur, Ken Child - Duke of Gloucester, Nancy Dillman - Isabel, Queen of France, Bill Evans - a trader, Marcia Flynn - Hostess, Bill Gardner - Earl of Westmorland, Ron Greene - the Constable of France, Judy Harnden - lady-in-waiting, Bill Hiss - Fluellen and a French ambassador, Karen Iverson - lady-in-waiting, Dave Johnson - a French lord, Suzanne Johnson - Alice, Bob Kohler - English general, Martha Lindholm - lady-in-waiting, John Meyn - English general and a trader, Larry Melander - Bishop of Ely and a French lord, Peter Parsons - Lewis, and the Dauphin, Paul Planchon - Duke of Burgundy, Phyllis Porton - Princess Catherine, Marshall Snow - Bardolph, Bob Spear - Pistol, Dave Sutherland - Boy, Michael True - Bates, Sam Withers - a trader, and Richard Workman - Archbishop of Canterbury and an English general. Miss Lavinia Schaeffer is the play's director, assisted by Carol Johnson, Sharon Templeman and the members of the directing class.

SONGFEST



Two talented folk singers who have "renounced the Commercial World" will present a song-fest Saturday afternoon, April 18, and a square dance-folk sing that evening in Chase Hall. Dudley Laufman and Joseph Ryan, both from New Hampshire, specialize in folk singing. However, only Laufman uses his singing and playing talents as a supplement to his livelihood. They live simply and gain their greatest pleasure in playing the music they like best in their own style.

Joe Ryan majored in engineering at Michigan Tech before serving in the Army for 2 years. On returning he did some graduate work at MIT. It was then he became interested in folk-singing. He worked for several Chemical firms then gave up this way of life for his present job—teaching science, crafts, and math in a Meeting school. Ryan plays the violin, clarinet, guitar, banjo, mandolin, bass, accordion, and is learning to play the bagpipes.

Dudley Laufman is basically a subsistence farmer. He supports himself by growing his own food, chopping his fuel, playing accordion and fiddle for country dances. He also calls and teaches folk dances, composes his own verse, and writes sketches and essays for various periodicals.

Laufman and Ryan will participate in a children's benefit Sunday April 19 at 2:30 in the Hotel DeWitt. Tickets are 75c per person and can be obtained from Dr. Peck.

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EDITORIALS

UNDER THE MAGNOLIAS

Mr. Havers' address on "civil righteousness" last Friday was one of those rare occasions when a man takes a stand and aggressively argues for his position. That it occurred in a Chapel/Assembly program makes it nearly unique. It is valuable as part of the debate on civil rights which must occur if progress is to be made in that area. Several points in regard to Mr. Havers' speech should be made clear, however, and various logical confusions removed, in order that the suggestions he proffered might be seen in their true worth.

Immediately apparent in the speech is Mr. Havers' enjoyment in setting up straw men and knocking them down. Ordinarily, this tactic is employed by those whose backs are to the wall. However, since Mr. Havers does not seem to be in that position in other portions of his address, we hopefully assume the game was played only to assure his audience that the men were really straw. A great danger of this game is that one is never sure whether his own arguments are not merely thicker straw. In this "straw men" category come Mr. Havers' digressions on "the noble savage," and "historic debt," not to mention the admittedly extreme picture of his own childhood among the magnolias.

Mr. Havers reviews for us the events of the Reconstruction Period, in which Negroes, he says, were certainly free to vote and to hold office. The significance of this point is vague, but apparently is that the one time Negroes were free they failed miserably to govern themselves and allied themselves with the parasitic carpet-baggers. Wishing that Northern Reconstruction policy had been more constructive, Mr. Havers sees "a clear danger of a repetition of that past Northern presence followed by a Northern withdrawal."

In this statement lies the true value of his speech; for the basis of the whole problem today is that educated Northerners did withdraw 100 years ago, and that, as a consequence, the South nearly froze in its development. Where these educated Northerners failed was in not remaining in the South to educate the enfranchised Negroes and ignorant whites. Indeed, to the extent that they failed, the Northerners were not educated.

What Mr. Havers calls for is that Northerners not go South periodically to demonstrate, but go South to live and to involve themselves wholly in the problems they encounter. He criticizes severely and validly the seeming trend to uninvolved participation—the holiday demonstrator.

Unfortunately, Mr. Havers aims his critical comments at the wrong target. He finds college students, and particularly Bates College students, guilty of this uninvolved participation in the civil rights struggle. Now, if any criticism is to be leveled at Bates students, it is that they are too seldom participating, let alone involved, in social issues. This however, is another question. The point here is that Mr. Havers has failed to consider the position of a college student who feels strongly and vitally concerned with a problem, and yet who finds himself limited by academic work to only short periods of time in which he may directly express his belief through action. The student takes advantage of every opportunity to act on his commitments, but finds one aspect of this action severely curtailed. This is not to say that every student who participates does so out of a sincere commitment to the ideals for which he demonstrates. But to posit the opposite, as did Mr. Havers, is a gross "oversimplification."

