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The Bates Student - volume 105 Freshman issue - September 1, 1978

Bates College

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The Bates Student

ESTABLISHED 1873

FRESHMAN EDITION

SEPTEMBER 1, 1978



President Thomas Hedley Reynolds Photo by Fabian Bachrach

PRESIDENT WELCOMES FRESHMEN

It gives me a great deal of pleasure to welcome you to Bates. I hope that you are eager to begin your college careers; the faculty, I know, is eager to assist you in your pursuit of learning. During the fall semester many of you probably will experience considerable change and growth, which I hope will be enriching. As you continue through the year, take time to reflect not only on what you already have gained but on the possibilities which lie ahead. The next four years will be highly important ones in your lives; be sure to make the most of them.

You have made a wise decision, I believe, to pursue a liberal arts education. As society becomes more complex, it is essential that we have individuals who know how to approach problems from various perspectives, not just narrowly defined points of view.

The resurgence of curriculum debates throughout the country is refreshing. As the Bates faculty begins to consider the recommendations of its Education Policy Committee, I hope that you will join the upperclass students and participate in this discussion.

The beginning of each academic year is an exciting time for all of us. I sincerely hope that your first year at Bates will be stimulating and rewarding. Best wishes to everyone.

Very truly yours,

THOMAS HEDLEY REYNOLDS

FRESHMAN CENTER EXPANSION

As this year's freshman class settles into the rooms that will be "home away from home" for the next year, more of them will be moving into residences which are set aside for freshmen only than ever before. Last year's Freshman Center "experiment" in Smith Hall was a success, with almost three-quarters of the residents saying at the end of the year that they would live there again if they were just starting out. Because the Freshman Center met with such success among the freshmen, but also because the upperclassmen were relentless in their cry that the freshmen should not be

The Page Hall Freshman Center will be co-ed by room, as is the rest of Page, a condition quite different from that in Smith Hall. (For those who do not know the living arrangements in Smith Hall, the dormitory is divided into three sections, each section being three stories. On each floor of each section are four two-room triples and a bathroom. The dormitory is co-ed by floor, so that on one floor are twelve women and on the next are twelve men, etc.) With the addition of Page Hall's freshman floor, the freshmen are afforded more variety in their choice of living environments this year than ever before.

"isolated" from the rest of the campus, a decision was made to expand the Freshman Center to a dormitory that would still allow the freshmen to live together, but would also place them in a living situation in which interaction with upperclassmen is inevitable.

These conditions were met by designating the third floor of Page Hall as a Freshman Center. While only freshmen (and their Junior Advisors) will live on the floor, residing on the other three floors of the dormitory will be upperclassmen. The lounges will be for everyone as will all of the facilities. In this way, theoretically, everyone's wishes will be met.

FUNDS DRIVE BEGUN

The four-year \$12.5 million capital funds campaign was formally inaugurated by President Reynolds and Mr. Fred Smyth, National Campaign Chairman, in a joint announcement to 850 alumni during reunion weekend.

\$4.75 million will be used to construct a multi-purpose recreational-athletic complex housing a swimming pool, squash courts, indoor tennis courts, and track and field facilities. The ground-breaking for this facility occurred at the conclusion of Baccalaureate Services for the Class of 1978 when seniors (in robes), parents, and friends, numbering about 1,000, walked from the Chapel to the site across Central Avenue for a ceremony in which Dean of the Faculty Emeritus, Harry Rowe, wielded the first shovel, just as he had done in a similar ceremony more than half a century earlier for the Clifton Daggett Gray Athletic Building. Students also participated in the ceremony which included the operation of a large backhoe by Julie MacDonald, '81, and Zane Rodriguez, '81. This summer has seen the proposed building approved by all appropriate regulatory agencies. Already, the site has been cleared in a major lumber operation, and work is underway. Target date: sometime during the '79-'80 academic year.

In addition to the recreational-athletic facility, this largest campaign ever undertaken by

Bates will raise: Faculty endowment, \$2.5 million; performing and fine arts center, \$2.4 million; scholarship endowment, \$1.1 million; instructional and computing equipment, \$675,000; library expansion, \$400,000; energy saving programs, \$300,000; endowed concerts and lectures, \$200,000, and; audio-visual facilities, \$175,000.

Naturally, this takes a major

organizational effort. President Reynolds has been "on the road" most of the summer seeking support for the campaign. The President tries to do much of his traveling in the summer months so that he can be on campus when College is in session. Nevertheless, this campaign will undoubtedly take him from the campus more than he wishes in the next few years.

GET INVOLVED

The editors of *The Bates Student* wish to gain the active support of the Class of '82. It is this class that will be at Bates for the next four years, and people who are interested in the newspaper can at this point take a major part in the development and increasing improvement of *The Bates Student*. The new structure of the newspaper is in the formative stage and for this structure to work, dedicated people are needed.

The Bates Student is looking for people who are interested in: typing (to type articles a few hours each week on an IBM Self-Correcting Selectric II) reporting (either by assignment or on an independent basis) research (looking through newspapers from past years, some time possibly

involved at Lewiston papers' offices) layout (to assist in the layout of the newspaper - one night each week - possibly to take charge of layout later in year) errand people (to pick up and deliver material to and from Lane Hall, Student office, students, faculty, etc.)

If you have any interest in being a part of *The Bates Student* either on a permanent or a sporadic basis, please stop by our table at the Activities Fair. If you can not or do not see us there, please feel free to stop by our office any time. It is located in Chase Hall, second floor, last room on the right (Room 224). We'll be looking forward to seeing you at any time during the year.

EDITORIAL

It was only three years ago that I was a freshman here at Bates; I've been here for every freshmen orientation since then in one capacity or another; and there is one thing that every freshman must remember if he or she wants to make the most out of college life.

GET INVOLVED

The college's clubs, administration, faculty, students, and even the Lewiston Chamber of Commerce plan many activities for the freshmen with the specific goal of providing various social and academic atmospheres in which the members of the freshman class can get acquainted with each other, with their faculty, and with the administration. Inevitably, however, there are freshmen who try to be nonchalant about orientation, refusing to attend these activities. There are many more who attend, but that is the extent of their participation.

Don't make these mistakes. Don't try to make people think that you're not a freshman. Every student in the college was one not too long ago and can tell, regardless of how hard you may try to fool them, that you are a freshman. Bates is a small campus and, as such, one soon knows almost everyone at least by sight. New faces are either freshmen or transfer students and since there are more than 400 freshmen and fewer than 40 transfers, chances are the new face is a freshman.

Besides not fooling anyone, you miss out on all of the fun of being a freshman. It's your first year in college. You have three days to meet each other before upperclassmen arrive on campus. (Believe it or not, although the upperclassmen can spot a freshman, you might not be able to once everyone is here. The upperclassmen simply have more "experience" in detecting who's who.) Go to as many of the planned activities as you can. Be a freshman. That's what you are. Be proud of it.

This takes us to the second "group" of freshmen, the ones who attend activities and stand alone on the sidelines. Either get into the action or start some of your own and other people will join you. You're the new kid in town, so to speak, but so is everyone else. No-one else knows anyone either. By and large, Bates students are pretty friendly, so don't hesitate to go to an activity alone if you have to. After you've been there for five minutes you'll know half the people there (if you really want to).

Finally, and most importantly, in the next few days, especially, enjoy yourself! There is a guarantee that the time will be: hectic, bewildering, exciting, sad, crowded, lonely, different, and confusing. There is also a guarantee that it will be memorable, as you learn about gnomes (pronounced guh-nome-ees) and the "puddle," as you fight the crowds to buy books, try to remember three-hundred names in three days (great practice for final exams), get acquainted with roommates, get lost in beautiful downtown Lewiston, try to decide which organizations to join . . .

NANCY AREY

Welcome to Lewiston-Auburn

As chairman of the Chamber of Commerce's Education Committee, it is my pleasure to welcome the Class of 1982 to the Lewiston-Auburn area. We are hopeful that your stay in the Lewiston-Auburn area will be rewarding, beneficial and enjoyable.

The Chamber of Commerce's membership is made up of bankers, retailers and industry from the Lewiston-Auburn area with its primary goals of making the Lewiston-Auburn area an ever improving area to visit, live and work. Bill Tewhey is executive vice-president of the

Chamber of Commerce and has his office at 40 Pine Street with office hours from 9 a. m. to 5 p.m. I would encourage you to avail yourself of the vast amount of information not only concerning the Lewiston-Auburn area but points of interest throughout the State of Maine. Your parents or friends visiting the Lewiston-Auburn area may also want to take advantage of this service.

