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SECONDARY SCHOOL, COLLEGE EDUCATORS DISCUSS CURRICULA

A need for greater communication between colleges and secondary schools and a need for study of college admission policies were revealed in last Friday's Inaugural Conference, "The New Secondary School Curriculum and the College Response."

The symposium brought together outstanding members of the academic communities of the two levels of education.

Moderator Robert A. Chumbook '55, headmaster of Kents Hill School, opened the secondary school panel discussion by noting that change in the schools is "not change for the sake of change, but is the response of dedicated educators" to the needs of a changing society.

Another Bates graduate, Robert E. Dunn '50, principal of Hall High School, Hartford, Connecticut, defined curriculum and spoke of innovations at his school. Dr. Dunn considered curriculum as "all of the learning experiences to which young people are exposed," either to a particular subject or to their general academic

life. The principal, continuing, noted that Hall sought to individualize instruction and afford student freedoms similar to those of a college.

The individual student plans his courses and is complete master of his unscheduled time. Courses are not planned on a five-day schedule, but each faculty member decides the number of hours for the course. Seminars are encouraged, and individual academic work is performed after programs of a regular lecture series.

Dr. Dunn stressed the mutuality of dialogue between colleges and secondary schools. High schools must gear programs to college expectations, but colleges must also listen to the secondary schools and be aware of their unique aims and problems.

A man very much concerned with the college response to several controversial projects of his school was Mr. Richard Mechem, principal of Newton High School, Newtonville, Massachusetts. He frankly admitted "I'm looking for some answers." Newton also seeks more individual learning and has started an annex to the

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KEPPEL KEYNOTES CONFERENCE

By Larry Billings

Mr. Francis Keppel, former U. S. Commissioner of Education, and current president of the General Learning Corporation, spoke last Friday on the many challenges confronting the academic community today. Mr. Keppel was the closing speaker of the Inaugural Conference, "The New Secondary School Curriculum and the College Response."

Mr. Keppel based his discussion on three morals drawn from an anecdote concerning one of Harvard's early presidents: "Be sure to feed the younger generation, to take watch over assistant professors, and to take note that society prefers that the academic community solve its own problems."

In regard to the academic community's responsibility for feeding the young, spiritually and intellectually, Mr. Keppel speculated on some of the reforms secondary education may undergo in the next two decades and the problems for colleges occasioned by an influx of higher caliber high school graduates.

Among the secondary school reforms predicted were the development of increased opportunity for individual study,

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EXTRA CURRIC OKs CHANGE

The Extra-Curricular Committee has approved a change in the Constitution of the Women's Council. The modification resulted from a majority decision by the women on a referendum presented by the Council.

The referendum included the following proposed change: "Drinking of intoxicants in underclass dormitories is prohibited and is subject to action by the Women's Council. The Women's Council refers each woman to the college policy concerning conduct and the Maine State Law." In attempting this change, the Council hoped to bring the Constitution into focus with the Student Conduct policy.

The referendum was brought before the Extra-Curricular Committee which approved the means by which the Women's Council was effecting the change, and on Wednesday, Oct. 4 after house councils were elected in Rand and Cheney, the changes went into effect.

Reynolds Receives Presidential Collar

Dr. Thomas Hedley Reynolds became the fifth Bates president last Saturday morning in a pageantry-filled inaugural ceremony which highlighted the Back-to-Bates Homecoming Weekend.

The stately chords of Handel's Royal Fireworks Music initiated the program's activities while an academic procession, composed of the Bates faculty and faculty representatives from almost one hundred colleges and universities, marched into the Alumni Gymnasium.

Official greetings were then extended to the new president from individuals representing many aspects of society, both in and out of the college community. Maine governor, Kenneth M. Curtis, attended the ceremony, as did Lewiston mayor William Rocheleau. Delivering the students' welcome to President Reynolds was David Burt, '68, president of the Campus Association. Professor Robert G. Berkelman presented the greetings from the faculty.

President Robert E. L. Strider of Colby College, representing the other colleges, concluded the official greetings with an amusing analogy comparing the life of a new college president to a shiny, brand new automobile.

President Praised

Following an anthem by the Bates College Choir, President James I. Armstrong of Middlebury College presented the "Introduction to the President". In his address President Armstrong praised his former colleague for his abilities as

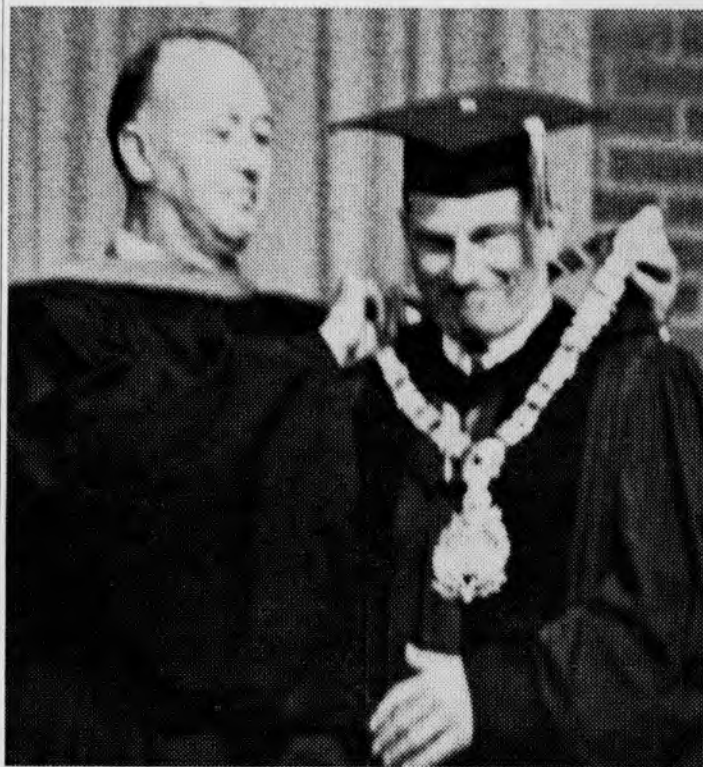
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Salinger Reviews "Kennedy Years"