A greatly disturbing part of Mr. Havers' address is his repetition of rumor. To do this alone in any public address is a grave error and a clear demonstration of dishonest argumentation and irresponsible criticism. To do this and imply, without basis, the truth of the rumor is without justification. It alone is enough to discredit the entire thesis of any speech. This we sincerely regret having occurred.

Later in the address, Mr. Havers discusses the "devastating effect" upon the characters of young white Southerners "of knowing that they can never sink so low that the Negro will still not be beneath them." This seems, at first, to be a joke. To consider the distortion of white men's minds in this situation, real as it is, without mentioning the truly "devastating effect" of this belief on Negroes shows a really limited consideration of the problem as a whole.

While Mr. Havers had to conclude in order to go to a "cross burning", we conclude here neither to burn crosses, nor even perhaps to build them; but to burn ignorance wherever we find it, and to build understanding at every opportunity.

Published weekly at Parker Hall, Bates College, during the college year. Printed at Pine Tree Press, 220 Gamage Ave., Auburn, Maine. Entered as second-class matter at the Lewiston Post Office Jan. 30, 1913, under the act of Mar. 3, 1879.

LETTERS TO THE EDITOR

ON BART

To the Editor:

Concerning the article "Bart on Bates", Mr. Bart says that we all seem to be under the mistaken impression that the problems of our school result from a definite lack of money. Mr. Bart further declares that we do have enough money—we only use it in the wrong places. He maintains that football teams, the construction of new buildings, well-kept ground, and other such "peripheral materials" should be eliminated if in addition to these we cannot afford to have higher paid instructors. In Mr. Bart's way of thinking shouldn't we eliminate athletics, intramurals, student organizations, social activities, and just about every other extracurricular activity? They all cost money. Being a school not heavily endowed we must sacrifice all that is not concerned directly with enhancing the academic quality of Bates. Let our major concern (ultimately our only concern) be with higher education.

While I am not denying that we must be concerned with improving our academic standards, I cannot agree with the way that Mr. Bart would have it done. Furthermore, I question Mr. Bart's conception of what education is or ought to be. Is not education (in its total sense—that sense for which we came to college) concerned with making us responsible, open-minded, mature as well as academically enlightened individuals? Certainly there are a great many parts of our total education that can never be learned from the finest of books or the greatest of professors. In what class does one learn the importance of team work as well as individual effort as a basic ingredient for success? In what book does one learn the pride associated with a beautiful school on campus? To what professor do we turn to find satisfaction, the sense of responsibility and maturity associated with group participation and fellowship? Yes, all these "frills" cost money, money that could be used to improve teachers salaries and thereby the caliber of education. Indeed we might become more intellectual and more academically excellent, but might we not also become more mechanical, more narrow-minded, and more unable to respond to situations of real life, i.e. all that which goes on outside of the classroom or lecture hall? I fail to see how these latter consequences could be avoided if we were to dispense with all those things which Mr. Bart labeled as peripheral and unimportant to our education. Someone once said, and I find it most appropriate here, "Don't let books get in the way of your education."

Bates College has never been concerned solely with the idea of academic achievement. "The third goal of the Bates Plan of Education is to help each develop attitude and abilities without which no amount of education can produce an educated and worthy person." That very part of our college life which Mr. Bart says is not important to our education is denied by the statement in the **College Handbook**. "Bates supports a full program of extracurricular activities as an essential for growth in responsibility and maturity." Can we justifiably deny any part of our education just because it originates on the grid iron or in a student lounge and not in the classroom?

Maybe we cannot afford the best paid instructors but neither can we afford to eliminate those "frills" which compliment our academic education. Surely I would like to see the academic standards of the school raised but never at the expense of our total education.

Jon Wilska '67

ON HAVERS

To the Editor:

Mr. Havers' speech before Chapel last Friday evoked much criticism—both unfavorable and more commonly favorable.

However, I noted what seemed to me to be slight discrepancies in the speech. Whether they are apparent to Mr. Havers or whether, even after being in the North, he is ignorant to these facts, I do not know; nevertheless, they are there.

Mr. Havers alluded to the proud heritage that is held by some New Englanders of their families' connections with the Underground Railroad. He infers that all the stations in the North were run by whites who, after having imported slaves to the South to begin with, were providing them with "the second half of a round trip ticket" back to the North. The owners of these stations were not so hypocritical as was implied. They were just trying to ameliorate a wrong which had been started in the 1700's. Then too, not all owners of Underground Railroad stations were whites. A fairly good number of them were Northern Negroes who were trying to help their Southern brothers escape from a life they "had no choice but to lead."

Mr. Havers made the statement that it should be Georgia Negroes who should be participating in picket lines and sit-ins and not Northern whites or Northern Negroes. Georgia Negroes are doing it. The jails are full of them and there are more out in the streets trying to get in. They realize their situation and they are trying to better it. I grant you that there are a goodly number of Northern

do-gooders, but I don't think that the Northern Negroes should be counted. It is a question of Negroes working for Negroes' rights. Anyway, how are the Southerners going to know what Negroes are demonstrating? Don't "all Negroes look alike"? Once the Negroes get down there who is going to tell?