One of the ways the Chamber of Commerce has of showing its appreciation to new students attending Bates is its annual barbecue. This is sponsored by

the local merchants. It is their way of saying we are glad you have come to our part of the country and hope we can serve you during your visit with us.

I am hopeful that during the next four years, the Chamber of Commerce and its hundreds of members will be able to serve you in a way that will make you remember this area as a friendly, congenial and helpful Twin City area.

Best wishes,

JIM WESTON

MAJOR DECISION

When applying to colleges, each person is asked in what field he or she plans to major. This same question is asked on registration forms, at the time of registration for classes each semester, and by the end of the sophomore year, it is expected that everyone has finally decided upon a concrete major and each person is asked to declare his or her choice.

This system works very differently for different people; however, there seem to be three distinct categories. The Early Decision Stick-to-iters. These people have known for several years what their major interest is and have no doubts about working toward fulfilling that specific department's requirements, usually taking several courses in their very first year toward that end. By the time these people reach their junior year, they have virtually completed their major requirements.

The Early Decision Changers. This is probably the most common group. Comprising this category are those students who enter college with what they

think is a definite major. Once in college for a while, however, they discover new interests and abilities and sometimes even surprise themselves by not pursuing their initial major field, but heading off into their newly discovered field.

The Major Hoppers. These people enter college with a tentative decision to major in a particular field. They then, through exploration of courses in other departments, are enticed by another field. At this point, they decide to change their majors

because this newly found field is "where my interest really lies." To their surprise, when they continue to explore, taking courses in other departments, they decide that "this is where my interest really lies." They continue with this process until - and sometimes, unfortunately, after - major declaration days.

Regardless in which category each freshman in the Class of '82 now perceives himself or herself to be, the following is a list of the final decisions of the Class of '78.

(Continued on Page 12)

MAJORS	NUMBER	PERCENTAGE
Biology	46	14.5%
Economics	42	13.2%
Psychology	40	12.6%
History	37	11.6%
English	31	9.7%
Chemistry	19	6%
Math	17	5.3%
Sociology	13	4%
Political Science	12	3.8%
Anthropology	10	3.1%
Art	7	2.2%
Philosophy	7	2.2%
Religion	7	2.2%
Physics	6	1.9%
Foreign Languages	5	1.6%
Music	5	1.6%
Speech	5	1.6%
Theater	5	1.6%
Geology	4	1.2%

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SUMMER EVENTS

Summer Stage at Bates brought quality, professional theater to the Schaeffer Theater stage for the fourth consecutive summer. The repertoire consists of "The Man Who Came to Dinner," "The Little Foxes," and "Skin of Our Teeth." The August 27th presentation of "Skin of Our Teeth" concluded the season.

The fourth Summer Debate

Institute brought 66 students to the campus from June 24th to July 15th. Professor Branham, Director of the Institute, was assisted by Tom Foley, formerly Director of Debate at Bates, Richard Lewis, Debate Director at Tufts, and five Bates students Barry Ross, Tom Connolly, Nancy Levit, John Stillmun, and James Veilleux.

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LOOKING AHEAD

Plan From the Start

The Office of Career Counseling exists to help you build bridges between your academic life here at the College and your future - your work experiences or career. To build these bridges in a week, a month, or even a year is very difficult because the building process is a developmental-one which started before your first year at Bates and continues through your entire college experience and beyond. In most cases the process of bridge building or, as many call it, career or life planning doesn't "just happen" - it requires time, effort, and a thorough knowledge of one's self to do it well.

The OCC is not a placement office or an employment agency. Yes, they do employ job openings which they pass on to interested students, but this is certainly not their main purpose. They are interested basically in two things: first, in helping you to realize that exciting work experiences will be those which utilize your many skills, include your interests, uphold your values, and place you in enjoyable people environments, and, secondly, they feel it is important for you to have specific job search skills that will help you during the three to twenty-five times you change your work, your career, during your lifetime.

Occupational planning begins early in college with the decision on which major to pursue, what subjects interest you, the kind of work you would like to become involved in, and the identification of your skills which will be the building material of the bridges mentioned earlier.

Yes, skills. Many liberal arts students feel they have no skills - they see no connection between what they have studied and anything that resembles it in the world of work. "What can I do?" is a common complaint. The early identification and development of one's skills may give the best answer to that often-asked question.

How can the Office of Career Counseling help you with the life/career planning process and the identification of skills? In many ways. A number of students have found that a chat with one of the people at the OCC is a good way to start clarifying some of the issues with which everyone must deal. The office, located on the second and third floors of the Alumni House, 31 Frye St., is open from 8:00 A.M. to 4:30 P.M., Monday through Friday. They will welcome you if you decide to drop in, but you may want to call (784-1379) for an appointment so that a block of time can be specifically set aside for you.

Remember - get an early start in your career planning. The library at the OCC is open during all regular office hours and it is never too soon to start getting acquainted with the staff and resources of the Office of Career Counseling.

LEGAL STUDIES CLUB

The Bates "Legal Studies Club" is one of the few career-oriented clubs at Bates. As such, if you are at all interested in a career in the legal field, or think that you might be interested in one, join the Legal Studies Club. If you truly do want to become a lawyer, the club's activities can help guide you in the "right" direction, making sure that you take the "right" steps along the way, so that when it comes time to apply to law school, you do so with full understanding of how, when, where, and even why.

The Legal Studies Club sponsors representatives from law schools, lawyers, and successful applicants who discuss with the club's members various topics such as: How to Choose a Law School; How to Prepare for Law School; How to Determine Your Motives for Wanting to go to Law School; and What Law Schools Look for in an Applicant. The club also serves as a forum (as does the Medical Arts

Society) for discussing various individual concerns and sharing information about legal professions. Through the organization, students interested in later attending law school can gain new insights and be exposed to different perspectives on the career aspiration shared by all of the members of the club.

With a stated purpose to aid and guide students in preparation for law school is the Legal Studies Committee. Admissions to law schools are extremely selective; therefore, students who are preparing to apply find the assistance of the Legal Studies Committee a great asset. The members of the Committee can give you valuable information on how to be an effective candidate for the schools in which you have an interest. The Committee exists to advise and evaluate students at their request, to provide these evaluations to the law schools to which they apply, and to supply

the schools with current data concerning applicants.

The Committee members are an invaluable resource to anyone considering law school as his direction after Bates. They are willing to discuss your plans with you at any time. The members of the Committee for this year are:

Mr. Hodgkin
(Chairman) 783-2650
Mr. Carignan
(ex officio) 784-0173
Mr. Muller
784-8221
Mr. Simon
783-2650
Ms. Spence
(ex officio) 784-0173

Feel free to contact any of these people if you want to discuss a possible career in law; and, become an active member of the Legal Studies Club this year! Don't wait until your Senior year. Your participation in the club will prove to be quite satisfying as you learn more about your career choice.

MEDICAL ARTS SOCIETY

If, like so many Bates freshmen, you are interested in entering into a health related profession, one organization that you should certainly consider joining is the Medical Arts Society. The Medical Arts Society is an undergraduate organization committed to increasing campus awareness of the developments in - the field of medicine. Some of the events in which the organization takes part are: programs dealing with the Allied Health Professions; meetings on campus with representatives from major medical schools; work sessions; discussion meetings about the health fields, and; an annual information sharing evening where successful applicants to medical schools share their experiences with undergraduates. The organization is meant to provide a forum for discussing and learn-

ing about the health related fields, and through its development of a cooperative atmosphere, it has helped to keep the cut-throat competition among pre-med students at other schools to a minimum here at Bates.

Acting in cooperation with the Medical Arts Society is the Medical Studies Committee, established several years ago to advise and evaluate students interested in the health fields. The committee will, at your request, provide evaluations of you and your work to medical schools to which you will be applying. They also keep medical schools acquainted with comparative data here at Bates.