The Concert-Lecture committee is presenting Pierre Salinger on Wednesday, October 18, in a series of events which will allow students to hear and meet the former presidential press secretary.

At 4:15 in Chase Hall Lounge, Mr. Salinger will hold a live press conference. Salinger will speak at 8:00 in the chapel on "The Kennedy Years — Before and After."

The committee will give a reception for Salinger, open to students, at 9:30 in Skelton Lounge.



Dr. Reynolds Becomes Fifth President

Photo by Ledley

DEBATE COUNCIL HOSTS U. N. H. TEAM TONIGHT

The Brooks Quimby Debate Council will be host to a debate team from the University of New Hampshire in the College Chapel at 7:30 P.M. tonight.

The topic of this debate will be the national proposition, Resolved: that the federal government should guarantee a minimum annual cash income to all citizens.

The debate is open to Bates students, faculty, and the public.

Bates varsity debaters M. Max Steinheimer and William M. Norris, both seniors, will defend the proposition. Two representatives of the University of New Hampshire will argue the negative point of view.

Brooks Quimby, professor emeritus and debate coach at Bates for forty years, will act as chairman for the first inter-collegiate debate of the Brooks Quimby Debate Council, renamed in his honor after his retirement last spring.

The American tournament format of two, ten minute constructive speeches and two

five minute rebuttals for both the affirmative and the negative will be retained for this debate. In British parliamentary form, however, the audience will divide upon entry, with all supporting the proposition sitting on the right and those opposed on the left. After the constructive speeches and again after the rebuttals, there will be a division of the house, in which the audience moves to the side they support. The final division of the house will determine the winning team.

This is the first of a series of audience debates with a visiting college, called "home and home debates" because the visit is always returned, planned for this year. Bates was a pioneer in this form of debate, and the Debate Council is attempting to revive interest in this area.

During the afternoon prior to this debate, there will be several debates conducted in Pettigrew Hall on the same topic for other members of the Council.

FACULTY FORUM

BURMESE PROFESSOR
ARRIVES AT BATES

By Cyndee Keen

After weeks of delay in obtaining an immigrants' visa, Dr. U Mounng Mounng Gyi from Burma recently arrived at Bates to teach in the Government Department. This year, Dr. Gyi will assume the foreign government courses for Mr. Cameron who is on a leave of absence.

Dr. Gyi began his college studies in 1936 at the Judson College, a missionary school established in the 1800's. In 1942, as he was preparing to take his examinations as a history major, the Second World War broke out in Burma and the school was temporarily dissolved.

During the war, Dr. Gyi held the position of township officer under the British, military administration. At this time, Dr. Gyi decided he could only enjoy an academic environment. Therefore, when the war ended in 1946, he went to Rangoon where he eventually joined his old professors as a tutor in the history department. From there, Dr. Gyi went to Mandalay College, where he attained the position of lectureship. In 1951, Dr. Gyi received his M. A. in history.

Several years later, with the expansion and addition of departments to Mandalay College, Dr. Gyi was sent to Yale University to study political science. He began to study this new field at undergraduate level, following a system of studies closely resembling the British one with which he was familiar. In June, 1955, Dr. Gyi received his M.A. and proceeded to work towards his doctorate, which he received in 1958.

Government
Controls Education

Dr. Gyi then returned to Burma with the hopes of introducing a new discipline, political science, in the curriculum of Mandalay College. The President of the College was charged with misappropriation of funds in 1961, and government administrators were sent into the college to oversee the funds. In 1962, the Burmese government was taken over by the military. Initially the citizens were quite enthusiastic about the new government but slowly the Revolutionary Council tried to remodel the educational sys-



Dr. U. Mounng Mounng Gyi

tem of the country to suit the "Burmese Way of Socialism". Most subjects taught in colleges were altered to promote this ideology; political science was dropped entirely from the curriculum. Dr. Gyi became a member of the history department.

However, in 1965, while reading the morning newspaper, Dr. Gyi noticed the dismissal of three of his colleagues and himself from Mandalay College. Several days later he was officially notified. No reason was given for this action. For the next four months, he was given full pay under "Leave preparatory to retirement, then half salary, then pension."

"I was too steeped in the Burmese tradition not to want to serve my party, whatever it be." But the limitations imposed by the party "ran too much against my academic freedom." "I remained silent, and temporarily severed my relations with foreign friends", Dr. Gyi said. "I had been treated very well by the U. S. Embassy and Asia Foundation. I did not want to strengthen the idea that I was creating pro-American feelings." However, after he received his pension in 1967, Dr. Gyi wrote to the Yale Placement Bureau in search of an academic position. In May he was accepted at Bates.

