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Bates



Student

Vol. XC, No. 22 23

BATES COLLEGE, LEWISTON, MAINE, APRIL 22, 1964

By Subscription

MEZZO - SOPRANO in CONCERT FRIDAY

Helen Vanni, Metropolitan Opera mezzo-soprano, will sing at 8:15 this Friday evening, in the Lewiston High School Auditorium. Miss Vanni is the final guest performer in the Bates College Concert-Lecturer Series. Her program will include both light and classical music.

Miss Vanni will sing: Air de Clytemnestra from Iphigenie in Aulide and Air de Larissa



from Il Trionfo di Clelia by Christoph von Gluck; Qual Farfalletta amante by Alessandro Scarlatti; Wohin mit de Freud, Du Kenkst mit einem Fadchen, and Die Kleine by Hugo Wolf; Meinem Kinde Einerlei and Wei sollten wir geheim sie halten by Richard Strauss; the Recitative and Concert Aria: Ch'io mi scordi di te, K. 505 by Mozart; Chansons de Bilitis by Debussy; four light selections by Rorem and Cumming; and the Aria: Una voce poco fa from Barber of Seville by Rossini.

Miss Vanni is a truly adaptable performer. Her ability to fill any mezzo role in the Metropolitan Opera's repertory has won her much admiration and praise.

Calendar Committee Opposes Acceleration

It is to the advantage of Bates College to consider the possibilities of year-round operations so that the College may innovate rather than follow the lead of others, according to the Faculty Committee on the Calendar whose report was presented last week.

Chairman of the Committee is George R. Healy, Dean of the Faculty. The Committee was appointed by President Charles F. Phillips in October 1962 to investigate "the educational feasibility of various calendars providing for year-round operation and possible acceleration of the educational programs."

Considered by the Committee were three systems of expanded operations; the trimester system, the four-quarter system, and the ten-month accelerated calendar. In discussing these calendars the Committee found that "basic calendar re-organization is so involved a problem that to exclude curricular considerations would be unrealistic." Thus

while the Committee's main concern was with the calendar study, it was compelled to deliberate on the curriculum and the Bates Plan.

The report states that "the Committee did not find it difficult generally to frame the principles of its thought concerning the curriculum, since they are the principles which guide any liberal arts college." These investigations, however, are, at the present time, secondary to the selection of one of the three calendar systems. "For any program to work," the Committee stated, it must contain "features so attractive ... that they overcome the reluctance to experiment."

The emphasis in either the tri-mester or four-quarter system is upon year-round operation with acceleration a minor consideration, while in the ten-month calendar the salient

feature is acceleration, even though the plan does put the college on a somewhat expanded calendar." A majority of the Committee, stated the report, is opposed to required acceleration, and rejects the ten-month plan for this reason. The committee approves the principle of year-round operation, however, and presents the tri-mester and quarter systems for consideration.

Other members of the Committee are Walter A. Lawrance, Professor of Chemistry; James V. Miller, Professor of Religion; Gerald W. Thumm, Professor of Government and Chairman of the Social Science Division; and Brooks Quimby, Professor of Speech, secretary of the Committee.

A partial text of the faculty report appears on page 5 of today's STUDENT.

NEW EXHIBIT IN TREAT

The exhibition by the New Hampshire Art Association, now in the Treat Gallery, consists of 51 works by 33 artists, and includes oils, watercolors, and a variety of other media, as well as photographs.

Founded in 1940, the New Hampshire Art Association has a membership of over 125 painters, sculptors, photographers, and printmakers.

In the exhibit are the three works which were awarded the Grace Bliss Stewart Awards by the Association. They are "Fishing Town, Cape Breton," by John W. Hatch, "Truck Winter," by John Laurent, and Dee Parfitt's "Ascension."

The exhibition will be on display at Bates College April 16 to May 9. The Treat Gallery is open weekdays, except Wednesday, from 2:30 to 3:30 p.m. and Sunday from 2:00 to 4:00.

PLANETARIUM SHOW

As many students have expressed a desire to see the planetarium, Dr. Karl Woodcock has planned a special showing this Friday evening at 7 p.m. Open only to Bates students, this will be one of the few chances left in the school year that the planetarium will be available for showings. The planetarium is on the fourth floor in the Carnegie Science Building.



And looking forward to summer, the O.C. announces that sign-ups will be taken for summer reservations of equipment. This includes all equipment not needed for the Freshman Week work trip. Equipment needed for this trip will have to be returned before that week.

Bruce Wilson, '67

Outing Club Prepares For Spring

Spring is here — we hope. Following its policy of keeping abreast with college life, the Outing Club has planned no more ski trips and is no longer plowing the Puddle. Rather, with the regular Wednesday night meetings, its members began looking forward to Spring.

Saturday the 25th is the day of a canoe trip to Cobbosseecontee Stream. The big event of the Spring, next to Popham Beach, is the Tuckerman Ravine climb at Mt. Washington, Sunday the 26th. Sign-ups for these events have been changed to Thursday night. Cabins and Trails Directorship is planning a work trip to their two cabins for the 25th. This is a good opportunity for the Frosh to get to see the cabins — especially Sabattus. More detailed information on these activities will be forthcoming.

The Equipment Room is doing some Spring Cleaning too. The two directors have a lot of equipment they don't want that can be bought cheaply. The Equipment Room, in the basement of East Parker, is open Monday, Wednesday, and Friday from 4-5 p.m. The chances are fair to good that any belongings lost on the ski trips can be found here. The

CENSORSHIP DEBATED

Bates College met the University of Dublin in an international debate last Wednesday evening in the Bates Chapel. Seniors Tom Hall and Norm Bowie argued the affirmative of the issue Resolved: that censorship usually defeats its own ends. The Irish team of John J. Rochford and Michael G. Daly took the negative stand.

Mr. Bowie began the debate with a clever speech, establishing wit and banter as a hallmark of the evening. Bowie's arguments were concerned with the moral basis of censorship, and Mr. Hall's dealt with political aspects of the question. Both attacked the practice of censorship on the grounds that its outcome was the negation of its purpose.

Bowie cited incidents where the publicity gained in court cases on the censorship of certain books served to raise their value on the black market. He also asserted that censorship regulations tend to lower the quality of reading material available to a juvenile level.

How Bad Is Samuelson?

Mr. Hall brought to light the political aspects of the topic. He contended that the pressure groups on the American scene today are defeating their own ends. He cited the

examples of rightist groups pressing for more stringent censorship of textbooks in the schools. One case involved a group trying to eliminate texts containing too much discussion of economic determinism. Samuelson's Economics text used on this campus is one of those books. Hall closed by citing the example of American soldiers in Korea whose lack of knowledge of their own society and government made them highly susceptible to brain-washing techniques.

Mr. Daly and Mr. Rochford began by presenting their own definition of censorship and questioning that of their opponents. Daly asserted that a minimum standard of decency is absolutely necessary. In refutation of Bowie's black market argument he said that the sale of books is dependent on the same minority that always buys a given type of book. Rochford's rebuttal was based on the assertion that censorship does not stifle creativity. He referred to the works of Michaelangelo and El Greco — works created under conditions of extreme censorship.

The Irish team is on a tour through the area. After leaving Bates they have debates scheduled at Colby, Harvard, Yale, and several other U. S. colleges.

Massive Student Aid Bill In Congress

Any capable student will be able to attend college without financial worries if a new national student assistance program is approved by Congress.

The bill, authored by Senator Vance Hartke (D-Ind), provides for a multi-financial program of student financial assistance, flexible enough to meet the diverse requirements of the nation's post-secondary institutions, and balanced between loans, scholarships and student employment activities. The proposal would provide for more than a million students at relatively low cost.

"The basic aim of the program," Senator Hartke said, "is to insure that no capable student will be denied the opportunity for education beyond high school because of his or her parents' inability to meet the financial burden."

Hearings on the Hartke bill are underway in the Senate Education Subcommittee with prominent educators, leaders of education associations, and key figures in the Administration testifying in its behalf. More than 20 Senators have asked to be listed as co-sponsors of the Hartke bill.

Here are the four basic parts of the Hartke proposal:

1. Undergraduate Scholarships — A program of four year undergraduate scholarships to be awarded by scholarship commissions in the states to entering college freshmen. Grants of up to \$1,000 awarded based on need, academic promise and high school record.

GUIDANCE

CAREER OPPORTUNITIES

The Guidance and Placement Office has information regarding the Connecticut Civil Service Examination for SOCIAL WORKERS. College Seniors interested in entering the field of social work are invited to apply for this examination and, wherever possible, will be tested on campus during their last semester. Certification to be made only after proof of college graduation is submitted to the Personnel Department.

Information is available concerning opportunities for biology majors in the FEDERAL SERVICE. The several hundred biologists in the Federal Service are spread through many agencies with some concentration in the Departments of Agriculture and Health, Education and Welfare.

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2. Long-term Student Loans

The present loan limit of the National Defense Education Act would be raised from \$1,000 to \$1,500 for undergraduates and from \$2,000 to \$2,500 for graduate students. Loan authority would be broadened to include new institutions, such as two-year technical schools.

3. Educational Loan Insurance

— A program to guarantee commercial or college loans negotiated by college students. Eligibility would be based only on full-time enrollment and satisfactory academic progress. Loans so insured would be limited to \$2,000 per academic year to any one borrower, and \$10,000 total. Repayments could be extended for a ten-year period following graduation.

4. Student Work-Study Program

— A program to enhance student employment opportunities while at the same time contributing to the college and to the student's education. Jobs would relate to the student's field of study and would include research, public service, internships and assistantships. Total payment to any one student would be limited to \$1,000 per academic year at the undergraduate level and \$2,000 for graduates.

GOD GOING?

