One Year After
Preliminaries

by Joe Bruce

April 17 ...

by Joe Bruce

Early Monday morning, April 17, 1972, five members of the Association of African Americans occupied the Business Administration building. Their discovery by a night watchman and the subsequent arrival of the police (who thought the incident was a burglary) forced the premature beginning of the demonstration at 2:30 a.m. The small, racially mixed group that circled the area in front of the building had been awakened by intercom announcements on their doors, the product of the frantic attempt by the A.A.A. to convince the police that the take-over was a university matter. At 5:30, members of the A.A.A. and some white supporters met in President Smith's home with Smith, deans, trustees and faculty members. The tense discussion centered around the clarification of the A.A.A.'s list of demands. Though the institution remained unchanged, the Black community had received the preliminary evidence for changing attitudes among whites. But at the April 17 meeting, the Lawrence's Robert Currie wrote, "For two weeks I actually saw the dream that Martin Luther King spoke of. That dream has since been singed by a fiery blare that I have come to accept and the A.A.A. has agreed with words alone." On April 17 Robert Currie's letter was received in the fire to which Currie referred. Official reports confirmed that the A.A.A. had not depended on the vigilance that arose from the takeover. It was this backdrop of controversy and tension that framed the drama of April 17.
President Smith: Progress, Problems in Fulfilling Commitment

Editor's Note: The following is a transcript of the statement made by President Thomas S. Smith in Riverives Lounge on April 17, 1972 in response to the demands of the Black students regarding the business-administration building. President Smith later signed this statement ending the occupation of the building.

"Many of the things which Mr. Bond has just stated I agree with. I think that Lawrence University some years ago entered into a program of recruiting Black students to Lawrence, but I don't think the university has ever understood the extent of commitment which must be made to have a Black student enrollment which is viable to the academic and social needs of those students. We have recruited Black students but we have not made the other efforts which would make their lives at Lawrence less useful and more successful. We have needed Black faculty members and administrators. We need abilities of this community with whom the students can relate and who will understand the needs of the Black students. I recognize Mr. Bond's statement, and I've written it too, that for the most part the university just doesn't care.

"Let me respond to the demands of the Black students:

1. Recruitment of Black Personnel—I will not relate the efforts we have made. Obviously, they can be interpreted as insufficient because we indeed do not have any Black administrators or other personnel on campus. Next year we will have vacancies in the Department of African and Modern World, and next year a course in African Music.

2. Reasons for a negative recommendation from student groups will be carefully examined as we do all faculty and administrative appointments. We have included students in meeting prospective faculty, prospective administrators, and we have asked them what their impressions are and what they think of the proposed appointments.

3. Recruitment of Students—We have accepted and planned and budgeted for the admission (matriculation) of 5 new Black students next fall. This should raise the total to about 15. As of this moment, we have admitted 17 of our applications and rejected 13. The applicants withdrew eight applications, and nine have paid. There has been a steady growth of Black students in the last four years, and this will lead to 10 or more by the fall of 1973.

4. Transitional Program—This was a program that was put together last summer in a rather quick and unprecedented fashion. Mr. Jerry Reed of our faculty has volunteered to work out details and implementation of a program with the students of the AAA.

5. Courses of Black Study—I shall ask the various departments once more to re-examine their course offerings with the goal of adding to the program. Some courses which now have some Black orientation are Urban Politics, Labor Economics, Slavery in the Old South, the Negro Since the Civil War, the City as an Historical Concept, the African and Modern World, and next year a course in African Music.

6. We have some unfilled positions on the campus in faculty and administrative areas. A counselor in the Dean's Office will be filled by a Black. We have an open position in the theater department which will be filled by a Black man on a permanent basis only. The English department has a one year vacancy. We need an assistant in the Development Office which will be a Black appointment. Next year we will have vacancies in sociology and American history.

7. We will continue the College Methods Lab and I expect use of it will increase. The objective of the College Methods Lab as well as the transitional program is to increase retention of entering Black students. During the last four years 41 to 50 per cent of the entering Black students graduated while the figure was about 33 per cent for the university overall.

8. The Administration's Office needs student workers and a staff officer who shall be Black.

9. I shall visit the Dean's Office about one half hour after the meeting to examine the condition of the building. If I can go into all the offices and if no damage has occurred, then I will not ask for the condition of coercion that now exist on our campus.

"
Canterbury Delineates Policies
Of Attracting and Admitting Blacks

by David Anger

Canterbury, working on Project 1977, the matriculation of 25 Black freshmen for the class of 1977, which would increase the present Black student population from about 70 to the 150. The policy is focusing on finding Black students of the highest quality. It has to compete with the Ivy League schools which attract those best qualified and with other liberal arts colleges with larger endowments than Lawrence, and which can offer more financial aid.

Because of the quality and kind of education of urban-schooled Blacks and suburban-schooled whites differs to such a large degree, it becomes nearly impossible to use the same standards of comparison for the two. Canterbury remarked that when the Office consciously began recruiting Blacks, three or four years ago, it went into a state of ignorance in determining the kind of Black student who could best succeed at Lawrence.

The Office has come to rely on high-school grade point and recommendations in its selection process. In fact, a B average or better in college-oriented high-school program is required for inner-city Blacks, while a C+ from the better suburban schools and in some cases it is even more selective, prep schools may be acceptable standards for white applicants.

Recommendations from people who know the Black student well, who have had some contact with Lawrence are perhaps the most helpful or heavily considered. Canterbury feels that the experience of the past few years has been reducing the amount of guesswork about success for Black students, partly because of the built-in cultural bias.

Experience has shown that not all Black students with good grades do well at Lawrence and that some who have scored poorly have, in fact, done well here. Instead, the Admissions Office has come to rely on high-school grade point and recommendations in its selection process. In fact, a B average or better in college-oriented high-school program is required for inner-city Blacks, while a C+ from the better suburban schools and in some cases it is even more selective, prep schools may be acceptable standards for white applicants.

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The Admission Office is continuing work on each situation of Lawrence with potential students, and offer to aid (moved from March to mid-January) has benefitted Lawrence’s recruitment. Another policy change, that of earlier admittance and offer to aid (moved from March to mid-January) has benefitted Lawrence’s recruitment.

Prospective Black Students: What Is Lawrence to Them?

by Matthew Buckmeier

A number of problems may face the prospective Lawrence student who is Black. In addition to those faced by most students, these problems are accentuated by the fact that Lawrence is primarily a Black student.

One thing Ms. Woodson felt might be beneficial is the summer training program. Lawrence student who is Black, in addition to those faced by most students, these problems are accentuated by the fact that Lawrence is primarily a Black student.

Another second program is the College Methods Lab.
No Special Aid for Blacks

by Chris McCarthy

Black students are given the same financial treatment accorded to all other Lawrence students, according to John Nissen, financial aid director. No special university scholarship or financial aid is set aside specifically for Blacks. Marvin Wroblestad, vice-president for business affairs, indicated that there are also few allocations from the Business Office reserved for Black students.

These allocations which are directed to the Black community primarily concern educational aids. The program last fall to give Black students a pre-college introduction to higher education is the most expensive expenditure said Wroblestad. Despite the voluntary assistance of professors including Gervais Reed, associate professor of French, and director of the program, it cost $3,500. Other educational outlays for Black students include academic awards and a College Methods Lab. Although the CML is available to all students, Wroblestad remarked that it was used primarily by the Black students. These expenses add up to $2,900.

