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# The Bates Student - volume 90 number 16 - February 19, 1964

Bates College

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## Students Fail To Ratify Two Senate Changes

### Senate Wonders Why

Two of four total changes in the Senate Constitution's voting procedure were defeated in a student election Monday night, February 17.

Members of the Senate are presently scratching their heads and wondering why anyone would vote against the amendments.

The first proposal to lower the required number of petition signatures to twenty received 593 votes, passing by 74 votes.

The second and third proposals, to limit balloting and voting in both primary and final elections to class and sex received 506 and 517 votes respectively. They were defeated by 15 votes and 4 votes respectively.

In the change of the Presidential and Vice-presidential election, the measure received 533 votes, passing by only 12.

## Prexy Proposes Tax Credit Plan To Aid Colleges

Speaking before the Woodfords Club in Portland, last Friday, President Charles F. Phillips proposed a tax credit plan to benefit colleges and universities. The plan would allow each taxpayer to deduct up to \$100 from his federal tax bill if this amount is sent to the college of his choice. A plan of this type would allow more money to go to colleges without government control or interference.

Under the present system many grants or scholarship and loan plans are under governmental control. In contrast, direct government grants and large scholarship and loan programs carry the long-run dangers of government interference in the field of higher education, and, said Dr. Phillips, "rather than government bureaucracy.....tax credit."

This proposal has been presented to Congress, and if passed will appear as an amendment to the present tax bill. "Such a proposal", said Dr. Phillips, "would greatly stimulate private gifts to our colleges. It would leave to the individual the choice of which institution he wishes to aid. . . . It's simple, you don't have to build up any machinery. No expensive bureaucracy would be necessary to operate the program."

What does this do for Bates? As an example, if each of Bates' 7,000 alumni were to send \$100, we would receive each year \$700,000. This money could be used to pay teachers' salaries, thus allowing most of the students' tuition to be used for the students' benefit. If this plan goes into effect the benefits to colleges can hardly be overestimated.



Director Thacher setting up Hartgen Watercolor in TREAT Gallery.

## Ball's "Paranoia" Wins Student Art Competition

"Paranoia," a watercolor reminiscent of Shirley Jackson's "The Lottery" was awarded first prize of twenty-five dollars in the student art competition last Sunday.

Winning artist Pamela Ball is a senior philosophy major, chairman of the Bates Art Association, and an editorial assistant on the Bates STUDENT.

Judges Mrs. Henry Thatcher, Mrs. John Tagliabue, and Mr. Philip Isaacson awarded no honorable mentions.

### On Display

The winning work will be on display in the Treat Gallery through March 15, contemporaneously with an exhibition of watercolors by Vincent Hartgen, Professor of Art at the University of Maine. The other entries in the competition are being shown

in the Art Room, 106 Hathorn, this week.

### Hartgen Show

Vincent Hartgen's twenty watercolors demand of the viewer the persistence to go beyond the first impression of the paintings as merely colored Rorschach tests to their realization that they "capture the rugged spirit of our northern-most state as seen in its woods and coast line."

### Semi-Abstraction

One of his reviewers has said, "His watercolors are remarkable, powerful semi-abstractions using a highly personal technique. In a single painting he may use a fairly dry brush in one area and a very wet wash with small blurred dots of color in another. Over all this he paints the fine lines of trees, grass, and flowers."

## Religious Speakers Emphasize Social Applications Of Beliefs

Religious Emphasis Week, with its theme "Directions", was held last week under the sponsorship of the Christian Association. It was designed to describe the social applications of the morals expressed in Christian doctrine. The program featured three principal speakers who each stressed some aspect of this theme.

The first evening address of the week was given by Miss Elizabeth Johns. Her speech, entitled "Honest to God", dealt with the translation of religious beliefs into concrete social action. Miss Johns defended the existence of organized religion on the grounds that it is a valuable instrument of social action.

### One's Fellow Men

Examples of the type of program the church can administer or promote through the government are domestic welfare activities and international programs such as CARE. The speaker maintained that Christian beliefs stress being concerned for one's fellow men and that Christian doctrine forms a sound philosophy

for acting on such concern. She stated that the individual must be "honest to God" and to his Christian beliefs.

Miss Johns formerly worked with the Young Woman's Christian Association, and is currently editor of the monthly Journal Social Action.

### Gandy on Love

The second evening lecture in the series was presented by the Reverend Samuel Lucius Gandy. The minister of the Kenwood-Ellis Community Church, Chicago, spoke on "Message and Mission: The Continuing Encounter". Dr. Gandy's mission is to dispel the fear which saps our sense of depth and understanding of the problems that face us today. His answer to the mission is his message—love. Love can remove the cloud of fear which blocks our minds to the true situations around us.

Dr. Gandy gave as an example the "soda fountain revolution" begun by Negro Freedom Fighters in 1960. They are striving to

(Continued on page two)

## Ghost Political Union Disinterred, Vitalized

The Bates Political Union, for the past four years a "ghost" organization, was formally re-established last Tuesday in the office of Dr. Garold Thumm, Professor of Government. Hopefully, in the words of President Steve Schaeffer '65, the group will become "a viable organization on campus."

The Political Union is committed to the presentation of a varied program of speakers and discussions on some of the vital and significant political issues of the day. The Union hopes to serve as a forum which will interest and allow Bates student to question their political attitudes. It hopes to "apply the training in rational thought which students receive in the class room, to some contemporary political problems."

### Non-Partisan

Partisanship will not be evidenced; the Union's activities will be directed towards the goal of a fair hearing of all points of view.

## Debating Team Wins Only Two At Dartmouth

Last weekend the varsity debate team travelled to Dartmouth for a national tournament. The negative team of Tom Hall and Bob Ahern compiled a record of one win and seven losses. Sue Stanley and John Strassberger won one and lost six debates. The negative defeated Emporia and lost to Boston College, Kings College, Augustan, Vermont, McCalaster College, Worcester, and College of the Pacific. The affirmative marked its victory over Holy Cross and bowed to teams from Harvard, Northern Illinois, St. Joseph, William and Mary, Dartmouth, and MIT.

The competition at the tournament included 60 outstanding teams from all over the country. Of the sixteen teams qualifying for the finals Bates met nine. In all but two contests Bates teams sustained their losses by very narrow margins.

### A Cup Hath Three Legs

Next Saturday the team travels to Boston for the MIT tourney. Bates teams retired the previous cup in this competition, and have one "leg" on the present cup. It takes three "legs" to retire a cup. In other words, Bates teams attained three victories on the previous cup and have one victory on the current cup. The cup is awarded each year to the victorious team. When a team scores its third victory on a given cup it takes permanent possession of it and a new cup is offered.

Two Bates debate teams left today for the University of Maryland Capital Hill Tourney. The teams are composed of Jeff Rouault and Richard Rosenblatt, and Norman Bowie and Bob Boyd. Both teams will debate both the negative and affirmative positions. The final round of the tourney is to be held in the U. S. Senate caucus room.

In Schaeffer's words, "We aspire to be a dynamic organization devoted to bringing controversial issues to light, and to have students consider them, perhaps, for the first time in their lives."