Dr. Gyi's impression of the United States upon his return was, "America has changed a lot. We especially notice the rising economy." His reaction to Bates is favorable and he commented, "I am happy to be in a small college rather than getting lost in a big university. Everyone has been very sympathetic and kind."

GROUP PLANS
COFFEE HOUSE

On October 5, a group of seven people who have expressed their concern for the need for a coffee house in the Lewiston-Auburn area met in the First United Church of Christ, Lewiston.

The purpose of the meeting was to plan the initial steps to be taken toward organizing a coffee house. Dr. and Mrs. Robert Chute, Mrs. Edna Smith, Rev. George Bullens of Auburn, Father Roger Chabot of the Holy Trinity Rectory, Lewiston, Samuel Richards, and Duane Brown discussed the possible sources of support for such an undertaking. In the near future they will attempt to confirm this support.

The committee will also be gathering information necessary to organization from groups throughout the state which have successfully operated a coffee house.

The group decided that a coffee house should be a meeting place for communication between the college and the community. The coffee house will also foster self-expression and creative arts.

It was stated that the immediate problem in the planning stages is obtaining financial aid and moral support. The group is trying to gain support from a cross section of the entire community to prevent the coffee house from being entirely Bates or church oriented.

Duane Brown, a member of the group, stated that, "the organization of a coffee house is not being undertaken by groups, but by concerned individuals. This is important in the concept of a coffee house as a sort of forum for the community."

FLAMENCO DANCERS

The Mario Mayo Flamenco Dancers will perform in Lewiston High School at 3:00 P.M., Sunday, October 22. This is a correction of the previously announced time.

O. C. HOLDS
OPEN HOUSE

Outing Club open house for freshmen will be held this evening beginning at 7:00 p.m. in Skelton Lounge.

This weekend should prove to be an active one with many OC sponsored trips. An overnight camping trip to Acadia National Park is the biggest attraction. For those less robust, there will be a separate day trip on Sunday to the park where a beach walk will ensue. There will also be a canoe trip on Saturday afternoon.

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U. S. LAGS IN
BIRTH CONTROL

The Campus Association is planning an October program concerning the sociological and psychological aspects of Birth Control. The discussion will include talks by Professor Fetter of the Sociology Department and Professor Bechtel of the Psychology Department.

The program will comprise a lecture given by Dr. Charles Lloyd of the Worcester Foundation of Experimental Biology on the biological features of birth control.

Dr. Lloyd noted that "man is the only animal that has licked nature's population controls." Nature controls population in other animals even beyond the Malthusian controls of food supply. When animals are placed in ideal conditions with unlimited food, their population does not radically increase. The animals develop diseases common to man but uncommon to the animals. Such diseases are attributed to pharamones, substances secreted into the environment by the animals. With natural controls overcome, man must use artificial means of controlling population. Dr. Lloyd noted the three general methods of fertilization control: prevent fertilization, prevent implantation of the fertilized cell on the uterine wall, or interrupt implantation.

The pill uses hormone replacement to prevent fertilization. The pituitary gland sends the female hormones, estrogen and progesterin, plus gonadotropin to the ovary to prepare the cell. The ovaries send back hormones to the pituitary gland to stop its action. The pill breaks the cycle by artificially providing the hormones of the pituitary gland, thus preventing fertilization. The pill is one hundred percent effective when used properly, despite magazine reports to the contrary, Dr. Lloyd reported.

A popular world-wide method of fertilization control is the inter-uterine contraceptive device (IUDC). The IUDC consists of variously shaped plastic devices inserted in the

uterus. Such devices are popular with women throughout the world because they are inexpensive, and the woman does not have to remember to take a pill. Once the IUDC is inserted, it may be forgotten.

Other fertilization control methods are under consideration. Cutting of the vas deferens of the male is an effective method of preventing fertilization of the egg, but is impractical to perform on a large scale as is a comparable operation on the female. A drug has been developed to stop male fertility chemically, but a drawback of the drug is that it produces a strong reaction to alcohol in the user. The so-called "after thought" pill prevents implantation of the fertilized cell on the uterine wall by throwing the delicate timing between the egg and the uterus out of phase. Thus the pill may be taken for a period of time after fertilization, and pregnancy will not occur.

Dr. Lloyd turned to some social aspects of contraception and criticized the United States for being far behind other countries in fertilization control. He spoke of South America, and especially of Chile.

In Chile, the government, with the support of the church, has embarked on a campaign of education and distribution of contraceptive measures. The system pays for itself by freeing many hospital beds from women suffering injuries as the result of criminal abortions. Before the new program, more hospital beds were occupied by abortion cases than by maternity cases.

