

11-9-1972

The Bates Student - volume 99 number 10 - November 9, 1972

Bates College

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Bates College, "The Bates Student - volume 99 number 10 - November 9, 1972" (1972). *The Bates Student*. 1655.
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BATES

NO. 10

NOV. 9, 1972

STUDENT

VOL. 99

Presidency Debated

by Barb Calder

Intervarsity Debate Resolved: That the Presidency should be an appointive office.

As a finale to the Music and Arts weekend, a debate was held in the Chapel Monday night, November 6, on the question of whether the highest office in our land should be appointive or elective. The whole evening was quite informal and the debate lasted about an hour. Those sitting on the left side of the audience were opposed to the resolved issue; they numbered 14. Those on the right side were in accordance with the proposal and numbered 3.

The first speaker on the affirmative side was Lee MacPhee, '76, who argued that the present

(continued on page 6)

Faculty Talks Tenure

Editor's note: In order to shed some light on the issue of tenure which has recently come into the fore-front over Dr. Hackett's unsuccessful bid, the Student interviewed three professors as to their understanding of the tenure system itself.

by Valerie Smith

Dr. Garold W. Thumm, chairman of the Government department, and a member of the Advisory Committee, which deals with tenure, feels that students have a contribution to make to the tenure system but definitely not in the form of a voting voice. Department chairmen can only receive second-hand information in terms of a professor's classroom performance; but a low or high mark may interfere with a student's evaluation; "he may only learn later in life how well a professor taught him."

"The needs of the institution are the deciding factors as to who receives tenure," Dr. Thumm does not feel that not receiving tenure represents failure in an individual's career. According to him, there are three aspects of tenure: "the total number of professors receiving tenure; the criterion upon which the judgment is made, (which are not as clear as I would like them to be), and the procedure by which the information is secured." Under the standards of five years ago, all professors coming up for tenure would have received it; now there are so many tenured faculty members that a sufficient number will have to retire for tenure to once again be given as freely.

(continued on page 7)



photo by Joe Gromelski

Carignan, Bamberg, and Reynolds explain STU to STUDENT

Amended STU Passes

Editor's note: Below is the amended short term legislation as it was passed by the faculty on Tuesday, November 7, 1972.

THE SHORT TERM UNIT (STU):

I. Offerings in the Short Term shall be designated "Short Term Units." A STU shall require all of the student's academic time in the ST; hence, a student may take only one STU in a given ST.

II. The grade given for a STU shall not be used in counting quality points or in computing the QPR.

GRADUATION REQUIREMENTS:

III. The graduation requirements for all students shall include either 32 course credits, 64 quality points, and 2 STU or 30 course credits, 60 quality points, and 3 STU. In the computation of quality points the following values shall be used: A=4, B=3, C=2, D=1, quality points per course. The required work in physical education shall not count towards course credits or quality points. (The above requirements replace requirements cited as 5 and 6 on page 17 of the 1972-73 Catalog.)

IV. Students may attend up to as many as three short terms during their four years at Bates. Beginning with the class of '74 there will be no required senior short term.

DEPARTMENTS AND THE SHORT TERM:

V. A department may require no more than one STU of its majors.

Each department shall offer at least one STU not primarily designed for its majors and open to all undergraduate levels. A department

may petition the Short-Term Subcommittee for an exemption from this requirement.

VI. Phasing In Options

1. There will be a required senior short term in 1973 with degrees granted in June.

2. In short term 1973 both courses and short term unite *may* be offered.

3. In 1974 and thereafter there will be no required senior short term and degrees will be granted in April and in June.

4. In 1974 and thereafter *only* short term units will be offered in short term.

5. Possibilities open to present four classes at Bates:

- A. '73 - 36 credits or 34 and 1 STU.
- B. '74 - 36 credits or 34 and 1 STU or 32 and 2 STU.
- C. '75 - 36 credits, or 34 and 1 STU, or 32 and 2 STU or 30 and 3 STU.
- D. '76 - 30 credits and 3 STU or 32 and 2 STU.

Dean Carignan emphasized that "the faculty realizes there will be special cases that do not fit into the above categories and these will be reviewed in equity through the Academic Standing Committee."

President Reynolds stressed that student input had much to do with the revamping of the short term proposal, and that in the future, commencement date will be dictated academic standing of the majority of the graduating seniors. President Reynolds implied that in all probability there will be both an April and a June graduation ceremony beginning in 1975.



photo by Michelle Dionne

Malvolio sounds off - see pg. 3

EDIT OR IALS

letters to the editor

To the editor:

As a member of the Bates College football team, I would like to thank all the people who were behind us, cheering all the way to the end at the game Saturday.

Dan Coughlin

* To the editor:

We all owe the field hockey team a big thank-you and a vote of confidence.

