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Ford Seminars Successful Participants Enthusiastic

With the goal of encouraging students toward graduate studies and the career of college teaching, the Ford Foundation supported two interdisciplinary honors seminars conducted during the past short term.

Alienated Man

One, a humanities seminar entitled, "The Image of Man in the Twentieth Century — An Interdisciplinary Study of Alienation," was headed by Dr. David Nelson. Majors from all areas in the humanities were encouraged to participate; but with the exception of Peter Fleming, a philosophy major, the other students, Margaret Smith, Earle Westcott, Arleen Oliviera, Chantelle Berry, Pat Hardy, Bonnie Cumming, Ruth Pare, and Sid Gottlieb, were all English majors.

The course consisted of readings from the fields of English, philosophy, sociology, and psychology, papers, and intensive discussions. Classes were held for two hour intervals at Dr. Nelson's home. A student leader guided the dis-

cussion, which involved active participation from course members, Dr. Nelson, and visiting professors.

Dr. Nelson was quite enthusiastic about the experiment. "It was a chance to let each student be a leader and express all his ideas," he said. "By criticizing papers as well as writing them, the students were able to experience a new form of learning. An *esprit de corps* formed which enabled us to communicate much more clearly . . . By the end of the course, we used specific terminology which we acquired through our discussions of ideas. This was very exciting . . . Unfortunately, there was one unexpected drawback: many short term students had to carry additional courses which placed too much of a burden on them. However, the seminar was an excellent experience."

The majority of the students shared Dr. Nelson's excitement. "Excellent . . . exciting . . . stimulating . . ." Chantelle Berry said. Ruth Pare and Ar-

Con't on Pg. 5 - Col. 1

WCBB, Channel 10 Expands Program

by Mary Williams

In the past seven years of its existence as an educational television station, WCBB Channel 10, has brought educational programs to central and southern Maine.

Programming, which ranges from instructional TV that serves elementary and secondary schools in the area to post-graduate medical programs for area doctors, aims to aid the life-long educational process with a broad range of educational programs for all needs and interests. The station hopes to expand its services through several experimental programs in the future.

The WCBB transmitter is located in Litchfield, Maine. The 16,000 watt power output of the station sends its signal over 8,000 square miles of central and southern Maine. This area includes more than half the population of the state. Instructional programs are played to the University of Maine campuses in Orono and Portland.*

Program for M. D.'s

Instructional programs are broadcast to elementary and

secondary school classrooms in the area under the direction of the State Department of Education. In 1965-66 more than 64 thousand students were registered in areas served by WCBB. Adult education, both formal and informal, is provided by the station. Colby College granted academic credit for courses in the Colby Telecourse series of seven different college level courses.

WCBB has also presented non-credit courses in such subjects as English, French, Biology, Poetry, Ceramics, First Aid, and Auto Mechanics. The Boston Medical Reports constitute a series of post-graduate medical programs for doctors. Subjects covered range from immunization procedures to cancer chemotherapy. More than 35 percent of all practicing M.D.'s in Maine view the program.

Late afternoon and evening television, "alternate" TV programming, is concerned mainly with the arts, world and national affairs, or with other topics that seek to inform the viewer as well as to entertain him.

Con't on Pg. 5 - Col. 4

STUDENTS EVALUATE HAZING

Hazing is a tradition at Bates. It's 2½ weeks of something that every freshman class must survive and they do. But each year the process of hazing brings to mind many questions — Does hazing accomplish any real purpose? Is it necessary to humiliate students to make them part of the college community? Should hazing or at least parts of it such as Haze Day be abolished?

The *Student* talked to some Bates students, many of them the sophomores who were responsible for running hazing. Here are some of their views and opinions of hazing.

Hank Ellis: "Hazing is just another antiquated Bates tradition that needs changing. Although hazing is not especially degrading etc., its purpose could be achieved in a



Haze Day '67

Doyle's Letter Stirs Controversy

more constructive manner. Shaving cream and burlap dresses do not usually mature an individual. . . Haze Day doesn't do much of anything. I'd cut it out. I think hazing is beneficial for some people. It didn't benefit me and I don't think it benefited some of the freshmen. I guess it depends on the type of person you are.

Joyce Laming: In my opinion it unites the freshmen class, for it's a process that gives everybody a chance to participate, to do something together. Also it makes everyone equal — you're all going through the same thing. It brings you all together. The frosh in general take it pretty well. Problems arise from the disunity in the sophomore class on how hazing should be run. I approve of Haze Day because it gives some levity to the whole thing of hazing and the freshmen get to know a lot more upperclassmen. As an indication of how I think the freshmen felt, the girls on our floor

made a sign saying "Hazing is Love." It made me feel that our efforts to make them part of our community were successful.

