9-1-1978

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

Bates College

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PRESIDENT WELCOMES FRESHMEN

It gives me a great deal of pleasure to welcome you to Bates. I hope that you are eager to begin your college careers; the faculty, I know, is eager to assist you in your pursuit of learning. During the fall semester many of you probably will experience considerable change and growth, which I hope will be enriching. As you continue through the year, take time to reflect not only on what you already have gained but on the possibilities which lie ahead. The next four years will be highly enriching. As you continue through the year, take time to experience considerable change and growth, which I hope will be important ones in your lives; be sure to make the most of them. You have made a wise decision, I believe, to pursue a liberal arts education. As society becomes more complex, it is essential that we have individuals who know how to approach problems from various perspectives, not just narrowly defined points of view. The resurgence of curriculum debates throughout the country is refreshing. As the Bates faculty begins to consider the recommendations of its Education Policy Committee, I hope that you will join the upperclass students and participate in this discussion. The beginning of each academic year is an exciting time for all of us. I sincerely hope that your first year at Bates will be stimulating and rewarding. Best wishes to everyone.

Very truly yours,

THOMAS HEDLEY REYNOLDS

The Page Hall Freshman Center will begin operation in the fall of 1978. The building was completed in 1977 and will accommodate 200 freshmen in the first year. The center is designed to provide a home away from home for the freshmen, and is intended to be a place where they can gather and socialize. The center features a large common area, a kitchenette, and several small study rooms. This is the first year that the center will be fully utilized, and it is expected to be a huge success. The center is open 24 hours a day, and is staffed with student and faculty members who are dedicated to the success of the freshmen. The center is a great resource for the freshmen, and is sure to be a big hit.

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

FRESHMAN EDITION

FRESHMAN CENTER EXPANSION

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

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

In addition to the recreational-athletic facility, this largest campaign ever undertaken by Bates will raise: Faculty endowment, $2.5 million; performing center, $2.4 million; scholarship endowment, $1.1 million; instructional and computing equipment, $1.5 million; library expansion, $400,000; energy saving programs, $300,000; endowed concerts and lectures, $200,000; and, audiovisual facilities, $175,000. Naturally, this takes a major organizational effort. President Reynolds has been "on the road" most of the summer seeking support for the campaign. The President tries to do much of his traveling in the summer months so that he can be on campus when College is in session. Nevertheless, this campaign will undoubtedly take him from the campus more than he wishes in the next few years.

Funds drive begun

The editors of The Bates Student wish to gain the active support of the Class of '82. It is this class that will be at Bates for the next four years, and people who are interested in the newspaper can at this point take a major part in the development and increasing improvement of The Bates Student. The new structure of the newspaper is in the formative stage and for this structure to work, dedicated people are needed. The Bates Student is looking for people who are interested in: typing (to type articles a few hours each week on an IBM Self-Correcting Selectric II); reporting either on an independent basis or on an independent basis, research (looking through newspapers from past years, some time possibly involved at Lewiston papers' offices) layout (to assist in the layout of the newspaper -- one night each week -- possibly to take charge of layout later in years); errand people (to pick up and deliver material to and from Lane Hall, Student office, students, faculty, etc.) If you have any interest in being a part of The Bates Student either on a permanent or a sporadic basis, please stop by our table at the Activities Fair. If you can not or do not see us there, please feel free to stop by our office any time. It is located in Chase Hall, second floor, last room on the right (Room 254). We'll be looking forward to seeing you at any time during the year.

SEPTEMBER 1, 1978
It was only three years ago that I was a freshman here at Bates. I’ve been here for every freshman orientation since then in one capacity or another; and there is one thing that every freshman must remember if he or she wants to make the most out of college life.

GET INVOLVED

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

Don’t make these mistakes. Don’t try to make people think that you’re not a freshman. Every student in the college was one not too long ago and can tell, regardless of how hard you may try to fool them, that you are a freshman. Bates is a small campus and, as such, one soon knows almost everyone at least by sight. New faces are either freshmen or transfer students and, as such, one soon knows almost everyone at least in one capacity or another; and there is one thing that every student in the college was there are freshmen who try to be nonchalant about orientation, but that is the extent of their participation.