The non-academic expenses concern the LECC allocations to the AAA and the BWA, the facilities of the Black Cultural Center and a $500 fund in Dean Lauder's office.

According to Nissen, there are no university financial aid programs especially for Blacks. Although Black students account for nearly half of the entire financial aid given by the university, there is no policy specifically directed to giving Black students university aid.

Because of the average economic resources at hand for Blacks, 90 percent of them are on financial aid said Nissen. Only 43 percent of the non-Black students are on financial aid.

Only the Black Scholarship Fund, which is student inspired and directed, aims at providing funds solely to Black students. According to figures supplied by Wroblestad, the fund grossed $1,500 last year, and this year the total receipts was $2,300.

Academic, Social Needs Are Aim of Transitional Program

by Barb Bill

"We did not expect miracles. We expected that at best we might help alleviate some of the severe academic and social problems Black students have when they first come to Lawrence. Our expectations seem to have been correct for the program went well." So began the report on the Summer Transitional Program for Black students submitted by Gervais Reed, Associate Professor of French and the program's director. Others involved concurred with his judgement of its success.

"It students, 11 faculty members and six counselors took part. Intensive work in reading, writing, and math and four "mini-courses" in reading skill, study methods, library work and essay writing was undertaken during a four week period shortly before the beginning of school.

"The program's major purpose is to help students adjust to life at Lawrence, both scholastically and socially," said Richard Winslow, Associate Professor of Spanish and the new director of the program.

The response to the academics was generally favorable. "The coaching really helped. I needed the chance to get into the Lawrence style. The students had the opportunity to do papers, and then go over them line by line with the professors. This was something that would have been impossible to do during the regular term," declared Michael Lofton, a student participant.

Oleetha Arnold, a counselor on the program, pointed out that "there isn't a whole lot you can teach a person in four weeks, but working on the basic reading and writing tools was helpful." The math work and the mini-courses, especially the computer course, were very good," said Robert Currie. The statistics seem to bear out the success of the math courses. According to Reed in his report on the program, no summer students received a grade of less than C in any math course taken during full term. A comparison of grades received by Black students not in the summer program shows that four of the latter, group of students enrolled in the math courses received a grade of D or F.

"A brutal shaking up" was involved in the Black students' first exposure to the all-white Appleton community Michael Lofton explained. "We have to make a decision whether we are going to stick. We are told we will be the only Blacks in town, but if you're from someplace like this, you don't really know what it's like to be stared at all the way up College Avenue until you could turn in your face with it. It was really quite beneficial to face this early, and know what the situation was before the academic pressure was on."

Both Steve Sneed, associate director of this year's program and Robert Currie, one of the original organizers, saying that the situation at an Attic Theatre play and on a short tour of the town were hard on the students, but contact with the community in some way should be continued, in order to present a true view of life at Lawrence.

Certain weaknesses in the program were pointed out. Oleetha Arnold felt the program was too structured. "When we arrived, we were given a schedule for all the time we were here, almost hour by hour. It was too intense. The same amount of work should be kept, but your time shouldn't be planned out for you like that. It isn't during the year."

"The program started too late last year, incoming freshmen had summer commitments," Mr. Sneed declared. "This year we've been contacted much earlier."

Many students did not participate because of the loss of income giving up summer jobs would involve. A stipend for those involved as students would be an ideal situation but the money is simply not available. The faculty members involved are all volunteers, and the counselors are paid, some through Federal Work-Study funds. The major costs in Lawrence are food bills at Dwarer and textbooks. The school shelled off $1,191.39 this fall year.

Socially, slightly more structure was requested besides impromptu gatherings. Mr. B. hired suggested a need to open the gym to the students during that period. Bringing in one or two good films and planning a party were also deemed helpful.

A change incorporated into next summer's program involves switching concentration from Black literature to books similar to those found in Freshman Studies. According to Mr. Reed, originally the program was intended to have a sort of Black studies atmosphere because there is no course such as this at this school, and because it was felt that such a course would make exchange between the teachers and the students easier. After the program, the consensus among all interviewees was that the emphasis of Black studies atmosphere was misleading. Studying something like Plato or Chekovsky is seen as more useful in learning to cope with Freshman Studies.

However, the teachers graduated from the course as they would in the class room, and the going over them, pointing out what is important and should be noted, would in the class room, and the going over them, pointing out what is important and should be noted, certain weaknesses in the program were pointed out for next year by the program's new director, Mr. Richard Winslow.

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The general attitude toward the program is summed up in the statement of this year's director, Mr. Winslow. "I'm optimistic about it. It has an overall success, but not totally successful for the group, but very successful for individuals. Still the basic structure seems sound."
Headrick: The Take-over and the Search for Black Faculty

Editor's note: The following is the text of an interview with Thomas Headrick, Vice-President of Academic Affairs, conducted by David Koprowski.

Headrick: I thought then, and still think, that it didn't have much effect, at least on what we were trying to do or seeking to accomplish. Whether it was that action, or whether it was the whole series of things that came to the surface, of which that was simply one—and in some sense not a very significant one—I'm not sure. There were meetings, there were discussions, and explorations of conscience all through the spring.

I think that the action may have galvanized a few people to do a little more effecting. I think, in general, to focus more specifically on some of the problems we've encountered, but we were not moving as we might have in trying to solve them. It's hard to say what might have happened if there hadn't been this kind of expression of conscience. I expect that in almost any organization that a concerted attempt—and this doesn't necessarily mean that you have to move to extra-legal action—to call attention to some particular problem, is going to attract the attention of those people in the organization who are capable of trying to do something about it. Here I'm not talking about administrators, I'm talking about the whole campus.

Lawrentian: It has been argued that for six years Blacks sought to place Blacks on the faculty and in the administration, and the year after the take-over, none were hired. Was this a coincidence or the result of last spring's efforts?

Headrick: Let's look at it in terms of the specific issue of the take-over. It seems to me the most important thing that we're dealing with here is the desire or the interest in some way are into a network where you're more likely to locate Black academicians who might be interested in positions. These are people who know people in graduate school or who are on faculty or administration staffs of various schools around the country. I sent them a letter and a list of positions we knew we had open in the fall—particularly the permanent position, which we got a few replies to. In addition, individual departments: History, Theater, Sociology, the Conservatory, Chemistry, have been writing to people who they know who might be able to help them. Some departments have contacted the Black contact in their professional associations for a list of names. That's happened in the Sociology and Political Science where the Black courses are well developed.

We've advertised in Black Scholar and just received an application today in response to that. At the same time we're looking special measures for Black candidates, we're going through our usual process of writing letters to a list of anywhere from 250 graduate schools around the country asking for the names of people who are in school and looking for full positions, or who have left school and have the special characteristics we're seeking for the position that is open. I continue to think that the contact that candidates have you to adopt special procedures of writing to other Blacks and into networks that are likely to reach a Black academic audience.

Lawrentian: Is the take-over a backlash for the types of offers you can make to qualified candidates?

Headrick: We've been turned down by candidates, but in no case have they said that money was a factor. I've talked to other dean's in the ACM about this, and I think there's a lot of mythology about that problem. I don't see it as a serious concern.

Lawrentian: What types of reasons do candidates who refuse offers generally give?