Jeff Larson: Personally I don't agree with hazing. I agree completely with what Tom Doyle said in his letter. The whole thing has gone too far. It's especially rough on the girls with those stupid costumes, the signs, doing stuff to their hair. The purpose of hazing, basically is to get acquainted with everyone and to be identified as freshmen, not to be ridiculed for two and a half weeks. It's not proving a darn thing. I'd keep the beanies and bibs to distinguish them as freshmen and it's a way of getting acquainted. I think that the one night dorm induction for the guys is alright, but it should be limited to that. I think that hazing has gotten completely out of hand.

Jane Hippe: I feel that the Bates tradition of freshmen

Con't on Pg. 3 - Col. 1

Brief Malady Strikes Students

Fourteen Bates students were in the Infirmary a week ago Monday night. They were suffering from a rather mysterious ailment which involved considerable vomiting and resulted in a weak feeling. All fourteen of these students, 8 men and 6 girls, had eaten the turkey dinner at Commons that night.

The *Student* talked to Miss Abbott at the Infirmary. She particularly asked that the incident not be called food poisoning. At the time there was no evidence that indicated this. She did say, however, that sometimes meat, and especially fowl, can be defrosted, then refrozen, then defrosted again and served. This procedure allows for the growth of bacteria on the meat. According to her, this is what might have happened on that Monday. This freezing and unfreezing might not have even occurred here at Bates.

The *Student* also talked to Mr. Canady, the head of the Kitchen. He was very surprised and indignant when "food poisoning" was mentioned. He knew that several students were ill last Monday night but attributed it to "the athletic teams or to some flu that's going around. I's not my

food!" Portions of the entire dinner were sent to Augusta and given a clean bill of health. Mr. Canady said he knew of cases where meat spoilage had happened because of improper freezing, but he stated that he had not happened here at Bates.

Both Miss Abbott and Mr. Canady said they were aware of cases of food poisoning that had occurred here at Bates. But there have been none in the past 10-15 years.

BIRTH CONTROL LECTURE TONIGHT

Dr. Charles Lloyd of the Worcester Foundation of Experimental Biology will speak on Birth Control tonight at 7:30 in the Little Theater.

A reception will be held for Dr. Lloyd in the Theater's Green Room.

The Campus Association, sponsors of the program, are tentatively planning a sequel to Dr. Lloyd's lecture in which members of the psychology and sociology departments will discuss the sociological and psychological effects of birth control.

CHAPEL

POLYSENSORY EXPERIENCE

This Sunday at 7 p.m. Professor Herbert W. Richardson of Harvard will speak on "Polysensory Experience — The New Mood of Man." The talk will be the context of the regular Chapel service.

Professor Richardson plans to take the question of the new modes of human consciousness that seem to be originating in our time. The work of Marshall McLuhan, Erik Erikson, and Lucien Febvre has influenced Richardson's own thinking.

His concern has recently been expressed in a new book, *Toward an American Theology*. There has already been an enthusiastic public response to the book, including a review in last week's *Newsweek*.

Following the service, there will be a discussion with Professor Richardson in the Skelton Lounge.

Geology Trip Successful 5 Students Last 48 Days

by Cynder Keen

Scaling huge rock formations, camping in the snow and rain, running out of food in the wilds of Ontario and dropping 3100 feet underground in a dark mining shaft doesn't sound like the typical course offered in any college catalogue. But for five geology majors and Dr. Roy L. Farnsworth, the head of the geology department at Bates, the experiences were all part of Geology 320's short term "safari" across the great Canadian Shield geological formation.

With a small, bus-like station wagon and a luggage trailer to serve as a classroom, library, dormitory, kitchen, and dining room, the collegiate geologist gypsies set out on a 48 day mission with Dr. Farnsworth at the wheel. Students in the group were Susan Spalding '68, Theodore Bradstreet, '68, Bruce A. Bouley, '69, Andrews Tolman, '70, and Dorothy Richter, '70.

Practical Experience

"One of the primary goals in the course was to involve my students in a concrete experience, on-the-spot study, as it were, which in later years would give them some practical experience to which they could relate the meaning of textbooks, professors' lectures, and articles in professional journals," said Dr. Farnsworth.

The course used "field guides," instead of textbooks, which were prepared for the course and included geological cross sections as well as mimeographed material from journals on areas to be visited. The students were forced to correlate this guide material with the on-the-spot knowledge and experience they acquired.

Almost from the start, the students were operating in the real world of the geologist. They started camping at Grand Isle, Vermont, the first week, collecting fossils, familiarizing themselves with techniques of mapping and visiting an asbestos mine. Early in the trip, they had ample opportunity to adapt to the outdoors. The next week

in the Adirondack Mountains of New York, they encountered eight inches of snow. In New York, they visited ilmenite and garnet mines. Around the Utica and Cayuga Lakes region they collected fine specimens of life from the Devonian Age, 350 million years ago. Around the Finger Lakes of New York, the group was able to observe the effects of continental glaciation which formed the lakes.

After a weekend of checking rock sequences and structure at Niagara Falls, the group moved to Ontario's Sudbury Basin, in the heart of one of the world's largest nickel ore belts. It was here that the men in the party got a look at geology below the surface. They went 3100 feet below the surface to look things over. The old miner's superstition that women in a mine shaft are bad luck resulted in a tour of surface facilities for the two girls.