Until 1959, the Political Union, under the leadership of Dr. James C. Donovan, Professor of Government, was an active and contributing organization. Since Dr. Donovan's departure to Washington, the Union had withered away to a virtually non-existent group, which met solely to have its picture taken for the yearbook.

Within the next two weeks, the Union's first speaker will be heard, and further information will be publicized. If any students are interested in the Political Union, especially if they want to aid in the planning of programs and speakers, they are urged to contact either Steve Schaeffer '65 or Norm Gillespie '64, or leave their name and dorm in Box 122.

## Freshmen To Debate Chapel, Healyvester

The Annual Freshman Prize Debates will be held in succession beginning at 7 p.m. Tuesday, February 25 in the Filene Room. The public is cordially invited to attend. There will be a prize of ten dollars for the best speaker in each debate and five dollars for each member of a winning team.

Two separate issues will be discussed to determine the winners. The first proposition is "That compulsory attendance at the Bates College Chapel-Assembly programs should be abolished". The topic of the second debate is "That Bates College should adopt the ten month calendar of acceleration".

### Compulsory Chapel

Speaking in the affirmative for the first proposition will be Alan Lewis and Geoffrey Boyer against the negative team of Susan Francis and Katherine Kelley. Debating the second motion will be James Filakosky and Charlotte Singer, affirmative, against the negative team of Robert Cornell and William Pearson.

## Young Republicans

A combined meeting of the Young Republican Clubs of Lewiston-Auburn and Bates College will be held this Friday at 3:30 in the Filene Room. They will listen to speeches by Mr. Buzz Lukins, National Republican Club Chairman, and Mr. Fred J. Smith, State Chairman of the Maine Council of Young Republicans.



## Government Scripts

### Student Senate

Meeting of Tuesday, February 4, 1964.

Absentees: Cruickshank, Sadlier, Winter

Guests: Mr. French

**Committees:** Amendments: Ziegler read the final wording of the amendment to be presented in a referendum. It is amendment by insertion. This committee will take care of all arrangements for the referendum. A meeting of Extra-Curric will be called to discuss the amendment.

**Correspondence:** A letter from Dartmouth College was read. It concerned a Northeast-Regional College Conference to be held there in February. The cost of sending 3 delegates would be \$100 and it was felt that this is not a justified expenditure. The matter was dropped.

**Elections:** Ziegler announce-

ed these dates concerning the all-campus elections: February 24: Take out petitions; March 9: Primaries; March 16: Elections; April 6 or thereabout: Presidential Elections.

**Discussion:** Christensen suggested that a committee be set up to discuss campus problems and issues among interested students and faculty. It was suggested that Pris Clark, who has shown much interest in the formation of such a committee, be asked to come to Senate next

week to present her ideas.

Kinney asked if it is constitutionally proper for a Bates student to take out a Senate petition for a student who is studying in Europe this year. It was decided that with the person's permission this would be quite alright.

The formal meeting ended at 7:28 P.M.

**Guest:** Mr. French of the Maine Chapter of the Multiple Sclerosis Society spoke to the Senate about M.S. It was suggested that Mr. French speak in chapel to explain the drive to the students.

## GUIDANCE

### CAREER INTERVIEWS — SUMMER EMPLOYMENT

**MONDAY: 24 February**

BOSTON PUBLIC LIBRARY (Men and Women — graduate study possible) Interviewer: Mr. Ervin J. Gaines.

NEW ENGLAND TELEPHONE & TELEGRAPH COMPANY (BELL SYSTEM) (Women) Interviewer: Miss Mary Louise Kolk.

TRAVELERS INSURANCE COMPANY (Men and Women — also summer programs) Interviewers: Mr. R. T. Smith, Mr.

John H. Grimes '43.

**TUESDAY: 25 February**

AETNA LIFE INSURANCE COMPANY (Men and Women) Interviewers: Mr. Paul M. Aldrich, Mr. Robert F. Bensch.

SOCONY MOBIL OIL COMPANY (Men) Interviewer: Mr. H. V. Brosius.

**WEDNESDAY: 26 February**

EQUITABLE LIFE ASSURANCE SOCIETY (Men) Interviewer: Mr. W. A. Davenny.

NEW ENGLAND TELEPHONE (Men) Interviewer: Mr. Lincoln (Continued on page five)

## P. A. Notice

The Publishing Association will select the editors of next year's STUDENT, Mirror, and Garnet, as well as the business managers of the STUDENT and Mirror, on Monday, February 24. Anyone who is interested in any of these positions must submit a letter stating the applicant's interest and qualifications.

The letter should be addressed to Sandy Prohl '64, Box 422, and it must be received before the twenty-fourth.

Any sophmores who are interested in serving as Junior Representatives on the Publishing Association are also requested to submit their names to any member of the Association. Three junior representatives will be elected in the Spring all-campus elections.

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# 'Right You Are, If You Think You Are'

## Last Act

BY C. E. J. '64

You Can't Be King. . . . If You Don't Pretend. or, Pirandello . . . . . Last Act.

### Characters

The Traveller

Donna Nano, the mother

Pulcra, her daughter

Mendico, her son

Nearly halfway between the crowded village of Agigeato and the lazy port of Empedacel there are a couple of low buildings. The largest, apparently a hut of some peasant family, stands out beyond the rest; its tettoia — a kind of thatched roof — could collapse with age. To the right of the house, in the distance, a prickly pine tree silhouetted against the Sicilian sunset.

A traveler approaches on foot, dressed in a dusty but fashionable business suit.

An old woman appears. She rants at a bulk in the doorway. As the stranger comes closer the lethargic lump stirs with interest. The traveler, Donna Nano, and Pulcra, the girl in the doorway, meet.

The traveler. Hallo! Is this really the house of Luigi Pirandello? From what they told me at the village I really did expect something more impressive.

Donna Nano. Yes, this is the house of that wild young 'un, who was always disturbing his family and the people in the village with his irritating questions, questions which never, as everyone knows, have any answer. I can't understand why you'd come out to this place.

The traveler. Well, I got the idea from some friends in Rome. They said I'd really be surprised at what I found. I guess they were right. Quite right. . . . did he really live in this place?

Pulcra. (stirring as to make her red bandanna flutter in the yellow wind) Why yes! Of course, it's not much of a place now. There was bombing during the war. No one can understand how this dilapidated shack survived it all. Do you know how dull it is? Hardly anyone comes here. We miss most of all the news.

The traveler. I see. HUM. . . this is frustrating. A long dusty trip and not even a small monument.

Donna Nano. Well, what do you expect! People forget in time. After all, it serves another purpose now. We were awfully glad to get this ruin, my family and I. (with deference) We are mere beggars. Won't you please, kind Sir. . . .

Pulcra. Mama! But I really wish. . . .

Mendico (comes out of the dark shack speaking angrily, seething violently) Well, even if we are beggars we needn't be content cooped up in this hole, so far away from anything really exciting.

Donna Nano. Children, Children. . . can't you be happy with the life you've got? Try to be content with the ways of your own people.

Pulcra. But Mama, this isn't living. People can't just keep house, crack almonds, and go to the dances. To really live people have to get out, to try to understand, perhaps to think, . . . but it's all so absurd.

