

3-3-1965

# The Bates Student - volume 91 number 17 - March 3, 1965

Bates College

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# Bates



# Student

Vol. XCI, No. 17

BATES COLLEGE, LEWISTON, MAINE, MARCH 3, 1965

By Subscription

## Senate, C. A. Present Programs: And Coeducation And Senate's Future

### Senate To Hold Discussion On Bates Social Life, Friday

"From its earliest days devoted to the principle of coeducation, the College enrolls approximately 475 men and 375 women." This statement, aside from alluding to the fact that Bates has an enrollment of 850, indicates that all you need to be coeducational are men and women.

The next statement in the Bates Bulletin relating to men and women doing things together, is under "important regulations", and reads "Any student who marries without first obtaining the permission of the dean... hereby severs his or her relationship with the institution."

It is a long jump from a statement of enrollment figures to a policy on marriage and this jump, the gap of the 1-1 relationship, otherwise known as "coordination" is the topic for discussion this Friday night, March 5, at 8:00 PM in the Skelton Lounge, when the Student Senate presents a talk and discussion on the social life and coeducation at Bates.

A few introductory observa-

### "Whither The Senate" Sandbox Topic Thurs.

"WHITHER THE STUDENT SENATE?" third in the Campus Association series of Sandbox Lectures will be held this Thursday evening, March 4 at 8:00 p.m. in the Filene Room at which time a panel discussion will consider the Bates Student Senate.

Members of the panel include Garold W. Thumm, Professor of Government; Clifford H. Goodall '65, former member of the student council and one of the original proponents of the senate idea on the campus; Cathryn Southall '67, Secretary of the Student Senate; Phillip Brooks '65, Senior Member of the Senate; and Sara M. Smyth '65, former senator and Proctor of Rand Hall.

As the Student Senate has been the object of much criticism and controversy in its short history, the Sandbox Lecture Committee felt that an opportunity to discuss the failures, achievements, role and goals of the Senate within the context of a student forum was desirable particularly in light of the up-coming senatorial elections on March 15.

To insure proper airing of views, all present senators, as

(Please turn to page 2)

(Please turn to page 2)

## DANA FOUNDATION GRANTS \$130,000 FOR SCHOLARSHIPS

The establishment of the Charles A. Dana Scholarship Program at Bates College was announced last week by Dr. Charles F. Phillips.

"Through a grant of \$130,000 from the Dana Foundation, of Greenwich, Connecticut," said Dr. Phillips, "Bates College will institute the Charles A. Dana Scholarship Program next fall for outstanding students who have demonstrated leadership in college or community activities. Dana Scholars will be expected to maintain high academic excellence in addition to their participation in campus affairs. Since the grants are based on financial need, recipients will be expected to work during their undergraduate years to provide for part of their college expenses."

Dr. Phillips said that about twenty Dana Scholars from

the Class of '68 will be named to receive scholarships next fall with the total number of Scholars on the Bates campus expected to number between fifty and sixty by 1968. At that time the scholarships will be divided among the sophomore, junior and senior classes.

"This major contribution to the education of young men and women," concluded Dr. Phillips, "is made possible through the keen interest of Charles A. Dana, industrialist and philanthropist, who regards this grant as 'an investment in the education of youths and the communities in which they reside.' Mr. Dana is also largely responsible for the building of Dana Chemistry Hall at Bates, which is currently under construction and will be completed this spring."

## FMC To Visit Bates In April

## EXCHANGE WITH FLORIDA COLLEGE STARTS THIS THURSDAY

Six Bates students and a faculty advisor leave on Friday March 5 on the first half of the Exchange Program with Florida Memorial College in St. Augustine, Florida.



Participants in the C.A.'s 1965 Exchange are (Left to Right): Stephanie Young, Bruce Stanton, Raymond Oakes, Dr. Theodore P. Wright, Mollie Anderson. Not shown: Susan H. Smith and Paul Hardy.

Selected after an extensive interview process by the Campus Association's Student-Faculty Exchange Committee were Suzi H. Smith '65, Vice-President of the Senate, Stephanie Young '67, Mollie Anderson '67, Paul Hardy '67, Raymond Oakes '67, and Bruce Stanton '68. Dr. Theodore P. Wright was selected to serve as faculty advisor.

The group will arrive at the Florida campus on Saturday morning. There they will attend classes, live in the dorms, and participate in all of the normal activities of the Florida campus.

Prior to their departure, the delegation went through intensive briefing sessions with the members of last year's delegation, officers of the college, and persons experienced in the racial situation.

The Exchange Committee and the Campus Association wish to emphasize the fact that this exchange program is not an end in itself but rather looks to this exchange as a means toward establishing a lasting relationship of mutual understanding and respect between the two institutions.

While the Bates delegates are in Florida, the Exchange Committee will be working on the itinerary for the Florida students' trip in mid-April and will also be planning a series of discussions and meetings so that our delegates upon their return will be able to share some of their experiences with the campus.

The committee, under the chairmanship of Richard Rosenblatt '66 includes Louis Balk '68, Barbara Sikes '65, Linda Pike '65, Clifford Goodall '65, Professor Robert Chute, and Professor Richard Sampson.

## Dallas Symphony, On Longest Tour, Will Perform Saturday

The 92-member Dallas Symphony Orchestra will perform under the direction of prize-winning conductor Donald Johanos Saturday, March 6, at 8:15 P.M., in the Lewiston High School Auditorium.