Before the students and Dr. Farnsworth got back to Maine, they saw the mining of uranium by bacteria, iron fields in Upper Michigan, gold and silver mining in North Canada beyond the fifty degree mark, and came back to see lead and zinc operations in Quebec and New Brunswick. A final exam was administered at the Bay of Fundy National Park.

Living the Course

"The self-reliance imposed by the approach to an educational experience is, in itself, a valuable contribution to the student's development. There were no specific hours for study or lecture because the students were involved in their work throughout each day, every day. This broke down the "traditional time barrier", for the students were living this course instead of merely studying it. The time factor, which permitted virtually unlimited concentration

on the single field of interest seemed to stimulate enthusiasm and continuity through the course.

"From the beginning, we found ourselves reduced, at times, to the very basics of the daily living — keeping warm, dry, clean, and fed — providing a challenge to the tenderfoot in the wilds. But these necessities eventually became second nature and we were permitted to concentrate on the studies at hand under a wide range of circumstances.

No Escape from Tensions

The main complaint of most participants, including Dr. Farnsworth, was that there was no privacy or way to escape from each other when disharmony arose among members of the group. One could not escape from social or academic tensions as is possible on a campus. Also, as Dorothy Richter pointed out, "Camping for seven weeks in miserable weather is just too long". Thus, most recommend that a break of some kind be inserted when the next course is conducted.

The students, however, were very pleased with the academic qualities of the course. "I learned so much more than I ever thought I would," Susan Spalding said. All seemed thrilled with the fact that they saw everything first hand and could apply classroom studies with reality.

Bruce Bouley best described the student's attitudes by saying, "The importance of good field techniques is essential to anyone aspiring to be a geologist. Equally important is the opportunity to see and talk with various types of geologists while they perform their jobs, thus getting a further insight into the broad scope of geologic endeavor. The trip was designed for students who knew that geology was for them, not for those who had the slightest doubts. It was obvious that for the latter, the cold, rain, snow, desolation and other hardships made the trip almost unbearable. But for those who were earnest, it was rewarding and worthwhile."

FACULTY FORUM

'64 Grad Returns Evaluates Bates

Mr. William Haver III, Bates '64, is the newest addition to the math department. By virtue of his position of being a recent student and current instructor, he offers some interesting comparisons and opinions about Bates.



Mr. William Haver III '64
—Photo by Ledley

Chief among these opinions is that he now feels that Bates offers a better education than he realized when he studied here. Among the advantages, he cites accessibility to the faculty, faculty concern with the students, generally adequate class size, a good basis in his major, and a good liberal background.

At Rutgers, doing graduate work, he found the professors to be overly concerned with their own work or with graduate students, and class sizes often prohibited questioning on the part of individual students — a lack of give and take which Mr. Haver feels is an important part of any educational experience.

Mr. Haver has started right in instituting his philosophy by breaking one of his advanced classes into three sections once a week to increase contact with the students in a difficult course.

Lauds Cut Changes
Student responsibility for

learning is another aspect of Mr. Haver's educational philosophy. He points out that while he was at Bates a 2.8 QPR was the minimum criterion for discretionary cuts. He lauds the lowering of the standard as a step towards further student responsibility. While he sees most students going to a majority of classes regardless of cuts, he feels the existence of the choice is the important point, since learning is then based on a mutual desire of the professors and student. For this reason he feels that any student in good standing should have discretionary cuts. "The point is that cuts are not an award, but a responsibility."

For much the same reasons Mr. Haver thinks that the honors program should be more widely available. He supports steps taken in this direction, since he believes Bates students are too often willing to accept what is presented to them in the classroom in texts. He is glad to see that the library has expanded its hours since he was here few years ago.

Attitude of Hopelessness

When chapel attendance was required he said that the student attitude on social life was one of hopelessness. "We thought it would never change." As a student, he often thought of the desirability of having lounges in the men's dorms and is glad to see some steps being taken in that direction.

As to co-ed dining, Mr. Haver notes, "The student wanted coed dining, so it was requested of the administration. They agreed to allow coed dining for the evening meal, as long as the men wore sport coats and ties. We voted it down."

The student responsibility Mr. Haver mentions should apply, he feels, to social life as well. He would like to see "the men able to entertain women in the dorms." And he would also like to see, on the part of the students, "an increasing awareness that Bates is here for their education."

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Hazing from Page 1

hazing is in a state of disrepair at the present time. Some of its stated objectives are worthwhile. The bibs and beanies serve to make the freshmen known on campus. The parties serve to bring the dorm closer together. Other aspects of hazing, however, need close attention, and serious consideration. Does the end justify the means? Do the freshmen get all they are supposed to get from this procedure? Perhaps there is some better way of making freshmen feel a part of Bates campus than subjecting them to 2½ weeks of humiliation.