The Rev. Mr. Orloff W. Miller will speak at the Student Religious Liberals meeting on Sunday, April 26, from 5:30-7:30 at the home of Dean and Mrs. Walter Boyce, 15 Abbott Street.

Mr. Miller is the Director of the Office of College Centers of the Unitarian Universalist Association in Boston. He recently had published an article called "Ground Fog on the Campus" in the *Register-Leader*. He is considered an authority on liberal religion on the college campus. Mr. Miller will also speak Sunday morning at 10 at the First Universalist Church in Auburn on the topic "Is God Leaving the College Campus?"

All interested students in the North District are welcome at these events. Supper will be served at the Religious Liberals meeting, as usual, with a nominal charge of fifty cents.

Further information may be obtained from Dick Derby, '66 or Mr. Wayre.

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Zuretti S E A President

Dave Zuretti, '65, was elected President of the Maine Student Education Association at the organization's statewide

ENGLISH

CONFERENCE HELD

On Friday, April 17th, the Centennial Academic Discipline Conference for English was held in the Women's Union. This meeting was one of the series of career conferences being held throughout the academic year, and it provided interested students with the opportunity to discuss career possibilities in the field of English with distinguished Bates alumni.

Principal speaker of the day was Ernest C. Allison, '32, Professor of English at Rhode Island College. Professor Allison, who spoke at the chapel program on Friday morning, did graduate work at both Boston University and Brown University, and he has been a member of the English Department of Rhode Island College since 1947.

Other featured panelists were: Edith M. Rideout, '15, of the Department of English at Newton High School, Newtonville, Mass.; Bonnie M. Richman, '59, of Perkins School for the Blind, Watertown, Mass.; Miss Anne D. Bergkelman, '57, of Norman, Craig & Kummel, Inc., a New York City advertising agency.

Prior to the informal career conference, the guest panelists met and lunched with members of the Bates English Department. At the meeting in the Women's Union later that afternoon, the panelists discussed with students the educational abilities required in their respective fields, and the various possibilities for careers open to English majors.

PSYCH. ELECTIONS

The new officers elected at the April monthly meeting of the Psychology Club are:

President:

Karl Wolf, '65

Vice President:

Frank Sroka, '65

Secretary-Treasurer:

Natalie Fischer, '65

Members of the Board:

John Achenback, '65

Joyce Mantyla, '65

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COMMONS DINING

COMMONS DINING

On Thursday, April 23rd, Commons Dining will be closed for the evening beginning at 5:30 p.m. The College is serving as host for a joint dinner of local service clubs on that evening. The Bobcat Den will remain open from the Chase Hall entrance nearest Roger Williams. All men will eat at Rand Hall that evening and notices of meal hours have been posted on campus bulletin boards.

the past year as vice-president of the state association, and has been instrumental in the revitalizing of the Bates chapter.

The conference also featured an address by Dr. Kenneth Brooks, president of Gorham State Teachers College, who spoke on the significance of computer technology for classroom teachers.

FOR MORE THAN BREAD

A PHOTOGRAPHIC EXHIBIT BY THE AMERICAN FRIENDS SERVICE COMMITTEE

FOR MORE THAN BREAD, indeed for life itself, and the joy of living, and the fulfillment of human potential, the American Friends Service Committee exists. Based on the beliefs of the Religious Society of Friends, the Committee has, since its founding in 1917, sought in all its work to alleviate human misery, reconcile estranged peoples, and find ways to peace.

To a refugee child who has forgotten the comfort of lying down to sleep with a full stomach, but lives daily with the ache of hunger, a piece of bread and a cup of milk are precious.



To a migrant mother whose infant boy must sit idle by her side as she picks beans under the harsh sun, a playground for him with nourishing meals is an answered prayer.

To an Italian villager, who has learned since boyhood only how much labor it takes to grow food from a barren patch of ground, a literacy center opens new worlds through chalk and blackboard.

A nourished child, a comforted heart, an opened mind — these are results of an intangible spirit — a spirit that would see no man hungry, or hopeless, or in bondage.



"For More Than Bread" may be seen at the Sherman Union Gallery, Boston University, through April 30.

HAPPY BIRTHDAY, BILL!

BE MYSTIFIED

By JOHN BART '64

Elsewhere on this page, one will find certain poems dedicated to reaffirming the proposition that, "William did indeed have the words". The occasion for this public outburst is the celebration this week of worthy William's birthday. To be very mundane about the whole thing, he was born on approximately April 23, 1564. By lightning calculation, that makes him approximately four hundred years old.

The events of his life do not make for too much spice. He killed a deer in the local lord's park, was the groom at a blunderbuss wedding, and ran away to London to make his fortune. He wanted to make some money and move up into the middle class. Maybe he also wanted to get away from his loving spouse Anne.

All in all, the rather stereotyped existence of a lively young man sowing a few oats. What changed him? What was the jolt that made him?

Some scholars think they have found the answer. They formulate it thus. "Was Shakespeare really Shakespeare?" Wasn't he Kit Marlowe, Frank Bacon or maybe even old Bess working in her spare time? Wally Raleigh could have done it maybe, but not this country bumpkin.

As the great (and definitely identifiable) Ben Jonson said, the Willy he knew wasn't much of a scholar as far as Latin and "less Greek" were concerned. He'd have been nothing without Plutarch and life. Old Ben is quite mystified by young Billy-the-Kid-from-Avon (calling).

And so are they all, all mystified men.

They are not mystified by Hamlet or Lear. These are simple matters for young nincompoops of high school students. The work for men of learning is to find out who the Dark Lady was.

But this week, all these con-

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Poem: Ophelia

When the disembodied voice speaks calmly,
speaks of flowers, blue sky, fields
where love dyed daisies red;
does the mind believe the calm, unemotive voice?

When madness raves is madness real?
Is the pain gone? Does some protective
film seal the brain, or does the brain
writhe, the soul scream and squirm behind
the flesh-thin dream of undying daisies?

For madmen, madness may heal
wounds that time will not,
For me, the watcher, madness makes pain real.
My gut twists
as she sings softly of flowers.

—Robert M. Chute

siderations should go to the foot of the class. It's time to be mystified. Get the dirty old men out and let the Ghost walk as it will.

Whether it be to the shores of Illyria, to the "brave new world", to the wild heaths and moors of England; whether it purposes a bottle of sack with the groundlings or high words for the ladies or "sad tales of the death of Kings."

Now is the time to put away schizophrenia and little knowledge and listen to the wild words of the "Ghost."

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Poem: Hecuba

What is he to Hecuba
or Hecuba to him?
(she a queen long dead,
he no more than lines twisted
on a page and having never
lived can never die)
why should these words
stand like dark and singular
trees
among the wood? Trees that
brood
and leaves where the queen
may daily grieve days death
or welcome night.

—Robert M. Chute

These months
the Shakespearean words
are the Maine Woods for me.

—John Tagliabue

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Poem: Boatswain

—John Tagliabue

BOATSWAIN: "USE YOUR AUTHORITY"

The balminess

of this tempest makes the mariners
dreamy, wets their feet;
such fleets bear news
that bears and mermaids, fireflies and castles
are in the bush or sea weed;
wherever you are you feel the boat shake,
a dart like Shakespeare, a comet on fire,
carries an announcement of a future festival
through the dream's darkness; hold on, tossed,
tempest cast you make a constellation almost envious;
(see what spirits guide you to the wet floor of the
Globe)

we are arriving!!

(do you not hear Ariel's music making you dizzy
as a dictionary about to be written?) New words like
cities

will be established

in the New World;

Glory be to all these people
who sit and stand, who squeek and speak,
who pray and dance, who say like

assistants of the storm,
what King is This?!!
these elements encourage
beauty; they all smile
as they are pictured at
this Marriage Masqued.
The treasures in each word
are here as Shakespeare.

Poem: You Arrive

—John Tagliabue

You arrive (and the skies are signing your trembling name)

The uninhabited island

became inhabited by washed up and balmy readers,
from the foam or from anywhere came Ariel; a Prosper-
ous magician

looking at an admirable daughter,
was not mistaken for You,
You, tempest of a reader,
are the prosperous writer.
The upstanding Actor
signals to the Play.

Signs of wonders like met mariners
signed their flying names
to Poetry's Constitution.

A Boat to the new world was made

Inhabitants were dizzy
so pleased by the marriage
of Ferdinand and Miranda.

A pearl that signalled to the tempest
carried forth dreams.

Prospero: "I'll deliver all;

And promise you calm seas; auspicious gales,
And sail so expeditious that shall catch

Your royal fleet far off." The royal syllables like unnamed

festivals, at first with wet feet,
gave a cry of Here; You in all
your religious presence
were the Unknownness
in particular and lovely disguise.

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EDITORIALS

BEDSPREADS OR STUDENTS?

The opposition of the faculty Committee on the Calendar to any program which would require an accelerated college education is both welcome and justified. While expanded operation of the College is a worthwhile goal, and the case for it is strong, the distinction between it and acceleration should be kept clear. Not only is year-round operation possible without an accelerated program, but, indeed, an extended operation which necessitated acceleration would be poorer for that reason.

The economic problem of providing for an increasing number of students calls for an improved use of facilities and, through this use, provision for more students. This must be done, of course, without sacrificing the quality of the educational program involved. Acceleration, though it allows for increased use of the facilities, is unacceptable precisely because it gains the greater use by sacrificing the quality of the use.

The business of education is **not** a business. The goal is not to produce more people with more degrees, but to engage students in "productive" relationships, centered around a greater "degree" of knowledge.

It is our view that one Bates mill is truly enough.

PANTY-RAID "PROBLEM"?