"Moral support would be helpful and money to finance cases in the courts—But the action should be left in the hands of (which?) Negroes". It is not only the Southern Negroes who are fighting against discrimination but also Northern Negroes. They are being discriminated against but in a much more subtle manner. Recently, this has flared out in the open as in New York City and Englewood, New Jersey. But more commonly it manifests itself in ways other than education. They are forced to take second—or lower rate housing and if they try to better their position by attempting to move into a better (white) neighborhood through the "friendly services of a Northern real estate agent, they are told quite often that the previous owner has "decided not to move after all" or "has already sold out to another family"—white—you may be sure. This leaves the Negro family ready to move, with no new home, and with an unsigned title deed. Northern liberalism does "break down when it comes to real estate."

On the whole Mr. Havers' speech was correct, and was very well received by the student body, who heard it. The response was so great that a special Chapel assembly is being arranged to discuss all aspects—North, South, Negro and white—of the racial situation.

—Peter Beekman '67

TO MAKE HISTORY

To the Editor:

Mr. Havers should be thanked for taking a position which he knew would not be sympathetically received by the majority of the Bates student body. I fear, however, that some of his thoughts were lost because of his use of sarcastic humor.

His first assertion concerned the correct allocation of historical debt and guilt. His point is one that is all too frequently overlooked in today's freedom movements that are encouraged and supported by naive Northerners with no sense of history. The African tribes, the New England traders, and the Southern buyers all played an indispensable role in the establishment of American slavery. In addition, Mr. Havers correctly pointed out that we Northerners should be everything but proud of the Reconstruction. However, after I

Continued on Page Five

OUR READERS WRITE . . .

Continued from Page Four

have recognized that as a Northerner, I too share the historical guilt, I will not hang my head in shame and commit myself to the torture chamber because of the sins of my forefathers. No, I am obliged to correct these sins with action.

Thus we come to Mr. Havers' most important area of concern. What kind of action is needed and what is the value of the present popular freedom demonstrations? Here I concur with Mr. Havers in his assertion that demonstrations have little long lasting positive value because the majority of the participants from the North remain in the South only long enough to destroy the status quo but seldom long enough to correct it. Why do not the good intentioned Northerners who bring the needed and valuable attention to the segregation problem, stick around and help to correct the conflict that they successfully help to point out? Only when the Southern segregationist and Negro internalizes the values that these demonstrationists idealize, will the racial problem begin to be resolved. And it takes more than a one week visit in the sunny south to even begin to start this internalization process. It will take years for this re-education process. Anyone who thinks that a human prob-

lem can be resolved overnight certainly does not understand the human social process. Let the demonstrations go on, but let's stay down there or return.

It needs to be pointed out here that the Bates exchange program was neither intended nor resulted in demonstrations. Its purpose and success was education through exposure. This exposure has resulted in Norm Bowie's decision to teach summers in the South during his graduate education. And I have been making plans for sometime now to teach with a reduced salary at a Negro secondary school for two years before going to law school. I am also hopeful that many more long term positive results will be realized because of the exchange.

I would also like to thank Mr. Havers for pointing out additional reasons why the segregation problem of southern Florida differs from northern Florida. If anyone wishes to investigate further the accreditation problems of the Southern Association, he should read *The Journal of Negro Education*, vol. 32 pages 489-492. If you make this much effort, why not read the complete article?

The rumor that Mr. Havers heard was simply a rumor. As far as I know it was never said directly to the school. However, in retrospect I think that maybe it should have

been told them. Can any school justify its existence simply because it attempts to educate? Even Mr. Havers said that good intentions alone are worthless. Certainly a teacher's college that produces uneducated teachers is not justifiably existing, regardless of its regional location. It simply reinforces the situation that it is proclaiming to correct.

In conclusion let it be said that it is time of man to stop being determined by history and to begin to make history.

—Clifford Goodall '65

CIVIL RIGHTS

To The Editor:

To further the cause of the Negro citizens in Maine and throughout the country, students have organized a Folk Sing for the evening of April 20th in Lewiston High School (see article on page 2 for details). The majority of those students donating their time to perform are expressing their deep conviction—emotional and rational—for civil rights.

People of New England have such a low percentage of Negroes in their population that they can act in a righteous manner, and thus their beliefs are naive and less than sincere, according to Professor Robert J. Havers in his chapel address last Friday.

Havers presented an individual's view of the total problem on integration efforts. I heard this speech and found it enlightening. I applauded. I applauded a su-

perb performance; I applauded that for the first time since I've been to Bates, a speaker could hold the attention of everyone in that building.

I did not hear a particle of profundity; what I did hear was an oversimplification of a situation which the speaker was attacking for being oversimplified. The old story of "outsiders not wanted" was retold in an attempt to degrade any and all efforts of those people who live outside the South to promote this strange democratic concept of equality. As if anything like the progress seen in the South last summer could have been gained by a solely southern movement! In the old story "wait and see" can be seen nothing but the greatest absurdity—the Southerners' cry for "integration in our own way and time" cannot satisfy any but the most naive.