The thanks are for the excitement and excellence of their performance. They are a hustling and spirited team which has drawn a successively bigger following each week. Moreover, they have compiled a record of success unparalleled in the history of this college, and perhaps in the history of Maine. It took Orono and the rest of their competitors many years of trying to put an end to that incredible string of victories.

Now that the streak is over, the girls can put it aside and play without the pressure which it caused. Though the team is not full of recruited athletes, and though it takes a backseat to some of Bates' other teams, we can look forward to another year of great hockey in 1973. A vote of confidence is in order because they are still deserving of Bates' pride and support. Thanks for a job well done.

The Fans

Saturday Exams: A Remnant of Yesteryear

Ten years ago, Bates was a six day college where professors conducted classes, gave exams and expected scholarly participation Monday through Saturday. But Bates changed. Now, with the advent of the 4 day work week just around the corner, Bates shortened the students' week to attending classes, taking exams and participating five days; classes Monday through Friday; 8 to 4. So it appears.

Yet, underneath the surface, scattered throughout the courses offered, one begins to notice a variance in the nature of the present student work week. Such entities as night exams, Saturday exams, Saturday laboratory practicals, and even laboratory practicals given in those last five days before final examinations (the latter, which is contrary to the regulations set up in the Bates Student Handbook) begin cropping up.

Professors allowed to hold outside classes often hold these in an examination situation. Feeling that all scheduled class hours must be utilized for instructing, many hold the night or Saturday exam. This type of reasoning can be appreciated by students. But what of those professors who hold the night exam and then cancel the next day's class? He appears to be defeating his own purpose.

The night exam, however, is not feared by students as is the Saturday early morning two hour "hourly" or midterm. Regardless of dispute, a student is truly victimized when he is faced with a Saturday exam. Not only is he forced to plan his weekend around the exam but come Friday night the week is supposedly over.

No longer "thanking God, it's Friday" a student is forced to drag the week out one day longer. One wonders if Bates is not reverting to that six day work week. Psychologically, one is not capable of "grinding out" for that Saturday exam when the week should have already ended. Unless, a student can convince himself that he has been a day behind all week and tomorrow is actually part of the Monday to Friday syndrome, he may find himself under dire stress. Student psyche suggests that one often does worse on a Saturday exam because one is not behaviorally ready to gruel out that extra night.

Saturday exams should have been discarded with the Saturday classes of yesteryear. If it is necessary to hold exams outside the scheduled class time, afternoons and night during the five day work week are at least psychologically in keeping with the rest of the Bates "academia."

L.C.R.

MEALTIME

by Ralph

When one writes a column such as this, one takes the risk of offending someone, if that is indeed a risk. It has come to my attention that certain campaign workers were a trifle upset about the last column. Rumor has it that a certain redheaded McGovern worker had the audacity to copy my style in an unprintable (didn't make sense, in other words) letter to the editor. He forgot that anyone can make sense by ragging on McGovern. But enough of that; election day was bad enough. If they were really offended, though, just let me say this:

Now, on to less mundane matters. Some brilliant person once asked, "What is it that you can see, but not touch?" The answer is, obviously, the absence of something. It is very easy to see an absence of communication and responsibility in this school, and it's not funny. What does it mean when students aren't aware of the how, when and what about faculty-student committees? When even some secretaries of these committees (faculty members) don't know what's happening? When educational changes are instituted with minimal student input and feedback? When the Residential Life Committee won't meet, despite student desire to discuss certain issues? When the members of the Extra-Curricular Activities Committee are so

out-of-touch with campus organizations as to allow themselves to be dominated by their chairwoman? What does it mean?

It means that there is a basic flaw in the way students and faculty and administration view the decision-making process at this school, in terms of responsibility. These faculty-student committees are technically responsible to the entire faculty, but is that the ultimate seat of decision-making? Or is it the alumni who pay for the Library? Or the Trustees or the President? Does anyone know? My intention is that students have a place in this process. By virtue of committee membership they are likewise responsible to the faculty, but students are not allowed even one representative at faculty meetings. Is this an "ecologically balanced" system? What is the rationale behind this repressive rule? It seems that there should be a higher authority to which these committees are responsible, and that is to that lofty institution called Bates College. If students are a part of Bates, and it seems that \$16,000 and four years of one's life might grant that "privilege," then there must be some authority granted along with the responsibility there. The Bates faculty and administration have refused to allow this authority to develop. I hope I have made myself clear; faculty, administration, R.A. But what's this? A humorous column, supposedly, a mealtime. So—

Don't you love:

— "maintenance men" who leave cute little notes around your dorm telling you that something doesn't belong where it is, etc.?

— ripping up such notes and dropping them on the floor?

— returning to school after Christmas vacation and finding your centerfolds missing from the wall?

— paying your room damage bill during the summer and coming back to find that the hole in your ceiling is still there, large enough for Haystack Calhoun to drop through without scraping his hips?