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

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

The Early Decision Changers. This is probably the most common group. Comprising this category are those students who enter college with what they think is a definite major. Once in college for a while, however, they discover new interests and abilities and sometimes even surprise themselves by not pursuing their initial major field, but heading off into their newly discovered field.

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

(Welcome to Lewiston-Auburn)

Chamber of Commerce has of showing its appreciation to new students attending Bates is its annual barbecue. This is sponsored by the local merchants. It is their way of saying we are glad you have come to be a part of the country and hope we can serve you during your visit with us.

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

Best wishes,

JIM WESTON

The early decision changers aim at finding the right major, not necessarily the most lucrative.


during the past four years of its existence, the college’s clubs have been working toward fulfilling that specific department’s requirements, usually taking several courses in their very first year toward that end. By the time these people reach their junior year, they have virtually completed their major requirements. They then, through exploration of courses in other departments, are enticed by another field. At this point, they decide to change their majors. Because this newly found field is "where my interest really lies." To their surprise, when they continue to explore, taking courses in other departments, they decide that "this is where my interest really lies." They continue with this process until-and sometimes, unfortunately, after-major declaration day.

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

(Continued on Page 12)

FOLLOWING ARRANGING

Cheryl, Nola  
Sue

115 Pine Street  
LEWISTON

Natural and Dry  
Flower Arranging

For FTD and  
Telephone dial  
784-2945

THE STUDENT

ROBERT COHEN  
Editor-in-Chief

NANCY AREY  
Assistant Editor

Claire Bousquet  
Business Manager

Boon Ooi  
Photography Supervisor

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The views and opinions expressed in the articles printed in this paper are not necessarily concurrent with those of the editors.
The Office of Career Counseling exists to help you build bridges between your academic life here at the College and your future - your work experiences or career. To build these bridges in a week, a month, or even a year is very difficult because the building process is a developmental one which started before your first year at Bates and continues through your entire college experience and beyond. In most cases the process of bridge building or, as many call it, "career or life planning doesn't "just happen" - it requires time, effort, and a thorough knowledge of one's self to do it well. The OCC is not a placement office or an employment agency. Yes, they do hear of job openings which they pass on to interested students, but this is certainly not "just happen" - it requires time, effort, and, secondly, they feel it is important for you to have specific job search skills that will help you during the three to twenty-five years you change your career during your lifetime.

Occupational planning begins early in college with the decision on which major to pursue, what subjects interest you, the kind of work you would like to do, and any other things you are involved in, and the identification of your skills which will be the building material of the bridges mentioned earlier. Yes, skills. Many liberal arts students may not be aware how many skills they have or how those skills can be utilized to do it well. The OCC is not a placement office or an employment agency. Yes, they do hear of job openings which they pass on to interested students, but this is certainly not "just happen" - it requires time, effort, and, secondly, they feel it is important for you to have specific job search skills that will help you during the three to twenty-five years you change your career during your lifetime.

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If, like so many Bates freshmen, you are interested in entering into a health related profession, one organization that you should certainly consider joining is the Medical Arts Society. The Medical Arts Society is an undergraduate organization committed to increasing campus awareness of the developments in the field of medicine. Some of the events in which the organization takes part are programs dealing with the Allied Health Professions; meetings on campus with representatives from medical schools; work sessions; discussion meetings about the health professions; and, an annual information sharing evening where successful applicants to medical schools share their experiences with underclassmen. The organization is meant to provide a forum for discussing and learning about the health related fields, and through its development of a cooperative atmosphere, it has helped to keep the cut-throat competition among pre-med students at other schools to a minimum here at Bates.

Acting in cooperation with the Medical Arts Society is the Medical Arts Committee, which was established several years ago to advise and evaluate students interested in career planning. The Committee will, at your request, provide evaluations of your work and experience in the health fields to which you will be applying. They also keep medical schools acquainted with the students interested in later attending law school. The Committee exists to advise and evaluate students at their request, to provide these evaluations to the law schools to which they apply, and to supply the schools with current data concerning applicants.