I do not think that criticizing the right of one "New Englander" or of any American to speak out against something he feels is a heinous crime makes any sense. To criticize the actions which directly support the civil rights movement, whether they are picketing or weekend trips to medieval American, is no more than absurd. May I go down for seven days? Must I stay seven years? Seven times seven years? Why should someone set up criteria which I must follow in pursuing the goal of civil liberties for all? Isn't a week's stay better than no sing of support? I repeat: how much would have been accomplished in Dixie if it were not for the "outsiders"? Won't civil rightists down South feel that their efforts have support, and that they will gain liberty faster if we walk next to them and talk with them?

Perhaps weekly visits will grow into stays of months and years, but there is no reason to stamp on any and all efforts of visible and present support because they don't please a particular individual.

Integration presents an imminent problem: Every one's efforts, directed in the way he finds best for himself, are needed to gain equal civil liberties for all. Each must stand for civil rights wherever he is — there are no outsiders in the human race.

—Steve Schaeffer '65

WHERE CAN THE GIRLS PLAY?

To the Editor:

Spring hit Bates full force this past Saturday; everyone's thoughts turned to the joys which come with the return of good weather. Thus, six co-eds, armed with softballs and bats, started out for what they thought would be a very enjoyable afternoon.

Realizing that no ball playing is allowed on the lawns, the girls went to an assigned play area beside Rand Hall. A few balls were pitched, and then the inevitable gnome arrived to ask the girls to play elsewhere. The girls tried each of the designated areas only to find that a team was already there practicing. Finally they found an unoccupied area in which to play a short game. However, soon afterwards they were once again asked to play elsewhere.

Elsewhere? Just where can co-eds play a game of softball, etc.? Good weather provided, why isn't it possible to unlock the play field near J. B. during certain hours? The girls are reminded that they must not ruin the almighty grass even in designated areas. Is it fair to protect a few blades of grass to such an extent that students are not even permitted the innocent fun of sports? If Bates is unable to offer organized amusement, it should at least allow the students to create their own fun.

Spring is here. It is natural to want to escape the grind, to enjoy the outdoors. Yet Bates seems to be more concerned with beautiful lawns than with happy students. There is green grass everywhere, but is there any place for spontaneous fun?

—Anne Ganley '66



At left is the ad writer who had just executed a brilliant idea for letting people know about Summer Sessions at The University of Wisconsin. At right is the same man after the faculty of The University of Wisconsin and the faculties of other great universities worked him over for the stupidity of his approach. He still thinks the seriousness of purpose and intellectual integrity of a University of Wisconsin Summer Session are above reproach but he is looking for a new way to say so. Any suggestions to help him out? Better still, come see for yourself. For more information on Summer Sessions, clip this coupon and mail today..

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FULL TEXT OF HAVERS ADDRESS

The following is the text of an address delivered by Mr. Robert J. Havers before the April 10, 1964, Assembly in the Bates Chapel.

Professor Wright, Ladies and Gentlemen, Yankees. It is a pleasure for me to speak to you today on a Southerner's view of the Civil Rights struggle, and its background. In effect, this is the first opportunity a member of my family has had to address a large Northern audience since the days when my great-grandfather was in charge of the prison camp at Andersonville.

I feel that I am well qualified to speak on this subject, because as Professor Wright indicated, I was born in the South and brought up there. When I say that I was brought up in the South, I am sure that you will realize, as would any informed Northern group, that I mean to say that I learned to read by the light of burning Negroes, and that I learned my numbers by counting the lynched bodies swaying in the magnolia-scented breeze.

From that slightly exaggerated picture I would like to turn to a consideration of what seem to be slightly over-simplified concepts related to the present racial conflicts in the South.

One often hears, for example, that special consideration is due the Negro today on the ground of his historic debt. Tell me, do any of you know what plans the American Negro may have to apply for compensation to the governments of Ghana, Nigeria, and the Congo, since the ancestors of the citizens of those countries were the ones who captured and sold the slaves—to the New Englanders—who in turn sold them to the South? For it was the Africans who sold other Africans to the whites you know—However much the American Negro might prefer to believe that the people who did it were really white Southern members of some traveling minstrel show. It should be remembered, I think, that while the White Man encouraged the slave trade, he did not originate it. Long before the whites' involvement there had existed active enslavement of Africans by Africans. Indeed, this keeping of slaves by Africans lasted well into the Twentieth Century—and the practice was finally abolished, as a general thing, not by the aroused conscience of Africans, but by those wicked white colonialists. The Negroes should abandon this idea of the evil whites and the innocent Africans. Although one really can't blame them too much for holding that idea—After all, the concept of the noble savage is one that has been wished off on all of us by that hunk of Swiss cheese with holes in his head—Jean-Jacques Rousseau.

As for the entrepreneurs in the slave trade, those New Englanders whom I mentioned, well, it is unkind, perhaps, to destroy the illusion that all New England sea-faring fortunes were made in the China Trade—but the fact is that a good many of them were made through exchanging slaves for barrels of

molasses for New England beanpots. That thought ought to make you choke on your baked beans on Saturday night—that among other reasons.

