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Bates College

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## THE BATES STUDENT

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### AMORE ET STUDIO

A certain Bates professor, whose pedagogical experience has been marked by considerable geographic variety, recently remarked that the students of Western universities displayed a greater amount of intellectual enthusiasm than those of our institutions here in the East. Moreover, said he, the further East one ventures, the more noticeable becomes the apparent indifference of students to the scholastic pursuits which are theirs.

Vague recollections of grammar school geography did little to soothe the implication of this remark. Plain it was that the inexorable classification of longitude would place the intellectual demons hereabouts far in the rear of the throngs with an insatiable thirst for knowledge. If the premise contained in this comment is valid, then indeed we may conclude that we who haunt the halls of Bates are but a herd of intellectual camels.

Minute inspection of the geography of Maine will, however, reveal a source of some satisfaction. It would appear that as compared with the other colleges of the state, intellectual ardor reaches its greatest heights here at Bates. Our position, 70° 10' west of Greenwich justifies our claim to the closest approximation of the scholarly passion which flourishes in the colleges sprawled out beyond the cattle yards. Bowdoin's longitude of 69° 50' gives that college a slight advantage over Colby which was so injudicious as to plant itself 15' east of Bowdoin. But the University of Maine, that thriving institution up in the land where glaciers form, has been the most unfortunate at all. 68° 45'—such is the shame which the University must bear. What apathy must there prevail! How they must fulminate on Founder's Day. Our sympathy goes out to a great student body, eternally hampered in its pursuit of knowledge by a Founder's ignorance of the effect of geography on the enthusiasm of scholars. But the University may yet free itself from the shame of being considered, because of its location, an asylum harboring the most passionless of students. A squad of expert surveyors may yet be able to discover some Nova Scotian college located still further from those realms where the search for culture is an obsession.

But now we are led to inquire the source of the West's intense intellectual vigor. At first glance we are inclined to believe that the difference is merely superficial and that the cause may be found in factors of environment. The West, so we, who are sunk in our provincialism, are told, is a realm of great expanses, where the ordinary inhibitions of mankind are but slightly developed. The geography of the territory invites deep breathing, inflated chests, long strides, raucous voices, wild gesticulation, and subtly nourished superiority complexes. There is room for such things in those districts. And in addition, for those highly emotional souls who are moved to dythrambic effusions by the sight of scoting clouds, endless prairies, and luminous nights, the beauties of nature have not yet been entirely confiscated by industry.

But here in the East we move in a somewhat different world. We are hemmed in on every side by barriers both material and spiritual. Concrete and steel press down from overhead. Blue serge and brass buttons dominate our activities. Our careers are scheduled, circumscribed, pre-ordained. Crowds, and traffic force us into a narrow niche. There is no room for the expansiveness of the West. Nor is there the urge to exuberant overthrow. Who can become ecstatic at the sight of a smokestack belching soot? These very factors of environment tend to make us live intensively rather than extensively. And by the same token we tend to become less boisterous in our display of enthusiasm, whether it be for delights of earnest study or the beauties of our state. The ardor is there, perhaps, but not on exhibition.

A final consideration may contribute to the zeal of western students, namely the nature of their college systems. It has been our observation that the western colleges with characteristic pioneering spirit have been more inclined to accept new methods in an effort to stimulate intellectuality. But here in the East we incline to pursue faithfully the traditionally uninspiring methods which often make college seem little more than a glorified secondary school. There may be lessons to learn in the West.

## Intercollegiate News

AUBURN J. CARR

A writer in the Orange and Blue enthusiastically analyzes the religious life of Carson and Newman College. In bold language the characteristics of it are pointed out. "Visitors are invariably impressed with the strong Christian atmosphere which pervades the whole school. The College itself stands squarely for the Old Book and its message. Here there is not the slightest shadow of hesitation." Several activities and religious organizations are maintained by the student body. Among them are daily Vesper Services; prayer meetings at noon, and the Morning Watch. The organizations include a large Ministerial Association; a Definite Service Band; Student Volunteers; six prosperous Young People's Unions, and Sunday School classes.

The dean of women at Heidelberg College has introduced a new idea the purpose of which "is to bring students into closer friendship".

The plan briefly stated is as follows. Every second week half of the girls dine at the Men's Hall while half of the men go to the Girl's Hall for the same meal. The idea is at least interesting.

Northeastern has adopted a new mascot in the form of a thoroughbred Alaskan Husky. The Husky was presented to the University by Leonhard Seppala, noted dog driver, who drove through from Poland Springs for the occasion.

The student body was given a three hour suspension of classes for the reception of the mascot. Special cars for the North Station to accommodate a thousand people were ordered. There the parade was formed and, led by the University band, all marched to the school buildings.

George Washington University European debating trip will begin April 30. Three men chosen from fourteen competitors will make the journey. The event will mark the climax of the very extensive debating activities of the year. Forty-five debates have been held. Four teams have traveled over the entire section of the United States East of the Mississippi; extending from Maine to Georgia and as far West as Illinois.

