

2-17-1965

The Bates Student - volume 91 number 15 - February 17, 1965

Bates College

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Recommended Citation

Bates College, "The Bates Student - volume 91 number 15 - February 17, 1965" (1965). *The Bates Student*. 1475.
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REICH ASKS STUDENTS TO THINK IN SANDBOX SERIES

By Judy Marden '66

Last Thursday night, Peter Reich and Peter d'Er-rico, editors of the Bates Student, spoke at the Campus Association's second lecture in the Sandbox Series, held in the Filene Room.

Herb Mosher, moderator, explained the reasons behind the title "Sandbox Series" with an allusion to Greek mythology: it seems that Olympus was presided over by Prexy Zeus, who was irritated by a number of unruly godlets and godlings. But when they complained, Prexy Zeus ignored them, saying, "They're just kicking sand out of the sandbox."

Peter Reich began the discussion by pointing out that Bates students are protected from responsibility. "The students are not being taken seriously," Reich explained, "partly because of the type of school Bates is." As a small, friendly co-educational college Bates is set up to protect the students; many parents send their children here because of this over-protectiveness. But this doesn't mean that we cannot take responsibility in many areas. The question is, do students really want responsibility?

Reich then outlined the specific areas where the students of Bates ought to take a stand. He first considered professors, stating that sometimes at Bates we have interesting

classes despite boring material, but too often we have had classes with potentially interesting material. "Too many professors come to Bates to avoid the 'publish or perish' attitude found in large schools . . . and perish."

"Student opinion does count," emphasized Reich. "One professor has already left because of student pressure." But first, before exerting pressure, the student must decide for themselves whether they really want good teachers — or gut courses.

Peter made two suggestions for improving the quality of Bates professors. The first was an idea borrowed from other colleges which have successfully used the same method. A notebook, compiled by the students, containing evaluations of each professor and his courses would be available for students to consult before signing up for courses. In this way, students could decide what courses to take and which to avoid, on the basis of what they wanted out of college. Hopefully, too, the professors would be kept more on their toes, if they realized

(Please turn to page 2)

Freshmen Debate: Academics, Not Morals, Concern of College

The freshman Prize Debate will take place February 23 at 7:00 PM in the Filene Room of Pettigrew Hall.

Topic for the debate is "Resolved: That a college concern itself only with the academic excellence of its students."

Professor Brooks Quimby reported that six freshmen were chosen at last Thursday's tryouts. The six are: Louis Balk, South River, N. J.; Nancy Drouin, Laconia, N. H.; Howard Melnic, Laconia, N.H.; William Morris, Lagos, Nigeria; Sue Walsh, Arlington, Mass.; and Rick Waxman, Portland, Me.

Waxman, Melnic, and Morris will uphold the affirmative side of the question and will be coached by Norm Davis '65. Stephen P. Shaffer will coach Walsh, Balk and Drouin on the negative.

The outstanding individual speaker will be awarded a \$10.00 prize. Participants on the winning side will be awarded \$5.00 apiece.

Rhinoceros Cast Announced

Rhinoceros Cast: The Waitress, Cathy Kelley; the proprietor, Craig Lindell; his wife, Marcia Flynn; the housewife, Bonnie Mesinger; Berenger, Royce Buehler; Jean, Michael Moncher; the gentleman, Larry Melander; the man, Martin Flashman; Daisy, Suzanne Johnson; Dudard, Gary Chamberlain; Botard, Thomas Todd; Mr. Papillon, Jeff Raff; Mrs. Boeuf, Leslie Stewart; a fireman, Michael Lindblom; assistant directors, Sherri Templeman, Jean Le-Sure.

F M C EXCHANGE COMMITTEE ASKS FOR ESSAYS

On February 12th, the Exchange Committee of the Campus Association held a meeting to determine the qualifications for students attending the exchange between Florida Memorial College and Bates College.

Some time ago, the Cabinet of the Campus Association voted to establish a week's exchange with the southern Negro college.

Richard Rosenblatt '66, the chairman of the exchange, has announced that those students who are interested in becoming a member of the exchange should write a 200 to 300 word statement entitled, "Why I Want to Participate in the Florida Memorial College Exchange."

These statements must be turned into Box 522 no later than Friday, February 19th, at 4:00 p.m.

Interest shown at that time will determine a person's eligibility of further examination by the exchange committee. Members of the committee are not themselves eligible.

Any further questions should be directed to Chairman Rosenblatt.

Set On Freedom

A group of interested students is planning the production of a one-act play, SET ON FREEDOM, by Mrs. Robert Chute. The play concerns Civil Rights work done last summer and is being presented to benefit the Civil Rights movement. Anyone interested in working on SET ON FREEDOM is asked to submit his name and the kind of work he would like to do (acting, props, make-up etc.), either to Susan C. Smith - Rand or P.O. Box #565 — or to Steve Adams - 782-8228 or P.O. Box #1.

Composition Prize

The Alice Dinsmore prize awards \$40.00 to the Freshman or Sophomore woman who submits the best writing by April 1. It may be done in course or out, in verse or prose, and in any length; but it should emphasize originality.

The English Composition prize awards \$10.00 to any Sophomore, under the same conditions.

Entries may be given to any member of the English staff.

METHODIST, MORMON SPEAK HERE DURING COMING WEEK

Methodist Talks On Malcolm X



Richard H. Shankweiler will speak in Chapel on Wed., February 24, on the subject, "Malcolm X: Ex-Christian." This theme is suggested by the fact that this is Brotherhood Week in the U.S.

Shankweiler is the pastor of Memorial Methodist Church in Plymouth, Massachusetts. Coming to Massachusetts from Fort Lauderdale, Florida, Mr. Shankweiler has been attending the Boston University School of Theology. Prior to his entry into the ministry, Mr. Shankweiler was a practicing lawyer for 7 years in Miami and Fort Lauderdale, Florida.

In 1960-61, at the age of 29, he was appointed Municipal Judge of the City of Fort Lauderdale where in 1957, he was known for his activities in trial and criminal defense work. During his tenure on the Municipal Bench of Fort Lauderdale, he stirred considerable local controversy by ruling that a facet of that municipality's omnibus disorderly conduct ordinance was unconstitutional.

Mr. Shankweiler is a graduate of the University of Miami (Fla.) in 1953 (Bachelor of Arts) and the Duke University School of Law in 1956 (Bachelor of Laws).

Mr. Shankweiler will speak on the subject, "Malcolm X: Ex-Christian," a theme suggested by the fact that this week is Brotherhood Week in the U. S.

Mormon Outlines Faith

Truman G. Madsen, President of the New England Mission of the Mormon Church will speak on the principles of the Mormon faith in the Filene Room at 8 PM February 17.

