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Carignan discusses his role as dean, Blue book, parietals, proctors, student voice

A mutual educational experience is now going on between the Bates community and its newest member—Dean James Carignan. In between phone calls, including one from his wife to stop at the store on the way home, the Dean answered some questions about his general attitudes and about some of the things he has become involved with in this first week at Bates. He avoided making strong statements in some areas simply because of lack of knowledge.

The Dean's philosophy of education and image of his own role provided themes which underlied many of his responses. He feels that "the central concern of an institution of higher learning is the world of ideas, because the

mind is such an important part of the human being."

Though there are certainly other worthwhile aspects of man's life, ideas that do exist now and will exist in the future "are damned important." In light of this, he feels that it is important to have an officer in the college whose primary responsibility, in all aspects of the students' life, is to encourage the kind of utopian ideal which makes the world of ideas a real part of the institution and to be aware of students' attitudes in order to better move in that positive direction.

Dormitory Life

The Dean should be specifically concerned with creating an atmosphere which permeates the institution, rather than setting up specific edu-

cational programs. Dean Carignan said he isn't sure of this, but has a feeling that the dormitory life at Bates is not the educational experience he feels it could be. To those who accused him during the previous week of being too idealistic, he replied that society stands in need of an institution with a predisposition towards unbridled idealism and that he could think of no institution better suited to that purpose than a college. He did not elaborate on any more extensive relationships with the larger community.

One of the Dean's new jobs includes that of Chairman of the Commission on Residence Planning. The group had not yet met as of the time of this

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Bates



Student

Vol. XCVI, No. 12

BATES COLLEGE, LEWISTON, MAINE, JANUARY 16, 1970

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Curriculum changes reflect changing view of education

by John Zakian

Throughout the higher educational system of our country, the argument is being declared that the format for the present liberal arts education isn't relevant. The rational synopsis of the challenge turns on the question as to whether or not a liberal arts education coheres.

In looking past the grandiose statements that most "liberal arts colleges" present to prospective students, the fact is revealed that an education under liberal arts conditions consists of bits and pieces which will not cleave together and have little, if any, common purpose. Hence, the student finds himself in the midst of stagnation, because of an inability to relate the "hodge podge" of courses which comprise his curriculum.

Fortunately, at Bates this problem has failed to fully materialize. This is evidenced in an excerpt from the "Bates Catalogue" under "Educational Philosophy", which reads that Bates "believes that in planning their lives, college students should achieve a vision of the obligations and opportunities of service to mankind." With this concern towards relevance in society, Bates has continually adjusted its curriculum to the credos of society, most recently culminating in the "Bates Plan." In essence, the plan required

a student to pass a course or courses of Speech, a field of Natural Science, Philosophy, English, Cultural Heritage, a Language, and Physical Education in order to graduate.

The obvious goal of this mode of core curriculum was to insure that each student received a well-balanced program of studies to fulfill the requirements of a "liberal arts" education. However, with the ceasing, formally, of a choice between 3 or 4 year programs of study to graduate, alteration of the requirements of graduation from a number of hours to a number of courses, and elimination of Speech as a core requirement effective class of '73, the "Bates Plan," for all intents and purposes, died.

Therefore, the Educational Policy Committee has found itself handling the task of relating a Bates curriculum to the needs of the present society and to interpret what liberal arts means in contemporary thought.

Regarding the latter problem, the committee had to pin point exactly what our present society demands of a liberal arts education. Under the "Bates Plan," it would appear that "liberal arts" was being interpreted as providing the student with a general range of subjects. Thus, the college permits the student to leave it with a "complete" educa-

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On January 16th and 17th Chase Hall will offer a slight change from its usual dances by presenting two movies. Friday it will show "Bye Bye Birdie" with Dick Van Dyke and Saturday "The Cardinal" with Anthony Quinn. Price is 75c per person.

The next weekend, James Cotton Blues Band will be here for a dance on Jan. 24. It will be at 8:15 in the Alumni Gym.

Brazilian artist-in-residence arrives: performance scheduled for Jan. 23

Mr. Gerardo Parente, distinguished Brazilian pianist, to be artist-in-residence at Bates College arrived on the Bates Campus on January 13. His arrival here was delayed by a visa problem in Brazil, and was followed by flight

complications while he was en route from New York to Lewiston.

Mr. Parente is a graduate of the Colegio Sao Joao and the Alberto Napomuceno Conservatory of Music in Fortaleza, Brazil. He is Professor of Music at the Conservatory in Paraba and at the Music School of the University of Rio Grande do Norte, Brazil.

In 1965 Mr. Parente was cultural emissary of the Brazilian Foreign Relations Ministry throughout South America. In 1966 he served in the same capacity in the United States appearing in concerts in eight major cities. Mr. Pa-



rente toured major European cities during January and February 1969.

Bates will introduce him in a duo-concert with Miss Atenilde Cunha in a concert to take place in the Chapel on January 23.

Midnight Sun Shines on Winter Carnival

by Mark Warner

At one o'clock on the frosty cold afternoon of February 5th a match will be struck to light a torch in Augusta. A lone runner will lift the torch aloft and jog away from the State House steps. Thus begins the thirty five mile journey of the Winter Carnival flame as it is relayed back to Bates by six runners.

Coronation Opens Deekend

The arrival of the flame lit by Governor Curtis and the crowning of the Queen by President Reynolds will signal the beginning of the greatest Winter Carnival in Bates history. Later that night many hardy souls will venture out on the annual hayride. The thrilling, suspense filled movie, "Wait Until Dark," will be shown twice that evening.

Ski Adventure

Early Friday morning a Lumberman's Breakfast will be served to start the skiers on their journey to Saddleback. If there is sufficient interest a snowmobile safari for

non-skiers will be arranged. There will be an informal supper in the lodge as a relaxing end to the exciting day on the slopes.

Grassroots ... And More ...

On returning to Bates get ready for one of the greatest shows of the winter in the Northeast. The Grassroots, Sugar Creek and the Dawnbreakers will all play in one combination dance concert. Sugar Creek and the Dawnbreakers will play for dancing and the Grassroots will be in concert. That's a lot of entertainment for the first two days but there's still lots more to come.

Midnight Sun Shines

Saturday night begins with a dinner in Fiske dining hall in Rand. This will be followed by the annual Winter Carnival Ball. "Midnight Sun" is the theme for the ball, where the Queen will reign. Since this is the Fiftieth Winter Carnival, many former Carnival Queens will return to Bates for the only semi-form-

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Bates Student



Paula F. Casey
Editor-in-Chief

Michael W. Dorman
Business Manager

Women's "Liberation" Movement

Women's Council has just achieved a breakthrough in the Bates Women's Liberation Movement.

Bates women have been given the privilege of possessing keys to their dormitories.

However, there is a catch, a major one in that this liberation movement is perpetuating and legislating inequality.

The women who reside in the small house dorms will have keys shortly. The women in the large dorms (Page, Parker, Rand-Cheney) will have paid bell-sitters, also shortly.

The situation has caused a certain amount of dissatisfaction on the women's side of campus, although WoCo accepted this inequality, perhaps subscribing to the view that half the women on campus with dormitory keys is better than none.

The same reasoning and approach also seems to extend itself into the area of open houses. Then the line goes . . . well, one open house a month and open house on Saturdays is better than nothing, even if the Dean of Women indicated that women would be allowed open house every weekend this semester.

Keys have apparently not been given to the large dorms for security measures. There is a far greater possibility of a key to a large dorm being lost. This is not meant to imply that women living in Parker, for example, are less capable than women in Frye, for example, of being responsible.

If security is the issue perhaps the administration should investigate the poor security which exists in the Frye Street houses . . . perhaps the question should be raised as to why women must park their cars in the pit and walk back alone at night to their dormitories.

And, if women's rights are at stake, as the women on this campus should begin to realize, then attendance at WoCo meetings is essential.

At meeting after meeting, proposals are voted on without discussion, without criticism, without the kind of outside-of-the-council participation by those whose lives are going to be affected by the passage of such rules or the acceptance of these measures.