A situation of the gravest nature has recently sprung up on campus. For the first time in recent history, the men of Bates staged a panty-raid on a Bates girls' dormitory. Since Bates students usually plan their spontaneity far in advance, this event took the officials completely and incredibly by surprise. A large poster announcing the event had been displayed for an entire day, but was apparently unnoticed by doodling and blissfully confident Deans. Or perhaps it was thought to be a repayment *en masse* for all the shirts washed and pressed by devoted co-eds - the silk was only going to be laundered and politely returned.

Whatever the case, the surprise party took place. The girls were delighted, and the boys got what they wanted. Then the axe fell. Last Sunday the student government met in extraordinary plenary session to deal with and mete out justice in the "panty-raid problem." The power of the Senate stumbled into action, as the Senators and Councilors hotly debated what possible punishment could fit this crime. The awful mercy of those representatives prevailed, however; the order went out - students of Bates, keep your pants on.

THE STUDENT FOR THE STUDENTS

In the column "Our Readers Write" last week a problem was posed: "Where can the girls play?" In addition to the normal amount of student comment, action was taken immediately by a faculty member to explain and remedy the problems of the co-eds' outdoor recreational facilities.

Dr. Dillon, department head of Women's Athletics, spoke to the girls concerned. She explained the situation from her point of view and then answered all questions which arose from the letter. As a result, the co-eds, upon requesting a key, will be able to use the playing field near J. B. when conditions are good. Thus a solution was found because of this letter which had questioned a particular problem.

It is true that the co-eds' play area is a rather limited problem, but then so are many of the problems at Bates. Yet problems may grow out of proportion if solutions are not found or sought. Instead of constantly complaining, students could alleviate situations by airing their opinions in letters to the *STUDENT*. Possibly, as in the case of the co-eds, a solution can be found, and then there will be one less complaint on campus. Make the *STUDENT* work for Bates and for you as an individual, a student. **A. G.**

UNEXPURGATED

Advocates of censorship, such as the negative team in last week's international debate, often confuse the problem with the solution. In speaking of a society's "moral fiber," they point out that a society cannot survive without responsible, moral individuals. With this we cannot argue. What can be questioned is the belief that governmental censorship maintains this moral fiber.

Rather than being a factor in promoting or preserving moral responsibility, censorship is a symptom of the absence of this responsibility. Governmental censorship is an admission of the failure to develop morally responsible citizens, or the sign of a deliberate attempt to prevent such a development; responsible educated men neither need censorship nor make good "yes-men." Censorship is thus either the symptom of a problem or the problem itself, and never a cure.

To recognize it as the symptom, and not attempt to find the root of the problem, is to allow the symptom to grow into the full disease.

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LETTERS TO THE EDITOR

"Aboard for Russia"

To the Editor:

While a "commercial" from each professor would overload the circuit and I am no longer introducing an entirely new product, it seems to me that there is enough mystery in connection with Russian to justify this letter.

For one thing, if a person has had success with Latin or German, he will not find Russian any harder. That is, after he has learned the "new" alphabet. But I have found that beginning students, within a couple of weeks, can not only cope with reading printed Russian, but can write down simple questions in Russian script.

A major point in making Russian much easier than a non-Indo European language (one not related to most of those in Europe and India) is the fact that **three quarters** of Russian words have English kin (cognates): "moy noss" is in the middle of my face, and "goos" is a well known bird. And many English cognates become obvious after a few changes in sound are made: "maly" is "small" and "vodah" is "water", (so-called either from affection or because it contains little water.)

As to usefulness, short of the bomb (after which, telepathy will probably be the means of communication), it is certain that Americans and Russians will meet in increasing numbers (some 15,000 U.S. tourists were in Russia last year). And a vast amount of scientific material appears in Russian, so that grad schools recommend it, along with German. As to scholarships, see Jane McGrath: she will be better off in her "Russian studies" at the U. of Wisconsin than some of the small town teachers here in Maine.

So, all aboard for Russian! (But do not say that I claimed it was easy!)

—Robert Seward

WHY?

To the Editor:

This is the lament of a Freshman after reading "Bart on Bates." Not having been here for four years, I am struck more with the small annoyances which I find between the curfews and den breaks than with the large monetary problem that Bart considered.

The first trauma I encountered was directly following Spring vacation which ended abruptly after Easter Sunday and right in the midst of Passover, a Jewish holiday. The meals which a Jew may eat

during this time consist of certain Kosher foods. The Jewish students had not asked for entire Kosher meals but merely requested certain non Kosher foods such as sandwiches not to be served. This appeal was ignored. The responses given to the request for matzoh—unleavened bread—was that if matzoh was to be served many other minority groups would need to be catered to. What are the many other minority groups present on the Bates campus? And why are there such blatant paradoxes as ham served side by side with Friday fish?

Perhaps the cafeteria has a better way of pacification with its delicious Indian pudding than the farce of the Senate election which has been followed by no redeeming action. What was wrong with the Senate elections? Perhaps as a Freshman I expect too much, but if I am to be a good voter I must know who the people are behind the hyroglyphics of sex segregated names and what these people honestly hope to achieve. I know one fact; that these eight candidates were the Senior representatives. I did not even know if they all wished to preside because, as few campaigned, the lack of information told me nothing. It appeared to me that the people who conscientiously trudged over to the gym to vote did more than the apathetic people who they were voting on for leaders. Why not have a closed election of just senate members? Wouldn't that be more valuable than the choice of an uninformed electorate?

How can the electorate be made aware? Not only do I have high school days vividly in my memory but the nation wide elections serve as another example. What's wrong with publishing platforms, putting up lots of informative signs, writing campaign jingles, and songs, making buttons and banners, speeches in the den, on the Hathorn steps, during porch clutches, on the quad or in the chapel? If our leaders can't be creatively ingenious how are they going to lead?

Why is the student body left ignorant of the Senate not only in elections but in all of the government's affairs? Isn't it an institution for the student, of the students? Why has the newspaper been avoided as a means of publication? Has the Senate been as disillusioned as I have by the *Student*? The *Student* is capable of giving assignments of no interest to the reporter and then not publishing the result. Even more horrible than being thrown out is the hurt of becoming incorporated. Why isn't more planning used before in piecing the paper together rather than after the work has been wasted? How can the *Student* cry out for student aid and step on those

who make the attempt?

I am only a Freshman asking those who must know, Why? and what can be done and what is being done NOW?

—Joyce Katz '67

Miss Katz makes certain valid points. The provision of fish for Roman Catholic consumption every Friday has long been in contrast with the absence of even yearly provision of special Jewish food.

The campus election system, especially of Senate officers, has been criticized by the *STUDENT* in months past. The senate itself recently attempted a change in voting procedures, important parts of which were defeated in a referendum.

As for what is being done NOW on the *STUDENT*, Miss Katz has been approached by the combined Editorial Board and has consented to try again. Ed.

On Wilska

To the Editor:

Contrary to Mr. Wilska's remarks printed last week in the Letter column, **all** extra-curricular activities do **not** cost money. Good professors do. There are very few qualified teachers who would be willing to buck disinterest and lack of spirit **as well as** low salary in order to teach at Bates. I can think of one or two.

Mr. Wilska is a freshman, and in muddling through core courses probably has not yet come across any classes and perhaps no professors which can give him the benefits he ascribes solely to money-costing extra-curricular activities.

But Mr. Bart was not writing from a void. Nor was he inspired by the systems of other schools. Believe it or not, some professors are people. One can talk to them. Believe it or not, there are some students who find they can enjoy fellowship and good groupish feelings **in class** as well as on the gridiron or in the locker room.

"To what professor do we turn to find satisfaction, the sense of responsibility and maturity associated with group participation and fellowship?" asks Mr. Wilska. Ultimately, I must reply, one turns to **oneself**. If we are anything more than a bundle of responses to environment we must look to ourselves alone. I would not say that the satisfactions I may come to through the exploration of ideas must necessarily be **your satisfactions**. If you want activity (physical) then be active. You may find that it doesn't cost a great deal of money. Indeed, you might find that most of the expenses of this school go not to rounding out the experience of the student and pre-

CONTINUED ON PAGE 10

FACULTY REPORT

At the 24 May 1962 meeting the faculty approved a recommendation from the Educational Guidance and Curriculum Committee which called for the President "to appoint a special committee to study the college calendar thoroughly, considering such problems as these and making recommendations: vacation breaks, the division of year-round into semesters or trimesters, the changing of student load to fewer courses per term. While year-round operation is not now contemplated, changes should be compatible with such full time operations." (Minutes of the 24 May 1962 faculty meeting.)

BACKGROUND

Population experts predict that in the next few years there will be applying for college admission many more students than can presently be accommodated in American collegiate institutions. The inescapable conclusion is that American institutions of higher learning will either a) have to turn away qualified applicants for reasons of physical limitations; b) expand their facilities expensively to meet the demand put upon them; c) figure some more efficient way to utilize all facilities; or d) some combination of the preceding. Specifically, this means that for colleges such as Bates a serious and extended investigation into summer and therefore year-round operation is necessary.

The committee has considered essentially three systems of expanded or year-round operations: the Trimester system, the Four-quarter system, and the ten-month accelerated calendar.

THE TRIMESTER AND FOUR-QUARTER SYSTEMS

The trimester scheme would retain the present semester unit, but arrange the calendar so that three semesters would be offered in any one year. The fall term would begin early in September and conclude before Christmas; the winter term would begin early in January and conclude in mid April; the summer term would begin early in May and conclude in August. In this arrangement, it is assumed that all students not electing to accelerate their education would attend two of the three trimesters offered annually.

The four-quarter system divides the year into four rather than three units, with the student enrolled for three of the four each year, unless he chose to accelerate.

