

2-2-1979

The Bates Student - volume 106 number 04 - February 2, 1979

Bates College

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Recommended Citation

Bates College, "The Bates Student - volume 106 number 04 - February 2, 1979" (1979). *The Bates Student*. 1791.
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THE BATES STUDENT

VOLUME 106, NUMBER 4

ESTABLISHED 1873

FEBRUARY 2, 1979

Reception
in honor of

VICE PREMIER TENG HSIAO-PING
of the People's Republic of China

Tuesday, January 30, 1979
8:00 p.m. - 10:00 p.m.

National Gallery of Art
East Building, Washington

The Trustees of the National Gallery of Art

The Asia Society

The Foreign Policy Association

The Committee on Scholarly Communication
with the People's Republic of China

The National Committee on
U.S.-China Relations

Professor Fetter's Invitation

Food Service Receives Highly Favorable Rating

Though many complain about the food served in Commons, it is apparently of top notch quality. *The Student* contacted Mrs. Dora Baker, a Registered Dietician and Instructor in Nutrition, to evaluate the food served at Bates. Having sampled several meals and observing a weekly menu, Mrs. Baker had some interesting thoughts about Bates food.

"The food at Bates has a lot going for it, make that everything going for it. I know if surveys could be done to compare the food with other institutions, one would find the cuisine at the school stands head and shoulders above most others." When Bates' comparatively low tuition is considered, the food quality is even more remarkable. Mrs. Baker went on "I am amazed that with the tuition of the school somewhat lower than average, and considering the high cost of food, they can offer such an abundance of varied and wholesome food items."

The abundance of low calorie foods in Commons is another strong point of the food service. This is particularly true of the vegetarian dishes which are regularly available for dieters and vegetarians.

"I found the food met every criteria for good meal planning: such as variety of choice, color, texture, flavor and method of preparation. I feel positive that any person who has an elementary knowledge of nutrition could select a pleasing, well balanced diet at any meal."

A well balanced diet must consist of items from the four food groups - Milk, Meat, Vegetables and Fruits and finally Breads and Cereals.

College students should drink three glasses of milk a day, or its equivalent in servings of cheese, ice cream or other dairy products. From the Meat Group, one can choose from meat, fish, poultry, eggs or cheese. If none of these suit your appetite, then dry beans, peas or nuts can be used as alternatives. Two servings should be chosen each day from the Meat Group. For a

healthy diet, you should eat four or more servings of fruits and vegetables (including dark green or yellow vegetables, citrus fruit, or tomatoes). Four servings of bread and cereal are also necessary for a properly balanced diet. Of course this is only the basic foundation for a good diet. Each person must take his own personal factors into account (such as growth, activity, and desirable weight) when choosing his daily foods.

Mrs. Baker said that several
(Continued on Page 11)

PROFESSOR FETTER ATTENDS RECEPTION WITH CHINESE VICE-PREMIER

by Tad Baker
Senior Reporter

Professor George Fetter has just returned to Bates after attending a reception in Washington for Teng Hsiao-Ping, the Vice Premier of the Peoples' Republic of China.

Fetter was contacted Tuesday morning by a staff member at the White House at which time the professor was invited to a reception being held for the visiting foreign dignitary that evening in Washington, D.C. Fetter was supposed to have been informed of the event earlier but, due to a bureaucratic mix up, he received little advanced warning of the invitation. Initially, he expressed surprise at the invitation, but quickly recovered and made airplane reservations. He arrived in Washington at 5 p.m. Tuesday, only hours before the reception which began at the National Gallery at 8 p.m.

The reception was divided into

two events. For the first half hour Dr. Fetter and approximately 30 other guests were allowed to talk to the Vice Premier through his two interpreters. Fetter had the chance to ask Teng Hsiao-Ping about his opinions on China. He replied that as long as Taiwan is returned to the mainland, he foresaw no problems. He promised that considerable autonomy would be given to the island but warned that the present situation could not continue indefinitely.

A more general reception ensued at which approximately 1000 people were present. President Carter was on hand part of the time as well as Kissinger. The Vice Premier seemed to confine his remarks to the issues of the U.S., Vietnam, and Russia. When asked about Vietnam, he replied very directly: "Well we can't let them run wild, can we?"

Professor Fetter feels that the

Vice Premier was openly hostile towards the Soviet Union. The high official pointed out that the new rapprochement must be global and deep if it is to have effect. He felt that world peace was the responsibility of both the U.S. and China. He also claimed that people who talk most about peace are most apt to see the need for military conquest. Dr. Fetter considered this remark "a direct slap at Russia." Further, Teng blamed the Soviet Union for "goading" Vietnam into invading Cambodia.

Dr. Fetter had strong words of praise for Teng. He pointed out that, despite the fact that he is Vice Premier, most experts consider him to be the most powerful man in China. Fetter claims, speaking of the 74 year old diplomat, "I have never seen a man dominate a group like he did," despite being the smallest man at the reception (he stands 5'2"). He seems quiet and kind,
(Continued on Page 12)

Educational Policy Committee Issues Final Recommendations Major Changes In Requirements Included

by Jon Marcus
Senior Reporter

Endorsed by a 7-2 vote last week, the Review of General Education at Bates College was released to students and faculty on Wednesday. The report, compiled by the faculty Committee on Educational Policy, has been under discussion since an interim report was published last April. Since that report, the EPC continued to study policies governing curricular requirements beyond the major and to consider changes in distribution requirements.

The report recommends a new structure for requirements in the sciences and social sciences, addition of a math requirement and two unique new requirements. One of these would require a writing proficiency examination be given or that writing seminars, courses or tutorials be required. The other would require clusters of courses of historical periods which would include courses as varied as art, English, language, music, theater and history under different categories. Finally, the physical education requirement will remain, although its status as a course will be dropped; also, more substitution will be allowed in the gym requirement.

In compiling its recommendations, the EPC studied departments' statements of purpose, surveys from recent graduates of the College,

summaries of undergraduates' curricular programs and faculty responses to inquiry on students writing skills as well as similar curriculum requirements at Amherst, Bryn Mawr, Colby, Colgate, Harvard, Middlebury, NYU, Stanford, Trinity, Wesleyan, Williams and Yale along with eight other schools. The purpose of the report is "to focus discussion on educational policies and consequent curricular patterns which the Committee plans to recommend... by late February" after input has been attained from the release of the report.

The context for the Committee's recommendations is based on the fact that "a Bates education provides the student with opportunities to join in the academic disciplines which seek knowledge and understanding and hence illumine experience and enlighten judgment." In other words, despite a student's interest in one or two particular areas, he is subjected to other disciplines which should broaden his horizons of knowledge. It is on this rationale that the Committee bases its support of the requirement system itself. Guidelines to help back up these recommendations include the idea that "the curricular experience of the individual student should reflect the basic purposes of liberal learning for which the College exists;" that some majors require general

knowledge in other areas; that students should share "intellectual experiences" with one another when one discipline requires information in another; that a structure should exist that would be strong enough to guide the student into formulating a coherent program; that responsibilities of each student

be equal over interdisciplinary lines; that there should be no core curriculum but that all faculty members should share responsibility for curricular patterns; and that any new requirements should be in effect for students entering in 1980.

The six major recommendations
(Continued on Page 12)

Straub Comments On E.P.C. Report

"The Faculty Committee on Educational Policy is pleased to share with interested students the report on its review of general education in the College. This report, endorsed by a 7-2 vote of the Committee, concludes a lengthy study of the Faculty's present distribution requirements. "General education" refers to the patterns of courses expected of all candidates for the baccalaureate degree, regardless of their major fields. The department major programs were not reviewed.

"The recommendations for changes in Faculty expectations have been made in light of the Committee's conviction that "There should be both Faculty responsibility for identifying patterns of study and student responsibility for making choices within such patterns." I would like to emphasize to students two points about the EPC report.

First, in every proposed curricular change, there is preserved the responsibility of the individual student to choose one of several options for fulfilling the Faculty's expectations. Second, in the report every curricular change would become effective only with students entering in the fall of 1980. The report does not recommend any changes which would affect students presently in the College.

"The Committee plans a series of informal discussions with interested students, so as to learn about student suggestions which may improve the recommendations or clarify their implications. Three hundred copies will be available in the CSA Office. On behalf of the Committee, I invite students to read the report and come to the discussions which will be scheduled and announced later."

Letters to the Editor

FRESHMAN CENTER

To the Editor:

I have a question. Why is there this seeming total campus-wide obsession with the destruction of freshman and I like it. So do most of my freshman friends and we are becoming increasingly more becoming increasingly more irritated and downright upset about this apparent conspiracy against us. It is truly amazing how many times we've been through the same arguments on the questionnaires, in Psychology experiments and in heated discussions. I am now sick and tired of hearing the same worn out arguments that when refuted reasonably collapse like a drunken Batesie.

The first and main point we hear usually is the isolation bit. With all the freshmen in their own "center" they are isolated. Come on now. Does this mean that if I lived in Pierce house I'd know all the upperclassmen? I happen to know of someone who lived in Roger Bill his first year and ended up with almost all senior friends. Then, take a guess at what happened come graduation day . . . Now this person is a senior himself and wonders who's in the class of '79. Another isolation story we hear is the routine line of how we do not know any upperclassmen and that if we were scattered throughout the campus we would. First of all, I know at least 25 upperclassmen-stop: now listen to that, all this stuff about the freshman center has gotten me to actually count how many older students I know. Who cares about the number?! I've met these people as people - usually I didn't know they were older and they didn't know I was younger. Also it must be taken into account that the people who want to be isolated will be isolated wherever they are. I for one do not feel isolated . . . I went out for the ski team, am vice-pres. of the photo club and was asked to run for office in the O.C.

Another point we hear is that in this set up we "miss so much." However when the people that say this are cornered into saying just exactly what it is that we miss - they can only come up with stuff like "you'll see." Also I can imagine that this might mean we miss unannounced parties and gatherings. Somehow I can't see that missing a keg party or a rap session where students complain about the grades that a teacher "gave" them would have any deep seated influence on my life. Another classic line we get is that if we were in with upperclassmen we'd be more mature and would take on more intense responsibility. First of all, pulling fire alarms for fun, shooting out windows with a BB gun, and destroying doors does not sound so mature to me, but that's probably because I'm only an isolated Freshman. Also the line about "more intense responsibility" is another typical load. When I confronted an upperclassman about this he told me of the higher level courses and how demanding they are. Wait just a minute! I'm a fresh-

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PROBLEMS

To the Editors:

Since the beginning of this academic year, *The Bates Student* has continually disregarded considerations of good reporting, good taste, good English and ethics. On many occasions the temptation to protest has been strong, but Vol. 106, Nr. 2 finally succeeded where previous issues had failed. It took the proverbial cake.

A catalog of shoddy writing and proofreading would include such things as ignorance of the meanings of some words (e.g. affect, effect, concurrent), total disregard for correct punctuation and often for spelling, including the spelling of professors' names, and garbled sentences like "He is biased into believing that the changes . . . are more disadvantageous" or "Reputed for his quality teaching, the theater majors admire his unrelenting extra-curricular work." These things are discouraging; they prompt wonder at the fact that those Bates students who can write clearly are not those who produce most of the articles for the newspaper.

But there are many problems which are far more serious and which should not be ignored by the community - things which should, in fact, be clearly understood to be unacceptable. An advertisement for plagiarized term papers is anathema in an academic setting. An article describing freshmen as naive fools who bother to check out library books instead of merely removing them is extremely offensive and most definitely not humorous. A newspaper produced by men and women at Bates should not refer to women students as "coeds." It should be sensitive to the attitude betrayed in the juxtaposition of an article on an attempted rape with one stating that there had been no acts of violence by townspeople against Bates students in recent years.

Responsible reporting includes an obligation to quote accurately and to use sources which are reliable and competent to give the needed facts. If an alumna in the class of 1978 is in any position to estimate accurately the number of students who had the flu in 1977-78, her qualifications were certainly not made clear.

Ms. Trask ("Last Year's Flu . . .") was merely designated as an "Alumni (sic) who was sick with the flu last year." Even "the testimony of about thirty students" is not an adequate source. Constructing a story ("Emergency Department Supervisor Disagrees . . .") around a question like "What would you have done in this situation?" is second-rate journalism at best. Good investigative reporting also chooses its subjects evenhandedly. How about a story entitled "Animals Housed Illegally in Student Residences?"

The feature on tenure also had elements not far removed from cheap sensationalism. These included the taking of certain intriguing phrases out of context and inserting them here and

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COMPUTER CONCERN

Dear Student:

It is my understanding that the *Student* has embarked on a policy of "investigative" reporting. I suspect that Bates College is a little thin on authentic examples of conspiracy, innuendo, and corruption in high places to provide very interesting material for such an enterprise. Consequently, I am not surprised that you have to "reach" on occasion to escalate a story from the commonplace to the controversial. This would seem to be the case with the report published in the January 12 issue of the *Student* entitled "Computer Center to Open Despite Planning Conflicts."

Presumably, if investigative reporters are under any obligation to the public at all (a dubious assumption, I suppose), then one aspect of their responsibility would include the requirement to obtain as much information as possible prior to publishing a report on a potentially controversial issue. In the present case, there is a small but finite probability (10-37) that the chairman of the Committee on Computing Services (namely, me) would know something of relevance concerning any "controversy" over the location of the new computer. (Particularly since the Committee on Computing Services was charged with the responsibility of recommending a potential site: see our Proposal for the Location of the Computer, October 2, 1978). So having been grossly neglected in the initial investigative effort, I now offer my own (unsolicited) comments on the matter.