Headrick: Offers from other schools that they prefer to take because of the type of program they'd be involved in, or because they know some of the people they'd be working with. One person has turned us down (I don't know what is it, that the Dean of Women position), because of a commitment to work with the Black community, an opportunity she didn't think that Appleton provided. In each case the individuals had some alternative which she thought was better to her. It's hard to say if they're saying that things are bad at Lawrence, though I don't think any of them have really said that. I think they've said that comparing what I've been offered to another dean's in the ACM about this, and I think there's a lot of mythology about that problem. I don't see it as a serious concern.

Dean Lauter: Hiring a Black Counselor

by John Valentine

Charles Lauter, Dean of Student Affairs, was one of three administrators directly involved in implementing the goals outlined in President Smith's statement made during last year's Black student take-over. On Lauter's committee were three Black students: Steve Edge, Gleeatha Arnold, and Cloise Huddell.

The extent of Lauter's capacity for implementing Smith's commitment was limited to the hiring of new administrators who were Black. At the time, the obvious opening was for a counselor. However, Lauter pointed out, "I started well before the take-over, looking for a Black counselor. The day they set in my office was the day set up for several interviews.

Explaining the situation, Lauter said the school had been looking for a good Black counselor because "we all need role models to identify and relate to. For some Black students it is extremely difficult to take a white person for a significant role model." There had been some problems in hiring because several promising Black candidates rejected offers. Lauter commented, "we often said, 'We will want to move to Appleton.'"

With the help of the three student committee members Lauter decided to hire Stephen Sneed, sharply after the take-over. After that the group was disbanded, "the pool was not other position to fill, so there was nothing else to do," Lauter remarked. Lauter mentioned other developments that evolved after the take-over. He did comment, "I think that the take-over was a way to appeal to students. It's hard to say if they're saying that things are bad at Lawrence, though I don't think any of them have really said that."

In addition, the Summer Transitions Program was set up. A recent development involving Lauter was the hiring of a new Dean of Women. Lauter had been looking for a Black woman to relate to a Black dean than for Black students to relate to a white person. He felt this to be true from experience, Lauter said however, "there aren't very many Black women now who have the experience."
Institution of Black Studies Left to Individual Initiative

by John Brown

Last term, the Religion Department offered a course called Black Religious Experience in America. The course, taught by Ronald Grimes, Professor of Religion, is one of a handful of excursions into Black studies attempted by Lawrence.

The proposal for the institution of a Black studies program was one of several suggestions made to the administration as a result of the events of last spring. These suggestions, it was hoped, would serve to better the position of Black students attending the university. Yet it would appear that all organized effort for the funding of Black-oriented courses, one year after the takeover of the administration building, is nonexistent.

Professor Grimes, who asked about the origin of his course and possibilities for the development of the Black studies program in general, replied that, while the administration was pushing the hiring of faculty from minority groups in general, there were no indications of a push for Black curriculum. It was his opinion that there was little discussion of this subject within the various departments, and that the decision for the creation of a course was "probably up to the individual teacher." 

Black Religious Experience in America involved first a sketch of African tribal religions, including their relation to Christianity and Islam. From here, the class continued to study Black religious experience in America, and its connection with African religious and cultures. Grimes said there was no question about the course being academically sound, and that it was, in his opinion a success. He mentioned that the students were enthusiastic, and that the work done in the course was "some of the best done for him."

Professor Grimes had hoped to run the course on a yearly basis, but because he is leaving for a year to pursue a NEH fellowship, his future will depend upon his successor. Were he to return, he would continue to teach the course. In the meantime, the Religion Department is interviewing applicants interested in Black studies, and there is hope still that the course will be offered every two years.

Our faculty member suggested that obstacles lie in the way of the development of a Black studies program at Lawrence. He cited a number of problems that arise during discussions on black studies. In what disciplines are black-oriented courses relevant? Who should be responsible for the institution of the program? What courses are to be dropped in order to make the new courses available? Is the faculty qualified to teach these courses?

The Religion Department's offering of last term serve to show that a community in Black studies has little trouble attracting students and being successful, even in a discipline which, according to Professor Grimes, has had little Black participation in the past.

By Deborah Ford

Mr. Curtis Clark, Instructor of Mathematics recently gave his views on the hiring of Black faculty members at Lawrence, the problems involved with the Appleton community, and the overall problem of Black faculty at Lawrence in the future.

As far as his own hiring, Clark said that he was recommended by a professor at the University of Michigan to Dr. Richard Long, Lawrence Math Department chairman. Clark was looking for an opportunity to gain experience in teaching before beginning work on his doctorate. He chose Lawrence because of its spectrum of courses, teaching schedule, and the size.

Clark said that the biggest difficulty in coming to Lawrence was in the Lawrence community, but not in the Appleton community. To begin with, according to Clark, the Appleton community is a difficult environment for Black faculty. The problems in attracting Black faculty to Clark's estimation, do not lie in the available supply of candidates. Although there may be a shortage of personnel in sciences, he said that there were qualified people in the humanities. The problem is convincing Blacks to come to Appleton.

Secondly, Clark, there is a great deal of sacrifice involved in coming to a community like Appleton. Clark said that this sacrifice would take form in both culturally and socially. He said that in quite a number of these sacrifices, there were people who were willing to come into Appleton. He added that he had a difficult time convincing the administration after work on his doctorate had been completed.

While he said he wouldn't mind returning to Appleton, or bringing a wife here, he said he would have to bring up a family here. The reason for this would be a cultural gap that would exist between Blacks and whites.

Clark said that discussing the social environment and his reaction to it, Clark said that while there are events occurring all the time, there is a feeling of being somewhat isolated unless one had a car. He added that there would be problems if an single man, she would be left in an awkward position.

by Lauren E. Brown

Recently, Stephen Sneed, academic counselor for Lawrence students, talked about his life at Lawrence and in Appleton. He mentioned problems the counseling center has as a result of the events of last spring. These suggestions, it was hoped, would serve to better the position of Black students attending the university. Yet it would appear that all organized effort for the funding of Black-oriented courses, one year after the takeover of the administration building, is nonexistent.

Sneed came to Lawrence and was interviewed by the administration and the Black students before a decision was made to invite him to join the Lawrence community. "The administration questioned my counseling skills and was interested in the types of jobs I would do."

When interviewed by the Black students, "it was explained to me same problems I, as a Black man and Black student, have had at Lawrence and in Appleton. The students also discussed problems they have had on a predominately white campus and in an all-white community. After weighing several factors heavily, Sneed made his decision to join the Lawrence community. He feels he was not only interested in the problems of Black students, and is helping as many Black students as he can.

There are a few adjustments Sneed says he'll have to make. He feels that because there is no Black population in Appleton, a problem exists as far as social life for Black staff is concerned. Also, problems arise if a Black faculty member wants to raise a family. "Being living in an all-white community, a Black child could lose his sense of identity and heritage, two of the most important parts of Black life. Another problem is acceptance of a Black family into the mainstream of the white community. These are among the many problems faced by Black faculty members that may influence their decision to come to Lawrence and stay."

Sneed also explained that one of the situation in getting Black faculty members is salary. "Most Black salary demands are slightly higher, and rightfully so. This is due to the law of supply and demand. The supply is limited and there is a high demand for qualified Black counselors and professors."

He went on to explain that many universities are using the slogan "equal opportunity employer" to avoid meeting salary demands of Blacks. By the use of this slogan, according to Sneed, whites can justify paying Blacks and whites on the same level. Since Black salary demands are higher than those of white administrator, there has been a shortage of qualified candidates. His future will depend on the demand for not hiring Blacks.