The advantages of both the trimester and four-quarter systems can be described together. First, if student attendance is required during the summer, both schemes would put the campus on a truly year-round basis. Second, and again assuming attendance of almost all students, these plans permit an expansion of the total student body by as much as 50 percent with no comparable expansion of physical facilities. Third, both schemes permit but do not require acceleration. Fourth, both schemes would require a considerable expanded faculty, as each faculty

member would be relieved from teaching for one of the units each year. For a small college like Bates, this would have a certain curricular advantage in that the specialties of an augmented faculty would permit the offering of certain courses of study that would not be possible with a smaller faculty.

The disadvantages of both systems are essentially two. In the first place, for the system to work efficiently it would be necessary for almost all students to attend almost all summers. The committee does not know just how firmly fixed the tradition of summer vacation is, but it strongly suspects that required summer attendance, and required vacation periods at times other than the summer, would be a disadvantage from the point of view of the Admissions Office. Secondly, either of these calendars requires a considerable amount of "coming and going" for the students, and the faculty.

In addition to the curricular difficulties that this imposes, it also means that most extracurricular activities would have to adjust to the fact that students would be taking their vacations at different times, and this, the committee feels, may be a disadvantage, although it is hard to predict how serious it might be. Some of the disadvantages would be offset, of course, by the fact that the total student body would be larger than it now is, so that the number eligible for extracurricular participation would be greater.

THE TEN-MONTH CALENDAR

Despite the many advantages of the four-quarter and trimester systems, the committee early concluded that the disadvantages were serious enough to encourage its thinking in other directions. It therefore devised another plan, which so far as it knows is unique, and which avoids certain of the difficulties mentioned above even as it raises some new and serious questions. For want of a better term, the committee has called this the ten-month calendar.

This scheme would begin a regular semester early in September and concluding before Christmas, and a second regular semester after Christmas, and concluding in mid April. A third unit of unorthodox length would begin early in May and end late in June. If this calendar were followed, and if certain savings in time were made in the examination periods, it would then be possible for the student to condense practically all the class time now offered in four calendar years into three of these lengthened academic years.

The graduation requirement (would be considered) essentially in hours of credit rather than actual time spent gaining the credits. Thus, a student averaging 16 hours of credits in the six regular semesters, and 8 credits for the three May-June terms, would accrue 120 hours in three years, even though the

actual time on campus would be a few weeks less than is now the case.

Since all students and faculty would be on the same attendance patterns in the Ten-Month calendar, the "coming and going" problem noted above would not exist.

As with any calendar, of course, there are certain disadvantages or questions involved in this one. The largest question—and unfortunately one which cannot be answered with certainty, as no really pertinent data exist—concerns the compression of four years' work into three and therefore the required acceleration of education for all students at Bates. Also, although the total cost of a student education would not be raised in this plan, and indeed would be lower in the sense that he would begin his career one year earlier, the adoption of the ten month system would oblige a larger out-of-pocket annual cost for the student, and at the same time it would somewhat reduce the time available during the summer for employment. Under this scheme, too, the faculty would be required to teach for a longer period of time each year, and while this would be compensated in an increased salary, legitimate questions do arise as to the advisability of so reducing the faculty's time free from classroom teaching. Finally, by comparison with the trimester system operating at maximum efficiency the ten-month plan does not permit as large an increase in the number of students the college could accept: the maximum figures here would be about 33 1-3%, as opposed to the 50% increase theoretically possible in the trimester scheme; the one-third increase would be about the same as the increase possible under a four-quarter system.

CURRICULUM

The unorthodox nature of all these calendars makes it clear that the adoption of any one would deeply effect the entire program of a Bates education. Also, as a practical matter, it is impossible to determine how these new calendars would work in detail unless certain working assumptions are made on a number of things not strictly connected with calendar reorganization. The committee, therefore found it impossible to restrict itself entirely to calendar matters, and from the first became deeply involved in other related problems, one of the most important being the curriculum. It, therefore, submits this report on its deliberations concerning the curriculum, fully aware of the legitimate jurisdictional questions that such a report may raise with other committees and academic departments, but at the same time aware that basic calendar reorganization is so involved a problem that to exclude curricular considerations would be unrealistic.

The committee assumed that a Bates education should include, as it now does, a developed academic concentration or major, a requirement that all students take a fair amount of work in areas separate from their major effort, a requirement that the student demonstrate proficiency both in written and spoken English and in one language that is

not his native tongue, and a requirement that there be some "core" or common educational experience.

In discussing the major curricular obligations on the student the committee has grouped its suggested requirements under three main headings—or, if the major is included, four. With more concern for idiomatic brevity than elegance, the committee has described these three main education requirements or "core," "proficiency," and "spread" subjects.

In this context, "core" refers to specific courses required of all students. The committee assumed that there would be only one core course: Cultural Heritage, but somewhat reorganized or expanded so as to include study in the present courses is omitted on the grounds that it is covered in the required course in Religion. The committee also gave serious thought to the placement of the Cultural Heritage Sequence earlier in the curriculum.

"Proficiency" subjects, as the committee has defined them, are those fundamental studies which deal essentially with the tools of communication, and have been so called because, in the committee's judgment, the basic standard in these areas should be demonstrated proficiency rather than the accumulation of specific courses. In this group the committee would include written and oral English, foreign languages, and for the B.S. student, mathematics.

A greater effort would be made to test the student's ability and many students would therefore be able to exempt specific course work. The committee feels that much could be done here, with consequent elimination of some present educational redundancy.

"Spread" subjects are those required of all students, but with the provision that the student be able to choose particular courses within broadly defined categories of academic disciplines. The general definition of these categories is obvious enough, though many questions of detail would surely arise. The committee feels that, regardless of major interest, all students should take some work (a minimum of 6-8 hours in each category) in the areas of natural science (chemistry, biology, physics, geology, astronomy); the social sciences (economics, government, history, sociology); and a more difficult area to define in the humanities (philosophy, religion, literature, music, art, etc.). Certain subjects such as psychology might be classified in more than one of these categories, and further study of their placement would be necessary. Inside these areas, the student would presumably elect courses most suited to his interest and preparation.

The committee feels that the adoption of such a curriculum would mark an improvement over our present policies. It does, however, call attention to two evident facts. In the first place, by considerably modifying our heavy commitments to core requirements, such a curriculum would obviously reduce the common educational experience at Bates, and this raises a serious question of educational philosophy. Secondly, with a wider element of choice given to the student, it is apparent that enrollment in basic "spread" courses might fluctuate considerably, and it must be realized that a small faculty cannot adjust easily or with perfect equity to such fluctuations.

NUMBER OF COURSES. As noted above, the quarter system in its usual employment defines as a full load three courses taken each term, with each course covering essentially a semester's work but proportionately compressed in time.

The committee also discussed the possibility of reducing the number of courses in the semester system from 5 to 4.

In the ten-month calendar, a full load during the regular semester would be the same as in any semester system. During the May-June period, a full load would be about 8 hours; how many different courses this represents would vary with the program of study undertaken by the student.

INDEPENDENT STUDY. The committee feels that, regardless of the calendar adopted, a greater effort should be made in all areas to create programs of independent study, or, perhaps more correctly, directed individual study, especially for advanced students. The committee recognizes that there is much already being done in this area in advanced major and thesis work. It recognizes also, that such individualized studies do take much faculty time to supervise, and that appropriate compensation in time must, therefore, be given for faculty work in this area. Given present teaching schedules it is hard to see where this compensation in time could be found, but the committee nonetheless feels that the question is not whether such studies ought to be enlarged, but how.

SIZE OF CLASSES. There are several ways to create faculty time for more individual attention to projects of independent study. If the faculty is not to be increased to take care of such extra loads, the time must obviously come from present teaching schedules. One way to do this, at least in certain areas, is to teach certain courses (or parts of courses) in larger classes than is now the case. The committee recognizes that the creation of many large classes would pose a rather special scheduling problem, and it recognizes, too, that such a policy would apparently threaten our commitment to small classes. However, it believes the scheduling could be worked out, and it believes, too, that some presently sectioned courses are already so large that they would not much suffer with further enlargement. The committee also feels that under a system of a few large classes and an increased independent study program, there would be more individual attention to student needs and a greater student-faculty intimacy than is now sometimes the case.

FACULTY

The adoption of either the trimester or four-quarter systems would require substantial additions to the faculty, since in either of these schemes each faculty member would be expected to be off for one of the units.

The ten-month calendar is both more simple and more complicated. In this plan the faculty would all teach the May-June program (when the new calendar is completely phased-in) in addition to the regular two full semesters each year. This additional work would be compensated by salary increases. However, some enlargement of the faculty would surely be necessary because of the necessity to repeat more courses more often than in a four-year program, and because the size of introduc-

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Continued from Page 5

tory courses would enlarge due to the increase of the size of the entering class.

Physical Education and Athletic Program

Any one of the calendars raised special problems for the physical education and athletic programs, just as each calendar has some advantages in this area.

Both the trimester and four-quarter plans, as here conceived, would require vacation patterns that would put the student interested in, say, football, off campus for one of the fall terms; and the problem is even more serious in those sports, like basketball, whose season overlaps two terms of study. Exceptions for athletes to the vacation schedules required of all other non-accelerating students would, in the committee's judgment, be impossible to justify; so the coaches would simply have to compose their teams of men regularly scheduled for residence in a given term. It should be remarked, however, that under either plan the physical education department would have a larger pool of athletic talent from which to draw, which advantage might do much to offset the problem.

The ten-month calendar assumes all students on campus at the same time, so the above difficulties would be avoided.

Any one of these calendars, of course, would permit a major expansion of physical education work during the late spring and summer months, which the committee feels would much enhance the physical education and intra-mural (as distinct from intercollegiate athletics) programs.