The only "controversy" of any substance concerned whether or not the new computer should be housed in a ground level location or a basement. Contrary to popular belief, computer enthusiasts do like to see the light of day on occasion, and there is growing resistance to the usual practice of placing computer centers in basements. This issue was easily resolved, however: there were simply no ground level sites available which people were generously willing to donate for the purpose of housing the new computer (apparently nonenthusiasts don't like basements very much either). Given that the computer had to go underground (an interesting way of phrasing the result, in my opinion), we faced the usual problems sometimes associated with subterranean sites: i.e., stairways to negotiate in moving heavy equipment, water runoff, overhead steam pipes, golums, poltergeists, and so on. There was nothing particularly unique about Coram basement in this regard, save that it was undeveloped space and nobody seemed to have their flag planted in it. (Here I ignore persistent but unsubstantiated reports as to the existence of a "Coram monster" reputed to thrive on psychology students who get lost searching for the downstairs restrooms: this is very probably

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TRAINER TEST

To the Editor:

I am writing in response to Thomas Vannah's article featured in *The Bates Student* January 19, 1979, concerning Inadequate Emergency Training.

Within the article, references were made concerning the inadequacies of the Student Trainers on the basis of an Advanced First Aid Exam administered in an underhanded fashion to five of the Student Trainers. I personally instruct and certify the Student Trainers in American Heart Association Cardio Pulmonary Resuscitation. I also instruct them in the level of first aid that I feel is necessary for responsible emergency care of athletic injuries.

In reference to the exam given the trainers, questions were asked that were not applicable or related to Athletic Training. Athletically superfluous material such as how to distinguish between arterial and venous bleeding, the mechanics on how to carry a litter (a stretcher with wheels), identification of first, second, and third degree burns, and what to do in cases of poisoning, were considered relevant questions by the author and Al Cilcius who administered the exam. These "injuries" are not what I would consider commonplace on the playing field. However these irrelevant questions were part of the exam used to evaluate their competency. The question concerning artificial respiration was so ambiguous that even myself, a CPR instructor, had to ask for clarification before I could answer it.

The Student Trainers are very competent in what they have been trained to do - The Care and Prevention of Athletic Injuries. They have been trained to react not to recite. When a situation arises that is beyond their training, such as lifting and transferring an injured player, they will call the authorities. In the mean time their ability to perform CPR, their knowledge of

(Continued on Page 12)

R.A. DEFENSE

To the Editor:

I feel obliged to comment on the article and editorial on the Representative Assembly and its President that appeared in January 19's "unique" issue of the *Student*. Initially, I challenge the allegation that the R.A. is unrepresentative. With one representative for every thirty-five students I feel safe in saying that the R.A. is a representative organization. At this point I believe it is important to express my view of the responsibility of an R.A. representative. I define representative as the privilege of standing in the place of and acting for others by virtue of some lawful authority, and under this definition I am confident the R.A. is living up to its name. In other words, students elect representatives who they feel will best be able to make responsible and informed decisions on matters affecting the campus. I am pleased with the way in which the representatives have handled this responsibility delegated to them by their fellow students.

I think the issue that the *Student* tried to address in its rather callous way is the problem of communication between the R.A. and the students it represents. The difficulty in disseminating information to students and getting appropriate response is one that all organizations at Bates have to confront. I think Mr. Cohen and Mr. Baker ought to be more realistic about this. It is not a problem that is easily alleviated, as Mr. Cohen suggests. In fact the problem is made double difficult when the only medium of campus-wide information patently ignores the issues which the R.A. attempts to address. However, despite this barrier I believe the R.A. this year has made strong efforts to garner student opinion on issues such as the Freshman Center, the Blue Slip Policy, and Educational Policy, to mention just a few. I am not denying that there is room for improvement and, Mr. Baker's misquote aside, I do see

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THE STUDENT

Volume 106, Number 4

Established 1873

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The Bates Student is published weekly by the students of Bates College. The newspaper's mailing address is: Box 309, Bates College, Lewiston, Me. 04240. Subscriptions are \$10.00 for the academic year. Printed by The Brunswick Publishing Company, Industry Rd., Brunswick, Me. 04011

The views and opinions expressed in the articles printed in this paper are not necessarily concurrent with those of the editors.

BATES BRIEFS

* A surprise birthday party was held in Hirasawa Lounge on Wednesday evening for Florence Nelson, one of the Commons ladies. The party, open to the entire campus, was organized by Chris Bowditch '81, in honor of Flo's 75th birthday.

* On Friday, January 26th, the Conference Committee with Students met with six students (Carl Neilson, Colleen Stapleton, Jack Meade, Leanne Gulden, Dana Peterson, and John Stillmun) elected to the Committee to discuss topics which the student delegation thinks important. The topics discussed concerned the Health Service Center, the *Student*, the Freshman Center, tenure, short term, and the physical plant.

* Expansion of the traps in the old, heavy cast iron system is the cause of the disturbing noises emitted by the heating system in Libbey Forum. The system is as old as the building itself and is in need of updating by either changing the traps or by replacement. Neither of these alternatives can be accomplished, however, without the necessary funds.

* Saturday evening, January 27th, at approximately 11:15 p.m., a female Bates College

employee was forced to enter Rand Hall in order to call security. The employee, out walking her dog, had been followed by a man driving a tan car. The driver circled the block a number of times before parking near the employee. Security responded within five minutes.

* Sometime last week, an unidentified perpetrator stole a number of supplies from the Publishing Association dark room in Hathorn Hall. The dark room is used by both the *Student* and the *Mirror*.

* On Sunday, January 28th, \$115 was stolen from two lockers in the Alumni Gymnasium. The lockers were left unlocked while two students showered after an intramural game. Wallets containing the money were also missing.

* Three carpenters worked for an entire day replacing broken glass around the campus. Snowball throwing was the reason cited for the large number of broken windows.

* Between 200 and 250 dollars was stolen from an unlocked room on the second floor of Chase Hall Friday night. The money belonged to the organizers of a private party taking place at that time.

* Senior Tom Connolly has recently been honored by being chosen to compete for the United States National Debate Team which will be touring England from January to March, 1980. Chosen as one of eight undergraduate and graduate students in the country, Connolly will compete at Northwestern University in Evanston, Ill. on February 8 and 9, taking the Negative position in the debate. He will team with Joseph Tankersley a student at Florida State University. Other schools represented in this competition are: University of Massachusetts, California State University at Fullerton, University of Maryland, Macalester, University of Utah, and Harvard. The competition is sponsored each year by the Speech Communications Association's Committee on International Discussion and Debate which initiated the U.S. National Team competition back in 1950 when a Bates student was chosen to be a member of the first Team. The resolution to be debated is Resolved: That This House Believes That The Monarchy is Symbolically and Fiscally Antithetical to the Contemporary Age.

WORLD NEWS CAPSULES

* Chinese Vice Premier Teng Hsiao-Ping nears the end of his first week in the US today, after having attended a state dinner whose guests included former President Richard Nixon, seen a gala entertainment affair put on for his benefit, spoken before Congress and met with Bates sociology professor George Fetter. Jimmy Carter met with the vice-premier for nearly six hours over two days this week, reporting progress on "a relationship for future routine consultation which will bring

great benefit" to the US and to China. "I agree with every word the president just said," Teng replied.

* Ayatollah Ruhollah Khomeini returned to Iran yesterday after 15 years of exile from that country. The move is expected to ease tensions and the possibility of Iranian civil war, as well as lesson conflicts in Tehran where Khomeini flew from Paris.

* Actor Lee Marvin is back in court today in the precedent setting \$1 million trial to decide whether the woman he lived with

for six years can declare breach of contract against him. In testimony earlier this week, Marvin compared love to a gasoline tank. "Love is a matter of degrees," he said. "I think of a gas tank with the empty and full positions."

* Newspaper heiress Patricia Hearst yesterday walked out of a California prison after her seven year bank robbery charge, now commuted by President Carter. She served two years and four months in jail since her arrest in September of 1975.

DATELINE: LEWISTON

* The state judiciary committee is now considering a bill sponsored by a Lewiston representative that would allow the publication of juveniles' names in connection with minor crimes. Supporters of the bill claim "it would act very much as a deterrent to juvenile crimes that are being committed." Under current law, only names of juveniles involved in serious crimes, including arson, robbery and manslaughter, may be published.

* Deliberations over the 1979 Lewiston municipal budget have resulted in the cut of a new \$50,000 pumper for the city's fire department. In addition, the proposed public works capital outlay budget was reduced by nearly half.

* Members of Lewiston's LeMontagnard Snowshoe Club returned home Monday from the Canadian Snowshoe Union convention in Ottawa, only to be faced with problems in the preparation for their own in-

ternational Snowshoe Congress. The Congress, which will be held here in Lewiston on February 23, 24 and 25, has filled all available rooms in the twin city area and hundreds more snowshoers are still waiting for reservations.

* In a six hour period during Tuesday's snow, 18 accidents were reported to the police, who said that driving conditions were the worst they had seen this winter. As of Tuesday night, had all the January precipitation been snow, there would have been nine feet of it.

* WLAM of Auburn has begun construction on an addition to their studios, necessitated by the addition of FM station WWAV to the company. WLAM will offer stereo AM music as soon as FCC approval is received.

* St. Mary's Hospital's Marcotte Nursing Home expansion plans and plans to build a new 120 bed, \$1.2 million facility, Russell Park Manor, have both been contested by the Maine

Health Systems Agency. The organization has challenged the granting of both licenses by the Department of Human Services, claiming that the proposed extra beds are not needed.

* For the second time in two years, the College's president's award went to Lewiston High School, a presentation made formal in ceremonies Tuesday. The award is presented annually to the secondary school represented at Bates by the three students who earn the highest combined scholastic average during the past academic year. The students this year were sophomore Gary Gilbert, junior Claire Bousquet and graduate Karen Wood who had a cumulative quality point average of 3.813. Attending the luncheon presentation in Chase Hall were Lewiston mayor Lil Caron, members of the Lewiston school board, the Lewiston superintendent of schools, and members of the LHS administration.

The Randy Reports

Alcoholics Unite

by Tad Baker
Senior Reporter

Alcoholism is a serious problem at college, especially in Maine where many of the collegiate alcoholics are not old enough to buy beer or spirits and are forced to resort to the old standbys like Nyquil, Scope, and vanilla extract. In an attempt to emphasize the extremity of the danger, I thought I would give you a quiz of my own.

1. How much do you drink each day?

- a bottle of Dr. Pepper
- a fifth of vodka
- one gallon of wine
- a case of beer
- all of the above.

2. Do you drink

- to get drunk
- to study for finals
- to put things in proper perspective
- to try to sober up

3. Do you agree with this statement? "Reality is an illusion caused by lack of alcohol."

- yes
- cheers

4. "Work is the curse of the drinking classes." Do you agree?

- yes
- no

5. Must you drink at certain specified times of the day?

- no, any time is alright
- yes, all the time

6. Do you get blackouts and loss of memory?

- What?
- I can't remember the question.

7. What do you consider to be man's greatest invention?

- the wheel
- rum and coke
- the corkscrew

8. What do you consider to be man's worst invention?

- the hangover
- the Maine bottle deposit bill

9. Have you ever made any of the following promises about drinking?

- I'll quit tomorrow
- I'll quit when I sober up
- I'll quit when I think I have a problem

d. I'll quit when the Red Sox win the World Series

10. Do you ever drink alone?

- No. I always have at least two or three
- Only if you consider drinking with 300 other Batesies at a keg party alone

Essay: Try to come up with 10 good reasons to stop drinking. Hangovers, school work and wasting money are not considered valid reasons.

Extra Credit: What exactly does a pink elephant look like?

To tally your score, add fifty points for every question answered. It makes no difference how you answered the question, as long as you answered it. If you did not answer a question, add 25 points anyhow.

Here are what your scores mean:

If you scored between 0-100 points, you obviously did not bother to take the quiz, but are just curious to see what kind of alcoholic you are. Surprise, you're the worst kind, because you lie about your drinking. Your favorite beverage is probably Mogen David 20-20. Ych!

If you scored between 101-249 points, you are pretty much of a teetotaler. You don't drink at all, and are beginning to worry that when your grandchildren ask you about college in "the good old days," you won't have anything exciting to tell them. Don't worry, your kind usually don't get married and have kids anyhow. Your favorite drink is probably warm milk.

If you scored between 250-400, you are real hard core. You enjoy having beer with your Frosted Flakes instead of milk. When asked in question one "How much do you drink each day?" you probably answered "all of the above." You are drinking too much; you should immediately stop drinking the Dr. Pepper. You have great times at parties, but don't remember them now, never mind when your grandchildren ask you about them. You have no favorite drink.

If you scored above 400 on the test, you are a refined, mature drinker. You realize that Heineken is not worth the money, but you drink it anyhow. You drink whiskey, but only if it costs over \$10 a quart. You have good times at parties, and hope that someday your grandchildren will ask you about them, but you are so ostentatious and boring that they only want to find out who gets the most money when you die. Your favorite beverage is a can of Schlitz, but won't admit it because it is such a common beer.



9-5 now?



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JEWELER



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Hansen and Dannenfels

(Ooi)

Sex Therapists Offer Insight Into Relationships

by Marguerite Jordan
Junior Reporter

Less than one week after the showing of "Deep Throat," Bates students had a chance to discuss human sexuality with two qualified sex therapists. Sponsored by the Bates College Health Services and supported by several campus organizations, "Sexual Unfolding, A Symposium on Human Sexuality," offered some insights on human relationships.