### Rocky Wild '67

Now making the longest tour in its history, the Orchestra has scheduled 35 engagements from Mississippi to Bangor, Maine and south again to Louisiana. These performances are expected to bring the Orchestra's annual total audience to over a quarter of a million people.

The young conductor, American born and trained, has received praise as guest conductor of outstanding orchestras in Europe as well as in America. Known for his adventurous programming and his great ability to create beau-

tiful symphonic sound, Johanos has made the Dallas Symphony Orchestra one of the foremost touring orchestras of this country.

Ivan Davis, piano virtuoso, is another young American featured by the Dallas Orchestra. Davis, piano soloist for the Orchestra, won fame as first prize winner in the Franz Liszt Piano Competition in New York, 1960. Since then he has toured Europe, South and North America and has recorded several solo albums.

Bates students are reminded that ID cards are needed for admission to the Concert-Lecture Series program.



THE DALLAS SYMPHONY ORCHESTRA

## OPERA

A New American Opera by James Anderson entitled **SIDDHARTHA** (suggested by the Hesse novel) will feature dancers from the Martha Graham Company, including one Bates graduate. It will be held at the Loeb Drama Center, in Cambridge, Mass., March 4, 5, 6 at 8:30 P.M. Prices for tickets are \$1.50 for Thursday and \$2.00 for Friday and Saturday.



(Coed from page one)

tions will be made by Ellen Hansen '66, Proctor in Chase House, Pauline Spence '66, Secretary of the Chase Hall Dance Committee, Mrs. Barbara Randall '46, Dean of Women, Bill Davis '66, and James Leamon '55.

After these opening statements the discussion will be open to all.

The purpose of this informal talk and discussion is to exchange questions and hopefully answers, as well as to encourage thought and action, in the area of social life at Bates. Among the topics that have come up in preparatory committee meetings and which will be discussed are: the value and importance of orientation; places to go; things to do; problems encountered by women and men living at Bates; and problems of students over 21 still under administrative in loco parentis. These and other topics will be discussed.

In "A Guide to the College" a short paragraph explaining Bates' coeducational history says: "Bates was the first college in New England to accept women on an equal footing with men. . . ." But how can women be on an equal footing if they can't walk on the same paths as men?

Friday's Discussion is the first in the Senate's steps to let Bates men and women walk and think in similar paths.

(Sandbox from page one)

well as all would-be candidates for election and re-election have been invited to attend, as have the leaders of the various campus organizations. As always, the committee stresses the fact that this panel is presented in the spirit of constructive criticism and examination.

Questions and comments from the floor will be entertained (and promise to add to the evening's spirit and interest.) Members of the Sandbox Committee are W. Harry Marsden '67, Chairman Virginia Griscom '66, Sally H. Smyth '65, Francis Strycharz '67, and Herbert B. Mosher '65.

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## Negative Wins Debate On Realms of College Authority

By Stephen P. Schaffer

Members of the freshman class showed speaking ability and skill debating the proposition that the college's role should be limited to the academic life of the student and should not be concerned with morals. The debate took place last Tuesday evening in the Filene room Pettigrew Hall.

The affirmative side of the issue was defended by William Norris, Rick Waxman, and Howard Melnic. They were coached by Norm Davis '65. The negative side of the resolution, coached by Stephen P. Schaffer '65 was upheld by Sue Walsh, Nancy Drouin, and Lou Balk.

The "philosophy" of the affirmative case denied the right of Bates to involve itself in the non-academic life of the students because of a lack of justification for the in loco parentis policy. This case asked discerning questions as to why the college feels that state and local laws and the authorities of these governments are not adequate to deal with all those living within the jurisdiction of these bodies. Why should Bates make itself be a Big Brother to its students and shelter and corral us to its whims and desires? Why should students at college be given treatment different from that of our peers who are not in college? The affirmative case denied in toto any reason for Bates to interfere in Students' non-academic lives when there is so much to do in improving our academic standards.

Norris pointed out that by its involvement, Bates is "restricting moral development and mature approach to life." He asked why it should be the college's concern "where we are at what time, whether in the dorm or not."

Howard Melnic added a note of compassion for Freshman women by stating that the affirmative team felt restrictions for frosh women were justified until they were given "sufficient moral education by the upperclass women" since the upperclass women are more experienced in these matters. Melnic added that "if the laws of Maine state twenty-one as the legal age for alcoholic consumption and possession then we are all subject to these laws", the implication being that the college need not bother itself above and beyond the laws and legal authorities.

Rick Waxman discussed the issue of a free atmosphere in which college students can make decision and consequently strengthen their character and improve their ability to make right decisions. Waxman added that if a student is unable to make good moral choices at Bates, he will never be able to in the future. In concluding the affirmative case Waxman stated that "maturity and responsibility can best develop in a permissive atmosphere."

The affirmative plan called for more teachers and more seminars for all classes. It was stated that when faculty began to concern itself more with education and less with moralizing, academic standards could go nowhere but up.

The negative team concerned itself with establishing a clear line of reason connecting the obligations of the college in society and the rational behind the rules and regulations which govern the conduct of the student body.

Balk, first negative speaker, established the general theme of the negative case when he said that the purpose of Bates is to "develop us fully, not just academically"; that the school must carry out this responsibility in a constructive manner.

Sue Walsh, second negative speaker cautioned listeners against the belief that students directly out of high school have reached a point of maturity that obviates the need for control. Miss Walsh spoke on "freedom with control, not licence."

Following Sue Walsh, Nancy Drouin explained that "anarchy does not constitute a liberal education" and to believe that Bates might offer opportunities for illegal conduct is absurd. Since people in follow there is no reason why any community have rules to Bates should alienate itself from this reality.