Women's Council will be representative, will be responsible if it is forced to be — which means women must attend these meetings and defend their rights, suggest new proposals, work for parietals.

Women's Council — when the clack of knitting needles is louder than the sound of discussion.

EPC

Ad Board is currently searching for a student to replace Randy O'Neal as a representative on the Educational Policy Committee.

If O'Neal left the committee voluntarily, as he maintains, and if by his non-attendance at the majority of EPC meetings he was adequately representing his student constituency, than perhaps he would be willing to comment on a letter in this issue charging him with irresponsibility in his actions regarding EPC.

Any student who aspires to or achieves a position in our governmental structure must realize that he is accountable to the student body and should not be surprised or alarmed if he is held accountable.

Mr. O'Neal is now being asked to account for his action or lack of action as a member of EPC.

Freedom of the Press

Freedom of the press is one of the most precious and basic rights existing in any society.

Freedom of the press in fully reporting events and the freedom of its editors to comment on and interpret those events should be inviolable.

Unfortunately freedom of the press is not guaranteed in any existing document at Bates. The newspaper's freedom is protected in some measure by the Publishing Association Board, which holds the editor responsible for the content of the newspaper and its editorials, but does not exercise pre-publication censorship.

However, there are some individuals who apparently feel that newspaper editors can be persuaded to "see the light of reason." There is a tremendous difference between persuasion of that sort and its objectives and the objectives of open criticism.

P.F.C.

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letters to the editor letters to the editor letters to the editor letters to the editor

An Open Letter to Randy O'Neal,

In September you were appointed by the Ad Board as a student representative to the Educational Policy Committee. Apparently you attended at least one meeting of that committee, but at some point stopped showing up for the meetings. You are no longer a member of that committee although whether you resigned or were removed by the Ad Board is a matter of which I am not certain. I arranged to meet you on two separate occasions last week with the purpose of discussing your actions as a representative to the EPC, but you failed to show at the arranged times.

I imagine that you had reasons for not attending the committee meetings. I feel, though, that you owe it to the student body (whom you were representing) to defend your behavior as a member of the EPC. If you fail to do so, I personally cannot help but conclude that your actions were irresponsible and that a lot of what you vocalized so well last semester was nothing more than hollow words.

Sincerely,

John Millar

Changing drop dates?

Dear Student:

This is a letter I received from Dr. Wright as a reply to an open letter to the faculty sent by me to the Academic Standing Committee in hopes it would be presented at a faculty meeting.

The open letter dealt with a poll conducted in October on the changing of drop dates. In the overwhelming response of students against the change, I sent a letter to the above-mentioned committee in hopes of having the faculty become cognizant of student opinion and make a response to it. The following is my letter and its reply:

Dear Faculty:

November 3, 1969

I would like to question the faculty about the change in drop dates for next semester. As stated in the bulletin sent out to students, the drop date has been changed to February 20th from March 20th. There was no other statement issued.

Recently I took an informal poll of students on campus to find out if there was any general concern over the change in drop dates. A copy of the statement is attached. It emphasized the lack of reasons presented to the students and questioned the necessity of the change. It suggested that the faculty review their positions on this measure; perhaps even rescind it. The statement also implied that the faculty should make known to the students legiti-

mate reasons for such action. The students seem most affected by it.

The results of the informal poll were as follows:

- (1) Out of 361 returned statements, there were 350 supporting the first proposal suggesting a March deadline and a faculty review.
- (2) Out of 361 returned statements, there were 10 supporting the second statement seeing no need to change the February deadline.
- (3) Out of 361 returned statements, there was 1 that specifically asked for a faculty statement.
- (4) Out of approximately 650 statements that were distributed, 361 were returned.

I recognize the fact that approximately fifty per cent of students contacted returned the statement and that only fifty per cent of total students were contacted. However, because the results definitely supported faculty review, I would like this to be presented to the faculty so that this matter may be reviewed by them and a statement issued. This I feel would be for the best interest of the students who seem concerned.

Sincerely yours,

Mirosława Andrzejek

November 3, 1969

Miss Mirosława Andrzejek, '71 Campus

Dear Mirosława:

In reply to your letter of November 3, regarding the new cut-off dates for the dropping of courses with W, WP, and WF, let me say first of all that since your poll was unofficial and "unscientific" I shall not undertake any kind of reply to it. As you yourself stated, no attempt was made to explain to students the reasons behind the change.

However, I am more than glad to tell you, or any other Bates student, why the Academic Standing Committee originally proposed this change to the Faculty.

(1) The present extended "withdrawal" period (with a "W" grade) was originally intended as a way out of the excessive pressures of overloads taken under the 4/3 option, enabling students who had enrolled in 18 hours, say, to drop to 15 or 12 without getting committee permission. Since the new calendar does not encourage acceleration and does limit maximum registration to 5 courses, the need for such an extended withdrawal period has, in our opinion, diminished.

(2) The deadline before the recent change came one week "after the second freshmen warning of each semester. . ." at the end of eleven weeks in the first semester and twelve in the second (because of the long weekend). The Academic

Standing Committee has long been convinced that (a) the date is too late and comes perilously close to the end of the semester, encouraging the doctoring of the QPR, and (b) the individual variations in giving, correcting, and returning papers as well as in the issuing of warnings makes any dependence on this date unreliable.

(3) We therefore proposed, AFTER the matter was discussed in the EPC, and the Faculty accepted, the midpoint of each semester and short term as cut-off date for those students wishing to drop a course, emphasizing at the same time that the earlier in the semester these adjustments are made the better for the student. In special cases, appeal can be made to the Academic Standing Committee.

Since this change was made only after considerable deliberation, it cannot be set aside by a hastily conducted — and quite unofficial — poll.

Yours sincerely,

Alfred J. Wright
(Chm. ACS)

Responsible action?

To the editor:

The athlete must submit to discipline in order to channel his energies for excellence in a sport. For this reason, the furor over Coach Slovenski insisting that students cut their hair borders on the ridiculous.

If the student does not wish to cut his hair that's fine. If this results in him not becoming the member of a varsity team, that is too bad. He is an adult when he comes to Bates. This proto-adult must then learn how to balance the sacrifice against the reward.

While I was on my school's track team, I cut my hair. At that time I felt it was a reasonable request and when I think back on it, cutting of my hair did not send me into a trauma.

To those people who see the police state behind rule and regulation, I can only say that I would not be in their shoes. Their phobias would send me up the wall.

Yours truly,

Scott E. Green '73

P.S. It seems to me that the **Student** is failing the student body when it does not more fully cover the tours of the Brooks Quimby Debate Council. Neglecting to cover this important group does not do justice to the paper.

New dean of men speaks out

Carignan discusses his role, blue book, parietals, student voice

Carignan from Page 1
interview. The questions that he planned to raise at the first meeting included "What is Residence?", "What does it mean?", "What role does it play?"

The Dean's opinion, open to further considerations, is that it would be "unwise to discourage campus residence at this point." Students who come to Bates enter into a unique situation where there is a possibility that the educational experience can fill their whole lives. The opportunities provided by a residential college are distinct from those in other institutions.

The Dean apparently has some of his own ideas about how the dorms could be brought closer to the ideal.

Attitudes Toward Communication

Dean Carignan pointed to the importance of attitudes in the improvements the Committee on Campus Governance could make. It not simply enough that there are channels of communications, but that people enter into them in a frame of mind that can yield results. The Dean did attend the Campus Leaders' Conference. That group was distinctly interested in creating a sense of community, something which Dean Carignan feels is not as well developed as it could be at Bates.

He referred to the Blue Book as a "negative book which contributes negatively to the situation." He said he wasn't sure what the philosophy behind it was but, "I think I know and I think it's bad. It seems to set down a negative challenge to the students." He has hopes that this kind of philosophy will be replaced by a more positive one.