The symposium was funded by the Goldston Award, an organization that brings to a college programs in areas where needs are not being met. Through the efforts of Health Services coordinator, Susan Kalma, two certified sex counselors, Richard Kannenfels and Carla Hansen, met with students and presented lectures and discussions on a wide variety of issues ranging from male and female sexual roles to homosexuality, sex counseling and contraception during their three day visit. In an interview with the *Student*, Dannenfels, the chaplain at Brown University, and Hansen, a sex therapist at the Family Service Society in Pawtucket, RI, had some things to say about human relationships in modern society, especially at institutions like Bates.

Both counselors acknowledge a need to "bring sex out of the closet." Their meetings were well attended and students seemed eager to discuss many aspects of their sexual unfolding. After asking students to submit questions in writing, the counselors received a wide variety of questions dealing with many subjects. They commented that the poster which appeared around campus before the series began was indicative of a need to deal with common prejudices. Designed by a Bates student, the scantily dressed woman depicted on the poster reflected a rather stilted view of human sexual roles.

Dannenfels and Hansen described today's institutions as "pressure cookers" or places where an emphasis on goals is destroying human beings. They said an academic institution should offer opportunities for people to unfold in a more relaxed way. Also, whereas the family once provided role models for young adults, things have changed so that people seek

support from other sources. Dannenfels defines a family as any group of people that fosters a loving relationship between its members. Whether it be a club, peer counseling group, or special interest group, this kind of experience is helpful to people in their sexual unfolding.

When asked about the role of organized religion in supporting a healthy attitude toward human sexuality, Dannenfels said, "Never in the name of good has so much evil been accomplished." He feels that the root of Christianity is love, but the church has many "demons," such as chauvinism and racial prejudice, from which it must free itself in order to be helpful to people who are dealing with their sexuality.

Having been married five days after her graduation from college and later divorced, Carla Hansen had advice for college women that also reflected a concern that women be realistic. She warned that "relationships are not solutions," and that one has to look beyond the search for a

Contraception, or birth control, is a subject most of us feel uneasy talking about. Each day we are subjected to a virtual bombardment by the various media with sexual connotations and suggestions that lead people to think that they should all be experts in the area of sex. Unfortunately, many people do have legitimate questions and most of the time feel uneasy voicing them.

Women considering contraception, or even those who just have questions, are encouraged to go to the Health Services Center. The procedure

"Prince Charming."

Finally, the counselors had suggestions for promoting a healthier attitude toward human relationships and sexuality at Bates. First, a student committee to organize support services for those interested in their sexual unfolding was suggested. This might include discussion groups, lectures by experts in various fields and other information services for students. Secondly, they suggested a preventive sex/health care program where students could get information and counseling.

"Sexual Unfolding" has awakened many people to the concerns of human sexuality. The counselors left literature at the Health Center relating to the topics they discussed. Susan Kalma has offered to work with anyone who is interested in developing some of the ideas that Dannenfels and Hansen suggested. Now, it's up to Bates students to continue the enthusiasm this symposium has generated.

Birth Control: Facts And Fallacies

involved, once the decision for birth control has been reached, is first a physical examination, including a Pap smear, along with counseling to determine the method of birth control best suited for the individual.

The types of contraceptive devices available at the Health Services include those that require prescription through the offices of Dr. James, gynecologist for Bates College.

The first, and considered the most effective, method of birth control is oral contraception, better known as "the pill." Statistically, the pill is almost 100% effective. Basically, the ingredients include natural female hormones which prevent the ovaries from producing eggs. These pills must be taken regularly to insure effectiveness.

In some cases, though very few, women can initially experience symptoms of early pregnancy including morning sickness, tenderness of the breasts, bloated feeling, etc. . . . These symptoms, however, usually last only through the first three menstrual cycles. Unfortunately, not all women can use the pill. Women with a history of excessive blood clotting, diabetes, kidney or liver problems, or those already pregnant, should not use the pill as serious complications can result. The Bates Health Service will provide the first month's supply of birth control pills (these are provided as free samples by drug companies) along with subsequent counseling if desired. A form of "Informed Consent" must be signed by the student. Essentially this states that the student has been informed as to proper use, alternatives, and consequences of the pill and releases the Health Service from any liabilities.

Another recommended form of birth control is the diaphragm. The diaphragm is a shallow cup of soft rubber stretched over a flexible ring. When placed correctly and used in conjunction with spermicidal creams or jellies, it maintains an 85-95% effective rate in preventing pregnancies. As with the pill, a prescription can be obtained through the Health Services and, once obtained, the device can be fitted by the nurse-practitioner along with counseling as to its use. As far as costs, the only charge is for the diaphragm itself; subsequent visits to the Health Services and/or the gynecologist are covered by the college. If well cared for, a diaphragm should last 2-3 years although yearly check-ups are highly recommended. Also if a woman gains or loses 10-15 pounds, the diaphragm should be refitted.

Another type of contraception

device is the I.U.D., or Intrauterine Device. Primarily this is a device inserted in the uterus which prevents the egg from implanting itself. Most I.U.D.s are plastic and can remain for years, others, made of copper or hormones, must be replaced periodically. Insertion of the device must be done by a gynecologist. It is known to be up to 97% effective. Some disadvantages include cramps and excessive menstrual bleeding in the first few months and, in a few cases, the uterus may push out the device. There is also a slight risk of uterine infection. Women using I.U.D.s are encouraged to see their doctors regularly. As with the pill, an "Informed Consent" for must be signed.

Other methods requiring medical supervision involve sterilization—either tubal ligation in the female, which involves blocking a section of the Fallopian tubes through which the eggs travel, or a vasectomy in the male which closes off the tubes through which sperm travels. Neither of these procedures effects sexual performance or desire in any way. Counseling and information on these forms of contraception are available through Health Services.

Included under contraceptive methods available without medical supervision are condoms, the only recognized form of male contraception, although research is being done into others. Basically, condoms are rubber sheaths fitted over the male sexual organ preventing sperm from reaching the uterus. Problems occur when the condom breaks or slips off during intercourse. The chance of pregnancy is lessened if the condom is used in conjunction with vaginal foams, creams, or jellies.

Another method is the "safe period" or rhythm method, based on the fact that a woman can become pregnant only during the ovulation stage of her menstrual cycle. These safe periods are determined through the calendar method or Basal temperature method. These methods all leave a great deal to chance and are not considered highly effective.

Among the least effective methods are vaginal foaming tablets and vaginal suppositories sold in drugstores. These chemicals are considered to provide very little protection. Also cited as one of the least effective methods is withdrawal or "coitus interruptus" in which the male sexual organ is withdrawn before ejaculation. This method is considered highly unreliable.

Among those methods not recommended at all are douches,

(Continued on Page 11)

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Librarians Discuss Needs And Necessities

by Kristen Anderson

Interviews with several members of the library staff revealed that their major needs and complaints about the way the library is run are very similar to the complaints of the student body - the primary issue being that of overcrowding.

A talk with Mr. Joseph Derbyshire, the Head Librarian, quickly zeroed in on his impatience to see the ground floor of the library opened. He anticipates that the opening will be in 1981, with some hope that the date will be as early as 1980. He needs the extra space because the library is far too crowded, both for the books and the students.

Derbyshire explains that by this summer, shelves will be overcrowded with books, and the ever increasing crowding cannot possibly be relieved until the bottom floor opens up. That adds up to at least three years of serious shelving problems.

The student study capacity is equally disturbing, he continues. Currently, the library can only accommodate 425 students out of a student body of 1350. He says that the seating capacity should be up to 725, or approximately 50% of the student body. This situation, again, will be relieved when the ground floor opens up in '81.

Fortunately, the library is very well supported financially. He says that he can always use more money, but the library budget has steadily improved over the years. He also noted that a large amount of money has already come into the college from the recently started Campaign Fund, specifically earmarked for completion of the ground floor.

He feels that he has a very good staff, but realizes that there are several jobs and areas that need attention badly.

One area that needs attention is the rare book collection. Virtually nothing has been done with the cataloging and care of rare books. This is not of immediate consequence to the students and faculty, however. All of their immediate needs are being catered to.

Mary Riley, Special Collections Librarian, explained the current situation with the library's special collections. The original intention was to have the special collections housed on the second floor, but the space was needed for the audio department. Therefore, the special collections are kept downstairs, in the basement, and are in very poor condition as a result. They are not in temperature- and humidity-controlled rooms that would properly preserve them.

Having the special volumes downstairs is also a retrieval problem for Mrs. Riley. She says

that students are obliged to wait until she is available to get downstairs and hunt up the item or material they want.

This problem will all be solved once the new floor is finished. The audio division will go downstairs, or elsewhere, and the present audio area will be for Special Collections. Mrs. Riley points out, however, that the special collection is now too large to be completely accommodated by these rooms, due to the enlargement of the collection over the past few years. She feels this problem can be solved by expanding the present audio area.

Tom Hayward, Humanities Reference Librarian, brought up the fact that the salary for the library staff was lower than the salaries many other libraries pay. He notes that the librarian salaries are not comparable with the salaries of the faculty; (and the faculty, in turn, feels that their salaries are unsatisfactory). He is not sure whether faculty and librarian salaries *should* be on a par, but is interested in seeing how the coming budget will redress the inequities.

He points out that the Inter-Library Loan services are very good, in comparison to other undergraduate colleges. This high level of service, in turn, puts many demands on the staff; he feels that a part-time clerical person would be of great help to that section.

Hayward's comments inevitably turned to the improvements he was looking forward to at the opening of the new floor. One item was the opening of a staff lounge, which will replace the very inadequate lounge/conference room off to the side of the 1st floor smoking lounge. The new floor will also contain a classroom for bibliographic instruction. Currently they have to use the second floor smoking lounge for teaching classes, which certainly was never designed for this purpose.

An important factor in getting good grades in college is your ability to take clear, well-organized class notes. Listening carefully to the instructor's lecture and writing down the important points is the key to successful notetaking. The process of listening and writing at the same time will also help you understand. A few basic techniques can help.

The purpose of class notes is to record the instructor's lesson in a manner that will allow you to review and understand the material afterwards. Your objective, therefore, is to outline the main and supporting ideas

DEAN'S LIST

The following students attained a semester ratio of 3.200 or higher the first semester 1978-1979. Those marked with "*" attained a semester ratio of 4.000.

CLASS OF 1979

DEAN'S LIST

David Adams, Kristen Anderson, Debra Baker, Martha Ballard, David Barlow, Stewart Barton, David Beaulieu, Wayne Bennett, Donna Berezin, Alex Bermudez, Kathryn Bertrand, Sharon Bomer, Susan Bove, Bonnie Bower, Joan Bozuwa, Douglas Boyle, Ann Bushmiller, Alan Butt, Susan Calhoun, Marcia Call, *David Campbell, Peggy Carey, Douglas Chenard, Cheryl Clark, Thomas Connolly, Andrea Coombs, Robert Cramer, Lee Cyr, *William Davies, Francesca Denegri, Debra Desrochers, **John Eldredge, David Ellenbogen, Deborah Ellis, Margaret Evans, Stephen Fairchild, Catherine Favreau, Donna Fiorentino, David Frost, Debora Furlong, Allison Gaffney, Laurie Gaynor, Dinae Geogron, *Thomas Gilchrist, *Phillip Gould, Carlie Graves, Michael Grushak, Jane Gurney, David Hall, Lisa Hamel, Debra Hannon, Linda Harris, Ronald Hemmenway, Sandra (Martin) Herr, Charles Horowitz, *Christopher Howard, Susan Howard, Tracy Howe, Elizabeth Hunter, Linda Jones, Martha Joseph, Pamela Knight, Bruce Koch, Wendy Kolb, Kevin Kolenda, Robert Kraus, Robin Kufel, *Sandra Lamb, Lawrence LeBlanc, Frederick Leong, George Lichte, Cynthia Loftus, Robert Long, Timothy Lundergan, Lee Lynd, *Stephen Macdonald, Carol Mamber, Daniel Marshall, Robert McCauley, Karen McHugh, Michelle Milette, *Jacqueline Miller, Alan Neustadt, James Nutter, Thalie Oakes, Eileen O'Leary, Gary Pachico, Michael Parkin, Elizabeth Peaslee, John Pechenham, Neil Penney, June Peterson, Susan M. Pierce, Jon Piper, George Poland, Donald Pongrace, Mark Price, William Quigley, Mary Raftery, Hilary Rankin, Janet Richards, Nancy Riopel, Todd Robinson, Karen Rowe, William Ryan, Betsy Rybeck, Harry Samelson, Laurie Schultz, Thomas Sherman, Neal Sherwood, Andrea Simmons, Samuel Sirkin, Nancy Skluth, Bonita Smith, Neill Stanford, Richard Stanley, Peter Stevens, Scott Stoner, Patricia Sullivan, Catherine Sutton, Kyle Thompkins, Diane Vido, Nancy Walton, Donald Wason, Leslie Weaver, Peter Weimersheimer, Kevin Welch, Thomas Welch, **Thomas Wentzel, John Whiting, Robert Willsey, Alice Winn, Bonye Wolf, Jennifer Worden, Thomas Yamartino, Stephen Yank, Jonathan Zanger.

** Deferred grade in Physics 458

Incompletes

Marcia Arnold, Heidi Brockelman, Hugo Colasante, Harold Cole, Kendall Doble, Stephen Doppler, Paul Faustine, Jason Feinman, Gary Gabree, Jonathan Huntington, Nina Nagy, Ann Whitney.

