The Humanities Program Planning Committee has selected the three topics which form the core of the proposed Humanities Program beginning in the fall of '74. During the summer and fall of that year, the committee narrowed an original list of approximately twenty topics, to six, which were carefully researched and discussed by committee members. Of the six topics that were given final consideration, those that received the most enthusiastic response from faculty and students were selected.

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The course from the point of view of the Humanities Program Planning Committee will consider the role of the artist, his work, and his purpose and function. "It is difficult to define what is irrational," says one student. "It means different things to different people at different times, whether irrational—passion, mysticism, lust, violence, madness—in a constant presence, some times celebrated, sometimes deplored, visible or unique as an individual."

The course will focus on the origin of the human experience, the role of society, and the individual. One topic will be how people change their society, and the role of society in changing individuals. The other six topics will comprise the teaching faculty of the course, with each topic being taught by a different faculty member. The total list of topics will be examined in each course and will be selected to be the core of the proposed Humanities Program.

Dick Gregory, a prominent African American comedian and activist, was invited to speak at the University of Michigan. Gregory discussed the importance of education and emphasized the need for students to be active participants in their own education. He advocated for the training of community leaders and encouraged students to be critical thinkers and to question their assumptions.

The course will also consider the role of art in society, as well as the role of the artist in creating art. The course will examine the relationship between art and society, and the role of the artist in shaping society. The course will also consider the role of art in education, and the role of the artist in teaching. The course will also consider the role of art in politics, and the role of the artist in influencing politics.

The course will also consider the role of art in philosophy, and the role of the artist in influencing philosophy. The course will also consider the role of art in religion, and the role of the artist in influencing religion. The course will also consider the role of art in science, and the role of the artist in influencing science. The course will also consider the role of art in the natural sciences, and the role of the artist in influencing the natural sciences.

The course will also consider the role of art in the social sciences, and the role of the artist in influencing the social sciences. The course will also consider the role of art in the humanities, and the role of the artist in influencing the humanities. The course will also consider the role of art in the fine arts, and the role of the artist in influencing the fine arts.

The course will also consider the role of art in the performing arts, and the role of the artist in influencing the performing arts. The course will also consider the role of art in the visual arts, and the role of the artist in influencing the visual arts. The course will also consider the role of art in the decorative arts, and the role of the artist in influencing the decorative arts.

The course will also consider the role of art in the applied arts, and the role of the artist in influencing the applied arts. The course will also consider the role of art in the design arts, and the role of the artist in influencing the design arts. The course will also consider the role of art in the performing arts, and the role of the artist in influencing the performing arts. The course will also consider the role of art in the visual arts, and the role of the artist in influencing the visual arts. The course will also consider the role of art in the decorative arts, and the role of the artist in influencing the decorative arts.

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Gas

Last Wednesday President Nixon "talked to America" about the "energy emergency". He explained that Americans need to tighten their belts and work together to secure a completely independent energy resources by 1980. He stressed such measures as reduced speed limits, less heating in the winter, and more efficiently scheduled airline flights. Finally, he announced the formation of another federal department on energy development and conservation.

But all of this is a drop in the bucket for the struggle in which we are fighting. In addition, there's thinking that sacrificing the ecology for the sake of a little more energy is a wise decision. It is not. The long run pollution will have a far worse effect on America than the cold of one winter.

The formation of a new bureaucratic structure does not promise favorable energy developments. More probably, it will follow in the wake of other recently formed departments. And no one knows where they went.

In addition to doing very little for energy, Nixon's speech may have done a lot of harm because of unforeseen consequences.

Nixon's strong appeal to nationalistic sentiment in conjunction with "Project Independence" has added great impetus to the already strong isolationist feeling in the US. At a time when the world is struggling over the Middle East and a cooling of relations with the European Economic Community, a Federal tendency towards isolationism could only be a mistake. The US is one of the world's two greatest powers, and the only one which will be the deciding factor. But sometimes emergency action requires thought, not just action.

And finally, Nixon laid stress on an American myth to pull us out of this scrap. The myth is that Americans can always get tough, the tough get going." And of course Americans which will be the deciding factor. But sometimes emergency action requires thought, not just action.

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tragedy of those people who find themselves cut off from a world that they nevertheless helped to build. It is a searching study of a battle for existence on the pitious surface which contributes to what might be called the "inlegitimate" state of L.U.C.C. As business proceeded to the report of the Committees on Concerns, a controversy arose as to whether the allocation made to geology students concerning a geology convention they were to attend, was within past standards.

The Middle East Teach-In Committee is organizing a display in the library of material concerning the recent crisis. It will include a map of the disputed territories, several books on the subject, and a copy of the Library of Congress studies. Chris McCarthy, a committee member, explained these as "concrete essays on specific topics such as Russian-American relations with respect to the present crisis."
The committee is also arranging for speakers to talk at the beginning of next term.

Campus Notes

WCHT Night "WCHT" Night on Monday, November 12 in the Viking Room. The event will feature beer, record giveaways and a live broadcast from the Viking Room. The event will go on sale at the Lawrence box office November 12. The event is sponsored by the Lawrence Choral Society and the Lawrence Conservatory of Music. The performance will feature the Lawrence Choral Society, the Lawrence Symphony Orchestra.