The Committee members are an invaluable resource to anyone considering law school as his direction after Bates. They are willing to discuss your plans with you at any time. The members of the Committee for this year are: Mr. Hodgkin (Chairman) 784-3560 Mr. Carignan (ex officio) 784-0173 Mr. Muller 784-8221 Mr. Simon 784-2550 Mr. Spencer (ex officio) 784-0173

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

The Hercules "Legal Studies Club" is one of the few career-oriented clubs at Bates. As such, if you are at all interested in a career in the legal field, or think that you might be interested in one, join the Legal Studies Club. If you find that you do not belong in the club's activities this club can help guide you in the right direction, making sure that you take the right steps along the way, so that when it comes time to apply to law school, you do so with full understanding of how, when, where, and, even why.

The Legal Studies Club sponsors representatives from law schools, lawyers, and successful applicants who discuss with the club's members various topics such as: How to Choose a Law School; How to Prepare for Law School; How to Determine Your Motives for Wanting to go to Law School; and What Law Schools Look for in an Applicant. The club also serves as a forum (as does the Medical Arts Society) for discussing various individual concerns and sharing information about legal professions. Through the organization, students interested in later attending law school can gain new insights and be exposed to different perspectives on the career aspiration shared by all of the members of the club.

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

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**CLASS PROFILE**

Now that the members of the Class of ’82 have gathered together on their college campus, the statistics relevant to their class have been compiled. The tables on this page reflect together on their college campus, the statistics relevant to their class, their graduation, and their college campus.

### ADMISSION DATA

**Class of 1982**

**Applications**

<table>
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<th>Freshmen</th>
<th>’80</th>
<th>’81</th>
<th>’82</th>
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<tbody>
<tr>
<td>Men</td>
<td>1228</td>
<td>1316</td>
<td>1369</td>
</tr>
<tr>
<td>Women</td>
<td>939</td>
<td>1054</td>
<td>1138</td>
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**Transfer**

| Men      | 57   | 61  | 72  |
| Women    | 51   | 56  | 69  |

**Accepted**

<table>
<thead>
<tr>
<th>’80</th>
<th>’81</th>
<th>’82</th>
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<td>1061</td>
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**Enrolled**

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<td>Indonesia</td>
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### GEOGRAPHIC DISTRIBUTION

**PUBLIC/PRIVATE SCHOOLS**

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<th>MALE</th>
<th>FEMALE</th>
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<tr>
<td>Admitted</td>
<td>412</td>
<td>430</td>
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<tr>
<td>Enrolled</td>
<td>172</td>
<td>146</td>
<td>318</td>
</tr>
</tbody>
</table>

**PRIVATE**

| Applied | 537 | 349 | 886 |
| Admitted| 213 | 172 | 385 |
| Enrolled| 72  | 51  | 123 |
| NA      | 6   | 6   |

### VERBAL

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<tr>
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### MATH

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### INTERVIEWS

<table>
<thead>
<tr>
<th>ON CAMPUS</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
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<td>599</td>
<td>1232</td>
</tr>
<tr>
<td>Admitted</td>
<td>297</td>
<td>304</td>
<td>601</td>
</tr>
<tr>
<td>Enrolled</td>
<td>132</td>
<td>124</td>
<td>256</td>
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<table>
<thead>
<tr>
<th>ALUMNI INTERVIEWS</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Applied</td>
<td>22</td>
<td>37</td>
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</tr>
<tr>
<td>Admitted</td>
<td>12</td>
<td>21</td>
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</tr>
<tr>
<td>Enrolled</td>
<td>4</td>
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### NO INTERVIEW

<table>
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<th>Applied</th>
<th>785</th>
<th>599</th>
<th>1384</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted</td>
<td>316</td>
<td>277</td>
<td>593</td>
</tr>
<tr>
<td>Enrolled</td>
<td>108</td>
<td>66</td>
<td>174</td>
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### FINANCIAL AID CANDIDATES