Visiting various old houses in New England, one has proudly pointed out to one the fact that this place and that place served as stations on the underground railway, by which slaves were smuggled to Canada. I hope that some of you, at least, will remember in the future that the slaves who used such facilities were simply availing themselves of the second half of a round trip ticket provided by the citizens of this region.

If we are to speak of historic debt, then, let us go all the way—In fact, let us go all the way back to Europe and Africa, and give this country back to the Indians from whom it was taken.

Now another example of oversimplification is found in the statement that the Negro has waited one hundred years since the Emancipation Proclamation to be given true freedom and equality. Both the Negroes and the Northern whites who make that statement very conveniently forget the Reconstruction Period from 1866 to 1877. During that period the Negroes in the South were certainly free to vote—in fact they were about the only ones who were free to do so, since the white people of the South, in the early days of the Reconstruction, were largely disenfranchised by the vindictive policies of the Northern Senators, led by Senator Sumner of Massachusetts. Civil Rights groups fail to mention that in the late 1860's Negro Senators and Congressmen were representing the Southern States in Washington—and they fail to mention that the state legislatures were largely composed of illiterate Negro ex-slaves and Northern carpet-baggers, who looted the treasuries of the states so thoroughly that the debts of that period were paid off by some Southern states only within recent memory.

Well, in 1877, the occupation troops were withdrawn from the South—as a political deal with the Democrats to insure the election of Hayes over Tilden. The troops left, but by some strange oversight they forgot to take the Negroes along. The Southern Whites, unable to revenge themselves on the North for the humiliations they had suffered during the occupation, found before them the Negro, the relatively innocent party to the humiliation and they found that he made a perfect scapegoat. People in the North should remember more often the role their fathers' brutal and unintelligent post-war policies played in bringing about the present tragic situation in the South. I, myself have no doubt at all that had those policies been more enlightened, the Negro at present would enjoy the same kind

of hypocritical equality in the South that he does in the North.

Today I see a clear danger of a repetition of that past Northern presence followed by a Northern withdrawal. It is quite the fashion nowadays for New England ministers and students to go down South for a week-end of Civil-Righteousness—to picket with a neat little sign—or stage a sit-in—and then fly back to their snug, smug, nearly all-white sanctuaries—leaving behind them the Southern Whites and Southern Negroes, facing one another—and facing their terrible problem—a problem that has been aggravated, not ameliorated by the presence of outsiders—I have no doubt that people who go down to participate in such actions do so with the best intentions—but God save us all from those who mean well—And I have no doubt that they sometimes help the morale of the Southern Negro. I suggest however, that that effect is more than canceled by the resentment their presence arouses in the Southern Whites—and, more importantly, by the fact that their presence makes it all too easy for the Southern Whites to convince themselves that the "Happy Southern Negro" is being made discontented by Northern or Communist rabble-rousers. It is neither Northern Whites nor Northern Negroes who should be picketing in Georgia. It is Georgia Negroes who should be doing it. Moral support would be helpful, and money to finance cases in the courts—but the action should be left in the hands of the Southern Negroes themselves, in order that the Southern Whites be led to see that the Southern Negro wants somewhat more than a banjo and a bottle of sloe gin.

Now if those New England ministers and students want to be truly helpful, I have a good suggestion for them. Let them go down and offer their services as teachers to the Southern Negroes, not for days but for months, to help lift them out of their terribly unlearned state. But, of course, if they were to do that, they would be doing quiet good work, which would not have the publicity value of a flamboyant gesture—So that perhaps that is too much to ask. No student who spends a summer teaching illiterates to read and write can expect to be greeted with acclaim, in Autumn on campus. But if he participated in a one-day sit-in, my, what a hero he is. Perhaps, you believe that when the Negro is attending integrated schools, his education problems will be solved. That concept is more than over-simplified, it is simple. I think that you in the North have no idea how poor many Southern White Schools are. For example, some school districts in the South still hold school only eight months a year from time to time, because they do not have the money for a full term. And the staffs are so poorly paid that really

excellent teachers, unless they are wholly dedicated to their states, leave for better-paying regions.

Your representatives who went to St. Augustine expressed themselves as shocked over the low standards of that Negro college. Well, I could take them to a number of lily-white Southern colleges which are just as bad—And I could take them to a number of much better white and Negro colleges.

Since I have mentioned your representatives, I would like to consider some over-simplifications on their part, contained in their reports to you. The statement was made that there is not too much racial prejudice in the southern part of Florida, because most of the land is owned by Northerners. Well, when I go to Southern Florida, this summer, I really must tell the people there that while they were sleeping, the carpetbaggers have struck again.—It is not true that most of the land there is owned by Northerners. It is true that there are large numbers of Northern winter residents, and many Northern permanent residents, who have, in some respects, helped the situation. Their presence has not, however, helped the Negro in decent housing, since Northern liberalism breaks down when it comes to real estate.