The committee members represent an important resource and hope that you will feel free to consult them on any matter related to their charge as members of the Committee. The members of the Committee for this year are:

Mr. Bromberger
307 Pettigrew 784-9108
Mr. Carignan (Chairman)
312 Lane Hall 784-0173
Mr. Ledlie
217 Dana 784-4141
Ms. Olney
22 Coram 783-8875
Mr. Seman
223 Carnegie 784-9159
Mr. Tracy
207 Hathorn 784-9103

of all of the applicants to medical schools from the Class of '78; however, using the statistics from the year 1976-1977, you can get an idea of the success of Bates applicants. That year was an unusually good year for Bates applicants to medical schools. There were 16 candidates and 12 of them were accepted, beginning in September 1977. This is particularly impressive when one considers that the national average was only 35% of all applicants being accepted.

Again, if you are interested in any health-related field not only medical school - become an active member of the Medical Arts Society. The union promises to be a profitable one.



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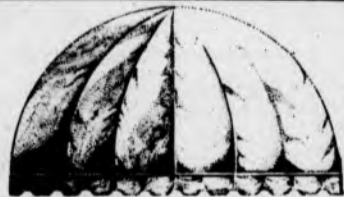
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CLASS PROFILE

Now that the members of the Class of '82 have gathered together on their college campus, the statistics relevant to their class have been compiled. The tables on this page reflect specific similarities and differences for each individual freshman with the rest of his or her class.

CLASS RANK

	'80	%	'81	%	'82	%
1st Decile (top 10%)	158	38.3	153	39.5	155	38.8
2nd Decile (top 20%)	77	18.7	95	24.5	90	22.5
2nd Quintile (top 40%)	55	13.3	58	15	73	18.3
3rd Quintile (top 60%)	23	5.6	23	5.9	29	7.3
4th Quintile (top 80%)	4	1	4	1	6	1.5
5th Quintile (top 100%)	0	0	0	0	0	0
No Rank	95	23	54	13.9	46	11.5

ADMISSION DATA

Class of 1982

APPLICATIONS

Received

	'80	'81	'82
Freshmen			
Men	1228	1316	1368
Women	939	1054	1138
Transfer			
Men	57	61	72
Women	51	56	69

Accepted

	'80	'81	'82	
	549	551	589	*(623)
	460	517	557	*(603)
	26	26	36	—
	26	30	45	—
	1061	1124	1127	*(1307)

Enrolled

	'80	'81	'82	
	206	208	225	*(242)
	178	179	174	*(186)
	16	13	19	—
	12	18	18	—
	412	418	436	*(465)

FOREIGN COUNTRIES

	'81	'82		'81	'82
Austria	1	0	Japan	0	1
Belgium	0	1	Kuwait	1	1
Brazil	1	1	Malaysia	1	1
Colombia	1	0	Lebanon	1	0
Denmark	1	0	Mexico	0	1
England	1	1	Netherlands	2	1
France	1	0	Nigeria	1	1
Ghana	0	1	Panama	0	1
Hong Kong	0	1	Spain	0	1
India	0	1	Sweden	1	1
Indonesia	0	1	Switzerland	0	2

The Class of 1982, the largest Bates class, was chosen from a record 2,647 applications. 17 foreign countries, 27 states, and the District of Columbia are represented in the class, with the "top five" states represented, again this year, being: Massachusetts, Connecticut, Maine, New York, and New Hampshire. Of these students (the entire class, not just those from these states), one-third attended private secondary schools while two-thirds went to public high schools.

In speaking about the Class of '82, Dean Carignan, Dean of the College, stated, "It is reassuring to note that in an era when we hear of national trends toward lower SAT scores, the Bates Class of 1982 did not participate in this trend." In fact, 61.5% of the class were in the top 20% of their secondary schools.

GEOGRAPHIC DISTRIBUTION

	'81	'82		'81	'82
Massachusetts	135	178	D.C.	2	1
Connecticut	59	75	Oregon	2	0
Maine	51	50	Florida	2	3
New Hampshire	28	28	Alabama	0	2
New York	24	40	New Mexico	0	2
New Jersey	18	25	W. Virginia	0	2
Illinois	7	5	Indiana	2	0
Maryland	7	7	Delaware	1	2
Pennsylvania	6	9	Alaska	1	0
Ohio	6	5	Colorado	1	1
Rhode Island	6	11	Michigan	1	1
Virginia	6	4	Kentucky	0	1
California	3	4	Louisiana	0	1
Minnesota	3	3	Oklahoma	0	1
Vermont	3	12	Texas	0	1

PUBLIC/PRIVATE SCHOOLS

	MALE	FEMALE	TOTAL
PUBLIC			
Applied	905	850	1775
Admitted	412	430	842
Enrolled	172	146	318
PRIVATE			
Applied	537	349	886
Admitted	213	172	385
Enrolled	72	51	123
NA	—	6	6

VERBAL

'80	%	'81	%	'82	%	
13	3.1	12	3.1	13	3.2	70 - 80
54	13.1	28	7.2	46	11.5	65 - 69
92	22.3	91	23.5	86	21.5	60 - 64
111	26.9	96	24.8	107	26.8	55 - 59
81	19.7	93	24.0	90	22.5	50 - 54
35	8.5	44	11.4	39	9.8	45 - 49
12	2.9	10	2.6	13	3.2	Below 45
14	3.4	13	3.3	5	1.2	No Scores

MATH

'80	%	'81	%	'82	%
47	11.4	31	8.0	39	9.8
76	18.4	68	17.6	55	13.8
89	21.6	102	26.3	93	23.3
91	22.1	89	23	106	26.5
54	13.1	52	13.4	63	15.8
22	5.3	24	6.2	30	7.5
19	4.6	8	2.1	8	2.0
14	3.4	13	3.3	5	1.2

INTERVIEWS

	MALE	FEMALE	TOTAL
ON CAMPUS			
Applied	633	569	1202
Admitted	297	304	601
Enrolled	132	124	256
ALUMNI INTERVIEWS			
Applied	22	37	59
Admitted	12	21	33
Enrolled	4	3	7
NO INTERVIEW			
Applied	785	599	1384
Admitted	316	277	393
Enrolled	108	66	174

FINANCIAL AID CANDIDATES

	'80	'81	'82
Applied for Financial Aid	770	850	945
Accepted for Admission	465	428	341
Offered Financial Aid	212	207	218
Enrolled with Aid	139	111	132
Enrolled without Aid	68	70	29

LEGACY CANDIDATES

	'80	'81	'82
Applied	62	60	69
Accepted	47	46	53
Enrolled	31	29	25

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HOUSE COUNCILS

Note: The following is an explanation of a new system of governing residential life. This will be its initial year in operation and it is hoped that freshmen will join in and take part in the governing of their residences.

This year students will assume governing control of the residences on campus through the House Councils. Organized by the residents of each respective house and hall of dorms, each council will provide the focal point of discussion of the issues that affect interaction within the dorm. Effective officers of the councils can determine unlimited communication among the members of a specific house or dorm, and between these house members and the various offices and departments of the College. Combined with the resources of the Resident Coordinators, the House Councils will afford each student closer relationships with other students, faculty and the administration.

The foremost goal of the Council system will be for students to sit down at the beginning of the year and periodically throughout the year to talk about how they are going to live together within the residence. As a given number of students come to live together within a specific residence at the beginning of the year, there are numerous topics which should be discussed among house members to insure a cooperation that will enhance each individual's goals during that year. The House Councils will serve to oversee this forum of discussion during which students will incorporate their living experiences in past residences, along with the demands of the Bates curriculum, and the personal expectations of a living situation, to come to a working consensus

of a living environment.

The House Council system is more clearly understood by clarification of some terms:

1. House Forum (Forum, Floor Forum) - The House Forum is the body of students living within a particular house, or on a particular floor or grouping of floors within a dorm. For example, Small House has a House Forum of the 24 people who live there. The third floor of Page will have a House Forum (Floor Forum) of the 39 people who live there. The first and second floors of the "Bill" will have a single House Forum (Floor Forum) of the 40 people between the two floors.

In each house there will be one House Forum. Davis-Leadbetter, however, will combine to have a single House Forum. Rand and Hedge will each have one Forum. Parker will have two Forums, one between the first and second floors, and one between the third and fourth floors. Roger Williams will have two Forums, one between floors one and two, and another between floors three and four. The newly renovated John Bertram will have two Forums, one between the ground and first floors, and the other between the second and third floors. Adams and Page Halls will each have three Forums. Each of these two dorms will, similarly, have a Forum composed of the first and second floors, a Forum on the third floor, and a Forum on the fourth floor. Smith Hall will have a Forum in each section.