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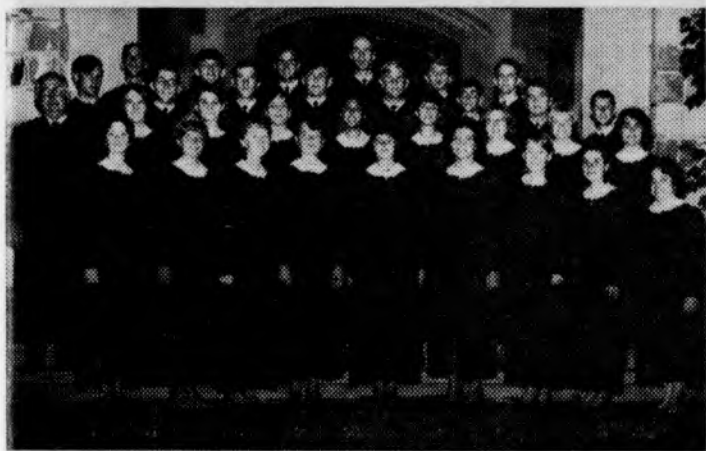
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Bates College Choir Presents "Mass Of The Holy Spirit"

The Bates College Choir will present **Mass of the Holy Spirit**, by Randall Thompson in the College Chapel Sunday, October 15, at 7 p.m.

The **Mass** is divided into five parts, including "Kyrie," prayers and forgiveness; "Gloria," a praise to the Lord and Christ; "Credo," an assertion of faith; "Sanctus, Benedictus, Hosanna," praises; and "Agnus Dei," a prayer for cleansing. Soloists for "Kyrie" will be Elaine Koury, Elizabeth Maxwell, and Robert Bauer. The **Mass** will also be presented at Trinity Episcopal Church, Portland, October 16, and at Colby College and Bowdoin College October 22.

During this Sunday's service at Bates the Instrumental Ensemble will play fanfares and descants for the hymns "Praise to the Lord," and "Now Thank We All Our God." The fanfares and descants, written by Alice Parker, were first presented May 23 of this year at the Sesquicentennial Service of Thanksgiving commemorating the founding of The General Theological Seminary of New York.

Well Prepared Entrants Challenge Colleges

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recognition of individual rates of progress, a new curriculum formed jointly by colleges and secondary schools, and a far greater role for the creative, visual, and other arts. The way in which the secondary school adapts to methods of instruction affecting the attitudes of students toward their college courses and the extent to which colleges will keep themselves well informed on secondary school techniques of instruction will be highly significant.

Students Need Greater Voice

On the other hand, Keppel claimed that college programs must be able to absorb high school graduates with an ever wider range of specialized knowledge. The problem of fitting them into college roles will, then, be more, rather than less difficult in the years ahead.

Faculties that formerly complain about inadequately prepared freshmen are presently inundated with overprepared students often too tense to learn or confident that they can learn no more. Moreover, existing tests are deficient in gauging maturity and judgment. Keppel added, "I wonder if the general education program conception may no longer be fit for students better prepared and ready to study on their own."

Give Students Voice

Mr. Keppel suggested, "One way to make the school and college program fit better is to give a far greater and clearer voice in the planning of the undergraduate program to the student himself . . . Students can be made both to feel at home in the institution and to identify with it and to draw strength from having a real voice in the writing of their curriculum and the selection of their own programs . . . The next generation of undergraduate students will be shown

historically as far more influential than their predecessors. I personally predict that he's (the college student) going to take more interest in his own education than he ever has before." Mr. Keppel also said it would be in the public interest to utilize student affinity for social change in reforming the college curriculum.

In considering faculty Keppel said, "The young academic is said to be in a unique position; he is not really expected to teach successfully." There is often a conflict between research and classroom performance as indicators of teaching ability. The essential thing, however, is "making the young man in the academic world more aware of the part his college plays, both in the lives of his students and in the society his college serves . . . I doubt it is possible to make an institution great with a faculty that is simply not interested in its purpose or the methods the institution uses to teach its pupils. Clearly that purpose is profoundly affected by the college's relation to the secondary schools."

Problems Must Be Solved

Keppel explained society's demand that the academic community solve its own problems. The Federal government, though increasingly more concerned about schools, only points to priorities and makes suggestions. Responsibility for initiating action and requesting funds rests with the school. "Institutional strength lies at the heart of our system of education and should be the first priority for any national program affecting our institutions . . . What grave responsibilities this puts on the academic community!"

Quality Gap

In many ways it is failing its responsibility. Said Keppel, "We have some very, very poor institutions . . . The spread between high quality secondary education and low quality is widening." The urban centers especially face the problem of the underclass, yet they cannot solve it alone. The whole educational community must face the necessity of coping



Dr. Francis Keppel

with an almost "foreign" culture.

The college must help by providing pre-service and in-service teacher education and by opening new channels of remedial work for underclass students. The prohibitive cost of these programs will force the colleges to offer new programs and to enter the political arena to obtain funds. Colleges may have to combine in "clusters" to respond to the needs of all students. Indeed, according to Keppel, "We are at a stage where minor adjustments will not be enough."

The college will have to resolve the problem presented by secondary schools. Better preparation in high school will force concomitant academic intensification on the college level, and professors will have to become better informed on secondary schools. In short, "the college's most challenging and important task may be to lead the academic community to identify and solve its own problems for a waiting public."

EDUCATION GROUP PRESENTS SPEAKER

On Tuesday, October 17, at 7 o'clock in the Women's Union, the Student Education Association will hold its second monthly meeting of the semester. The special guest speaker of the evening will be Mr. Brayton A. Porter, Jr. of the Loomis School in Windsor, Connecticut. Mr. Porter will speak on teaching in the private school.