JUNIOR YEAR ABROAD

It is difficult to see how the Junior Year Abroad program, at least as it is presently administered, could survive the adoption of the ten-month calendar, unless the faculty were willing to permit a student to take 1-3 of his work in foreign universities — and even if this were allowed, it would be difficult if not impossible for the student to get that much academic work in one year abroad.

Under either the trimester or four-quarter systems, it should be possible to continue the Junior Year Abroad program, though there would be more scheduling problems to resolve than is now the case.

ECONOMIC CONSIDERATIONS

Since it does not have access to the financial records, the committee is unable to predict with any assurance just what the successful adoption of any of these calendars would mean financially to the college. That there would be certain economic advantages to expanded use of the facilities is obvious; it is unknown how important this truly is. That there would be additional expense under any of these plans, especially instructional costs, is also evident; and it is similarly unclear to what such costs would be offset by increased tuition payments.

It should also be noted that under any of these plans the en-

dowment income would have to be increased if it were to maintain all the present services it performs. If it were not increased, if it were to maintain all the present services it performs. If it were not increased, it obviously could not be expected to fulfill its present financial role, because there would be greater demands put upon it by an enlarged student body.

From the students' point of view, the ten-month calendar, as already mentioned, somewhat reduces his time to work in the summer, and the annual out-of-pocket cost for the lengthened school year would be proportionately greater than it now is. In the long run, of course, such a plan would be less expensive for the individual, since he would be ready to begin his career a year earlier; the committee doubts, however, that this argument would be very convincing to a young man or woman just beginning college.

The trimester, and to a slightly lesser extent the four-quarter system, would leave as much time free for student employment as is now the case; also, the out-of-pocket costs of education in any given year would not be increased. Here the issue is whether the traditional summer employment for students is important, and if so, to what degree.

PHASING-IN

It is hardly necessary to emphasize that the adoption of any radically new calendar would create many problems of detailed administration, some of which will surely emerge unexpectedly. The committee believes, however, that these are matters of detail, and sees no reason why administrative difficulties alone should preclude experimentation.

SELLING A NEW CALENDAR

No new calendar or curricular program, however theoretically excellent or carefully planned, can succeed unless it is attractive enough to the prospective student to make him want to come, and unless it is accepted by him after he arrives on campus.

From this, the committee concludes that for any program to work there must be present in it real educational advantages that will overcome what the committee feels (perhaps incorrectly) will be a general reluctance on the part of the public to accept the new and very different calendar.

CONCLUSION

The committee is convinced that any one of these plans is educationally feasible; that is, that under any of them a curriculum similar to our present one could be offered, and in that sense at least an education could be received at Bates under any of the new plans that would be equal to that presently given.

Such a conclusion, of course, relates to only part of the problem of educational feasibility or desirability. Perhaps the most critical part of the problem, in the committee's judgment, concerns the quality (and the quantity) of the students we could expect to attract to a curricular program mounted on a radically different calendar. Throughout, the committee has assumed that students of the kind we would wish to enroll would not be attracted to Bates if the college

Professors Cope With Large Classes

According to Professor Tagliabue, students cannot expect all small classes. Large and small classes can vary in quality depending on the subject and on the teacher. Prof. Tagliabue stated, "Lectures to a large group, an inspired series of brief introductions to great poems, can be very stimulating and thought provoking; also, I have nothing against poetic seminars with ardent secret sharers. The yang must be great to champion the poem. My propaganda is for diversity of virtue."

For his large class (English 112-), Prof. Tagliabue would like to encourage more writing. This wish is thwarted by the size of the class. However, he still requires a readers' journal in which the students record their responses to the reading. Thus Prof. Tagliabue, like the professors in the same predicament, makes added effort to overcome the deficiencies of the large class.

From Dr. Muller's viewpoint, the advantages of a large class vs. a small class vary according to the type of student involved. The weak student would usually be lost in a seminar class and would get more information from the large lecture class. In contrast the good student would tire of the straight information-giving lecture; he would benefit more from a



thought stimulating discussion class. The average student would gain most from the combination of the two.

Dr. Muller says that personally he does not like large classes. For that reason and other factors, he divided one of his history sections (Ancient History). He emphasized that this was a personal decision which should not be considered a precedent for other professors or for himself in a future semester. Smaller sections allow an exchange of questions between the students and professor. He stressed that education is not solely imparting information.

In a large class, Dr. Muller realizes that he cannot assign a sufficient number of papers. Not only is it difficult for the professor to correct them, but it is difficult for the student to share limited resources with a large number of fellow classmates. By alternating the dates of assigned papers in smaller classes, a tie-up of resources can be avoided.

Furthermore he, as a professor, would like to have interviews with the students concerning their papers. It would improve the quality of the writing if the professor

basis, and therefore rejects the ten-month plan in its present form.

Yet, we do approve the principle of expanded or year-round operation, and would like to see Bates do something significant in that direction.

The committee recommends that the faculty approve in principle the idea of expanded or year-round operation and voluntary acceleration. It does not specifically recommend any calendar to achieve these ends, since the basic decision concerning the length of the college year is understood to be within the jurisdiction of the Board of Trustees. The committee sees considerable merit in a four-quarter system, however, and points out that a fourth quarter could be added to the three-quarter system, and the entire campus thus put on a year-round basis, at any time when solutions to the practical problems enumerated in this report have been found.

The Committee:

Walter A. Lawrance
James V. Miller
Garold W. Thumm
Brooks Quimby, Secretary
George R. Healy, Chairman

could talk directly with the student while analyzing the paper. Dr. Muller implied that eventually Bates would have to increase the faculty in order to maintain its educational standards.

However, Dr. Muller added that Bates as a small college still has much to offer. The close relationships between student and faculty are still possible. Even if the class is large, students often have the same professor for more than one course. Thus a student would have the opportunity to become acquainted with the professors in his major regardless of the size of classes.

Dr. Bechtel of the Psychology Dept. looks at the problem of large classes in a different way. He advocates that Bates could meet the problem by various scientific methods. The use of teaching machines, special lecture halls, program teaching, and projection machines would help alleviate the extra burden of a large class. If this burden was lessened then professors would be able to compensate for the lack of student participation in class by having interviews and by working with students on individual projects.

Dr. Bechtel stated that he would like to see Bates experiment with team teaching. Students would hear lectures for the majority of class time. Once a week small groups would meet for discussion independently or under the guidance of traveling professors. This would mean that the team professors would go from small group to small group to answer questions, etc. This plan is one other possible solution to large classes.

It is a fallacy that Bates as a small college has only small classes. The large classes do exist, and the problems as outlined by the above professors is being approached in some ways. How widespread the problem is, what the contributing factors are, and what the college as a whole is doing about it will be discussed in another article.

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SOUTH OF PARIS



Peter Reich

Spring vacation was good, and rainy. The first week, I hitch-hiked up to Munich where I slept in the cellar of a dormitory for Afro-Asian students with two idiots from Persia who smelled, and a young Kenyan who got up at 3:00 AM to pee, all of whom had arrived in Germany the week before.

In Munich I did much, like going to museums and being exhausted by art, going to the opera in grubby clothes, and going to beer halls and drinking myself into Germany (in the name of Thomas Wolfe). I went out to Dachau one rainy day.

People were in little groups. They stared at the giant monument and the huge crucifix, stepped across puddles, through the gates and into the museum. I stopped at the gate and talked to a GI. (Dachau is now a US military base). I asked him if he knew whether the snack bar was open. He didn't know.

Three soldiers came walking down the rain guarded by a fourth soldier. We asked them if they knew if the snack bar was open. One of them responded, "I don't know, I'm only a prisoner here."

The museum is simple and cold. You walk quietly into the

gas chambers (which they claim were never used at Dachau) and past the giant ovens now rusty and wide open to the cold. There are wreaths on the floor leaning against the ovens, and there was one flower sitting on an oven door.

Afterwards you pass into a small room where they sell booklets in all languages telling about camp life, with photographs. And you can buy colour postcards of the ovens.

In the last room is a book in which visitors are asked to write their impressions. There are comments in all languages by people of all ages. It seemed to me that the majority of the comments in English were written by American girls who said "We cried. How horrible. This must never happen again". You turn the page after comments like that.

The motto on the wall which you read upon leaving the museum says "Forgive, but do not forget."

And so, after seeing the graves and tombs of thousands of people, and after seeing the blood trenches beneath the walls before which people were used for target practice after seeing all that,

I went to the GI snack bar and had two cheeseburgers and a cold beer.

PORTRAIT OF A SCHOLAR

We strode across the pristine Bates campus the other day and stamped our feet on the steps of Libbey Forum, the college's "early-American Railroad-station" social science center. We slipped into the large outer hall, side-stepped Rex, and crossed to the stairs leading to the office of Dr. S. W. Jackman, who leaves Bates in June for the University of Victoria in Victoria, Canada.

The office was compact, the walls lined with bookshelves holding titles in a wide range of historical and other subjects. Hanging from one wall is a picture of Francis Bond Head, the subject of Jackman's first book, **Wallop Head**. We were quickly but easily assimilated into this atmosphere. The man arranged himself easily about his chair, transforming an ordinary wooden object into a comfortable, fire-side piece of furniture. Withdrawing from his pocket a thoroughly chewed pipe, he opened the conversation. We mouthed a few phrases intended to convey the idea that we had no desire merely to interview so rare an individual. Any opportunity to do so was immediately lost to the flow of Jackmanian Dialogue.

Dr. Jackman is aware of the fact that he is often regarded as "distant" by most students, yet he is deeply concerned with student-faculty relationships, the opportunity for the exchange of ideas between students and faculty members is one thing which he stressed he would miss in leaving Bates. He will have no opportunity next year for projects such as Malthus Night. However, he is equally anxious to insure that limits will be placed on such a situation.