Proctors

During his first week here the Dean spent a good deal of time talking to the men's proctors. He came to the conclusion that he is not sure what role they played, that the proctors aren't really sure what role they play, and that he is not even sure we should have proctors. In light of this he has asked the proctors to turn in a job evaluation in a couple of weeks.

This evaluation will include a description of what the proctors DO do, not what the rules say they're supposed to do; and a statement of which rules they enforce and which ones they ignore. The results of the study will then be submitted to a committee which will recommend such changes as it deems advisable. One area certain to be carefully



scrutinized is the proctor selection system. He also said that he has a feeling we are over - proctored but that no one would lose their job this semester.

Ad Hoc Committee on Student Affairs

Dean Carignan is also chairman of the Ad Hoc Committee on Student Affairs. They will be studying the whole question of parietals and hopefully will present their recommendations to the February faculty meeting. The Dean was originally surprised that there are no students on the committee, however, has since altered his opinion.

It was felt that if there were three or four students on the committee, they might not provide a representative expression of the views of all students. In place of student members, the committee will meet once with the Ad Board, interview members of the Men's and Women's Councils and distribute a questionnaire to the whole student body.

As for women's parietals the Dean feels that "We might have a terribly insecure group of women." He gets most of his information in this area from the office of the Dean of Women and referred to a survey taken some time ago which indicated that a significant number of women on the campus wanted only weekend parietals, not full open dorms.

He does not want to put the college in the position of forcing a particular situation or particular kind of behavior on the women, yet he feels that there might be a "legitimate educational reason for moving in that direction" (women's parietals).

24 Hour Parietals?

Asked about 24 hour parietals the Dean commented, "I don't think we make hours to keep people out of bed. I have absolutely no concern about that, nor do we want to create an atmosphere which intimidates people into that sort of thing."

He thinks that there are reasons for the legitimacy of limited hours — to respect other people's privacy and to develop an atmosphere which encourages relationships other than those exclusively in the parietal hour structure. He is particularly concerned about freshmen. He feels that they should be in a situation where they can meet people as easily as possible.

If going to men's rooms becomes THE mode of accepted social behavior, this might tend to create a more closed

atmosphere detrimental to social life as a whole. Freshmen might be forced into a situation they would not choose given other possibilities.

Experience at Kenyon College

During the course of the interview Dean Carignan had the opportunity to explain the governing structure of Kenyon College, which he was associated with before coming to Bates. At Kenyon the faculty retains sovereignty and faculty meetings are closed. When asked about the possibility of having open faculty meetings at Bates, he described a situation at Kenyon where personalities were involved and it would have served no purpose to have students at the faculty meeting. However, he gave no direct reply to the question.

In addition, at Kenyon there is a Campus Senate which formulates but does not implement policy. It is made up of three faculty members, a Provost (similar to the Dean of Faculty at Bates), the two Deans of students, six students, and the President, though he has no vote. The campus Senate concerns itself with just about everything and in most cases makes recommendations to the faculty. Social regulations, which are formulated in the Senate, go to the President for approval. If the President vetos them they can then be brought before the faculty.

However, much of the social life is determined by the fraternity system and the interfraternity council, which also has a representative in the Senate. The students have a separate student government which has members in the Senate. The student government engages in primary deliberation before presenting proposals to the Senate for further deliberation and formulation of legislation.

In terms of judicial procedure, Kenyon operates in the following way: all cases are brought to the Dean and may be brought by anyone. He

then "investigates" and disposes of it himself in what he considers the appropriate manner, up to and including dismissal. The student can then either accept the decision or appeal it to a committee for further action. This committee consists of three faculty members, plus the chairman, who does not vote, and four students, one of whom is appointed student investigator and does not vote.

Dean Carignan feels that at some institutions the deans have been tied down by their historical role as "police officers." Naturally he is aware that the office must have procedures for disciplinary action. But he thinks the best situation is when these procedures operate independently of the personality of the dean.

Midnight Sun

Winter Carnival

Winter Carnival from Pg. 1

all of the year.

Folk Concert

Sunday wraps up Winter Carnival with a spectacular concert. Tom Rush, one of the leading folksingers on the scene, is the headliner. Playing with him is Jaime Brockett, a rapidly rising folk artist. Jaime has had great success in concerts at U. N. H., M. I. H., and other colleges in the Northeast.

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Student Affairs



"WHERE DO THEM PUNKS GET THEIR IDEAS?"

CPS-Purdue
Exponent

Physical education department institutes changes in program

by Ted Barrows

"In a meeting last April 7, the department began working on revisions in the Physical Education program. We changed the program from six to four semesters and put it on a course basis. The new program was much more elective, keeping some essentials, but mostly tailored by the individual student."

In an interview with **THE STUDENT**, Dr. Lloyd Lux, Director of the Athletic Department, went on to explain that the proposed new program was submitted to a receptive Curriculum Committee on May 29th and was to be instituted this fall.

"However, the women's program was already set for six semesters, so we were going to hold off for a year," Dr. Lux said.

He also noted that the Athletic Department opposed a faculty suggestion to further reduce the Physical Education program to two semesters. This faculty suggestion is now under advisement by the Curriculum Committee and will probably be voted on at the next faculty meeting.

In response to a **STUDENT** question, Dr. Lux stated that he has in the past suggested a pass-fail system of grading for the P. E. program, but apparently the faculty "didn't want to get into that." He said that the staff of the Athletic Department realized the great differences in physical ability existing among men, but the grading system he set forth does not seem to reflect this fact.

Under the system, half of a man's grade is based on his skill while the other half is divided as follows: knowledge - 20%, fitness - 15%, attitude and improvement - 15%.

Dr. Lux emphasized that was to teach people skills which may be useful later in the goal of the department life. He feels that varsity athletics are a very important part of the program in that

they permit those men who are more talented to compete on a higher level.

Intramurals are intended to fill a comparable need for those men who don't participate in varsity athletics. He also indicated that the intramural program has definitely increased, but further expansion into such areas as squash, handball, swimming and hockey would have to await the arrival of a new gym complex.

Concerning the possibility of the Athletic Department accepting responsibility for the Hockey Club and making it a varsity sport, Dr. Lux said that he has been working with Steve Andrick to help the Hockey Club as much as possible.

He said, however, that there are many sports which could not become varsity sports because of the limited coaching staff and expense of maintaining a varsity team. Furthermore, he pointed out that in a school of small size, such as Bates, the addition of too many varsity sports would detract from those teams already in existence.

Dr. Lux expressed a hope that the Athletic Department will grow in proportion to the school, and that further planning will hinge largely on the results of a two year athletic study headed by Doctor Thumm. The findings of this committee will be presented at the next faculty meeting.

Following are some of the important features of the new four semester P. E. program as presented to the faculty by the department:

Students will take at least two six-week "courses" in an individual sport and at least one in a team sport. Then he may elect three further courses, either individual or team, in which instruction is provided. Finally, he will have one semester, or two courses, of free elective activity that involves no instruction.

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Administration delays Residence Committee Future of dorm planning remains uncertain

by John Shages

The Committee on Student Residence has existed for well over a month; the committee's first meeting will take place today. The priority which the Advisory Board gave to the appointment of student committeemen has been wasted because of the administration's delay in announcing faculty and administration appointments, and by the present hesitation of the administration members to bring the committee into session.

The scope of the committee, as generally understood, includes all matters of planning future living facilities for students, plus all complementary structures. There are 1,100 students here now, and conditions are overcrowded. The population will soon rise to 1,400; where can we put the extra 300 people? Obviously the physical relief which the work of this committee will or will not provide must come in doses which will counterbalance the expanding numbers. Therefore, the necessary room will have to be available in September to accommodate a bloated freshman class.

First Recommendation

In opposition to this, one administration committee member has informed me that he hopes to have the first recommendations of the committee prepared by next October! The inconsistency which appears from this is that despite the existence of a Committee on Residence, the decision on how to house students returning in September is being retained by the administration.