CLASS OF 1980

DEAN'S LIST

*Cheryl Anderson, Rodney Arnold, Jeffrey Ashmun, Sem Aykanian, Marguerite Badenhauer, Emerson Baker, Brian Baldwin, *F. Peter Baranowski, Paul Barrett, *David Bell, *Claire Bousquet, Deborah Burwell, Richard Cabral, Cary Caldwell, Charles Collison, Laura Coyle, Stephen Crawford, Elaine Curran, Marn Davis, Laurel Dallmeyer, Anthony Derosby, John Eusden, Rachel Fine, JoAnn Fleischhauser, Christopher Gammons, Gary Gilbert, John Gillespie, James Greenblatt, Daniel Griffin, Kenneth Hammond, Deanna Henderson, Christopher Holmes, Elizabeth Holmes, James Hopkinson, Gwenith Jones, Gregory Kechejian, Jeffrey Kenney, John Kistenmacher, Catherine Kimball, Deborah Knight, Jeffrey Kobylarz, Janet LaFlamme, James Lammers, Valerie Lasserre, Nancy Levit, Richard Lewis, Maury Mwrch, Kathleen Marra, Michael Maruca, John Meade, John Menkart, *Glenn Miller, Edward Neuburg, Linda Norris, Scott Olson, Boon Ooi, *Todd Peltonen, Susan L. Pierce, Scott Powell, Rodrigo Proust, Allen Purkis, Gail Rausch, David Reinhart, *Michael Riley, Joseph Schmitz, Karen Selin, Anne Shepard, Gail Silva, Winifred Skeates, Mark Soderstrom, Steven Somes, John Stillmun, Robert Umberfield, John Vivan, Richard Whitten, Leane Wilbur.

Incompletes

John Bradford, Brian Handspicker, David Thurston.

CLASS OF 1981

DEAN'S LIST

Cheryl Andrews, Stevens Barrett, Barbara Bartley, Margaret Bell, Joseph Bibbo, Jane Boatner, Christopher Bond, Dolores Carbonneau, Susan Collins, Alan Constantian, Terry Contas, Leslay Correll, Stephen Curran, Chase Curtis, Katherine Doocy, *Robert Dunphy, Carl Egner, Mary Elder, Richard Fipphen, James Flavell, Paul Fons, Sheila Graunas, John Hall, Royal Haskell, Linda Heath, Kathleen Hickson, Walter Hoerman, Kristin Holm, Craig Houghton, Bruce Jackson, Catherine Jamieson, Mary Johnson, Thomas Johnson, Karen Johnston, Julie Karb, Willis Keenan, Patricia Kehn, Jonathan Kutubes, Dorothy LeBaron, Michelle Leonard, Anne Loewenthal, Minoo Malek, Juliann Martel, Brian McBride, Laura McGrath, Birgitta Melen, Mark Miller, Robert Muldoon, Beatris Muller, Douglas Olney, Richard Packie, James Palmer, Lizette Panet-Raymond, Katherine Pennington, Laura Peterson, Elizabeth Preston, Laurie Prothero, Judith Rainville, Janice Rand, Jeffrey Reicker, Frederick Reimer, Joseph Richerts, Elizabeth Ross, *Michael Ruch, Lynne Rydholm, Nina Saliba, Martha Savoy, Linda Scholl, Gina Shapira, Robert Simmons, Kimberley Smarling, John Spence, William Stein, Steven Theriault, Jane Thickstun, Joline Vaillancourt, H. Yvonne Van Bodengraven, Alexander Vock, Lynda Wallace, Jean Wilson, Karen Woodberry, Paul Yntema, Michael Zajchowski, Theodore Zazopoulos.

Incompletes

Neal Cohen, Judith Hakanson, Michael Lugli, Raymond Smith.

CLASS OF 1982

DEAN'S LIST

Anna Boelitz, Elizabeth Boynton, James Bradshaw, John Chapman, Anne Dillon, Dorothy Donovan, Gregory Fox, Amy Goble, Rose Hickey, Scott Hoyt, James Lane, Monica LeBrun, Benjamin Marcus, Lisa Milette, Karl Mills, Lori Norman, Charles Peterson, Ann Philbin, Susan Potter, Donna Preli, Kenneth Prowse, Jeffrey Purington, James Robertson, Beverly Ruf, Jonathan Sales, Marc Shakin, Kristin Silcox, Janet Silverman, Mary Sinnamon, Bruce Slaughenhaupt, Michelle Smith, Clark Spencer, Robert Sprague, Beth Stemmler, David Swanson, Charles Tarrio, Melinda Wagner, Stephanie Weiss, Kendra Whitmore, Douglas White, Joyce White, Jean Williams, Dale Willoughby, Ann Wooster, Judith Zipay.

Incompletes

Bradley Brilliant, Claudia Colby, Wayne Davidson, Nancy McSharry, Anne Phillips.

Are Your Class Lectures Note-Worthy?

and facts so that they are clear and understandable.

Write rapidly in your own form of shorthand. Don't try to

"The more time you permit to elapse between study and a test of what you have learned, the less you will remember it. In planning your schedule, make time for studying each subject as close as possible to the time its class meets."

take down everything - keep to the main points. Develop your own style of abbreviating and condensing the important data. Some people leave out vowels, for instance, or use only the first syllable, and omit articles and obvious verbs. Common abbreviations and symbols found in most dictionaries can often be of great help.

Instructors' teaching methods will differ. You'll have to be alert to each one's style and organization. Often they start each class with an overview or

outline and use it as a framework for their lecture. This, of course, is a good reason for being punctual.

Outlines, diagrams, or lists that instructors write on the board are usually important. It is a good idea to record these in your notebook, unless you know that the same material is already covered in your textbook.

Indenting and spacing will help make your notes more readable. Start a new line out to the left for an important heading. Indent subheads under this and so on.

Start a new page for each class, with the date and topic heading the page. When a new major topic or division is introduced, begin another new page so that you will have enough room to record the appropriate material under it.

A lined 8 1/2 x 11" notebook is recommended. On the front cover you can paste your work schedule, as well as your name, address, and phone number in case you ever misplace it. You can keep your class notes and the

instructor's handouts, in this one book by tabbing sections for each course. You can also add or delete notes or fresh paper as you need to. Most students, by the way, find that notes made in pen are much more legible and durable than those in pencil.

It is best to write on the right-hand pages only. You can then make your own study, review, or textbook notes on the left-hand pages.

Jot down questions as they

"Do not hesitate to ask an instructor specific questions. For example, does he hold you responsible for dates, names, places, etc.? These are legitimate questions and most instructors are quite willing and even pleased to help a student if that student is really trying."

occur to you in class and hold them for the appropriate moment. They might be answered or become unimportant

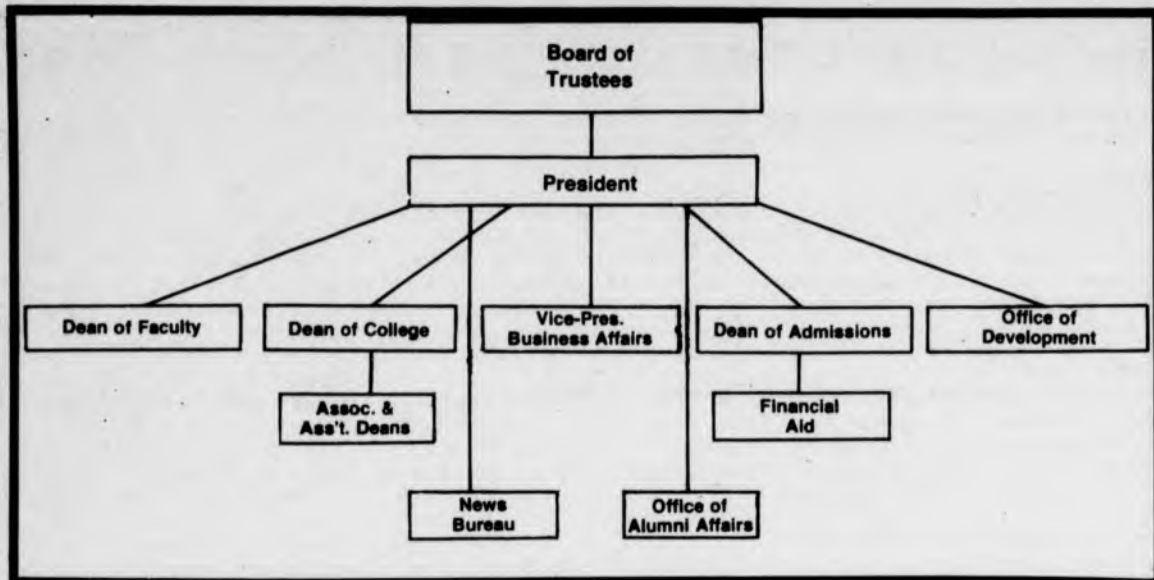
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Solid Administrative Hierarchy Operates College

by Melissa Weisstuch
Senior Reporter

College President Thomas Hedley Reynolds describes Bates' administrative structure as being one of "very tight checks and balances." The diverse organizations which determine college policy have "independent power" while at the same time they are ultimately responsible to the president who serves to coordinate all these operations and is directly responsible to the trustees. Reynolds commented: "A college isn't a military organization, and it isn't a business organization."

According to Reynolds, at a good college, the various organizations making up the administration have some autonomy. Organization is complex. For example, "the faculty tells the president what policies should be made," and the trustees have given control of the curriculum to the faculty.

In addition to serving as a coordinator of all the various administrative departments, the president is responsible for the matching of the proper people with the proper job at the college.

Carl Straub, Dean of the Faculty insures that the college sufficiently recruits and supports its faculty, and according to President Reynolds, the "office often acts as a administrative clearinghouse for vital work done for the faculty."

As Dean of the College, James Carignan oversees "all support systems for students," said President Reynolds. He "sees that Bates students get everything they can out of Bates," and also designs and carries out plans for the president. As the duties of this office are incredibly immense and complex, the Dean is assisted by Associate Dean Spence, and Assistant Deans Fitzgerald and Reese who work directly under the Dean in specific areas involving student life.

The Vice President of Business Affairs, Bernard Carpenter, serves as the president's "business manager" by managing the allocation of funds and all monetary affairs, and the "material well-being of the college." In addition, his duties require that he develops the annual budget for the college, and oversees all agencies dealing with the physical aspects of the

campus.

The Development Office, directed by James Warren, raises money for the college and maintains with foundations having the potential for making grants to the college. The Development Office has raised \$500,000 in clear financial gifts since last June.

The Office of Alumni Affairs, headed by Randall Webber, Alumni Secretary, is responsible to both the Alumni Association and the president.

The responsibilities of the News Bureau, directed by Stuart Greene, involve most branches of the administration, and other areas of the college as well.

Publicity Cited As News Bureau's Main Role

by Jon Marcus
Senior Reporter

Housed in the basement of Lane Hall is the bustling Bates College News Bureau, an office whose function is not widely known in the student body.

"Our main purpose is to publicize the events and acts that occur on campus that are available to the public," explains director Stu Greene. To accomplish this goal, the News Bureau writes and distributes news releases to the local media, now including radio and television. "There's a large audience to reach on television. With the Garrick Ohlsson thing he sent us a color taped thirty-second spot, which we took to a television station and they ran it as a public service announcement. One of the spots was shown during the Superbowl game; I think a lot of people saw that." Surprisingly, the volume of news releases is large, as documented by the bulletin board outside the office which is cluttered with recently published material. "It goes in cycles," explains Mr. Greene, "but there is, I think, a great deal of stuff going on here. Of course, that includes sports, too."

Sports are put together the same way as news, but "they are written from a sports journalist's angle." The Sports Information Director handles this phase of the News Bureau operation. Joe Gromelski, who had held the SID position, resigned this fall to take a job with the Lewiston Daily Sun. Bates grad Dave Plavin has worked part time to help fill the resulting gap, and Mr. Greene is hopeful that the position will be filled by the end of February. Already several applicants, including both male and female journalists, have applied for the job, which will include news writing as well as sports writing and photography.

In addition to the small staff, secretary Joanne Dale "is really outstanding to the extent that

she has picked up a heck of a lot of writing in here." Ms. Dale compiles the Bates calendar sent out by the office and also does some occasional news writing. The bulk of the news writing, however, is done by students employed by the News Bureau to help in the darkroom, with actual photography and with news writing. The students usually number from eight to twelve at any one time "and we can practically always use more help."

Although Mr. Greene has been with the News Bureau for only a year, several major news stories stand out in his memory. The first was the donation to Bates of the Morse Mountain Con-

Maintenance Workers-Only A Small Pension Available

by Tim Lundergan
Junior Reporter

Workers at Bates College such as maids and maintenance men receive a pension of 30 dollars a month after working here for ten years. After 20, they receive 60 dollars per month.

Treasurer Bernard Carpenter explained that this plan was instituted four years ago to help employees, who before that time received only social security benefits. Still, the prospect of retirement is not a pleasant one for many employees.

One maid hopes that her income will supplement her husband's social security benefits and pension from the factory where he works. Her pension from Bates is figured at three dollars a month per year worked. "I still have eight years to go before I can get thirty a month, and that won't buy much, either," she remarked.

Ray, a maintenance worker, came here after working for some years as an electrician. He, too, hoped to get by on social

security, and Bates' money. He feels, however, that it would be impossible to live solely on the benefits he would receive under social security and from Bates. "This is not a job you can retire from," he said, discussing the necessity of working somewhere else first.