Dr. Madsen holds graduate degrees from the University of Utah, the University of Southern California, and Harvard, where he earned his Ph.D. in History and Philosophy of Religion. Madsen has also studied under Paul Tillich.

As a mission president, Madsen is in charge of 200 fulltime missionaries, and presides over some 10,000 members of the Church in the New England area.

The speaker has been a guest on notable campuses throughout New England and has addressed civic, social, and service groups as well. He has also appeared on radio and television programs in the U. S. and Canada.

Dr. Madsen is Chairman of Philosophy of Religion at the Department of History and Brigham Young University and a member of the American Philosophical Association.

CONCERTS

THREE SPECIAL CONCERTS

Friday, February 26, 1965
JAZZ DEMONSTRATION and CONCERT FOR TWO PIANOS
Mr. and Mrs. John Mehegan, Juilliard School of Music in the Gannett Room, 103 Pettigrew Hall

Sunday, February 28, 1965
CHORALE IN B MINOR
D. Robert Smith, organist
Cesar Franck
REQUIEM
The Chapel Choir
Gabriel Faure
Sandra Root Cook, soprano
Peter Allen, baritone
In the Bates College Chapel

Thursday, March 18, 1965
RECITAL BY PIET KEE, organist from the Netherlands.
Plays compositions of Ritter, Sweelinck, Frescobaldi, Daquin, Loeillet, J. S. Bach, van der Horst, Franck, Kee, and Reger
In the Bates College Chapel.
Concert time for the three concerts is 8:00 p.m.
The public is cordially invited.
Free admission to all three concerts.

MEHEGAN ON JAZZ HERE SOON

John Mehegan, jazz instructor, critic, and commentator will present a jazz concert and demonstration with dual pianos on Friday, February 26 in the Gannet Room of Pettigrew Hall.

Mehegan began playing the piano as a child and has played ever since. After holding various positions he was appointed jazz instructor at the Julliard School of Music in 1947. In 1958 he became jazz instructor at Teachers

College, Columbia University. From 1957 to 1960 John Mehegan was the jazz critic for the New York Herald Tribune and is the jazz commentator for radio station WNYC of New York City.

Mehegan has cut several records and written a number of books on jazz technique, harmony, improvisation and other aspects of the art.

In this performance at Bates, Mehegan will be accompanied by his wife.



GUIDANCE

INTERVIEWS ON CAMPUS

MONDAY, 22 February
NORTON COMPANY (including Behr-Manning Division), MEN for Technical Sales, Financial, Research and Development, Industrial Engineering, Data Processing, Production; Interviewers: Mr. R. L. Gremley, Mr. M. E. Crannel.

STATE MUTUAL LIFE ASSURANCE COMPANY, MEN for Actuarial, Group Insurance, Programming, Underwriting; Interviewer: Mr. Carl A. Jacobson.

TUESDAY, 23 February
BOSTON PUBLIC LIBRARY, MEN and WOMEN for Training Program in Librarianship (graduate study possible); Interviewer: Mr. Robert C. Woodward.

SOCONY MOBIL OIL COMPANY — MEN for Marketing, Administrative and Technical Opportunities; Interviewer: Mr. H. V. Brosius.

WORCESTER TELEGRAM & EVENING GAZETTE, MEN for Careers in Journalism; Interviewer: Mr. Richard Lindi.

PUBLIC SCHOOL TEACHING IN CONCORD, N. H. (11-12 noon); Representative: Mr. Joseph D. Lapchick.

SENIORS INTERESTED IN TEACHING INTERVIEWS SHOULD CONTACT PROFESSOR KENDALL.

WEDNESDAY, 24 February
HUMBLE OIL AND REFINING COMPANY, MEN interested in Petroleum Products Marketing, Management Technology; Interviewer: Mr. E. A. Brown.

MUTUAL LIFE INSURANCE COMPANY OF NEW YORK, MEN and WOMEN for Home office and Field Training Programs in Management; Ac-

tuarial; Sales; Group and Pension. Also graduate study tuition refund plan. Interviewer: Mr. William S. Carmichael.
THURSDAY, 25 February

ATLANTIC REFINING COMPANY, MEN for Petroleum Products Marketing; Interviewers: Mr. R. A. Fuller, Mr. James Kirsch '58.

YOUNG MEN'S CHRISTIAN ASSOCIATION, MEN and WOMEN interested in Boys' Work Secretaries and Women's and Girls' Program Work; **GROUP LUNCHEON MEETING**: Interviews with Mr. Chester A. Baker, Mr. Charles Wood, Mr. David Elz '60.

PUBLIC SCHOOL TEACHING IN WILTON, CONNECTICUT; Representative: Superintendent Anthony Brackett. **SENIORS INTERESTED IN THIS INTERVIEW SHOULD CONTACT PROFESSOR KENDALL.**

FRIDAY, 26 February
UNITED AIRCRAFT RESEARCH LABORATORIES, MEN interested in Math, Physics or Chemistry Technology (see literature in Placement Office); Interviewers: Mr. William Hecht, Mr. Ernest R. Ciriack.

WORCESTER COUNTY NATIONAL BANK, MEN interested in Bank Training Program; Interviewer: Mr. Edward K. Ward, Jr. '55. **ALL INTERESTED STUDENTS**

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TWICE TOLD TALES

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Color — UI

Based on Three Short Stories
by Nathaniel Hawthorne

MY SON, THE HERO

Pedro Armendariz

Color — UA

Spoof of Some Italian-made
Psycho Historical Epic Movies

Friday
Saturday
Sunday

EMPIRE

MAT. 2:00
EVE.
6:30-8:30

Wed., Thurs., Feb. 17-18

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Brandon DeWilde
Walter Brennan
And Ed Wynn

IN

"THOSE
CALLOWAYS"

IN TECHNICOLOR

Goodall and Spinney In Chapel Skit

Cindy Spinney '67 and Clifford Goodall '65 produced **The Last Word** by James Broughton last week at the Wednesday Chapel assembly.

Written as a criticism of contemporary values and man's approach to ultimate destruction, **The Last Word** also emphasized man's incapacity for true communication even on the intimate level of marriage.

Broughton, a San Francisco poet, is one of many modern playwrights endeavoring to revive the morality play in an evaluation of current values. The author's experimental films have won prizes at the Cannes and Venice festivals.

Speaking of the program itself, Goodall said, "We decided to produce the play in order to introduce variety and meaning to the Chapel programs. The idea was received very favorably by the administration, and we hope that it will function as a guide for other programs."

formation and application forms may be obtained from Mr. William Devitt, Coordinator, Secondary Intensive Teacher Program, Division of Continuing Studies, State College at Salem, Salem, Mass.

SUMMER EMPLOYMENT
Junior Women interested in a career in the Women's Army Corps may want to review a new explanatory pamphlet at the Placement Office concerning a Summer Introductory Program.