Judges awarded the debate to the negative team, and Nancy Drouin was the recipient of the Best Speaker Award.

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## Nolan, Gomes, Davis Win In Oratorical Contest

By Patricia Raymond

Despite the torrential down-pour and flooded dormitories, hardy souls ventured forth to hear the Speech Department's Oratorical Contest on Thursday evening, February 27, in the Little Theater.

The contesting orators included Norman Davis, Peter Gomes, Allen Lewis, Noreen Nolan, Richard Rosenblatt, and Charlotte Singer.

Judges Lavinia Schaeffer, Lawrence W. Jackson, and Raymond Kendall selected Noreen Nolan, Peter Gomes, and Norman Davis as Prize Speakers. In an extremely personable and dramatic presentation, Noreen Nolan compared learning to stretching in that both are always outward rather

er than inward processes and both often involve a painful awakening.

Peter Gomes with smooth and powerful delivery described misconceptions surrounding the idea of "intellect," emphasizing the need of the college to encourage and develop "intellect" as he defined it.

Norman Davis depicted the damaging effects of discrimination in the United States and proposed alternative solutions to alleviating these effects.

Thursday's contest and other Prize Speaking events are made possible by the will of Almon Cyrus Libby, class of 1873 which provided that Bates be a residuary legatee thus receiving between \$25,000 and \$30,000. The college was asked to use this money for the promotion of the department of public speaking including the awarding of certain prizes in memory of Almon Cyrus Libby and his brother Charles S. Libby of the class of 1876.

The excellence of last Thursday's speeches served as a further promotion of student interest in the ends which these prize contests are attempting to reach.

P. Raymond

## C. A. ELECTIONS

The Cabinet of the Campus Association announces the following report of its Nominating Committee for the All Campus Elections, March 15, 1965.

PRESIDENT: D. Melvin Burrows '65

VICE PRESIDENT: Paul M. Hardy '67; W. Harry Marsden '67

SECRETARY: Linda Bartlett '67; Susan Francis '67

TREASURER: Bruce Lyman '67; Donald B. Miller '67.

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## Not So Incidental Information

Kingman Brewster, Yale president, remarked that the genuine threat to inspiration in teaching is not the demands of research but the teacher's "temptation to conservatism, conventionality, safe-sidedness. . . ."

He urged alumni to "let your restlessness be radical and your insistence on our boldness be vocal, for the danger is inherent conservatism of faculties and administrators alike."

(reprinted from the CHRISTIAN SCIENCE MONITOR, Tues., Feb. 23, '65)

## BRIDGE SCORES

### NORTH-SOUTH

Prof. and Mrs. Edwin Baumgartner, 31½; Richard Verrill and Dale Philippi, 24½ Dr. and Mrs. Edward Newsham, 24; Bill Garfield and David Foster tie with Bill Barnes and Jean Hager, 20.

### EAST-WEST

Philip Herzog and Peter Dickson, 27; Carol Bishop and Lyn Brown, 21; Carl Kiesler and Stephen Cutcliffe, 17; Stella Robak and Jeanette S. Smith, 16½; David Cox and Don Beau-dry, 13½; Bill Vance and Grant Farquhar, 13.

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# RHINOCEROUS

By Judy Marden '66

Imagine that your best friend, a man you love and respect, has been missing for several days. You go to look for him — and find him transformed into a rhinoceros. You have seen others transformed in the past days — but those were the stupid, cliché-ridden conformists—not your friends. You wonder . . . is individuality so important after all?

Beranger, the leading character of Eugene Ionesco's drama *Rhinoceros*, is suddenly confronted with this problem when, on a Sunday morning, a rhinoceros is seen charging through the square of the small French town in which he lives. The next day, seventeen or more people of the town have changed into rhinoceroses. As the play proceeds the characters change one after another and become part of the herd — all but one.

Ionesco, in depicting the reactions of a small town's populace to this absurd situation, gives us a comic play with a terrifyingly serious message. Is this what society does to us? Is conformity as ugly, powerful, and vicious as a rhinoceros?

"I feel out of place in life. I can't seem to get used to myself. I don't even know if I am me," says Beranger, in illustrating the confusion of the only character in the play who feels himself involved with other people. He is able to sympathize; to stop and consider the consequences of following the crowd. But even he eventually realizes that once a man has decided to be an individual, he will stand alone, and will never have another chance to conform. His is the tragedy of an individualist who cannot join the happy throng of less sensitive people.

In contrast, the rest of the villagers hold to the theory of remaining detached from each other; "Moving with the times," speaking in well-worn clichés and platitudes. They follow the herd, saying "What can we do about it? Let it take its course." Everyone else is becoming a rhinoceros—it's the thing to do—and soon a tough greenish skin and two horns are the only desirable marks of beauty.

The play contains a great deal of discussion — all of irrelevant minutiae. "Did the rhinoceros have one or two horns?" debate the villagers, refusing to consider basic issues such as "What is the meaning of a rhinoceros charging thru our square?"

Inserted in the conflict is an ironic little love story, begun and finished in a few minutes of dialogue. "In the space of a few minutes, we've gone through twenty-five



Larry Melander Puts on Make-up for RHINOCEROS

years of married life," he comments . . . and the girl goes off to join the "fascinating" herd because they're "happy."

Ionesco ridicules conformity and established institutions, disguising a merciless critical analysis of modern society with comic action. He leaves one great question unanswered — can the one remaining human persuade any of the rhinoceroses to return to human form, or is he fated to remain alone for the rest of his life?