Having received his B.S. from Trinity College in 1940, Mr. Porter received his M.A. from Wesleyan in 1955. Subsequently, he did graduate work at Yale, Cornell, Trinity, and the University of Nevada.

Mr. Porter has been Administrative Assistant to the Headmaster at Loomis since 1957. He has drawn up evaluative criteria for the Connecticut Association of Independent Schools and has published articles on Merit Rating in the N.A.I.S. Bulletin.

The meeting is open to all interested students.

COMING EVENTS

Wednesday, October 11

Debate with U.N.H., Chapel, 8:30 p.m.

Saturday, October 14

Chase Hall Dance, 8-11:45.

Sunday, October 15

Mario Flamenco Dancers, Lewiston H. S. Auditorium, 3 p.m.

Chapel, **Mass of the Holy Spirit**, 7 p.m.

Monday, October 16

WRJR-FM Fund Drive begins.

Meeting of three-year students, Filene Room, 7 p.m.

Wednesday, October 18

Pierre Salinger speaks, Chapel, 8 p.m.

BARRISTERS

There will be a meeting of students interested in law and law school on Thursday, October 12, at 8 p.m. in Room 8, Libbey Forum.

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WHO CARES?

Recently, the Peace Corps had a representative at Bates. He stayed here for four days giving tests and talking to students, mostly seniors. At the conclusion of his interviewing, the major observation he could make about Bates was the lack of any real concern for anything outside the campus.

This was not just a lack of the ascetic spirit needed for the Peace Corps, but it was more a void in student thinking concerning what will occur after graduation or, at present, what is occurring beyond the campus. He readily admitted that intelligence existed here, but that any dynamics in its use was missing.

London Graphica Arts held a sale on campus last week. Its representative felt that the Bates students he met compared poorly with those of Colby and the University of Maine. The students were not expected to buy great numbers of expensive works, but an interest in the art was expected and had been shown in other schools.

Students viewed the works only when the lunch line was too long for waiting. When approached by the salesman, many began to study the pamphlet offered and spent time in examination of the works, but there were very few spontaneous inquiries.

These incidents might seem petty and isolated, but when considered as observations offered voluntarily by two men who are in the business of traveling to colleges and meeting students, they acquire an increased importance.

Many of the more dynamic professors on campus have often expressed disappointment in the gross lack of enthusiasm, either intellectual or political, on campus. As a whole, the student body appears bored and boring to a practiced observer.

There have been many reasons offered for the disinterest in anything not definitely autistic. Bates is rather effectively removed from other schools by the Pine Tree Curtain. The excitement that can be generated in larger cities like Boston or New York falls short of Lewiston. There is no immediate solution to this geographic problem.

The admissions department is often criticized for not enticing the intellectual and social doer to Bates. Perhaps part of the burden lies here. If we concentrated a bit less on increasing the average college board scores and more on attracting interesting and aware freshmen, the possibilities for a more alive campus might increase.

Finally, of course, the burden to become interested in something besides ourselves and the weekend activities falls on the students. It has become much too easy to sink into a study-the-necessary and sit-in-the-den routine. The draft, Viet Nam, the Negro, the government, are all real situations outside of Bates and subjects about which we should have well-founded opinions.

REYNOLD'S REMARKS

COLLEGE: "HOME OF FREEDOM"

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an historian, a teacher, and a student dean, and wished him success in his new office.

Then President Reynolds was officially invested as the new leader of Bates as Mr. William Lewis Parsons, '05, the chairman of the College Board of fellows, directed two other Trustees to place the President's Collar, symbol of his office, upon the shoulders of President Reynolds. The Reverend Frederick D. Hayes, '31, another Trustee, then rendered the Inaugural Prayer.

In his remarks to the assembly President Reynolds greeted the representatives from other academic institutions. He particularly welcomed the delegates from various secondary schools, and he expressed his real concern for the unity of education which the secondary school and college must foster.

Speaking of Bates and the growth and development of the small New England liberal arts colleges, President Reynolds noted two points which impressed him about Bates. First, he noticed a certain "down-to-earth quality", that learning here was a serious business, and though the college had suffered great need, at times, necessity never resulted in educational compromise. Indeed, the non-fraternity tradition at Bates, he observed, symbolized this academic seriousness. Secondly, he was impressed by the simple unity of the college, an institution which has only had four presidents.

College Home of Freedom

Explaining that many "homes of man" are coming under fire, specifically referring to Detroit and Newark, President Reynolds said that the college is an important home of man and freedom, a place where systems of ideas are studied, learned, evaluated, and perhaps created. The college is the home and sustainer of freedom.

He continued that the threatening dangers to the college and freedom are often brought about by themselves. In its ability and duty to influence students totally, both in and out of the classroom, many colleges and universities have abused this power. Disciplinary regulations must not enslave the student but discipline his mind, or else the institution of freedom will destroy freedom.

Size is also an increasing problem. Not only are larger universities losing contact with their undergraduate students, but many educators lament the loss of personal contact with their graduate students. "Education cannot be a mechanical process," he said, "but must continue to find in society resources to support our institutions."