"It is as easy for the students to dominate a professor's life as it is for the professor to dominate the students."

Of his individual manners and behavior, Dr. Jackman says that he regards himself as an "unconscious, conscious nonconformist". He has never made an effort to be individual and has never encountered a heavy strain for his nonconformity.

We asked the Professor why he was leaving. He replied on purely professional grounds. "When one is offered a position, such as this, one does not refuse." "A position such as this" is a newly created chair in English History. He will teach one "survey" course and two honors courses, Tudor and Stuart History and History of 18th and Early 19th Century England. This he regards as close to ideal; his classes will be small and will afford reasonably close contact with his students.

Dr. Jackman leaves Bates with pleasant feelings toward the school. This is not to say he is glad to be leaving, for he seems incapable of a weak or lukewarm feeling toward his friends and his surroundings here. He spoke with deep respect and sincerity about his friends and colleagues here, and emphasized that he did not seek his new post.

The University of Victoria, however, offers several advantages. Its academic year is considerably shorter than ours, offering more time for independent faculty research and writing. Dr. Jackman is also pleased with the fact that Victoria, like most schools in the Commonwealth countries, is state-supported. We asked him if he had any qualms about government control of education stemming from such a system. He replied firmly that he did not, and that he knew of no instances where any undue pressure had been brought to bear on state-supported colleges in Canada.

As the conversation drew to a close, we asked what changes if any he would recommend for the Bates Plan or for the College as a whole. His two recommendations were to provide for more tutorials and to allow a much larger



Dr. Jackman

number of students to do departmental honors work.

Hathorn was ringing for lunch as we left this rare man's office. We felt that, indeed, the talk had been much more than an interview. The warm and enthusiastic but reserved manner of the man left one thought dominant in our mind — one feeling stood out from the others. We recalled his words as he referred to one of his students, "Take care of him — he's a good boy." Dr. Jackman has done and seen much; he has travelled widely. We sincerely hope that his new colleagues and students will know him as we have and show him the same concern. There are few other men, so deserving of such payment in kind.

—Steve Adams '65

Modulations - - -

David Lloyd '67

Recently, as did all other campus organizations, WRJR held its annual elections to determine the board members for another year. The results of the election are as follows: Station Manager, Bruce Cooper, '65; Program Director, Peter Heyel, '65; Executive Secretary, Laurel Booth, '66; Public Relations Director, David Lloyd, '67; Technical Director, Bert Armington, '67; and Business Manager, Dan Clarke, '65.

ATTENTION HACKER HOUSE!! Finally a convertor is in operation! Two weeks ago, former technical director Bruce Cooper, installed a convertor in Hacker House giving those lucky females the chance to listen to the sound of collegiate broadcasting on WRJR on the AM radio dial. In the past, there has been some confusion about being able to receive WRJR on an AM radio. If a dorm has a convertor, WRJR can be found at 800 on the AM band, otherwise it can only be received at 91.5 megacycles on the FM band. Hopefully by next fall, each dorm will be equipped with a convertor, a prototype of which is in the development stages at this moment. With a little luck, our long-time promises of a convertor system will be fulfilled.



W.R.J.R. Officers

ATTENTION INTERESTED STUDENTS!! A sign-up sheet will be posted on the door of WRJR's office on the ground floor of Pettigrew Hall for those students who wish to participate in an informal broadcasting training course. Those interested will learn the procedures involved for broadcasting a show, as far as technical knowledge of the control panel is concerned. Shortly after the term begins next fall, a formal course will be given concerning F.C.C. (Federal Communications Commission) rules and station

policy. Sometime during October these students will take the third class radio-telephone exam given by the F.C.C. The present WRJR staff took this exam last Monday as required by a new law.

Help!! WRJR is in dire need of the secretarial services of you lovely coeds! If any of you feel inclined to type news and sports once or twice a week for the WRJR news department, please sign the sheet posted on the bulletin board of your dorm. Your services are sorely needed and will be greatly appreciated.

CHESS CLUB

There will be an important meeting of the Bates College Chess Club on Friday, April 24 at 3 p.m. in room 102, Hathorn Hall. Anyone interested in participating in a chess match against Colby or Norwich MUST attend.

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Northeastern Dumps Tracksters

By Leigh Campbell '64

Northeastern University brought its powerful track team to Garcelon Field Saturday, and the Huskies chalked up a 94-50 victory over Bates. With first place performance in twelve of the sixteen events, the Bean-towners' chief strength lay in the running and weight categories.

Heavy Winners

Northeastern outscored Bates 30 to 6 in the weights, breaking three meet records and two field marks in the process. Bill Corsetti threw the hammer nearly two hundred feet, for perhaps the longest effort in the nation by a collegian thus far in the season. Corsetti, according to Bates coach Walt Slovenski, will be one of the outstanding competitors in the country this year. The other record-breaking per-

formances were by Carl Wallin, in the shot put and discus. Ron Leblanc, Marty Sauer, and Wayne Pangburn had the Bates points.

The Huskies also dominated the distance runs, sweeping the mile and taking firsts in the half mile and two mile. Finn, Wilhelmsen, Karl McKusick and Jay Sweeney took five points for Bates.

The Bobcats turned in some encouraging showings in the jumps. Tom Bowditch high jumped 6'3" to set a meet record, with Dave Johnson taking second place. Bates swept the pole vault, paced by freshman Chris Mossberg's jump of 13 feet, also a meet record. Jon Olsen and Bob Kramer had the other position, Sophomore Paul Savello had a second in the broad jump, and won the new hop, step and jump event



Flowers, Ford and Camen In The 220

with a good effort of 42'5 3/4".

New Event

Another new event held for the first time at Garcelon Field was the 440-yard hurdle. This, like the hop, step and jump, is an Olympic event in which American college coaches are looking for improvement. Freshman Tom Flach finished second in this race, which is probably one of the most grueling in a track meet. Ed Flowers of North-

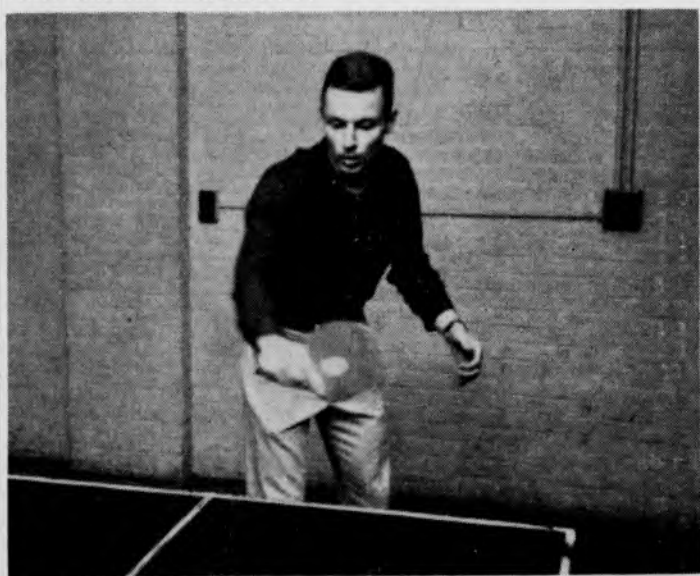
eastern won the hurdles and 440-yard dash, and took second in the 220. Al Harvie of Bates won the high hurdles and had a third in the 100-yard dash. Captain Jon Ford took a second in the 440, and third in the 220.

The Bobcat tracksters will be at home again this Saturday afternoon, playing host to Colby, Brandeis and Norwich in a meet starting at 1:30.

Summary of the Northeastern meet:

WILLIAMS WINS CITY PING PONG TOURNAMENT

Alan Williams, '64 became the first two-year champion in the history of the Lewiston-Auburn Twin City Table Tennis Championship. Williams defeated another Bates Senior, Bill Graham in the finals 21-18, 21-19, 23-21, 15-21, and 21-10 to win the championship. The two collegians marched through the playdown rounds without losing a single game. Graham defeated two former champions in his play down bracket. In the matches played at the Jewish Community Center, Bill Garfield, in his first round match defeated one of the better ping pong players from the Air Force Station in Brunswick.



City Champ Al Williams

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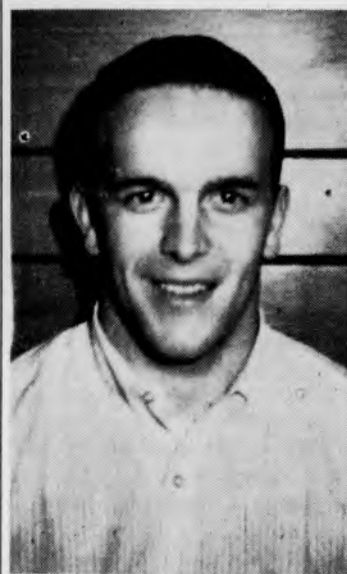
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SEVEN DAYS A WEEK

Bobcat of the Week

So decisive were the victories over Lowell Tech and Brandeis last week that there were many athletes who stood out. Emerging from this group as our choice for Bobcat of the Week honors is Junior Lee Sweezy.



Big Bang

Most remarkable in Lee's effort was the fact that he played baseball here for the first time in two years. Coach Leahey finds it rather promising when a player who has been absent for a lengthy space of time, can come back, and on arrival, start off with a bang.

The biology major from White Plains, New York, in his first trip to the plate at Lowell, tied the game for the Cats in the first inning with a three run homer. He led the team in runs batted in with four.

3 Bagger

At Brandeis Lee belted a tremendous triple. His powerful bat was also evidenced in a 380 foot dive that was caught.

This demonstration of power by an athlete, who many consider to be the best all-around athlete in the school, promises Bates some sorely needed power to drive in the runs that win the games.