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## EDITORIALS

## THE STUDENT

For as long as there have been men, there has been intelligence. For as long as Man has known, about the world and about himself, there have been students. Man is intelligent—he has the ability to know—to the extent that he knows this, he is a student.

For as long as there have been students, there have been people who know the effectiveness—the strength, in a way—of knowledge. Knowledge is effective: there is no knowledge that is “useless”—that does not result in action; there is no one who knows and does not act; there is no student who is passive. What, then, are we to think about the person who claims to be a student—who claims to know—yet does not act? What is to be said about the person who claims to be a student, yet acts in such a way as to stifle learning—to hinder men from becoming students—to stultify education? What more needs to be said except that these persons are ignorant? What other judgment is there except the judgment that these people do not know—that they are not students?

Lest there be any confusion whereof we speak... we speak of students—and of a STUDENT—we speak of colleges—and of a College—we speak of education—and of an Educational Plan. Let it be clear beyond doubt: an Educational Plan is worth nothing unless it is a plan for education, and not for efficiency; a College is nothing unless it is a collection of people learning, and not a mob milling; a man knows not, unless he knows he is a student.

Any man who thinks a teacher is not a student is not a teacher. Any man who thinks that education can be “administered” is not educated. Any man who thinks that Bates College has, or should have, anything in common with the Bates Mill besides its name is not a student. His first step toward becoming one is to recognize that fact.

# Bates Student

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## LETTERS TO THE EDITOR

## Core or Bore?

## To the Editor:

Those present at Senior Mass Lecture last Friday were asked to decide if the intrinsic value of certain fields of study (namely, Bates core courses) was enough to excuse their forcible intrusion upon the future Bates student's schedule. In forming one's judgment, however, the quality of the teaching experienced within these courses was to be ignored. This restriction sounded plausible until one began to vote... and think... to oneself...

“Would you really want to inflict the professors of these courses on some innocent and interested freshman? Have him spend three hours every week listening to a bunch of meaningless generalizations drop from Professor X's silver tongue like water from a leaky faucet, a dent in your consciousness every minute on the minute and no possibility of stopping the flow or even changing the timing? Do you really think that preparing for Professor Y's list exams has helped you relate the material to the past, present or future?—No. Never. What a waste they were! Better to have taken something else.”

On second thought, perhaps, one's pencil hesitates before checking the space marked “waste of time”. The voice of conscience intrudes with the timely reminder that you are not to take the quality of the teaching into consideration. How selfish of you to try and deny the (enforced) study of such worthwhile material to the future typically lazy Bates student, who won't read it on his own unless he is INSPIRED and AIDED to do so by Professor X's lectures or Professor Y's exams! What is three hours wasted a week anyway! After all, the book was interesting, even if it didn't all seem to apply to anything in your life, and papers are fun to write and good discipline even if there are no helpful hints for improvement returned with the adequate C.

In the final analysis, the professor is pretty unimportant and the courses are what count—don't you agree, professors of Cultural Heritage? And you, professors of Core English, Biology, Economics and all other core-course workers?

Respectfully submitted to the editor and all that...

Sally O. Smyth '65

## OUT OF THE HOPPER

## To the Editor:

The following are some of the things the Student Senate has done since the last elections.

The Senate: 1, Raised over \$1,000 in a very successful fund drive for Multiple Sclerosis. 2, Is beginning to plan another drive for the same or a different charity to be held this spring. 3, Held a faculty-student discussion on the 4/3 Option. 4, Sponsored a panel

discussion on the new calendar.

5, Supported co-ed dining—unsuccessfully. 6, Helped the Hockey Club come into existence. 7, Financially aided the Chess and Bridge Clubs. 8, Is purchasing an F.M. radio for Chase Hall Lounge. 9, Maintains a P.A. system for rallies. 10, Originated and is achieving the publication of an all-campus booklet which will put descriptions of student organizations under one cover. 11, Has and is trying to find a feasible way of getting a psychiatrist or chaplain permanently on campus.

12, Purchased picture frames for the display of student art in the lounge and den. 13, Caused the existence of better lighting in the second-level stacks of the library. 14, Caused the upstairs of the library to be open on Sunday mornings. 15, Sponsored buses to Colby, Maine and Bowdoin. (The latter two do not allow bus loads of students at basketball games.) 16, Is sponsoring transportation to cultural events (concerts lectures, etc.). 17, Supported the P.A. in its unsuccessful attempt to change its constitution. 18, Gave suggestions to the Faculty Chapel Committee as to how to revise the Chapel Program.

19, Conducted and tabulated a poll on the 4/3 Option and is giving the results to the administration so that they may benefit from some of the suggestions. 20, Is purchasing over \$200 worth of caps and gowns. 21, Supports and is prepared to give financial aid to students who wish to attend conference at other colleges. 22, Compiled a comprehensive report on judicial reform and expect some of these suggestions to be put into effect. 23, Is planning a faculty-student discussion on judicial procedure to be held in the near future. 24, Is presenting an important discussion on co-education.

25, Will support a film and lecture on Moral Rearmament to be held on Tuesday, March 16, in the Little Theatre. 26, With approval of the Extra-Curricular Committee will produce a professional hootenanny on April 24. 27, Is compiling an enormous list of suggestions on curriculum revision in order to help the Faculty Committee on Curriculum. 28, Reapportioned itself in order to get more equal representation.