Mendico. Come on stranger, I'll



Tomorrow, Friday, and Saturday

## Holt Sees Pirandello In Search Of Truth

BY JOHN HOLT '64

Writing in a letter to his good friend, Domenico Vittorini, Luigi Pirandello confessed, "I move in my own way and not as others would like me to; gruff because I grow indignant with their affectations; incomprehensible because they do not yet know how to see, to think, to feel as I do.

"At any rate, dear Vittorini, lame, deformed, all head and no heart, erratic, gruff, insane, and obscure, I exist, and I shall continue to exist, while they will not. It is true that this is not a matter of great importance to me." A man, I have tried to tell something to other men, without any ambition, except perhaps that of avenging myself for having been born. And yet life, in spite of all that it has made me suffer, is so beautiful!"

### Ideas and People

To get the idea that Pirandello is "all head and no heart" is to

show you his old room, where he was born.

The traveler. Magnificent! At least there is something left here.

Pulcra. Don't expect too much. Mendico never cleans up that room. Ugh! cigarette butts, tin cans, tobacco, filthy rags. There's only one little corner of the room that looks presentable. Oh it's a shrine. . . it's a real tribute that little candle and book. He's such a difficult fellow to understand. Here he is with this passion for the thoughts of the man Pirandello; and, he can't even present a decent picture of reverence for his birth place.

Two little children run in quarreling in some incomprehensible babbling.

Pulcra. Hush children. Can't you behave like little grownups when we have a guest?

Mendico. Come on, it really doesn't make any difference whether the room is clean or not. She thinks she understands, but she doesn't either. Someday they'll probably bomb the place again anyhow. And, if they don't maybe urban renewal will fix the place up as a national monument. Right now there isn't even a path to this out-of-the-way spot. I think there might have been one once. Perhaps there'll be one again someday. . .

miss the intensive humanity of the man—and the dramatist. The sanctity of the human heart, its loneliness, its beauty, its courage — this is the "truth" of his drama. He is concerned with ideas, certainly, but only in relation to people.

### Fantasy

One of Pirandello's most consistent themes is that of the efforts of his characters to replace their actual condition with a fantasy or illusion, which is usually known fully only by themselves. Each individual's existence, he seems to be saying, is unique and personal; and tragedy occurs when others in relation to the individual do not recognize this, or even attempt to penetrate and decipher it, breaking, as it were, the delicate, tremulous bubble of a private world. Vittorini recorded Pirandello in conversation as saying:

Man moves in an impalpable atmosphere of dreams, whether he is conscious of it or not. Because of this, he walks over the bleak planet of the earth as a bewildered stranger and a grieving vagabond. Beyond the boundaries of time and space, above the arched, blue curve of the sky, there is life, unformed and unfettered, life out of which a strange god has carved man, the earth, and the universe. No laws, no limitations, no boundaries exist there. Life is a ruinous stream that roars into dazzlingly white stretches of infinite space. We become both terrified and deified by it. We cease to be human, and our contact with the average man becomes impossible. My art is the expression of what happens to universal life when it becomes individual experience."

### Drama Is A Chinese Puzzle

In RIGHT YOU ARE Pirandello sounds out his theory in a drama that unfolds like a Chinese puzzle, which remains, however, inscrutable to the end. The insatiable and relentless curiosity of insensitive and indelicate characters is a goad to the audience as well as the sensibilities of the playwright. The townspeople have violated Pirandello's law of sanctitude, and they are dealt with accordingly. The deep feeling we have for Frola and Ponza

## Truth Or Not Truth: Is There A Question?

BY PRISCILLA CLARK '66

It is as difficult perhaps to classify Pirandello's "Right You Are, If You Think You Are" as it is to establish the theme. This three-act play, at times referred to as a comedy, fable, mystery, tragedy, parable, and drama, offers no standard or norm to define it.

What is the nature of truth? What is reality? What is fantasy? Although there are as many interpretations as readers, it is evident that Pirandello sets a fundamental framework for his questions, and once he establishes the premises he allows the audience to supply its own conclusions.

### Absurd Simplicity

The plot of the play is complex in an absurdly simple way. The action revolves around the attempt of the townspeople to determine the truth about three new residents, Senor Ponza, his mysterious wife, and his mother-in-law, Signora Frola.

It is established that Ponza imprisons his wife in his apartment because (he says) she is his second wife (he remarried after the death of the first) and Signora Frola is not his wife's mother. But the old lady is insane and insists that this second wife is her daughter. She persists in forcing her affections upon her, thus making it necessary to protect the young wife in a locked apartment.

### Mother-In-Law

But Signora Frola, the distraught mother-in-law, has a different story. She claims Ponza's "second wife" really is her daughter and that because Ponza was at first killing his young wife with his passion, she was secretly stolen from him and put in a sanitarium to regain her health. When Ponza discovered her to be missing he immediately became convinced she was dead.

Thus, after a year, when his wife was returned to him he refused to believe it was really she. But as he was so much in love with the likeness of this second woman to his first wife, his friends went through the pretense of a second marriage to induce him to take her. Thus he believes he had two wives when, in actuality, he had only one, his present one.

### Who Is Mad?

Both stories are extremely plausible and townspeople and audience alike begin the never-ending search for truth. Which is mad? Signora Frola? Signor Ponzo? It must be one or the other!

But must it be? Are both insane? Perhaps none is mad (except the townspeople and the audience with such confused unresults from a series of revelations about their PARTICULAR situation and how they are affected by it.

The ultimate revelation to the audience, and perhaps even to the townspeople, is that the truth of human relationships lies not in what we see, but in the human heart.

certainty). Have these townspeople created a fantasy? Or is it fact, reality?

The play proceeds, swaying the minds of audience and actors alike as both stories become more and more acceptable. It soon becomes evident to all concerned that absolute documented proof is needed to discover the truth. So the search begins.

### Malicious Curiosity

Thus far we see one of Pirandello's minor themes coming into full effect, that of meddling and malicious curiosity and gossip. Blunt questions and deaf ears seem at first to seek the truth and then ignore it, all the while destroying the beautiful "life-lie" of Signora Frola and her son-in-law.

But surely there is someone who knows the answers! Yes, the young wife herself is the only possible person who could reveal the truth. Her appearance toward the end of the play presents the climax of the drama, for she does indeed reveal the truth. Or does she?

To enjoy a play as contemporary and thought provoking as "Right You Are, If You Think You Are" requires an active mind and a ready imagination. But the play is not all philosophy. Far from it. The human comedy is ever present as is the human tragedy, leading a willing audience from the tears of laughter to tears of pathos.

### . . . and Albee, Too!

It would endanger the coming Rob-Players production of "Right You Are" to fully analyse the "surprise ending" of the play, thus eliminating some of the suspense. (This is one of those "Please do not reveal the ending of the play to coming viewers" types. However, to compensate, I can satisfy some curiosity by comparing this play in depth to that of Albee's "Who's Afraid Of Virginia Woolf?")

In both, two characters are faced with the recognition of facts, and in both characters seem to overcome reality with imagination. They possess the necessary insight to recognize their need for a "life-lie" and achieve it through sympathy, utter personal sacrifice, and deep and unselfish love.