— being beaten in intramural football by a bunch of obnoxious pseudo-athletes (and pseudo-students) from a house with only 25 guys?

— (girls) playing in a gym so small that you can't get out of each other's way? (But then again, they probably don't make gyms that big.)

— stepping around dead flies at modern dance?

— listening to young campus political activists talk as if they really know what they're talking about? (Thank God, the election's over!)

When I get back to those guys, it's time to quit. I'll be ralphing you!!

BATES STUDENT

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Printed Weekly by Twin City Printery
Subscriptions: \$6.00 annually
Box 309, Bates College, Lewiston, Me. 04240
Second Class Postage Paid at Lewiston, Me.



photo by Michelle Dionne

Sir Toby Belch ties one on!

'Twelfth Night' Triumphs

by Ed Byrne

If you think Sadie Hawkins is a night for "love" at first sight and mistaken identity, you would do well to catch *Twelfth Night* at the Schaeffer Theater tonight, Friday, or if fate has not smiled on your Saturday night activities (or frowned as the case may be) you have your last chance to take in a fine production then as well.

Though an hour longer than Shakespeare's usual "two-hours traffik on the stage", length is never a problem for the actors execute the intricacies of a complex plot with a finesse rivaling that of a professional company. The key to this result is to establish a delicate balance between the farcical capers of Sir Toby and Sir Andrew and the pathos of jilted lovers.

It is here that Malvolio must triumph and Tom Mahard creates in this role a stellar performance in maintaining Malvolio's position front and center anytime he is on stage. So confident and natural is Mahard in his role that one almost expects him to admonish the audience as well as Sir Toby. In this instance, Dave Lewis also must be commended for keeping close to the keg and the old order of things which Malvolio expects to transcend. Indeed, one would think Dave could not guard himself enough against the probability of an unkind fate on Sadie.

Wendy Lang, in probably one of the most difficult roles, does an excellent job in eliciting the dilemma caused by what is essentially the crux of the play, that is the tri-fold mistaken identity between the protagonists.

Steve Straight, who like Lewis made his Bates stage debut on opening night this past weekend, gave to the role of Sir Andrew a convincing

gullibility and hearty humor beyond which could even be expected of a more experienced member of the cast.

John Carrafa, likewise making his debut, seemed quite at home as Feste the Clown, achieving a spontaneous nimbleness in song and action.

Abby Pierce as Maria played well, though at times seemed to be competing with Sir Andrew and Sir Toby for the limelight. The performance of Jon Lowenberg (Fabian) also suffered somewhat from the rapidity with which he delivered his lines.

The serious acting was also very well supported by three veterans and a newcomer to the Bates stage, namely Chris Ross (Olivia), Peter Goodman (Orsino), Rick Porter (Sebastian), and Kerry Moore (Antonio).

Two technical aspects which further enhance this fine production are the semi-round format which increases audience rapport with the actors greatly, and the excellent costume design by director Bill Beard.

It is not often that performances are staged on consecutive weekends so I heartily recommend to everyone to take advantage of this second chance to enjoy a really funny and together production.

Theater Offers Kids' Stuff

LEWISTON, MAINE — The Bates College Children's Theatre will present two performances of three one-act plays in the Schaeffer Theatre on the Bates campus, Saturday, November 11, at 10:00 a.m. and again at 1:00 p.m. A nominal admission charge will be made and reservations must be made in advance through the theatre box office, 6-7 p.m. through Friday, telephone 783-8772.

Selected for production are "The Ugly Duckling," by A.A. Milne; "The Old Fisherman and his Wife," adapted from the Brothers Grimm; and "The Sorceress and the Apprentice," an original adaptation.

"The Ugly Duckling" is directed by Bates senior Jeffrey J. Day, of Seekonk, Massachusetts, and the other two plays are directed by Miss Carol L. Bryant, a senior from Topsfield, Massachusetts.

The plays have been especially adapted for theatre-in-the-round performance with the audience seated on the stage around the set — thus the limited seating capacity for the Saturday offerings.

The Bates College Children's Theatre is sponsored by the College's Robinson Players, and features student acted and directed plays designed especially for young people. Begun three years ago, the Children's Theatre program is available for booking throughout Maine at minimal cost to sponsoring groups to cover the expenses for the presentation. Interested persons may write Miss Beth Perry, c/o Schaeffer Theatre, Bates College, Lewiston, Maine. 04240.

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What if this



If suddenly you could no longer tell what difference the order of letters in a word made, then "cat" could be "act" or "tca". If the letter "p" were to you the same as "q" or "b" or "d" you would never have learned to read. If your perception did not allow you to discern the above differences, then you would have a disorder called "dyslexia."

You would never have learned the most basic reading skills since the world of symbols accepted by the rest of the people would be meaningless. The result of this would be, in our school system, continual failure. Without your diploma you would be deprived of almost all jobs which guarantee adequate survival.