29 Is going to hold a discussion so that students who have been abroad may enlighten those who are going as to what to expect in locating accommodations, etc. 30, has done numerous other things from publishing the Directory to attempting to open “women's dorms for the entertainment of guests.”

Best of luck in any future attempts at editorial writing.

Ned Brooks

What about the turtle race?  
Ed.

The Past is Prologue  
To the Editor:

To destroy the heritage of one hundred years, stand here upon the brink of the second century. Look out over the vast abyss that is space. See only the youth of a hundred years. See only the bricks and stone of ancient buildings. Hear only the drone of scientific facts, the crackle of mathematical formulas, the encyclopedic rehearsal of dead artists and poets, the cold relentless logic of social sciences. Let there be no personality—no warming touch of human interest, no divining of gold beneath the dross. A thousand—aye, two thousand colleges in the United States, all, all alike. Souls like grains of wheat fed to the hopper. No mystery—no hope—no gleam. God but a vast machine.

Instead let it be said that this college—even if it be one of ten thousand—has a soul, a personality, an individuality. Let us not decide whether it is better or worse than some other. But it has a distinctive quality. It identifies Bates graduates wherever they are. There is something about them. Strangers recognize it and feel it. Young men and women in high schools catch the feel of it. Their eyes are turned Batesward.

Once on the campus, do you see only trees and bricks? Perhaps. But you feel that this area is throbbing with the pulse beat of a hundred years. Youth with its energy has filled these areas. Vague dreams, high resolves, budding aspirations, the contagious enthusiasms of comradeship, the warmth of mature guidance—all of these have a special permanence here. Even when this campus appears deserted, trees, buildings, grounds, space between the trees, space between the buildings, classroom walls and ceiling are throbbing with the psychic vibrations of a faculty and student body apparently absent but perceptibly present for those attuned.

Yes, young man, young woman, you can go to many a college and you will find a destiny there. But there awaits you at Bates a personality, a distinction, an integrity that will be different. As a Bates alumnus you will share this heritage of the past as surely as a child will inherit the peculiar genius of his particular family. As a Bates alumnus you will take pride in this heritage. It will sustain you mid influences that would degrade you. It will inspire you mid the hardships that will try you. For it is the combined longings and aspirations of thousands of your predecessors who have fought the fight, endured the frustrations of human limitations, followed the gleam, and passed the torch to you, the world's best hope of Heaven.

Faculty—a word for a collection of men and women graded into salary classes—six thousand, eight thousand, (Please turn to page six)



# CALENDAR CHANGES and BATES ABROAD '65 EDUCATIONAL INERTIA

by one gdg

In preparation for the Faculty meeting held on March 2nd, members of the Bates College teaching staff were presented with a number of announcements, two of which have to do with THE 4/3 ANOMOLY. First there is the multiple committee report submitted to the faculty for discussion. "It should be emphasized," the report affirms, "that this is a report on the first Short Term only, and it does not imply anything beyond 1966." What an interesting way to put it! I call the reader's attention to the fact that not only does that assertion show the fine hand of legalistic and scholastic training in subterfuge, but what is more important it reveals that its author is uncertain, unsafe and hence uncommitted. For should the plan fall through — as I am certain it must — then those students who have come to Bates for three years' education are stuck (tricked would be the harsher word) and will have to suffer through one more year of college. I shall leave it to you — dear reader — to follow out all the nefarious implications; I'm sure it can provide endless hours of diversion.

But what I want to go on to is the second recommendation (which as an aside is the way in which faculties pass laws and rules governing the institution in which they serve — in other words, recommendations are to be discussed and then voted upon). Here we find that the Educational (!!!) Guidance

and Curriculum Committee recommends to the faculty the following (and I will now quote in extenso):

"1. that, effective with the first Short Term (May-June 1966), students be permitted to register for a minimum total of six semester hours, and a maximum total of nine semester hours in the Short Term.

2. that the following courses, planned to be offered in the first Short Term (1966) carry a credit load of two semester hours for the Short Term only: Art 201, English 200.

3. that Physical Education 201M and 201W be offered in the first Short Term (1966) on the basis of three classes per week, and carry one-half credit."

4. that Chapel-Assembly not be regularly scheduled in the first Short Term (1966)."

5. that the following established courses\*\* be planned to be offered in the first Short Term (1966); provided enrollment warrants.

Philosophy 200  
Psychology 201  
Religion 100 or Religion 136  
Economics 100 or Sociology 100

Health 101M and 101W [separately of course] . . .

Chemistry 313  
French 241-242  
Spanish 241-242  
Mathematics 203."

There in those few preceding lines we have the results of nearly two years thought and work by the best minds at this institution of higher learning. Two years of wasted efforts so far as I am concerned. Two years spent in attempting to "canonize" a

core program of education that is no longer worthy of being part of a modern college curriculum — if that college is a liberal arts college. But perhaps this is the question: WHAT IS A LIBERAL ARTS COLLEGE? IS BATES SUCH A COLLEGE?

\* Those fellow members of the Bates College Faculty who have attended these meetings will — I trust — forgive my use of the term discussion.

\*\* Emphasis is mine.

\*\*\* Comment in brackets mine of course.

## Reviewer Lauds Mehegan Program

Tim Jurgens

John Mehegan, noted New York jazz critic, artist, and instructor, presented a combined jazz demonstration and concert with his wife Friday night to an SRO crowd in the Gannet room.

In the first half of his presentation, he spoke of the history of jazz, illustrating the growth of the medium with well known piano pieces of such greats as Earl Hines and Bill Evans.