But the problem is still yours. Do they achieve it? Is their love true or selfish? And what was, after all is said and done, the message of the young wife? Did the townspeople of the play learn their lesson or discover the truth? Did you, as a member of the audience? Or was there, after all no lesson or truth to be learned?

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## Editorials

## Tyranny, Grades, and Games

It was once our belief that the Dean's List should not be published in this paper. We felt that this practice only helped to perpetuate an over-emphasis on grades — a situation not in keeping with our view of education. This view may be true — the content of one's education may yet be more important than the grades one receives. But the conclusion we have been forced to come to is that **grades are as important to the operation of an educational system as scores and points are to a baseball league.**

While in sports the "way you play the game" may be more important than the score you get, and the loser may learn and enjoy as much as the winner, it is obvious that some means of evaluating performance is necessary if a league — or, for that matter, a team — is to be set up. What must happen, however, is that the significant aspects of the game must be decisive in scoring. Scores are the language of the game, and as such cannot be subject to whim.

The analogy to education is obvious. Jacques Barzun, as quoted by David Williams on page 5 of today's STUDENT, points out:

**It is absurd to say that marks are unimportant and that real students should disregard them. If marks are important enough to make the Dean expel a man from college, they are important, very important to the man running that risk.**

Marks are important to the system, and therefore are important to the student in the system. Because of this, irrationality and inconsistency in grading are anathema, and cannot be justified by any means. Grades are a convention — a language; and, if they are to mean anything, they must receive respect and consideration from those employing them.

P. d'E.

## Treat Money

This paper has long been the only real publicity outlet for the Treat Art Gallery. Rarely if ever has information been released through even the Portland paper, which carries a regular listing of events in the arts. This lack of publicity as well as inadequate lighting and display surfaces, poorly arranged visiting hours, a small permanent collection — have plagued the Art Gallery from its inception.

The failure of Treat Gallery thus far to excite any interest among the studentry and area citizens is due to the failure of the college to budget funds for the Gallery. Too often, it seems, economic considerations take precedence over educational ones. This, however, is a self-defeating approach to the problem; for in order to attract benefactors, not to mention visitors to the Gallery, the college itself must demonstrate an interest in Art. For example, the display facilities should be improved, and funds allotted to obtain high-quality exhibits and additions to the permanent collection.

The recent hiring of an Art Director — the subject of an article on page 5 of this issue — is a step in the right direction. Further steps must follow — among which should be allotting of a budget to enable the director to carry out her work.

P. d'E.



# Bates Student

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Mr. David A. Nelson  
Faculty AdviserAddress all correspondence to Bates College, Box 309,  
or call 783-6661.

## Letters To The Editor

## Viles Part III

To my mind each of these changes — in the world and in the student — places a responsibility on the College to keep pace. This it has kept pace in its academic standards as a liberal arts college is obvious from the good reputation which it enjoys, in spite of student criticism, and from the success of its graduates. The excellence of the Bates education is what, in the current competition of high school seniors to gain acceptance into creditable colleges, improves the calibre of the entering freshman.

Yet the College continues to ignore the social dimension of the education which it offers and, as each year goes by, increasingly short-changes its students. It manifests no realization that the student of the 1960's which it trains has greater potential for constructive leadership and active citizenship than the student of a generation ago.

The stiffer admission requirements may have had an effect on the quality of academic work demanded, but they have not influenced the scope of the Bates education, which should have been broadened to develop this potential as soon as it was evident.

Instead the Bates Plan of Education continues to offer training which provides society with teachers, ministers, doctors, lawyers, businessmen, and engineers competent in their occupations, "cultured" in their acquaintance with the ennobling things of life, sensitive in personal relationships but ignorant of the forces, changes and problems of the world beyond the Bates College campus. The Bates Plan continues to look backward instead of outward in its approach to life. Cultural Heritage, which culminates the liberal arts program, offers a fairly thorough history of western civilization. However, it leaves the student looking into the past instead of the future. Unless they have changed in the past two years, the four semesters end on the doorstep of the present.

In similar fashion the core courses present a framework of the subjects which they treat — a framework which tells the student what has been done in the past, explains the tools for doing things in the present, but does not emphasize what is being accomplished now: what ideas and methods are evolving to cope with the constant process of change.

Only in courses which come within professional disciplines, the "major" courses which are outside the Core Curriculum, does the content meet the present. Even here the approach to today may be on an asocial basis where there are societal implications.

As a consequence the Bates student graduates with a hole in his college bought armor for meeting the challenges of the world. Unless he has filled the gap by shopping elsewhere, he is, to put it simply, unaware of what is going on. Even if he has followed current events in newspapers and occasional books, his knowledge of the world is likely to be very shallow, unsubjected to the penetrating analysis and reflection which the college experience allows.

Moreover, if he has made the world beyond the campus a sub-

# Williams Criticizes Testing And Grading

By DAVID WILLIAMS '65

It never ceases to amaze me that year in and year out, as Bates students go through the twice-annual ceremony of tests and grades, that someone hasn't been driven to write the following article before now. For this is to be one students protest against what Banesh Hoffmann has called (in his book by the same name) the Tyranny of Testing.

Year after year after year, some of the most intelligent people in the United States are confronted by some of the most stupid and ignorant tests ever devised by the mind of man, and substantial part of his life at Bates, he is likely to have developed a feeling of distaste for the parochialism of the school, a feeling which, translated into action, is a deterrent to his making the best of what the College offers him, both in academic content and in social milieu for achieving his maturity.

In summary, if Bates students are not able to develop greater awareness of what is going on in the world during their college years, when they have the leisure and the purpose to establish the basic patterns which will guide them the rest of their lives, they will never become more than passive factors in the evolution of their communities, large or small.

Moreover, unless they expend their social awareness by their own initiatives, they will miss much of the relevance which their liberal arts background has for the modern world and will fail to connect the events of the past with the experiences of the present.

If Bates is to change its course so radically as to adopt some kind of three year program, I firmly believe that the consideration which I have just discussed should be included in the change. If the school is to attempt to offer more quantitatively by graduating more students per year, it should at the same time increase the quality of its education by adding another dimension — a social dimension — to its Plan of Education.

If in the years of its one hundredth anniversary it is to take a substantial step to ease its financial disability, it should also take a significant step to diminish its disability of cultural isolation.

There is no doubt in my mind that Bates students enter the College with an adequate background of exposure to the world. They enjoy an atmosphere which allows a student to lead the type of private life which he wishes to lead (although his social life may not be to his liking).

Moreover, the Bates students by their own efforts are tearing holes in the ivory curtain of the College. There has been for some time among small groups of students and faculty members a determination to abandon the pettiness of community bickerings in favor of an active concern for the fate of the larger issues that face the nation, such as the arms race. Individual participation in the civil rights movement on a national level is another harbinger of increased freedom from the confinement of campus issues.

rarely is there ever a whisper of protest. But for my own sanity, before I leave this school, I have got to say what I, for one, think.

Fortunately, we are in a period in which the world seems to be waking up to the problem. Much has been written lately about testing, and more is to come. And with the help of the critics, I propose to give the bare outlines of this new thought.