<table>
<thead>
<tr>
<th>’80</th>
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<th>’82</th>
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</thead>
<tbody>
<tr>
<td>Applied for Financial Aid</td>
<td>770</td>
<td>850</td>
</tr>
<tr>
<td>Accepted for Admission</td>
<td>485</td>
<td>428</td>
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<tr>
<td>Offered Financial Aid</td>
<td>212</td>
<td>207</td>
</tr>
<tr>
<td>Enrolled with Aid</td>
<td>139</td>
<td>111</td>
</tr>
<tr>
<td>Enrolled without Aid</td>
<td>68</td>
<td>70</td>
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### LEGACY CANDIDATES

<table>
<thead>
<tr>
<th>’80</th>
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<th>’82</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>62</td>
<td>60</td>
</tr>
<tr>
<td>Accepted</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>Enrolled</td>
<td>31</td>
<td>29</td>
</tr>
</tbody>
</table>
Governing control of the residences on campus through the House Councils. Organized by the residents of each respective house and hall of dorms, each council will provide the focal point of discussion of respective house and hall of residences. The House Councils. Organized by the residents of each respective house and hall of dorms, each council will provide the focal point of discussion of respective house and hall of residences. The House Councils.

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

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

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

1. House Forum (Floor Forum - The House Forum is the body of students living within a particular house, or on a particular floor or grouping of floors within a dorm. For example, Small House has a House Forum of the 24 people who live there. The third floor of Page will have a House Forum (Floor Forum) of the 20 people who live there. The first and second floors of the "Bill" will have a single House Forum (Floor Forum) of the 40 people between the two floors.

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

2. House Council (Floor Council, Council) - A House Council will be elected from each Forum. Each Council will decide upon the structure of the Council, and upon the number of students who will serve upon it. The range of Council sizes will vary from around three to nine members. Stillman House will probably have a different sized Council than a section of Smith Hall.

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

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

The selection of the Council members will be through an election process drawn up by the members of each Forum, aided by the Resident Coordinator. As many students can foresee heavy semesters as opposed to not so heavy semesters, it is suggested that each Council discuss whether or not the Council positions will be yearly and/or semester positions so that all students can participate according to their schedules.

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

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

The Resident Coordinators have been assigned the responsibility of getting the House Councils off the ground. For this purpose, they desire to meet with their assigned dorms during the first few days of the first week of the semester. Students will be notified of the meeting times. The R.C.'s, through their organization, have developed agendas for the first dorm meetings which will highlight the needs of specific dorms, begin discussion of the important issues of each dorm, and start to organize a viable House Council. This organizational meeting will include proposals for Council selection and suggestions for activities that increase the familiarity of house or floor members. After the implementation of the Councils, the R.C's will serve the Councils in whatever capacity that is helpful.

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

As the Bates community reunites for the new year, some new and different levels of communication are anticipated. The new system will, at least, be a basis for cooperation and sensitivity in the residences. More productively, there will be a new levels of Bates' interaction and support systems. Overall, the goals will simply remain to provide effective channels of communication, making the experience of living and learning at Bates more satisfying for each student.
Q. What do you feel are the major responsibilities of your particular position and when do you feel that a student should come to your office?

A. I'm beginning my fourth year as Dean of the Faculty after having served as a full-time teacher at Bates in the Department of Philosophy and Religion and on the staff of the program in Cultural Studies. The responsibilities of the Dean of the Faculty are, basically, two. I am responsible to the President for the development of the personnel of the faculty. That means that I oversee the department's appointments and reappointments and promotion and tenure. Much of my time is spent working with departments and individual faculty members in personnel matters. We have at Bates a very sizeable turnover of faculty members because of our program of sabaticai leaves and leaves of absence, and recently it's because of the Mellon Fellowship Program. We also continue to add, at a more modest rate, new additions or new additions to the faculty. So, one of my two major responsibilities is to oversee the development of faculty personnel. The second responsibility is to oversee the development of educational policy. As students and faculty who have been here in the past know, last year the committee on educational policy, which I chair, began a serious and extensive review of our present distribution requirements, which are requirements for the baccalaureate degree. I anticipate that this year the faculty will have a chance to consider whether or not it wants to change any of those. I am responsible for sharing this review and for getting ready for faculty consideration recommendations on such matters as degree requirements. My primary task, then, is two-fold, mainly to oversee the development of personnel of the faculty and to oversee the development of basic educational policy issues which guide the curricula of the various departments. I think a student should feel free to come to see me whenever a student, in his or her own mind, feels that there is something deserving of my attention. Traditionally, students come to me either to highly praise or to offer constructive criticisms of members of the faculty. I think students should understand that their relationships with their teachers in individual courses are the primary relationships in their career here; but if there are matters in which they do not receive satisfaction by talking to their individual instructors or the department chairman, then they should feel free to come and talk with me. I try very hard to keep my doors open as much as possible and I welcome students to talk to me about any matters of concern which they might have.