The principal reason for the relative lack of great prejudice in Southern Florida, as elsewhere, is the small ratio of Negroes to Whites. It is easy, be it noted, to be unprejudiced in New England which has 250,000 Negroes among ten million people. I suspect that things might well be different if, as in Mississippi, there were 950,000 Negroes among two million people.

Another reason for the moderate treatment of the Negro in Southern Florida is the presence of a large Cuban population. The Cubans in Florida, like the Mexicans in Texas, form a third group, and act as a bridge. They attend white schools, but they live, generally, in districts bordering on those of Negroes, and work at many of the same jobs. There does exist some rather severe prejudice in Southern Florida at present, however. It has arisen since the influx of anti-Castro refugees—and depressingly enough, this prejudice has been demonstrated by the Negroes against those refugees.

Another statement that was made in the report of your representatives was that the Negro college they visited had been approved for accreditation by the Southern Association, though the school is low in quality, because the association hoped that that would prevent the Negroes from seeking to

gain admission to accredited white schools. Doesn't it strike you as odd that an association which would do that would have been on the point of discrediting the University of Mississippi some what earlier, because of the Meredith case? I am afraid that your representatives were the victims of a little special pleading.

At special pleading, by the way, it would seem that the Negro is pretty close to equality with the Whites. It is quite the thing these days for Northern states to refuse extradition of Negroes to the South for crimes allegedly committed, on the ground that Negroes cannot receive a fair trial there. And it is accepted as a matter of course that Negroes accused of un-natural or grave crimes in the South are so accused because of race—that they are really innocent victims of racial prejudice. It is about time, in my opinion, that more people in the North realized, that, in the South, at least a few Uncle Toms have been prosecuted because they had been messin' around with Little Eva.

I have one more observation to make about the Florida trip of your representatives. A rumour has come to me—and I devoutly hope that it is only a rumour—that one of that group openly stated to the students of Florida Memorial College that he considered their school so terrible that it shouldn't be called a college. If that statement was really made, one can only assume that that person was trying to show that the Whites are the inferior race. The Southern Negro has so little; the education that the students at that college are receiving is probably all they will get. If anything was said to demean, in their eyes, that education, then I consider that an indescribably inconsiderate act was committed. And, if that happened I would strongly suggest that you students see to it that in the future your representatives have somewhat better manners—Even though that might mean that they would not be really representatives.

Earlier I referred to the tendency of the Negro to see his past in terms of a contest between the evil Whites and the innocent Africans. That tendency to over-simplify is still being applied in regard to the situation in the South. With good reason we are appalled by the humiliations to which the Negro is subjected there. I am surprised, however, that so few seem to consider the ghastly effect upon the minds of the young white Southerners through being brought up to feel contempt for those whose

Continued on Page Seven

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Continued from Page six
color differs from their own — and the devastating effect upon their character of knowing that they can never sink so low that the Negro will not still be beneath them. There are no true villains in this situation — there are only victims, White and Negro, of a tragic heritage. age.

In this talk I have discussed and criticized some over-simplifications related to the Civil Rights situation — while making a few over-simplifications of my own, to identify with the subject. I have also attacked some concepts which you may hold dear — except for the Flag and Mother. These last will have to wait for another occasion, because my time is up — And besides, I have been invited to observe a cross-burning a few minutes from now. — It seems some French-Canadians are trying to move into a Yankee neighborhood.—Thank you.

THE WEEK THAT WAS

BY PETER PARSONS '65

"Wanna know where you can get most of the important week's news of the world told in a funny, original way with plenty of sarcasm, insight and dumps?"

"The Den, natch."

"No, I said original, insightful, important. Of the world — you know; what lies way out there beyond the Hobb... Luigi's, the Ritz, even over the bridge... home. Stretch your imagination.

"So what is it?"

"A television show called 'That Was The Week That Was.' It's a satire on the week's news."

"Television?" "Satire?"

"Yeah. The boob tube. Satire — you know — the stuff you read in Major Brit. Jonathan Swift—Gulliver's Travels-like. Alexander Pope — or, one, two, three, four and 'a', 'b', 'c', 'd', and 'e' under quality number five. Only with modern news."

"Whenzit on?"

"Friday nights. Nine-thirty."

"Nope. Den time."

"Look. You won't even have to get all dressed up and go all the way down there for nothing. But I suppose you could even watch it in Lower Chase..."

"Well... but I don't think he'd like it, and a girl doesn't dare to go down there alone. People would think she was desperate or something."

"But..."

"I've gotta go. Sorry. I'm sure it must be great. But it's

six o'clock now and I've just got time to get ready. He might even be there tonight. And my hair isn't done. I've gotta press the green one, because I wore the black one last night..."

"GOD SAVE THE FOUNDATION"

POPS REVIEW

The Alumni Gym was the scene of the Music Department's Annual Formal Dance and Pop Concert on Saturday, April 11. Entitled "Centennial Ball" in celebration of the college's centennial, this year's pops was attended by a record number of both students and local citizenry.

The Concert Band presented its program under the baton of Professor Smith, and with the exception of Wagner's *Overture to Die Meistersinger*, the program was contemporary in character. The band concluded with Gustav Holst's very demanding *FIRST SUITE IN E FLAT for MILITARY BAND*.