## I. Objective Tests

One of the men who began the battle against the objective test, is Jacques Barzun of Columbia University. He says:

*Students should not be asked to pass so-called objective examinations, which are the kind composed of mimeographed questions to be marked Yes or No, or to be solved by matching the right name with a definition. I have kept track for some ten years of the effect of such tests on the upper half of each class. The best men go down one grade and the next best go up. It is not hard to see why. The second-rate do well in school and in life because of their ability to grasp what is accepted and conventional, the "ropes" of the subject. . . . but the first rate men . . . see into situations quickly, and with the fresh, clear eye of Intelligence, and they must be encouraged to continue. To them, a ready-made question is an obstacle. It paralyzes thought by cutting off all connections but one. Or else it sets them thinking and doubting whether in that for many of the possible answers really fits. Their minds have finer adjustments, more imagination, which the test deliberately penalizes as encumbrances.*

After Barzun came Hoffman in *The Tyranny of Testing*, which is the classic critique of objective tests. In this book, which includes many irate letters from the Educational Testing Service, Hoffman shows that:

*The tests deny the creative person a significant opportunity to demonstrate his creativity, and favor the shrewd and facile candidate over the one who has something to say. Unlike essay examination, they are mainly concerned with predetermined intellectual snippets, and not with the crucial ability to conceive, design, and actually carry out a complex undertaking in an individual way.*

*They penalize the candidate who perceives subtle points unnoticed by less able people, including the test makers. They are apt to be superficially and intellectually dishonest, with questions made artificially difficult by means of ambiguity. . . .*

*They take into account only the choice of the answer and not the quality of thought that led to the choice.*

*They too often degenerate into subjective guessing games in which the candidate does not pick what he considers the best answer out of a bad lot, but rather the one he believes the unknown examiner would consider the best.*

*They neglect skill in disciplined expression.*

*They have a pernicious effect on education and the recognition of merit.*

Before we leave the topic of objective tests, it might be in-

(Continued on page five)



## Tyranny Of Testing

(Continued from page four)  
 teresting to point out that a course which uses the multiple choice test exclusively is Psychology 200 as taught — and tested — by Dr. Bechtel. It is also interesting to note in this connection (as I have pointed out to Dean Healy) that no other single course gave so many warning grades as Psychology 200.

Even when objective tests are made out by experts in the field, the results are likely to be an insult to any educated mind. The run-of-the-mill objective test is, (to quote L. L. Thurstone; Chief Examiner, Board of Examinations; Professor of Psychology, University of Chicago):

... inferior in differentiating student achievement. The reasons are partly in the fact that good teachers often do not know how to write good examinations. The most common faults of school examinations are low reliability, ambiguity of questions, low validity in relation to the course of study, hackneyed examination forms, inadequate sampling of the course of study, repetitive questions, undifferentiating questions, lack of originality, and unintentional trivialities.

In short, the objective test is not the infallible guide to intelligence that the ETS and its supporters would have us believe. And as for the made-in-Lewiston variety, they are often only a comic, but dumb, parody of the "real thing."

### II. Essay Examinations

The faults in this area are well known. And, if I may anticipate your response, "shoveling" is only one of the problems. Another fault is that the subjectivity is too great. A recent study in which the same essay examination answer was sent to schools all over England and received marks ranging from A to F, is the classic example of marking subjectivity. Many of our professors are guilty of the same thing; as the professor who is known to have changed marks while reading "good" or "bad" papers to a class, when he, and only he, had marked the paper previous to the class period.

Most so-called essay examinations are really short paragraphs that define terms, or questions that ask for a word-for-word repetition of a class lecture or outside reading. Thinking? What's that?

### III. Grades

Finally, to top off a semester's battle against the Tyranny, comes the grade system. It is not unknown to any of us that:

Variables that are unrelated to interest of effort — the section leader, the degree of luck in diagnosing the material to be tested, and the individual test-taking abilities on which grades seem to depend — have combined to suggest to students that grading by tests and teachers has a heavy element of chance and unpredictability that is beyond their control. (Robert C. Birney)

I will not say that any system of grades is perfect, but with Jaques Barzun, I will ask that they be treated with respect and not whim:

Marks are a convention, a language agreed upon and therefore to be respected. Differences in judgement are inevitable but they must not be affectations, as when a teacher announces that for him, B plus is the highest grade. How would he like his creditors to say that for them, a five-dollar bill is worth only four? It is absurd to say that marks are unimportant and that real students should disregard them. Cruel nonsense! If marks are important enough to make the Dean expel a man from college, they are important, very important to the man running that risk — not to mention their linkage with Phi Beta Kappa, honors, scholarships, and even

with the silly harangue of a man who set a ceiling at B plus. -- ...

Again, the widespread consensus on this topic requires few words from my part. The point is clear, I think, that what is needed most is simple recognition of the value and meaning of grades.

### IV. Conclusion

This article asks for an end to the irrationality of test and grades, for an improvement in the quality of tests, and for a recognition of the function of grades. It appeals to a group of teachers that are, first, too intelligent not to know better, and second, former victims of the same system that they now propagate. All the student asks of a test is a fair chance to show the depth, subtlety, originality, and breadth of his knowledge. All he asks of a grade is a fair — and I think most students really know what their fair grade is — and reasonable measure of his work, knowledge, and interest.

In short, the student asks for a chance. Too often the path to mutual understanding of student and teacher is blocked by ignorance and stupidity — all too great a crime on a campus with as much raw Intellect as this one has. If a college cannot overcome a problem of testing and grading, how can it preach the values of intelligence in one's life?

### Guidance

(Continued from page two)

A. Divoll.

THURSDAY 27 February

ATLANTIC REFINING COMPANY (Men) Interviewers: Mr. R. A. Fuller, Mr. Edmund J. Wilson '62.

POLOROID CORPORATION (Men) Interviewer: Mr. Richard J. Blue.

U.S. NAVY RECRUITING (Men and Women) Interviewers: Lt. Samuel A. Waugh, Lt. Joyce A. Weber.

FRIDAY: 28 February

NEW ENGLAND MUTUAL LIFE INSURANCE COMPANY (Men and Women — summer seminar program for men, sophomores and juniors) Interviewer: Mr. John A. Curtis '33.

## Most Bates Students Ignore Gallery Treats

BY ANNE GANLEY '66

As members of the Bates community, have you ever been to see the Treat Gallery? Do you even know what the gallery is or where it is located? If you can answer the questions affirmatively, skip the next two paragraphs and then proceed. For the others, let these be a quick introduction.

The Treat Gallery is the wing between the Little Theater and Pettigrew Hall. At first it was known as the Bates Art Gallery, but in June, 1960, it was dedicated in honor of Mr. and Mrs. George Treat of Boston. The new gallery was constructed in order to display the various art pieces which were formerly located in the upstairs of the library. In addition, now traveling art shows are also exhibited in the gallery.

### Oriental Art

The permanent art possessions have been donated over the years by the college's friends and alumni. The range of art, quite wide, includes paintings, tapestries, and other artistic creations. The Hinckley Room houses various oriental pieces collected by a former trustee of Bates College. This collection was arranged by Prof. Shao Chang Lee, a Visiting Professor at Bates in 1960-61.

As part of the Centennial program, Bates has added something new to the gallery — an Art Director, Mrs. Henry C. Thacher of Auburn. Mrs. Thacher gained her art background in New York and Boston as a textile designer. In her new position, she arranges the exhibits in the gallery and schedules various traveling art shows.