This sentiment was echoed by a friend of his who had been the foreman of a shoe factory which had been unable to compete with Italian firms. He was laid off and received a year's unemployment benefits before coming here.

Despite the receipt of social security and Bates' supplement, the outlook for these people is fairly bleak. Inflation has always been the enemy of someone on a fixed income, and social security benefits do not go as far in the Northeast, and particularly Maine, where the cost of living is so high because of high fuel and food prices. Most of the people interviewed hoped to work here as long as possible in order to avoid, for as long as possible, the worries of retirement.

Many Factors Considered In Financial Aid Decisions

by Ann Philbin

The Financial Aid Office is one of the busiest places on the Bates campus. The process of determining who gets financial aid and how much is as lengthy as it is important. Financial aid at Bates, as at most schools, is available in three forms: grants, loans, and jobs. The determination of which students receive aid and which don't is a very difficult one, and it is made with great consideration.

The student's first encounter with the Financial Aid Office occurs during his or her senior year in high school. Prior to both the winter and spring semesters, students file the Financial Aid Form (FAF), which is processed by computer and then sent to each school to which the student is applying. Work with a student's FAF begins after it has been determined that the student has been accepted at Bates. The first stage for freshman financial aid determination occurs in the Financial Aid Office. Mr. Leigh Campbell, the Director of Financial Aid,

reviews each FAF personally. He then makes a fair determination of the need demonstrated by each student. The remainder of the freshman financial aid process is carried out by the admissions staff. According to Mr. Campbell, the staff must essentially "go through the admissions process all over again" in order to determine financial awards. This process is even more difficult than the admissions process because it involves a choice between many excellent candidates. In the words of Mrs. Virginia Harrison, Assistant Dean of Admissions, "Students compete with each other based on their credentials." Since academic ability has already been predetermined, many other factors become significant in this competition. Students with skill or talent in areas such as music, debating, athletics, or some specialized academic area gain added consideration. Eventually, a ranked list of the best candidates is drawn up, and aid is given until funds are depleted.

Students who have been accepted but cannot be given financial aid are informed of this fact and encouraged to enter Bates if at all possible in the hope of receiving aid in the future. Thus, Bates provides all it can to those students who are deemed most worthy of aid.

The process for determining aid for upperclassmen differs slightly from the method used for freshmen. Once again, the Financial Aid Form is the main determinant of eligibility, and Mr. Campbell is in charge of estimating the need of each student. However, in the case of returning students, the Financial Aid Office and a committee of the deans work together to determine the financial aid given to each student. Students who entered as freshmen on financial aid are given priority in the decision-making process since for most of these students a removal of aid would mean an end to their education at Bates.

The amount of aid given upperclassmen is often subject to
(Continued on Page 11)



Anil Shah (Beers)

by R.M. Rothman

"When I got to this country I got chased by the American dream. Now I'm trying to catch up with it," said senior Anil Shah. Four years after leaving his Indian home, Anil feels profound changes in himself. Freshman Rajeev Malhotra is also from India, but has spent seven years of his life in America, and several years in Sudan. For the last three years he has attended an American High School eight hours from New Delhi.

Both men are now Batesians. Rajeev just arrived here, but has spent several years in both India and America. Anil had never left India until he came to Bates. How has the mixing of cultures changed their values and outlooks? How do American, and Bates, compare with life in India?

Why did they come to Bates? "All my schooling has been in English. My high school in India was American. After all that schooling in the American system, it's difficult to switch," said Rajeev. "It's an experience," stressed Anil. "A chance to be away from my home, and learn about a different culture. I've learned a lot about India being in America. It's a big adventure being in another country. It's life."

"I assume that everyone is here (at Bates) because they have some professional interest in mind. My interest," said Rajeev, "is the same, but for me it's a privilege which very few people in my country share. Very few Indians get to go to the U.S. for their education. I feel almost obligated to make the best of it I possibly can. It's easier for an American to go to Bates than for

Indian Students Discuss Their Impressions Of America

an Indian."

Rajeev knew things would be different here, and wanted to discover what had changed in the past three years. "I don't really think that being in the States and India has made me think only as an American, because it's been more international exposure." The origins of Rajeev's values have become blurred. "I don't think I see things as an American would...or as Indians would...it sort of sticks me in the middle, really."

Still, "the American ideal of working hard has definitely stuck. In India, you can't get anywhere by working hard, because there's so much to do

with where you come from."

The strain of crossing between cultures has affected both Indians, often with unpleasant results. Rajeev was upset to discover that he now can barely write letters or speak to his relatives in Hindi, which is their native language. Anil complains, "When I'm home, I almost feel like a tourist. I hate it. Distance has been created. One foot is in America, a foot is in India, and I'm in limbo."

After having lived in many different nations and cultures, Rajeev has come to the conclusion that people everywhere are basically the same. He notes that he has a cousin, an "average

Indian," who has never left India, "but we can still share many common interests. My father and I think pretty much alike, and he was fully raised in India."

What are the two Indians' perspective of Bates? "It seems to me," said Rajeev, "that the social life at Bates is pretty important, because apart from the academics and other things going on, there isn't much to get away from work besides the social life." Anil has thought very deeply about how his years at Bates have affected him. "In four years," said Anil, "I have turned from a total emotional Indian, to a rational aggressive person. I



Rajeev Malhotra

Faculty Members Have Little Limitation On Outside Activities

by Jon Marcus
Senior Reporter

Unofficial limitations on extracurricular work by the faculty of the College are almost nonexistent here at Bates. There are no official limitations in the present faculty contract, and many faculty members take advantage of the lack of regulation to pursue outside interests. It is more than apparent, however, that these activities do not interfere with academic pursuits or with teaching schedules here.

"Nowhere in any of the contractual relationships between the College and the faculty are there any restrictions or stipulations, so the contracts do not limit them in any way," explains Dean of the Faculty Carl Straub. "At the same time the expectation of the College is that any professional service or work done outside of the College will not interfere in meeting all the obligations of faculty membership." In the past, a practice of being absent from the campus was predominant in the faculty to the extent that it was difficult for students to locate some instructors for help or information. Still, as for outside work in general, Dean Straub finds that "this is often a normal aspect of a

professional career and I encourage it so long as it doesn't interfere in their work."

Other means open to faculty to undertake activities outside the curriculum include sabbaticals and leaves of absence. According to this year's Faculty Handbook, "a faculty member becomes eligible for a...sabbatical leave after permanent tenure has been attained and after a period of six years of teaching at Bates." After that point the faculty member may take a sabbatical leave every six years. Meanwhile, faculty on sabbatical receive full salary for a half-year off or half salary if they wish to take a full year. Earnings above salary during sabbatical leave result in a reduction of salary over that time period. Leaves of absence must be approved by the Dean of the Faculty who must be informed of the intention before the contract covering the time period of the leave has been submitted.

"Neither the College nor I personally have any objection to individual faculty members surveying other interests if that enhances their professional careers," continues Dean Straub, "and there is no restriction on faculty carrying out their rights in citizenship."

Many members of the faculty do indeed take advantage of their rights in citizenship, serving on several public committees or on other governmental bodies. Professor Sawyer Sylvester chairs the Police Commission in Lewiston. Perhaps the most renowned member of the faculty now doing outside work in the public sector is political science instructor John W. Simon who is presently serving in the Maine legislature. This endeavor takes up part of three work days a week during which time Mr. Simon makes the 30-mile trek to Augusta to serve in his legislative role. Not only does the new job have little negative effect on his schedule, "the two have overlapped. I'm supervising four internships in the legislature," Mr. Simon explains, "and students go back and forth (to the capital) with me." He is also on the judiciary committee "and the issues that come before us are a lot like those I confront professionally, in my Judicial Politics and Political Theory courses."

"It's too early to say that there's a perfect fit," continues Mr. Simon. "I've only been in the legislature a month now and I can see the benefits coming in."

(Continued on Page 11)

have turned more from a feeling person into a thinking person. I feel like I have half my emotions sometimes."

"It's not Bates that's screwed up," emphasized Anil. "I complained a lot in my freshman and sophomore years, but I came to the realization that Bates wasn't at fault, but the lack of initiative on my part. People seem to be caught up with social personas and conformity. I found that if I picked at the ice and tried hard enough, it would give way. When I changed from an attitude of apathy to really trying to do something about it, I got to know a lot of people really well, and that makes all the difference."

Many times Anil felt that he wanted to pack his bags, go home, and "ride a flying carpet," but my close friends have been very supportive and pulled me through my blues. I'm really glad I went to Bates because I've gone through a lot, and I've learned a lot, and I've really had a great time."

Anil still thinks that "Americans are basically simple, straightforward, and fun people, all looking for their own American dream. Sometimes the pace can get too fast and engulfs you. Americans just have to take time out and let their souls catch up with their technology."

Anil concluded with a smile, "After four years, I'm still crazy about those foxy American women."

Strict Rules Govern Academic Standing

By Thomas Vannah

The Academic Standing Committee of Bates College will allow changes in grades after the grades have been entered with the registrar, only in the case of clerical errors made by the professor.

The Academic standing committee of Bates College is chaired by Ms. Anne Lee. The members of the committee are James Carignan, Mary Spence, Virginia Curtis, Mary McNally, Eli Minkoff, and Drake Bradley. The function of the Committee is to consider and act upon appeals by students with regard to such matters as re-admissions to the college, for entering a class after the policy date, or for dropping a course after the prescribed date. The committee also considers faculty appeals for grade changes.

The Bates Student spoke with Ms. Anne Lee on January 30, regarding the role of the Academic Standing Committee. Lee was asked what the policy is concerning changes in a grade after the grades have been entered. "Such changes occur only in the case of clerical error," said Lee. Lee went on to note that the committee did hear exceptions. The Student then spoke with Drake Bradley. Bradley suggested that the committee had informed the faculty of the policies regarding grade changes. None of the faculty expressed a desire to have the policy changed.

Bradley also noted the "gray area" involved in grade changes. The "gray area" reflects those grounds for grade changes which are based on re-interpretation of students academic work. The re-

interpretation might stem, Bradley suggests, from the re-reading of a term paper which the teacher realizes deserves a better grade. The Committee to date has not changed grades due to re-interpretation. Bradley said, "It is a problem of selectivity; those students who complain have an advantage over those who don't." Bradley went on to suggest that if a teacher makes an error in evaluating the work of one student, unless the teacher reviews the work of all other students, the student who complains is receiving an advantage.

Bradley finished by suggesting that if students were in favor of changes being made in the policy regarding the changing of grades, pressure should be applied to the entire faculty, rather than just the Academic

Standing Committee. In the case of grade changing, the committee is designed to represent the entire faculty.

The Bates Student asked Ms. Lee for her opinions regarding the equity of the present policies and the decisions handed down by the committee. Said Lee, "As a committee, we try and make a fair decision. It's possible that we make mistakes. I am certain, human nature being what it is, that we probably have made errors, but we try and remain fair." Lee continued by noting that many students feel that the committee, and other committees, feel that "they are God." Said Lee, "We are not playing God."

The Academic Standing Committee is not a student/faculty committee. The Student asked Lee if she felt

students should be represented on the committee. "I supported the current policy that students are not on this committee," said Lee. Lee suggested that it was her opinion that students should not be "burdened" with the review of the academic performances of their peers.

The committee also decides in matters of course registration and the dropping of courses. Lee suggested that the committee attempts to follow the policy in such matters. If a student, then, appeals to the committee in a situation in which the student wishes to drop a course after the prescribed dropping date, the committee attempts to adhere to the original rule. Because, as both Lee and Bradley suggest, it is an exceptions committee, they will hear the case and attempt to render a fair decision.

THE MEN BEHIND THE COLLEGE:

Bates' Five Presidents

by Kristen Anderson

Rev. Oren Burbank Cheney
(1863-1894)

Rev. Cheney, founder and first president of Bates College, envisioned the creation of a new Maine college when the previous Baptist institution (a secondary Free Will Baptist school in Parsonsfield, Maine) burned down in 1854. He got the idea that another Baptist school should be built, only this time larger, better, and more centrally located in the state.

His contributions to Bates were enumerable. From the time the first class was matriculated, he presided over all facets of the college's growth and organization. Lewiston presented the camps to the founders, who then started building Hathorn and Parker Halls. The faculty numbered six men. A library was slowly collected. Then Benjamin E. Bates, a Boston businessman, sped up progress by giving \$100,000 (and was forever memorialized...)

Under Cheney, the college's program was structured on the pattern set by Oberlin College (1833). Liberal admissions policies and the exclusion of fraternities and sororities were a result of President Cheney's beliefs, as well as the example set by Oberlin.

George Colby Chase (1894-1919)

A Bates graduate, Chase started out as an instructor of English, until he became president after Cheney's retirement.

Chase's main contributions were to strengthen the faculty, and to secure funds for Coram Library and the Carnegie Science Building. The student body became less exclusively "rural Maine" in background, and the Bates students and alumni started to develop an identity as a group.

His role as president included a very close contact with the student body. He taught, he counseled, he disciplined. During a disciplinary session, he would often put a student, guilty of misconduct, through the disconcerting experience of offering a prayer for new strength of will.

Expansion continued during his presidency. During World War I, Chase not only managed to keep the college thriving, but had the Chapel and Chase Hall built.

Dr. Clifton Daggett Gray (1920-1944)

President Gray launched a highly successful "Million Dollar Fund," which resulted in the erection of a four unit physical education plant, consisting of the Gray Athletic Building, Alumni

Gymnasium, Men's Locker Building, and Women's Locker Building. Other buildings underwent renovation, and several houses were acquired.