More important than this, however, is the question of when building for new residence halls will begin. To me the summer would appear to be the time for construction. If the committee does not make a recommendation on construction until October then no work can be done until the following spring, which means that any such structures would not be ready for occupation until September, 1971. Such loitering is inconsistent with the present, finance-conscious administration; the sooner that we are moved into highly profitable dormitory complexes the better. The suspicion arises that the administration plans to build during this summer without any committee knowledge. The alternative to this would appear to be that even more students will be crowded into present facilities: in either case the student body will be worse off.

Off-Campus Housing

All of this holds special implications for the tender ques-

tion of off-campus housing. I feel that it will be the most important question the committee will face, and I feel strongly that it should be the first question open for debate, with the target date for a decision being February. The benefits of allowing students to live off campus have always been obvious to students, who happen to pay the bills. The necessity of achieving free choice of residence prior to the end of this year is clear to anyone who realizes the profitable nature of dormitories — for the administration. Presume that the administration does not build over the summer; we will suffer in two ways. The first problem would be overcrowding, and the use of more houses for men's dormitories. Secondly, once the students begin residence in September it is inconceivable that the administration would refund money for the purpose of moving off campus: You would be stuck on

campus until September 15. These two problems are short run, but now presume that administration does build over the summer. The result is that no one would be able to live off campus. Given the high cost of erecting a dormitory, and the fixed nature of its value, the administration will never consent to allowing anyone to live off campus until every space here is filled.

If the report of the Committee of Student Residence delayed until October the next few years will be very cramped. I believe it is to the students benefit to speed up the pace of the committee work. If the administration is sincere about "spirit of community" which claims to foster at Bates, then it will make some effort to abandon its go-slow attitude so that the work of this committee may be completed prior to the May meeting of the faculty.

Chaplain urges Bates consider new views of student living

by Garvey MacLean

In 1863, Bates College presented its list of rules and regulations governing student conduct with this statement:

"The College would aim at a high moral position, seeking to gain the confidence of the Moral and Christian Public to such an extent, that amid the temptations to which the young are generally exposed, parents and guardians shall feel there is in the College comparative safety for their children and wards."

In order to maintain the confidence of the Moral and Christian Public it was necessary for the College to guard students from the temptations of liquor, male-female relationships, tobacco, loitering, bowling, billiards, dancing, card playing, firearms, profane language, lying and cheating.

Changes in Student Behavior

Today, Bates College tolerates a greater diversity in student behavior. This fact should not be construed to mean that the College is no longer concerned with gaining the confidence of the Public. The College's stance sim-

ply reflects the increased evolution of society. No institution can profitably exempt itself from the concern for public image.

Neither is it realistic for the College to pretend that the present "minimal" regulations for student conduct are not generated by a concern to reassure parents that their children are in a situation of "comparative safety." Very few of our Bates parents are so neurotic as to fork over \$15,000.00 for a systematic disestablishment of their children. Financing a four-year stint in the East Village would be cheaper.

The 1863 code of discipline reflects a clarity in the Philosophy of Residence and consistency in the style of Residence. The rules which required students to attend church twice on the Sabbath to be in their rooms during study hours; to refrain from loud talking after 9:15 P.M. and to secure faculty permission if they desired to walk in the company of the other sex defined a rigid system consistent with the College purpose of molding student

Con't. on Page 5, Col. 1

These two pages of the **STUDENT** will henceforth be devoted to what we trust will become a rational dialogue between the various factions of the college. Hopefully, reasonable action will be stimulated as students and faculty come to a more complete understanding of the mutual problems.—

Residence Requirements

Existing dorm holds possibility for experiment in communal life

Experiment from Pg. 4

into a model of Moral and Christian Citizenship.

Today's Purposes

Today, we lack clarity in the Philosophy of Residence and consistency in the style of residence. On Page 8 of the current catalogue, the College sets forth the purposes of a Liberal Arts and Science Institution. The following excerpt from that statement offers a basis for the development of a Philosophy of Residence.

"Liberal learning is fundamentally concerned with personal growth, in both its intellectual and moral dimensions. . . . With intellectual development should come a deepening moral awareness. A college man or woman should have the ability to lead, as well as a willingness to cooperate. Comprehension of the complexities of life should lead (the student) to a sympathetic understanding of others, and a generosity in response to them."

If Bates College is "fundamentally concerned with personal growth" we need to take action to bring the Bates style of residence into accord with that belief. If in the process by which we become human beings, the College experience is to be continuous and healthy rather than malignant, it is important that the style of our residence be and remain dynamic. The College cannot provide an opportunity for the healthy growth of persons if its style of residence remains fixed upon a 1940 model.

Bates dorms are described as "hot beds of anti-intellectualism" where tribal initiation rites include two mugs of "screech," a recitation of the New York Knicks scoring averages and a fantasied rendition of one's sexual exploits.

The residence halls of a Liberal Arts and Science College ought to be laboratories in applied humanities. However, at Bates, dorms appear to be structured to introduce students to the rigors of tenement existence, and the latest guerrilla tactics in the never-ending war with the gnome damage patrol.

Hypocrisy?

The discrepancy between our rationale for residence and the style of our residence seems to justify the claim to hypocrisy. On the one hand, we justify residence halls on the basis that they are conducive to "personal growth;" on the other hand, our dorms pawn hostile and irresponsible behavior. The College has been backed into a position where it appears to be motivated more by a concern to "do away with the appearance of evil" than with providing a genuine opportunity for persons to master the empathetic skills necessary to

understand and generously respond to others.

We need to recognize that the comprehension of life's complexities requires more than exposure. Comprehension involves confrontation and examination of the how and why of conflict, alienation, jealousy, larceny, hope, trust, and tenderness.

We need to recognize that empathy, the ability to imaginatively project one's own consciousness into another being, is an ART which calls for an imitative example and hours of practice.

Barriers to Development

The Bates style of residence has at least three barriers to the development of empathy and a comprehension of life's complexities:

- 1) An architecture which deprives the individual of privacy and the opportunity for community interaction.
- 2) A segregation of the

sexes which promotes the tendency of males and females to relate to one another as sexual objects.

- 3) An attitude which exiles "amore ae studio" to the classroom and makes the "Bates Plan" a process of bartering: "me nug, you grade!"

These barriers are not insurmountable. We have the resources to create a new style. A style which would enable us to realize the goal of "personal growth." Briefly, by way of example, I suggest the following four steps:

- 1) Select a facility which could, with minimal restructuring, provide for individual privacy and a maximum opportunity for community interaction. Rand Hall, with its on - premise dining and gym facilities, is a real possibility.
- 2) Invite both males and

females to share in the program on a voluntary basis, with the understanding that during their period of residence they will participate in a human values seminar for course credit.

- 3) Invite one or two faculty families to share in the experiment, not as wardens but as residents who will offer leadership in the seminars and also share with the students in the various responsibilities necessary to organizing and operating a community.
- 4) Choose a steering committee of students and faculty who will develop a philosophy of residence and set down broad guidelines for the development of "house rules" by the residents.

Questions to Deal With

The anticipation of changing the Bates style of resi-

dence raises several questions:

Can a dormitory be a laboratory in applied humanities?

Do students and faculty recognize the need for change? Can they plan change into the new structure??

Is the College able to financially support an experiment in a coeducational dormitory with faculty families in residence?

What qualifications are necessary for faculty leadership?

Can the College accept the academic legitimacy of a seminar in behavioral interaction?

Can the College satisfactorily interpret to the public and parents the validity and "comparative safety" of such a program?

Stephen Hughes:

Tension, clash of ideas essential to functioning of creative university

by David Martin
News Editor

It is ironic that Stephen Hughes has gotten more publicity in the national press than at Bates College where he is now employed. He received mention in NEWSWEEK magazine for being the first college student to be appointed as a trustee of his college. He was appointed by Governor Curtis to be a trustee of the University of Maine.

Hughes was also appointed by President Reynolds to a position in the Lane Hall administration November 24. His title here is Administrative Assistant in Development. His duties include fundraising for the college and planning the agenda for President Reynolds' trips.