The Bangor Daily News announces a summer Internship Program for students considering careers in Journalism. More details are available at the Placement Office.

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(Sandbox from page 1)

an evaluational book of their classroom procedures was being circulated.

The second suggestion involved using personal initiative to turn our liberal cut system into a way of showing a professor that his classes are lacking. Peter pointed out that few things worry a professor more than seeing a student who cuts all the time earn an A for the course. When a number of students cut constantly, it is also obvious that something is wrong.

The second area Reich considered was the new curriculum. He mentioned the necessity for the students to come up with some basic ideas about the philosophy of education at Bates rather than dwelling on small changes in individual departments. We must reconsider our core program, our chapel program, our system of too-repetitive introductory courses. Perhaps if we formulated our own serious ideas, people would listen to us, knowing exactly what we wanted . . . not merely that we want "something."

The third area of contention is co-education. Peter pointed out that the reasons given against the recently-defeated motion for co-ed dining were mostly trivial, involving curlers on Saturday nights and square trays on round tables. "But," he said, "people complain about Bates social life. Good contacts can be made at co-ed tables." Perhaps Bates men and women would start talking, and discuss such problems as what Bates women may wear, what they may drink, how late they may stay out. Many Bates women are over twenty-one and should be able to have more privileges — but they have to be convinced they want something before they can fight to get it.

Summing up, Peter quoted one of the members of the Administration as saying, "If it weren't for the students, we could run this place well." But the students should be the most important persons here — these buildings are for our education. We ought to examine our educational and social set-up, and decide whether we're getting our money's worth. "Ultimately, we may take the responsibility to end protection from responsibility," he concluded.

Herb, in closing, after a brief question period, stated that the purpose of the Sandbox Lectures is to point out that a Gomes or a d'Errico is not necessary for a mouthpiece — the individual student can take the initiative to discuss his ideas with the administration, many of whom are eager to listen to mature and well thought-out suggestions.

JERRY'S VARIETY
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BARBARA STANWYCK

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"RING OF TREASON"

- ENGLISH SPY THRILLER -

- CONTINUOUS -

DAILY FROM 12 NOON

SUNDAY FROM 3 P.M.

Necessary Options And Optional Necessities

by one gdg

'Tis written in a book of some worth that: "There is a time for everything." Granting the broadness of view in that rather old work, one could hardly take exception to the remark. Indeed, one might even be guided by some of the observations made in it. If, therefore, this be the time (and so far as I can see this is always the time), then allow me to take your time in offering to you — dear reader — some observations to what must now be regarded as a "fait accompli."

As you no doubt know we are in the throes of conversion, to be a little more exact perhaps, of offering a new program of education, designated the three-four option (or is it the four-three option?). Well, no matter — no difference, no material difference that is.

Now this option — as this writer has understood it — has as its aim serving our American society by permitting its future citizens the opportunity to rush through their education if they so desire. An admirable aim no doubt, but a dubious one no less.

Why rush? Why not? Difficult questions? Perhaps, but questionable difficulties all the same. For one is led to reflect upon the value of any education whose prime concern — in the eyes if not in the mind of its administrators — is the problem of calendar and so forth. It is difficult to comprehend what relation reform, reshuffled schedules three years, four years or for that matter five years has to a good education. I fancy that to some if you can market a product in four years, there is no good reason why you can't sell it in three. We might carry such reasoning a few steps further and ask why not two or even one year? Certainly any marketing expert worth his salt knows that

what one can do in three years a better marketer should be able to do in two.

A problem remains nonetheless, for marketing is one thing and educating is something else again. And this brings me right back to what was first noted — namely, **there is a time for everything**, a time for marketing and a time for educating, a time for learning and a time for selling, a time for buying and a time for understanding. And **this is the time for understanding.**

Let it be clearly understood that I am not alone in this matter, there are and there have been many who have known all along that too much time and effort has been expended in trivia. Trivia, by the way, that was imposed upon the faculty and its committees because of that peculiar form of myopia so indigenous to these parts. Many have known that the time was ripe to speak not so much about the technicalities presented by a new calendar as about the promises of a **new curriculum**. Many have known also that we all have heard much, much too little about the latter and too much about the former.

Indeed, the initial impulse for what may well go down in Bates history as **THE 4/3 ANAMOLY** came from consideration of calendric readjustment rather than educational reform. In other words, leaving rationalizations aside, the new plan arose from economic contingencies rather than intellectual necessities.

This was made most clear by the adamant refusal of those who control the collegiate purse strings to supply the faculty and its special committee with the necessary information regarding the financial involvements of the college. Had such information — which was repeatedly requested — been forthcoming, who knows what truly worth-

while alternatives might have evolved. But I guess the outlook of those in control gave them assurance that nothing could go amiss (or **nothing would really be lost**) so long as the finances of the college were kept entirely under wraps. This should go to prove to one and all exactly how some people hereabouts view society. The principle is a simple one — "no workee, no eatee." Never mind what work is, nor what the quality of the food so long as everyone **appears** busy and **seems** content that's what will count in this affluent society.

It's a strange and odd outlook that oddly enough and strangely enough resembles that of the totalitarian societies which have plagued our 20th century. To paraphrase what a very wise man once said in the context of entering heaven, not everyone who talks about our American heritage knows what it's about and what will serve it best, nor even help us build a better America. What we shall have to do — each one of us — is assume the responsibility that is ours and not confuse it with authority which is delegated but can never be assumed.

The way then to serve our society best, it seems to me, is to offer our youth the best education, not the swiftest one. For despite its etymology a curriculum is not akin to a race course — if for no other reason than that its participants belong to the human race and not a horse race. A college curriculum is the means by which we justify our higher educational ends. If the means be good, the ends will be so too. To good ends, therefore we are all assuredly dedicated, the very heart of the matter will be the good means to them. I for one think good means will be achieved by adopting a new CURRICULUM first of all and only then seeking the calendar best adapted to it. I shall in the next issue attempt to set forth a truly new curriculum, a NEW BATES PLAN FOR A BETTER HIGHER EDUCATION.

(Letter from page 4)

character of Creon as I created him. How else could one interpret lines such as: "Since when do I take my orders from the people of Thebas? . . . I am king, and responsible only to myself."?

I am pleased that The Critic appreciated the "tragic anguish" of Antigone since this was my intent. The lack of "tragic resignation" is my doing, for I wrote her lines: "If this is God's will, I shall learn my lesson in death; but if my enemies are wrong, I wish them no worse punishment than mine." This is followed by the Chorus' reaction: "Still the same tempest in the heart torments her soul with angry gusts."

As for Teiresias, I question The Critic's authority to insist that my prophet should be a "venerable sage."

The Critic, as a twentieth century youth, is unable to appreciate the position and importance of the classic Greek choruses. "Mouthers of platitudes," indeed! They were not "platitudes" when I wrote them!!