Following the talk, Mr. and Mrs. Mehegan gave a concert of music of the present jazz scene on dual pianos, including the works of the show, movie and folk composer and ending with three contemporary jazz inventions which literally brought down the house. Their two encores included "Sean-Song", a particularly beautiful piece by Mrs. Mehegan.

The talk and concert was probably the most stimulating and exciting evening Bates has seen or will see all year, and of this type of program I can only say, more, More, MORE.

The Mehegan's appearance was sponsored by the Campus Association.

## IMPRESSIONS ON IMPRESSIONS

By Pris Clark '66

It is extremely difficult to attempt to discipline myself to limitation when writing about my impression of England. I could indeed spend many ages recording the various thrills and excitements I have encountered from New York to Southampton, or I can attempt to narrow the scope of my assignment somewhat by discussing, as best I can, the impressions that have most affected me as well as other American students.

I am, above all, impressed with myself. I've been impressed with myself before, but I have never been so very impressed with myself as to actually feel justified in feeling impressed with myself. I have discovered, alone, as have many JYA students, that I am capable of meeting the responsibilities I so readily assumed, and that I enjoy having complete responsibility for every aspect of my life. I guess I always knew I would enjoy this wonderful freedom Manchester provides, but I was, like so many others, slightly afraid of how I would cope with such a completely new situation, and how I would intelligently handle all the problems that presented themselves. I feel that within the period of two weeks I have learned enough about myself to justify this entire year. I am immensely happy, and completely content with my existence such as it is.

Sharing a room with someone else naturally eliminates many problems, and, having your own flat and freedom is perhaps the most important part of coming abroad. I have found many students here, Americans, who are living in

the dorms, but they, as a whole, are unhappy.

I am impressed with the way everyone stares at my knee socks and knows I am American. I am proud of that, and enjoy their amusement, and always wear my knee socks because I am also very impressed with how cold it is.

I am impressed with the way I easily became accustomed to the fact that students can smoke in lectures. It all seems rather natural to me now.

I am impressed with the tremendous concern of Englishmen and Europeans alike towards American politics. They remind me never to forget that America is the leader of the West, not only in books, but in everyday fact.

I am impressed with the way English newspapers cover American news so completely. I am also impressed by the fact that I actually read the papers every day. Being away from home enlivens an interest to know what home is doing. So I keep informed.

I am impressed with Harold Wilson and the way he was elected. I find the British do become emotionally involved in politics, as we do, and was glad to discover I was not alone in celebrating his victory.

I am not so impressed with the Queen, but then again I never see too much of the Queen. I am impressed with Buckingham Palace and the changing of the guard because they are very impressive. And I always was big on ceremony and tradition.

I am impressed with the discovery that I no longer take a great interest in extracurricular activities. I was amazed at this, as they provided my major source of entertainment at Bates. I no longer need to vie with the rest of the Manchester students to run the University and be someone and have a lot of prestige. I am content to let them have the glory and the responsibility. After all the ones who are the most bent on extracurricular activities as I was are the ones who crave the most responsibility. But even in these activities the re-haps after one has tasted the fruits of free living one is content to let go the rest of the semi-responsible part of one's world. I guess that makes sense.

I am impressed with English tea, and find it every much as excellent as it is famed to be. I am also impressed with the lousy coffee. But then again I like tea. I'm trying to become anglicized and the English are becoming Americanized. Ah well.

I am impressed with the English T.V. programs. ITV, on the other hand, has a lot of ads and a lot of American programs. Same old story. Their advertising is terrible, worse than ours, nowhere near as subtle. I find it a omen of good faith to think that of

(Please turn to page six)

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**(Bates Abroad from page 5)**

all the American programs available they pick Dr. Kil-dare and Perry Mason and the Detectives. Someone is looking out for my interests. They also have a great many (ten at last count) handstand type things, so this gives me a chance to study. No late movies. All stations close down at twelve or so, and so we have to go to bed early.

I am impressed to learn that homosexuality is a criminal offence in Britain. This seems an odd paradox as the narcotics laws are extremely modern in outlook. I give great credit to the BBC for its tremendous coverage and concern for problems such as this, and only hope that someday American T.V. will assume the responsibility that is theirs, to educate.

I am impressed that there are so many American movies in town. Unfortunately I saw most of them in America, so I find little incentive to go. British comedies are rare. I guess they're all playing in the States. Everything is backwards.

So this is British life in a nutshell from an American point of view. What else is there to say? Am I supposed to say I am studying harder than I ever have? It's a lie. I am learning more than I ever have, but I am not studying harder, as studying means to me, reading or researching for the sole purpose of remembering some frightful piece of knowledge that may come in handy on some exam. What

we study we forget, at least I do, what I learn I remember.

I learn from the tremendous reading assignments I have to complete in all my courses. I learn because in Shakespeare we are asked to fill in our background in Elizabethan theatre, history, and life, and all though the professor hands out a recommended reading list of a hundred books, it is our choice what we shall read, and, for that matter, if we shall read.

No one over here gives a damn about you. They don't give a damn whether you go to classes, read your assignments, hand in papers, or attend exams. They could not care less. So that leaves you to care. It is an interesting sensation, being the only one who cares about you. So, it is up to you to make something of your opportunities, and those who know my study habits will know what a complete transformation I have undergone when I say that I do care. I am delighted to have the complete responsibility for my own education, and I am delighted that no one else gives a damn about me, because I am having fun caring for myself.

Of course, when I get back to Bates a lot of people are going to care a lot about what I do: Whether I get credit for the year, go to classes, smoke in the room, etc. It is surprising too that when no one is pushing you to clean your room you clean it. I find I'm not such a slob after all.