Jim Levine: I think it has certain positive attributes, not the least of which is to provide the freshmen with a certain rapport, and a chance to get to know the upperclassmen. Buttons and beanies, are useful, at best, only insofar as they help to identify people, make friends, and provide a freshmen class spirit. No one can or should be forced to wear his beanie or bib, rather it should be considered a road to new friends. In regard to other aspects of hazing, I think that moderation is essential. Embarrassment and fear are not in keeping with the idea of hazing. Tackling and attacking girls, singing gross songs and destroying personal property are out of place. If, however, hazing can be conducted in a more mode-

rate way, I feel it can be a worthwhile experience. This does, of course, presuppose a certain amount of restraint, common sense and mature action for all concerned.

Judi Welles: On the women's side of campus, hazing can result in a close, friendly dorm. However, during the 2½ weeks, some of the freshmen women have undergone so much, and have let their work slip so far behind that even the last night could do little to lessen their resentment. Perhaps a shorter hazing period would better serve to keep the freshmen and the sophomores from falling behind in work, and also still continue to build the dorm spirit that results. One and half weeks would seem better than 2½ weeks as a suitable hazing period.

Jim Sawdy: I think hazing is a little bit too juvenile but I think that some people have gone overboard in knocking hazing. The bibs and beanies are good. They identify the freshmen as freshmen and help people to get acquainted. My freshman year hazing was a lot of fun. We really got to know the upperclassmen in the dorms. But now hazing just seems a chance to mock-out the kids, a chance to get revenge for what was done to them freshman year. It's not fun anymore. It's gone too far.

Barb Hendricks: Hazing this year was much different than

it was three years ago when the present senior class was the freshman class. Year by year the hazing has gotten rougher and I feel that the original purposes of hazing have been lost somewhere. Whereas Haze Day used to be a time of fun and getting to meet members of one's own class as well as upperclassmen, it has now been changed into a farce — girls being tackled, attacked by shaving cream and maybe even hit by a flying egg. I definitely think that the time has come to consider what the goals of hazing are and if we are in fact achieving them or merely succeeding in making the first two weeks of school miserable for the freshmen class.

Views vary considerably from a whole-hearted support of hazing to the feeling that it should be eliminated. Most opinions are found somewhere in between these two extremes. Many feel that parts of hazing are worthwhile, but that it should be re-evaluated, its purposes redefined. Is hazing a juvenile, humiliating Batesie tradition or does it foster a closer, warmer feeling between classes and really make the freshmen part of the college community?

Freshmen Deserve Personal Dignity

The following article is reprinted from a circular distributed to this year's Freshmen Class at Tufts University.

Every year a new class of freshmen are subjected to the patronizing, degrading "traditions" of orientation week. Probably many of you see already what a lot of nonsense all this is. But each of you arrives here in relative isolation and it isn't easy for one newcomer to ignore a well-coordinated group of paddle-toting sophomores. Like if you're walking on the grass and some guy starts blowing a whistle and jumping up and down and yelling at you, you're probably going to say, "If it's so important to him I'll get off the stupid grass." And it goes on like that year after year — nobody thinks he's taking it very seriously, but nearly everybody ends up controlled by it.

Orientation week traditions are a vestige of a disappearing attitude which emphasized the subjection of the individual to the institution. Freshmen are told to observe traditions because "They are a part of Tufts, and now so are you." This argument is frightening. "Tufts" becomes an entity devouring and digesting everything that contacts it. Students, paddles, professors, dor-

mitory buildings — all become indistinguishable. What a perverse conception of "School spirit"! The true spirit of a university should be the cooperation of everyone toward the personal fulfillment of each individual. The abstract devices of the institution should be subjugated to people — not the other way around.

The point is this: There are people on this campus who are ready to accept you as an equal with a unique contribution to make to the university. But this can be true only if you accept yourself in the same way. If that beanie strikes you as pretty silly, then honor yourself by not wearing it. You are entitled to as much self-respect as anyone else.

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EDITORIALS

INNOVATIONS

Last short term a new concept of liberal arts teaching was tried at Bates, and judging from student and faculty response, should receive consideration as a regular offering.

With the support of the Ford Foundation, seminars were held in the general areas of Government and English. The participants found the pilot project exciting and challenging as a rounded approach to a widely considered topic.

Field trips were also offered by the college in biology and geology. This concept of on the spot training and learning is new to us. Many of the science courses currently being offered include labs which take the students off campus, but numbers and time forbid the extensive treatment that was possible for a small number over an extended period.

In his inaugural address, President Reynolds suggested that Bates should explore some of the new methods of learning which others are offering with success. These two methods should definitely be included on the list of possible additions and corrections to our curriculum.

The students noted the enthusiasm with which the courses were undertaken. Perhaps if more could take advantage of such highly motivating projects as these, the intellectual interest, which is often deprecated here, of the student for his work would increase.

The seminars should also be offered during the regular school year, alone or with other classes, to open them to a greater number of students.

We have found a successful and challenging way of teaching and learning in these seminars and field trips. They should not be lapsed and must be considered in the evaluation of better methods of study here at Bates.