As for being "overly dramatic," I must admit that I, inspired by the gods, do get carried away with the sheer beauty of poetry, which beauty The Critic seems to have overlooked. This beauty is most clearly expressed in my prayer to the gods, which The Critic labels mere "recitations!"

The Critic stated: "If these people represented the citizens of Thebes they were the best argument against democracy one could imagine." I suggest that he recall the difference in the Greek concept of democracy and the American ver-

sion. Perhaps this will require a deeper study of governmental theory.

It's true that the actors and The Critic are young. "Of happiness the crown and chiefest part is wisdom . . . we learn when we are old."

SOPHOCLES

S:slt,jel,nm,ar

P.S. Please notice that my name ends with an 's', making the possessive form Sophocles'.

P.P.S. Perhaps The Critic is turning slightly green? Rhinoceros is coming.

The View From Parnassus or A Critic Comments

"I may not agree with what you say but I will defend to the death your right to say it," quoth John S. Mill. I appreciatively accept the comment spawned by my critical review of *Antigone* and herein set about to do them all the justice they deserve.

However, before proceeding to the comments lately received, I wish to insert now the praise, omitted in the review itself, merited by the fine performance of Bert Armstrong as the messenger. His role was one of the supporting parts which held the play together.

Miss Stewart questions, and rightly so, the "enjoyment" of a Greek tragedy. However, there are many varieties of enjoyment: mine was not the enjoyment of one who was amused or entertained. Cannot one "enjoy" (i.e. appreciate) aesthetically a presentation of the "bitter affliction of mortal man"?

My reference to "a young American president" was set forth as a tactful substitute for the late John F. Kennedy. True politicians and rulers have through the ages retained many traits in common, but I don't think Miss Stewart or anyone else will deny that culture and custom play significant roles in the determination of character, and that the manner and bearing of a classical Greek would be substantially different from that of a contemporary American.

I concur with Miss Stewart in her suggestion that the role of the actor is to present his own impressions to the audience, but this still must be accomplished in terms of the character he is portraying — his impressions and reactions must be filtered through the character.

The view of the role of the theater expressed in the letter under discussion is definitely a valid one; I would only add that the critic, no

(Please turn to page 6)



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(Letters from page 5)
matter who he is, has a share in that role also. No responsible critic directs his comments to the making of a failure; rather his function is to be a guide to success.

A Letter from Sophocles

If Sophocles did indeed write the letter published today above his name, I would respectfully suggest that he stick to composing plays, or if he must write letters to people, that he write them to actors in October, not to critics in February. However, I have good reason to doubt the authorship of the missive; it bears the mark of the subjective analysis that one might find on our own campus. Nevertheless, fun is fun and I shall address my comments to Sophocles himself.

Dear Mr. Sophocles:

Having found your name affixed to a letter directed to me, I make this effort to respond.

You, sir, are being used to cover the shortcomings of a group of mortal actors some of whom appear to have become so absorbed in their work that they have forgotten that their reactions and interpretations on stage are not worth a hoot in Hades unless they are projected beyond the footlights.

I have dealt elsewhere with the questions of enjoyment and presidents, and so pass to the consideration of the comments on Creon. As I survey your Theban saga I find that Creon, a king at the close of *Oedipus Rex*, must be about forty (give or take a year or so) at the opening of *Anti-*

gone. Did you grace such a man with adolescent tantrums? I doubt it, but nonetheless at times he appeared so blessed. The lines your letter cites in support of your contention seem more to convey megalomania than adolescence. According to your letter, our views of Creon's obsessions are at variance. You call it as you wrote it; I shall call it as it was performed.

Antigone's lines are laden with resignation and yet you deny that it is there. Your letter quotes a line which clearly states that Antigone was well aware of the consequences of her actions and prepared to suffer them. The resignation, the dignified preparation to face consequences — not meekly but with fortitude — was not evident in the production of your play which I saw. Someone, sir, is putting words into thy mouth in an effort to obscure an issue.

You, great Sophocles, are welcome to question my authority to insist that Teiresias should be a venerable sage. You yourself, however, are that authority. Did not Oedipus years earlier in *Oedipus Rex* say to Teiresias, "Did I not regard you as an old man . . ."? Did Oedipus himself not age greatly in *Oedipus at Colonus*, in which the chorus calls him "this blind old man . . ." ? Is it not reasonable then to assume a time lapse of at least about twenty years from *Oedipus Rex* through to *Antigone*? Would then Teiresias not be "a venerable sage"

and approaching senility to boot?

A platitude clothed in any sort of rhetoric is still a platitude. Or at least to my mind it is. Regardless of how your lines were written, they were platitudes when they were performed.

I have not overlooked the beauty of your poetry and of your prayer to the gods; nor have I overlooked the manner in which they were recited in the Bates theater production.

I know, Sophocles, that you are writer not a student of government but surely you must be aware that your ideal Greek democracy was a far purer form than our representative democracy, and that as such it would find weakness and ineptitude in its citizens far more debilitating than our own contemporary form.

Having lived prior to an age of machines, you would not appreciate the spelling changes which result from typographical errors.

That will be enough, kind sir. If all this furor rankles you a bit I would suggest that you take steps to see that no more such unworthy letters are attributed to your great name.

Stephen P. Adams

∴ Louis P. Nolin ∴



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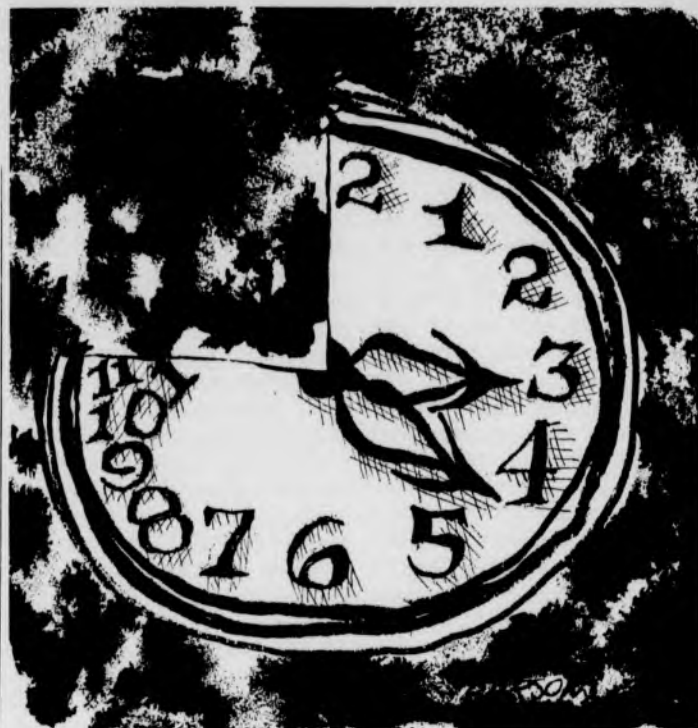
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INCIDENTAL INFORMATION

"Bates is a small college. It is co-educational. Its emphasis is on the teaching of the liberal arts and sciences. Our student life is on a non-fraternity and non-sorority basis. The college program, both directly and indirectly, emphasizes the building of attitudes for those things which are 'right'."