Perhaps you have never before heard the term "dyslexia" and so assume that it refers to another obscure disability which never affects anyone you know. However, some ten to fifteen per cent of the population have dyslexia in varying degrees, and until recently very little was known about its treatment. It was referred to as "congenital word blindness" and assumed to be impossible to deal with. Yet research revealed that the problems of dyslexia could be largely overcome through concentrated perceptual training. This process is an expensive one, requiring special facilities and a great deal of personal attention. Thus schools set

up to deal with the problem became problems themselves since only the rich could afford the price of such treatment.

Professor Bechtel of the Psychology Department has organized and now runs a federally funded school to deal with dyslexia. Parents are charged nothing for sending their child there. The school was first conceived of two years ago by Mr. Bechtel, arising from a search for an acceptable way of treating dyslexic children whose parents could not afford the \$1200 per month price tag of private schools.

In response to my asking, Professor Bechtel agreed to take me and a photographer to the school, which is located in Auburn. During the ten minute drive to the school, Professor Bechtel described a brief history of the school.

The first success was the securing of an eighty-four thousand dollar grant from the Department of Health, Education and Welfare. From there a building was located; an old two-story wooden schoolhouse which the city of Auburn was willing to rent. The next step was not the commencing of classes but the renovation of the building; it was in a refined state of ruin. A group of workers, comprised mainly of Bates students set about the task of revamping the building. Walls were rebuilt, bathrooms and, a

kitchen installed and tons of rubble were removed from the cellar. The previously dirt floor of the cellar was cemented over and the basement walls were waterproofed. Equipment was purchased and eventually wall to wall carpeting was added (to cut down on extraneous noise). Next, possible students were put through eight to ten hours of individual testing in order to determine as accurately as possible, the dyslexic children.

By now we had arrived at the school, which was marked by a modest sign above the front door labeled "Learning Center". As we walked up the front steps, Professor Bechtel explained that there are two sessions of the school; one is the school year program and the other the summer program. The school year program handles pre-school and nursery school aged children. There are two sections; morning and afternoon. The children arrive by and are taken home in transportation supplied by the school. Many of the children receive medical care through the school in addition to the dislexic therapy.

Upon entering the school, we noticed immediately the smell of cookies and the sight of the kitchen staffed by a gray haired jovial lady. After pausing to talk with the secretary, Professor Bechtel mentioned that each child receives a hot lunch and a snack during their day.

"In many cases", he went on to say "it's the only hot meal they have during the day." The daily schedule was explained as follows: The morning begins with a free play time, after which the child goes through an intense period of skills training. Next the child practices coordination building drills and then spends a period of applying skills. The day is finished by another free play time and lunch.

As we walked through the classes, each child responded to Prof. Bechtel with a greeting and smile. He knew each child by his first name and spent the time to talk to every child individually. The children were happy and it seemed hard to imagine what they were like before they began school. Many had been so frustrated that they often responded to the slightest imposition violently. "At the beginning of the year there were always fights among the children," Bechtel said, "They didn't have any tolerance of each other."

In the next room we saw an example of the initial disposition of a dyslexic child. Here a



was a taob and that

(down there)



only a week of preparation, yet went on to say that to compensate for a lack of knowledge she had to "find recourses within herself." In blond-haired boy stood separate from a group being led by an instructor in song. The boy ignored several invitations to join the group and the instructor did not attempt to compel him to join. The boy is not interested in talking to Prof. Bechtel, and he continues to be a recluse. "He was given-up on by the Head Start program and also the public school system. We think he could be dyslexic but were not positive. But we're giving him a chance." There have been others during the two years who have had discouraging starts and yet have by the end of the year, become completely different people.

Downstairs there was an indoor play area, a testing room and two rooms where the most intensive drilling takes place. Again the presence of Prof. Bechtel brought about instant recognition on the faces of the children. A young boy was riding a tricycle around the furnace which took up the center space of the cellar. On the far side of the room two girls were painting under the supervision of a staff member. Each paused to say hello to Prof. Bechtel. In the smaller rooms where the intense skill drilling takes place, smiles are not so easily found, yet at the prospect of having their picture taken, children suddenly find themselves with grins and blushes. Wherever we went, the scenes of cooperation between staff and student were very moving.

Yet it is not only these children who benefit from the school. The project as a whole has been successful and thus it will encourage the creation of other such centers in other areas. Children previously destined to be drop-outs will now be able to fulfill their abilities. The Center has found its success through the enthusiasm and dedication of its staff and in the guidance of Prof. Bechtel. Bates' students who have worked here have found a way out of the syndrome of ivory-tower learning. It represents a means of action, which at Bates is an end in and of itself. This, coupled with its intended success has made it a model of what it is hoped others will follow.