TIME TO RECONSIDER

Every year there is a certain amount of discussion concerning the hazing process. Most students agree that there are positive sides to the issue. But these have been increasingly blotted out by overly-zealous and, more plainly, irrational actions on the part of upperclassmen involved.

The Men's Council has formed a committee to investigate the values of the system as it stands and to make recommendations for next year.

This is a program that has been left almost entirely in the students' realm in the past. The distress among students and administration is justified in the light of this year's activities.

It is now the role of the appropriate groups — the Men's and Women's Councils — to modify the existing structure of orientation. These efforts would minimize the individual abuses which now mar the positive activities of hazing.

DID YOU NOTICE...

It has been a long time since Bates has put a band on the field during a football game.

With the cooperation of the physical education department in granting P. E. credits to members, the band last Saturday showed spirit as well as musical ability to the pleasure and enjoyment of the spectators.

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LETTERS TO THE EDITOR

To the Editor:

Tom Doyle's letter in the Sept. 20 *Student* catalized my thoughts on the increasingly controversial question of hazing. I, too, share Tom's indignation at these recent excesses of behavior.

The incidents that Tom cites are attributed to hazing. In fact, these acts are out of context with the idea of hazing as a socializing influence, which assimilates the incoming frosh into the college community. The institution of hazing should not be censored for the incidents Tom enumerated. I join him in apologizing for the humiliation which freshmen have endured and I second his suggestion that these incidents be reviewed in all our consciences. But I ask that we consider the merits of hazing as a vehicle for learning the heritage of Bates College.

Hazing Transmits Tradition

Here I disagree with Tom. The name-tags that the frosh wear during hazing, both bibs and buttons, introduce the frosh to the upperclassmen and remind those of us who don't have a photographic memory which name belongs to a person. Surely it is better to read a name tag than to say "Hey you!"

The traditional songs of the college hardly qualify as stupid. The Alma Mater is an integral part of the college. The dorm songs can be unique without being vulgar.

"Hell Night" should be a misnomer. The rite of induction into the dorm can be made physically challenging and mentally demanding without being degrading. Submitting to induction does not compromise manliness, rather it teaches humility to one's

provisional superiors, who become equals after induction is completed.

Despite frequent abuses, hazing has its merits. The entire area of hazing needs to be re-examined... but we who review the situation should bear in mind the virtues of the tradition and not be biased by the bad usage hazing has received in recent weeks.

It is the obligation of each freshman to think about hazing — for with you rests the responsibility for next year's inductions, which I hope will be in better taste than this year's. I look back to my own hazing as an amusing, and educating, period. But it was directed and administered by people who understood the ultimate goal of hazing, rather than by people who wished to be malicious.

Bourke Runton

WRJR Goes National, Announces Schedule

WRJR has expanded its news coverage by the addition to the station of a UPI teletype machine. The teletype supplies the station with 35 minutes of the latest national news every night.

A new five second delay system on the phone will allow the station to broadcast live phone discussions with members of the listening audience.

New this year is a program which will alternate drama and opera with a folk show. Penny Miles will emcee the show.

Also in line with these new innovations will be expanded coverage of sports events. Two and possibly three of the away football games, as well as all the home games, will be broadcast. The Bates-Colby and the Bates-Bowdoin games will definitely be broadcast. The Bates-AIC game will be broadcast depending on the success of the WRJR Annual Fund Drive. Rich Gelles, Bob Walenski and Jack Picard will be announcing these games.

General Manager Rich Gelles has announced that the annual fund drive will take place October 16-27. The station needs between \$600 and \$800. The station is raffling off some popular long playing albums and some singles to encourage student donations.

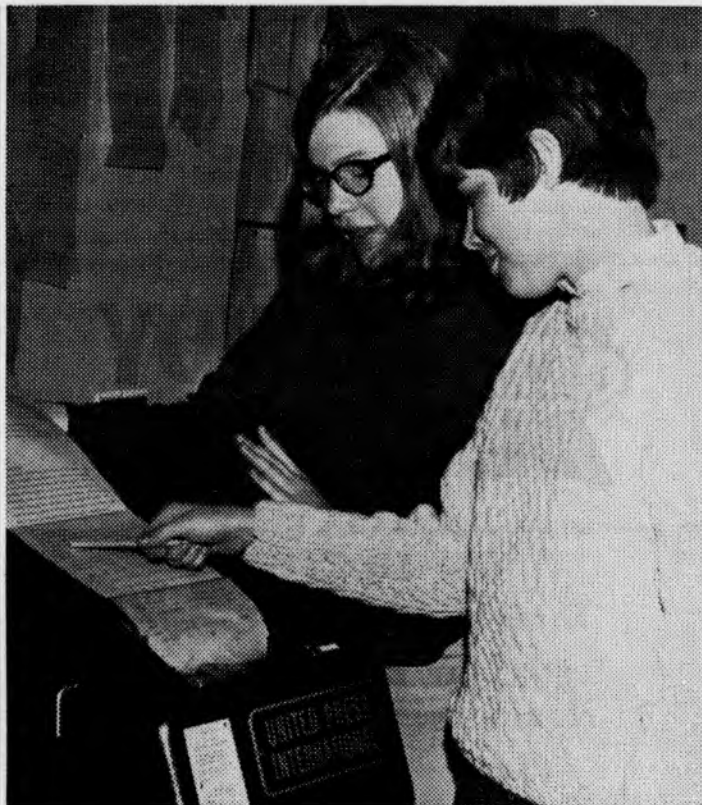
Anyone interested in helping out at the station as a news writer or announcer, record cataloguer or disc jockey, should contact Rich Gelles, general manager.

