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Bates College

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Bates



Student

Vol. XCII, No. 13

BATES COLLEGE, LEWISTON, MAINE, JANUARY 19, 1966

By Subscription

Advisory Board Meets Opposition

Under consideration since March, 1965, the Student Advisory Board and the Student Judicial Board Constitutions have met technical opposition from the Bates College Faculty. Many changes and revisions have been suggested, and a new constitution was finally composed last week. The new document places the Judicial Board in the position of an autonomous committee under the sponsorship of the Ad Board. The Judiciary has the power to "consider any case presented to it, and (it) may investigate other incidents and circumstances which may contribute to misconduct by students of the college." Although the investigative liberties of the Judiciary are wide, the ability to bring a case formally before the Board lies in an independent presentation of the case.

The main purposes supporting revisions in the constitution were to organize standardized procedures, to clarify points on referenda and amendments, to make the wording of the documents

more meaningful, and to combine the by-laws and the two documents into one constitution. It was felt that one Judicial Board for the Bates community, instead of separate Boards for men and women as expressed in the original plan, would help to unify the campus and make the rules in the Blue Book more consistent than they are now.

During the past two weeks, the new constitution of the Ad Board has been examined many times. It was presented to a group of students last Monday night, at which time it was stressed that the Ad Board and the Jud Board are but one of many steps in creating a student community on the Bates campus. Later in the evening the Student Senate was asked to examine and vote upon the revised constitution.

A student referendum on the new constitution will be held early next week. Copies of the document are posted on the bulletin boards in Chase and Rand Halls.

—G. F. B.

Liberal Arts Advised For Science Majors

by David Riese '68

Dr. John Konecki warned the members of the Jordan-Ramsdell Society that locking themselves in sciences too soon is mad. "This is your only chance to investigate the liberal arts." The group of science and math majors was surprised and puzzled when he continued saying that the great load of science courses is not needed.

Speaking on "The Interdependence of the Basic Sciences and Medicine", Dr. Konecki, Head of the Radiology Department of St. Mary's Hospital, discussed the dangers that are troubling the men and women in the career of medicine.

"American medicine," Dr. Konecki maintains, "has fallen down on the job of recruit-

ing." At the present time there is a desperate need for doctors. Will this future demand for physicians be met? Dr. Konecki finds no satisfactory projects or educational institutions that would indicate a solution. A medical school has been proposed for Maine; yet 87% of the doctors in Maine taking their examinations are from foreign universities.

Due to the work of the allied sciences, which are the broad bases of the pyramid of the medical profession, the physician is no longer "the general practitioner with the black bag and Cadillac," but the member of a team. Driven into specialization, the men of medicine must work with the wide base of experts in electronics, statistics, chemistry,

Con't Pg. 2/Col. 5

Penny Brown Crowned Queen



PENNY BROWN

During last night's ceremonies on Lake Andrews, Penny Brown was crowned Queen of the '66 carnival by President Charles F. Phillips. The festivities opened as William Dye '66 brought in the traditional torch from Augusta. Afterwards the Queen and her court were officially presented to the student body and their guests.

The Queen, a red-headed senior, is the daughter of Mr. and Mrs. Robert Brown of Rocky River, Ohio. At Bates Penny is majoring in English and is involved in many extra-curricula activities. Last year she was a proctor of Whittier House, and during the past four years she has maintained an active interest in sports. This Fall Penny was the manager for the field hockey team and its high scoring forward. In addition she is in charge of the Merimanders and is a director of this '66 Carnival. After graduation Penny plans to teach at the elementary level in Oregon.

Aiding the Queen in her reign over the weekend activities are the members of the court: Elizabeth Bogdanski, Meriden, Conn.; Karen Hastie, Philadelphia, Penn.; Maryellen Keenan, Jamaica Plain, Mass.; Nancy Muzio, Stafford Springs, Conn.; Carol Sue Stutyman, Pasadena, California, and Sally Utz, Novelty, Ohio.

"4/3 BALANCE SHEET" WINS SPEECH CONTEST

By Jill Frye '68

The Bates 4/3 plan was the subject of Alan Lewis' first prize speech in the Junior-Senior Prize Speaking Contest last Monday evening. His novel approach to that much-discussed subject was the "Balance Sheet." Alan carefully weighed the assets and liabilities of the 4/3 for the 4 year student. His list of assets included: restoration of the traditional Thanksgiving vacation, a no-work Christmas vacation, an extended summer vacation, and quoted from the Alumni Bulletin, "the gentle weather of the early fall." Alan observed that the assets of the 4/3 all concern getting the student away from Bates and studies.

The liabilities then listed were: a shortened amount of class time, no vacation time for reading or writing, the shortened exam period, less time to think, less time for extra-curricular activities, and the extra financial burden.

By Alan's balance sheet the 4 year student "is obviously in the red." The student pays for

a first-class education and for those activities which make a well-rounded education." Alan's evaluation "based on experience as well as speculation" was that the 4/3 is "three steps forward followed hastily by four in reverse."

Second prize was won by Charlotte Singer, speaking on "Education at Bates College." Charlotte also considered the lack of time for real study that is afforded the student under our new 4/3 plan. In courses such as American History and Cultural Heritage, "where it is most important to think, to integrate, to weigh and consider—we have been robbed of this necessary element—time." Her solution is to drop the "extra course, the fifth one that you always let slide," and take only four courses per semester. This plan, according to Charlotte, has become widely accepted at other schools.

The other two competing speeches were given by Lawrence Melander, "Apathy and the Newspaper Headline,"

Con't Pg. 2/Col. 5

COMING EVENTS

Jan. 20-23:

Winter Carnival

Jan. 22:

Nurse Tests in the Filene Room, 8:45 a.m. to 2:30 p.m.

Jan. 23:

Chapel Service at 10:00 a.m. Dr. Brown's sermon will be "Religion Must Go."

Jan. 25:

B.O.C. Open House in Skatton Lounge, 6:30 to 11:00 p.m. French Club Meeting and performance of *Le Petit Prince* in the Little Theater, 7 to 9 p.m.

Jan. 26:

Senate Meeting in the Coed Lounge at 7:30 p.m. Vespers at 9:30 p.m.

PANEL DISCUSSES AFRICA'S FUTURE

"In my own humble opinion," said Ali Hersi, "Africa will cause more wars than stop wars." He went on to explain, "Accusations and counteraccusations are our forms of cultural exchange." Such was the tone of the history club meeting held Tuesday night, January 11, in Libbey Forum. The panel, consisting of Jim Onyemelukwe, Frank Kirembu, and Ali Hersi, discussed the problem: "Africa—A Projected Future." After such topics as The United States of Africa, African economics, and Africa's role in the world peace were examined by the panel, the discussion was thrown open to the group. An interesting question and answer period followed.