(A Guide to the College, by Charles F. Phillips)

BRIDGE

There will be a duplicate bridge game Friday evening, February 26th, at 7:15 in the West End of Chase Hall Lounge. Any students, faculty, or administrators interested in a relaxing evening at bridge are invited. You do not have to have played duplicate before, nor is there any obligation to play again. Please come with a partner. If you would like to play, but cannot locate a partner, see Dave Foster.

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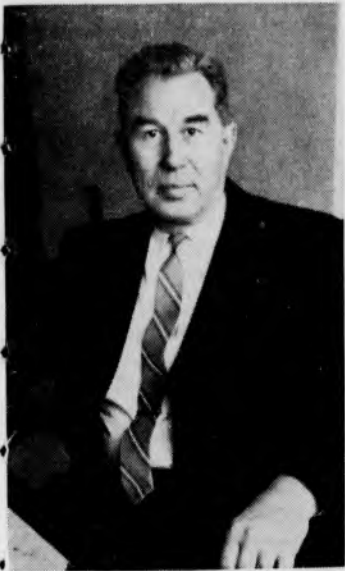
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Kingsbury Notes Changes Since V12 Program In '44

By Jo-Ann French '68

"College is primarily the students" and Bates students basically have not changed since 1944 according to Dr. Robert F. Kingsbury, who joined



the physics department last fall.

To qualify this statement, however, Dr. Kingsbury explains that, in 1944, the Bates campus, where he taught part-time along with Bowdoin and the University of Maine, seemed military-like due to the influence of the V-12 plan in effect at that time. Today, there is a more relaxed atmosphere, and yet even the new buildings seem to have changed the college itself only slightly.

Dr. Kingsbury, due to his wide experience in schools, is well-qualified to speak of changes. Born in Ithaca, New York, he graduated from Bowdoin and taught physics for eight years in various high schools throughout New England. After the war and teaching on the college level, he attended graduate school at Trinity College. This year, he is once again at Bates, teaching classes in elementary physics.

Along with his studies in graduate school for the past years, Dr. Kingsbury has been very busy writing a physics textbook. This text, which began as a course outline in graduate school, will be published in March and Dr. Kingsbury hopes his students will find it more interesting than the usual dry college text.

Speaking on the definite changes in the physics department at Bates, Dr. Kingsbury stated specifically that

Review. . .

Continued from Last Week
The Folk Blues of Eric Von Schmidt (Prestige 14005) is the first solo album of a well-known folk singer and personality and one of the most satisfying records of the year. Ric has escaped the confines of ethnicism and exhibits a surprising flexibility materialwise. While lacking the overall emotional power of Van Ronk, he is very impressive in a quiet way. Five stars.

The above artists could all be said to "interpret" their material. They allow their individual emotions to color and develop their performances, realizing that before any musical considerations can be made, the blues must have value for what they say. John Hammond, one of the best of citybillies, is undoubtedly aware of this but his imitative approach is basically too limited to allow for real growth and meaningful personal expression. Working with the original performance of a song, Hammond has certainly a great talent to copy, but in the end his singing is derivative art and not life. This self-imposed restriction is unfortunate and one hopes he will break from it soon:

he was very impressed with the new equipment acquired for the students' use over the years. He concluded his comparison by saying that the point of view of the professors in the department has remained much the same as it was when he first taught at Bates.

BATES ABROAD '65

by Ted Strycharz '66

II. British Student Social Life

Engraved invitation in hand, I approached the bronze doors to the South Cloisters at University College London for what was to be the Freshers' Ball. From the time I left my lodgings until that moment, I had been trying to imagine what this Ball would be like.

Undoubtedly, I imagined — sherry; light, polite conversation; the usual meaningless introductions; a few waltzes; and so forth. It did seem as if it would be a fairly mild evening — my first with students I envisioned as being mild also. The doors were opened for me, and I was greeted by two blaring, brassy, hell-raising combos — one playing fast music, the other playing faster music.

Jeremy Bentham founded University College and being as odd as his writings seemed in Philosophy 200, he left in his will the provision that his bones be encased in a wax

his wonderful voice cannot be dismissed lightly.

Though Hammond is often very moving, I found his second album, **Big City Blues** (Van. 9153), too wearying in its sameness to get very excited over. One feels he is executing each piece from a score, and that he can never really let loose for fear of losing his place. Taken singly, however, some of the songs are quite good, and rate tops as rock and roll.

I heartily recommend **Blues at Newport** (Van. 9145) to blues fans and those seeking an introduction to the field. Recorded at the 1963 Newport Folk Festival (with Gary Davis' cuts an exception), these tremendous live performances offer a good, but, of course, quite limited view of what is going on in blues today.

The work of Mississippi John Hurt, recently rediscovered blues great, and John Hammond stands out as the most interesting and surprising. Attempts to describe Hurt's very personal style with its astounding sensitivity and laughter are impossible; he must be heard to be believed. Hammond's special attraction is more definite: he is believable here, and really thrilling, and most important he is carried away with the music and the words. "Tallahassee Woman" is a "tour de force."

Brownie McGhee & Sonny Terry, Rev. Gary Davis, John Lee Kooker, and Dave Van Ronk are also present and in excellent form.

likeness of himself, clad in his usual habit with his skull at his feet. In this way, he was to be displayed forever in a glass showcase in the South Cloisters. Because Jemery's wishes were fulfilled, he was there — at Freshs' Ball 1964 — presiding over what turned out to be a marathon dance contest, featuring the British version of the frug.

Unlike some American colleges, University College's Student Union has complete control over what is comparable to Freshman Week at home. The Union's highlight of the Freshers' Ball was to be the selection of Miss Fresher. The men of the college were not at all inhibited when it came to indicating approval or disapproval of the contestants.

In fact, one girl was "booed" right off the stage. When "Miss Fresher" was finally selected, a contingent of Law students, evidently dissatisfied with the judges' selection rushed up on the stage, knocked poor Miss Fresher down, and proceeded to strip the M.C. (who was also president of the Union) down to his scivvies. The evening was certainly not what I expected — and if only Jeremy Bentham could see them now!

This incident is revealing because it destroys one American conception about education abroad. This is the conception that social life in higher education is strictly an American tradition. University College has a Student Union which, I venture to say, would put nearly any American college to shame. By this I do not mean that it has a very large and beautiful building or the best of facilities, but rather that this group of students has, under adverse conditions, undertaken a spirited program — and has succeeded.