An impatience for success in humanism which threatens



President Reynolds Leads Academic Procession

to sweep away all law has grown within the generation of young adults since the war. The frustration of the civil rights struggle, the anarchy in our cities strengthen the conviction that things are going from bad to worse. Consequently, the impatient response is to change everything, even the law, the bulwark of our republic. But the college must meet this danger. "The college must continue to analyze and understand the rationality of our law," the president affirmed. One should be rightfully impatient for success in humanism, but one must remember that though they are not free of injustice, our laws are the best yet and should remain.

President Concluded

The president concluded his address by emphasizing that

freedom must have a home, and to destroy the home for freedom's sake is purposeless. Therefore, the college is best defended when it contributes to the foundations which underlie the freedom of mankind.

Following his remarks President Reynolds conferred two honorary degrees. To President James I. Armstrong of Middlebury the president awarded the Doctor of Humane Letters. Dr. Francis Keppel, former U. S. Commissioner to Education, received an honorary Doctor of Laws degree.

After the benediction by Dean Zerby the gymnasium again was filled with the strains of Handel's Water Music Suite as the student orchestra, under the direction of Professor D. Robert Smith, accompanied the academic recessional.

CORNELL ABANDONS "IN LOCO PARENTIS"

At this time when the "in loco parentis" policies of colleges and universities have been criticized by students and debated by college administration officials, Cornell University has taken a step to change their own policy with regard to student involvement with police. In a special to the New York Times, it is stated that "Cornell University would no longer interpose itself between the police and students who get into trouble under a new policy."

A faculty-student committee, which was appointed early this year over the use of marijuana, war protests, and charges of obscenity in a student magazine, suggested "the abandonment of the idea that the university can act as an away-from-home parent."

Allan P. Sindler, chairman of the department of government, who headed the study group, stated that if a student commits a minor offense off-campus, he is turned over to university officials for punishment. The committee reports that this practice "retards the development of responsibility and maturity among students. Once a student is apprehended by the police, the university's

efforts to insulate him from the ordinary consequences of his act undercut the idea of student freedom and unwittingly promote a disrespect for law..."

On-campus infractions of the law are now handled like disciplinary problems, and police are only called in for major offenses. The committee favors the retention of this policy as long as the difference between major and minor is made clear. The committee "suggested a change in handling the 'relatively few' matters in which a student breaks the law without breaking the campus code of conduct." This would include such activities as destruction of draft cards. At Cornell last spring a dispute arose over solicitation of pledges to burn draft cards. "If Federal authorities decided that arrests were merited, that would be their business, Mr. Sindler suggested, not the university's," the Times stated.

The report also said that the smoking of marijuana should be prohibited because "the behavior and attitudes accompanying student use of marijuana are detrimental to the maintenance of suitable educational environment."

EDUCATORS DISCUSS DEPRIVED STUDENTS

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school which is completely autonomous.

Individual Approach to Curriculum

The students and faculty of the annex are responsible for formulating their curriculum. Throughout the high school system if enough students exhibit an interest in a particular subject not found at Newton, the school will seek an instructor who will establish the desired course. The usual three year sequence of social studies has been supplanted by an "Introduction to Western Tradition," a combination of history, sociology and anthropology which seeks to relate a student to his society.

To help breach the "generation gap," and to help students find their place in society, students read works by well-known authors that describe their problems in the adolescent years.

Mr. Mechem was particularly concerned with college response to the history program, where a student has not attained the usual Carnegie credits, and in the independent study programs where for example a student may feel he should be exempted from required sociology courses because he has worked in Boston's Roxbury for a semester.

Independent secondary schools were represented on the panel by Mr. Alan R. Blackmer of Philips Academy, Andover, Massachusetts. Mr. Blackmer spoke of the advanced placement concept and the need to consider the last two years of high school and the first two years of college as a continuing program.

He noted that in 1955 only 104 schools, 130 colleges, and 1000 students participated in the program. Last year, 2,500

schools, over 1,000 colleges, and 3,800 students took advantage of advanced placement. Innovations at Andover include a program seeking to increase students' visual perception through photography and the study of form.

Standing between high school and college entrance are the College Boards, represented on the panel by Dr. John A. Valentine, Director of Examinations, College Entrance Examinations Board. The Director traced the history of Board changes since World War II and spoke of the need to keep abreast of current teaching methods such as the modern math, PSSC physics and color-coded biology.

Ability Not Only Aptitude

The testing boards are faced with the problem of making tests fair to students without regard to the method by which they learned a subject. This great dialogue is needed between the testers and the secondary schools. Dialogue is also held with college to help admissions directors become aware of national trends in College Board scores.

Dr. Valentine made these observations as a result of his test work. A need exists for more information concerning the individual student and his academic proficiency. The schools must decide whether their academic offerings will favor the most or least advantaged student. Many new innovations on the secondary school level favor the minority of the socially and economically advantaged. He foreshadowed the College Response Session by calling for more emphasis on the underprivileged.

The afternoon meeting of the College Response Panel, moderated by Dr. Royce S.

Pitkin, President, Goddard College, admitted that often colleges do not adequately inform secondary schools of the colleges' expectations, especially concerning such new programs as the one at Newton High School.

The panel claimed that such things were not considered in admitting a student. More important is a student's competency and his ability to be assimilated by a given institution. This latter view was maintained by the panel despite strong questioning from the audience.