What made this discussion noteworthy was undoubtedly the character of the three panelists. Wisely enough, they did not confine their talks to pure fact. Often one panelist's views conflicted with another's. Besides making the discussion more enjoyable, this dialogue pointed out a basic problem the Africans must face. As Mr. Hersi so aptly put it, "About the only thing the Africans agree on is that they should not agree on anything."

French Club Presents Play

The French Club will present the delightful "Le Petit Prince," by Saint-Exupery, at the Little Theatre Tuesday, January 25, at 8:00.

On the surface a beautiful children's fantasy, "Le Petit Prince" is at heart highly significant, especially for the modern reader. It is the moving story of a little boy who roams far and wide in search of love and the meaning of life. His journey proves fruitless because he finds that, after all, he has left true happiness behind on his own little planet.

All students are invited to attend a unique performance of this charming play.

FARNSWORTH: "What on Earth"

"What on Earth!" was the topic presented to the Faculty Round Table meeting of January 14. Dr. Farnsworth's choice of this topic is the result of his conviction that in a liberal arts education the correlation between the various subject matters should be emphasized. Drawing upon his experience as the head of the Geology Department, Dr. Farnsworth showed the relationships between the earth and man's activities manifested in literature, art, history, health, and suburban living.

The ancients had a keen awareness of their environment and its effects upon their lives, Farnsworth contends. The analogies used by the Bible authors were not the products of chance. The in-

numerable references to the salt of the earth are reflections of the salt glaciers that existed in that part of the world. Moses' burning bush can be explained by the uniting of the petroleum and natural gas seeps common at that time. Through these concrete earthly things, the ordinary person could attain understanding.

Farnsworth points out that the modern man needs to regain the important value sense of correlation. Man has lost sight of this in this man-created environment of concentrated population. The modern tourist travels to Williamsburg and admires the 300 year old homes without realizing that the paths are composed of shells 25 million years old.

In the field of health, it has been discovered that in glaciated regions cancer is more prevalent. The reason is still vague. One possibility is the fact that copper, which is necessary to inhibit abnormal cell growth is checked by organic compounds and yielded less usable for cell growth in these areas.

To conclude, Dr. Farnsworth explained how, through the humility of man in recognizing the part his environment plays in life, poetry, music, literature, and history are born. Without association of ideas and facts there is no learning and, he contends, "My subject matter is one medium through which man can understand."

Valerie Wallace

Rob Players Final Tryouts

Final tryouts for **The Lady's Not For Burning** by Christopher Fry, this semester's Robinson Players production, will be held in the Little Theater from 4:00 to 5:00 Monday afternoon, January 24. All interested students should attend this meeting. The play is under the direction of Mr. Ronald Hammond.

All further notices concerning the play will be posted on the bulletin board at the back door of the Theater.

C. A. EXCHANGE PROGRAM IMPROBABLE FOR THIS YEAR

The Campus Association has been unable to arrange another student exchange with a southern Negro college. Two letters suggesting that a plan be worked out have been sent by the C. A. to Florida Memorial College, a Negro college in St. Augustine, Florida, but no answer has been received. This may be due to the fact that Florida Memorial is at present moving its campus from St. Augustine to Miami. In this case, an exchange would be impossible.

Last spring, Bates was host

to a delegation of students from F.M.C. Previously, a group of Bates students had had the opportunity to visit the Florida Memorial campus. This exchange, sponsored by the Campus Association, was an attempt to foster a deeper understanding between the two races on the basis of a common interest in higher education.

The C.A. would like to continue to sponsor such events and any student suggestions regarding the subject would be welcome.

Contest from Page 1

and Richard Rosenblatt, "Murder on Campus." Larry Melander was concerned with the accent on sensationalism in today's newspaper headlines and the ensuing apathy of the public. He urged his audience to become "selective, discriminating, perceptive, readers." Dick Rosenblatt discussed the "three lethal poisons used to murder the Student Senate" and the effect these would have on the new Advisory Board. He emphasized that student apathy was the most lethal of these murderers and could serve to undo the Advisory Board unless students provide the necessary antidotes—active participation and constructive criticism.

Konneki from Page 1

physics, biology, physiology, and mathematics.

Always stimulated by students' enthusiasm, Dr. Konneki wishes to interest the health science students who are working on papers to visit his radiology laboratory where they could make use of the equipment in his department.

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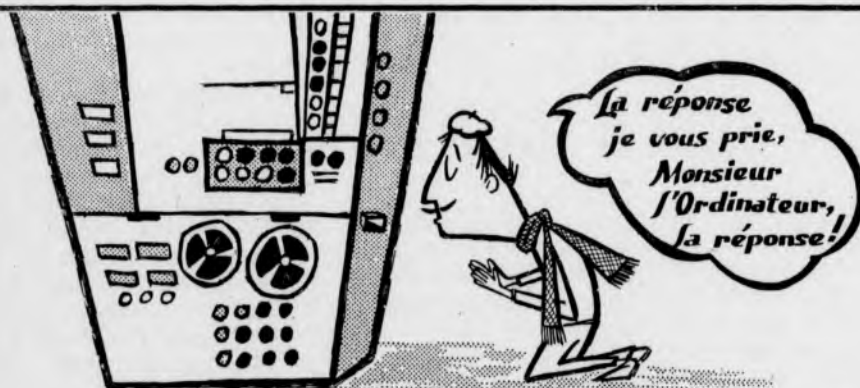
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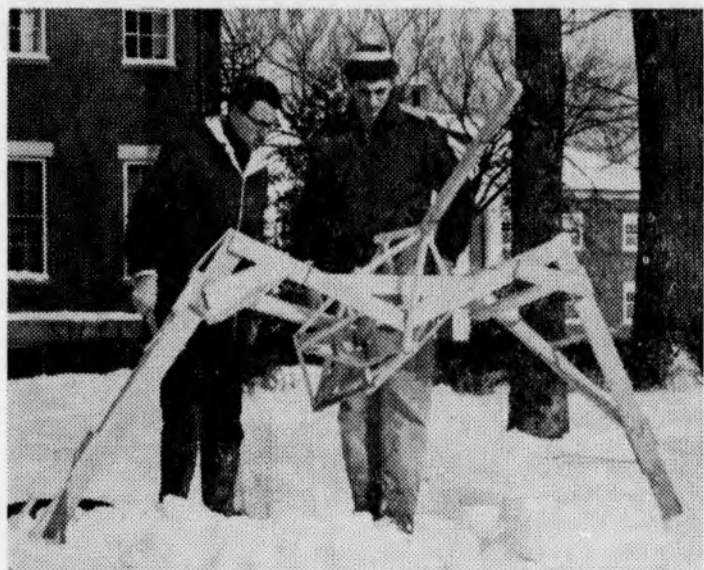
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SNOW ART

Snow Sculptures Overcome Problems

The art of snow sculpture is very old, having started in two (or perhaps more) separate traditions, one in the New World and one in the Old. We find little in the way of records in the New World, but our records of the tradition in the Old World are more complete and, due to the similarity of circumstances, we presume that the two traditions started in like manner. Basically they started when someone, Eskimo or Laplander, froze to death.