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Reasons and Results: The

Editor's Note: The take-over of the administration building and its aftermath was the subject of a roundtable discussion among Lawrence staff members: Joe Bruce, Mark Cobolli, David DeNovo, Jon Mook, and Gary Richardson; students involved in last year's protest; Robert Bwerre, Steven Edge, and Jay DeNove; and freshmen: Patricia Chapelle and Quincy Rogers. The following is a record of that discussion.

Joe Bruce: I guess we should start by discussing some of the causes for the building take-over last spring.

Steven Edge: There was a great series of events where for about five weeks last spring something was always happening concerning Black students on campus. When Wallace came, the Black students walked out of the chapel; following that my room burned; there were meetings trying to get something done on campus concerning Black students. Following that, we, the Black students; decided no progress was being made, so we started planning the take-over of the administration building.

Of the demands we made, a majority of them have been fulfilled in some way. But I don't think they have been fulfilled completely. I'm not happy with just one Black faculty member; I'm not happy with just one Black administrator; I'm not happy with one person in the Admission's Office. We have been working to get more Black faculty here. We're trying to work with the various departments to find out when they will have openings, and if they have openings, to try and make sure they are filled with Black professors. We will be increasing our efforts in the future to get more Black faculty and administrators hired.

"I'm not happy with just one Black faculty member: I'm not happy with just one Black administrator: I'm not happy with one person in the Admission's Office."

Mark Cobolli: What were your goals with respect to the white students in planning the building take-over?

Sledge: The only reason that I myself can give is that students feel they have come here to get away from the outside society. They don't want to worry about the problems that are happening on the outside. They also put so much emphasis on their studies that they don't have time for anything else.

I don't think we took over the administration building with the idea that we were going to change the Lawrence campus. But we did feel that by attempting to pull those people out of their little shells and facing them with things that were real, the apathy on the campus would change.

Gary Richardson: What was the reaction you expected?

Sledge: We had expected that perhaps a few white students would get involved, but the numbers were looking for never showed up.

Mark: It seems to me that the reaction of many of the white students might have been something beyond apathy. I think that in forcing people to take a stand you might have polarized a little bit more those people who were in the gray areas and hadn't really thought about the issue. Do you think that this polarization would happen to more of an extent or less of an extent if you did it again?

Sledge: More. There are those who are still in the grey area. They don't know whether they are behind us or against us or what. I think they felt this way because they look upon tokenism as complete capitulation of the administration in granting our wishes. I think they felt that if we took over the building it wouldn't be because our demands hadn't been met, but because we just didn't have anything else to do.

I feel that this polarization would be better than the situation we are in now. To quote Ralph King: "It's best to know who your enemies are and to know how they act." Then you have some way to fight them.

Quincy Rogers: Don't you feel a stagnant atmosphere on campus? Everything is "Hello," but they don't really care. The white girls in the dorm say "Hi," but they don't really say, "Hi." It seems that they aren't as racist as they are apathetic. They really don't care, so they see you and don't see you.

Quincy: If the attitudes haven't changed as far as racism is concerned, that means that the only thing which is keeping us, as a Black community, from taking over the administration building again is that we have some Black faculty and administrators.

Sledge: No, the idea behind the take over was not to erase the racism at Lawrence University. The idea was to get things that we, the Black students, would need in order to maintain our existence here: things like the summer transitional program, Black faculty, somebody in the Admission's Office, and somebody in the Dean's Office.

Joe Bruce: If the attitudes haven't changed as far as racism is concerned, that means that the only thing which is keeping us, as a Black community, from taking over the administration building again is that we have some Black faculty and administrators.

Quincy: Do you feel the racist attitude is coming from the students or is it the students and the faculty? Because if it is the students and the faculty, it would be more logical to work on the faculty first to erase the racism.

Robert Currie: I've worked with the faculty every week and every day for three years. I came in here "shocked," but the racism of the faculty is very subtle and hard to detect. You're friends in the classroom and you're friends outside of the classroom with faculty members; but when it's time for something to be done to show me that they care, nothing has been done. This came out in a lot of faculty attitudes last year.

We've not changed the attitudes of racism on the part of the faculty, but I think that people are more aware that the Black community feels these things. Quincy: If the degree of racism is the same this year as last year, how did you enjoy the Black faculty and administrators?

Robert: They could have given us 100 Black professors and they would still be just as racist. Token gifts do not mean that you are less of a racist race. As president of the AAA, people helped me in order to appease me and make sure that we would not do things more violent than taking over buildings. I think I have been at best was a very non-violent type of action.

Mark: Do you have some hope that the interaction between Black and white students will increase at Lawrence?

Sledge: If we keep working the way we are now, eventually (in maybe a hundred years) we might achieve some moderate degree of interaction.

Robert: Most of the programs which were initiated five years ago by the university were aimed towards more interaction between Blacks and
Take Over in Perspective

Robert: Up until about three years ago the Blacks who came to Lawrence were more individualistic in the sense of being 'outside of the A and Blacks who are here now. The Blacks who are here now are also referred to as 'street people.' There are very few from predominantly white areas. When I came three years ago, myself and the six other freshmen formed the "Freshman Caucus" which was very, very helpful.

The seventeen of us said that "we know the relationships among will change, but let's not lose touch with reality. Let's get in here and completely assimilate with the white students. Let's make other people aware of our problems. Let's not work towards increased relationships among Blacks and whites for in the long run we're going to lose out to the majority."

The university is always able to deal with any black person who acts as an individual. But when you have a block of people who say "we want this for the Black community," the university cannot deal with the situation so easily. Our needs suggest a different type of involvement with the white students. We'll worry about that later on because individually you'll set up the relationships you want.

At a school like Lawrence, I firmly believe that everyone will not interact. The university itself does not promote this type of thing. If you look at the organization here, you'll see that they don't interact among themselves.

Quincy: Why do you think Blacks developing an overall radical type of personality towards which to handle individual type thinking among Blacks. There would be a type of solidarity in knowing that you're Black and they're white.

Jay DeNovo: Don't you think that this would probably be antagonism from whites that is at least beneath the surface now?

Patricia: To me Mr. Sneed is more helpful than a white administrator because I feel freer and more comfortable talking to him about my problems, academic or otherwise. If I was talking to Dean Crockett, I would limit my discussion to purely academic matters. Mr. Sneed pushes these students who are not doing too well to do better. That's what he did for me.

David: In an issue of the Lawrentian that came out last September, Mr. Bradock, vice-president of academic affairs, said that he was somewhat ap­ proximate that Curtis Clark, the Black faculty member, would be forced to serve in too much of a counseling position.

Robert: If Clark does very little social counseling because this is not his job. The university wanted to hire one universal Black man last year to be faculty member and counselor, who would have worked. We were very heartful in our demands that we needed two separate positions.

The results that I've seen from Mr. Sneed being here are of tremendous value. Before Mr. Sneed came, I usually didn't talk to white deans about the problems I had, because I knew that even if they wanted to reach out and try to understand they wouldn't be able to. Mr. Sneed has broken through the rigid structures that some of the other deans still carry on. The common background and common experience that we share are extremely important.

"The university is always able to deal with any Black person who acts as an individual. But when you have a block of people who say 'we want this for the Black community,' the university cannot deal with the situation so easily."

Jay: I agree. The nothing of apathy would be a desirable thing, but if this leads to Black-white student confrontation and possible violence, that kind of end would probably be less desirable than the apathy. I don't think it would be desirable if something happened that polarized the white community against the Black community.