∴ **Louis P. Nolin** ∴



JEWELER

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McKusick and Wilhelmson Fight For Second In The Two Mile

NORTHEASTERN 94,

BATES 50

Broadjump: Cater (N), Savello (B), Walker (N). 20 ft., 8 1/2 ins.

Hammer: Corsetti (N), Wallin (N), Pangburn (B). 196 ft., 7 1/2 ins. (meet and field rec.).

440 yds.: Flowers (N), Ford (B), Tupper (N). 50.8 sec.

High jump: Bowditch (8), Johnson (B), Walker (N). 6 ft., 3 ins. (meet rec.).

100 yds.: McGlaston (N), Cater (N), Harvie (B). 10:3 sec.

120 high hurdle: Harvie (B), Petterson (N), Chamberlain (B). 15.5.

Shot: Wallin (N), Sauer (B), O'Neil (N). 55 ft., 4 ins. (meet and field rec.).

Mile: Baird (N), Dunskey (N), Glynn (N). 4:30.

Javelin: Post (N), 2nd tie — Miller (N), Leblanc (B). 179 ft., 8 ins.

880 yds.: Glynn (N), Pechinski (N), Sweeney (B). 1:57.2.

220 yds.: McGlaston (N), Flowers (N), Ford (B). 22:5 sec.

Pole vault: Mossberg (B), Olsen (B), Kramer (B). 13 ft. (meet rec.).

Hop-step-jump: Savello (B), Walker (N), Morrison (N). 42 ft., 5 1/2 ins.

Two-mile: Dunskey (N), Wilhelmsen (B), McKusick (B). 9:39.8.

440 int. hurdle: Flowers (N), Flach (B), Feeney (N). 59 sec.
Discus: Wallin (N), Miller (N), Post (N). 142 ft., 11 1/2 ins. (meet rec.).

Bates JV 67, Waltham 59

Broadjump: K. Harvie (B), Mossman (B), Curnyn (W). 20 ft., 8 1/2 ins.

High jump: Forbush (W), Reynolds (B), 3rd Waltham. 5 ft., 10 ins.

Shot: Turner (W), Morrison (W), Brown (B). 44 ft., 1 1/2 ins.

Discus: Morrison (W), Morash (W), Brown (B). 115 ft., 3 ins.

Javelin: Wilschia (B), Hall (B), Connors (W). 175 ft., 3 1/2 ins.

Pole vault: Hall (B), Eagleson (B), O'Neil (W). 10 ft., 6 ins.

100 yds.: Curnyn (W), Enos (W), Manganello (B). 10.5 sec.

120 high hurdle: K. Harvie (B), Morash (W), Stevens (W). 16.4 sec.

220 yds.: Mangello (B), Curnyn (W), Enos (W). 23.5 sec.

440 yds.: Anderson (B), Pierce (B), Nason (W). 54.1 sec.

440 low hurdle: K. Harvie (B), Morash (W), Stevens (W). 61.6 sec.

880 yds.: Pierce (B), Proffitt (W), McFarlane (W). 2:07.5.

Mile: Kreutzig (B), Proffitt (W), Swenson (B). 4:51.3.

Two-mile: Kneisel (W), Swenson (B), Evans (B). 10:59.4.

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CHASE HALL TOURNAMENTS ADVANCE TOWARD FINALS

By Dave Quintal

"Let us to billiards: come Charmian," quoth Shakespeare's Cleopatra anachronistically to one of her attendants. And this was the invitation accepted by 46 cuemen in the annual Chase Hall tournament. Forty-two pocket-billiard players and fifteen straight-line carom-billiard players have entered into competition, with eleven competing in both.

The probable outcome of the pocket-billiards tournament would baffle a Las Vegas gambler. On the basis of past tournament play, Pete Pequignot would appear to be the favorite. But Pete, a seasoned and unflinching cue-master with a depth of pool knowledge, is being challenged by several newer and improved players, such as Wally Lasher, Bill Barnes, Al Virta, Tom Carr, Todd Lloyd, and Deke Hurst.

The Shadow (Barnes), self-proclaimed uncrowned champion, patiently enduring the technicalities of tournament play, rebounded from a shaky carom-billiards victory over Bob Kohler (50-43), to soundly trounce this same opponent in pocket play, 100-31. Todd Lloyd defeated Dave Heckman by the same score in a game that featured three consecutive scratches by Heckman, costing him an extra 15 balls. The rare three-scratch penalty was

Sigler Eliminated In Golf Tourney

Coach Roy Sigler of the Bates athletic department was eliminated last week-end in semifinals of the Maryland State championship.

2 Good Rounds

Playing on a team which represented his home club, Turf Valley Country Club, Sigler shot two rounds, 73 on Saturday, and 74 Sunday.

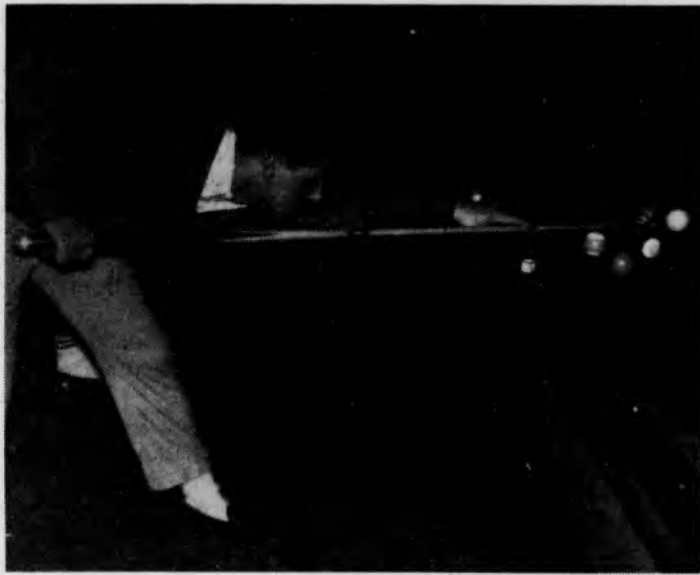
The team which won, Hillendale, will play the champions of Washington, D. C., which play in the Maryland tourney, next week. This will be the final match in the tournament.

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also invoked against Don Palmer in his loss to Bob Bekoff, 100-71.

Deke Hurst, behind 50-47 at the halfway mark after a weak

The ping pong tournament's first rounds are in, and all of the favorites are still in the thick of things. The two men to watch are defending cham-



Pequignot Lines Up A Shot

performance, rallied to beat a game Jay Norton 100-94, in a marathon match of two hours and 55 minutes. Dave Quintal, although stroking well, was defeated by the natural touch of Gene Safir, 100-74—allowing him to return to his purely administrative duties as Chairman of the Chase Hall Committee. In other pocket-billiards games, Pete Pequignot defeated an impressive Bob Fischer by the not so one-sided score of 100-71, and Wally Lasher reigned supreme over Harry Mossman by the score of 100-51.

In carom-billiards, several defeats in non-tournament play have cast aspersions upon Chuck Lasher's dominance of the game. The elder Lasher, champion two years ago and runner-up last year, is being threatened by a sharp Art Purinton, the perennial Shadow, as well as Tom Carr, John Schatz, Wally Lasher, and Jay Norton.

The depth of the field in both tournaments puts consistency and confidence at a premium, with all players facing stiff competition in the path to the championship. The championship games will be played on Wednesday, May 13, and will be supplemented by a Men's Smoker.

pion Gene Safir and Al Williams, who just recently won the City Ping Pong championship. These two are expected to meet in the final round but there are other very competent contenders who may have a few surprises. Bill Graham, Bill Garfield, and Jon Olson all bear watching.

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CO-ED BICYCLE MARATHON TO BE RUN MAY 2

Due to the ingenuity of several Batesmen, there will be held for the first time at Bates a bicycle marathon race. The practice of bicycling here is of course not new, however an attempt to organize a group of the sport's proponents is unique here with this idea.

Steve Hulsizer, Cliff Goodall, and Ken Petke, neither of them attached to either the O.C. or Intramural Council (or WAA), have worked it out so that this event will be both co-ed and part of the intramural point system.

Saturday Starter

The race will be held Saturday, May 2, beginning in the

As Brams Sees It

By Bill Braman

Last Friday afternoon the second round of intramural bowling at Holiday Lanes was held. Harry Mossman proved to be the hottest thing in sight as he put together 197 and 158 games to pace his team to a three zip shutout over Roger Bill, in B-League action. Harry's 197 was the highest single game score and his 355 series total topped all bowlers on the day.

Team Effort

The best team effort was put forth by the boys from Panda U. East was paced by George Cortwright and John Noseworthy, who brought the team average up to 160 on the day, for a 1220 series total. This was more than enough to roll under the JBI team, who were playing without the services of Dave Cox and Ron Stead, two of their major keys to success.

The tightest contest of the day was a 2-1 decision by OC over South. Al Harvie led the OC with a series total of 312, while Art Valliere paced all scorers with 338 pins.

The biggest upset on the day saw the JBI team shutout the West Parker entry. Although Bill Beisswanger gathered the most pins for the West cause, Bill Braman and Ken Reiss were able to knock down enough pins to more than make up the difference. It must be mentioned that JB's win was facilitated by the stellar performance by Jeff Hillier who successfully beat the dummy by 10 in each game.

Back on the Batsey campus the Bekoff-Halliday combo earned a berth in the final

round of the doubles hand-ball tourney. The two Bobs downed the Cox-Vance team using strategy of a split offence. In the final round the two "big men" will face Arata and Holt, who use the more conventional parallel style of play.

Spring has finally reached Maine and the Baseball season is at hand. Several teams have already opened up their pre-season training camps to prepare for the forthcoming softball season. In observing the JB boys in action last Sunday it was noticed that they have plenty of power behind the plate, as several round trippers were belted out during the inter-squad scrimmage. The pitching staff appeared a little thin, all except Ron Stead, a four year veteran who showed up a large assortment of pitches and seems to still have his old pin point control. It won't be long before the first ball is thrown out and the season gets under way.