Primitive Artist

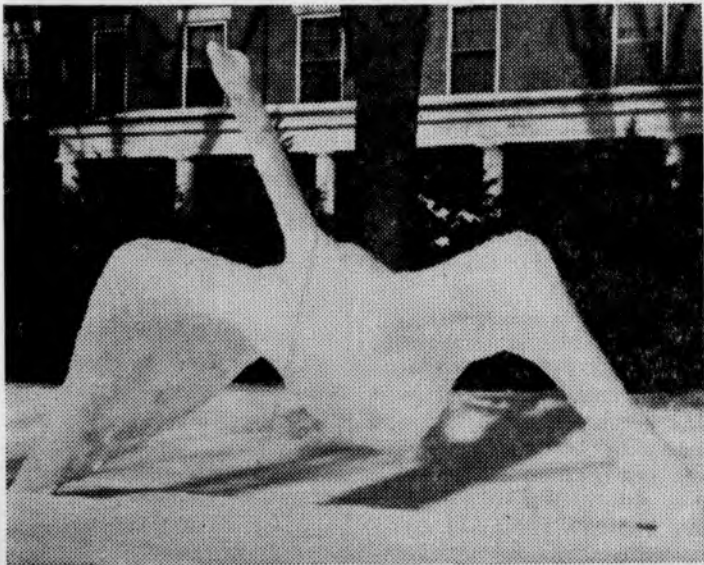
Here we find the basis of the art: a simple thin covering of ice on a structural support. The practice of this art, though, had a deleterious effect on the artisan and therefore future artists attempted to recreate sculpture of this type by means other than those originally used. The carving of a block of ice was the original and primitive offspring of this new invention.

Modern Revival

During the last 50-100 years with the rise of winter carnivals and the still stubborn unpredictability of the snow, a new method has been de-

vised to take advantage of minimum snow cover. The internal frame is covered with large-mesh chicken wire, which is molded to the basic shape of the sculpture. This is stuffed with newspaper to lessen the amount of snow falling through the holes. Then snow is mixed with hot water to form a thick slush that is plastered all over the sculpture. Should the weather be cold enough, this will freeze fast and form an icy shell, held up by internal structural members. Minor carving of the features is all that remains to do to it. This type of sculpture lends itself easily to many different types of forms and ambitious projects: beer mugs and Paul Bunyans have been constructed in this way.

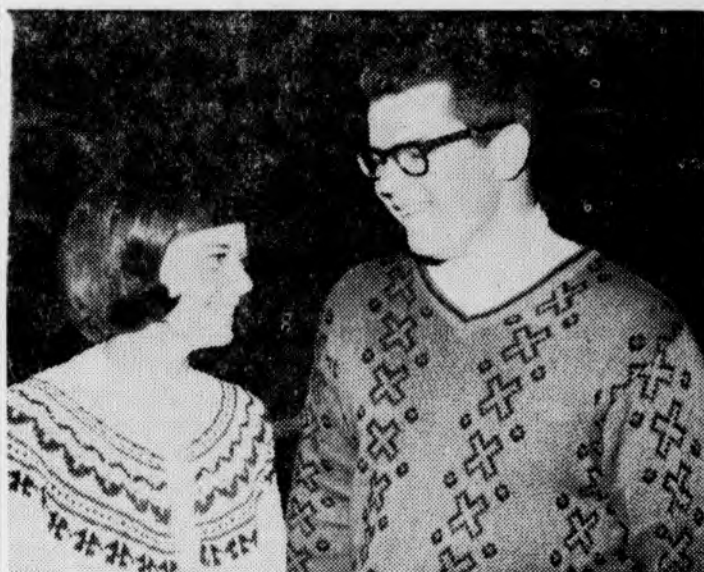
We see a trend in this. We have seen the innovation of an outer shell encasing an inner structural support. As time progresses, one can speculate that the shell will become as thin as structurally and legally allowable and the internal structural support will become more highly developed and complex. This of course will culminate in the thin ice veneer over the perfectly molded structural support. People will freeze to death.



TASTE OF HEAVEN

For an event as large and as well-planned as Winter Carnival there usually is a unifying theme. This year's Carnival is no exception; the theme is a "College Inn". Starting with last night's hayride entitled "the George Colby Chase", this theme will be apparent in the staging of events, the decorations, and in the atmosphere.

The culmination of planning and working with the theme will be tomorrow night's program. The banquet in Commons will be presented in such an atmosphere that even Mr. Cagle will have trouble recognizing his own dining hall. With an hour's respite to recover from one's gluttonous tendencies the festivities resume in the Alumni Gymnasium for the Carnival Ball. A little crepe paper, some excellent planning, and an industrious contingent of



Directors: Penny Brown '66 and Roger Marecaux '67

this closing of a wonderful evening is unmatched anywhere. From a basic theme named the "College Inn" has

scene, by all means attend this little flick. Carnival ticket holders will be admitted free of charge; non-carnival ticket holders will sit in the rear. It may even be better than Batman.

Two Films for Carnival

The Robinson Players Film Committee, in co-operation with the OUTING CLUB, presents two outstanding film features for the Carnival week-end. Admission to the Sunday night film as well as last night's movie is free to all holders of Carnival tickets. For non-ticket holders the usual 25c charge will be made.

For those of you who missed last night's film entitled "Cat on a Hot Tin Roof", you missed what is considered to be the best screen adaption of a Tennessee Williams play. This movie, praised highly by the critics for its fine direction and acting, starred Elizabeth Taylor, Paul Newman, Burl Ives, and Judith Anderson. In color and cinema-scope, it was indeed a fascinating show. This Sunday night at 7:00 P.M. and 9:00 P.M. in the Little Theater "Heaven Knows, Mister Allison" will be shown. Directed by John Huston and starring Robert Mitchum and Deborah Kerr, this film concerns a battle for survival as it alternates with the fight for self-control in an amusing tale of a tough marine (O. C. President Brown?) and a lovely nun marooned on a war ravaged Pacific atoll during World War II. Deborah Kerr won the New York Critics' Award for her sterling performance. Beautifully and engagingly told with the usual Huston irony, this flick gained numerous awards for its superb photography in technicolor and CinemaScope. Bring an enjoyable Carnival week-end to a pleasant close by attending the award winning "Heaven Knows, Mister Allison."