2. House Council (Floor Council, Council) - A House Council will be elected from each Forum. Each Forum will decide upon the structure of the Council, and upon the number of students who will serve upon it. The range of Council sizes will vary from around three to nine

members. Stillman House will probably have a different sized Council than a section of Smith Hall.

Forums can adopt any structure for their Councils. One example of a structure is to have a president, a secretary-treasurer, a social director, the Representative Assembly representative, and one or two or three at-large members who may have titles, i.e. intramural director, or who could remain titleless. A president would be responsible for calling and presiding over the meetings of the Council and Forum. The secretary-treasurer would handle communications and any monetary matters that may arise. The social director would take some social responsibility in the group activities that the Forum plans. None of the positions are proposed to be time-consuming endeavors, but to be sensitive to house or floor issues and plans, and to see that consistent communication exists throughout the year through meetings of the Forum.

Some dorms, particularly the smaller houses, may desire to structure less formal Councils. Titles could be altered, for example, changing president to chairperson. Titles could be assigned which designate specific functions within a particular residence, i.e. the phone coordinator. The important responsibility for the Forum is to mold a Council that serves its specific needs. On any Council, however, it is recommended that the Representative Assembly representative be an integral part.

The selection of the Council members will be through an election process drawn up by the members of each Forum, aided by the Resident Coordinator. As many students can foresee heavy semesters as opposed to not so

heavy semesters, it is suggested that each Council discuss whether or not the Council positions will be yearly and/or semester positions so that all students can participate according to their schedules.

Once a Council is formed, cooperation with many offices and departments will begin. In this transition year, plans are being made for communication with intramural officers, increased association between faculty and residences, new intra-house projects, and committees for assisting the administration in assessing student needs. These are but a few ideas which will become more numerous as the college realizes the Councils' potentials.

All Councils will have direct access to the Dean of the College's office, in particular the area Dean. The Dean's office is prepared to discuss particular issues of each house and dorm. It also is prepared to assist in resolving the difficult differences that can arise at any time in any living situation. All students are encouraged to bring any of their questions on the advent and the term of the Council system to one of the Deans.

The Resident Coordinators have been assigned the responsibility of getting the House Councils off the ground. For this purpose, they desire to meet with their assigned dorms during the first few days of the first week of the semester. Students will be notified of the meeting times. The R.C.'s, through their orientation, have developed agendas for the first dorm meetings which will highlight the needs of specific dorms, begin discussion of the important issues of each dorm, and start to organize a viable House Council. This organizational meeting will include proposals for Council

selection and suggestions for activities that increase the familiarization of house or floor members. After the implementation of the Councils, the R.C.'s will serve the Councils in whatever capacity that is helpful.

It is important that the Councils are not viewed more as a political process than as an informal process of positive student interaction and communication. The Forums are charged with planning activities which increase familiarity among dorm members which heightens cooperation throughout the year. Periodic meetings planned by the Council and Forum will provide open channels through which ideas, views, complaints, and suggestions can be discussed and acted upon. The salient issues of living together which must be discussed can be more easily solved. These issues include noise, special study circumstances (i.e. mid-term, finals, and thesis seasons), and the use of facilities, lounges, kitchens, etc. which are popular and frequently used. Familiarity and sensitivity within the residences will better the goals of the individual through the year, while easing the differences which can normally arise over the above issues.

As the Bates community reunites for the new year, some new and different levels of communication are anticipated. The new system will, at least, be a basis for cooperation and sensitivity in the residences. More productively, there will be new levels of Bates' interaction and support systems. Overall, the goals will simply remain to provide effective channels of communication, making the experience of living and learning at Bates more satisfying for each student.

A WORD
to incoming freshmen

YOU ARE STARTING A NEW CHAPTER IN YOUR INTELLECTUAL AND EXPERIENTIAL DEVELOPMENT. AND IF YOU'RE THE TYPE OF PERSON I **THINK** YOU ARE, YOU'VE BEEN ASKING YOURSELF SOME PRETTY GOSH-DARN **TOUGH QUESTIONS!**



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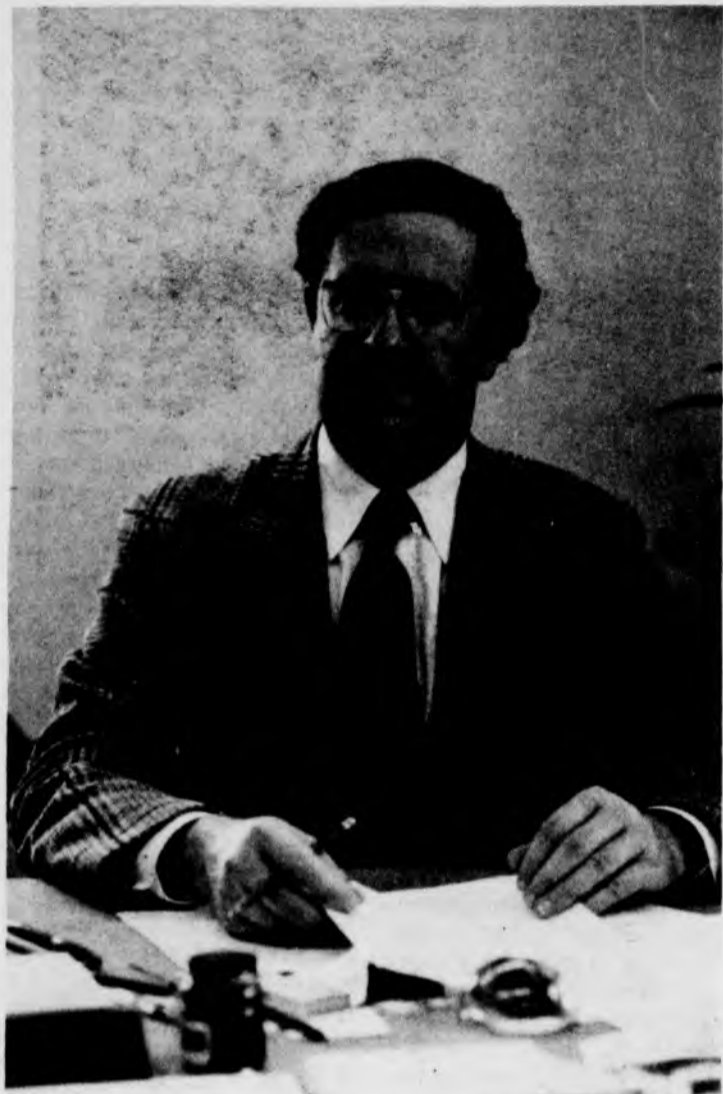
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MEET

TH



CARL STRAUB

Dean of the Faculty

Q. What do you feel are the major responsibilities of your particular position and when do you feel that a student should come to your office?

A. I'm beginning my fourth year as Dean of the Faculty after having served as a full-time teacher at Bates in the Department of Philosophy and Religion and on the staff of the program in Cultural Studies. The responsibilities of the Dean of the Faculty are, basically, two. I am responsible to the President for the development of the personnel of the faculty. That means that I oversee the department's appointments and reappointments and promotion and tenure. Much of my time is spent working with departments and individual faculty members in personnel matters. We have at Bates a very sizeable turnover of faculty members because of our program of sabbatical leaves and leaves of absence, and recently it's because of the Mellon Fellowship Program. We also continue to add, at a more modest rate, net additions or new additions to the faculty. So, one of my two major responsibilities is to oversee the development of faculty personnel. The second responsibility is to oversee the development of educational policy. As students and faculty who have been here in the past know, last year the committee on educational policy, which I chair, began a serious and extensive review of our present distribution

requirements, which are requirements for the baccalaureate degree. I anticipate that this year the faculty will have a chance to consider whether or not it wants to change any of those. I am responsible for sharing this review and for getting ready for faculty consideration recommendations on such matters as degree requirements. My primary task, then, is two-fold, mainly to oversee the development of personnel of the faculty and to oversee the development of basic educational policy issues which guide the curricula of the various departments.