I find I miss Saturday afternoon football games, but that is about all I miss. I have read a few copies of the STUDENT, and discover I am relieved not to be a part of the Bates student perpetual tri-

angle of discontent — half-hearted attempt to revolutionize, failure criticism, and more discontent. I have no doubt that when I return senior year I will take an active interest in student affairs, and join the untouchables in efforts to overthrow the administration, but for the moment I am at peace with the administration.

**(Letters con't from page 4)**

ten thousand, fifteen thousand dollars a year. Interested in a single department of knowledge.

OR Faculty — an assembly of chosen personalities, each of whom feels himself as inheriting a distinctive current of dedicated interest in a growing garden of youth; whose chief interest in subject matter is in its power to challenge interest, to awaken ambition, to stimulate a desire for usefulness, to fix habits of recognition and application, to meld diverse inclinations into a pattern of social integrity.

If, as a member of the Bates faculty, you feel yourself absorbed into a current of desirable social attributes of such quality that other things being equal you would rather energize in this family than anywhere else in the world, then you are truly an inheritor of the Bates tradition.

If, as a student, you feel that this campus surrounds you with a warmth of interest that gives you glimpses of far horizons, that stirs a feeling of strength for the unknown that you did not realize you possessed then you are catching the pulse of that current of high desire left on this campus by students and faculty of a hundred years past. With this you may frequently meet discouragement but you will never suffer defeat.

Joseph B. Wadleigh, '09

**GUIDANCE****INTERVIEWS ON CAMPUS****Monday, 8 March:**

**Dead River Company** (Timberlands Pharmaceuticals, Petroleum, L P Gas and Lumber) seeks **Men for General Management Training.** Interviewers: Mr. Robert H. Bundy. **National Commercial Bank and Trust Company** (Albany) offers Careers in **Banking for Men.** Interviewer: Mr. Francis H. Eldridge, Jr. **U. S. Navy** will meet Men and Women interested in Officer Training Programs. Interviewer: Lt. S. A. Waugh, Jr.

**Tuesday, 9 March:**

**Boston Public Library** wishes to recruit Men and Women for their Training Program in **Librarianship** (graduate study possible). Interviewer: Mr. Robert C. Woodward '48. **New England Telephone & Telegraph Company** have positions for **Women as Service Representatives** and for other specialized positions described in their literature. Interviewer: Miss Mary Louise Kolk. **U. S. Air Force** offers Officer Training Programs for Men. Interviewer: Sgt. Clinton Bosworth. **Public School Teaching in Hamden, Connecticut** (2 P. M.). Representatives: Mr. David Wyllie, Mr. William Schliecher. Check with Professor Kendall about this and other teaching interviews.

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**Wednesday, 10 March:**

**Chesebrough - Pond's Inc.** seeks men for their **Managerial Development Program.** Interviewer: Mr. Christian A. Nast '53. **Hartford Insurance Group** has positions for Men in Accounting, Actuarial Claims, Electronic Data Processing, Payroll Auditing, Special Agent and Underwriting. Interviewer: Mr. A. W. Melander. **Public School Teaching in New Britain, Connecticut.** Representative: Mr. George True. **Public School Teaching in Norwalk, Connecticut.** Representative: Dr. Perkins. See Professor about Teaching Interviews.

**Thursday, 11 March:**

**Central Maine Power Company** has positions for Men and Women in Administrative accounting development (math and economics majors). Interviewers: Mr. Almon N. Young, Mr. Floyd F.

(Please turn to page 8)

**Spring track—All candidates report for practice Tuesday, March 9th, 5:15 in cage.**

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# CATS CLOSE SEASON WITH TWO-GAME SPLIT

By Tim Hall

The Bobcat basketball team ended its season this past week with two away games. Wednesday night found the Bobcats at the Bowdoin gym in Brunswick, and Saturday night found them at the MIT gym in Boston.

After winning over Colby in the last few seconds, the Cats had the tables turned on them at Bowdoin and just lost the game as Tolpin for Bowdoin dropped a 20 foot jumpshot in the last few seconds of the game. Alexander, only seconds before, had tied the game with a tap leaving only 6 seconds left to play.

**Press Broken**

The Cats used the press most of the second half, but it was broken about half way through the period. The game was very close and extremely tense. As in all State Series play, especially with Bowdoin, the general atmosphere between players was even more tense.

Alexander paced the Cats with 24 points with Beisswan-

ger right behind with 22. Per usual, Wittmore was big man on the score board for Bowdoin.

The defeat by Bowdoin evened up the State Series record 3-3, still leaving the Cats in undisputed second place in State Series play right behind Maine.

**Roll Over MIT**

The Cats ended their season strong with a 102-82 win over MIT. This game is considered by many as the best game that the Cats have played all season long. The Cats were 50.7% from the floor, hitting 40 out of 79 times. They were 88% from the line, making 22 out of 25 foul shots. The Cats also succeeded in breaking their all time high scoring record for a half by scoring 62 points during the second half.

**Double Figures**

The Engineers were absolutely smothered by the press. The well used Bates press forced the Engineers to lose the ball 20 times. Another important factor that brought MIT to defeat was the fact that all the five Bobcat starters were in double figures. Cummings led his team by scoring 22 points; Beisswanger followed with 21; Alexander and Rannelid both got 14, while Beaudry followed with 10 points and also 10 assists.

The Cats ended their season as they started — strong, but fell into a few slumps during the long season. The final record is 14-9 with a 3-3 States Series mark.