Court '66 All Set

dedicated Outing Club workers have demonstrated how to transform a basketball court into a lavish ballroom. Even the coat room and the Outing Club room have been touched by the wands of the Carnival spirit.

Before the magic wears off one must hasten to Chase Hall. An open house and soiree will be the festivities held in our beloved lounge; only the lounge is a thought of the imagination. The regal splendor and magnificence of

arisen an unforgettable taste of heaven at Bates.

Chapel a Go-Go

Is Chapel conscious camp? Rumor has it that the Winter Carnival Chapel Service (Sunday 10:00) will be, like Colt .45, "a totally unique experience." We cannot promise that the masked "Every Student" will throw a pie into the face of God (the latter party may not show up for the occasion) but if you are seeking a new approach to the religion



EDITORIALS

Evaluation Not Gripes

A two page series of questionnaire and an explanatory letter in today's **STUDENT** is the initial section of the Student Senate Evaluation Committee's Project **PACE** (Positive Approach to Curriculum Evaluation).

As its name indicates, **PACE** is designed to give through objective and constructive criticism, a means of evaluating course content and teaching methods. Certainly not an outlet for disgruntled students, **PACE** is a means of offering true criticism for courses found lacking in hopes that the attention called to them will effect a positive change.

A course poorly designed and taught is often vehemently criticized—but little, if anything, is done about it save low class enrollment. A course considered excellent is usually lacking much needed and long overdue praise.

One week from today the questionnaires will be collected and approximately two to three weeks will be needed for tabulation of the results. Another week will be needed for the final report to be written and the results published.

Great care and serious thought should be used in completing the **PACE** questionnaire, for **PACE** will only be as successful as the thought and care each student applies to the evaluation. Hopefully, the faculty will give careful consideration to the results of Project **PACE**.

K. C. B.

No Longer "Separate But Equal"

The proposed constitution of the new Advisory Board was rejected in a recent faculty meeting. Although it had been accepted last spring by the students and the Extra-curricula Committee, the faculty indicated that the constitution needed revision. Generally the faculty are in agreement with the principles of this unifying, student organization. However, as one professor indicated, the constitution was poorly constructed and contained much ambiguity.

In the effort to clarify disputed points, the issue of the Student Judicial Board was reviewed. The revised constitution has simplified the student judicial system by including within the structure of the Advisory Board. Furthermore the provision for "separate, but equal" judicial committees for each sex has been removed. Instead there is one judicial board for both men and women. This should help in avoiding the so-called "double standard," at least in judicial cases.

In addition to reviewing particular cases, it "may investigate other incidents or circumstances which may contribute to the misconduct by students of the college." Instead of merely handing down judgments, the board can work towards preventing student misconduct by investigating causes.

The revised Ad Board constitution provides an effective student judicial system which should be for the benefit of the students and college as a whole.

Bates Student

Anne Ganley '66
Editor-in-Chief

Mark Hennessey '67
Business Manager

Rick Powers '67, Kenneth C. Burgess '67, Associate Editors; Geoffrey Boyer '67 News Editor; Kathy Holden '68, Assistant News Editor; Jon Wilska '67, Sports Editor; Barbara Hoadley '67, Feature Editor.

Lay-out:
Rocky Wild '67
Pat Korol '67

Sally Myers '67
Cartoonist

Photography: Allan Hartwell '67, Editor; Dick Alexander '68, Jim Ledley '69, Greg Currier '69.

Circulation: Suzan Stephenson '69, Thane Stenac '69, Judy Hull '69, Jeanne Treadwell '69.

Faculty Advisor: Dr. David A. Nelson.

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APATHY DEBATE

Freshman prize debators considered the topic "Bates Students Should Take More Interest in the Issues of the Day" last Thursday in the Flene room. They focused on lack of participation in Bates college events.

David King and Bryan Weare, maintaining the affirmative, argued for expanded and improved campus activities. The keystone of their plan would be an aggrandized Campus Association promoting a wide range of activities and events. This would inspire greater participation. In any case, argued the affirmative, students ought to involve themselves more in the existing activities.

The negative, represented by Carol Pitak and Vincent Pollina, cited what it considered sufficient interest in the C.A., the Outing Club, the Student, and other mainstays of extra-curricular activity to prove that Bates students are taking adequate interest in campus issues. Furthermore, the exacting academic requirements exclude the possibility of more vigorous extra-curricular involvement.

Judges Charlotte Singer, James Filakosky, and Howard Melnik awarded the prize of \$10 to the negative team and \$15 to the best debater Vincent Pollina.

Professor Quimby, after the debate, remarked that although the negative team won, the affirmative's position was best demonstrated by the impressively low attendance.

YOUTH GROUP LEADERS NEEDED

The Danville Union Church badly needs a group leader or leaders to work together with a minister and adults in planning and executing weekly programs for two co-ed groups. The junior group meets from 5:00 to 6:00 each Sunday afternoon, and the Senior group from 6:30 p.m. to 7:30 p.m. that evening. Transportation will be furnished both ways, and a meal will be provided if the volunteer works with both groups.

For more information, contact Don Miller '67 or call Rev. Norman Haag at 782-4354.

DANCE FOR THE MARCH OF DIMES

All Bates students are invited to attend the March of Dimes Dance to be held January the 29th at the Lewiston City Hall. The admission donation is only 50c and all receipts will go directly to the March of Dimes. The entertainment includes Bates' own **Ralph and the Trees** and a local folk group. By supporting the dance the students will be helping the March of Dimes in a unique way, and will have a great time doing it.

GUIDANCE

Wednesday, January 19

Men — **The Pennsylvania Railroad Company**; careers in transportation management; Interviewer: Mr. James Gurren.

Thursday, January 20

Men — **Boy Scouts of America**; Youth Program, community organization; Interviewer: Mr. Daniel Johnson.

Men and Women — **National Security Agency**; Communication Research, foreign language program, computing program for math and physics majors; Interviewer: Mr. James Murphy.

Friday, January 21

Men — **Boston Gas Company**, training program in business administration, also technical operations; Interviewer: Mr. L. M. Tangvik.

Men — **State Farm Mutual Insurance Company**; Management claims, Investments, Personnel, electronic data processing, accounting, actuarial, field and sales; Interviewers: Mr. Robert J. Nightingale, Mr. John Durham.