I think a student should feel free to come to see me whenever a student, in his or her own mind, feels that there is something deserving of my attention. Traditionally, students come to see me either to highly praise or to offer constructive criticisms of members of the faculty. I think students should understand that their relationships with their teachers in individual courses are the primary relationships in their career here, but if there are matters in which they do not receive satisfaction by talking to their individual instructors or the department chairman, then they should feel free to come and talk with me. I try very hard to keep my doors open as much as possible and I welcome students to talk to me about any matters

of concern which they might have.

Q. What do you think is the best advice that you can offer a freshman entering Bates College?

A. I think there are a couple of words of advice which I would give. One, I think students should consider it a privilege to study at Bates and, consequently, they should take full advantage of the teachers who are here. My teachers in graduate school always said that the only reason to go to college rather than reading on one's own, either in one's own home or in the local library, is because there are good or great teachers at a college. It seems to me one comes to college because of who is teaching there; that's the primary reason. Therefore, I think students should take full advantage of the faculty here. I also think that students should recognize that the faculty, both individually and collectively, might have somewhat different notions of what it means to become an educated person than any individual student has on the eve of his or her college career. It is important to remember that the most important value in college is the value of taking seriously the radical openness to what the faculty has to teach. I also think that it's becoming more and more clear that students tend to underestimate the high expectations the faculty has regarding their capacities to write and to speak well, as well as regarding their capacities to think independently in face of the great texts or the enduring problems which they face. Therefore, I think that students should enjoy a combination of being open to others - their fellow students and faculty members - as well as to pursue their own individual interests as those interests are disciplined by good hard college work.

Q. The Bates administration is extremely young compared to other colleges. How do you feel that this affects the atmosphere at Bates?

A. I would only say that it might - I emphasize might - it might effect things by creating less of a defensive attitude within the administration than is the case elsewhere. I think that once someone remains in office beyond the number of years in which he or she can make creative improvements in a situation, then that person begins to defend what he or she might have helped to accomplish rather than being genuinely open to others.

Q. What do you think that the emphasis of a Bates education should be?

A. I think the emphasis at Bates should be on tough, serious study of both one's chosen major field and of a certain range of issues which I, personally, believe are important to being a civilized person. I recognize and accept the fact that, being a residential college, students will learn a great deal from being within the fabric of human

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Q. In order to make this introduction more personal, would you briefly describe your activities in college and present interests and activities, including any things about yourself that you would like to share with the freshmen?

A. I suppose I'm what you would call an "interdisciplinary person," at least my training has been interdisciplinary. Here at Bates, I was an English major who spent a great deal of time in the theater and when I left Bates, I planned to become a professional actor. At the last moment, Professor Brown talked me into trying a theological

seminary, so I was there at Harvard Divinity School for two years with a year off in the middle to work in East Harlem and to teach school in the South Bronx. I decided the ministry was not for me and went on to Tufts to get a Ph.D. in English and American Studies. After that, I taught school as an English Department Chairman at Hebron Academy until I came here. My interests outside of academic matters run to the sorts of things where I can use my physicality and see results immediately: country dancing, country music, repairing of old houses, and distance running.

WILLIAM HISS

Dean of Admissions



Q. What do you feel are the major responsibilities of your particular position and when do you feel that a student should come to your office?

A. The major responsibility that I have is to make sure that each entering freshman class is the very finest group of people that we can get, that is to say, that they should, hopefully, almost without exception, be intellectually capable people who can make serious use of a Bates education, and hopefully they would have the sort of effervescent combination of outside interests that would allow the Bates community to

become, as I think it has been in its past, an exciting place to live. I would like to find, personally, in the applicant pool some very lively individual types, that is to say to make sure in each freshman class there are not only scholars and athletes but a whole variety of creative and artistic sensibilities and people whose personalities will interact with each other in a dynamic and, if necessary, with a little friction. I think the college can use that sort of breadth of human types. It ought to include, hopefully, in the Renaissance sense, the human comedy. In terms of when

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THE DEANS

JAMES CARIGNAN

Dean of the College

Q. In order to make this introduction more personal, would you briefly describe your activities in college and present interests and activities, including any things about yourself that you would like to share with the freshmen?

A. As a student at Bates, I was a proctor for two years. I was in the History Club for four years. I was president of the senior class and secretary of my class. I was on the board of directors of the Outing Club Council. That took up most of my time. My interests, currently, have to do with gardening in the summertime and cooking in the wintertime.

Q. What do you feel are the major responsibilities of your particular position and when do you feel that a student should come to your office?

A. I'll answer that in general terms, because to try to flush it out specifically would take more than one newspaper. In general terms, I think that the basic responsibility I have is to be as sure as I can that Bates students are getting the best kind of education that they can be given and that they are capable of achieving themselves, and in that effort to provide all the kinds of support and help that we can to allow the students to get the best kind of education that

they are capable of. I think that students should come to my office to see any of the four Deans before problems develop and whenever they have some questions about any aspect of their life on campus.

Q. What do you think is the best advice that you can offer to a freshman entering Bates College?

A. I guess the best advice that I could offer to a freshman is a two-fold kind of advice. They're going to be challenged like they have never been challenged before academically. They don't believe that and the best advice I can give them is to get going early, not wait until the first round of exams, and to get themselves organized early. Secondly, they should throw themselves into as much as they can as early as they can so as to provide the diversity in their lives that is possible here, but doesn't happen if you don't get going.

Q. The Bates administration is extremely young compared to other colleges. How do you feel that this affects the atmosphere at Bates?

A. I was thinking about this last night, and it occurs to me that one of the things one gains from that is a kind of sense of discovery and newness and learning as we go along that

maybe makes us more open - I hope it does - in that I don't even know I'm on the high side of that average age. I guess I don't really ever come into a situation, yet at least, where I think I have the pre-packaged answer from experience. In that sense, I think that we are, perhaps, more open in learning about how to be a more effective individual in a community along with other people, who are students and faculty.

Q. What do you think that the emphasis of a Bates education should be?

A. I think that the emphasis of a Bates education should be, and is, in fact, multi-faceted. I think a student should attempt to achieve some understanding of one area in one discipline that perhaps helps, once that understanding and perspective have been achieved, that individual to make some kind of coherent sense out of what the other side of the education is, that is the diversity and sort of basic knowledge, general education, side. I think both of those have to be understood and be a part of anybody's educational effort. I think it has to be an experience both inside the classroom and outside the classroom. I think that altogether too often we think of education as occurring in



classrooms and laboratories when, in fact, I think that an intellectual discussion, as opposed to an academic discussion, outside the classroom can be as important if not, in some cases, more important than taking good notes on a lecture. I suppose that in my own mind that one of the key words that has always

characterized the liberal education in my mind is the word balance, and I think that there are, and should be, tensions, sometimes apparently contradictory tensions such as the apparent contradiction between the general education diversity and the concentration in the

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Dean Hiss

(Continued from Page 6)

a student ought to come to my office. I would like to see a student who had clear feelings about how their college experiences were tallying up against the impressions of the college received as an applicant, either pro or con.

Q. What do you think is the best advice that you can offer to a freshman entering Bates College?

A. Work like blazes your first semester and make sure that you don't get academically buried. Then, perhaps, stretch out a goodly number of extra-curricular fingers; but make sure you know how to organize your

time effectively and get all your work done the first semester.

Q. The Bates administration is extremely young compared to other colleges. How do you feel that this affects the atmosphere at Bates?

A. I would like to think that it means we are flexible, not overly bound by tradition, willing to listen to the ideas of the students and to make our own offices change in response to students' ideas. For example, I had in here this morning a young graduate from Bangladesh who suggested that we put out a brochure to prospective students who would be applying from foreign

countries - a sort of parallel to the "Black at Bates" brochure - which would explain what life at Bates is like for a foreign student and would detail the application process for a foreign student. I think that's an excellent idea and I was delighted that this young person took the time to come in to tell me about it.

Q. What do you think that the emphasis of a Bates education should be?

A. I think that the college has always offered two fundamental experiences which it should not lose sight of. One is an academically rigorous experience where a student is exposed to a variety of disciplines and learns how to excel in at least some of them. In that sense, I think that the college should not give up its liberal arts heritage. I think the college also has a tradition which goes back to its founding of egalitarianism and I think that we ought not to lose that either. The philosophy that says that every activity at this college is open to everyone who wants to try it, I think, is an extremely sound one and, in part, influences the kinds of people who decide to come here. I think that heritage has been very, very good for us indeed.