When asked about the duties of a trustee, Hughes replied that his function was "protecting the university from the public." He is responsible for maintaining academic freedom for the university but at the same time must see that the University serves the interests of the public. Hughes emphasized that a trustee is not merely a prestige position since the trustees have the final authority over any decisions affecting the university. This authority however is usually delegated to the faculty. As to specific duties, these include approving the school's budget and protecting its public image.

His appointment was met with favorable reaction by most of his fellow trustees. Since U. Maine is a public school, it should represent all the different segments of the

population of Maine. Since students and other young people are one segment, Hughes felt that it was only fair that they be represented on the Board of Trustees.

As a trustee and a student, Hughes felt that the function of a university should be "to maintain the tension caused by the clash of new ideas with old ways of doing things. The university should work within the community and call it to a higher standard."

As a public institution it should serve the state but it should also be guaranteed free inquiry. As to what role the universities should play with regard to industry or the military, Hughes believed that "the university should not distort its values to suit any segment of society."

In attempting to define the role of the student in the power structure of a school, Hughes stressed the difference between a public and a private institution. He felt that the students could have a larger part in the running of a private school than a public one. At a small school like Bates, Hughes believed that it would be more advisable to have a community - type government rather than dividing the Campus into semi-autonomous units.

In addition to his position of UMaine and his job at Bates, Hughes also serves on the Selective Service Youth Advisory Board. This board was created this past fall to study ways and make proposals of how to improve the draft. Although Hughes thinks that this board was created merely as a token to

soothe the youth, he does feel that it does have constructive possibilities.

As a member of this board, he was one of those who drew the lottery numbers. His participation in the lottery impressed upon him the incompetency of the selective service officials. He felt that the whole affair was marked by confusion and that his role was merely "window - dressing" to lend some air of youth approval.

Despite criticism of the lottery, Hughes still feels that it is a healthy improvement over the old system. However, he thinks that it could be further improved by creating a national pool to be called up by computer. This would eliminate some of the irregularities of local draft boards.

When asked about the draft in general, Hughes expressed his opposition to an all-volunteer army. He felt such an army would tend to be too mercenary. It would be easier to fight wars with a volunteer army, and since the more articulate segments of society would not be affected, small wars such as Vietnam could sneak by.

"The draft is healthy in that it makes everyone come to grips with the issues," Hughes said. He also felt that the entire spectrum of the population should be represented in the army. (He has served in the army, and expressed an unfavorable attitude toward his military experience).

About Vietnam, Hughes saw that it had forced thousands of people to face up to the questions of the priorities of society, foreign policy, and the structure of society. While he felt that this questioning was healthy, he did not think it was worth the price of the Vietnam war. He also feels that the anti-war movement has created a whole new generation of committed people, who won't forget their ideas of today.

When asked about his long-range ambitions, Hughes said that he would like to perform some kind of public service, either in education or in politics. His position as a trustee provides him with the opportunity to be of some service to the State of Maine and he is finding this opportunity exciting.

P.E. department institutes changes

Phys. Ed. from Page 4

One possible limitation to the program may come in the freshman year, at least for men:

"Each freshman will be given the AAHPER College Fitness Test or another standardized test for college men.

Those who do not meet the standard will take one six weeks period in Fitness during Semester I. Those who do not meet the standard after six weeks in course will take another course in Fitness at a time selected by them."

New curriculum adjustments

Reflection on changing concept of liberal education

Curriculum from Page 1

tion. However, with the intensified, highly competitive and expanded educational system at the high school level, the students entering college find the smorgasbord education incomplete. Many are demanding total freedom in selecting their courses at a liberal arts college to find "relevance."

However, to successfully maintain the excellent learning atmosphere of a liberal arts college, a satisfactory median must be uncovered and here lies the dilemma facing the Educational Policy Committee.

John Fischer in "Harper's Magazine," writing on the liberal arts education, declared that, "any successful reform ... will have to be far more revolutionary than anything yet attempted. At a minimum it should be: 1) founded in a single guiding concept; 2) capable of equipping young people to do something about what is going on in the world."

Though change may have to be revolutionary, it cannot be, as one of the committee's members so aptly put it, "devoid of intellectual or conceptual foundations."

Aware of the necessity for innovation and a full appraisal of the Bates curriculum, the Educational Policy Committee has introduced four proposals altering the structure of the curriculum at Bates.

Of course, the most important proposal, in the student's eye, deals with the core program. Studying the two schools of thought on a liberal arts education, the committee recognizes the necessity for retention of a vague concept of core requirements, but redefines it as being distributional requirements. The general proposals for these new requirements followed the line of concern for a relation to society and hence, assumed the titles, "Man and His Society," and "Man and His Environment."

The "liberal arts" tradition is one of being non-specialized and hence, the committee has chosen to draw the dis-

tributational requirements along an academic division.

The recommendation declares that each student, to graduate, must satisfactorily complete "either a) six courses in the academic divisions other than that of the major division "(the three academic divisions being, Humanities, Social Sciences, & Natural Sciences), with a minimum of two courses in each of these divisions or b) six courses in integrated studies."

The integrated studies are the innovations desired and the most crucial "experiment" in this new curriculum, for their goal is to expose the student to the present, main currents of thought. Their structure will be inter-departmental, thus eliminating the conflicts of interest that arise between departments and the restrictions of present academic departmentalization. To ensure no conflicts arise and the autonomy of the integrated studies is secure, the committee has proposed that a single director be given the task of organizing the inter-disciplinary courses.

The three courses would be two semesters each and, as described by the committee, would be comprised of, Humanities, "This course focuses on problems in the fulfillment of an individual's creative potential," Social Sciences, "The problems of man arising in human society provide the focus for this course;" and Natural Sciences, "This is a course about science, its methods and its applications; it is not a science per se." The choice would be given, as previously written, of fulfilling the requirements for graduation through these integrated studies, courses in the two departments not involved in one's major or a combination of the two.

One final note on this proposal: presently enrolled ju-

niors, sophomores, and freshman could either fulfill the proposed graduation requirement or follow the one in the present Catalogue which calls for specific courses in Natural Science, Cultural Heritage, Philosophy, English, Physical Education, and for sophomores and juniors, Speech.

Concern was registered by the committee over the future of the departments and courses which would have their required status held in the present core program taken away. However, pointing out the fact that such departments as English would have their scope and fundamental purpose altered insignificantly by the integrated studies, the committee enthusiastically fosters the belief that the departments affected by the change would continue to thrive. Furthermore, they point out that such a course as Cultural Heritage, always being contemporary, would easily fit into the new scheme of studies and would count towards the divisional requirement in Humanities.

The second proposal deals with the Physical Education requirement. The committee emphatically points out that debate over this core program never dealt with the "values of physical activity and sport, but on the question of the degree of the requirement." To be consistent with the philosophy held in proposing the new "distributional" requirements, the committee believes that enough time should be allowed for the instruction of skills in the fields of sport, but pursuit of these sports should be left to the discretion of the student.

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The committee expresses a hope that the Physical Education department will maintain a wide range of programs in which the student can participate, but they propose that, "effective with the class of 1971, the required work in Physical Education be the equivalent of two semesters."

The third recommendation turns towards the language requirement. The committee expresses the point that this requirement "is one of proficiency, not the imposition of a required set of courses." Holding that the studying of another language is "an important liberating experience for the student," the committee, with little dissent, agreed that the requirement should be retained with an alteration. The committee recommended that this proficiency requirement should not be counted towards fulfillment of the distributional requirement.

The final recommendation was related to the student's major field of study. Impressing the point that the major is the central and largest "fact in the students curriculum" the committee studied the status of major requirements in regard to the change from the dropped credit-hour system of graduation credits to the course-credit system now used. They point out that under the old system, 22.5% of the graduation requirement fell in the major field while,

presently, in the new code, 25% or nine courses are found in the major field. To lessen, slightly, the emphasis on one course of study, the committee recommends that, "effective with the class of 1971, the major field requirement for graduation should be a minimum of eight courses," instead of the present nine.