Moderator Pitkin challenged that the college curriculum is not appropriate to new secondary school programs which, along with the knowledge explosion and the tendency to separate disciplines, constitutes a major problem. Dr. Dean K. Whitla of Harvard stated that he believed curricula are cyclical.

In the early 1900's there were strong curricula. In the 1950's, somewhat as a result of John Dewey, the non-curriculum came about. After World War II a strong curriculum returned because of the new emphasis on science. Now, perhaps, schools are again moving toward the non-curriculum and are concentrating on developing the students' thought and judgment.

Concerning graduate schools, Professor Arthur E. Jensen of Dartmouth expressed his belief that colleges should not just train a student for graduate school, but must help him answer fundamental questions about his existence. On the other hand, Professor Fielding Brown of Williams College, thought that colleges should definitely give training for further professional education.

Moderator Pitkin noted that the graduate schools' influence is already great. When a graduate school makes demands of the colleges, the colleges must make demands of the high school in the light of graduate school requirements.

Varied Student Body Vital

The discussion turned to the disadvantaged student. Professor Whitla indicated that a

BOOTERS CRUSH BRANDEIS, 6 - 1

By Mike Slavitt

The Garnet Booters ripped Brandeis, 6-1, last Wednesday at Wainham, Mass. The triumph brought the Bobcats' record to 3-1 as they handed the Judges their first setback against two wins.

Draw First Blood

Ed Hibbard opened the scoring at 5:31 of the first period. Two minutes later, John Donovan scored his first of three goals. Sid Gottlieb had just fired a shot which rebounded from the Brandeis goalie when Dony lifted his "croquet shot" over the netminder into the cage.

The Cats kept forcing the action and playing a good ball control game. At 11:39 of the second period frosh Rich Sliwoski tallied on a pass from Fred Morinchi. At 16:20 of the same frame, Dony Geissler sent in a beautiful cross from the left, and Donovan headed it in for his second tally. Just before the end of the first half, John King scored unassisted to make the halftime score 5-0.

Judges Tally

Leading 5-0, the Garnet seemed to suffer a letdown and their aggressiveness tapered off. At 13:41 of the third

mixture of students of different cultured status is good for a college as the student body is itself the student's main educational source. He rejected token integration and felt that accepting middle class negroes was not at all helping underprivileged Negroes nor solving society's needs.

President Blumstein charged that schools fail to teach about the underprivileged culture and that they should not concentrate on the white culture. Professor Jensen cautioned that while college education for the underprivileged is desirable, caution must be used in selecting such students, as it is immoral to accept a student with the expectation that he will fail.

chapter the Judges put their only marker on the scoreboard.

Hat Trick

Three minutes later a penalty was called against Brandeis. Morinchi took the direct kick and put it right through the Brandeis fullbacks. Donovan outraced the defense and fired the ball into the corner of the cage to complete his hat trick.

Laughter

There was no score in the fourth quarter, though the Cats, using reserves, kept the pressure on. The Garnet won in a laughter as it was, but could have made the margin even wider, as Geissler barely missed two shots, and Bruce "Lamp" Plichta hit the crossbar on one attempt.

Altogether the Brandeis goalies made 14 saves. Mahar was called on to make only 4 stops. Gottlieb was the principal shotmaker for Wigton's men, but did not participate in the scoring, except for his assist on Dony's first goal.

Worthy of note was the play of wing Eddy Hibbard, who not only scored a goal but beat his defender consistently.

The Booters are trying to stay on the winning trail today at Babson.

The problem of selecting students brought up the problem of a college justifying its existence if it caters only to the educational elite. President Blumstein stated that some institutions should maintain the highest standards possible and should not be concerned with the social purpose. The elite must, however, be recounted from all strata of society. Later in the discussion the teaching of certain underprivileged students was likened to teaching members of a foreign culture.

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Doyle Leads Harriers Past Trinity

by DAVE CARLSON

Tom Doyle's record-shattering victory highlighted Bates' 21-38 Homecoming win over Trinity this past Saturday. Doyle polished off the 4.25 mile campus course in a school record time of 22:22 while finishing a full 37 seconds ahead of his nearest challenger, Trinity's Bill Shortell.

Coolidge Impressive

Finishing third, in his most impressive performance of the year, was Bobcat sophomore, Bob "Cal" Coolidge. Lloyd Geggatt and frosh Neil Miner, both with strong finishing kicks, finished fourth and fifth respectively. Other top Bobcat placings were: Al Williams, eighth; frosh Steve Fillow, ninth; and Jeff Larsen, tenth.

Coach Slovenski calls the dedicated, hard-working Doyle the finest cross-country runner he has ever coached at Bates. Tom's record through the initial three meets is tops on the team: two first place finishes and a mud-stained third.

Although the performances



Tightly Bunched Harriers Race Past Stands

by Doyle have been exceptional, the other fine Bobcat runners should not be overlooked. Their top level consistency has been responsible for each of the impressive wins chalked up thus far. Geggatt, Miner, Williams, Coolidge, Larsen and Fillow have all contributed greatly to the re-

cent Harrier successes.

W. P. I. Saturday

The "Hill and Dalers", the only Garnet team still undefeated (3-0) this Fall, will face W. P. I. in a home meet this Saturday, and will be looking to extend their winning streak to four.