Monday

6:00-7:00, Dave Shulz; 7:00-7:20, World, National, Campus News, Sports, Weather; 7:20-9:00, Masterworks, Marya D'Abate; 10:00-10:15, Late News, Weather, Sports; 9:00-12:00, Penthouse WRJR, Rich Gelles.

Tuesday

6:00-7:00, Early Show, Deb McKenna; 7:00-7:20, World, National, Campus News, Sports, Weather; 7:20-9:00,



New UPI Hook-up at WRJR

Masterworks, John Andrews; 10:00-10:15, Late News, Weather, Sports; Bob Walenski Show.

Wednesday

6:00-7:00, Early Show, John Andrews; 7:00-7:20, World, National, Campus News, Sports, Weather; 7:20-9:00, Masterworks Hours, George Nickerson; 10:00-10:15, Late News, Weather, Sports; 9:00-12:00, Horizons, Charlie Kolsted.

Thursday

6:00-7:00, Dave Shulz; 7:00-7:20, World, National, Campus News, Sports, Weather; 7:20-9:00, Masterworks, Marya D'Abate; 10:00-10:15, Late News, Weather, Sports; 9:00-12:00, Show Time, Richard Worge.

Friday

6:00-7:00, Nelson Doak; 7:00-7:30, World, National, Campus News, Sports, Weather; 7:20-9:00, Masterworks Pam Alexander; 10:00-10:15,

Late News, Weather, Sports; 9:00-12:00, Special, Penny Miles.

Sunday

6:00-7:00, Early Show, Deb McKenna; 7:00-7:20, World, National, Campus News, Sports, Weather; 7:20-9:00, Masterworks, Penny Miles; 10:00-10:15, Late News, Weather, Sports; 9:00-12:00, Jazz, Boyce Shaffer.

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Teachers Can Learn Students Can Teach

Seminar from Pg. 1

leen Oliveira continued the praise. "It's the best thing that ever happened at Bates. We never worked so hard, or worried so little about grades. . . . The course was composed of people who weren't taking it because they had to, which made much difference in the general atmosphere. It was amazing how much everyone contributed in the class. We ran the class; the professors who were with us tried to advise and suggest ideas only when we really needed them. By facing the problems ourselves, we benefitted much more from the course."

Close Ties Created

The close ties of the seminar were also praised. "By the end of the seminar, everyone was just like a big, happy family. We knew how each person would probably react to an idea or comment. Since all worked so closely together, the seminar proved to be a study of human nature as well as alienation." Complaints did arise from other students, though, about these close ties. "At times," one said, "a person would get bogged down in superficiality, trying to protect his created image. Then we would only talk in circles, getting nowhere."

For the most part, the syllabus was praised for its content and organization. It was felt that many books were read that the students would never have touched otherwise. The majority thought, however, that the bibliography was a bit too lengthy, and that the seminar was able only to "taste" ideas and writers without further, thorough examination.

Sid Gottlieb perhaps best expresses the general feeling

of the seminar. "The Ford Foundation program was an un-Batesy experience. It was an adventure in individuality, embodying many elements which are unfortunately lacking in the 'regular' Bates Plan of Education presently in practice. The seminar was extremely small, but, even more important, those few involved were enthusiastic and serious. The interdisciplinary approach was quite effective in allowing for a careful consideration of the topic as a whole, rather than stressing only various aspects of it. Although the meetings were fairly informal, unnecessary sidetracking was kept to a minimum. The organization of both the seminar and the tutorials made possible close relations between 'Teachers' and 'students' — the roles seemed to disappear, especially when it was discovered that 'teachers' can still learn and 'students' can teach . . . (I could say much more) . . . I hope that this program taught faculty and administration observers one thing — that such programs are worthwhile and should be incorporated in the Bates Plan of Education as soon as possible."

Seminar in Modernization

The social science seminar, entitled "Problems of Modernization", was headed by Mr. Alan Cameron, and included Janice King, Howard Melnick, Paul Mosher, Bill Norris, and Jeff Raff. The course was an interdisciplinary study using tools and concepts from history, sociology, and economics to examine the process of how societies modernize," Mr. Cameron explained. A bibliography was required to give everyone a common source background, but the greatest

part of the work was independent study for papers and discussions. Mr. Cameron stated, "this type of seminar is the ideal way to learn. Unfortunately, it cannot be put into practice as a regular part of the curriculum because the ideal professor-student ratio would have to be about 1-5."