Monday, January 24

Men — **S. D. Warren Company** (paper manufacturing) mostly technical work (strong grades in science desired). Interviewer: Mr. John H. Milliken.

Tuesday, January 25

Men — **Dead River Company** (timberlands, pharmaceuticals, petroleum, L&P gas, lumber) petroleum marketing, accounting (IBM data-processing) forestry. Interviewer: Mr. Robert H. Bundy.

Men — **Ortho Pharmaceutical Company**; sales training (science majors preferred) Interviewer: Mr. O. M. Bond.

Wednesday, January 26

Men — **Federal Reserve Bank of New York**; management training program; Interviewer: Mr. Martin French, '52.

Scholarships are available for the 1966-7 school year at **Perkins School for Blind** for those interested in the teacher training program in the Education of Deaf and Blind Children. Any senior interested should write directly to Mr. Joel Hoff, Head, Department for Deaf-Blind Children, Perkins School for the Blind, Watertown, Massachusetts, 02172.

RELIGIOUS NOTES

George Bernard Shaw once said, "There is only one religion, though there are a hundred versions of it."

The three most difficult things for a man to do are "to keep a secret, to forgive injuries, and to make a profitable use of his leisure time." (Chilo of Sparta, 6th century B.C.)

"A man should temper his love for his friends by the reflection that they might some day become his enemies, and moderate his hatred of his enemies by the reflection that they might someday become his friends." (Chilo of Sparta, 6th cent. B.C.)

tertown, Massachusetts, 02172.

The Guidance Office has several copies of informational booklets and letters concerning **International Voluntary Services**, "a non-profit organization designed to promote 'people to people' cooperation in foreign development projects."

Summer Work Camp Accomac, Douglas Hill, Maine, has several positions on its staff for the summer of 1966. Interested students should write to Mrs. Betty F. Wexler, Box 127, Storrs, Connecticut.

Bleed-in Out

Recently, interest has been shown in organizing a campus bleed-in to aid American soldiers in Viet Nam. Students contacted the Red Cross for help in this program.

There is no form of blood donor program in Maine. The Red Cross provides no mobile unit to collect blood, and there are no blood banks to process it once obtained. With so low a population, the Maine Medical Center is competent to meet any crisis that may arise.

However, the Executive Director of the Portland chapter of the Red Cross, Mr. Donald P. Hurd, has stated that if several hundred Bates students were ready, and had parental permission, he would look into securing a Blood Mobile from Boston.

Consideration is now being given to the possibility of contacting a unit of the armed services about the program. Perhaps this channel can provide a more definite solution. Although a Bates bleed-in is temporarily impossible, other areas of aid are being explored and should offer students ample opportunity to support American defenders in Viet Nam.

Applications for Editors

Applications for editor-in-chief of the **Student**, the **Mirror**, and the **Garnet** are now being accepted. All students interested in these positions or the job of business manager for the newspaper or yearbook should contact the present editors or managers.

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Positive Approach To Curriculum Evaluation

The Why, How and What

A recent newspaper article headline read, "Students Grading Teachers is the Latest College Fad." Some individuals would undoubtedly attribute the Senate-sponsored curriculum evaluation to an attempt to join what they term the irresponsible voice of collegiate malcontents. Unfortunately for the disbelievers, this is not the purpose of Project PACE.

For some years now, the majority of us have been only too uncomfortably aware that possibly Bates' educational offerings might be in need of improvement in several areas. In answer to such an unsettling feeling we are often reminded that Bates' academic standards and reputation are high. But, the problem does not lend itself to a mere discussion of standards and reputation; the problem, gets down to the value of the educational experience. When words such as useless, boring, impossible are used by students to describe courses it is time to stop and make a critical evaluation of the educational offerings of the college.

In the light of the steady increase of tuition at Bates, we must question the lack of an equally obvious increase in educational opportunities. Inflation is not a sufficient answer. It is obvious that Bates College is understaffed and a comparison of its departments presents a gap far too wide to be explained as merely natural and necessary. These problems and observations call for action and provide a purpose for student evaluation of curriculum.

Senate's Duty

The educational aspect of a college is the primary reason for its existence. Because the Student Senate, as a student governing organization, is concerned with the well-being of the college community, it feels not only the right but also the duty to conduct such a curriculum evaluation project on the Bates campus.

Thus, the Senate has as its purpose the desire to ascertain, in a constructive and objective manner, the evaluation by the entire student body of the courses offered in the Bates curriculum. Naturally, no evaluation program or questionnaire will be complete unless it covers every possible factor that might de-

serve consideration. Also, there is always the possibility that those participating in the program will not share the purpose and goals of those administering it.

Pre-Test

The evaluation committee has attempted to consider these and other problem areas in developing the structure of this project. Desiring to obtain an unbiased questionnaire, the committee asked the Sociology Seminar class to prepare a pilot questionnaire for the committee's use. Shortly after the semester break the questionnaire was pre-tested on a group of seniors, half of whom were asked to sign their names, the other half not. The results of this test were roughly tabulated so as to obtain a picture of the overall type of response given.

Due to the results of the pre-test, the committee made two decisions. The first was that there was some necessity to expand its scope and approach. Secondly, as a comparison of the signed and unsigned questionnaires indicated equal objectivity, the committee decided the evaluation could be conducted anonymously.

Need for Student Support

Today you are receiving the revised questionnaire. If you are wondering if your participation in the project will mean anything, the answer is an emphatic YES! In order to obtain worthwhile results, a project of this nature must have a large number of responses to tabulate and analyze. That is why everyone's cooperation and participation is vital.

A desire to maximize the value of the project has prompted the committee to invite information and criticism from all sources. In addition to student participation, the committee is seeking suggestions and evaluation of curriculum offerings from the faculty. Also, such items as the 1964-65 curriculum revision report of the Senate will be considered in the final analysis of the responses. The responsibility of evaluating the results will rest with a group of seniors, one from each department, who will act as editors of the final report for the courses in their respective departments.

Will Abandon Plan If . . .
The success of Project PACE

will depend on the mutual cooperation of faculty, students, and administration. If at any time during the course of preparation of the final publication there appears to be a failure in the attempt to meet the purposes of the project, the committee reserves the right to abandon the plan. Otherwise, the entire report will be made available for campus-wide circulation in the near future.

The name PACE has been chosen to emphasize the positive attitude and approach that are necessities for the success of such a project on curriculum evaluation. It has been this positive approach which the committee has used as a guideline for PACE. The initials of these guidelines spell the word which should be applicable to any investigation of curriculum and educational offerings.