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

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

A. I suppose I'm what you would call an "interdisciplinary person," who has been interdisciplinary. Here at Bates, I was an English major who spent a great deal of time in the theater and when I left Bates, I planned to become a professional actor. At the last moment, Professor Brown talked me into trying a theological seminary, so I was there at Harvard Divinity School for two years with a year off in the middle to work in East Harlem and to teach Schenck in the South Bronx. I decided the ministry was not for me and went on to Tufts to get a Ph.D. in English and American Studies. After that, I taught school as an English Department Chairman at Hebron Academy until I came here. My interests outside of academic matters run to the sorts of things where I can use my physicality and see results immediately: country dancing, country music, repairing of old houses, and distance running.

WILLIAM HISS
Dean of Admissions

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

A. The major responsibility that I have is to make sure that each entering freshman class is the very finest group of people that we can get, that is to say, that they should, hopefully, almost without exception, be capable people who can make serious use of a Bates education, and hopefully they would have the sort ofefd- fervescent combination of abilities which would allow the Bates community to become, as I think it has been in its past, an exciting place to live. I would like to find, personally, in the applicant pool some very likely individual types, that is to say to make sure in each freshman class there are not only a variety of creative and artistic sensibilities and people whose personalities will interact with each other in a dynamic and, if necessary, with a little friction. I think the college can use that sort of breath of human types. It ought to include, hopefully, in the Renaissance sense, the human comedy. In terms of when
Q. In order to make this introduction more personal, would you briefly describe your activities in college and present interests and activities, including anything about yourself that you'd like to share with the freshmen?
A. As a student at Bates, I was a proctor for two years. I was in the History Club for four years. I was president of the senior class and secretary of my freshmen? any things about yourself that interests and activities, including activities in college and present introduction more personal, would come to your office?
Q. What do you feel that a student should specifically would take more come to your office?
our music department in terms of was pretty actively involved in school was music. I started out as opportunities did not exist. The final thing I really enjoyed in really nice, simply because the in working with students in various settings, in terms of academic issues, residential issues and being a resident counselor myself for two years; I lived in a large dorm; I worked at several large schools and a small school - I have done a lot of travelling and things like that and I think my major role in terms of college is to be a resource person for the students. I would like to, just as an aside, encourage all students to come to the Dean's office to say hello and to chat and to talk because we learn from one another and you never can find out about the other person if you don't come in. I think part of what I would like to do this year is get myself out more into the dormitories, not just those in my geographical region, but other dormitories, to meet more students and to invite them in to meet me here. I hopefully will have a few things in my house this year that people get to see something other than the administrative side.

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

A. I think it brings a different perspective to the college, as compared to colleges where I've been where most of the administrators have been older. Having a staff who are young people brings a young perspective to administering the school. I think that here we do not have the generation gap. Even though, obviously, there are differences in our ages, we don't have the generation gap that is sometimes manifested when there are great disparities in ages of the people who deal with student affairs and the students. A lot of us in the Dean's office are still students. I'm a continuing student - a Doctoral student. James Reese is a recent graduate and Brian is not too long out of graduate school. I think we can bring a perspective that understands the times, to the college. I think, also, because it's a young staff, we can help the student develop a tremendous network of resource people outside of the school because we're still closely connected to our schools. If a student, not from the New England area, is interested in going to Boston and talking about graduate schools, or just about Boston, I can name ten or fifteen people they can go down there and talk to who are there now, who are involved not only in help with personal or academic advising. It is very important that they should feel free to drop by to get their questions answered about school policies or what the administration is doing, or anything that they don't understand. They could come see me about any special programs such as J.Y.A. or Washington Semester or Venture that they want to get more information about. The door's always open for that. You shouldn't rule out, either, that people should drop by just to talk so that I can get to know them and they can get to know me.