### More to Come

In the up coming months there will be three traveling shows. Last Sunday was the opening date of a four week exhibit of water colors by Mr. Vincent A. Hartgen, Chairman of the Art Dept. at the University of Maine. In April the Treat Gallery will have on display various works by contemporary artists from the New Hampshire Art Association. The annual commencement exhibit in May appears to be most promising since it will consist of art pieces loaned by local residents.

Mrs. Thacher is very enthusiastic about her job, which will continue for at least another year. She feels that it is necessary for the students to have some exposure to art. The gallery, she admits, would be more popular if it was located near the Den or if the mailboxes were in Pettigrew Hall. Nevertheless, her hopes for the success of the gallery are high.

posure to art. The gallery, she admits, would be more popular if it was located near the Den or if the mailboxes were in Pettigrew Hall. Nevertheless, her hopes for the success of the gallery are high.

### Compulsory Attendance?

Yet is, or will the Treat Gallery be successful? The present situation indicates not. Even though the gallery is open 2:30-3:30, rarely do students stop even to glance around. Sam Withers '65, the student in charge of the gallery during visiting hours, pointed out that student visits are few and very far between.

Although the Treat Gallery was built for the specific purpose of displaying art, it falls far short of being a perfect gallery. The overhead lighting is very poor, and there is little wall space for hanging pictures. To make up for this latter deficiency, moveable slats are used. However, these slats are not the most harmonious background, since the peg board holes tend to make any viewer dizzy.

### Repair Needed

Moreover, two of the paintings are in need of professional repair at the present time. If the college has a gallery, it should at least take care of the articles in it. These imperfections and others could possibly be corrected if the college had a budget for the gallery. Another objection is the mixture of art with historical articles such as the Summer chair and the 19th century Seraphine. Their historic merit does not make them artistic. In relation to the students' attendance the visiting hours are poor because they conflict with classes.

While these objections are valid, part of the blame for the failure of the Treat Gallery remains with the Bates students; it certainly appears that the students have no interest in art. If this were not so, then more students would be willing to overlook the gallery's handicaps in order to see the Rembrandt etching or the Gainsborough painting. Art, nor anything else, can be forced upon students with success. The college must go half way by creating and equipping the gallery and by engaging Mrs. Thacher to direct it. Bates students also must do their part by showing enough interest to visit the gallery.

.. Louis P. Nolin ..



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# Trackmen Outclass Tufts, 82-33; New Hampshire Falls, 72 - 41

By ED WELLS '67

The Bates track team defeated two teams handily last week. On Tuesday Tufts University fell by a score of 82-33, and on Saturday Bates rolled over U.N.H. 72-41. In both meets Bob Kramer vaulted higher than any Bates man before him in the cage. On Tuesday he vaulted 13' 3 1/2" to easily take first. Saturday he cleared 13' 5 3/4", however he

strength in the jumping and the distances, pulled ahead to win going away. Kramer and Mossberg personally crushed UNH in the pole vault. Finn Wilhelmson streaked home in the 2 mile to capture first and the meet record with a 9:39.8.

In the 35 lb. weight Wayne Pangburn once again shot over the 50' mark with 51' 8". George Kahler led the field in the shot

liams second.

## Four Firsts

U.N.H. only gained four firsts in the meet. Two men were responsible for all U.N.H. first place honors. Jack Doughty won both the hurdle events. He won the 45 high hurdles in 6.0 seconds and the low hurdles in 5.8 seconds. Don Dian was easily the superstar for New Hampshire in the mile as he flew to a 4:27 to break the old meet record of 4:31.06. Karl McKusick, taking a second, also broke the record by two seconds. After the mile Dean ran the 1000 yard run in 2:18.9 to win the event.

In the relay Ed Wells, Dave Fulenwider, Karl McKusick, and Tom Flach combined to down the U.N.H. foursome.

## Even Up

This successful week gives the cagers a .500 record now. On Saturday Bates vies against Colby to maintain or better its record. Although losing some heartbreakers to Maine and M.I.T. the squad has shown its ability to come back. Coach Slovenski sees great improvement especially in the weights and the vaulting. Although Al Harvie has been hurt, the hurdles have been capably handled by Bill Evans and Gary Chamberlain. Colby will be a tough meet, but if the cagers keep on their present pace they should defeat the Mules.



Silverberg takes lead in 1,000 (Hartwell photo)

didn't break the meet record set by Marcum of UNH in 1947, 13' 9". Chris Mossburg also cleared the 13 foot mark to give Bates two 13' vaults.

## Power and Depth

Against Tufts, Bates showed both power and depth. Tufts placed a first in only the 45 yard dash and the relay. Bates swept the pole vault with Kramer, Mossburg, and Olson, and the low hurdles with A. Harvie, Flich and Olson.

Eric Silverberg won the 1000 yard run with 2:22.6. Tom Bowditch won the high jump at 6' 2". Karl McKusick, won the mile in 4:34.

In the two mile, Finn Wilhelmson ran away with a 9:43. The weight events saw first and second places go to Bates men. George Kahln put the shot 41' 9" to edge out Marty Saver for first place. In the 35 lb. wt., Wayne Pangburn threw the weight 50' 10" with Dave Harrison second. Tufts moment of triumph came in the relay when they posted a 3:50.7 time to defeat the Bates team.

## Close Half

Saturday, Bates posted a game U.N.H. squad. Until half the meet was over the score was within a few points. Bates, using its

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Bowditch clears 6' 3" (Hartwell photo)

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SEVEN DAYS A WEEK



# Bobcats Top Bears, State Hopes Alive

By Don Delmore '64  
The tournament hopeful Bobcats shocked the University of Maine last Wednesday with a 81-75 victory in Alumni Gymnasium. The upset prevented Maine from clinching the State Series crown and gave the 'Cats an outside chance at the title. Bates completely dominated the game, leading throughout most of the entire forty minutes.

still only occasionally successful at handling the 'Cats hustling zone press, and the red-hot Bobcat starting five continued to outshoot each combination fielded by Maine's extremely nervous coach, Brian McCall.  
A jumper by Don Beaudry and two long bombs by Ted Krzynowek ran the Bobcat lead to 67-51 with slightly less than ten minutes remaining. The outcome

# Hapless Kittens Run Losing Record To Ten

By Al Virta '67

The jayvees encountered rough sledding last week, losing 84-66 to the Maine freshmen, and 84-76 to the Maine Central Institute frosh. A sparse Alumni Gymnasium crowd saw the Maine hoopsters quickly establish a lead which was never relinquished. Leading 12-3 after the first few minutes of play, the Maine team slowly built up their advantage, ending the first half with a 17-point bulge.

Early in the second half, a warmed-up Bates offense managed to cut away all but six points of the Maine lead. At this point the Maine quintet switched to a fast-breaking offense and scored several layups while the Bates guns remained silent. This spurt again put Maine's lead into double figures, and quickly banished any doubts of the game's outcome.

## Ireland Leads

Hustlin' Jerry Ireland led the Bates team with a big 29 points, 22 more than the next highest scorer. The rugged playmaker combined his scoring accuracy with a masterful floor game, and gave the few fans present something to cheer about.