Gray started a trend towards expanding beyond the restrictions of exclusive Baptist ties. He was constantly speaking to the public, in both religious and civic groups. He was a good public speaker, and once raised money for Bates by debating with the criminal lawyer Clarence Darrow, in Symphony Hall, Boston. He should also be remembered for leading Bates through the difficult years of the Depression and World War II, by managing to find enough funding to make the college affordable in such stressful times.

Charles Franklin Phillips (1944-1966)

Phillips, the fourth President, not only managed an extensive building program, but was instrumental in the adjustments in curriculum demanded by the post-war times.

Two of the curriculum options are notable: the 4/3 option, and the "Study Year Abroad" for juniors. Scholarship funds were improved through his efforts, and better faculty salaries attracted higher caliber instructors.

He also formulated the "Bates Plan," stressing "an appreciation

of the main field of human knowledge, a sequence of courses designed to lay the foundation for a satisfying career, and the development of basic qualities of personality and character."

Thomas Hedley Reynolds (1967-)

President Reynolds' role as president of Bates is a far different one from that of Cheney or Chase. A large administration and faculty take care of the daily needs of the students, thus limiting his contact with the student body.

His primary function is that of fund raising, budgeting, committee work, and exhaustive public relations. Under Reynolds, the number of faculty members has doubled. In 1970, a fund raising campaign was launched in Boston, which

resulted in the new Library. Now a new Capital Campaign has recently been kicked off, with the completion of the Library in mind, as well as the new gymnasium, swimming pool, and arts center.

He should have plenty of time to do this and much more. All the other Bates presidents were in office well over 20 years (Cheney was in over 30 years). If President Reynolds follows tradition, he has only gotten his feet wet.

This article was taken from information in "An Historical Introduction to Bates College" by H.W. Rowe, Bates College Bulletin, Sept. 1963; and R.M. Rothman's article on T. Hedley Reynolds for *The Student*, Oct. 27, 1978.

Rules And Regulations
Clear On Student Parking

by Jim Smith

For the fee of \$25.00, anyone, except those on financial aid, (unless they have a letter of permission from the Dean of the College) can keep a car on campus while school is in session. The fee varies if the time period is shorter - \$14.00 for one term,

\$8.00 for short term, and \$3.00 per week. Each car must display a Bates sticker on the rear windshield. Bates is also one of the few colleges which allows freshmen to have cars, a big factor in the decision to matriculate for many people.

Contrary to popular opinion, there is not a shortage of parking spaces. There are 253 spaces, situated: in the Pit, near Smith and Adams, next to J.B., on one side of Bardwell Street, behind Milliken, and on the corner of Nichols and Campus Avenues. Before the snows come, cars can be left behind Parker and Hedge on weekends. The lot on Campus Avenue was made available by taking spaces away from the staff. With only 180 registered cars and approximately 20 unregistered cars on school property, plenty of spaces are empty even when many are

(Continued on Page 11)

Black Admissions A Long Standing Policy At Bates

Bates College has the strongest tradition of any college in the North East of admitting Blacks. This tradition goes back to the 1890's at least; the name and class of the first black student at Bates is unknown, however, because the permanent files on students do not list race.

When asked about the subject of Black admissions, Milton Lindholm (past Dean of Admissions and current Honorary Chairman of the Capital Campaign) recalled that Bates has a long history of belief in human rights. The founders of the college determined that it should be co-educational (the second college in the United States to do so) and fraternities or sororities should not be allowed. Compatible with these attitudes was a desire to admit Blacks to the school.

Lindholm's personal opinion is that Bates' most illustrious graduate is a Black member of the class of '20: Benjamin E. Mays. Lindholm referred, as a point of interest, to a passage from Mays' autobiography, *Born to Rebel*, where Mays sums up his growth at Bates:

"Through competitive experience, I had finally dismissed from my mind for all time the myth of the inherent inferiority of all Negroes and the inherent superiority of all whites - articles of faith to so many in my previous environment. I had done better in academic performances, in public speaking, and in argumentation and debate than the vast majority of my classmates. I concede academic superiority to not more than four in my class..."

Lindholm said that the admission requirements for Blacks

during the many years he served as Dean of Admissions were never less than the requirements of fellow White students. The students accepted were always within the acceptable range of academic achievement. For those Black students whose background differed from other Bates students to the extent that certain scores could not be reasonably expected, the requirements were adjusted, in favor of more revealing criteria.

William Hiss, Acting Dean of Admissions, said that Bates' main problem today, in common with other competitive colleges, is to get enough qualified Black applicants to apply to the college.

Each year, there are more and more qualified Black students (Lindholm noted that a higher percentage of Black students are going on to college than Whites) but the competition to get them is also higher. Hiss said that there is a counterstrain to this phenomena, however: "Their scores on measurable tests (SAT's, Achievements) are going

down. This is equally true, both nationally and at Bates, of White students."

When asked whether admissions requirements were still different for Blacks, Hiss said very adamantly, "It is too easy a simplification to say that all Blacks, as a group, have altered requirements for admission. The question is not of race, but of culture." If a Black student comes from a cultural background like the background the SAT's are geared toward, then the requirements are the same. But if a student of any race comes from an environment where he/she has not had the opportunity to develop certain skills, then allowances are made.

This is true of any student from any different culture. Hiss cited the common example, in our particular location, of a student coming from a French-Canadian heritage. Since English may be his second language, the verbal sections of the SAT's could come out lower, because they are an index of long term

vocabulary development. However, Hiss would not say that SAT's do not count, but that they must be weighed judiciously in relation to other elements in an applicant's training and personality.

Looking to the future, Hiss
(Continued on Page 11)

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Volume 106, Number 4

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Frank Glazer News Bureau Photo

Pianist Frank Glazer To Perform And Lecture

Pianist Frank Glazer will present a series of free lectures and performances on the Beethoven Piano sonatas February 4-6 at Bates College. Three familiar sonatas will be discussed at 8 p.m., February 4 in the college chapel. The lectures on February 5 and 6 will be at 8 p.m. in the Chase Hall Lounge.

A faculty member at the Eastman School of Music at the University of Rochester, Glazer has performed with the world's major orchestras, including the New York Philharmonic, Chicago Symphony, Lamoureux, and the Orchestre de la Suisse Romande. He made his debut recital at New York City's Town Hall and his orchestral debut with the Boston Symphony Orchestra.

Glazer has been a soloist with leading chamber music groups, including the Fine Arts Quartet and the New York Woodwind Quintet. In addition, he has performed on major radio and television networks and has recorded such major works as Brahms' Piano Quartets, the Piano Music of Erik Satie, and Piano Chamber Music of Charles Ives. He also has recorded the latest works by contemporaries Morton Feldman, Robert Starer, Ben-Zion Orgad and others.

For his many distinguished performances of a varied repertoire Glazer was awarded the Paderewski Piano Medal in London. Versatility and creativity are hallmarks of Glazer's style. A composer of numerous art songs and lecturer

in music, he also is known for his unique recitals.

Glazer is a founding member of the Eastman (now Heritage) Quartet, the Cantilena Chamber Players, and co-founder of the Saco River Festival Association. (B.C.N.B.)

THEATER REVIEW

"Macrune's Guevara" An Enjoyable Play

by Brendan McManus

This weekend the Theatre Department is presenting John Spurling's "Macrune's Guevara", directed by Lisa DiFranza. The play is very funny, philosophical and enjoyable. It probes the moral relationship between ideals and reality; how much of our life can we give to fighting for our dreams? It presses for no particular resolution of the question, but gives a panorama of views. Characters re-live the life of the revolutionary Che Guevara, try to learn why he fought, and how Macrune, a starving painter, saw him.

Steven Barrett as Edward Hotel and Tom Gough as Macrune turn in excellent performances. The rest of the cast do very well, particularly Michele Livermore. The role of Che Guevara is masterly filled by Adam Sharaf. DiFranza's direction and lighting arrangements are inspired: An early section, "The Tables of Law" I thought a bit weak in content, but its physical arrangements made it a standout image.

The idea of theater as a didactic platform is probably corny. But, this play leaves one

with a need to rethink old assumptions. Can one follow an ideal in the honor of a hero as Julien Sorel does, or can we ever really understand enough of what another person believes to follow in his footsteps.

And there is always Hotel who would keep dreams and reality separate and express ideals only in art. The play raises many questions to which - eventually, we must all answer in our own way.

"Macrune's Guevara" is fascinating and very entertaining. So, put down this paper, and go!

Farmer's Almanac Predicts Snow During Finals

by Tad Baker
Senior Reporter

To try to get a long range forecast for the rest of the winter, one could go through the standard channels, various federal meteorological bureaus, or the local TV weatherman. On the other hand, one could go to an older and often more reliable source, *The Old Farmer's Almanac*. Many laugh at the predictions of the almanac, but this year marks the 187th annual edition. It must have something going for it.

Here is the outlook for the rest of the winter in Maine. February will be a cold month, with an average temperature of 21 degrees (nine degrees below normal). Three and one half inches of precipitation can be expected, which will be just about the average. We can expect a very cold and dry weather for most of the month. There will be a few flurries, and little sun. Watch out for February 20. This day will mark the beginning of a big four-day northeaster which will produce

almost all of the month's snow. After the 24th it should clear off and become very cold.

March will produce lots of freezing rain, but little or no snow. Temperatures will be several degrees above normal, producing a March that will apparently both go in and come out like a lamb. April will be a little drier than March, but it will get colder again, and we can expect it to snow during exam week. Parts of New England may get a snow storm as late as April 18.

Of course *The Old Farmer's Almanac* does not provide the reader solely with the weather. On February 26 the most

spectacular astronomical event of the year will take place - a total eclipse of the sun. A partial eclipse will be visible in Lewiston from about 11 a.m. until 1:30 p.m. February 2 is not only Groundhog (or Candlemas) Day, but is in fact, the middle of winter. On March 13 there will be an eclipse of the moon, then, finally, at 22 minutes past midnight on March 21, spring will officially begin.

There is, of course, other useful information in the almanac. One can learn exactly when is the proper time to plant rutabagas or that by sprinkling blood around an elm tree, one can keep rabbits away from it.

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5. **Centennial**, by James A. Michener. (Fawcett/Crest, \$2.95.) Epic story of America's legendary West: fiction.
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7. **All Things Wise and Wonderful**, by James Herriot. (Bantam, \$2.75.) Continuing story of Yorkshire vet.
8. **The Immigrants**, by Howard Fast. (Dell, \$2.75.) Italian immigrant's rise and fall from Nob Hill: fiction.
9. **The Dieter's Guide to Weight Loss During Sex**, by Richard Smith. (Workman, \$2.95.) Humorous take-off on sex and diet manuals.
10. **Julia Child & Company**, by Julia Child. (Knopf, \$8.95.) Recipes being featured on her new TV series.

This list was compiled by *The Chronicle of Higher Education* from information supplied by college stores throughout the country. January 29, 1979.

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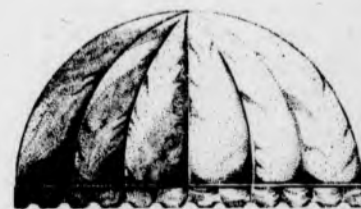
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SPORTS

Volume 106, Number 4

Established 1873

Intramural Action Continues At Exciting Pace

Action continued to be furious in all the men's intramural basketball leagues. All the leaders continued to blast all the lower teams, while the middle place teams tried to scramble into contention.

In A League, Howard and Roger Bill-Page remain tied for first place, as they both won two games last week. Howard edged the Faculty 57-47 and annihilated Adams 78-31. Roger Bill-Page nipped Chase-Adams 41-31 and beat JB 63-49. Idle Milliken-Hedge remained in third place at 3-1, with Wood-Herrick-Smith and the Faculty tied for fourth at 3-2.

In B League, Rand-Hedge still has sole possession of first place in the West Division at 4-0, with Smith South second with a 3-0 record. Rand-Hedge knocked off previously undefeated Smith North 42-35. Smith South dumped Chase-Small 62-29. Adams 3 moved into third place with a pair of wins, including a 92 point outburst in one game.

In the East Division, Adams I took over sole possession of first with three big wins. Roger Bill won its two games to keep a close second. Adams I won 50-29 over Milliken, 30-22 over RB-Clason and 42-21 over Adams 2. Roger Bill bombed RB-Clason 44-24 and dumped JB 55-27. Howard remains in third place with a 3-1 mark.

Smith South edged ahead into first place in C League by beating Hedge-Page 22-18. Idle Roger Bill moved into second, as Hedge-Page fell into the cellar.

Several big games are on tap for Sunday. At 7:00 it's the B

West showdown game between Rand-Hedge and Smith South. In A League, co-first place Howard plays fourth place Wood-Herrick-Smith at 8:00, and at 9:00 co-first place Roger Bill-Page meets third place Milliken-Hedge.