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

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

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

(Continued on Page 9)
BRIAN FITZGERALD
Assistant Dean of the College

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

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

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

A. Use it - use the experience, use the people, as best he or she can. We are here to be used; we all have a lot of knowledge. I think of the different things for freshmen to do to determine what they really want from this experience. They come in and they are influenced by so many new things - confronted on every side by new everything, new friends, new environment, new demands. I think the most difficult thing for a freshman to do is sort all these things out and determine what portion of his or her life at the college is going to be set aside for each. It's important not to throw yourself totally into academics. Likewise, you need to spend a lot of time; you can't ignore it. We're a residential college and we're about a lot of different things. We're about serious academic work but yet we're also about social and personal growth in terms of relating to other individuals at the college. We put an awful lot of time, energy and money into providing an atmosphere which is conducive to personal and social growth. I think it's important to create some kind of balance in the first couple of years that you can live with; you can do well academically but still feel satisfied that you are doing the things that you want to do.

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

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

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

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

MEN

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

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

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

WOMEN

1. Before Debibbing Night, freshman women may entertain weekdays in accordance with house calling hours, until 5:30 P.M., Saturday nights until 12:00, and Sunday night until 9:30 P.M.
2. Freshmen must be in their rooms with lights off at 10:00 P.M., except Saturday, until Debibbing Night.
3. Permission for one light cut a week not later than 11:00 P.M., or for two not later than 10:30 P.M., may be secured from the Sophomore appointed by the House President for such duties.
4. Freshmen are allowed 9:30 P.M. permission daily (Saturday, 12:00 P.M.).
5. Freshmen are expected to show respect to the upperclass women in the following ways:
   (a) By opening doors and permitting upperclass women to precede them on all occasions.
   (b) By standing when an upperclass woman enters the room.
   (c) By pouring milk and water in the dining hall.

These Rules were new, not in 1978, but in the early 1950's.
Lewiston: Its Glorious Past

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

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

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

The Falls have figured largely in the history of Lewiston since earliest times. In the days when the Androscoggin River teemed with salmon and great forests lined the shores, Indians frequented the locality and called the Falls 'Amitigonpook.' One legend is that when the Indian tribe at Canton Point above the Falls planned to destroy the white settlement at Brunswick below the Falls, they were so certain of success that the entire tribe, infants and elderly as well as warriors, set out in their canoes. At dusk, guides went ahead to set signal fires for the night's encampment. Two white hunters captured the guides, learned of their errand and built the signal fires so near the Falls that the currents caught the light canoes and pulled them into the grinding maw of the rapids. Realizing their fate, the Indians went to their doom chanting their death song. Bodies were recovered as far downstream as Brunswick.

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

Among influential leaders in early days was John Herrick who founded the first tavern, served in the Massachusetts legislature and participated in drawing up the Maine Constitution in 1820. His son, Ebenezer, elected to Congress, became one of the state's great legislatures. Daniel Reed was Lewiston's first school teacher and first postmaster, appointed by President Jefferson in 1790.

The Androscoggin Falls Dam Locks and Canal Company, acquired in 1857 by the Franklin Company, was the first to harness the mighty power of the river in 1868. The Canal Company built the massive granite locks at the Falls and a great canal 62 feet wide and three fourths of a mile long. Cotton was first manufactured in 1844 and, soon after, the industry grew to gigantic proportions. Although many of the mills have since closed or moved south, Bates College tied for first in developing fabrics, produced in Lewiston to this day, are still nationally recognized.

With burgeoning industry, other affairs prospered. Churches were built, a high school was opened in 1830, the Maine Seminary (later Bates College) was established in 1856; and the Daily Journal began publishing in 1861, the year the city was incorporated.