Gridmen Bow To Trinity, 41-21

Trinity College, led by Keith Miles and Larry Roberts, outdistanced Bates, 41 to 21, in a high scoring contest at Garcelon field Saturday. Despite dogged efforts, the Bobcat offense was continually held by the determined Bantam defense, and could not consistently put together the sustained yardage necessary for a ball control game.

Trinity drove 82 yards in 18 plays for the first score of the game. The TD came on a 2 yard sweep by Miles following an 18 yard pass to Martin.

Andrick returned the ensuing kickoff to the 40. From there quarterback Jim Murphy varied his offense by mixing the running of Fitzgerald and Andrick with effective passes to Lopez and Jackson. On fourth and 3 from the Trinity 22 Murphy hit the lanky Lopez with a perfect pass for a TD. Spinosa converted and the score was even at 7-7.

In the second quarter Trinity and Bates exchanged punts, but a hard Trinity rush forced a wobbly punt which the visitors took on the Bates 39. It took only 5 plays for the

visitors to capitalize, and on 2nd down, Roberts, behind effective blocking, swept right end for ten yards, and the second TD.

The 3rd quarter proved disastrous for Bates as Trinity scored 21 points. After a punt to the 7 yard line Bates was penalized 4 to its own 3 yard line. On second down a hand-off was fumbled in the backfield and was recovered by Rich Gifford, the Bantam's middle guard, for a TD.

For the fourth Trinity TD Miles hit Martin, his spread end, for a 26 yard TD. On the next series of downs a Bates screen pass was intercepted by Pete Meacham, a tackle, and run back 25 yards for a TD. Meacham made the score 35-7.

At this point sub QB Steve Boyko came in and utilized the running of Al Strober and Jay Parker to gain valuable yardage as the Garnet drove

55 yards into Trinity territory. Boyko, scrambling well, connected with Lopez and Jackson on middle range passes. On 2nd down Boyko found Lopez in the end zone and Lopez leaped high in the air for his second TD. Russo ran for the extra points. The Bantams scored the next time on a 58 yard drive capped by a three yard plunge by Web Jones.

Boyko again utilized hard running by Parker and Strober. He coupled this with accurate passes to the speedy Jackson and Lopez.

Steve scrambled well, and made some good calls, especially on 3rd and 4th down plays. He hit John Lyons with a 22 yard touchdown pass to end the scoring. The two point conversion attempt failed.

With 4 key players coming off the injured list the team has high hopes to even up its record here against W. P. I. on Saturday.

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Caustic Corner . . .

by GUMBIE

The return to normalcy policy seems to be back into effect. After a weekend of happenings and faces which were anything but normal, affairs are finally straightening themselves out and are going along as they should. The one aspect of Bates activity which did go as expected, however, was the intramural football scene. It was predicted that the strong teams would be Adams North, Smith Middle and Hedge Hall. All of these teams won their openers over their hapless opponents with comparative ease.

In "A" league the opening game was played between Adams North and Adams South. The size of the North line provided the protection for the arm of Dave Nash and he combined it with the speed of his end, Fred Schultz, which proved to be the recipe for victory. North walked off the field with a 24-0 win and left Adams South with wishes that birth control could be made retroactive to the entire north squad.

When Charley Buck pulled in Hedge Hall's first touchdown pass, one knew that the game was already over. For Roger Bill's offense, which was supposed to be more than adequate, proved to be about as effective as the Egyptian air force. Before the whole affair was over Buck had two TDs to his credit and Hedge had won to the tune of 20-0.

Middies Crush J. B.

A third shutout in "A" league was accomplished by Smith Middle as they smothered John Bertram. The Middies scored on the second play from scrimmage and from then on it was a parade to the J. B. goal line. Leading the parade were Johnson, who pulled in four scores; and Blake Swan, who threw 6 TD passes. If there was a good play in J.B.'s huddle, it was in solitary confinement as everything they did went wrong. The final score read: Smith Middle 48, John Bert-

ram 0.
In "B" league Adams North beat J.B. 12-6, as their defense pulled the game out by getting three safeties, which was their margin of victory. In the only other "B" league game Smith North beat Smith Middle by a 14-6 score, and in doing so showed why they seem to be about the best team in that league.

Adams North Again

Adams North again proved to be a winning dorm as their "C" league team beat Adams South 12-0, and then turned around and racked up another win as they beat Roger Bill 14-12. J.B. showed that a "C" league team can have some scoring punch as they white-washed Hedge Hall, 38-0, for their first victory.

Just a quick note of congratulations to our cheerleaders, who, with three minutes remaining in the game and Bates trailing 41-15, gave that cheer which concluded with the words, "Who's going to win? BATES!!" Thanks girls!

And in case anyone thinks that Henrick Rhodes Johnson is bigheaded after scoring 4 TDs, let me say that it's not true. Why, you should have heard him after the game! When one of his teammates told him that he was brilliant, he modestly replied, "I'll bet you tell that to everyone who's brilliant."

Donovan Chosen Bobcat

John Donovan, inside forward for the soccer squad, played an exceptional game at Brandeis last Wednesday, making the "hat trick" (scoring 3 goals). Dony tallied in the first, second, and third quarters to lead the Bobcats to a 6-1 win over the Judges.

Dony, who also has an assist to his credit, is now the Booters leading scorer of the season with 4 goals.

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