Paul Mosher stated, "I am enthusiastic about the experiment generally, and I would even go so far as to say (as a result of the program), I think the short term proved to be my most rewarding academic experience at Bates. I would suggest on the basis of our approach that the program should definitely be limited to students who have proven their academic responsibility and desire to work, because the course required (almost entirely) that the student plan his own reading load. There was plenty of opportunity to slack off and not to make maximum use of material and time. Such an approach would have destroyed the meaningfulness of the seminar discussion, which, in our case, proved to be very stimulating and of a genuinely high caliber. I hope the program will be offered in the future."

Small Numbers Required

Jeffrey Raff concluded "the number of people taking part in such a seminar should not exceed six, as this seems large enough so that meaningful discussion will take place and small enough so that a free interchange of ideas will be unhindered. There were five in the government seminar, and this number seemed completely satisfying."

"Inter-disciplinarian study is perhaps the most meaningful form of study, especially at the advanced level. I believe that I learned more from this seminar than I did in any other three courses combined. There is so much specialization today that a broad outlook combining the expertise of several disciplines was refreshing and instructive. Such seminars should be continued in the future, but should be made available during the regular school year. I also believe that the students who are to be taking part in this course should be chosen with extreme care, as the success of the program seems dependent upon the effort made by the students."

C. K.

WCBB from Pg. 1

WCBB, a non-commercial non-profit educational corporation, is sponsored by Bates, Bowdoin, and Colby Colleges. Financial contributions come from the three colleges, the State Board of Education, income for special projects, and contributions from viewers.

Sunday Shows Planned

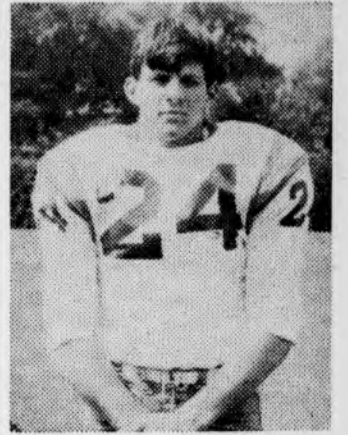
Immediate plans to increase services include the adding of Sunday programming beginning November 5, 1967. The basic Sunday program is a public broadcast laboratory, a two year experiment subsidized by the Ford Foundation. The purpose of the experiment is to demonstrate what can be done with television programming when funds are adequate to provide the best in people and facilities.

Part of the problem with present programming is the fault of compromising because of lack of resources. The two-hour experimental program, to be offered from 8:30 to 10:30, will have a magazine format. It will be concerned with news analysis, public affairs, the performing arts, and social questions. It is likely that the station will become part of an interconnected network of eastern educational television stations. This seven-month experiment will have the twenty member stations connected by 24-hour seven-day-a-week service by the telephone company. Such interconnections will help solve distribution problems and will enhance the immediacy of news coverage.

The ultimate aim of the station is the increase of the sophistication of programming. Although official approval has not yet been given, some thought has been given to the construction of a mobile unit, which would contain all the equipment needed to produce an entire program.

*WCBB's offices are located in Chase Hall at Bates.

BOBCAT OF WEEK



Some say that the defensive man is the forgotten man in football. But this past week a defensive man's performance was too good to escape notice.

Senior linebacker Sal Spinoza played a great game against St. Lawrence. Besides calling the Garnet's defensive signals, Sal made nine unassisted tackles, and was credited with thirty-three points on the defense "point" system. He was instrumental in holding the Larries to only ten yards rushing in the first half.

Tryouts Being Held For November Play

The Eagle With Two Heads by Jean Cocteau will be the fall semester production of the Robinson Players. The play, adapted by Robert Duncan, will be presented November 11 and 12.

The play contains elements of romance, mystery, and history. The cast includes parts for four men, one of which is a deaf mute, and two women. The directors for the Cocteau presentation will be Miss Lavinia Schaeffer, Deborah McKenna '69, Barbara Prentice '68, and Vincent Pollina '69.

Tryouts are currently being held at the Little Theatre, and anyone wishing to audition should contact Miss Schaeffer. Students interested in any other aspect of theatre craft such as lighting, set, make-up, costumes, are also needed and should visit the theatre soon.