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# Dorm Duels

BY: Lord Alfred

Well Bek, I don't fill any of the requirements you set forth in your parting column, but here goes an attempt at reporting that should be something else again. Tell me though — all Intramural reporters don't turn gray — do they?

**Middle Takes Crown**

In B-ball action Middle virtually guaranteed themselves of the A-League championship with a victory over J.B. In that tilt, Al Ansello got the nod as injured Bill MacNevin's replacement, and he carried a large share of the load by tossing in 14 pts. in the second half.

**Commissioner Held**

Other action saw R.B. drop J.B. in a B-1 game that featured a defensive minded R.B. unit holding Commissioner Jim Fine to a mere 1 pt. for the evening. You'll remember this boy for his fantastic one-hander from way downtown. The Commissioner has had the distinction of playing in no less than three leagues this season; however, in recognition of his latest showing he must receive the Intramural Choke of the week award.

Championship games highlight the schedule for the current week and there is little doubt but what all the teams will be representatives from Smith. Not your boys Russ, you can tell them to hang it up.

**Track Meet Postponed**

The track meet has been postponed and will be moved outside in the Spring. Handball, squash and bowling will get under way in the near future. Also, for your celler dwellers, the Chase Hall tournaments will be scheduled immediately after vacation.

**Conduct**

Some of the behavior dis-

played in recent contests has been a bit bush — to say the least. Those responsible should shape up by themselves before the Intramural Council intervenes by suspending them from league participation.

For new developments in the thrilling lives of "Auntie Mary" and "Baby Jane" make this column a must for weekly reading enjoyment.

**Bobcat of the week**

John (Jay) Sweeney, in leading the Bobcat track team to victory over State Series rival Bowdoin, has earned himself Bobcat of the Week honors. Jay, a sophomore biology major from Westport,



Conn., took two first places and was anchor man in the winning mile relay.

Enjoying an excellent season Jay has turned in consistently fine performances all season. On Saturday, Jay won the 1000 yard run and the mile, which he had never even competed in previously.

Our congratulations to Jay for his fine winning efforts and best of luck in the upcoming Federation meet and the IC4A's.

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## J V END SEASON WITH 16-5 RECORD

Closing out their season along with the varsity, the J.V. basketball team dropped a 91-81 decision to the M.I.T. frosh at Cambridge on Saturday. The loss, however, was only the fifth Bobkitten setback as opposed to 16 victories.

Commenting on this season's team, Coach Chick Leahey said that this was probably the strongest freshman team that Bates has had in the past ten years. He noted that

Bates J.V. squad. In mid-February the red hot Cats rolled up an eight game win streak. The only teams on the schedule that the J.V.'s did not beat at least once were U.N.H. and M.I.T.

Big point gathers for the Jr. Cats were Marc Schulkin and Jim Alden with near 20 point averages followed closely by Ira Mahakian. Providing the rebounding strength were Jeff Barclay, John Pickard, and Barclay Dorman. The regulars



Jayvees (in white) enroute to beating Intramural All-Stars

the high caliber of competition this season further distinguishes the fine J.V. effort.

### 5-1 In State

While closing with a 16-5 record, the Kittens took unofficial first place honors in States Series action with double wins over Maine and Colby and a split with Bowdoin.

### Win Over Maine

The wins over Maine marked the first in ten years for a

team backed up by a strong squad of reserves.

### To Help Varsity

Leahey feels that this group will make a large contribution to next year's varsity team. Leahey said, "Of course it won't be easy to fill the gaps left by the graduating seniors but this year's J.V.'s should certainly help reinforce the varsity in the future."

## Tracksters Handily Drop Bowdoin

By Ed Wells

On Saturday the Bates thin-clads ended the track season with a strong win over the Polar Bears of Bowdoin, 75-46. This meet gave Bates a 6 win 5 loss record for the 1964-65 indoor season.

Bruce Peterson, recovering from a pulled hamstring muscle, jumped 22'2" in the broad-jump to beat teammates Paul Savello and Keith Harvie for first place honors.

### Sweeney Double Winner

Jay Sweeney and Bob Plumb paced out the mile together

until Jay sprinted in to win in 4:32.4. Plumb won the two mile in 10:7.3. Sweeney also won the 1000 yard run in 2:22.5 followed by Bruce Lyman who placed second with a strong final lap kick.

Tom Bowditch cleared 6'4 1/4" to take first place in high jump and a new meet record. Following him were John Jewett and Tobey Tighe to sweep the High jump.

### Record Broken

Alex Schultun of Bowdoin, holder of a pending collegiate record in the 35 lb. wt. un-

leashed a 61'5" heave to give him a new meet and cage record. The cage record had been set by Corsetti of Northeastern last year at 60'5 1/4".

Over the course of the season Bates outscored its opponents 662 1/2 to 590 1/2. High scorers were Keith Harvie with 72 1/4 points, Jay Sweeney with 63, and Al Harvie with 55 1/2.

### Two Records Set

This season was not a record breaking one. Only two cage records fell — one in the pole vault and one in the 35 lb. wt. However, many meet records were broken and 13 were set owing to the lack of competition in former years.

Bates men will compete in the Maine Federation Meet at Orono on Saturday and at the IC4A's at New York in two weeks.



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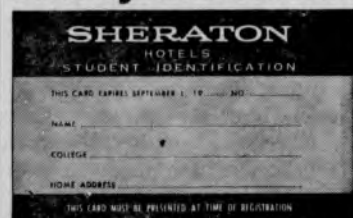
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