One girl, who has served as a tutor for a year and a half affirmed these impressions. She described the relationships with her students as "trusting and close" and that these relationships formed with the students went beyond the school itself, linking her with the family and the community. She recalled her initial reservations about tutoring perceptually handicapped after

retrospect she believes this tutoring situation was perhaps the most rewarding learning experience she has had. One of her students is a sixteen year old boy who drives down from Winthrop to receive the aid of the center. He is barely able to read. Still, he continues to come despite being in a situation which most would find embarrassing. "I feel I have never seen someone with so much self-dignity," she said.

The reception of the school has been favorable. The community educators are delighted with the results, for it has not been uncommon for the children of the learning center to achieve degrees of success in public schools comparable to those who have had no perceptual handicaps. At the end of each marking period the phone of the Learning Center is busy with the news of success relayed by elated parents. Prof. Bechtel and the rest of the staff have seen many children leave the school and find happiness instead of frustration in the public school system.



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Story by Chris Zenowich

Photos by Don Orifice





*** more rhetoric ***

Debating (continued from page 1)

system forces candidates into views, to take stands on issues that they really don't want to take. He said that now, in order to run for President, you have to have a lot of money to campaign, be appealing on TV, and have a good political image (which being President would make better), all of which don't have much to do with whether you are of presidential character and would make a good President. He proposed that we appoint a President instead of electing one, to eliminate these factors and improve the system.

Mitch Grosky, a senior English major, was the first speaker on the negative side. He felt that although there are problems with our present system, at least the primaries allow the people to have some say in who the nominated candidates are. He proposed that we do away with the electoral college and allow a straightforward simple majority to elect the President, instead of changing the system quite so drastically. He also brought up the important point of *who* would appoint the President: one person (if so, who?), several Congressmen, the Supreme Court? What is to prevent the appointing body from becoming too powerful? He concluded that there are other, better ways to improve the present electoral system than changing the Presidency to an appointive office.

Speaker for the House Phil Ingerman then got up to make the second affirmative speech, after making sure that there was a second speaker for the negative side. Phil proposed a system much like that of England. He suggested that we *elect* a king and queen to be figure-heads only, and that Congress-the ruling governmental body-appoint a Prime Minister to be its head. This would give us the best of both the democratic and monarchical worlds.

Jeff Day, a senior speech-theatre major and the second negative speaker, argued that if that were the system, the king and queen would be sitting ducks, having little or no power. Congress would be more powerful than ever if it was the governing body and the appointing body. They could appoint someone who would work for them and the system would become much like Communism, he felt. There would be no way for the public to know if the one chosen even wanted the job, or would do a good job. We should stick with our present system rather than getting into anything which might lead to Communism, he concluded.

After the speakers finished, the floor was opened to the audience, and one girl spoke for the three people who agreed with the issue. Another count was then taken to decide who had won the debate. The count was eleven against, three for, and one abstention. Since the negative side had lost people, the proposal was carried and the affirmative side won because they had remained the same.

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The Brooks Quimby Debate Union has begun to participate in the circuit of debate tournaments around New England. These tournaments were the first collegiate debates for each of the Bates participants. The National topic this year is "Resolved: that the federal government should provide a system of comprehensive medical care for all United States citizens."

The weekend of October 27th and 28th, Dr. Moser (the teams coach) and his wife, and four Bates Debaters attended the annual Boston University tournament. The team compiled a record of 5 wins and 7 losses, beating teams from Bowdoin and Emerson; and URI three times. The participants for Bates were Brian Martin and Curtis Robison on the affirmative; and Martha Brown and Sharon Spencer on the negative side.

Last weekend, the fourth of November, the team went to the Colby campus for the Colby invitational debate tournament. The results for Bates were 4 wins and 4 losses as we beat the University of New Hampshire, the University of Maine at Orono, and Bowdoin twice. Debating for Bates were Richard Curtis and Curtis Robison on the affirmative and Alan Green and Ralph Emerson on the negative.

The Debate Union will be attending several more tournaments during the year, and hopefully their record can improve with experience.

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TENURE

(continued from page 1)

Dr. Lewis Turlish, assistant professor of English, has indicated that, realistically speaking, it is too expensive to give everyone tenure; the result would be astronomically high tuition. "The institution has to protect itself from bankruptcy since no college wants to become the Penn Central of education." He feels that "students should recognize money as a hard fact; given the financial crisis, the college should make its standards for tenure clearer; the present ambiguity is unfortunate."

It has been suggested that students be given some voice in the decisions as to which professors ought to receive tenure. In response to this proposal, Dr. Turlish has said, "I would have more faith in the evaluation of a colleague than of a student. The student is responsive to qualities peripheral to a professor's real worth, for example, enthusiasm or camaraderie." He feels that students would be more apt to use this as a vendetta for receiving a bad mark or a reward for receiving a good one. "The fact that a man is a good teacher should be a very positive point in reviewing him for tenure. But, he should be able to do other things as well that students can't judge."