Scheduled for the forth coming weeks are a possible golf tournament and a 22 mile bicycle race for enthusiasts in these two fields.

BOWLING STANDINGS

A-League

EP	4
OC	4
JBI	3
JBI	3
SS	3
WP	1

B-League

SN	6
JBI	4
SM	4
RB	1
JBI	0

afternoon. Because the race is co-ed, there will be two courses, a long one and a short one, so as to eliminate any handicaps which would normally exist between the strong male and the confident female.

Starting together on College St., both men and women will head out toward Lake Sabattus. After both have gone through Greene and approach the pond, the major departure will take place. The men will go around the pond, following appropriate signs, while the girls will pass in front of it. Then both groups will go through Sabattus and head back home.

The difference in distance here is about four miles—the men travel twenty-two miles, the ladies 18. Whether or not this difference will be the only one in determining a winner remains to be figured out. There is a possibility of class divisions.

Sign Up Now

Anyone wishing to participate in this race should sign up in their dorms, or see any of the aforementioned people.

Bikes will be available through the O.C. Personal bikes will of course be admissible. The only restriction on bikes will be those with more than three speeds. Such bikes can ride, however they must lock out their shifts somehow so that they can't function with more than three speeds.

Anyone with a car available on the day of the race would be extremely functional if he offered his services for the race. The possibility of a stranded entrant ten miles from home could serve as a deterrent to any aspirant rider. Therefore a cruiser car is essential.

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CATS OPEN SEASON WITH DOUBLE WIN



By NICK BASBANES

The Bobcat baseball team initiated a new season last week-end quite convincingly. But whether or not the two wins over Lowell Tech and Brandeis indicate a winning year will have to remain to be seen. For the competition faced wasn't any kind of a potent test for the Bates squad. Both teams were weak offensively and on the mound. In any event, however, there were several bright spots in evidence. Foremost is the fact that the Garnet pitching chores, which for the past few seasons had been dominated by now Yankee farmhand Thom Freeman, can be capably handled by juniors Bob Lanz and Ted Krzynowek. Both men threw a three hit debut (Lanz at Lowell, and Krzynowek at Brandeis), and both men had no-hitters going for them through seven innings. Coach Leahey is confident that these two are ready to carry the weight of the pitching duties. The only phase of the schedule where the presence of a third starter would be handy is right now. Today Suffolk is the Garcelon foe, Friday Northeastern comes up, and Saturday Clark makes the scene. Leahey replied laconically that he'll just have to "play it by ear."

As for defense, Coach Leahey felt that they did a "nice job". Against Lowell, they played flawlessly, however three errors were made against Brandeis. Only one of these were an infield error. The season is still very young, and the team hasn't been outside long, which says that time should mellow even more the Bates fielding. Impressive was the work of freshman Bob Bowden at third. His performance at bat and in the field has more than satisfied those concerned. He has the formidable job of filling last year's state batting champ John "Archie" Lanza's shoes at the hot corner.

Hitting was most surprising. Just about everyone showed something at the plate. Most welcome was the re-arrival of Lee Swezey, and his mark was that of the power hitter. He iced the game early for the Cats with a three-run homer at Lowell. His triple at Brandeis would have easily cleared the Garcelon fence, and another drive of his, a 380 foot job, would have done the same. The latter, unfortunately, landed in the waiting mits of an outfielder who wisely decided to camp way out after having seen the earlier blast. A big bat is always a more than welcome sight to a coach, especially when it comes across. Last year, there were two power hitters on the squad, however both had season-long slumps which produced negligible help to the club.

John Yuskis again proved that he is a dependable man to have both in the field and at the plate. He collected six hits in all over the two game span. Bob Bowden got five hits in his first six trips to the plate. What appears to be a well balanced squad faces a tough sequence of games this week. By the time that State Series action starts next week Bates will have five games under its belt. A strong series is in sight with all four of the teams seen as top contenders. It is hoped that Bates, which hasn't really had to exert itself over its recent competition, can keep going and fulfill the forboding of a successful season.

LANZ, KRZYNOWEK PITCH WELL; SWEZEY PACES POWER ATTACK

By Keith Bowden '64

The Bates Bobcats varsity baseball team successfully opened their 1964 season over the past weekend by romping over Lowell Tech 13-3 and Brandeis 12-1 behind tight pitching and well balanced team hitting.

On Friday, the defending State Series co-champions inaugurated their new campaign by blasting Lowell Tech of Lowell, Mass., 13-3. Bob Lanz pitched a three hitter and received more than adequate support from his mates as they founded Lowell pitching for 17 hits.

3-Hitter

Lanz limited Lowell to just three hits while striking out twelve. He had control troubles as he walked nine batters, but errorless ball by the Garnet defense along with their solid hitting never made the outcome of the game a question mark. Lanz coasted through a nine inning route-going stunt on the mound as the Cats took the lead in the first inning.

Lee Swezey got the Bates attack rolling in the first inning with a three-run homer. Eight other Bates players contributed one hit or better in the Garnet's 17 hit assault. John Yuskis and Freshman Bob Bowden paced Bates with four hits, with Al Cruickshank and pitcher Lanz each contributing two. Swezey led in the RBI department with four.

Bates encountered little opposition on Saturday as they travelled to Waltham, Mass., to mow down Brandeis Uni-

versity 2-1. Ted Krzynowek matched Lanz's three hit route going performance, having no trouble in retiring the Brandeis batters. Krzynowek had a no-hitter going until the seventh inning.

Lee Swezey again got Bates rolling in the first inning with an RBI producing triple. This was the only extra-base hit for the Cats. Their remaining runs came on combination of singles, three Brandeis errors and four past balls. The result was another one sided triumph for the Bobcats. Yuskis, Swezey, Ralph Whittum and Gary Lia led the Bates attack as they all collected two hits.

Although Lowell and Brandeis are not the toughest competition the Bobcats will face this year, they showed that they are not to be taken lightly. Over the weekend the Cats showed some good pitching and defense combined with well rounded team hitting. Lee Swezey's return to baseball is good news for Garnet fans. Freshman Bob Bowden with five hits over the weekend shows promise of filling Coach Leahy's gap at third base. Ralph Whittum and Al Cruickshank looked impressive in their outfield debuts. If everything jells for the Cats, they will undoubtedly experience another fine season.

Home Opener

This Wednesday afternoon at 2:30, the Bobcats open their home season at Garcelon Field, with Suffolk University providing the opposition.

SPORTS CALENDAR

Wednesday, April 22

Baseball here with Suffolk Golf at Babson, Stonehill

Thursday, April 23

Golf at Tufts, Bowdoin Tennis at Tufts

Friday, April 24

Baseball at Northeastern Golf at Clark

Tennis at Clark

Saturday, April 25

Track here with Brandeis, Colby, Norwich

Baseball at Clark Tennis at Babson

Monday, April 27

Golf here with U.N.H. Baseball at Maine Tennis here with Maine

CONTINUED FROM PAGE 4
paring him for the cold, cruel world, but for public relations and image building of the College — the College, which consists primarily (as anyone in the Administration can tell you) not of the students currently enrolled, but of faculty, administration, trustees, and a large mass of alumni who have gone on to bigger (as much as ten thousand a year perhaps) and better things. We the students comprise a relatively unimportant part of the College. The College is a business, we, the consumers of a product, perhaps even the product. But, as students, don't we have the right to demand that such money as there is is to be spent on education?

—Pam Ball '64

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BOX SCORES

BATES VS. LOWELL AT WALTHAM, MASS.

	ab	r	h	rbi
Cruickshank, cf	4	1	2	0
Foster, cf	1	0	1	0
Holt, ss	4	1	1	0
Egner, ss	0	1	0	0
Yuskis, 2b	5	3	4	2
Swezey, rf, 1b	5	2	1	4
MacNevin, c	4	0	1	1
Bales, c	2	0	0	0
Agnos, 1b	4	0	0	0
Carr, rf	2	1	1	1
Bowden, 3b	5	3	4	2
Whittum, lf	4	0	0	0
Crocker, lf	2	0	0	0
Lanz, p	5	1	2	0
	45	13	17	10

Leham, c	1	0	1
Agnos, 1b	2	0	0
Egner, 1b	1	1	0
Bowden, 3b	3	3	1
Lia, lf	3	1	1
Bales, lf	1	0	0
Olsen, lf	1	1	0
Krzynowek, T	5	1	2
	34	12	10

	ab	r	h
Brandeis	4	0	2
Barenson, 3b	3	0	0
Lessard, ss	4	0	0
Boyce, 2b	3	0	0
Marden, p	3	1	1
Gordon, c	1	0	0
Porath, c	3	0	0
Makas, lf	1	0	0
Bendish, lf	3	0	0
Boudreau, 1b	3	0	0
Ebstein, cf	1	0	0
Altman, rf	2	0	0
Weems, rf	3	1	1
T	140	020	005-12

Bates	140	020	005-12
Brandeis	000	000	100-1

E: 3-3. RBI: Cruickshank 2,	
Holt, Yuskis, Swezey, MacNevin	
2, Bowden 2. 2B: Swezey.	
Pitching	IP H BB SO
Marden	9 10 13 10
Krzynowek	9 3 1 16

	ab	r	h
Bates	3	2	2
Cruickshank, cf	2	0	2
Whittum, cf	2	0	0
Holt, ss	2	0	0
Yuskis, 2b	4	0	0
Foster, 2b	0	1	0
Swezey, rf	3	0	1
Carr, rf	0	0	0
MacNevin, c	3	2	0

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