There proposals were formulated early in January and will be deliberated at the next meeting. A vote will probably be held early in February.

Library Notes

Library announces that advance reservation for books on the new book display shelves in the lobby may be made at the Circulation Desk. The books will be available for circulation on Friday morning each week.

Library is holding an unclaimed wrist watch found in the building at the end of November. Owner may claim by identifying.

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Departmental advisory councils meet with mixed success

by Mitchell R. Grosky

At the beginning of last semester President Reynolds asked that each department set up a "departmental advisory council" made up of students and staff, in order to discuss problems of the particular department. One semester later, we find that some departments have set up such committees while others have not.

Doctor Hoffman, chairman of the mathematics department, that he has no idea what is being done about this council because he has received nothing in writing concerning it.

Professor D'Alphonso, of the Department of Philosophy and Religion, said of his department, "We haven't really done anything on it (the council), but we do intend to." He stated that since his was a small department, it really has no problems, yet he does intend to "see what students think." "I think myself, that it is a good idea," he said, "but we haven't implemented it yet."

In the biology department Professor Hitchcock recently held elections for a departmental advisory council. Two seniors and two juniors were elected by Biology majors. Professor Hitchcock said the committee will meet very soon and will discuss "anything on their minds." Some of the more important topics for discussions will be:

1. Revision in requirements for Biology majors.

2. Conflicts between biology and other science courses, and

3. Utilization of the short semester for biology students.

The Language Department has also set up an advisory council. Doctor Wright, stated that in mid-November 14 Senior language majors met with seven members of the foreign language staff.

The English Department set up such council in November. Professor Berkelman, noted that all English majors, excluding freshmen, met early in November and elected to the Advisory Council three Seniors, two juniors, and one Sophomore. He also noted that only twenty of one hundred English majors were in attendance.

Doctor Fetter, said that while President Reynolds asked that each council meet once each semester, the Advisory Council of the Sociology Department met twice toward the end of last semester. There are five students on the council. Doctor Fetter continued, "By my judgment, the meetings were only moderately successful." His opinion was that the lack of total success was due to the fact that he knew the students well; as a result, the formal meeting situation had an artificial atmosphere.



Richard L. Rubenstein

Rubenstein to speak in Zerby Lecture Series

Theologian and author Dr. Richard L. Rubenstein will speak for the annual Zerby Lecture Wednesday, January 21, at 8:00 in the chapel.

This lecture, subsidized in part by a fund especially for this purpose, is basically under the auspices of the Campus Association. Each year a speaker who is imminent in the field of religion presents a Zerby Lecture. The title of his lecture will be "Religion after the Death of God."

Dr. Rubenstein is an Adjunct Professor in the humanities at the University of Pittsburgh. He is also presently serving as Director of the B'nai B'rith Hillel Foundation and is Chaplain for Jewish students at the University of Pittsburgh, Carnegie Mellon University, Duquesne University and Chatham College.

He received a B. A. at the University of Cincinnati in 1946, an M. H. L. (Master of Hebrew Literature) and Rabbinic Ordination at the Jewish Theological Seminary in 1952, an S. T. M. (Master of Theology) at Harvard in 1955, and a Ph.D. at Harvard in 1960.

In addition to lecturing at most of the major colleges

Women's dorm regulations revised; new bell-sitting system instituted

by Carol Kimball

In last Wednesday's meeting Womens' Council provided a glimmer of hope that it does serve a purpose. Dean Isaacson was at the meeting and announced several revisions in the womens' regulations. She stated that the smaller dorms will be issued keys, thereby eliminating the need for bell-sitters. The larger dorms will be provided with paid bell-sitters. The larger dorms include Page, Parker and a combination of Rand and Cheney. Eight bell-sitters will be hired per semester for \$35 apiece. They will sit bells in Rand, Parker and Page. Cheney girls will pick up keys from the Rand bell sitter and return these keys in the morning.

The Dean mentioned something indefinite about the increased chance of key losses if they were issued to the larger dorms and the dual system was accepted by WoCo without discussion. It seems unlikely that there is a correlation between living in a large dorm and carelessness with keys. Is it probable that a woman will be able to keep track of her closet and room keys but will misplace her dorm key? It is still one dorm key per woman. Also, expense might be posed as a limitation but by using the \$840 which will be paid for bell-sitters it is likely that we could afford keys.

Compromises

A member of the committee

and universities in the United States, Dr. Rubenstein has written several books and numerous articles for a variety of periodicals.

In 1965 when he lectured at the Catholic University in Lublin, Poland, Rubenstein also became the first American Jewish Theologian to lecture at an institution of higher learning behind the Iron Curtain.

headed by Muffy Mendall which investigated this bell-sitting problem said that she felt the committee was influenced by both the Dean and President in that the accepted system was a modification of a combination of two of their proposals.

She did say that the Dean and President did not decide it alone but asked the opinions of the committee. She felt they wanted to install some system as quickly as possible.

Linnea Haworth, head of Women's Council, said that she felt the women had decided the course of action and that the Dean had accepted their decisions rather than influencing them. She also found the system workable "with some attention to the details".

Jan Bouldry reported the arrival of the new sign-out-boxes. These boxes have two sections of card indices. A blue one for the girls who are out and a buff one for those not. In addition to the usual spaces for time of departure and arrival and for destination there is a section intitled "search". Here the coed lists the time at which she wishes others to become alarmed at her absence.

This system slightly abridges the old system and provides a medium of privacy. Women need not sign out until 11:00 p.m. instead of the former 8:00 p.m.

Parietals

Parietal hours have yet to be arranged for women. An ad hoc committee composed of Prof. Hannum, Prof. Sylvester, Prof. Boyles and Christine Holden and headed by Dean Carignan will look into parietals on both sides of the campus.

During January Bates women will continue to have one weekend open house per month. In addition they may request Saturday open houses from Dean Isaacson at WoCo meetings on Wednesdays. These supposed major revisions were announced by the Dean and accepted with little comment.

At one point in the meeting, Paula Casey and Dean Isaacson exchanged opinions on the publishing of the events of the women's council meetings. Dean Isaacson feels though the meetings are open (as stated in the Blue Book) that she speaks more freely than she would in public. Paula feels that events of an open meeting are publishable.

The discussion was short.

The Dean was dismayed to hear the girls receive only one clean sheet per week. Also, it was suggested that the maids make the beds and change the sheets. In view of the conflicts caused by this on the men's side of campus this suggestion was voted down.



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C.A. to present "Salesman"

SALESMAN, a controversial documentary feature, will be presented by the C. A. in the Little Theatre Jan. 23 and 24 at 7 and 9 o'clock.

The film takes a microscopic look at an ugly but very true aspect of American commercial life as it follows four Bible salesmen door-to-door from Maine to Florida selling their plastic-coated \$49.50 Bibles. Considered by many as the finest example to date of the cinema verite or direct cinema style, SALESMAN won three Academy Award nominations and was the official United States entry at the Venice Film Festival.

SALESMAN can be best described as a cinematic mural of America's lower middle-class, Catholic-oriented landscape - a mural of faces, words, parlors, kitchens, streets, radio and television images. A telling picture of a seamy side of American life, the camera enters homes which according to "New Republic" critic Stanley Kauffmann "seem to have neon-lighted Miracle Miles running right through the living room." This look at contemporary values is the backdrop



for a relentless, calculated Bible pitch to lonely widows, Cuban refugees and boozy housewives.

SALESMAN has been called the most important film of the year and received overwhelming acclaim from New York critics and audiences. Its power and message has been praised by authors Arthur Miller, Truman Capote and Norman Mailer. In speaking of the film, Mailer said, "I can't think of many movies which have had as much to say about American life and have said it so well." Only Bates students will be admit-

faculty committee structure

Admissions, Conduct, Library Examined

ed. note: The following is the conclusion of an article on the faculty committee structure researched by William Bourque. (See THE STUDENT, December 12).