Because the College is still suffering the effects of the bombing raids over London during the Second World War, the Union shares a building with the math department. The building is far from beautiful — in fact it's even worse than Chase Hall — but these students take full advantage of what they have, if that is what they really want.

The Union is always open — sometimes until dawn. There are dances every Monday, Friday and Saturday nights. Of course, not many attend all of the Union functions and some do not attend any — but all are welcome at any time and all are enthusiastic about the whole deal.

No one here ever complains about social life.

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EDITORIALS

THE SKIES ABOVE ARE BLUE AGAIN

This is the day of the leader in most parts of the world. It is a day when leaders are all-important: every cause, every country, and — most important of all — every war has to have a leader. The leader makes the cause, he makes the country, he makes the war; without him, all would fail. This is clear from our own country's history: the U.S.A. is great because it has had great leaders. The cause of freedom — and the wars for freedom — have succeeded only through the efforts of leaders. The winning side in any war has always had the greatest leader. God knows — he himself, greatest of all leaders, has been with the winners since time began.

What does this mean? It means that we must get leaders for our various wars. In Berlin, there is a leader — Konrad Adenauer *ueber alles*; at home in America, where anyone can be president, we have a leader — Dwight Eisenhower; in Viet-Nam, where everyone has been president, we have some leader. It is clear that we shall succeed in war only if we have a leader. That's why it is now so important that teachers rally 'round their leader.

Earlier this year, the war on education was begun at a small outpost called Bates. At that time, a leader was declared . . . actually, he declared himself, but that makes no difference. What does make a difference is that teachers, at long last, have a leader; teachers are on the march! They are out to conquer education, and bend it to their will. For the first time since they became professional, the teachers can scent victory! Up to this point, the war has been undeclared — the fighting has gone on in fits and starts, progressing here only to be thwarted elsewhere.

It used to be thought that everyone could be educated — that every man could think and could know. It was even thought that any man could become a student, and that becoming educated was like becoming a student. This was the Dark Ages, or the Golden Age of Greece. It wasn't long before a few students realized that they knew more than other students. Furthermore, they realized that this meant that they would always know more: this was the birth of the teacher. Years later, they developed a method of measuring the difference between teachers and students. They called it the I.Q., or ignorance quotient for short. This was the first tangible victory in the war on education. It was quickly followed by the development of a new weapon based on the I.Q. principle. This was a machine which would teach any child (as students were now called) exactly the amount of information which that child was capable of learning! It was the first learning situation! From here, the war, still undeclared, gathered momentum. The next step was inevitable. . . a leader arose. This leader was a man of visions: he forecast the day of total victory, when the teacher would reign supreme. All around him he saw hordes of uneducated children, clamoring to get the degree of knowledge they needed: the stench of ignorance was unbearable, and it seemed to follow him wherever he went. What could he do but declare all-out war on education? So he did. The cry went out: far and wide it was rumored that a leader had come! And a leader he was! The power of this man was enormous! Others had tried, but he would succeed! Where others had feared to tread, he rushed in! He marshalled the troops and called in the big, new machines — the computers, and television. And then he performed the miracle. . . he made the sun stand still. Incredible as it was, he said he had done it. In the name of Ford, he claimed victory over education.

Did he do it? Did he really succeed? Well, yes and no. He did unite the teachers (they had nothing to lose but their minds), but, unfortunately, he hadn't stopped the sun. You see, what he thought was the sun was really only the moon. Some people had said so, but he said they had stars in their eyes. He's still there now, leading his horde, but the sad thing is that the day of the leader is the night of man.

Published weekly at Hathorn 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

"CURVE LOUSERS"

The following letter, when printed last week, contained an error due to a proof-reader's mistake. We reprint the letter in its correct form, with apologies to the writer. Ed.

To the Editor:

The phrase "curve louser" which occurred on page 5 of this week's STUDENT made me shudder — and still does. It suggests that there is strong pressure on students from their own ranks against academic excellence. In addition to requiring intelligence and a certain amount of application (which has always been the case) superior scholarship, as it seems, now also demands "guts". Without undertaking to support my statements right now, I will simply assert that the "curve louser" is at best a gross oversimplification and at worst an academically and socially cancerous rationalization. I realize the pressure ultimately comes from society at large, and is bound up with the (now firmly established) public confusion of holding an academic degree with being "educated". This amounts to a betrayal of Man by himself — an offense for which "ignorance is no excuse."

Theodore Messenger

Record Library Plea

To the Editor:

Week after week, among the library's new additions I see books that will be taken out perhaps twice in the next four years, if that, not to mention the ridiculous best-sellers, the magazines never read the new micro-card reader (o.k., it was a gift), and the library staff which seems destined to eventually outnumber the faculty.

In spite of these excesses, Coram has no record collection. My grievance is indeed trivial alongside the problem of misappropriation of funds on the part of the president and the administration. Music is, however, the highest of the arts, and should play some part in a student's intellectual development. For the Bates student who doesn't want to deprive his enjoyment of music through "appreciation" courses, and who lacks the money to buy many records, such musical "cultivation" is relatively impossible.

I suggest the library take a more practical outlook towards its additions in printed matter, and rework its budget to include a much-needed record collection.

Tim Jurgens '67

No Hope

To the Editors:

Re. Mr. Adams' review of *Antigone* — perhaps I missed the point. Was he trying to be sarcastic?

With hope,

Christine Davis '67

Not sarcastic — just merciful; you missed the point. S.P.A.

'Tis Better To Have Tried . . .

To the Editor:

At my seat of divination where I have sat these many months reading the lines of *Antigone* an unfamiliar sound came to my ears of critics in vicious combat, savage cries in strange outlandish language and whirl of flapping tongues. Full of foreboding I read hurriedly through the STUDENT. Only rank words flowed from the page and my tears ran down, smearing the IBM ad. Thus, through the eyes of my poor young soul, I read the signs of failure in my quest.

I, as a cast member, a citizen of Thebes, was rather far from ENJOYING all the gruesome warfare, the death, the bitterness, the arrogance and the tragedy my king, prince, and princess were experiencing. "The play was enjoyable, but somewhat disappointing" said the sorry Stephen Adams. Small wonder he was so dissatisfied with our over-dramatic interpretation. At the risk of spouting another choral platitude may I comment, "Such is the bitter affliction of mortal man."

I am, however, grateful for Stephen's appreciation of our difficulties and I recognize his limited (though instructive) experience in the Bates theatre. His suggestion of "the method" — assuming we are discussing the same method — is indeed relevant. Adopting the character of a 43-year-old Theban woman was not easy for me. My experience in the Bates theatre has been equally limited, though, I hope, at least as equally instructive. My acting textbook has a word to say about the dangers involved when a personal college outlook on life must be altered to suit the play being presented. But it also asks, "Is not the real mission of the actor, his joyous instinct, to convey to the spectator, as a kind of revelation, HIS very own impression of things as HE sees and feels them?" The tension becomes greater I agree, when an actor must be both "emotionally charged" and "tightly controlled". One tends toward either shallowness or over-dramatization.