Here are the standings as of January 30, 1979:

| A League | W | L |
|--------------------|---|---|
| Howard | 5 | 0 |
| Roger Bill-Page | 5 | 0 |
| Milliken-Hedge | 3 | 1 |
| Wood-Herrick-Smith | 3 | 2 |
| Faculty | 3 | 2 |
| JB | 1 | 3 |
| Chase-Adams | 1 | 4 |
| Pierce | 0 | 4 |
| Adams | 0 | 5 |

| B League East | W | L |
|---------------|---|---|
| Adams I | 5 | 0 |
| Roger Bill | 4 | 0 |
| Howard | 3 | 1 |
| Page 1 | 2 | 2 |
| Page 2 | 2 | 2 |
| JB | 2 | 2 |
| Wood-Herrick | 2 | 2 |
| Adams 2 | 0 | 4 |
| Milliken | 0 | 4 |
| RB-Clason | 0 | 5 |

| B League West | W | L |
|---------------|---|---|
| Rand-Hedge | 4 | 0 |
| Smith South | 3 | 0 |
| Adams 3 | 4 | 1 |
| Smith North | 2 | 1 |
| Moulton | 1 | 2 |
| Adams 4 | 1 | 2 |
| Chase-Small | 1 | 3 |
| Adams 5 | 0 | 3 |
| Smith Middle | 0 | 4 |

| C League | W | L |
|-------------|---|---|
| Smith South | 2 | 1 |
| Roger Bill | 1 | 1 |
| Hedge-Page | 1 | 2 |

Bates Trackmen Continue Fine Season

by Doug Olney

The Bates men's track team continued its most successful season in several years by defeating Vermont and Middlebury while losing to a tough UNH squad in a quadrangular meet at UVM last Saturday. Bates scored 56.5 points to UNH's 66, UVM's 44, and Middlebury's 7.5, and raised its season record to 5 wins and 3 losses.

Many fine performances were turned in during the meet, especially in the field events. Bob Barry leaped a personal best 21½" in the long jump, good for third place, and won the triple jump with a distance of 44'9¾". In the high jump, Joe Drayton equalled his best performance with a leap of 6'4". Drayton's effort was matched by Joe Bibbo's best-ever collegiate jump, also 6'4". Mark Miller was victorious in the shot with a throw of 48'. Terry Burke was a two-time scorer putting the shot 42'8" for third place and coming in fourth in the 35 lb. weight throw, hurling it 52'6". In the pole vault, Paul Brown and Bob Umberfield placed third and fourth, respectively, both

vaulting 13'-0".

This year's field events team has improved quite a bit over the previous year, and now presents a strong and balanced attack. In this meet, Bates men scored in every field event, and as a whole, the throwers and jumpers showed their strength by outscoring the other teams in the field events.

On the running side, the meet was highlighted by Don Sheldon's performance in the 50 yard dash. Sheldon sprinted to a time of 5.6 seconds, qualifying him for both the Eastern and New England track meets later in the year. The only individual winner for Bates in the running events was Bill Tyler, who won the 880 going away in a time of 1:57.3. Tom Cloutier was third in the same race, racing to a 1:59.2 after finishing second in the mile with a strong time of 4:19.8. Ed O'Neil dashed to a 52.9 second 440, good for second place, and tying for second in the 1000 yd. run with a time of 2:21.7 was Paul Hammorid. Placing third in the 600 was Benny Blanton, running 1:15.9. In the distance events, placing fourth in the mile behind Cloutier was Kim Wettlaufer. Chris Adams Tom

Bobcats Play Well But Drop Three

by Bob Muldoon
Sports Coordinator

The men's basketball team lost three tough away games last week to bring their overall record to 3-9. Despite the losses, the Bobcats played top notch basketball against some of the best teams in New England Division III basketball.

On Wednesday, January 24, Bates lost to a scrappy, opportunistic Bowdoin team by a score of 66-58. The Polar Bears came out of the locker room on fire as they streaked to a 23-12 advantage over the Bobcats who started out very cold from the floor. Then, as Coach George Wigton stated, "They got their cold spell," as Bates chipped away at the lead to gain a 26-25 halftime lead. In the second half both teams traded baskets and played good, consistent basketball until the score was knotted at 49-49. At this point, Bowdoin spurted ahead and then started to stall. Bates was forced to foul the Bears to get possession of the ball each time Bowdoin had it until the clock ran out. Coach Wigton noted that the two teams are very evenly matched but that Bowdoin, with the home court advantage, played a little better on this given evening. The Bobcats will be looking for revenge when the two teams meet again in Lewiston.

Coach Wigton explained Bates' slow tempo offense that has been used throughout the season including the Bowdoin game and will be continued the remainder of the season. "It is designed to force the other team to come out and play us. We want to extend their defenses." With the opponents' defenses spread out, Bates can work for their two best scoring opportunities who are either Lou Bouvier shooting from 4-5 feet out or Mike Ginsberg taking an 8-10 foot baseline jumper. The extended defense also enables the Bobcat guards to penetrate for layups or pull up short and take 15 foot jump

shots.

On that weekend, the Bobcats traveled to Massachusetts to play two games. Their first stop was Williams which Coach Wigton feels "is possibly one of the toughest places to play in New England." He explained that the court is very small with a track that surrounds it and baskets sticking out on both sides. Consequently, "Williams always presses because there is limited space to use." The Williams gym is particularly disadvantageous for the Bobcats who like to use as much room as possible. Fortunately, Bates had a few days of practice to work on breaking the tenacious Williams press. They handled the 1-3-1 half court trap well. On offense, they controlled the tempo and maintained a 28-26 halftime lead. In the second half the game took a turn which was to be crucial. The referees began to take the game out of the control of the players and into their own hands. This turn of events hurt Bates badly. In total, the referees gave 30 foul shots to Williams, whereas Bates had but 16. What makes these number shocking is that Bates was playing a subdued defense, and Williams was pressing continuously. In spite of the apparent onesidedness of the officiating, Bates was behind by only one point with six seconds left in regulation time and with "Super Sub" Rob Kramer at the line in a one on one situation. Kramer sank the first shot but missed the second to send the game into overtime where Williams jumped to an early lead, and the Bobcats were unable to catch them. The final score was 57-52. Mike Ginsberg

was the outstanding player of the game as he racked up 22 points on spectacular 10 for 12 shooting from the baseline. Ginsey also hauled down 10 rebounds. Coming off an outstanding game against Bowdoin, freshman John Kirby was second in scoring honors with 9 points. Coach Wigton also cited the play of freshman Scott Hyde who "came into his own as a college basketball player against Williams."

With little rest, a tired Bates squad made the journey to Amherst to play a team that Coach Wigton considers to be the top Division III team in New England. Amherst started the season off slowly because it had been playing teams that had been practicing since October 15, whereas NESCAC schools like Bates and Amherst are prohibited from beginning practice until November 1. Coach Wigton believes that this factor hurt Bates in an early season effort against Babson which is not a NESCAC school. He thinks that Bates could probably beat Babson if they were to play again. Amherst, on the other hand, has been playing excellent basketball since the early season. Underneath, they are led by a 6'8" center named Griffin and a 6'5" power forward named Johnson. Their guards are 5'11" Malone, an amazing leaper who can dunk the ball with two hands, and Martland, a fantastic shooter. Bates played Amherst tough all the way and were only down by five, 30-25, at the half. Both teams traded baskets until the very end of the game when Amherst began a small spurt. On

(Continued on Page 11)

Bates Women Triumph In Come-From-Behind Victory

The Bates College women's ski team finished second last weekend at a Division I-II meet hosted by Colby-Sawyer College in New London, New Hampshire.

The alpine events, held at King Ridge, were hampered by a steady accumulation of heavy wet snow, causing problems in the Giant Slalom. The Bobcats bounced back with strong finishes in the Slalom by Micko Sugimoto and Patti Lane - sixth and eighth respectively. Cheryl

Wiley was Bates' top GS finisher with a ninth place.

The cross-country race was held at Colby-Sawyer where Bates placed four skiers in the top six to win that event. Lisa Terwilliger took third place while teammates Marn Davis, Laurie Schultz, Kristen Silcox, and Beatrijs Muller finished fourth, fifth, sixth, and eleventh accordingly.

Overall scores showed St. Lawrence University in first place with 118 points, Bates-103, New England College-94, Colby-Sawyer-93, Plymouth State College-78, and Johnson State College-12.

This weekend, both the men's and women's teams compete in the UVM Winter Carnival to start off the Division I Carnival Circuit. The jumping events will be held Thursday, at Middlebury, Vermont, and the Alpine and cross-country events will be held at Stowe, Vermont.

Coach Bob Flynn is optimistic about the women's team this year and feels they should place "at least seventh" out of the eleven Division I teams competing this weekend.

Skiers Place Second At Colby-Sawyer College

The Bates women snapped a four game losing streak in an exciting come-from-behind win over Mount Holyoke College Saturday night. Down 28-19 at the half, Bates came back and with less than three minutes to go, Kathy Doocy scored to give Bates the lead for the first time. Baskets were traded, but Mount Holyoke never regained the lead. The final was Bates 58, Mount Holyoke 50. High scorer for Bates was Shirley Averill, with 23 points.

In other games, Bates lost to a tough Colby team 71-54. The Mules jumped off to a quick lead from which the Bobcats were unable to recover, although they did play better in the second half. The same held true for the game

against Williams which Bates lost 64-46, despite Averill's 26 points.

After Saturday night's success, the team should be ready for this weekend's tournament to be played at Bates against M.I.T., Swathmore, and Wheaton.



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BLACKS

(Continued from Page 8)

hopes for a much broader spectrum of human types at Bates. He feels that diversity amongst the student body is a very good thing; it provides a far more "yeasty" academic and social environment.

FACULTY

(Continued from Page 7)

I've always worked hard and I hadn't expected to quit working hard."

Dean Straub finds more positive results from this sort of extracurricular work, and feels that "it would call upon the professional talents of the faculty member."

TRACK

(Continued from Page 10)

formances, the Bobcats are now pointing towards the Maine State Meet with Bowdoin, Colby, and UMO this Saturday at Waterville. Having easily handled Bowdoin and Colby earlier this season, it looks like Bates will be battling UMO for the state championship. UMO's track team is very strong this year, and they beat UNH earlier this season. However, UMO has been on a semester break that ended this week, which could be to Bates' advantage, if the Black Bears are not ready for competition. It is very conceivable that the Walt Slovenski led squad could bring home its first state championship in several years, continuing the Bates tradition of excellence in track.

MEN'S BASKETBALL

(Continued from Page 10)

a breakaway just before the buzzer, the 5'11" Malone dazzled the crowd as he cut loose with a two handed dunk to give Amherst a 72-61 victory. Coach Wigton felt the score was not indicative of the closeness of the game as it was about a five point game until the waning moments. For Bates, it was a balanced team effort. Buddy Schultz broke out of a long, frustrating slump with 11 points and fine all around

Peace Corps And Vista: An Alternative

College graduates from across the country joined Peace Corps and VISTA last year, seeking international experience, or a chance to learn valuable organizing skills here in the United States.

Peace Corps/VISTA representatives will visit Bates College Wednesday, February 7, from 9 a.m. to 5 p.m. They'll be at the office of Career Counseling, Alumni House, and in-

terested seniors should sign up now for an interview. Brochures and applications are available at the placement office. Seniors with majors or minors in business, math, biology, chemistry, physics, French and Spanish are particularly being sought for Peace Corps. For VISTA, Spanish and/or community involvement background is helpful.

FINANCIAL AID

(Continued from Page 6)

adjustment, but all changes have strictly financial reasons which are usually based upon some alteration of family resources. For example, if increased family income is indicated, then need is decreased and appropriate adjustments in financial aid are made. The same is true if the reverse situation exists. In other words, the Office of Financial Aid at Bates must review each student's Financial Aid Form very carefully and make appropriations based upon a fair evaluation of each candidate's financial situation.

The task of providing financial aid to all those deserving it is an enormous one. Obviously, not everyone's needs can be met sufficiently. Nevertheless, the Financial Aid program at Bates

is backed by an extremely competent staff of people who are constantly working to the best of their ability to ensure that the needs of as many students as possible will be met.

the problem of R.A. communication with students as my responsibility and attempt to do everything in my power to better the situation. I am optimistic that with the maturation of the House Councils, communication between the R.A. and the students will be that much better.

In lieu of the difficulty of getting extensive student reaction to the issues the R.A. has been addressing I, in my position as President of the R.A., have stressed to the representatives that they were elected because their fellow students respected their judgment and concern and that they should be confident in exercising that judgment on issues brought before the R.A.. It just so happens that this important aspect of the representative's role was mentioned not only at the beginning of the school year to the R.A. representatives but also to both Mr. Baker in his interview with me for the article and at the R.A. meeting which Mr. Cohen based his asinine editorial on, however both individuals conveniently ignored this side of the question.

Mr. Cohen should be applauded for the improvement in the organization and appearance of the *Student*, it is a welcome relief to the *Student* of years past. However these improvements are quickly being overshadowed by the "holier-

FOOD SERVICE

(Continued from Page 1)

points should be remembered when evaluating institution cooking:

1. Quantity cookery is more difficult than cooking at home as it is difficult to season food to everyone's taste and thus pretty difficult to have it always taste like mamma's.

2. Keeping the cost of meals within reason and still having a varied meal plan is a supreme challenge. In these days of inflation, there is no longer any good cheap food.

3. To help keep the costs down, students can do their part by not wasting any food. Take only what you plan on eating.

In the book *Archy's Life of Mehitabel*, Archy, a cockroach, makes an interesting observation on eating food. "I have noticed that when chickens quit quarreling over their food they often find there is enough for all of them. I wonder if it might not be the same way with the human race."

STUDENT PARKING

(Continued from Page 8)

eliminated by snow and plowing.