The Results

It is hoped that this positive attitude will not only prevail throughout the course of this project but also after the results have been tabulated and published. There are many practical and worthwhile uses that can be made of the information derived from this project. A student should find the results helpful in the selection of courses and a major. Also, he might find aspects of his attitude which could be improved to provide a context for a more meaningful and valuable learning experience in the future. Individual faculty members should accept the report as a barometer of current opinion concerning their courses and might use the results and comments as an incentive to maintain or increase quantity and quality of their presentation. The faculty as a whole might use the report as an indication of student opinion concerning curriculum revision. It should be the administration's obligation to use the results as an indication of what departments need additional faculty members and improvements in course offerings and materials.

The total objective, therefore, should be a responsible attempt by the student body to present their positive commitment to the betterment of educational and intellectual stimulation in our college community.

Dear Student:

During the early weeks of this school year, the Student Senate began considering the possibility and advisability of sponsoring a student evaluation of the courses offered at Bates College. Due to the many inherent controversies and problems arising from such an endeavor, some members of the Senate Evaluation Committee have been working since that time to provide the campus with what the committee believes to be a fair and worthwhile testing device. Today, on the opposite side of this page, you are receiving the product of those efforts. The committee invites your voluntary, conscientious participation in this project and hopes that your responses to the questionnaire will be plentiful enough to put the project into the tabulation stages.

We urge you to read the additional information on this page about the project. Thank you in advance for your responsible interest and participation in this project.

Sincerely yours,
Student Senate Evaluation Committee

Richard Crocker
Frances Dehle
Christine Hager
Jane Hurd
Sue Janssen
Judith Leard
Patricia Raymond
Carolyn Sillesky
William Tucker
Ruth Woodford



"Alas Poor Yorick . . . I knew him well . . .
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PACE QUESTIONNAIRE

Course _____ Professor _____ Grade _____ Class _____ Major _____ QPR _____

General Information

1. What was your reason for taking this course (circle more than one if appropriate)? **a.** core requirement **b.** core requirement plus interest **c.** required for major **d.** required for major plus interest **e.** related to major **f.** reputation of professor **g.** complete elective **h.** other (please specify)
2. Is the catalogue description of this course accurate? **yes no**
3. Were the prerequisites necessary? Were they adequate? **yes no**

Student's Attitude

1. Considering the following criteria, I judge my attitude toward this course to be **a.** excellent **b.** good **c.** mediocre **d.** poor
- Amount of time spent in studying outside class
- Class attendance
- Amount of attention paid in class
- Participation in class discussion
- Attitude toward professor
- Interest in subject

Instructor's Attitude

- Instructions for this section: **a.** almost always **b.** usually **c.** sometimes **d.** almost not at all
1. Did the instructor seem genuinely interested in the course material? **a. b. c. d.**
 2. Did he arouse your interest in the material? **a. b. c. d.**
 3. Did he encourage you to think critically about the different ideas or theories presented? **a. b. c. d.**
 4. Did the instructor seem to have a thorough knowledge of his field? **a. b. c. d.**
 5. Did he effectively communicate his knowledge to you? **a. b. c. d.**
 6. It is frequently of great value for the instructor to be able to tie his subject matter in with that of related subjects. How often did the instructor make appropriate comment on such related subjects? **a. b. c. d.**
 7. The subject matter of certain parts of the course is naturally more complex than others. How often did the instructor make an effort to clarify the more difficult material? **a. b. c. d.**
 8. Were the different aspects of the course (class work, outside reading, lab work and text) meaningfully integrated? **a. b. c. d.**
 9. Did the instructor distinguish between proven facts and his own theories? **a. b. c. d.**
 10. Did the instructor present creative theories of his own? **a. b. c. d.**
 11. Was he tolerant of student's views in conflict with his own? **a. b. c. d.**
 12. Do you feel that he penalized students who cut frequently? **a. b. c. d.**
 13. Was the instructor aware of those instances in which the students did not understand the material being presented? **a. b. c. d.**
 14. Was he willing to answer questions? **a. b. c. d.**
 15. Was he willing to consult with students who so desire outside class? **a. b. c. d.**

Utilization of Class Time

- Instructions for this section: **a.** excellent **b.** good **c.** mediocre **d.** poor
1. How effective were each of the following in providing opportunity for mastery of the designated material?
 - Mass lecture **a. b. c. d.**
 - Section lecture **a. b. c. d.**
 - Discussion **a. b. c. d.**
 - Question and answer **a. b. c. d.**
 - Class reports **a. b. c. d.**
 - Movies and demonstrations **a. b. c. d.**
 - Lab work **a. b. c. d.**
 - Lab reports **a. b. c. d.**
 - Class size **a. b. c. d.**
 2. Considering the course content, do you think the degree of balance between lecture, discussion and question and answer was **a. b. c. d.**
 3. Considering the procedure used, how would you improve it? (Comment)

DIRECTIONS

1. Fill out one questionnaire for each of your courses in the first semester.
2. Before filling out the main body of the questionnaire, provide course (department and number), professor, grade, class, major, and qpr.
3. Circle the appropriate response for each question that is applicable to the course being evaluated.
4. Answer General Comment question on a separate sheet or on the reverse side of the questionnaire.
5. Do NOT sign the questionnaire.
6. Completed questionnaires should be returned to collection locations in Rand and Commons.
7. Additional questionnaires, if needed, may be obtained at one of the collection locations.

DEADLINE

January
28

Assignments

1. Does the instructor follow a basic course outline? (Circle appropriate ans.) **yes no verbal written**
2. Were assignments made far enough in advance to allow time for adequate preparation? **a.** always **b.** usually **c.** occasionally **d.** never
3. Was the text out of date? **yes no**
4. The text was **a.** excellent **b.** good **c.** mediocre **d.** poor
5. If supplementary readings were assigned, they were, on the whole, **a.** excellent **b.** good **c.** mediocre **d.** poor
6. If some readings were particularly good or bad, please indicate which ones.
7. The assignments, readings, papers, reports, etc., were **a.** excessive for adequate preparation **b.** reasonable **c.** too short or lacking depth for adequate coverage of the topic
8. If laboratory reports were required, how effectively did they contribute to the assimilation of the material? **a.** excellent **b.** good **c.** mediocre **d.** poor
9. Considering the requirements for writing laboratory reports, would you say the reports were **a.** excessively detailed **b.** reasonable **c.** too brief to adequately cover the material
10. If papers were required, were the professor's instructions as to the content of and approach to the paper **a.** excellent **b.** good **c.** mediocre **d.** poor
11. The requirement of the paper was **a.** valuable and should be retained as an integral part of the course **b.** valuable but not needed as an integral part of the course **c.** idealistically sound but in actuality of questionable value **d.** a waste of time
12. If class reports and/or panel discussions were required, they were **a.** excellent and should be retained **b.** of varying quality but generally valuable **c.** valuable to the individual(s) reporting, but of little value to the class as a whole **d.** a waste of time
13. Would the opportunity for more personal creativity within the structure of the course be beneficial? **yes no**