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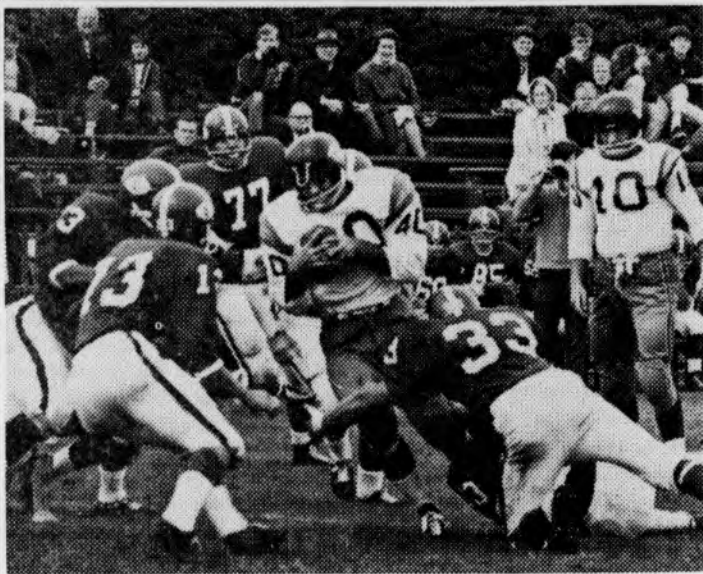
After a not so impressive pre-season scrimmage against Maine Maritime Academy, the football team put in a fine performance in their season opener with St. Lawrence last Saturday. Sparked by a strong passing attack led by quarterback Jim Murphy, the Bobcats crushed the Larries 27 to 7. Jim completed 13 of his 22 pass attempts, compiling a total of 171 yards for the three quarters in which he played.

Bates scored first when Jim Murphy threw a ten yard pass to John Lyons midway through the first period. The kick for extra point failed. In the second quarter Al Strober added another score to the Bates cause as he plunged over the goal from the one yard line. Spinosa's kick split the uprights this time, giving the Garnet a 13 to 0 edge at the half.

It was the Bates side of the scoreboard which lit once more in the third period when Murphy combined with the remarkable Bruce Winslow for a six yard completion worth six points. This time Bates tried for a two-point conversion, but the pass was broken up by an alert St. Lawrence defender. Steve Andrick boosted the score to 25 for the final Bates touchdown. Steve made the score on a five yard carry. Again the stalwart field general "Murph" connected, this time to Fitzgerald, a freshman who shows plenty of promise, for two more points.

The lone St. Lawrence score came in the last quarter on a three yard dive by Rood. Cook made the extra point.

On the whole, the team sent a lot of fathers home with smiles on their faces from the



Murphy Watches as Hansen Crashes Through the Line

traditional Dad's Day game. Defensively, the game went very well. Through the efforts of players like Spinosa, Fox, Nelson, Bergeron, and Frosh stars Fitzgerald and Thornton, the Garnet was able to contain the opposition to a net gain of only ten yards in the first half. In fact, during the first two periods St. Lawrence was never beyond the 40 yard line into Bates territory!

Offensively, the team was bolstered by Steve Brown, two-way man Mike Nolan, and of course co-captain Mike Morin. Steve Andrick and Al Strober were tremendous assets to the attack, as was freshman Fitzgerald. Ever-threatening Don Hanson ran for over 90 yards in the first half alone, but then was injured. It seemed as though everyone who saw action in the game was at his best. Let's hope this peak performance is indicative of games to come.

The Garnet Cross Country Team journeyed to Bentley last Friday, and dueled the latter on their 4.3 mile course. The Cats took the first 7 places for a perfect winning score of 15-50.

Doyle Wins

Tom Doyle won easily with a fine time of 24:15. It was impossible to tell if this was any kind of record, because the course has been shortened because of construction. Al Williams finished second, followed by freshman Neil Miner, Lloyd Geggat, sophomore Steve Fillow, Jeff Larsen, and Bob "Cal" Coolidge. Captain

Bob Thomas is temporarily out of competition because of a summer illness.

Young Squad

Of the Cats' top seven finishers, two are frosh and the rest are sophomores. This looks promising for Bates' cross country future.

Meet Friday

Coach Slovenski's squad will battle Boston State here on Friday. The Garnet regards Boston as a "sleeper" but hopes to capture its second straight victory.

GARNET BOOTERS DOWN B. U. 3 - 1

by MIKE SLAVIT

The Bates soccer team played host to Boston University in a soccer match here last Friday. The Terriers were figured to be one of the Bobcats' toughest and best conditioned opponents of the season, but Coach Wigton's men outhustled and outplayed them for a 3-1 victory.

Garnet Takes Lead

The Cats drew first blood midway through the first period when Captain Steve Johansson banged home a penalty kick. Though outplayed throughout the first half, the Terriers did bounce back in the second quarter to deadlock the score at 1-1 on a penalty kick. But the Garnet scored before the end of the half on a breakaway, with freshman Rich Sliwoski scoring on a pass from Paul Williams.

Down 2-1 at halftime, B. U. fought back and held the Bobcats even during the third period. During that period, the Terrier attack was thwarted continually by the Garnet defense, led by inside fullbacks

John King and Sandy Pool, and wing fullback Joel Goober.

Cats Ice Victory

In the last quarter, the Cats finally broke the Terriers' back when John Donovan headed one in for a score on a Collin

Fuller cross.

Hartford Wednesday

The Bobcats journey to the University of Hartford Wednesday. The Cats defeated U. of H. 7-0 last Fall, and are looking for their second straight victory of the season.



Johansson Scores on Penalty Kick

Photo by Ledley

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