Not receiving tenure has been seen by some as a failure in an individual's career. Dr. Turlish contends that failure is contingent upon one's image of oneself. "If an individual is let go due to the college's financial problems, but he authors and teaches well and he knows it, he isn't a failure; if anything the institution has failed him. However, if the decision is based on the fact that he can't teach, it represents a failure and a deserved one."

As for the tenure system in general, this professor feels that "if the tenure crisis gets much worse, there may be an end to tenure forever. Colleges will hire professors for a specific number of years and make no commitment to keep them

until retirement." Without tenure, the danger of political pressure by trustees would exist, but, paradoxically, with tenure, there is always the risk that the professor will "go into retirement" once he receives it. "There's no easy answer; there will always be that element of uncertainty. But Bates is not alone; during the sixties there was a big boom for higher education evidenced by pressure for enrollments, etc.; now the boom is over and everyone is talking austerity."

Dr. John Cole, assistant professor of Cultural Studies and History, believes that "the strongest point in favor of the tenure system is the problem of unconventional attitudes or academic freedom of speech which might otherwise lead to arbitrary dismissal. Secondly, an individual who gets tenure may tend to rest with an indifferent performance of his duties. Academic arguments against the tenure system are primarily that it allows small departments to become tenured up closed to new personnel and ideas."

Dr. Cole, in agreement with Dr. Turlish, feels that not receiving tenure should not be seen as a failure in one's career. "Tenure is a plum that cannot be served to every professor." However, he was less emphatic in his opposition to a student voice on tenure, saying, students should have some say in the evaluation of a professor's classroom performance; however, the voice must be a non-voting one."

Contrary to Dr. Turlish's belief, Dr. Cole has indicated that the "college should not state its criteria for giving tenure; a professor is measured in terms of three different strengths: classroom performance, scholarship, and committee work, etc.. Only one of these can be measured absolutely; scholarship; so tenure would tend to be based on publications. This could lead to a decrease in the importance of classroom performance and institutional service". However, he feels that the present tenure system keeps college costs down and increases freshness in the faculty. "The problem with tenure is that people who have it may abuse it. Tenure is a mutual responsibility which offers unusual opportunities of job security; the faculty members ought justify the confidence the college has shown in them."

GUIDANCE AND PLACEMENT

For those students who are interested in graduate work in the area of Special education, interviews with Mr. Heisler of the Perkins School for the Blind will be held on Nov. 16 (Thurs.) Mr. Heisler will discuss the special intern program of graduate study which is a section of the Boston College graduate program in education.

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As of Wednesday, November 15 we are returning the Fall Semester textbooks. Therefore, it is requested that you purchase any books you will need before this date.

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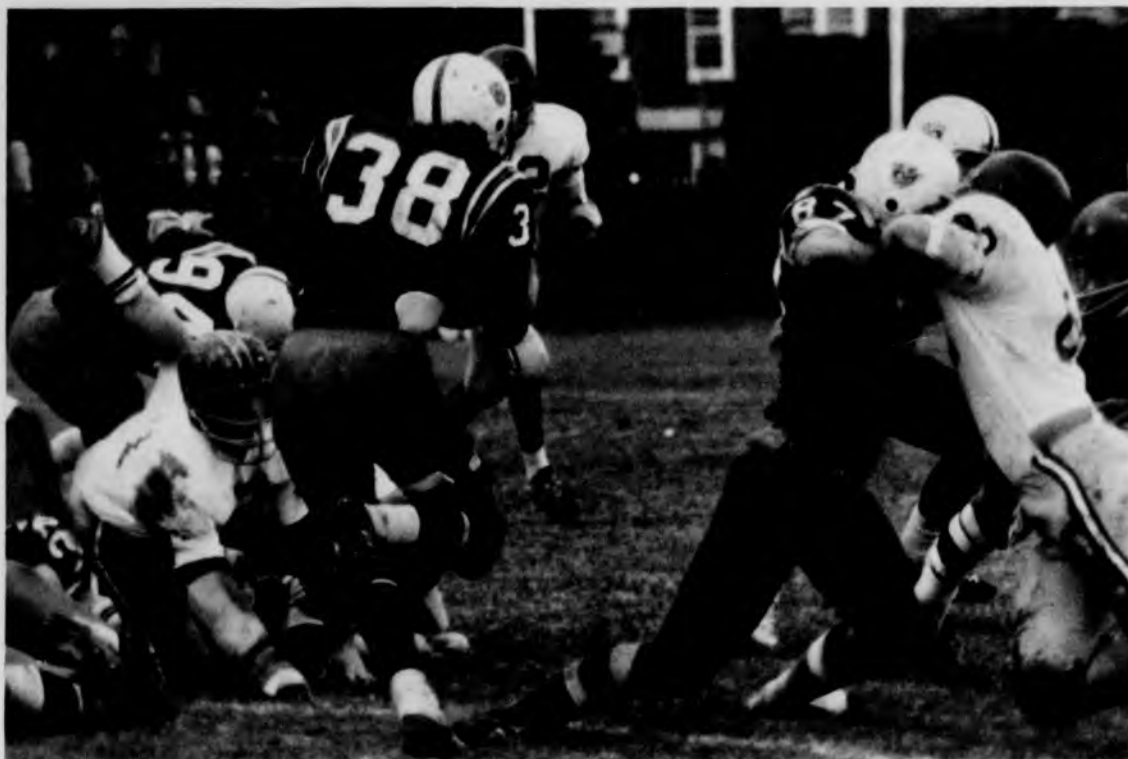
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Good blocking for Chris Ham.