Admissions Committee

This committee has two policy functions: "1. To make recommendations to the faculty as to appropriate admissions policies for the college. 2. To make a yearly review of policies and the results achieved therefrom, as a basis of recommending changes in policy." The actual acceptance of particular students is done independently by the admissions department. The committee receives the class profile and presents it to the faculty.

The faculty policy on admissions is not specific guidelines but that the department should go out and obtain the best qualified students. Since last year there has also been an effort to diversify and a conscious effort to obtain more Blacks, without saying specifically how many or from what socio-economic strata they should come.

This year the committee is attempting to find out what are the selection criteria and how the admissions department operates. For example, what are the values used and in what kind of a scale are they placed. The committee thus hopes to put itself in a position of being able to offer creative suggestions. One area which Professor Leamon, the chairman, mentioned was the attitude of the department toward the physically handicapped.

Committee Membership: Chairman Leamon, Dean Lindholm (Ex-Officio), Professors Gibbs, Morrison, Ruff, Wigton.

Library Committee

The committee has the published at the end of first semester last year. It was established to deal with the question of a new library and still is in the process of defining its own function.

Its first responsibility was the drafting of a program for new library facilities. It devel-

oped a description of general characteristics and the details of particularities felt necessary. During second semester last year and especially during the summer, the members spent a great deal of time looking at other library systems. They will soon turn their specifications over to the architects who then will decide first that some sort of addition or probably a new library is necessary and then design it. The Committee will then consult with the architects, the trustee Building Committee and the President to help work out the future plans.

The Committee will also be concerned with ongoing library functions. This would include looking at such things as the feasibility of a change from the Dewey Decimal System to the Library of Congress System, of new technological developments, and of library hours. These functions were previously taken care of by the Dean of Faculty and the librarians.

Committee membership: Chairman Mueller, Miss Foster, (ex officio), Professors Kingsbury, Minkoff, Nelson, Smith, Thumm.

Student Conduct Committee

This committee consists of four faculty members, the two Deans of students, and four students, (the heads of the men's and women's Councils and two people from the Jud Board). It derives its authority through the faculty from the bylaws and trustees.

The committee has the policy function of recommending to the faculty any changes in the Blue Book which the faculty has authority over. The Blue Book will be undergoing a re-analysis since at present its rules come from a variety of sources.

Because of obvious problems that would arise if the faculty as a whole attempted to look at every problem of major misconduct, the committee is delegated this responsibility. Theoretically the fa-

culty has the power to override the committee's decision, but that power has not been exercised at least within the term of the present chairman.

An accusation can be brought by anyone directly to the committee, however usually the case is brought to the Dean of Men or Dean of Women, the Men's Council or the Women's Council. If the offense is deemed serious enough it is brought to the attention of the Student Conduct Committee. Most cases are investigated by the Councils or the Jud Board. They then present their report to the Committee in the presence of the parties involved who may dispute the findings, add to it and question. The committee then makes its decision in private session. The Councils may make recommendations to the committee which are sometimes accepted and sometimes not. The committee can punish by placing a student on academic probation (which means anything from a letter to removal of automobile privileges to denial of scholarship, whatever seems appropriate) or by suspension or expulsion.

The committee has to deal with such cases as cheating (rarely), occasionally stealing, and usually some kind of disorderly conduct. Chairman Charles Niehaus said, "I think the level of student conduct on this campus is very good."

The committee is now beginning to look at policy and will be reviewing judicial procedures at the request of student committees.

Committee membership: Chairman Niehaus, Dean Williams (ex officio), Dean Isaacson (ex Officio), Professors Buschmann, Cole, Hodgkin, Leahey and students William Hammerstrom, Linnea Haworth, and Kenneth Keenan.

the "mathematics" of parietals

Take the number of days school was in session during 1969 (194), not counting short term. Multiply by the number of men's dorms on campus (6 except for the last 94 days when Chase and Herrick houses started in the fall).

Double the resultant figure since a proctor must be on duty during parietals. Multiply the whole mess by two dollars, the amount paid each proctor and booksitter.

Now throw in \$20.00 for the books and sheets and \$20.00

more for the labor involved in setting up the desks with lamps in each dorm (not to mention the cost of the desks and lamps).

From all this you can get an idea of where priorities lie in a college which needs, among other things, a new library and athletic complex. Unfortunately, this thought is not original but was taken from an anonymous note seen in Commons. Attention Ad Hoc Student Affairs Committee.

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can man survive?

Self evident truths: all things are created equal and interdependent

by Wayne H. Davis
(Professor of Biology,
University of Kentucky)

(CPS) — I hold these truths to be self evident. All living things are created equal and are interdependent upon one another. All flesh is grass. Only plants can make food. Man and all other animals are totally dependent upon the plants which we so casually push aside in pursuit of the ever greater megalopolis, multiversity and multishopp-center. Animals need their oxygen and the plants our carbon dioxide. Both are dependent upon numerous species of microbes which make amino acids and vitamins, digest food, fix nitrogen for our use, and return it to the air when we die. And all are dependent upon the exceedingly complex ecosystem of producers and consumers, predators and prey, herbivores and carnivores, and parasites and disease, to provide for their needs for survival and to control their numbers. Man cannot survive alone. Nor can he continue to increase his numbers at the expense of other living things.

But man is arrogant. He refuses to face reality. Four centuries after Copernicus he still really believes that the earth is the center of the universe



"Let Me Make One Thing Very Clear..."

and that God's only concern is with his welfare. A century after Darwin man still thinks of himself as apart from nature, with a divine destiny to conquer nature and exploit the other creatures for his own use. As the ultimate of arrogance he created God in his own image.

I used to think that God

was in the form of a lovely little animal like the chipmunk. I'm not sure anymore, because I doubt if the chipmunks will survive. A common topic when ecologists convene today is whether the earth will be inherited by insects or blue green algae.

When we first said that the survival of man is doubtful

people thought we were joking. Many now realize we were deadly serious. The theme "Can Man Survive?" has claimed widespread attention within the past year. Read about the Washington conference on the subject sponsored by over 100 members of Congress. The solutions proposed there by senators, scientists and other citizens for controlling population, pollution and waste of resources are more radical than anything suggested previously. They proposed, among other things, a national regulatory agency with control over all population, national restriction on land use, an ombudsman for the environment with power over every national activity, nationalization of natural resources so they cannot be exploited by private businessmen, and the elimination of the U.S. Department of Commerce.

Writing on the prospect of survival in the October issue of the Agricultural Institute Review, Dr. Michael Shaw, Dean of Agriculture, University of British Columbia says: "We must heed the ecologists.

We must (apply) systems ecology to management of agricultural production production," (his emphasis). Translated, this means, among other things, that chemical warfare on insects must cease.

I'll go one step farther than Dr. Shaw. To survive we must apply systems ecology to the entire ecosystem, including, and especially, the population of man. I welcome Shaw's decision. Now when the engineers, agricultural economists, businessmen, popes, and everyone else come to recognize these facts, world leaders can sit down with the ecologists and work out a plan for survival. By that time, of course, it will be too late.

Many ecologists think it is already too late, that vertebrate life will disappear within the next 20 years or so. The extinction of many life forms now taking place will have dire consequences. A fundamental theorem in ecology is that the more complex the ecosystem the more stable. The simpler the system, the more drastic the population fluctuations among its members. Drastic fluctuations lead to habitat destruction and extinction of additional species. A fine example is the starfish that is eating the coral reefs in the South Pacific from Australia to Hawaii. Such ecocatastrophes will become ever more common in the future.

An ecologist friend once told me he thinks God will survive as a monarch butterfly, certainly a lovely creature as compared to man. But the butterflies are nearly gone now. Remember before 1945 when every flower garden had tiger swallowtails, black swallowtails, fritillaries, monarchs and half dozen other species? Seen any of these lately? Only little white cabbage butterflies remain common. I am betting on the blue green algae.