Robert: We were willing to go to that extent last spring. We were willing to polarization the people. And I think that if the entire white community was so ignorant and narrow minded that they would refuse to support us then that's too bad. At least we would see the kind of people we were working with. If this polarization occurred, the Black community would become much more radical and much more em­ pathic in their demands. I think the steps we were willing to take and the steps we did take would have been much more for reaching.

Joe: Could you explain some of the things that you have done?-of the things you have requested that the university do?

Pati­ ﬞThe reason that Mr. Clark hasn't felt pressure for counseling is because of Mr. Sneed. It would really be hard for him if there wasn't a Black counselor.

Joe: The summer transitional program was one of the major programs to come out of the Black take over. I was wondering if you had some impressions as to its strengths and weaknesses.

Quincy: Speaking as a student on the summer program I thought that it really helped. If it didn't do anything else, it made you aware of different issues on the campus. You got familiar with the campus and got to know some of the Black students who were already here. Robert reflected an attitude of cooperation for the Black community on cam­ pus. The program helped as far as academics a little bit.

Robert: There will be a summer program next year. But on a larger scale. There have been some changes made because of student suggestions, so far as make-up of courses and kinds of courses offered. I think it will be funded more than it was last year, so we can have a larger program.

Pati­ ﬞI wasn't in the summer program, but as a freshman I got to know a lot of the students. They all had positive reactions about it. All the students that were in it seemed to benefit in one way or another. A lot of them academically and a lot socially.

Joe: Last spring President Smith stated that Lawrence hadn't shown that it cared about the Black community on campus. Do you think there have been indications in the past year that Lawrence cares more about its commitment? Robert: President Smith has put himself on the ropes on a lot of different things. He was one who followed through with his commitment. Lawrence was always reaching for better understanding. He was caught in the middle of a lot of stuff last year. He had people on both sides, and by coming out favorable for the Black students' demands, he showed me that he made some type of personal commitment.

Lawrence includes a lot of different people. I would not say that Lawrence has made a commit­ ment. I would say that President Smith has made some kind of commitment on behalf of Lawrence University.

Midge: President Smith has put himself on the line, but other than that I don't see any changes.
The Four Committees: What's Been Accomplished?

by Anne Webster

Last spring four committees were set up to examine the problems of hiring black faculty, creating black studies courses, admitting and recruiting black students, and, creating a viable summer program and following up on the College Methods Lab.

One of the major problems that the members of the various committees had was that the goals of the group were not clearly identified. Clearly we lacked direction and method. We hoped to find out why the University was stalling on hiring black faculty. Why the University was not able to make use of the Summer Program. Why, the faculty-at-large did not see the need to seek out qualified black faculty members. Why the Dean's office was so blind that they could not see the urgent need to have someone (or two or three) that the black students on this campus could comfortably communicate with.

Most important was the question of whether or not the White students cared enough to create the atmosphere of a comfortable learning center for all of the students at Lawrence.

The number of answers to the above questions were not satisfactory. We found that the University was not advertising in the most well-read periodicals and magazines to fill the open slots in the departments. The administration hid behind the mask of lily white Appleton and the impossibility of making Lawrence a comfortable place for black families to live. Thus, the needs of the black students will not be considered important enough to try harder and reach out further to fill their desires.

The summer program was carefully studied and, from all reports, was an improvement from past attempts. More work needs to be done in communicating to the entire student body how the University set up between blacks and whites on campus. All that we succeeded in doing was finding out that racism is a problem and continues to be today. It is difficult to find out if any changes have been made in terms of personal contact and social communication. If fourth floor Colman is any indication, progress has been made, at least in the freshman class. But this did not come out of any of the work that was done by the four committees.

In the final analysis, the four committees succeeded in beginning some communication between the Administration, Faculty and Admissions personnel. But, as far as elimination of structural barriers, creating a comfortable living situation at Lawrence, or even creating an atmosphere free of discrimination on the part of all of us, we did not do it at all. Thus, we were unable to figure out our major goals and consequently last spring the proper strategy to maximize the potential of the situation. In other words, if one does not know what one is doing then one will move backwards instead of forwards. If the committees were to have had a significant impact, they should have continued for another year at least. If the committees were to have had a significant impact, as it is, they should have continued for another year at least.

One year after the Summer Program, we are wondering what was accomplished and by whom.
Mr. Steven Sneed is an academic counselor in the Dean's Office. He has been of utmost service and dedication to the Black community and has shown outstanding dedication to the Black community of Lawrence University. Singularity, he is the top asset that we can speak of today. His leadership abilities, personal qualities, and his capacity to understand our problems are his outstanding features and his long-sought needs.

Ms. Rose Woodson is an admissions assistant, responsible for recruiting students to LU. She works with all prospective students, but her ability to place in proper perspective the expectations that a Black applicant might enjoy is of intrinsic value. Her experience of four years at this institution is a small asset that we can speak of today. His dedication of the Black community. His value as a supplementary counselor to his math students proved to be successful with his insight and depth of knowledge to particular problems that he has always helped to solve.

Mr. Harold Jordan, an assistant in the admissions office full term. This vast travel experiences and contacts have helped to raise considerably the number of early applications from Black students. Butler is currently a student at Lawrence and a recount of his personal experiences here has played a large part in attracting prospective Black students. The number of Black freshmen totaled 36, an appreciable gain of nine over the previous year and of over students. This has been a significant beginning, but not a significant end.

RAHAL TURNER, Don Matthews, and Robert Carriere, three of the five occupiers of the Dean's Office, observe the demonstration taking place below them.

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On April 12th of last year, five black students occupied the Administration building for 13 hours in order to secure an improvement in the environment blacks have had to endure on Lawrence campus. The admission office seeks two mature, independent, and responsible juniors who have a term to spare before graduating in June of 1974 to represent Lawrence to prospective students in mid-September to mid-December, 1973. Extensive travel, interviewing, some paperwork, some boredom, some frustration, some intensely rewarding moments. Room, board, salary, expenses. Call Richard Canterbury at 232. The admission office offers two mature, independent, and responsible juniors who have a term to spare before graduating in June of 1974 to represent Lawrence to prospective students in mid-September to mid-December, 1973. Extensive travel, interviewing, some paperwork, some boredom, some frustration, some intensely rewarding moments. Room, board, salary, expenses. Call Richard Canterbury at 232.

Cincinnati lawn and faculty members, still a need for more black faculty members, an improvement of the environment blacks have had to endure on Lawrence campus. Considering the situation about at other schools long before last year. How Appleton's number of significant events. The Oakland Athletics became the first black-owned team in Major League Baseball; the Baltimore Orioles signed their first black player; the Milwaukee Brewers added their first black player; and the San Francisco Giants hired their first black manager.

Letters to the Editor

Letters may be submitted to the Lawrence University office or to staff members. No untyped copy will be returned to the writer. The writer's name may be deleted upon request.

COUNCILORS FOR 1973-1974

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Julie Little
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Sue Norton
Tina Solstad

Wisconsin Indians

To the Editor:
I am a graduate student at the University of Wisconsin-Milwaukee, and I am a group of other students are putting on a temporary exhibit at the Milwaukee Public Museum. The exhibit will be about Wisconsin Indians today and their view of America, and its history, and I hope that you have photographs, cartoons, or information from articles that you will let us use. We need such things as photographs of Indian housing and businesses, Indian working or having fun, demonstrations, meetings, and commercial publicity. All help that you can give us would be very greatly appreciated.