photo by Steve Lamson

BOBCATS BOW TO BOWDOIN

Bates' hopes for a shot at the State Series championship vanished Saturday under the onslaught of a grinding Bowdoin ground attack. A 10-10 first half deadlock vanished into a 37-10 defeat one hour later. It was a bitter pill for Bates fans to swallow.

The game started out fast. On the first play Dave Dysenchuk threw a lateral pass to Brian MacDonald, who threw 45 yards to Steve Eldridge at the Bowdoin 33. Chris Ham carried 19 yards to the Bowdoin 14, then six yards to the nine. Dysenchuk bootlegged for six, and then Ham plowed in for the score. Ralph Bayek booted the point.

Soon Bowdoin's Steve Fulchino took a punt 39 yards to the Bates 23. The drive stalled at the one and Bates took over. Forced to punt, Sparky Godiksen's kick was blocked through the end zone giving Bowdoin a two point safety. Sparky then free kicked but it was returned to the Bates 16. Bob Kubacki threw to Joe Bird for the Bowdoin score. Kubacki bootlegged into the end zone for two points.

Bates got the ball and began to move. A pass to Ira Waldman gave Bates good field position. A screen to Ham for 40 plus yards put Bates inside the seven, but the drive stalled and Ralph Bayek booted a 13 yard field goal. The half ended 10-10.

The 2nd half was all Bowdoin as Bates had the ball for only eight plays in the third period. Joe Bonasera scored on a two yard run on Bowdoin's first drive. But Bates couldn't move the ball. Bowdoin drove again, but a field goal attempt was wide. Bates couldn't move the ball. Bowdoin tacked on three fourth period scores to make a mountain out of a molehill. Bill Connolly did lead a last minute Bates drive but that was killed by an interception at the one yard line.

The impending 2nd half danger was portended during the halftime show as the 2 mascots, the Bobcat and the Polar Bear squared off at midfield. Alas, the poor Bobcat took it on the chin, as did the other group of Bobcats moments later.

Bates' downfall was in not stopping Bowdoin's rushing attack, and in the offense not sustaining a third period drive. Dave Dysenchuk played well in the first half, but soured in the third period. Bill Connolly looked sharp at QB in the last minute attempt to score. Chris Ham and Brian MacDonald made some key offensive plays, as did Steve Eldridge. Ira Waldman had 5 receptions, including some tough grabs. Dwight Smith was impressive in his first game at center. He had an outstanding game.

Defensively, the middle of the line held the fort well with Mark Quirk, Chet Janiga and Larry Sagar. Kelly Trimmer did well at his new linebacking position. Whip Halliday continues to punish people for the yardage they gain. Mike Genetti & Brian Staskewicz also had excellent games.

This week Bates seeks to equalize the CBB in its final game of the year with Colby College, 1:30 at Garcelon Field. Colby is coming off of a 49-0 defeat at Hobart, yet boasts a 6-1 record. Colby barely outlasted Bates in a preseason scrimmage 23-14, so it should be quite a contest. Hopefully there will be no Mr. Colby this year.

THE NET RESULT

by Julia Holmes

Did we get Colby this year in the State Tennis Tournament? Yes, for the first time Bates eliminated them in the doubles competition.

At the tournament last Friday and Saturday, Pat and Lin Daniels, who were seeded number one, beat Colby 6-3, 6-4 in the second round after getting a bye in the first round. In their final match against Bowdoin's Kathy Delois and Robin Shiras, the twins lost the first set 3-6, but moved on to take the second set 6-4. The third set went to 6-6, meaning a tie breaker (best of nine points) would decide the state champions. The twins were disappointed to lose it 3-5, making the third set 6-7. They have not had good luck this season with tie breakers. All in all, knocking Colby out and achieving second place is quite an accomplishment. Keep in mind that the twins are freshmen.