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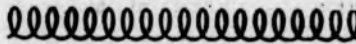
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MEET



MARY SPENCE

Associate Dean of the College

Q. In order to make this introduction more personal, would you briefly describe your activities in college and present interests and activities, including any things about yourself that you would like to share with the freshmen?

A. Well, first of all, I went to a large midwestern university, so it wasn't quite like being in a small school. I was pretty actively involved in my dormitory student government, but my dormitory was about the size of Bates College. We had 1,500 students in my dormitory. I also participated in something that Indiana University called 'leadership training programs' which involved a group of students who were recommended by our head counsellors who were faculty, to learn some of the leadership skills and to fill key positions in the university and dormitory government. I also participated somewhat in sports, although not really as actively as I see women participate here, which I think is really nice, simply because the opportunities did not exist. The final thing I really enjoyed in school was music. I started out as a music major, believe it or not, and ended up in education. So I was pretty actively involved in our music department in terms of productions and things like that. Presently, there are a lot of

things I'm interested in. I'm really interested very much in politics. I'm not sure just at what level, but I sort of actively follow at least the local and national politics around here. I think next, although I wouldn't say secondarily, I'm really interested in women's issues, especially women in the job market and women who move into "non-traditional type careers." Those, I think, are my primary interests, and although there are a lot of other things - like I collect miniature bottles, that is - and I'm a really "outdoorsy" person. I like to fish, (I caught eight fish the other day), and I like being outdoors and things like that, but some things I don't have time for, so in terms of my time, I think I'm more actively involved in politics or following the political scene, and I'm pretty actively involved in women's issues. I've just been appointed by the governor to the Maine Commission On Women, which I'm very pleased about. It is a two-year time commitment and I'm excited about that because there are many issues in Maine relating to civil liberties issues and women's issues and so forth, so it should provide some occasion for me to really get my hands into things I'm really interested in.

Q. What do you feel are the

major responsibilities of your particular position, and when do you feel that a student should come to your office?

A. I think a student can come here any time. I don't think a student has to have a reason to come to the Dean's office. The Dean's office is for our students. I think my major responsibility is to see about the student. I don't mean in local parental ways, but to be a resource person for the student. I have years of experience in working with students in various settings, in terms of academic issues, residential issues - I was a resident counsellor myself for two years; I lived in a large dorm; I worked at several large schools and a small school - I have done a lot of travelling and things like that and I think my major role in terms of college is to be a resource person for the students. I would like to, just as an aside, encourage all students to come to the Dean's office to say hello and to chat and to talk because we learn from one another and you never can find out about the other person if you don't come in. I think part of what I would like to do this year is get myself out some more into the dormitories, not just those in my geographical region, but other dormitories, to meet more students, and invite them in to meet me here. I hopefully will have a few things in my house this year so that people get to see something other than the administrative side.

Q. The Bates administration is extremely young compared to other colleges. How do you feel that this effects the atmosphere at Bates?

A. I think it brings a different perspective to the college, as compared to colleges where I've been where most of the administrators have been older. Having a staff who are young people brings a young perspective to administrating the school. I think that here we do not have the generation gap. Even though, obviously, there are differences in our ages, we don't have the generation gap that is sometimes manifested when there are great disparities in ages of the people who deal with student affairs and the students. A lot of us in the Dean's office are still students. I'm a continuing student - a Doctoral student. James Reese is a recent graduate and Brian is not too long out of graduate school. I think we can bring a perspective that understands the times, to the college. I think, also, because it's a young staff, we can help the student develop a tremendous network of resource people outside of the school because we're still closely connected to our schools. If a student, not from the New England area, is interested in going to Boston and talking about graduate schools, or just learning some more about Boston, I can name ten or fifteen people they can go down there and talk to who are there now, who are involved not only in

(Continued on Page 9)

JAMES REESE

Assistant Dean of the College

Q. In order to make this introduction more personal, would you briefly describe your activities in college and present interests and activities, including any things about yourself that you would like to share with the freshmen?

A. In college, I was involved in basketball. I was also involved in clubs such as Political Forum and the Black Student Union. I worked in the Concierge; I don't know if that's important, though. I would just say that I was in a number of campus clubs. I was in a lot, but to go down and list them wouldn't be too interesting. I was in a number of campus activities; for example, one year I was an Assistant in the Dean's Office. I guess my present interests are pretty varied. I'm interested in History as a subject. I'm interested in the theater, and also politics. I enjoy talking with people and exchanging ideas on how to make the college experience valuable to each person.

Q. What do you feel are the major responsibilities of your particular position and when do you feel that a student should come to your office?

A. Of course, they should come if they have any concerns about their rooming situation. They could come to me for any

help with personal or academic advising. It is very important that they should feel free to drop by to get their questions answered about school policies or what the administration is doing, or anything that they don't understand. They could come see me about any special programs such as J.Y.A. or Washington Semester or Venture that they want to get more information about. The door's always open for that. You shouldn't rule out, either, that people should drop by just to talk so that I can get to know them and they can get to know me.

Q. What do you think is the best advice that you can offer to a freshman entering Bates College?

A. I would just consider as general advice that everyone has thought about all the goals and experiences that they would like to have in the college situation, and I would just say that they should start from the beginning to do everything they can to get as much information on all the things that they are interested in that the college has to offer.

Q. The Bates administration is extremely young compared to other colleges. How do you feel that this effects the atmosphere at Bates?

(Continued on Page 9)



THE DEANS



BRIAN FITZGERALD

Assistant Dean of the College

Q. In order to make this introduction more personal, would you briefly describe your activities in college and present interests and activities, including any things about yourself that you would like to share with the freshmen?

A. As an undergraduate I was pretty heavily involved in student government including all the things from planning concerts, entertainment committees, cultural affairs committees, to vice-president of student government, student member of the Board of Trustees, senior year. In graduate school I was on the Master's Program Advisory Council and did some consulting, as well. I played some football in college, but mostly played varsity tennis for three years. Presently, I guess I'm still playing tennis, doing a lot of skiing, photography, and have a lot of interest in reading. My interests now really revolve around ethnic studies, immigration, urban studies, and those kinds of things. I spent five weeks in Ireland doing some research on 18th and 19th century British Colonial policy as providing the structures for immigration throughout that period or immigration from Ireland to all parts of the world. It may, at some point, constitute a doctoral program.

Q. What do you think is the best advice that you can offer to a freshman entering Bates College?

A. Use it - use the experience, use the people, as best he or she can. We are here to be used; we all have a lot of knowledge. I think one of the difficult things for freshmen to do is determine what they really want from this experience. They come in and they are influenced by so many new things - confronted on every side by new everything, new

friends, new environment, new demands. I think the most difficult thing for a freshman to do is sort all those things out and determine what portion of his or her life at the college is going to be set aside for each. It's important not to throw yourself totally into academics. Likewise, you need to spend a lot of time; you can't ignore it. We're a residential college and we're about a lot of different things. We're about serious academic work but yet we're also about social and personal growth in terms of relating to other individuals at the college. We put an awful lot of time, energy and money into providing an atmosphere which is conducive to personal and social growth. I think it's important to create some kind of balance in the first year that you can live with; you can do well academically but still feel satisfied that you are doing the things that you want to do.

Q. The Bates administration is extremely young compared to other colleges. How do you feel that this affects the atmosphere at Bates?

A. I would hope that what that would signal is that we are enthusiastic, responsive, willing to do things that other administrations might not. In many senses we are unencumbered by a tradition which we have developed or which the office has developed in the institution. We're really unbound by that which means that we have a lot of flexibility to do things that might not otherwise get done. I think that presents many many different possibilities and I think having very young people has many advantages. For instance James and I are unencumbered by family and that kind of thing which means, quite frankly, that we probably spend more time on

our work and on students and people at the college and activities than others could afford to do. So I think that there are some real benefits to that.