GAILEE FREIT
Milwaukee Public Museum
Milwaukee, Wisconsin

Lazy Eye

To the Editor:
Every year three of every 100 children, the world over, age six years start first grade with sight in only one eye. They have an uncorrected amblyopia, or lazy eye. If they had been found in time—ages three, four, or five—and correction given immediately, they would have sight in both eyes.

For seven years the Kauai County City-County Health Department has successfully used a home pre-school vision screening kit and has now reached 17.5 percent coverage of all pre-school children in the county. Two bills in the state legislature—Assembly Bill 261 and Senate Bill 267—will make this home screening eye kit for preschool children available to all schools in every hospital department in every county in the state. Every eye in every county deserves sight in both eyes by being found and corrected. We are told this bill has little chance for passing unless public support is given. The address is Governor Patrick Lucey, your state senators, and assemblymen in State Capitol, Madison, Wisconsin, 53702.

MRS. ROBERT DENNEFICH
Lazy Eye Ltd
Kauai, Hawaii

Poetry Award

Thursday night, April 26, at 7 p.m., Professor Richard Yatzeck of the Slavic Department will hold the next reading in the Poetry Award series. He will read Russian poetry, both in original Russian and in English translation. All members of the Lawrence Community are invited to this reading by Professor Yatzeck.

ARTISTS AND CRAFTSMEN

Anyone intending to display and sell art or craft items during the Renaissance Fair on Saturday, May 5, must register with the festival by May 3. No fee will be charged, but name, address, phone number, and type of exhibit should be submitted to Ballif Phillips Post at ext. 380 or on campus mail as soon as possible.

Chemistry Seminar

Monday, April 23, the Chemistry Seminar will present Kim Angelides, speaking on "Morphys Chemistry and Pharmacology." The seminar will take place 4:30 p.m. in 100 youngchild, with coffee and cookies furnished.

Circulation Managers: Mary Sue Bach, Pam Visselou
Managing Editor: Mark Cebulski

Published each week of the college year except during examination periods and vacations by The Lawrentian of Lawrence University, Appleton, Wisconsin. Subscription price: $2.50; annual $10; semiannual $6. Second class postage paid at Appleton, Wisconsin 54912.
The Milwaukee Symphony Orchestra, the youngest major orchestra in the nation and the first to reach major status in only 15 years, will appear here Wednesday, April 28.

The concert is presented as the third attraction in its 1973-74 Artist Series. Tickets for the performance at 8 p.m. in the Chapal, can still be obtained at the box office in the Lawrence Music Drama Center.

With Kenneth Schermerhorn on the podium, the Milwaukee Symphony last April made an overwhelmingly successful debut in a New York City's Carnegie Hall, where it was acclaimed as one of America's great virtuoso orchestras.

Schermerhorn, former conductor of the New Jersey Symphony and music director of the American Ballet Theatre, has been the Milwaukee Symphony's music director since 1969. He has been a guest conductor of the New York Philharmonic, the Baltimore Symphony, the Philadelphia Orchestra at Robin Hood Dell, and many other internationally known orchestras. He has also conducted with brilliant success in over 80 European cities.

The assistant conductor for the Milwaukee Symphony Orchestra in Edward Munn, who grew up in Appleton and whose father conducted local bands and orchestras. Munn will be soloist in Mozart's Concerto for Violin and Orchestra, No. 5 in A Major, K. 219.

For its Lawrence concert, the Milwaukee Symphony will perform the music of Richard Strauss and Carl Nielsen as an addition to the Mozart concert. The Strauss selection will be the "Don Juan" Symphonic Poem, Op. 26. Strauss's score for the tale of the hot-blooded Spaniard runs the gamut of emotions, from opening vigor through various romantic and heroic themes to the bleak resignation of the final measures.

Carl Nielsen's Symphony No. 4, "The Inextinguishable," was composed during the years of the First World War. In a sense, the work is an outcry against the brutality of war, but it is also a working out of the Danish composer's personal development.

Mozart's concert is generally considered to be the greatest violin concertos of the latter half of the 18th Century.

One of five violin concertos, Mozart composed between April and December, 1779, when he was 15 years old, the concerto revives Mozart at his youthful prime. The three movements sparkle with imagination, surprise and in the closing moments of the third movement, with a bit of sheer whimsy. Filled with an abundance of melodic material, the concerto has long been a favorite of violinists and audiences alike.

G.P.A.'s Show Women on Top

Once again, the women have surpassed the men in the combined grade point averages for Term II, and the seniors have the highest combined average among the classes.

Term II grades gave the women a 2.060 cumulative average, while the men followed closely behind with 2.041. The seniors led the classes with 3.264, followed by the juniors at 3.115, sophomores at 3.081, and the freshmen at 2.937.

Among the Greeks, the Fiji (Phi Gamma Delta) topped sororities and the Chi Omega (Phi Gamma Delta) and Alpha Chi at 3.128, Delta Gamma at 3.112, Chi Omega at 3.111, and Alpha Phi at 3.081. Following with 3.093, Delta Phi Epsilon, Alpha Phi Alpha, Kappa Delta, Alpha Xi Delta, Phi Kappa Theta at 2.953, Kappa Alpha Theta at 2.940, Chi Omega at 2.905, Phi Kappa Tau with 2.726.

Phonothon To Raise Funds

Students and alumni of Lawrence University will have a chance to involve themselves in a Phonothon to raise funds for the Lawrence Leadership Fund. Chris Bowers, Assistant Director of Alumni Relations, is organizing the telephone campaign which will begin April 23 and continue for three weeks. The Phonothon, which will take place at St. Joseph's House and other central locations, is the solicitation of contributions for Lawrence University on the telephone. Volunteers will be calling all L.U. alumni in the Appleton area who have not given or pledged money to Lawrence University since Sept. 1, 1972. The funds received will be used for the renovation of Main Hall which is to begin this summer.

The Alumni Office will prepare a booklet of guidelines for those participating in the Phonothon. Volunteers do not have to work the full three weeks, but should plan on spending more than one evening on the telephone. At Denison College in Granville, Ohio, students raised $20,893 in a three week phone campaign. The present percentage of L.U. alumni who contribute to the university is 13% and is spent in comparison to 90 per cent at other colleges and universities.

Bowers hopes that students, alumni, and faculty will realize the importance of Phonothon. Fund Campaign cannot be left to the shoulders of those L.U. students that do not go to the polls in 1972. He believes that all of the L.U. contributions can be used some small way in the other side of higher education at Lawrence University.
by Genny Gatch

Sometimes it was wrong that four years at Lawrence should end with an exam. What could be more disorienting than having a personal achievement, the most constituents of a student’s stay at Lawrence should be a personal achievement. The art department exam, the final test of the student, was not enough for Mr. D. Woodruff, instructor in Theatre-Drama. The testing for the play, commonly referred to as Marat/ Sade, began with the script and grew from it as a combined effort by Woodruff and Director Mesrop Kesdekian for the Phoenix Theatre-Drama, to provide the essence of a particular student’s stay at Lawrence. This demonstration presents an opportunity to display in a more or less professional manner, work indicative of the artist’s major interests. The show is one of enthusiasm, a chance to show more than just a display of technique and knowledge gained at Lawrence, but hope also to express accomplishment in style and tone—proving to themselves that what was done was worthwhile, and that something of value was learned. In contrast (or perhaps in direct compliment) to this, what if that the art department is looking for? Improvement—an increase in skills and awareness. Being a small department, the faculty wants to know every student well, and can make accurate evaluations here. It is not enough to put yourself on display but this type of personal interaction is probably one of the most valuable experiences a student can have at Lawrence—and experiences that they can share with others (as well as oneself) your personal creativity. It is a chance to display four years of development.