The M. C. I. game was a rough loss. Adhering to its usual pattern, the Bates team found itself on the short end of a 15-2 score in the opening minutes of play, but soon rallied strongly to tie the score at 44-all by halftime.

The third quarter was nip and tuck all the way, each team always within four points of the other. The decisive fourth canto continued in this same seesaw manner, with the lead being shot back and forth several times a minute. With two minutes to go and the score tied at 73-73, the Bates shooting went completely cold. The margin of victory was produced in those last two minutes, M. C. I. tallying eleven

points to Bates' three.

## Try at Bowdoin

Four of the starters hit double figures, led by Brown with 22. Close behind were Ireland (20), his second twenty-pointer in a row, Lynch (18), and McKittrick (13). This quartet accounted for all but three of the Bates points. Next Friday, February 21, the kittens will try to improve their feeble 1-10 record against the Bowdoin freshmen. The game will begin at 6:30 P.M. in the Alumni Gym.

## Friday at Springfield

Bates (88)	FG	FT	Pts
Beisswanger	5	9	19
Cummings	10	10	30
Johannesen	2	3	7
Beaudry	6	1	13
Krzynowck	3	1	7
Stevens	0	0	0
Gardiner	1	1	3
Hine	2	0	4
Mischler	2	1	5
Garfield	0	0	0

Totals 31 26 88

Halftime Score—Bates 44, AIC 38

AIC (82)	FG	FT	Pts
Lambert	8	1	17
Shea	5	4	14
Sands	6	0	12
Cannon	0	2	2
Calhoun	7	0	14
Davis	0	1	1
Romano	2	0	4
Beynor	6	0	12
Dvorchak	2	0	4
Kuta	1	0	2

Totals 37 8 82

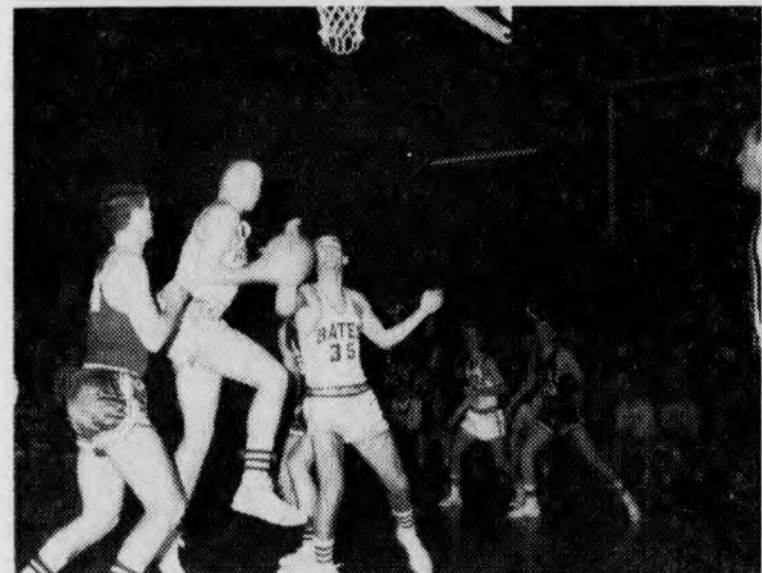
## Saturday at Worcester

Bates (100)	FG	FT	Pts
Beisswanger	5	6	16
Cummings	7	5	19
Johannesen	5	2	12
Beaudry	5	0	10
Krzynowck	10	3	23
Stevens	3	0	6
Gardiner	1	0	2
Hine	0	2	2
Heckman	0	2	2
Mischler	1	1	3
Wyman	1	0	2
Beal	0	1	1
Garfield	0	2	2

Halftime Score: Bates 43, Clark 40

Clark (80)	FG	FT	Pts
Corriveau	9	8	26
Murin	5	0	10
Lucier	6	2	14
Milne	1	0	2
Falvey	3	3	9
Albert	2	5	9
Boudreau	0	0	0
Hogan	0	2	2
Krute	0	2	2
Barys	2	0	4
Riesenber	1	0	2

Totals 29 22 80



Johannesen Fearlessly Clears Boards (Hartwell photo)

Bill Flahive scored on a jumper from the foul line to give the Black Bears one of their few leads as first half action began. Two straight hoops by All-Stater Seth Cummings pushed the 'Cats into a 4-2 lead. The hustling Bobcats spent the remainder of the first half matching baskets with Maine to protect a small lead that was never any greater than seven points. Sparked by forwards John Gillette and Dave Svendsen, the Black Bears cut the margin to 38-37 as the first half drew to a close.

## Cats Hustle

A standing room crowd saw the remaining twenty minutes follow the pattern set in the first half. The Maine guards were

seemed to be no longer in question as 'Cat fans screamed for Bates to roll up the score. Maine managed to close the lead to ten points with 2:30 remaining. At this point Bates went into their freeze offense, adding insurance points by cashing in on foul shots.

Another balanced scoring attack saw Bill Beisswanger leading with nineteen points, followed by Ted Krzynowek, Seth Cummings, and Ingo Johannesen with eighteen, eighteen, and sixteen respectively. The amazing Don Beaudry picked up nine assists and Beisswanger and Johannesen led in rebounds with fourteen and thirteen. Maine's John Gillette led all scorers with twenty-three points, aided by Dave Svendsen with sixteen.

## Better Team

When asked to comment on the victory, Coach Bob Peck asserted, "We were clearly the better team, as especially seen in our outstanding teamwork and shooting."

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Mr. Joe Bahara, manager of the Lanes, reports that a trial program, extending to May, will allow anyone from Bates to bowl at any time for the reduced rate of 35 cents per string. If the response is big enough, the special program will continue.

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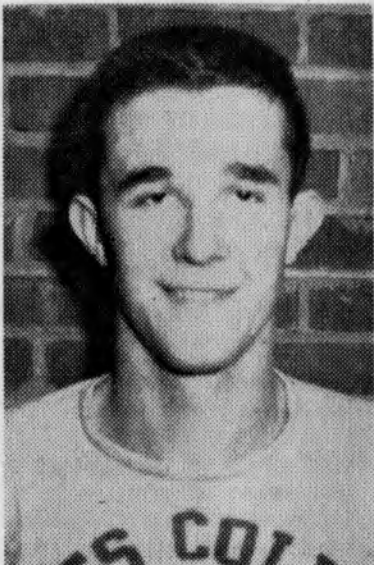
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## Bobcat Of The Week

Bill Beisswanger, a sophomore from Tenofly, New Jersey, is this week's selection for Bobcat honors.

Playing on Coach Peck's bustling starting five, Bill scored 19, 19, and 16 points respectively in the Maine, A. I. C., and Clark games. His effort in the Maine game led all Bates scores. Coach Peck refers to the hust-



ling forward as a steady ball player and a consistent shooter.

One of his achievements last week was going nine for nine at the free throw line against A. I. C. and extending this streak to eighteen straight free throws through the Clark game. His rebounding also received high acclaim from his coach.

We congratulate the "foon" on a fine series of games.