Q. What do you think that the emphasis of a Bates education should be?

A. I think that's a difficult question to deal with without sounding trite and lading the definition of what it should be with cliches. But, basically, I think we will be moving toward the answer to that question this year in the consideration of general education. That really is at the center of the issue. It's really the heart of the issue. I think that Bates has demonstrated that they could train students very well in disciplines. I don't think that's questioned. I've had a few students come back this summer who graduated last year, say in the sciences, and they're taking a couple of courses which are required to get into graduate programs. They take courses at universities and say, "My God, they're terrible. The faculty just doesn't know what they're doing." I think what they are saying is that the rigor just isn't there. I think we do a tremendous job of training our students that way. I think that what's being questioned is the breadth we are giving our students. Actually that's happening throughout higher education. But I think what Bates is and should be all about is again tied up in that whole issue of a residential college. I think it demands a breadth of experience, personal and social growth as well as a very diverse liberal arts education. I hope that's why people choose a college like Bates, because they're committed to that kind of learning. I think we all are here, otherwise we wouldn't be here.

Dean Reese

(Continued from Page 8)

A. Do you want my honest opinion? I don't think the fact that we're young makes any difference between the relationships of students and administrators from other schools. Here at Bates, if it has any effect, I think it helps because the administration is not as far away from the college years as maybe some others are. It may make communication a little easier between administration and students.

Q. What do you think that the emphasis of a Bates education should be?

A. I guess I have pretty general opinions on this one. I don't really have any strong opinions about general education or the emphasis of Bates' or any other schools' educations at all. I think that it's important that the student achieves competency in some field, and that he is able to relate his particular field with all of the other fields. He should be able to apply the knowledge that

he has gained in his field with all the many things that go on in our world today. He should be able to relate his own knowledge with the happenings in the world.

The youngest member of the Office of the Dean of the college, and a native of Selma, Alabama and later Cherry Hill, New Jersey, James L. Reese came to Bates College in 1977 after his graduation from Middlebury College where he received his B.A. degree in American Studies. At Middlebury, Dean Reese was the captain of the basketball squad and, at Bates, continues his playing as a key member of the faculty intramural team.

Since coming to Bates, the Dean has become popular among the students and well known for his extensive efforts to make each student's rooming situation a pleasant one. He enjoys his position as Assistant Dean and looks forward to another successful year at Bates.

Dean Straub

(Continued from Page 6)

relationships. I recognize that they will, and indeed should, learn a great deal from their participation in extra-curricular activities, recreational or athletic games, but it does seem to me that the old Socratic admonition is still the most simple way to crystalize what's important in going to college, namely that

"the unexamined life is not worth living." Therefore it seems to me that coming into awareness of one's self in its mystery and its participation with others, and so in coming into an awareness of the world in which one lives, remains the fundamental responsibility of each individual student. Everything else is secondary to that.

Dean Spence

(Continued from Page 8)

education, but in business, in science, etc., and I think that that's very good.

Q. What do you think that the emphasis of a Bates education should be?

A. My answer is that the Bates education should be a liberating experience. I give that

answer because I think the education here will be a different thing to every student. Some folks will get some things and other folks will get other things out of their experience here, so I cannot sort of define it but it can be many different things to many different people.

Dean Carignan

(Continued from Page 7)

major, tension between inside the classroom and outside the classroom, the tension between individual and community growth, all of those tensions are, I think, essential to not only education, but they tend to be experienced, by everyone af-

terwards too. And I think that the way that the liberally educated individual tries to live with those tensions effectively is somehow or other caught up in the word balance, and the concept of balance. I think that's the key word.

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NEW FRESHMAN RULES

Duration
7:40 Sept. 25th to 7:40 Oct. ()th.

MEN

Dress

Frosh will wear the traditional beanies and name tags. (Beanies may be purchased at the book store for 87 cents).

Rules

1. High school and prep school insignia must not be worn conspicuously. (Letter sweaters or the like may be worn inside out.)
2. Freshmen are required to attend the pre-football game song functions. Notices regarding this function will be posted and must be followed.
3. Freshmen shall greet all fellow students with a friendly "hello."
4. No frosh shall be permitted to say more than two words to any coed between the hours of 6 P.M. and 7:40 A.M., Monday through Friday.
5. Frosh will be required to set up and take down chairs at all rallies and college functions. Each frosh will be informed as to when and where he must report to perform this duty. "This rule will be extended through Nov. 8th.)
6. Freshmen shall wear at all times (meals, classes, downtown, etc.) and in a conspicuous place, a 3x5 name card on which will be printed (ink) in one inch letters the frosh's name and home town.
7. The frosh will be required to report for work projects whenever they are assigned such duty. Each frosh will be informed as to when he is to report for any such work detail.

The Dastardly Dozen

The "Dastardly Dozen," a body of prominent campus men, will be responsible for the enforcement of the Frosh and the Haze Day rules. This committee will punish any and all violators of these rules as said violators are reported to the "Dastardly Dozen" through the Student Council.

These Rules were new, not in 1978, but in the early 1950's.

WOMEN

1. Before Debibbing Night, Freshman women may entertain weekdays in accordance with house calling hours, until 5:30 P.M., Saturday nights until 12:00, and Sunday night until 9:30 P.M.
2. Freshman women must be in their rooms with lights off at 10:00 P.M., except Saturday, until Debibbing Night.
3. Permission for one light cut a week not later than 11:00 P.M., or for two not later than 10:30 P.M., may be secured from the Sophomore appointed by the House President for such duties.
4. Before Debibbing Night, Freshmen are allowed 9:30 P.M. permission daily (Saturday, 12:00 P.M.).
5. Freshman women are expected to show respect to the upperclass women in the following ways:
 - (a) By opening doors and permitting upperclass women to precede them on all occasions.
 - (b) By standing when an upperclass woman enters the room.
 - (c) By pouring milk and water in the dining hall.
6. Freshmen are required to wear their identification bibs and green hair ribbons until Debibbing Night, except during church attendance and when out of town.
7. Freshman women are not permitted to coeducate after 6:00 P.M. on weekdays until Debibbing Night. This is interpreted to mean that appointments of all kinds with Bates or town men, including riding, walking, or talking on the campus or in the Twin Cities, entertaining in the dormitories, telephoning, and corresponding by mail, are prohibited. Permission to coeducate with out-of-town guests may be secured from the proctors.
8. Coeducation rules do not apply on week-ends from Saturday morning until 9:30 P.M. Sunday, at rallies, and on the night before a holiday.



A young man during "Hazing" from the BatesianaCollection



The Serap from the BatesianaCollection



Traditional Haze Day from the BatesianaCollection



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Lewiston: Its Glorious Past



SS. Peter and Paul Cathedral

Lewiston and Auburn, lying on either side of the Androscoggin River at Lewiston Falls, are twin cities forming the industrial and trading center of south central Maine, second largest metropolitan center in the state.

On the east side of the river, Lewiston, second largest city in the state, has been identified with the textile industry since 1819 and the majority of its population is of Canadian-French descent. On the west side, Auburn, county seat and fourth largest city has been a major shoe manufacturing center since 1835.

Best views of the spectacular 'Twenty-mile' Falls roaring over massive ledges are from the North Bridge (Main Street). Most of the time, the main water flow is diverted into the Lewiston canal to power the textile mills, the great nineteenth century brick structures that are the hallmarks of the city's industrial growth.

The Falls have figured largely in the history of Lewiston since earliest times. In the days when the Androscoggin River teemed with salmon and great forests lined the shores, Indians frequented the locality and called the Falls 'Amitigonpontook.' One legend is that when the Indian tribe at Canton Point above the Falls planned to destroy the

white settlement at Brunswick below the Falls, they were so certain of success that the entire tribe, infants and elderly as well as warriors, set out in their canoes. At dusk, guides went ahead to set signal fires for the night's encampment. Two white hunters captured the guides, learned of their errand and built the signal fires so near the Falls that the currents caught the light canoes and pulled them into the grinding maw of the rapids. Realizing their fate, the Indians went to their doom chanting their death song. Bodies were recovered as far downstream as Brunswick.

The original movers for the founding of Lewiston were Jonathan Bagly and Moses Little, Boston merchants and members of the Pejepscot Company, who obtained the grant for about five square miles on the north side of the river around the Falls. Terms of the grant were that fifty families in as many houses should settle upon the claim before 1774, "the houses to be 16' X 20' with a seven foot stud and the name of the town, Lewistown." In 1770 the first settler arrived and, in that same year, workmen began constructing a mill at the Falls.

Among influential leaders in early days was John Herrick who founded the first tavern, served

in the Massachusetts legislature and participated in drawing up the Maine Constitution in 1820. His son, Ebenezer, elected to Congress, became one of the state's great legislators. Daniel Reed was Lewiston's first school teacher and first postmaster, appointed by President Washington in 1795.