With rehearsals for the LTC’s spring term major production well into the fourth week, the technical work backstage for Transcendence and Assassination of Jean Paul Marat as Performed by the inmates of the Asylum Under the Direction of the Marquis de Sade is keeping pace under the guidance of designer-technical director John C. Woodruff.

The setting for the play, commonly referred to as Marat/ Sade, began with the script and grew from it as a combined effort by Woodruff and Director Mesrop Kesdekian, Associate Visiting Professor Theatre-Drama, to provide the essential elements of the play. The play, in brief, is a statement of the ideas of two of the play’s characters, the Marquis de Sade and Jean Paul Marat.

In translating the conflict of minds from the script into stage scenery, Woodruff has enclosed props being constructed under the direction of Val Keun, Laura Apgar, and Shirley Finning.

Costumes for the Lawrence production have been designed by Yvette Rappaport, an instructor at the University of Wisconsin-Milwaukee, and a graduate of Syracuse University, with both a master’s and a bachelor’s degree in theatre. She formerly was a designer with Kesdekian for the Phoenix Theatre in Pennsylvania, and has worked with a number of companies in Syracuse for 7 years, and in professional theatre in New Hampshire.

Mr. Rappaport’s designs are being executed by a student crew under the direction of sophomores Liz Orelup, and costume mistress Nancy Thiesen and Kamee Low. Performance dates for Marat/ Sade are Wednesdays through Saturdays May 11-13, at 8 p.m. at Stambaugh Theatre. Tickets are available at the Box Office in the Music Drama Center and are $2 to L.U. students with O.D.S., $3 for adults, and $2 for students through college. Tickets may also be reserved by calling the Box Office 754-8800.
by Sent Faulkner

There is a growing evidence that uncontrolled and unregulated manipulation of the natural world at today's ex­

traordinary rate can only bring disaster. Either we reduce the scale of our intervention, or we manage it so the cumulative impact is tolerable, even beneficial to man and society.

Secretary General U.N. Federation

of the Human Environment

Last week was Earth Week. Starting in 1970 numerous environmental groups have set aside first a day and then an entire week each year to publicize the need for what the Earth and to offer suggestions about what the problems which our environment faces. Beck bleeds. But over the years the environmental movement has scored several victories. the end of the SST, the establishment of the Environmental Protection Agency (E.P.A.), auto emission control guidelines, and the end of many major projects shows detrimental to the environment by the new Environmental coordinating branch of the Department of the Interior, are just a few of the changes we have seen. While the need for new and environ­

ments that can point with pride.

However these are only a few victories in an ex­

increasing urgency for more action and from individuals to the world. To further

elaborate on this urgency the National Wildlife Federation, in cooperation with the United Nations Conference on the Human Environment which has recently established an International Index, the results of which have just been published. Earth Week, I would like to take this opportunity to share with you a few of the findings.

The E.P.A. Index is divided into six major categories of pollution: water, wildlife, land, minerals, air, and development. This index, which is parallel in the same order the United Nations has divided it, gives the United States a grade of B in human environment.

Water Situation: Poor

An estimated 10 percent of the world's surface is covered by water, but as much as 80 percent is polluted. Water pollution can affect the growth of all life on earth. One percent can be easily taxed. increasing industrial growth and increased population growth has led to a greater demand on the world's fresh water supply. One figure that is quite striking on this subject is that industry uses 5,000 liters of water a day to produce the goods and services for only one person living in an industrial country. Industry, uses 380,000 liters to produce an automobile and to produce the aluminum in the frame. Farming also takes its toll as 27,000 liters of water are needed to produce a kilo of meat. While some urban plants need 40 liters to grow enough to be sold, others require, in the increasing demand for fresh water, their water capital, is being tapped. This is still too expensive 133 cents per cubic meter. This is too high a price to pay if we use our natural resources wisely.

The United Nations published the following recommendations for improving water treatment in developing countries, investigate waterborne transmission of diseases, recover the economic value of clean water, research long-term effects of chemical pollutants. Granted, the United States to but many parts of the world like India and China lack a federal and local governments have not acted fast enough to follow through on these suggestions.

Wildlife Situation: Losing on one hand

Since 1800, 335 different species of animals have become extinct, while the single corn plant needs 40 liters to grow enough to be sold. In 1980, and 30,000 plants are on the water, our water capital, is being tapped. This is still too expensive 133 cents per cubic meter. This is too high a price to pay if we use our natural resources wisely.

Some of the reasons behind the depletion are the demands for hides or by-products of some domestic animals while the destruction has been caused by habitat by man accounts for more than half the species that have disappeared, or are in danger of disappearing, or are endangered and need help. The loss of wildlife is creating sanctuaries, at the same time, it is destroying new programs have been helped, some of the others need to be predicted. The only way to improve the situation is by international cooperation (as in obeying regulations, research, and funding), both private and governmental, of course.

Land Situation: Bad

The amount of suitable land per person is dropping each year. In 1900, the available land was 1,42 hectares per person, by 2000, it will be only 0.16 hectares per person. The phenomena of the disappearing picture has helped alter the picture though, in developing nations the supply has only risen 0.8 percent in the past five years while population in those countries has shot up 4.5 percent.

Another factor against land use and to increase many methods used to increase crop production harm the environment. For example, intensive farming destroys wildlife habitats, fertilizers can pollute to soil, and cutting down trees could create erosion. The dilemma over how to reverse the situation of land over use was summed up by one authority: "We are asking the soil to do too much.

Mineral Situation: Fair for now

As we have mentioned earlier, the earth's resources are finite. In our moment 70 percent of all energy is being provided by fossils, coal, and these are being depleted. We must find and develop energy alternatives before we really experience a crisis. Of the alternatives that have been explored, "Nuclear energy is the best bet." Both the Soviet Union and the United States are well on the way to perfect fusion breeder reactors.

However, there are other alternatives not being explored. The use of solar energy has so far been expensive. Furthermore, solar "umbrellas" of 42 square kilometers would be needed for a 10,000 megawatt capacity. Siling and esthetically desirable, in reality, is not the only problem. Geothermal, the use of the natural heat from the earth, has been successful in Italy, but the costs have been estimated at only 8 percent of the world's energy. But calling down solar power could create erosion. Thus further research is needed in order to expand.

Air Situation: Bad in big cities

In the United States air pollution damage to vegetation is estimated at $3 billion a year. U.S. Environmental Protection Agency reports these annual air pollution costs for Americans:

- Health costs, $12 billion; cancer, $390 million; cardiovascular disease, $475 million.
- Transportation in one of the major culprits in the causation process of pollution and steps are being taken to improve the air quality. Using only one highway lane, buses can carry 30,000 passengers per hour. To move the same number of people, automobiles would need ten lanes of one-way highways and much more fuel. Trains carry 40,000 passengers per hour in one single track, using only 10 percent of the fossil fuel automobiles require to transport the same number of passengers. In these cities the air is getting to an emphasis on mass transit (such as the BART in San Francisco), however funds are badly needed for such sweeping ventures. The recent effort to open up highway trust funds for mass transit development in a major setback to progress in this area.