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

Points of interest in Lewiston include the Falls, the Mills, Lewiston Canal, Riverside Cemetery (beautifully located, including many Civil War graves), Davis Cemetery (oldest in the city), the Maine Library, (Continued Page 12)

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

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ACROSS

1 Throw
2 Not actual
3 Wander
4 Scott
5 Surprise goods
6 Heating vessel
7 Existed
8 Expanded
9 Turnament
10 After
11 Lloyd Bridges' success
12 Becomes aware of
13 Roofing material
14 Short sleep
15 Determining
16 News agency
17 Flower part
18 Oldtimer
19 Biblical heroine
20 Countenance
21 Make well
22 Italian name
23 Northern tree
24 Fighter plane II
25 Harren room
26 City in Mexico
27 --- standstill
28 Faith
29 Time of day:
30 Poetic
31 Soviet
32 Metropolis
33 Talk hastily
34 Forever: Poetic
35 Geometric solid
36 Where Mt. Ida is

DOWN

1 Intimidate
2 Poetic drinks
3 Irritated
4 Critics
5 Little lump
6 Sheeplike
7 Sellos
8 Man's name
9 Confessions of
10 Representatives
11 Induced to proceed
12 Formula
13 Of hearing; Suff.
14 Poker stake
15 Religious rite
16 Pull
17 Tropical animals
18 Poker table
19 Hardwood tree
20 Translated
21 Very learned
22 Tasty favorite
23 Marine hash
24 Mexican menu items
25 Crossed out
26 Grows swiftly
27 Bring's to an end
28 Wasteland
29 Cooperative group
30 Mechanical
eyes
31 More handsome
32 Curved molding
33 Healing liquids
34 Healing Harbor
35 September
36 Syria:
Bib.
37 C.K.
38 Cheer
39 Therefore
40 Makin' lovin'
41 Washington,
D. C.
42 Natural
43 Born
44 Import
45 Man's name
46 Darner
47 Spheres
48 Clutch
49 Sauer
50 Without canister
51 Social division
52 Repair footwear
53 Rtr up
54 Ambassadors
55 Ceremonies
56 Orchestra string
57 Was generous
58 Liberates
59 Darner
60 Spheres
61 Cities
62 World class canoe
63 Dairy
64 Woodwind family
65 Spheres
66 Field hockey
67 Extreme anger
68 Logical
temperament
69 Washington State
70 Number
71 Yellow jay
72 Cut
73 Cut
74 Make a call
75 Healing liquids
76 Make leather
77 Makes leather
78 Washington:
Most outstanding
79 Thrillibell
80 Business events
81 -- National Monument
82 Apparel item
83 To Mahal city
84 --- temperature
85 Vessel
86 Where Skip is
87 Extreme anger
88 Number
89 Yellow jay
90 Cut
91 LEWISTON

(Continued from Page 11)

Most outstanding of the Lewiston sights is the SS. Peter and Paul Church on Church Street. It is the largest church in New England, with its many unique features, is well worth seeing.

MAJORS

(Continued from Page 20)

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

1.) Where does my interest lie?
2.) What do I hope to do in the future?
3.) Where do my abilities lie?
4.) How many professors or majors are there in the department?
5.) What kinds of courses are offered? (The general field may be of interest to me, but am I interested in the specific courses offered?)
6.) What are the department's facilities?

7.) Are there any specific programs in the department that might be of special interest to me?
8.) What do students majoring in the department think about its quality?
9.) Do I need a working relationship with the department's professors or can I work independently? (This one would be of concern in the case of few professors in the department and many majors.)
10.) What do I really want to gain from the major I choose? After each of this year's freshmen answers these questions for himself or herself, then a major can be declared fairly easily and with a certain degree of confidence that the best choice has been made for each individual.

GOOD LUCK!

Reading and Study Skills Workshop

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

The workshop will be conducted by Dean Spence, who formerly directed the Reading and Study Skills Center at Boston University. Enrollment will be limited to twenty-five students.

If you are interested in taking the course, please fill out the attached slip and return to Dean Spence's office by Friday, September 15th.

STUDENT'S NAME

BOX NUMBER

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