Now I would have Steve answer from experience this question (since our own college experience is what we must use to build with): How many young American presidents or Greek kings is he familiar with? I ask this only rhetorically, since I am sure he realizes most politicians and rulers go about government in the same manner.

There is one more point I wish to make before I go on my own way. But this is most important. I would bid Stephen read *Antigone's* final speech once more, of which he approved so grudgingly. He is correct in stating that Suzanne had little if any tragic resignation. I submit that it would have been a contradiction in character had she bowed low under Creon and shown meek

acceptance of her fate. Else, why would the "platituding" chorus so slowly, emphatically and sadly say, "Still the same tempest in the heart torments her soul with angry gusts."

These contentions I will stick to as over-dramatically or as shallowly as I have been since October. I have tried to justify my interpretation and that of my co-actors in the typically stubborn spirit of the Robinson Players. I do humbly admit my full knowledge that "Greek tragedy is beyond all but the most accomplished actor." But I (and I feel it is not presumption to speak for all my dramatic associates in this matter) feel a responsibility to support the cultural heritage of Bates College and our community to the best of my limited ability. Perhaps we have bitten off more than we or the public could digest. Perhaps we have failed. BUT, I hasten to remind us all of the words of *Antigone* . . . "when I have TRIED and failed, I shall have failed."

Greeklly yours,

Leslie Stewart '67

A Voice From the Past Elysian Fields c/o Hermes

To the Editor:

"You pricked me, and these shafts of wrath will find their mark. . ." I have been watching with interest the endeavors of a certain group of young actors. I was surprised and a bit disappointed at the apparent misunderstandings which The Critic expressed concerning my play, *ANTI-GONE*. There are a few things which need clarification.

First of all, I'm sorry that The Critic "enjoyed" my play, for it was not written to be enjoyed. Greek plays were written as part of a religious festival and were intended to evoke the deepest emotions of the audience.

I have seen various interpretations of this play, many of which are valid. Presently I am concerned with The Critic's condemnation of this group's characterizations of Creon, *Antigone*, *Tieresias*, and Chorus.

I have observed both "young American presidents" and Greek kings and feel that they are both practical politicians. I don't see how The Critic can therefore make any differentiation.

The Critic seems to have missed the whole point of my play. Creon was not "obsessed with the letter of the law and the guilt of others. . ." To be sure, the law is important; but, Creon is obsessed with his stubborn pride and his own guilt. The "adolescent tantrums" are part of the

(Please turn to page 5)



BEK'S BANTER STRONG HOLY CROSS TRACK TEAM EDGES CATS, 60 - 53

By Bob Bekoff

Smith middle is stealing the thunder from J.B. in basketball. They are experiencing no trouble in maintaining their grasp on the "A" league top slot. They probably would have done the same last year if they hadn't been more interested in mayhem, but this year they deserve the title which is as much as theirs.

Signups will be taken starting this week, for handball and squash. Squash seems to be generating enough interest to be included in the program. We would like to have these two activities completed within three weeks. Handball will have the usual single and double matches. You don't have much time to practice Gaylord!

The yearly track meet will transpire shortly, including the infamous 'fat man's mile'. It is my opinion that only real fat men such as myself should be allowed to participate. That would eliminate fakes such as Thompson.

Next week the dorm point totals to date will be compiled, along with the com-

plete standings in the basketball leagues.

Congratulations are in order for the "Black Maria" for coming through her ordeal relatively unscathed.

Well, I muz go to zee meel, but first the Intramural Man of the Week Award, to Tom Fox, for waging the longest unsuccessful battle against the 24 hour flu.

1965 GRID SCHEDULE

An eight game football schedule for the Bates College Bobcats was announced last night by Athletic Director Lloyd H. Lux. The 1965 schedule includes an October 23 home game with Trenton State College replacing the University of Maine which was dropped from the Bates schedule last year. Trenton is the only new opponent on the Bates schedule.

The contests as announced by Dr. Lux include:

Sept. 18 St. Lawrence
Sept. 25 at Norwich
Oct. 2 Trinity (homecoming)
Oct. 9 Worcester Tech
Oct. 16 at Middlebury
Oct. 23 Trenton State
Oct. 30 at Bowdoin
Nov. 6 at Colby

Dr. Lux announced that the Trenton contract was for just next fall and that future scheduling beyond 1965 is in process.

President of Trenton State is Dr. Warren Hill, former Maine Commissioner of Education.

By Ed Wells

Bates thinclads lost on Saturday to a strong Holy Cross team by the score of 60-53. This meet, though now in the lost column, could easily have been the best of the season for the Cats.

The Holy Cross team owes its victory to Kevin O'Brien, in the opinion of both teams. O'Brien won the broad jump, both hurdle events, and set the Cage record in the high jump at 6'6 1/4". Collecting 20 of his team's 60 points, he was unchallenged for most outstanding performer.

Happy Moment

Bates gained some happy moments when Wayne Pangburn, out of the infirmary after the flu, threw the 35 lb. wt. 53'3" to win that event.

Harry Mossman and Bill Davis followed him to sweep that event. Chris Mossberg



Kramer Clears 12 Feet

SATURDAY

Holy Cross 60 Bates 53

BROADJUMP: O'Brien (HC), Savello (B), K. Harvie (B). 22 ft., 1/2 in.

45 YDS.: Shea (HC), Manganello (B), Jewett (B). 5.2 sec.

MILE: Clarke (HC), Credie (HC), Plumb (B). 4:33.3.

35 LB. HAMMER: Pangburn (B), Mossman (B), W. Davis (B). 53 ft., 3 ins.

600 YDS.: Pierce (B), Collins (HC), Hack (HC). 1:16.9.

HIGH HURDLE: O'Brien (HC), A. Harvie (B), K. Harvie (B). 5.9 sec.

TWO MILE: Clarke (HC),

Plumb (B), Marnik (HC). 10:06.5.

SHOT: Hannon (HC), Sauer (B), Ekdahi (HC). 46 ft., 11 1/2 ins.

1,000 YDS.: Horgan (HC), Sweeney (B), McPhee (HC). 2:21.5.

LOW HURDLE: O'Brien (HC), K. Harvie (B), A. Harvie (B). 5.7 sec.

MILE RELAY: Holy Cross (Hack, O'Brien, Shea, Credie). 3:33.9.

POLE VAULT: Mossberg (B), Hiller (B), Kramer (B). 12 ft., 6 ins.