Population Situation: Boom ing population growth

The "population explosion reverberates through every sector of our World Environmental Quality Index." The increases in population can be found in most If all the other problems areas cited here, there were only 3.5 billion people on the earth. Today there are 5.5 billion and this figure will almost double in only 20 years. Recent actions by Zero Population Growth and the United Nations Population Foundation have helped matters in the United States, but on a worldwide scale they are overwhelmed by the sheer enormity of the explosion. More efforts are needed in the areas of abortion, contraception, and just plain education in the areas of family planning and sex education. However, these efforts not only run into financial troubles but also opposition from various religious and "moralist" groups.

All said it is not a very cheery picture, lack of financial backing, lack of public support, and lack of public awareness on the urgency of the environmental problem continues to hamper progress in turning the tide in our fight for the maintenance of our environmental quality. If you are interested in further information on the environment, contact Sent Faulkner, ex. 332, or write.

National Wildlife Federation

1515 Sib. NW
Washington, D.C. 20005

Zero Population Growth

4600 Fabian Way
Palo Alto, California 94303

Applications up 45%

New Admissions Film to Give Student Impressions

Experiencing with methods which to elicit the greatest recruitment response, Director of Admissions Richard Can­

terbury announced today the production of another movie on Lawrence for prospective students received last summer. The first two minutes of the film will have a different format than that of "This is Lawrence." the feature length film has been released last spring. Instead of having an adult narrator, it will be described by five or six students, selected from the original group of over 35.

The students were to be representative as a group. It was a possible, comprising a wide variety of classes, activities, and majors. Of the original group to whom initial questionnaires were sent, about 18 percent accepted a request to be interviewed at the Conservatory on Monday. At the meeting, Canterbury cited a frustration with high school visitation, in spite of a growing regional parentism prevalent among those seeking matriculation. These students, according to Canterbury, are "less interested in reading" and are more intrigued with a short, succinct, visual aspect of a school.

For that reason, the film, to be produced by Campbell Productions and Lawrence, was to run about five minutes in length, "though we can go more," noted Canterbury.

The first two minutes of the film will be devoted to describing to prospective students about Law­

ence, with the remaining three minutes given to the impressions of the five or six students, who will be screened through tape procedures currently underway. At the meeting, Canterbury noted that Law­

ence could easily hire a fam­

ous commentator to narrate the film, but "a student narrated film tends to sound less formal, less pushy, and more appealing." Canterbury implied strongly that the film is not being made as a device to pump life into declining admissions rates. On the contrary, Canterbury stated flatly that Lawrence has had a four-to-five percent increase in enrollment since the opening of a new school in its type, "bar none."

Print Paper

By Schutte

LERN--William M. Schutte, professor of English and a James Joyce scholar, has had a paper on Joyce's "Ulysses" published in the 1982 fall issue of the James Joyce Quarterly. The volume is entirely Joyce-oriented and "Ulysses" delivered last summer at the University of Tulsa's Colloquium of Modern Letters. The Colloquium dealt with "Ulysses from the Perspective of Fifty Years."

Schutte's article, along with essays by 12 other Joyce scholars delves into different aspects of Joyce's masterpiece through a close analysis of the text. Schutte's "Leopold Bloom: A Touch of the Modern," shows the kind of person Joyce created in Bloom and how he was transformed.

The "Ulysses" issue of the quarterly will be sent to Joyce scholars as reference material for students in Joyce courses. Schutte is the author of several articles and books on Joyce's works. Last summer, with the aid of a Lawrence Faculty Research Grant, he continued work on an index of themes, motifs, and other recurrent elements in "Ulysses." The completed index will help new readers of "Ulysses" save more time in textual research, yielding more time to concentrate on the important issues of the text.
Track Team Falls In Blizzard
Then Romps During Sunshine

Most people usually have more or less good luck. Not so for the Lawrence track team which had a limer's share of both this past week. On Thursday they met University of Wisconsin-Oshkosh and the elements while on Saturday they faced considerably better in both weather and performance in a triangular meet against Lakeland and Beloit. Thursday afternoon during the meet, the track team was witness to one of the spring's (this is Wisconsin) more blinding blizzards. Only by following the white lines on the track were the runners able to navigate the oval. The team fared about as well as the snow as they did against the weather. Oshkosh was the Wisconsin State College champion this winter and ran true to form as it used both rain and snow to romp over the smaller Viking squad. The impromptu meet was contested without score or delay as the Oshkosh runners had to depart within an hour to arrive before the changeover in dining halls on campus. No field events were run due to the weather.

On Saturday the Viks competed under sunny skies and were able to dominate the meet as they amassed 330 points to the 315 for Lake Forest and the 35 points for Lakeland. The weather was cool and breezy as the meet started at the relay team of Ira Rock, Jay LaJone, Lloyd Nordstrom, and Stuart Goldsmith ran off with honors in the even. The Viks dominated the shorter events as they captured first in every event from the 100 yard dash to the 300. Double distance runners Keith took the 880 in 2:09.7 and the 220 in 23.6 in continuing his winning ways. Co-capt Steve Neuman won the 440 in 55.3 while LaJone took off after the top to the 440 and was challenged at the finish. The Viks strength in the field events, a perennially dominant area for Coach Gene Davis, continued as Viking competitors took blue ribbons in five of the six contests. Appleton product, Steve Neuman took both the shot put, with a 463 feet, and the discus, heaving the latter with a 138'6" line. Co-capt. Neuman's effort was part of a one-two-three sweep in the shot at Mike Green (447'6") and Carl Offen (413') who also had banner days in the ring. Co-capt. Tom Cutler also enjoyed a good day as he threw the javelin 187'8" nearly eclipsing the present school mark. John Davis and Pete Mitchel, the latter competing for the first time under Davis and Pete Mitchel, the latter competing for the first time under coach Davis, followed in second (142'7") and third (136'7") in the Viks second sweep of the day Tom Keith, with a 234' 6 long jump and Dave Rosen, with a 17' 5" pole vault, were the Viks' other five point efforts.

Broock Woods, competing in the 110 intermediate hurdles, ran a 6.7 to capture second as did Davis who ran second in the discus with a distance of 205'7". Keith, competing in his second event, hopped, skipped and jumped 11'9" to place close behind winner Hasel of Lakeland in the triple jump. Bill Wells, 128 high hurdles, Nordstrom, pole vault and 220, Roger Kinzie, shot put, Davis, 440 intermediates, and Joe Zima, 3 mile, grabbed third places during the meet. Zima, mile run, Davis, 128 high hurdles, Kinzie, discus, Wells, 440 intermediates, and Jim Bere, 3 mile, added fourths in running out the Viking scoring.

Coach Davis was relatively pleased with his team's performance and noted that "The times and distances are approaching what I would like to see us doing as we enter our schedule. We haven't had a lot of good weather this spring but I think that we have all been working hard in spite of this and this is beginning to pay off. Our weight events especially are strong and Steve (Neuman) and Tom (Cutler) are going to be tough to beat this year. They also have considerable support from a number of people who are going to be challenging very shortly. "Our running events are progressing fine and should be a strong force this season. I am especially pleased with Joe Zima who set a new school record in the three mile last Thursday with a time of 11:56.5. We are presently doging without the services of Jim Toliver who has been a consistent jumper but we hope he will be joining us soon. It should be an interesting season for us."