Grading and Exams

1. If there were no exams in this course, should there be? **yes no**
2. If there were exams, the quantity was **a.** adequate **b.** excessive **c.** insufficient
3. How do you feel about the success of the exams in covering the material comprehensively **a.** excellent **b.** good **c.** mediocre **d.** poor
4. Do you consider exams to have been corrected fairly? **yes no**
5. Were remarks by the professor given on exams and/or papers? **yes no**
6. If comments were given, were they valuable? **yes no**
7. Were exams returned in time to be of benefit to further study? **yes no**
8. Were exams reviewed in class? **yes no**
9. What would you say about the adequacy of the exam form in allowing you to indicate knowledge? **a.** excellent **b.** good **c.** mediocre **d.** poor
10. How well did the exams lend themselves to being a learning experience? **a.** excellent **b.** good **c.** mediocre **d.** poor
11. The degree of balance given among papers, exams, class recitation, etc., in determining the final grade was **a.** excellent **b.** good **c.** mediocre **d.** poor
12. How well did your final exam schedule succeed in allowing you to express your knowledge of this subject? **a.** excellent **b.** good **c.** mediocre **d.** poor
13. How well did the final exam tie together the entire course? **a.** excellent **b.** good **c.** mediocre **d.** poor
14. Do you consider your final grade to be fair? **yes no**

General Comments:

Are you satisfied with what you got out of the course?—Do you consider it a valuable educational experience? a means of passing a requirement? or a disappointment?

Please make any comment or elaboration on the above questions or any aspect of the course you feel has not been adequately covered.

W. A. R. A.

By Betsy Harmon

To catch up on some back WARA news, Rand won the interdorm volleyball tournament before Christmas. An additional game was held between Rand and the all-stars from the other dorms.

All-Stars

Trish Hayes, Ingrid Earn, and Sara Schenck were junior players. Laurie Nothnagle, Leona Schauble and Kitty Wynkoop were sophomores picked for team. Bonnie Brian, Jackie Friberg, Debbie McKenna and Beth Macurdy were freshmen who completed the all-star team. The underclassmen defeated the senior's pride by winning 2 out of 3 games.

Interdorm basketball, organized by Kitty Wynkoop started last Thursday. Each team plays four games. The play-offs will be the week of Feb. 10.

This year WARA has organized a program of teaching skiing to any interested girls. Pris Clark introduced the idea. Laurie Nothnagle and Miss Nell have also been recruited as instructors. About 30 beginners are involved in the program which will be held Thursday night at Lost Valley. Buses will be available for the beginners and any other girls interested in skiing on those nights.

Interest in Skiing

Sign ups for skiing are taken in Rand dinner line. The first night was very successful and depending on interest, which seems good, WARA will run other night trips to Lost Valley.

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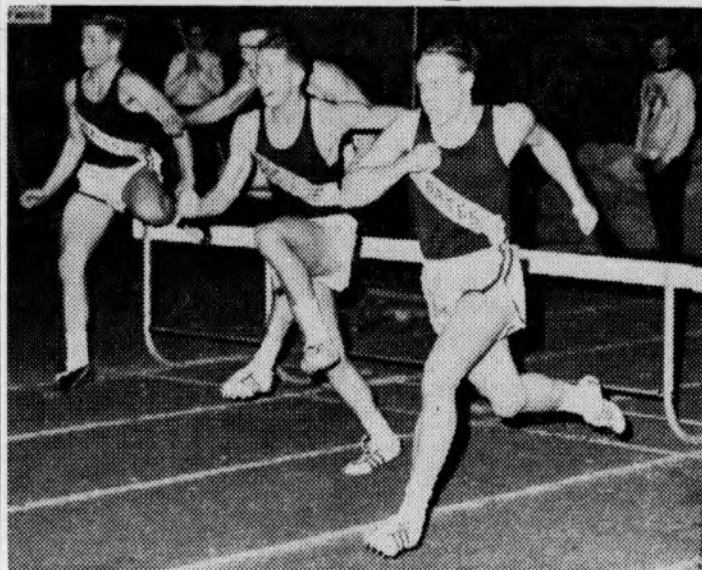
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Thinclads Drop Maine



Tom Flach on the Way to Record

Starting the double victory against the University of Maine last Saturday was the Slovenski thinclads in a 70-52 win. In a team win sparked by Tom Flach, the Cats opened up an early lead through the efforts of Wayne Pangburn, Paul Savello and Toby Tighe.

Pangburn threw the 35 lb. weight 56'10" to break the meet record which had stood since 1940. Savello won the broad jump with 22'3" to clinch that event and Toby Tighe cleared 6' in the high jump to garner 1st place honors.

Depth Helps Cats

Following these three firsts, Bates' depth with Keith Harvie, Ed Yanzer and Bill Davis gave Bates 8 to 1 in each of the three events. Bates speedsters led by Gary Higgins swept the Bears in the 45 yard dash with Jim Wells and Tom Flach following "Ziggy." Maine had some sweeps of its own in the shotput, mile and two mile to keep the meet tight.

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A-League

JB 41 - EP 30
WP 47 - SN 34
WP 38 - SM 31
EP 37 - SN 35
RW 50 - SM 44

B-League

RW 37 - SN 21
EP 40 - JB 32

C-League

RW 36 - EP 33

The above represents a look at the results in some of the court encounters to date. Overall, this year's program seems to be running quite well, but this corner at least is still interested in agitating for a longer season with more games for both B and C league competitors. Speaking of the B and C Leaguers, it is within these ranks that fun and enjoyment still reign supreme. Not much ability mind you — or at least in most instances such would appear to be the case.

As for the future, there is tremendous difficulty in attempting to name winners in each league. One thing appears certain, SM will not repeat as A-League champions. As for their successors one must give more than a casual look to JB, WP and RW. My immediate and prejudiced opinion sees RW the eventual victor.

Well, since the word on the Miss B. S. winner is still not in from Atlantic City and yours truly is fading fast from the scene, good-bye for another week. In parting, Congratulations to the varsity basketball team on their smukuling of State U. Also, those boys who were victorious in the cage Saturday afternoon deserve praise for their great efforts.

Wanted: Any prince of a fellow desiring to inherit this space from the old king immediately should contact sports editor Jon Wilska.