HIGH JUMP: O'Brien (HC), Bowditch (B), Tighe (B). 6 ft., 6 1/4 ins.

cleared 12'6" in the pole vault followed by Tom Hiller and Bob Kramer to shut out the Crusaders. Glen Pierce won the 600 in 1:16.9 to gain for Bates its 3rd and final win.

The results of the meet show the effects of depth upon a score. Though the Crusaders won 10 out of 13 events, rarely were they able to gain more than the first place. O'Brien won four events but only gained 4 points for his efforts. He was backed up by two Bates men in every event.

R. I. Here

This Saturday Bates competes against the Rams of the University of Rhode Island in the Gray Athletic Building at 2:00.

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By NICK BASBANES

The athletic department's announcement that next year's soccer team is currently without a coach presents a confusing situation. It is clearly understood here that the terms of Roy Sigler's contract specified that the job would be on a temporary basis. The fact, then, that in two years his teams compiled a 14-4-3 record, the best of all fall teams within that time, is irrelevant to the main point. This latter is, quite simply, if Sigler will be leaving, what plans have been made to replace him?

There seems to be no clear answer to this question at present. It has been made known to us that available funds can only accommodate the staffing of five athletic department faculty members. And next year, when coach Walt Slovenski returns from his sabbatical in Mexico, the department will be at full strength. What then will happen to the soccer team?

First of all, we must look at how the department functions now, with a maximum of five members. There is a regular head coach for all sports except track. The duties for that sport are shared by Coaches Hatch and Sigler in Slovenski's absence. Both the record and the coaching are commendable. To permanently institute such a program of coaching musical chairs, however, would seem to make it too difficult for these men to attend to their own duties, while taking on the added responsibility of another team.

This would be unfair to the coaches, to the great number of students who have warmly supported the squad, and most of all, to the players who have performed so nobly. If soccer is to retain varsity status, then it should receive varsity treatment. There is no reason why one team should have the privilege of specialized coaching while another does not.

I am sure that there is no question as to the value of soccer here, or athletics in general. Dr. Lux has assured us that the sport will stay on the varsity level it was elevated to three years ago. That move, decidedly, was a feather in the college's cap. Recognized then was the desire and ability of Bates students to accept and maintain another athletic club. As a result, soccer has become a positive addition on the Bates campus. Another such decision regarding athletics, the dropping of too-powerful Maine from the football schedule, was enthusiastically received by the student body. Should such admirable moves now be tarnished by the forced absence of an essential coach?

BASKETBALL TEAM LOSES TO MAINE 54-41, HUSKIES 70-58

The basketball team ran into one of its worst weeks in dropping back-to-back games to the University of Maine and Northeastern University.

The low 54-41 U. Maine score indicates that a different kind of game was played, which indeed was the case. Bates decided that the best way to limit Maine's size advantage was to control the ball. The freeze achieved its purpose, with Maine leading at halftime by only two points 21-19.

Bates even took a brief lead, 21-20, in the opening minutes of the second half. But the Black Bears went to work, getting eight points in a row to hold a 38-26 lead.

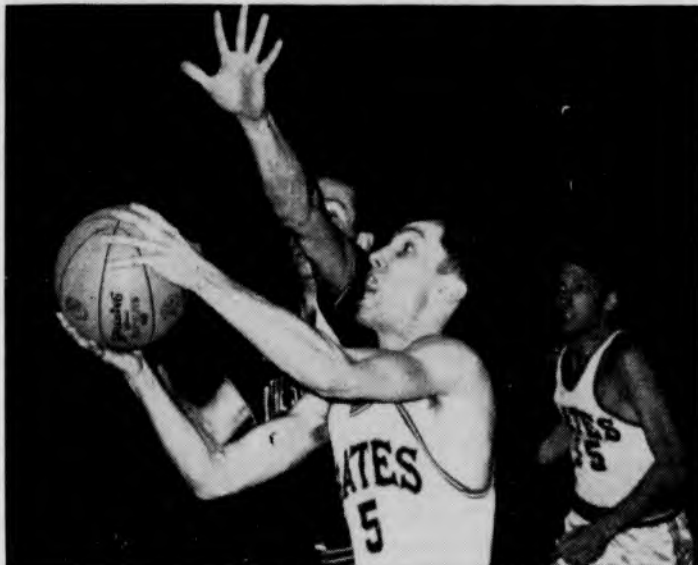
Dave Svendsen led the winners with 17 points, while Seth Cummings and Howie Alexander headed the losers with 11 and 10 points respectively.

Maine now holds a 4-0 record in State Series action, while Bates is second at 2-2. The Bears are assured of a first place tie.

Cold-shooting was the deciding factor in the 70-58 loss to Northeastern. The first was

close all the way with the Huskies holding a 28-24 half-time advantage. The score had been tied at 20-20 with only

Bates double figure scorers were Cummings (12), Bill Beisswanger (10), and Ted Krzynowek (10).



Krzynowek Drives For Layup

four minutes remaining.

Steady shooting by Capt. Jim Bowman pulled the Boston club out front to stay in the second fray. He was high for the game at 23, 15 in the second half.

The Cats record now stands at 10-8. Tonight they will host the Colby Mules in State Series action, followed by home games Friday against Tufts and Saturday with Clark University.

SOCCER COACH SIGLER TO LEAVE THIS YEAR

By Jon Wilska

Recently Bates College announced that Mr. Roy Sigler will no longer be a member of the coaching staff after this semester. Mr. Sigler has been soccer coach for two years; golf coach trainer, and presently acting co-coach of the track team.

Commenting on the decision, Dr. Lloyd H. Lux, Director of Athletics said, "The position that Roy has filled in the department has been temporary from the start. The first year he filled the vacan-

cy created when I (Lux) left, and this past year he was in the position left open by Walt Slovenski who is on sabbatical in Mexico." The maximum number of personnel in the athletic department as set by the College is five, and when Slovenski returns, there will no longer be any vacancies." Dr. Lux stressed that there was nothing wrong with Sigler's work; in fact, Lux stated, "Roy has done a fine job and we are all very sorry to see he will not be able to return."

Temporary

When asked to comment, Sigler said that he knew his position was only temporary

and would like to stay on here if he could. During his two years as soccer coach he has compiled a record of fourteen wins, four losses, and three ties. Sigler added, "I have enjoyed being here these two years and I feel very fortunate to have had such a fine group of men to coach. I feel that our record is a credit to the players."

Sigler says that he now has no definite plans for the future but indicated that he has had several offers to coach in both college and high school. He maintains that he is interested in remaining in the field of coaching.

Keep Varsity Status

Concerning a replacement for Sigler as soccer coach Lux said that at the present time no decision has been made but the College will definitely keep soccer as a varsity sport. In the three years that soccer has been on a varsity status the sport has had the best record among the College's athletic teams. The athletic department will announce how the vacancies created by Sigler's leaving will be filled.

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