The Androscoggin Falls Dam Locks and Canal Company, acquired in 1857 by the Franklin Company, was the first to harness the mighty power of the river in 1836. The Canal Company built the massive granite locks at the Falls and a great canal 62 feet wide and three fourths of a mile long. Cotton was first manufactured in 1844 and, soon after, the industry grew to gigantic proportions. Although many of the mills have since closed or moved south, Bates bedspreads and disciplined fabrics, produced in Lewiston to this day, are still nationally known.

With burgeoning industry, other affairs prospered. Churches were built, a high school was opened in 1850, the Maine Seminary (later Bates College) was established in 1856; and the Daily Journal began publishing in 1861, the year the city was incorporated.

From Lewiston have come world famous artist Marsden Hartley and such less renowned painters as Scott Leighton, a painter of horses, whose works were used by Currier and Ives. A Lewiston native, Jacques d'Amboise, became a national figure in the world of dance and top performer in the New York ballet. Among distinguished journalists who staffed the afternoon *Daily Journal* were Holman Day (novelist and poet), Arthur Gray Staples (nation-wide lecturer), and Erwin D. Canham (former editor of the *Christian Science Monitor* and a Bates College graduate). Another Bates graduate, Edmund S. Muskie, now a U.S. Senator, leads the Maine political arena. Lewiston business residents, Freeman and Freelon Stanley, improved upon the first steam automobile put together by Clarence Rand in Lewiston at the turn of the century and invented the Stanley Steamer as well as developing the dry plate photographic process.

Points of interest in Lewiston include the Falls, the Mills, Lewiston Canal, Riverside Cemetery (beautifully located, including many Civil War graves), Davis Cemetery (oldest in the city), the Public Library,

(Continued Page 12)



The Lewiston Falls are relatively dry during the summer months, but majestically flow throughout most of the year, especially in late spring. The mills can be seen to the right of photo.

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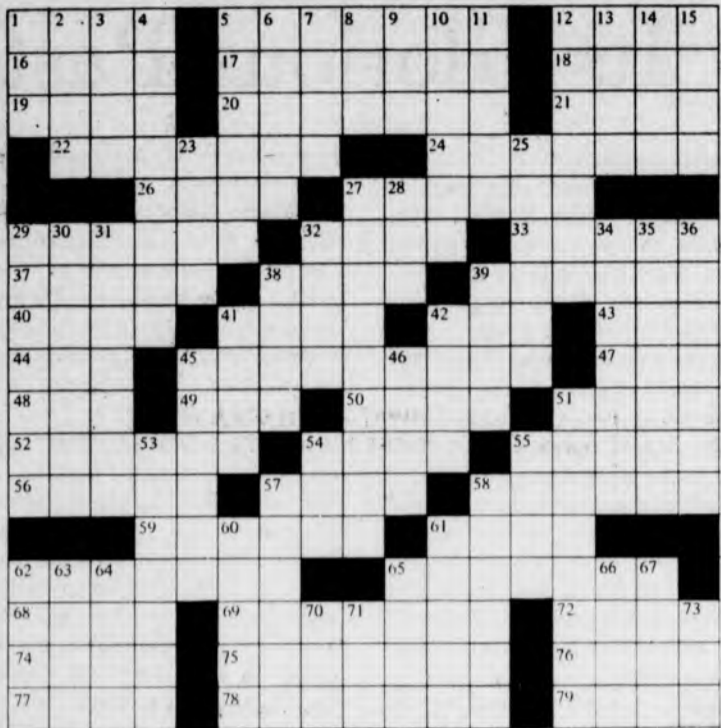
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- DOWN**
- 1 Intimidate
 - 2 Picnic drinks
 - 3 Irritated
 - 4 Article
 - 5 Little lump
 - 6 Sheeplike
 - 7 Soften
 - 8 Man's name
 - 9 "Confessions of --- Turner"
 - 10 Representatives
 - 11 Induced to proceed
 - 12 Formulas
 - 13 Of hearing; Suff.
 - 14 Poker stake
 - 15 Religious rite
 - 23 Pelt
 - 25 Tropical animals
 - 27 Fierce feline
 - 28 Hardwood tree
 - 29 Translated
 - 30 Very learned
 - 31 Candy favorite
 - 32 Marine fish
 - 34 Mexican menu items

- 35 Stir up
- 36 Ambassadors
- 38 Ceremony
- 39 Orchestra string
- 41 Was generous
- 42 Liberate
- 45 Darner
- 46 Spheres
- 51 Clichés
- 53 Saves
- 54 Worthless canine
- 55 Social division
- 57 Repair footwear
- 58 Thuribel
- 60 Business events
- 61 --- National Monument
- 62 Apparel item
- 63 Taj Mahal city
- 64 --- temperature
- 65 Vessel
- 66 Where Sligo is
- 67 Extreme anger
- 70 Number
- 71 Yellow bugle
- 73 Cut



HOMEWORK
The pleasant kind - by H.L. Risteen

- ACROSS**
- 1 Throw
 - 5 Not actual
 - 12 Wander
 - 16 Scent
 - 17 Surplus goods
 - 18 Heating vessel
 - 19 Existed
 - 20 Expanded
 - 21 Townsmen: Abbr.
 - 22 Lloyd Bridges' success
 - 24 Becomes aware of
 - 26 Roofing material
 - 27 Short sleep
 - 29 Determine
 - 32 News agency
 - 33 Flower part
 - 37 Obliterate
 - 38 Biblical heroine
 - 39 Countenance
 - 40 Make well
 - 41 Italian name
 - 42 Northern tree
 - 43 Fighter plane: Sl.
 - 44 Harem room
 - 45 City in Mexico
 - 47 --- standstill
 - 48 Faint
 - 49 Time of day: Poetic
 - 50 Soviet metropolis
 - 51 Talk harshly
 - 52 Forever: Poetic
 - 54 Geometric solid
 - 55 Where Mt. Ida is
 - 56 Crossed out
 - 57 Goes swiftly
 - 58 Brings to an end
 - 59 Wasteland
 - 61 Cooperative group
 - 62 Mechanical eyes
 - 65 More handsome
 - 68 Curved molding
 - 69 Healing liquids
 - 72 Make a call
 - 74 Syria: Bib.
 - 75 Cheer
 - 76 Therefore
 - 77 Makes leather
 - 78 Washington, D. C. bigwig
 - 79 Trickle

LEWISTON

(Continued from Page 11)

and, of course, Bates College. Most outstanding of the Lewiston sights is the SS. Peter and Paul Church on the corner of Ash and Bartlett Streets. Modified French Gothic in Maine granite, the massive 168-foot structure was 30 years in the building at a cost of nearly a million dollars. This second largest church in New England, with its many unique features, is well worth seeing.

MAJORS

(Continued from Page 2)

Although it can not aid each struggling freshman to decide, it does give an idea of how departmental majors were divided in last year's class. Once this is known, several factors may be considered through questions each student should ask of himself or herself, namely:

- 1.) Where does my interest lie?
- 2.) What do I hope to do in the future?
- 3.) Where do my abilities lie?
- 4.) How many professors/majors are there in the department?
- 5.) What kinds of courses are offered? (The general field may be of interest to me, but am I interested in the specific courses offered?)
- 6.) What are the department's facilities?
- 7.) Are there any specific programs in the department that might be of special interest to me?
- 8.) What do students majoring in the department think about its quality?
- 9.) Do I need a working relationship with the department's professors or can I work independently? (This one would be of concern in the case of few professors in the department and many majors.)
- 10.) What do I really want to gain from the major I choose?

After each of this year's freshmen answers these questions for himself or herself, then a major can be declared fairly easily and with a certain degree of confidence that the best choice has been made for each individual.

GOOD LUCK!

Reading and Study Skills Workshop

This year the Dean of the College's office will be offering a special, non-credit Reading and Study Skills Workshop for interested freshmen September 29 through October 1st. The workshop will emphasize basic study and organizational skills. Notetaking, comprehension improvement and speed reading techniques will be among the areas covered.

The workshop will be conducted by Dean Spence, who formerly directed the Reading and Study Skills Center at Boston University. Enrollment will be limited to twenty-five students. If you are interested in taking the course, please fill out the attached slip and return to Dean Spence's office by Friday, September 15th.

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