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Bobcat of the week

If one was to ask any coach what he considered the mark of a great player, chances are the coach would answer that consistency under all types of pressure was one of the biggest factors. Maintaining a consistently high level of performance throughout the season, and especially noteworthy in last week's basketball games, was Senior co-captain Bill Beisswanger. Pacing the



Cat cagers in a big win over state rival Maine with 23 points and scoring 20 against Assumption, Bill has been the mainstay of the improved look shown by the Bobcats recently.

As an economic major from Tenafly, New Jersey, Bill has been a regular on the Garnet squad for three years and is within reach of the school scoring record of 1089 points. With most of the season still ahead, the Bates basketball squad can look forward to another good season under such capable leadership as Bill Beisswanger provides. Our congrats to Bill and best wishes for the remainder of the season.

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Spotlight ON SPORTS

By Jon Wilska

"Bad Sports — Who, Us?"

"Bad Sports — Who Us?"

As I take upon myself the task of writing a commentary upon the behavior of the Bates' fans at basketball games, I find it difficult to be completely objective and to criticize these actions to which I must sometimes plead guilty. I must first qualify myself by noting that this year's crowd seems somewhat less unruly, though no less high spirited, than I have witnessed in other years.

Poor sportsmanship is never virtuous nor laudable, but we must first be sure that what is labeled as poor sportsmanship is not equated with intense school spirit. The loudness of the fans and the excitement of the contest may prove very disconcerting to a tense visiting coach.

The acoustics of the Alumni Gym and the consistent closeness of most games fosters a boisterous and outspoken excitement among the usually large crowds. The closeness of the seats to the playing area is such that it is with no great difficulty that most of the crowd can hear Carly Johannesen's philosophic comments as he performs. Likewise an opposing player standing near the out of bounds lines usually has little chance of not hearing choice statements falling upon his ears from the excited fan two feet away. And everytime the other coach stands up, who is to say that the resounding "plea" to sit down is not but an legitimate concern of the crowd to make sure that nobody's view is obscured?

Referee's occasionally find the going a bit tough, but then of course they can't always

make the right calls (the other team has to get the ball sometimes, too!) Ref Jim Bradley once confided that while he has nothing against Lewiston, Bates did seem like one of the toughest schools on the East coast at which to maintain a referee's dignity (Princeton was tougher). But then again, should a referee allow himself to be prejudiced toward a whole school simply because a few outspoken fans consider him "worse than the 4/3" or lacking the ability of "my grandmother"? Not all the comments made by the crowd are deriding — I once saw the whole house cheer for a ref who had fallen down!

So much for the facts, now to the reasons why. Perhaps Bates students by and large harbor repressed aggressions, arising from some minor disagreements with school officials which are released in tense, non-academic confines — eg. b ball tilts. It may also be that Bates fans are a peculiar breed of students who delight in sadistic displays only when they occupy the Gym (the semi-annual butchering of exams and basketball games should give some credence of this theory).

One final hypothesis, and the one toward which I am most inclined, is the theory that says that Bates students realize that school spirit is born and nurtured in athletic contests and that when the noise, even the occasional harass, ceases at the basketball games, then Bates will no longer be a college professing a liberal education but rather an institution for the non-concerned.

CATS DUMP MAINE, FALL TO ASSUMPTION

Friday night, the Bates basketball team played host to a heavily-favored team from Assumption, reputedly the top small college team in New England. The more cynical fans in the packed gym spotted Bates twenty points at the opening tap. And there was certainly cause to worry. Assumption is a big, rangy, well-drilled team that doesn't make mistakes.

All due credit goes to Assumption coach Laska and his large staff for the precision teamwork of the squad. Once beyond half-court, they executed their offensive patterns perfectly, each basket, even taps, seemed to be the perfect execution of a drill. Within 15 feet of the basket, Assumption is awesome.

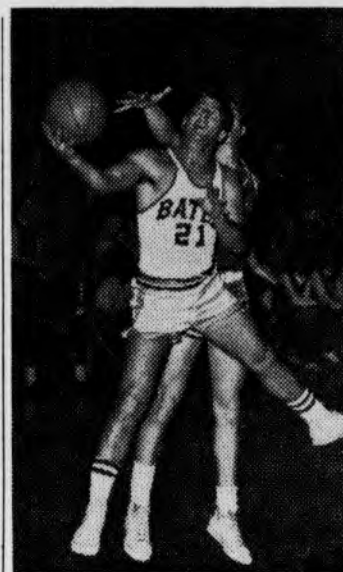
Trouble with the Press

But the Greyhounds hadn't been adequately drilled in breaking a full-court press, it seems, or in adjusting to the Bates type of defense. This is where the cynics lost their bets. Although the Bobcats were outclassed, their hustle and the fast hands of Alexander, Mischler, and Schulkin slowed the Assumption offense and kept them cautious throughout the game. This factor helped make the final margin twelve points (89-77) instead of twenty.

20 for Co-Capt's.

The Bobcats scored freely behind the sharpshooting co-captains, Bill Beisswanger and Bob Mischler who scored 20 apiece. The amazing Howie Alexander chipped in his steady 16, while recent starter Marc Schulkin added 10. Center Carl Johannesen added more than just 5 points by putting his 215 pounds to good use in doing more than his share of rebounding.

The offense looked good. The defense was quick to pick up loose balls, and the rebounding was good. The Bates fans watched their team put on an excellent performance, but it is nearly impossible to



beat a well-balanced machine.

Carlos Clicks

Saturday night against the University of Maine, the magnificent Carl Johannesen led the Bobcats to another excellent performance, this time with winning results. Keeping a running conversation with the crowd, the refs, and the opponents didn't detract a bit from Johannesen's performance. He all but dominated the defensive rebounding plus adding 11 points to the win.

Bates fans take co-captain Bill Beisswanger's deadly outside shot so much for granted that they rarely realize how many points he scores. It was a surprise to learn that he scored 23 against Maine, but after all, you expect him to score around 20 points.

John Barrymore Award to Howie

Perhaps you don't notice Beisswanger so much because of the presence of Howie Alexander on the court. When he gets his hands on the ball, he

dominates the game. Imitating Marcus Haynes, Howie became a one-man press breaker against both Assumption and Maine. He threw in 18 flashy points against Maine. True, he grandstands, but he's good and he makes the game tremendously colorful.

Ahead by 22 points halfway through the third period, the Bobcats could relax and give the reserves valuable game experience. Maine coach Brian McCall will probably not see another line-up like the one that finished the game for Bates — Wyman, Reilly, Pickard, Flynn, and Brown (who brings the ball upcourt?). This unit brought the game to its final score, 85-71.

On the Way Up

The fans were pleased at two good games in a row, Bates was pleased and confident in its new offense which had brought it two wins in three games, and Coach George Wigton was as pleased as any coach with his team on the way up.

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