Silent Majority is sticking out

"Silent Majority" groups are hard at work. For example, District of Columbia Young Republicans, for instance, are re-printing for national distribution a bumper-strip saying "Work for Peace. Nixon does, every day". A nickel apiece. Order from: Paul Hays, 1218 29th Street, N. W., Washington, D. C.

Students in Oshkosh, of all places, Wisconsin, are manufacturing red, white and blue vinyl stickers in the shape of a shield with capital letters "GSM" overprinted. "GSM" according to said students stands for "Great Silent Majority". Was accused of working both sides of the street when it was revealed that Super Dove Sen. George S. McGovern's initials are . . . but why go on? Admirers of "GSM" can get stickers at 5 for one dollar from: Dick Rutledge, Irving Avenue, Oshkosh, Wis. 54901.

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Beginning this June, fellows will serve a three-month internship either with a department of the state government in Alabama, Kentucky, or Tennessee or with a federal agency in the South such as the TVA. During the 1970-71 academic year, they will take graduate courses in public administration at the Universities of Alabama, Kentucky and Tennessee.

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For information and applications, students should write to Coleman B. Ransone, Educational Director, Southern Regional Training Program in Public Administration, Drawer I, University, Alabama 35486. The deadline for submitting applications is March 2, 1970.

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Bates Sports

Bryant Gumbel: Editor

Caustic Corner • by Derek Summer

The beginning of the intramural basketball season brought plenty of surprises to the standing-room-only crowds seen nightly in the Alumni gymnasium.

One's first impression, on seeing the "A" league rosters is that Roger Bill should easily take the title, with Mezza, King, Fitzgerald, Maher, and a number of other fine players. It seemed to most observers as if PBQ was almost as strong as Smith North teams of the past two years. To just about everyone's surprise, a determined Smith Middle team battled the favorites in to overtime, before succumbing 56-53. Bruce Lutz took scoring honors with 22 for the Middies, while Boyko hit 20 for the victors (with a less impressive percentage).

One might have then considered Middle the second favorite of "A" league, yet they had previously been defeated by the "Old Folks" team 33-31, with Lutz held to 2 (that's right - two) points. Good defense and a couple of breaks gave the "Old Folks" the decision.

South Upsets Hogs

Hedge Hall was considered by some the top intramural squad, and their 48-45 win over Adams South gave them a big boost. Thus they were installed by Shooms the Greek as a 5-pt. pick as they entered the Smith South encounter. Surprisingly, South outshot and out rebounded the Hogs in what proved to be the most excit-

ing game of the year, the Rebels eventually edging Hedge 49-48. Tom Kolodziej's 18 pts. was a big factor in the South conquest, with Buchanan tallying 16 for the losers.

JB opened their season with a 34-32 win over Smith North. A well-balanced offense and a defense which held Nick Krot scoreless were credited with the victory, despite Glenn Thornton's 12 pts. for North.

On Monday, the Roger Bill five faced Smith South in what appeared to be a clash of two major championship contenders. The PBQ squad seemed to jell somewhat as they smashed the Rebels 57-42, King being named the game's MVP.

At this point, a preliminary rating of the teams through Monday's games was released by Shooms the Greek:

1. Roger Bill 2. Hedge 3. Old Folks 4. Smith South 5. JB 6. Middle 7. Smith North 8. Adams South.

In "B" league, JB has compiled an international team which could take "B" league by surprise. Thus far, Don Ngnoummen's squad has notched victories over Smith Middle 39-33 and Hedge 52-38. Also a top notch group is Adams North II, which defeated Adams North I by a 48-20 score. There is great difficulty in speculating about "B" league at this point, however, because of the lack of games played.

Cats top Middlebury, lose to Norwich, face strong Williams five tonight

Last weekend we saw coach George Wigton's varsity cagers split a pair of decisions with Vermont foes Norwich and Middlebury.

Friday night the Middlebury field house was the scene of an unusual game in which Bates emerged the victor 65-52. The first half saw a struggling Bobcat five score only 19 points against 29 pts. for a Middlebury team which was far from awesome. "Bert" Bertelsen carried the scoring burden for Bates in the first half with nine of his team's 19 points.

The second half witnessed a complete turnabout with Bates dominating all aspects of the game. Assuming control of the backboards and suddenly regaining their shooting touch, The Cats, led by Bertelsen and Tim Colby, went on a spree outscoring their opponents 20-4 during the first nine minutes of the final half. From that point on Bates easily rolled to their

third victory in six tries.

Bertelsen led all scorers with 24 points while gathering in 10 rebounds. Colby added 12 points and matched that figure with a dozen bounds. Colby's defense was a big factor in the 2nd half as he blocked numerous shots shutting off Middlebury's inside game. Captain Don Geissler chipped in 11 markers while Dan Doyle and Jeff Thompson rounded out the Bates scoring with 9 apiece.

Lee Cartmill led Middlebury with 17 points.

The next afternoon a strong Norwich team defeated Bates 83-72 aided by 34 point performance from senior guard Dick Weeks. In the opening of the game saw Bates lapsed back into a period of cold shooting and while they struggled to find the mark, Middlebury built up an early 12 point lead. A late first half surge, led once again by Bertelsen and Colby, closed the gap to 43-37 at the half. That

was as close as Bates would come.

Mid-way through the second half Norwich's Weeks went on a spree scoring six of seven Cadet baskets. From that point Norwich was able to hold off any attempt Bates made at overtaking them.

Despite the loss, Bates had several bright spots. Bertelsen scored 16 points to lead the Bobcats and shared the teams rebounding leadership with Colby; both had 18. Bertelsen confined his torrid shooting from the floor and at the present time has hit on 49 of 78 attempts for 63%.

Two sophomores came off the bench with fine performances for Coach Wigton. Mike Atkinson and John Amols were 4 for 4 and 4 for 6 respectively from the floor.

Here's how the Bates scoring vs. Norwich went: Bertelsen - 16, Colby - 15, Hutchins - 10, Geissler - 9, Amols - 9, Atkinson - 8, Doyle - 5.

Skaters drop opener

The Bates Hockey Club opened its season Sunday and showed that last year's 2-11 record was no fluke. Having decided that the Northern Amateur League was a little too competitive, the team was entered this year into a Shoe-Shop League. But alas, the Bobcats were subdued 7-2 in their debut.

The score was not indicative of the actual game, which the Bates team led at one point 2-1 in the second period, and trailed only 3-2 going into the final 15 minutes. The turnout for this year's team was so great that the ranks actually had to be cut to the maximum of 15 allowed in this league. At least half the team is made up of freshmen — an omen of danger to the rest of the league for years to come.

The team plays regularly Sunday afternoons. Spectators are welcome, even encouraged. Don't worry if you know nothing about hockey — many other people there don't either.

Thinclads fall to UConn, 77-27

Bates trackmen expected a tough battle with the University of Connecticut last Friday evening, and that is exactly what they got. The only events controlled by the Cats were the 45-yard dash, with Chris Riser and Dave Williams finishing one-two, and the long jump, won by Williams at just a hair under 22 feet, besting by over a foot his own meet record.

As expected, the combo of Flanagan, McColl and Vitale dominated the distance runs for the Huskies, and an inspired Pete Hilmar broke his own meet record in winning the 600 in the fine time of 1:15.3.

Tom "The Old Man" Doyle began his comeback for Bates by capturing second in the two mile, with Neill Miner right behind. Other seconds

for the Garnet were Co-captain Ed Hibbard, pole vault; George Young, hurdles; and Steve Filow, thousand; and Joe Bradford was third the 600.

More encouraging for the Bobcats was the Knights of Columbus meet the following night in Boston Garden. The mile relay team of Hibbard, Filow, Williams, and Ackroyd won their event over Amherst and Boston University, and the freshman team of Joe Grube, Bradford, John Emerson, and Kirk Ives were second in their heat.

A really exciting meet is expected tomorrow afternoon in our cage with Tufts and B. U. Many Bates performers are just coming into their own, there are reports of injuries at Tufts and B. U. is just plain weak.

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