## WAA

By Marcia Flynn '65

This week's basketball routine found a forfeit on Monday by Mitchell and Milliken. That same afternoon, Wilson-Chase was victorious over Page B 10-7.

On Wednesday Page A and Milliken had another forfeit while Rand walloped that dorm so recently in the limelight, Cheney House, 14-5.

## Sports Day

Beginning this week were practices for the Sports Day to be held February 22 at Colby with Maine, Colby, Westbrook, and Bates. There will be both a basketball team and a volleyball team sent from here. The basketball team is under the direction of Linda Tarrett who said that practices will be February 11, 13, 14, 17-21 with the team to be selected this Tues. Feb. 18th. Linda also said that there will be practices held in the alumni gym to get used to the regulation size court.

Trying out for the team are: Lynn Parked, Judy Harvell, Sue Dallaire, Barb Remick, Celests Brunell, Trish Hayes, Karen Hjelm, Judy Johnson, Denyse Chris Christensen, Lynn Clarry and Linda Jarrett.

Ellen Hansen is in charge of the volleyball team and practices, but there have been no results coming from that area yet. In any case, this Sat., best of luck to both teams, and let's show 'em what the "Bobkittens" are made of!



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# Red Hot Cats Extend Win Streak



By NICK BASBANES

The Bates basketball team, a squad which at the outset of the campaign looked good but not spectacular, presently stands as one of the hottest clubs around. With a custom-made offense crystalized to machine-like precision, the Cats have run their scorching streak to six consecutive wins, nine out of the last ten.

There are still four games that remain on the blistering Bobcat path. Although all of these games are important, tonight's game with Colby is crucial. The Waterville contest will decide who takes the season's edge, as each team has once beaten its opponent. The result of the game will also either give fuel to recent speculation that the Cats are tourney bound or remove this possibility. A win over Colby is a must if Bates is thinking of anything beyond the season-ending Springfield contest.

Colby will be ready, too. Ken Stone, the new Maine all time scoring record holder, will have his shooting eye geared. still has a fair squad, as its two wins over the past week-end will attest. A good Bates crowd should be on hand tonight. Not many Bobcat rooters are needed to outnumber their Colby counterparts, as Mule fans have proved themselves to be generally apathetic towards their basketball teams.

It has been brought to my attention that Friday night's basketball game here with Williams is scheduled to go off at the same time that the curtain will rise in the Little Theatre for the Rob Players' play. Now I don't know whether the basketball schedule was drawn up before the play dates were set or vice versa, but in any event, this double feature attraction is unfortunate. With only nine hundred students at Bates one or both of these events is going to suffer at the gate. This game is one of the last Bates will play at home and I'm sure that the fans would like an opportunity to see the Cats finish up a fine season. Don't interpret this as a wish for mediocre attendance in the Theatre—I'm sure that their production will be a smashing success. I just want to see a full house in the gym to give a hard-earned and well-deserved cheer to the cagers.

## Drop A.I.C., 88-82; Clark, 100-80; Meet Mules At Waterville Tonight

By LEIGH CAMPBELL '64

A red-hot Bobcat basketball team ran its winning streak to six Friday and Saturday, with victories at American International, 88-82, and Clark, 100-80.

### Late Surge

At Springfield, the 'Cats spurted for eighteen points in the final four minutes to pull out a thrilling win over AIC. Brilliant foul-shooting by Bill Beisswanger and Seth Cummings had kept Bates in the game, but the visitors still trailed, 74-70, after 36 minutes of fast action. Cummings hit two quick baskets to tie it up, and after an AIC hoop, Don Beaudry made a brilliant driving layup. Fouled on the play, he converted to give Bates the lead for good, 77-76. Ted Krzynowek scored twice from the floor, once after a behind-the-back pass from Beaudry. Cummings led the Bates freezing tactics, and made a basket and four free throws in the closing seconds. His last point was his 30th of the day, 21 in the second half.

AIC scored eight straight points at the start of the second half to snare a 46-44 lead, and Bates needed its brilliant foul shooting to stay within range until taking over at the end. The Bobcats drew 22 fouls and tallied 26 for 32 at the line, while AIC had only 8 for 14 on 14 Bates personals. Beisswanger went 9 for 9 and had 19 big points. Cummings had 10 for 12. Carl Johannesen had 20 rebounds, a great job against the much taller Aces. Beaudry played another marvelous floor game and put in 13 points.

### Loyal Rooters

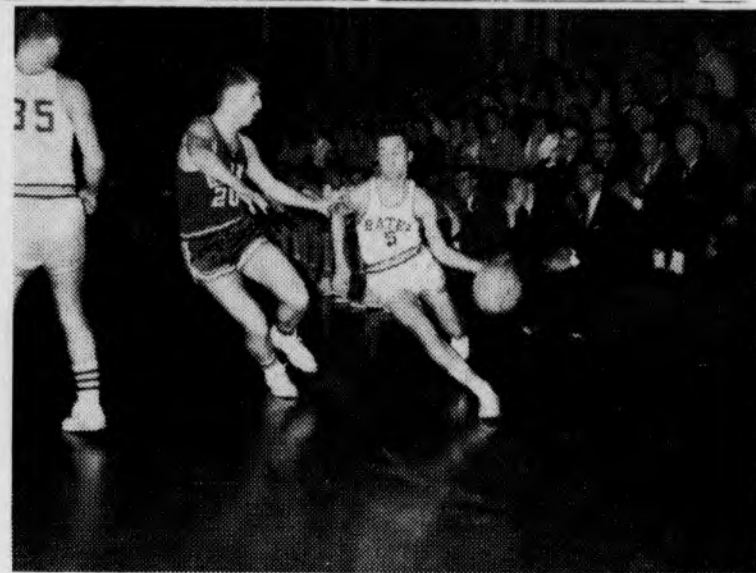
At Worcester, before a capacity crowd that included 50 enthusiastic Bates rooters, the 'Cats scored 57 points in the second half to win easily. After some anxious early moments, Bates

tightened its defense on Clark star Duane Corriveau and took the lead with eight minutes left in the opening half. Trailing 24-19, the Garnet outscored Clark 10-1 and never again trailed. The Bates second unit held the lead for five minutes, giving the regulars a good rest, and the Bobcats led 43-40 at the half. Then a typical Bates explosion made

a free throw bringing the score to 100. All five starters had double figures, led by Krzynowek with 23, 15 in the second half.

### Key Factors

Coach Peck, obviously pleased with the team's performance, pointed to the tough press and fine teamwork as key factors. "We seem consistently to be in better shape than our opponents,



Krzynowek moves in for score (Hartwell photo)

the score 52-43 and the game was never close thereafter. It was turned into a rout by a beautiful show of ball handling, fast breaks, and teamwork, and the all-court press gave the 'Cats several easy baskets.

Beaudry and Cummings were especially good with their passing, but all five men showed machine-like co-ordination. John Wyman had his first points of the season. Ted Beal withstood a screaming home crowd to sink

who had faltered in the late minutes of about every game. We are making very few mistakes such as bad passes and violations, and this has helped, too." The team's away record has improved—last year Bates failed to win a game on the road; this season it is 6-5.

This evening, the Bobcats will meet Colby in an important game at Waterville. This writer would love to see a big crowd there from Bates—the trip should be worth it.

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