The forty-five voice Choral Society with Barbara Reed '65 at the piano presented *FROSTIANA*, a collection of seven country songs written by Harvard's Randall Thompson with words from poems of Robert Frost. This work, commissioned for the bi-centennial of the town of Amherst, Massachusetts, was first performed there in the fall of 1959 with the composer conducting and the poet in attendance.

MUSIC ELECTIONS

The following persons have been elected officers of the Band and Choral society for 1964-65:

BAND: Mary Ingraham, President; Barbara Johnson and Karen Grant, Librarians; Charles Wall and Bruce Lyman, Monitors;

CHORAL SOCIETY: Peter Allen, President; Linda Bartlett, Cynthia Spinney, and Robert Bowden, Monitors; Nancy Long and Geoffrey Kenseth, Librarians.

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Professors Comment On Large Classes

By Anne Gamley '66

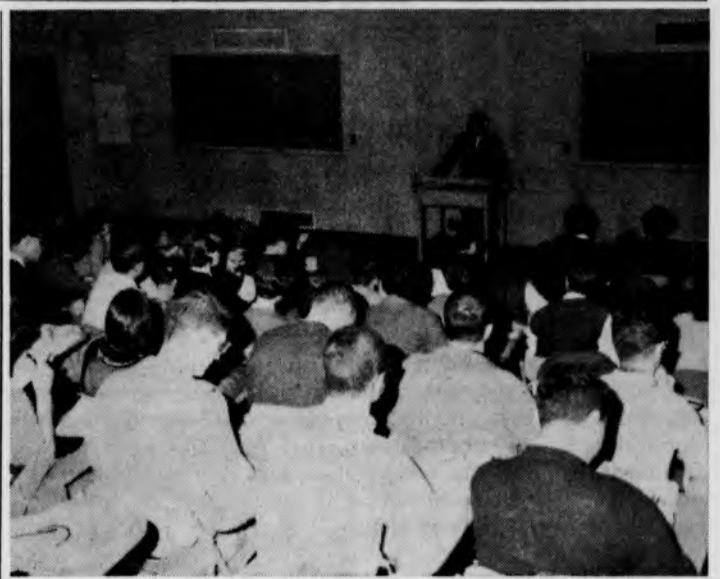
The existence of large classes at Bates College is not just a myth which students discuss in the Den. Large classes are a reality that many students face with a great deal of questioning. Students wonder how these classes are affecting their education, and if they are undesirable, what is being done to cope with the problem. One source of information concerning the matter is the faculty; the professors who teach these large classes.

Most professors would agree that it is obvious that both large and small classes have advantages. In an ideal situation, a combination of lecture and seminar classes would be the most beneficial to all students. As Dr. Abbott pointed out, some colleges employ the combination of the two by having a course which meets in a lecture class twice a week and in seminars for the third meeting. However, Bates at the present time does not have the faculty or physical facilities for this system of education.

Dr. Abbott feels that the major question of all teachers — regardless of the size of class — is how does one make the subject meaningful to the majority of the class? In most cases, class discussion and participation are the answer. However, when teaching a large class of more than forty students, this method is nearly impossible. Thus the professor is faced with the problem of adapting his material and teaching techniques to a large class.

When first dealing with the problem of a large class (American Fiction) last semester, Dr. Abbott replaced the lack of possible class discussion with writing. The required paper a week gave the students the personal involvement with the course material which he feels is necessary for good education. Needless to say, these papers increase the burden of the professor as well as the student.

With papers replacing the class discussion, Dr. Abbott had to handle the majority of class time himself. In a large class more material is covered in lectures.



To conduct these lectures, both he and his students do more outside preparation. This semester in his large class (Drama 242), Dr. Abbott covers more material to give breadth of subject to make up for the depth which is lost without class discussion. These are ways he personally meets the problem of his large classes.

Furthermore, Dr. Abbott pointed out that the English Dept. is aware of its problem of large classes and that it is looking for departmental solutions. One possibility under consideration is to drop English 200. This would free professors so classes could be divided into small sections and new courses could be offered. This is the only solution that would not require more professors. However, it would mean that many students would have only one semester of English.

Although dropping English 200 would strengthen the dept., Mr. Nelson maintains that it would not completely solve the problem of large classes. He said that in the five years he has been here, the English dept. has continuously had some large classes. Increased faculty is the only answer, but this would mean a financial readjustment for the college.

Mr. Nelson (Continental Drama -) feels that he has not changed his teaching methods for his large class. He believes that he personally is a boring lecturer. Thus no matter what the size of the class may be, he still would lead a class discussion. Lecturing has no place in his courses, and the Drama class is not altered in any way because of size.

This does not mean that Mr. Nelson approves of large classes. In fact he is emphatically against them. He remarked that students suffer from large classes for more than on reason. Large classes increase the burden of an individual professor. With this added teaching load, he has less time to do research. Mr. Nelson feels that scholarly research is a necessity if the professor hopes to keep his classes dynamic. A dynamic course cannot be based on research done years ago.