Colby is planning the half century anniversary celebration of the Colby Echo. At first the Echo was published monthly. It was taken up with literary purposes and was marked by a good deal of irony and humor. The aim of the originators of the publication

was to found a paper "which should be an exponent of the College, an Echo of the ideas, views, and opinions of students; a conductor to dissipate the pent-up electricity of college intellect, without any disastrous explosion." Evidently it was necessary to take precautions even in the old days.

The Bowdoin Orient recently published a well written article by Mr. Chi-Hai, a native of Canton, China, on "Chinese Nationalism". In regard to the awakening of the Chinese people he says that it "must be viewed as a vast movement having the profoundest significance as regards the future of mankind". Our college papers should encourage the expression of foreign student opinion.

Dr. Baxter, director of social and religious interests at the University of Southern California, in commenting on the success of voluntary chapel says, "If you make a distinctly religious appeal to the present generation, without camouflage or adulteration, you are sure of a response".

As a substitute for automobiles, the ownership of which has been forbidden at Princeton, several upperclassmen have secured roller skates as a means of convenient, or inconvenient, transportation. They still remain on wheels.

### WHAT NEXT?

One of the most active and prosperous departments of the average educational institution seems to be censorship. That, at least, has been exhaustively carried on, so that nothing except the changes brought about by criticism will remain to be censored. Dr. Odds, president of Amherst says that modern education has failed to teach concentration. Many others criticize either the freedom or conservation of American colleges. And finally J. Stitt Wilson, a nationally famous lecturer among college students, lectures on the failure of modern education. Evidently all must be born again.

### ANTI-FRATERNITY MOVE

Fraternities are pronounced at Syracuse University as a relic of the medieval age of education. As a result of a long series of administrative meetings and conferences with unbiased students, a movement is stirring to abolish them at Syracuse. Consequently the Fraternity and Sorority members are much alarmed, fearing a downfall of their social status.

In place of fraternities a Student Union is being organized to include every student in the institution. Under the direction of this organization a certain number of social functions will be assured to any student. The new plan is to provide a better balanced college life for all.

### OPEN FORUM

#### SENIORS ON HONOR SYSTEM

The article in last week's student concerning the new honor system that is being tried out this year misrepresented the attitude of the honor students. The article did not have the basis of a systematic inquiry among the honor students, being the opinion of two or three, given hurriedly and without much thought on the subject.

Since last week, all of the honor students have been interviewed in regard to their attitude to last week's article in particular and the honor system in general. The only prevalent objection was that of lack of unity among the professors. There was but one student found who opposed the system; all the rest were actively in favor of it.

The term *dissatisfied* used in the article has a definite meaning and a very different connotation. Strictly, the term might imply that the honor students agree with the system in the main, but that some are opposed to certain objectionable details. This is true. But the connotation of the word gives the impression that these students are more opposed to the system than they are in favor of it. It is this false impression and misrepresentation that has caused the unfavorable comments. The vital question is—Would you rather have the system with its faults than not have it at all? The answer is in the affirmative.

It should be remembered that honor work is elective rather than compulsory, that it is individual, and that for extra work done extra credit is also given. The Senior year is the time, if any, when a student most fully appreciates the value of college work, and the time when inquisitive, individual study is of most value.

This is the first time that a Bates graduate can have any distinguishing recognition on his diploma. A *cum laude* on a college diploma means definitely extra and superior work, and the fulfillment of a standard prevailing in our better institutions. There is no college in the United States that does not require for honor work an extra three hour course of research nature, or its equivalent. This is an arbitrary standard that cannot be ignored.

Bates is one of the few small colleges to have instituted the honor system. It offers problems that are not familiar or old enough to be faced immediately. We may be assured that practice will offer corrections. We are proud that Bates has taken this further step in development, and we are deeply appreciative of the work of those professors who have put their time and thought into the system as a whole, and into our individual problems in particular.

M. ALLEN TORREY  
FREDERICK H. YOUNG  
OLIVE E. WAGNER  
FLORENCE I. BURCK

C. W. READING



from forester to store manager

"After graduating from Illinois in June of '22 I started to learn the business of wood preservation with a company whose president was a close personal friend. As I learned more of the work, I could see less of a real future in it. Having heard of Kresge methods and Kresge prospects, I investigated as thoroughly as it is possible for an outsider to do. This convinced me that there was more opportunity for advancement with this company than with any other I knew anything about. All my friends argued against the

idea of my becoming a stockman in overalls. They laughed at me for giving up an almost sure thing to go to work for a big corporation where no one knew me. Today, as a store manager, I can smile at these friends for I am making more money than any of them. I have gone further socially, financially, and in every other way, than would have been possible in so short a time in any other business. And I have just started! With the company expanding as it is, the opportunities are unlimited."

C. W. Reading

# Now, Seniors . . . . . it's up to You!

Your college career will soon be over. And then you must choose your life work. How important it is that you get started right.

And it is entirely up to you! You may start in a position that pays well now, but which offers little or no opportunity for advancement. Or you may start for a little less in a job where there is much to learn, but which offers an unlimited future to those who are faithful and willing to work and study hard.

We start college men at the bottom. But as they learn and advance we pay them more. In a few years they may become store managers—dignified positions which pay high salaries.

If you are interested in the job with a future, write now to our Personnel Department. We will send a man who has already found success with this organization, a graduate of your own college, to meet you and tell you more about our business.

Personnel Dept

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