Reports on parking, which are made by Security personnel every day, revealed 45 empty spaces on a recent Monday, though mostly in the least desirable parking areas. Anyone who has reservations about walking across campus after parking his or her car should call the Concierge and obtain an escort. Concerning unregistered cars, they are out there, and Security knows it. Each day that the unregistered car is found on campus, it will be ticketed. After the third ticket, the security office will check on the registration of the car in the state from which it came in order to ascertain its ownership. After five tickets the car can be towed away. The school is serious about this. Cars will be towed to prove the point. A letter of warning will be given after the fourth ticket, however. According to

Security, it is the same people who get ticketed and towed year after year.

People who have their car privileges revoked can no longer park on school property, but this does not include College Street. Cars can be left there undetected by Bates. Technically, the ownership of a car while at College is prohibited under these circumstances; but it may be difficult for the college to enforce this when parking on the streets is legal.

Driveways are not for parking; they are for maintenance and emergencies. If the car should become stuck because of a frozen emergency brake, for example, Security will allow illegal parking until the car can be moved. In such a situation the car owner should go to the Security office and explain the situation, and he or she will have few problems.

R.A. DEFENSE

(Continued from Page 2)

than-thou" attitude that has been reflected in recent issues of the *Student*. It's a shame that such an important voice in the Bates community, the *Student* has had to lower itself to the depths of sensationalism. Misquotes and condescending editorials only

serve to eliminate the credibility the *Student* has built up in the past year. I only hope that Mr. Cohen will not continue to negate the improvements he has made in the *Student*.

Jack Meade
R.A. President

LECTURES NOTEWORTHY?

(Continued from Page 5)

in a few minutes. But if not, you'll want to have them answered either in class or later.

Be alert to the instructor's tone, emphasis or questions. These may be clues to things that will appear on an exam. For example, if Professor Smith says, "Five important reasons for the treaty were..." or "Remember now..." you can be sure those are things to be recorded.

Class lectures and textbook assignments do not always parallel each other. Your class notes will reflect the instructor's approach to the topic, but you might find it helpful to make additional notes from your textbook on the left-hand page across from your class notes.

Design your notetaking system so that you have sufficient room to record the instructor's material, your reading notes AND your review notes on one page to two opposite pages.

Remember, review your class notes as soon as possible after the session had ended. In this way you'll be able to correct, clarify, or fill-in where necessary. This review time will also be critical in helping you remember the class material when it is fresh in your mind.

One style of notetaking, developed at Cornell University, has been very helpful to students. On every right-hand page, draw a vertical line from top to bottom, 2 1/2 inches in from the left side. In class use the large 6 inch column on the right for recording the lecture material. After class and during study times, use the smaller left-hand column for making your

own review notes. By marking down the key word, idea, or fact, it can help you remember what you are studying and help you review for exams. Some students find it helpful to use a colored marker or pen during review to underline the important words or phrases.

Completing textbook or reading assignments before each class will help minimize notetaking in class. You will know whether the material under discussion is in the text or not. You will already have underlined the important ideas in the book, so you won't have to duplicate these points when the instructor makes them. Instead of taking down these same facts write "refer to textbook chapter."

Typing to rewriting notes is normally a waste of time; if they are legible, accurate and complete it is much more productive to spend your time reviewing the notes, reading your text and keeping up every day and every week with your studies.

* This feature is one of a series developed for students by college textbook publishers. A booklet on this subject can be obtained free by writing to AAP STUDENT SERVICE, Association of American Publishers, Inc., One Park Avenue, New York, NY 10016. Other booklets in this series are: HOW TO GET THE MOST OUT OF YOUR TEXTBOOKS, HOW TO PREPARE SUCCESSFULLY FOR EXAMINATIONS, HOW TO IMPROVE YOUR READING SKILLS, and HOW TO BUILD YOUR WRITING SKILLS.

E.P.C.

(Continued from Page 1)

mentations, which comprise the bulk of the report, are lengthy and varied.

The first recommendation states that students should have "a critical appreciation of scientific knowledge and understanding." Thus, students should be required to complete at least three courses from the curriculum in biology, chemistry, geology or physics and astronomy. Two of the courses must be in a department-designated sequence. The student must include at least one science course outside his or her major, a minor change. In addition, a student would not be able to fulfill this expectation by taking a math course. The math-related recommendation would increase enrollment in science courses.

The second recommendation of the EPC involves a requirement of at least three courses in the social sciences; however, the requirement need not include courses in history or education. Again, the major in any social science area would be required to take another course outside the major but within the social sciences.

Recommendation three of the report requires that students complete at least one math course "which requires use of mathematical concepts and terminology." Student majors in biology, chemistry, geology, physics, mathematics, economics, political science, psychology and sociology will meet the requirement automatically.

In their fourth recommendation, the Committee cites their belief that "the graduating student should have a critical appreciation of the significance of the past for the present. Thus, a new requirement entails that each student complete "a five-course study of ideas, values and artistic expressions in an historical period or in a cultural transition." Courses must be selected from offerings of three departments. These clusters must be declared by registration for the fall semester of the junior year. The Committee based the idea for this requirement on the fact that the median number of humanities courses taken by non-humanities majors in the past have been five or more. In addition, history courses are now available to meet this requirement. Examples of clusters sampled in the report include American Civilization, French Civilization, Medieval and Renaissance Europe and Seventeenth and Eighteenth Century Europe. They each include possible courses which could be compiled to meet the requirement, and which include courses from areas such as language, history, art, theater, religion, music, etc.

The fifth recommendation details attempts to provide a requirement to ensure that "the graduating student...have the ability to write with clarity so as to share knowledge and understanding with others." In a dramatic recommendation, the EPC suggests that students demonstrate writing proficiency by the end of the second year through satisfactory writing

performance in an essay assignment during freshman orientation or at freshman or sophomore winter registration periods, a freshmen seminar, a tutorial or a writing course. The Lilly Endowment's "Workshop on the Liberal Arts," attended by EPC members in Colorado Springs showed that colleges surveyed failed to "offer explicit instruction in writing, although writing assignments are frequent." In further research, the EPC asked freshmen about their secondary writing experience, but received only thirteen responses. They also recommend that admissions take writing proficiency into account and that faculty pay more attention in this area.

The final EPC recommendation deals with physical education requirements. These requirements will be continued, though not in the context of a course; in addition, the physical education requirement will not be included in the transcript. Finally, there will be an extension of the "substitution rule" which allows students to substitute proficiency tests, team sport participation, or participation in a "fitness foundations" course for a regular gym class. Outing Club activities and membership in the modern dance company will also be considered valid substitutions. This recommendation has already been passed by the physical education department, who prepared it, and does not require faculty approval.

In every proposed curricular change, Dean of the Faculty Carl Straub points out, there is reserved the responsibility of the individual student to choose from several options. In addition, Dean Straub stresses that no students currently enrolled will be affected, but that the recommendations will be effective beginning with the class entering in 1980.

The EPC will hold a series of informal discussions with interested students to learn about student suggestions. Dates and times of these discussions will be announced. Three hundred copies of the report are available in the CSA office, again to be reviewed by interested students.

man and I fully intend to take freshman level courses and am going to enjoy their fringe benefits while I can.

At this point, I would like to tell about the advantages to, and why we like the infamous "Freshman Center." First of all, in Smith we have two rooms. I was astounded when I walked into my room and saw this. To me it couldn't be more ideal. One person can sleep while the others study, entertain, or do whatever. Also the hall configuration is very nice in that the people get to know each other very well as well as the fact that it can be easily defended in the event of a raid. Also the coed by floors situation breaks us into this type of living gradually. Finally, perhaps the most significant aspect is the fact that in the first week all of us were "in

CHINA

(Continued from Page 1)

but is made of strong steel and seemed like the type of man who "could be ruthless if he had to." Despite this trait, he had a "devilish sense of humor" and a great presence and ease in front of the audience.

Fetter is currently planning a short term unit this spring in which he and his students will visit China. The Bates group will be the first group of college students to visit the People's Republic of China since the normalization of diplomatic relations. While this will not change the groups precise itinerary, it is hoped that it will give them a better opportunity to see China. Fetter even hopes for a possible visit with Teng himself. His parting words to the Vice Premier as he passed through the reception line were "hope to see you in China."

PROBLEMS

(Continued from Page 2)

there in the text as attention-getters, the twisting and virtual contradiction of professors' own statements about themselves, the inclusion of the photographs of only half of the faculty members currently being considered for tenure, and a caption for those pictures which was shocking in its insensitivity.

Certainly the Representative Assembly, the tenure system and the Health Service are not without faults. Furthermore, a commitment to responsible criticism keeps a community alive and healthy. The *Student* is to be commended for its attempt to provide expanded coverage this year. But it dare not disregard certain indispensable values, namely, intellectual honesty and fair play, objectivity, responsibility to the printed word. It should never make statements on the basis of unverified data and should refuse to aid and abet the spread of malice. When the printed word is misused, it forfeits its credibility. What we say in print should reflect the values for which and by which we stand.

Sincerely,

Margaret B. Brearly

Instructor in German

Judith E. Lyczko

Assistant Professor of Art

FRESHMAN CENTER SUPPORTED

(Continued from Page 2)

the same boat." I found it very secure and reassuring to realize that everyone around me was thinking the same basic thoughts and having the same types of problems on their mind. That's right, I freely admit I was worried and had doubts at the beginning. To this argument I've heard people say how friendly the upperclass is and how they would be nice to all the freshmen. I for one know that I would not go out of my way to round up freshmen and take them somewhere. No matter how friendly these people are, they do have their own friends and "connections" and again might not be so anxious to "break-in" a frosh. Also as a side light to this, is the point that anyone who has ever experienced this feeling knows that there is almost nothing more lonely than being

the figment of overimaginative and underoccupied student minds, although the area is certainly ripe for some investigative reporting... Incidentally, although the computer and associated offices will be located in the basement, the committee was successful in lobbying for a ground level location for the computer terminal room. This means that people who want to use the computer (as opposed to run it) can do so while basking in the full sunlight of the huge windows in room 6, Coram. Someday, somebody will thank us for this visionary break from tradition.

With regard to the issue of water leakage and damage, this is not so much a "controversy" as a problem to be solved. I would refer anyone who wishes to investigate the matter further to the technical memoranda issued by the Director of Computing. A review of those documents shows that the problem has received very thorough attention; indeed, the technical details will try the patience of the most ardent masochist. In any case, the committee is satisfied that the problem has been given adequate attention so far, mysterious "sources" to the contrary.

As for the "vehement op-

THE BATES STUDENT STANDS BY ITS STORIES.

WE DO, HOWEVER, WELCOME ALL CRITICISM INTENDED TO BE CONSTRUCTIVE.

TRAINERS

(Continued from Page 2)

first aid, and their training in basic athletic therapy is more than sufficient to handle the immediate athletic injury situation.

In response to the author and Al Cilcius suggestion that all R.C.'s be trained E.M.T.'s, I suggest that ALL students be trained E.M.T.'s and the R.C.'s all be required to be Physicians...

John M. Downey R.P.T.

Head Athletic Trainer

in a group of people who all know each other and not knowing anyone.

In conclusion I would like to cite the article appearing in the January 19th issue of *The Bates Student*. The statistics in the Freshman Center poll (despite the biased commentary on them) speak for themselves. 68% of the freshmen polled said that the FC experience was "favorable" and 67% said that they would recommend it to future freshmen. And so with these stats and the aforementioned arguments, one can easily see that the residents of the freshman center like it, and that those people - freshmen included - who do not, better come up with some more substantial arguments if the intend to keep this ridiculous crusade going.

Logan Seale

COMPUTER CONCERN

(Continued from Page 2)

position" coming from Psychology about the siting, I would simply note that the chairmanship of the committee might provide some assurance that their "interests" were adequately represented. And, in fact, Psychology did not oppose the current arrangement for Coram. Also, just to set the record straight, Psychology was given two small laboratories (not classrooms) in the basement of Coram in return for their large room 6 laboratory. I don't think Psychology would ever consider teaching classes in basements.

There is no basis whatsoever for the suggestion in the article that the basement of Coram is structurally unsound, although it is true that the opportunity afforded by renovation was used to reinforce one of the beams. In any case, I would certainly worry more about the people above than the computer below.

Aside from such factual inaccuracies in the report published in the *Student*, I am mainly concerned with the "tone" it sets with respect to the future role of computing at Bates. To quote from the summary paragraph of the article:

Still, if the behind-the-scenes conflicts and compromises were any indication, the new complex will not be greeted with complete enthusiasm by everyone. Some still believe problems in development will expound themselves as operations begin, possibly with unhappy consequences.

Now this is what I call the "gloom-and-doom" outlook. It makes for a catchy ending, but it hardly follows from any of the issues discussed in the report. The types of problems discussed (e.g., water leakage) are not ones which would affect the normal day-to-day operation and functioning of the computer; if and when they arise the system will be completely powered down until they are cleared up. Also, the quote and the general tenor of the article suggest a scenario of machinations, conflicts, compromises, and behind-the-scenes wheeling-and-dealing as the context surrounding the decision to site the new computer in Coram. This is silly. As attractive and enticing as the political model might be to an investigative reporter, things just don't work that way. There was absolutely nothing "behind-the-scenes" concerning any of our deliberations (see the minutes for the numerous meetings we have had this year). Nor were any "compromises" made except on the one point of having to accept a basement location for the computer itself. Actually, there was nothing to "compromise" on this issue - we simply had to take what space was available. However, given the reality of our situation, we have received excellent cooperation from the administration in making the best computer facilities possible in the basement and in room 6 of Coram Library. After the new center opens next month, I invite you to try it - you'll like it!

Sincerely,

Drake R. Bradley, Chairman
Committee on Computing Services