Another article on this problem will appear in next week's STUDENT. ED.

SHAKESPEARE

The Robinson Players are presenting a special celebration of the 400th anniversary of the birthday of William Shakespeare next Thursday, April 23. Shakespeare was born on April 23, 1564.

The program consists of a song, poetry readings and a half-hour lecture. Dr. Jackman will give a lecture on Shakespeare with respect to his historical background. Debbie Perkins will sing and Todd Lloyd will give his interpretations of several of Shakespeare's sonnets.

Admission is open to season ticket holders, and if there are any seats remaining, others may purchase them for 50 cents.

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By NICK BASBANES

Golf Coach Roy Sigler, anticipating a successful golf season, himself has been finding happy hunting grounds on the golf circuit. For the last two week-ends Roy has been traveling to Maryland to compete in the Maryland Team Championships. His home team, Turf Valley Country Club, is still undefeated in the competition, and will continue until it either wins the competition or is eliminated. We wish Roy and his team the best of luck.

The state golf championship set-up has been altered this year. Instead of meeting each Maine school individually, they all meet at the same time on four different occasions. For each match that is won, one point is accorded the winning team against its three opponents. Six points is given to the low score. After all four meets have been played, the team with the most points is judged as the state champion.

The golf team opens April 22 on the road with a triangular meet with Babson and Lowell. With five returning lettermen, the golfers are out to humble last year's record of 9-6. The boys have been working out in the cage, so practice outside before the opener wouldn't hurt any.

The only home action this week-end will be Saturday's track meet with Northeastern. The meet starts at 2:00, and action should be stiff. The Huskies have scored over two hundred points total in their first two meets against Connecticut and Rhode Island.

TENNIS TEAM

Coach Peck's tennis team opens its season next week at Tufts. On the basis of the recent practice sessions, Peck is enthusiastic about the squad's prospects for continuing the Bates winning tradition in tennis. Last year Bates lost only one match.

One-Two

The strength of the squad lies in the one-two punch combination of state champ Capt. Jim Wallach, and sophomore Bob Thompson. Usually, our strength lies in the lower rungs of fourth, fifth, and sixth positions as opposed to the top ones.

Playing behind the top two at present are George Beebe in third position and Al Williams in fourth. There is a real battle going on for the lower positions between Bob Ahearn, Dave Heckman, and Ken Blank.

As for the prospects in the state, Coach Peck feels that the two teams to watch are Bates and Bowdoin. He hasn't had an opportunity to see the Polar Bear squad, or any of the other opponents for that matter, due to his leave of absence last year. He therefore feels unable to evaluate the prowess of any of his opponents at present. All indications, however point to another successful tennis season for the Bobcats.

As Brams Sees It

By BILL BRAMAN

Last Friday the 1964 Intramural Bowling season got under way. J.B.'s A-1 team proved to be the hottest team of the week. The team average was 159.5 as Ron Vance nosed out teammate Cris Abernathy by one pin for high scorer with a two game total of 331. Vance's cohorts easily rolled under JB-II by 341 pins.

The best total scorer for the day was Bill Beisswanger's 343. Bill put together a 192 and 151, but his efforts could only get West Parker one point for the series as the O.C. unit finished strong in the second game to take total pins as well. It might be pointed out at this point how the scoring operates. One point is given for the winner of each game and one for the total pins, thus there are a total of three points in any contest to be divided up.

High Single

The highest single game was rolled by Alan Ansello, who hit an even 200 in his first game. This was part of a forfeit win over Smith South's B entry.

Other action saw Smith South take a 2-1 decision from East. Art Valliere led

the winners with scores of 138 and 179, the latter being a series high. George Cortright took total pins honors 330 in the two game contest. The Smith North B unit easily defeated JB-IV in a well balanced team effort. JB managed to get a 148 and a 176 from Don Beaudry, who was the only one on his squad to total more than 300 pins on the day, while North got 300 totals from three out of the four men. Harry Mossman led with 321.

The final contest saw the JB-II team take a 2-1 decision from Roger Bill. Louie Milardo proved to be the most consistent with a 164 and 160 and he also brought down the most pins in the contest. The highest individual score was a 177 rolled by Steve Berlingame, as he led his Roger Bill team in winning the second game.

Handball

Meanwhile back on the campus the Hand Ball Tournament is drawing to a close. Lee Swezey and Bill Arata have both earned berths in the final round and they will square off for the championship. In team competition the Arata-Holt combine has secured a spot in the final play off, while the Cox-Vance team have to meet the two "big men," Halliday and Bekoff. The winner of this contest will face Arata and company for all the marbles.

One note concerning Soft Ball: The season will begin April 21.

Intramural man of the week goes to Bill Arata for his adeptness on the Hand Ball courts. Bill has reached the finals in both singles and doubles competition.

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BASED ON POINTS

A-LEAGUE

JB-I	3
OC	2
SS	2
WP	1
EP	1
JB-II	0

B-LEAGUE

SM	3
SN	3
JB-III	2
RB	1
JB-IV	0

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