Ann Donaghy deserves more than honorable mention for her beautiful efforts at the meet. Nine-thirty Friday morning, Ann beat Terry Ham of Presque Isle 6-1, 6-1. That afternoon, she succeeded over Bates' Jill Grayson, who was seeded third, to win 6-2, 6-4. A very happy girl, Ann had the match of the tournament to play on Saturday. She was up against Colby's Lynn Estes. Lynn, a junior, is known in the state of Maine. She has taken the title for two years now, and has refrained from regular season play because she doesn't like beating people 6-0, 6-0. In the first set, Ann was ahead 4-1, but finally lost it 4-6. Then Lynn took the second set 6-1, and ultimately advanced to win for the third year in a row. Ann finished tied for third with Gorham's Sidney Ives, who took the option not to play out the third and fourth spots.

The girls finished a winning season with a tremendous showing in the state meet. Sincerest congratulations.

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Harriers 16th in Easterns

The Bates Cross-Country team travelled to Boston on Monday afternoon to run in the New Englands, in preparation for yesterday's meet with Bowdoin.

In the meet at Franklin Park, Bates finished sixteenth out of a field of twenty-nine schools. While the finish position could have been better, it must be noted that the Bowdies didn't show up, and to overextend oneself might mean defeat in the extremely important dual meet.

In the way of who did what, John Emerson was the first Bates finisher and thirty-eighth in the race. Emma's time of 25:19 was the best ever by a Bates runner on the Franklin Park course.

The second Bates finisher was Bill Thornhill, in 73rd place. A fall deprived Bill of about thirty places.

Joe Grube then finished in 76th place, while Norm Graf (running under the watchful eye of his twin sister, Norma — believe it or not) was 97th.

The fifth man for Bates was Jim Anderson, who was 108th. Jim finished four places ahead of Russ Keenan.

(In the J.V. race, Bruce Merrill was 17th and Charlie Maddaus 21st — good showings in view of the fact that there were a lot of good runners from places like Northeastern in the race.)

The team title went to Northeastern, with U. Mass close behind.

So, the last meet of the year will be the IC4A's, at Van Courtlandt Park in New York City. This meet will be held next Monday, and Bates has the potential to be in the first five finishers.

photo by Joe Gromelski



Jim "Blue Mouth" Anderson finishes at Boston.

Bowdoin Breaks Booters

by John Willhoite

The soccer team suffered yet another setback last Saturday at Garcelon Field as they neared the completion of an extremely disappointing season. The Bowdoin Polar Bears handed the Bobcats their fifth consecutive defeat 3-2 in an exciting double-overtime contest on three goals by Girma Asmeron. Asmeron, an Ethiopian, has beaten the Bobcats virtually singlehandedly in the last three meetings between the two teams. In those three games he has scored nine goals, the latest coming in the second period of overtime last Saturday to ice the Bowdies' victory. For the Bobcats it was a bitter pill to swallow after they had come from behind to take a 2-1 lead early in the second half. Asmeron soon evened the score, however, and subsequently put the game away, though the Cats pressured the Bowdoin defense until the end.

After Asmeron gave Bowdoin a 1-0 lead early in the first half, Pat McNerny tied the score for the Cats on a penalty shot; his first goal of the season. He also played his typically stellar game at the center fullback spot. The first half ended 1-1. Erik Tank-Nielsen gave the Bobcats the lead and hope for a long-awaited victory with a beautifully placed 20-yard shot early in the second half, but Asmeron soon dashed that hope.

After the game the general consensus, as has been the case with most of their losses, was that the Bobcats outplayed their opponents for most of the game, and that the Polar Bears won on the strength of a few lucky breaks. This may be true. The Bobcat offense and defense both played well enough, but their performances were somewhat inconsistent, as evidenced by the final score. The opportunities against Bowdoin were there, but the Cats just couldn't seem to take advantage of them. Indeed it seemed that the ball was in Bowdoin territory for most of the game, and though they did score two goals, it seemed somehow that there

should have been more. Their only weak spot on defense was their coverage against the breakaway, and unfortunately it cost them the game when, in the overtime period, Asmeron took the ball near half field and went all the way for the score.

Thus if the Cats want a win against Colby on Saturday they must hope for complete performances from all eleven players, and, above all, rather than hope for the lucky breaks, they must make their own.

Gametime is 10:00 AM Saturday.



Tank-Nielsen boots one.

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The Adventures of J.B.

J.B. vs. the Bowdies



photo by Joe Gromelski

hockey opener

Next Wednesday night, at the Central Maine Youth Center on Birch Street, the Bates Hockey Club will open its season with an 8:30 game against Happy Jack's.

This will be the first of fifteen Northern Amateur League games for Bates, and promises to be a close one.

Other upcoming league games are against Koss and Michael's, two teams which Bates has never beaten. The way things look, though, it could happen soon.

The first college game of the year will be against Clark at Worcester on Dec. 2, which is a Saturday.

So, in case you're new to Bates, come on out and find out what kind of hockey we play around here. If you happen to be a veteran Bates fan, show up and find out along with everyone else if Leo LaFrance will be in the new league.



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