Senior Recital Piano James Fredrich will be featured in a recital Monday, November 12 at 8:00 p.m. in Harper Hall of the Music-Drama Center. Fredrich will perform Sonatas Op. 10, Op. 28, and Op. 52 by Beethoven, Sonatas for Piano by Chopin, T. Geppi, and Chopin’s Sonata in B minor. Op. 35. He is a student of Robert Beale and a candidate for the bachelor of music degree with a major in music.

Margot Fonteyn If you’re interested in the fine art of ballet, you’ll be pleased to know that Margot Fonteyn, world famous prima ballerina of the Royal Ballet, will appear at the Armstrong High School Auditorium Monday, November 12 at 8:00 p.m.

Fonteyn will perform the white Swan pas de deux from Act II of the Lawrence Memorial Chapel, as well as being partnered by Desmond Kelly. Originally from Southern Rhodesia, Kelly has been with the Royal Ballet since 1960.

Junior Recital Piano Matthew Fredrich will be featured in a recital Monday, November 12 at 8:00 p.m. in Harper Hall of the Music-Drama Center. Fredrich will perform the Beethoven’s 3rd piano sonata, Op. 111, Sonata No. 17, Op. 31, No. 2, and the Chopin’s Etudes, Op. 10, No. 12. He is a student of Robert Beale and a candidate for the bachelors of music degree with a major in music.

Senior Questionnaires All seniors, please turn in your questionnaires by Friday. Interested seniors are encouraged to attend the meeting at 9:00 p.m. in Ormsby Hall to evaluate questionnaires.

LIF<('E is to go.

Our Christmas Cards are Now on Display Come in and Browse Through Them

Conkey's First Christmas Gift Idea! THE ENCYCLOPEDIA OF PHILOSOPHY—Paul Edwards, Editor in Chief

Conkey's First Christmas Gift Idea!—THE ENCYCLOPEDIA OF PHILOSOPHY—Paul Edwards, Editor in Chief

STUDENTS! STUDENTS! Decorate your room with classic NFC/AFJC Posters Support Your Favorite Team Our Christmas Cards are Now on Display -Come in and Browse Through Them
students at the Eningen Center received their first shipment of Let Me Make the Lawrentian. You can't down in the past several years couldn't happen here." Smith stressed that "we ought not our return to Appleton. The students about to depart for 3 weekend in Amsterdam tore Germany. Several students at­ might be available somewhere in students didn't qualify because all spaces had been booked by a Alumni of Lawrence." The possible causes of the unexpected occasions and simply haven't the University on three previous that they have tried to destroy Team? They killed Eningen the very position of the white other drugs. Gregory puts forth challenges young people to challenges students to learn from prejudice and hate to the middle class practices. Are we in our discussion: the community and education. Dick Gregory spoke to a disap­ challenges us to be aware of whatever the cat's color or class, middle class and the future of the our discussion: the community and education. Dick Gregory spoke to a disap­ challenges us to be aware of whatever the cat's color or class, middle class and the future of the our discussion: the community and education. Dick Gregory spoke to a disap­ challenges us to be aware of whatever the cat's color or class, middle class and the future of the our discussion: the community and education. Dick Gregory spoke to a disap­ challenges us to be aware of whatever the cat's color or class, middle class and the future of the our discussion: the community and education. Dick Gregory spoke to a disap­
Aspin Looks at SALT, Pentagon

Ed. Note: "This is the second of two speeches by Secretary of Defense (Rep. Les Aspin) at a seminar on defense. It is scheduled to run until 2:30 p.m."

Aspin: O.K., we've been talking about the SALT programs, what about the limitations on these programs in the future? And, considering the situation of East-West relations and Detente being put on trial, how do you see success of the second round of SALT talks?

Aspin: It's too soon to predict. I think that it's possible that they could proceed even though the Middle East is a problem. It depends on how much you believe this linkage theory, whether everything has to fall together in order for there to be progress anywhere or whether you think there could be progress in strategic weapons even though there's some obvious tension in the part of the world that we've involved conventional forces. And I don't know, I just can't tell how that will come out.

Aspin: Has there been much movement off the SALT talks on defense appropriation so far?

Aspin: No. You mean the SALT II?

Aspin: O.K. SALT I — there was an impact. There was a budget cut of $3 billion after the SALT I, where there were certain conditions made and where some things were cut out and other things were seeped up. And that was money in for some A-10 systems, which was cut out. And there was a put-into-system, which was cut out of the B-52. And there was a lot of stuff in for Trident and Trident replacement. That is the most visible impact on this year's budget of SALT II.

Faulkner: Recently, in fact I think one of the main arguments President Nixon put forth a bill to give the armed forces extra $3 billion for military aid. Do you support this bill?

Aspin: Yes. I'd like to look at the bill and judge it when. When I was working in the Pentagon, we used to buy Vietnamese rice and there was a lot of stuff in there that had nothing to do with Vietnam. And I have a feeling that there may be a similar situation there. So, I don't have anything to do with Vietnam and I am leaving that whole question aside, which means that I don't know how I feel about that. But I really feel it is really look at the budget when it comes out.

Aspin: How far do you think Americans should put in support of Israel?

Aspin: Equipment, supplies.

Faulkner: Do you feel uneasy about the hundred or so serious-veterans handling supplies in To Arv.

Aspin: I don't, at that level.

Faulkner: Getting to another subject, are you in favor of the draft? It is, of course, instituted last year. I think this is the last year. And I wonder if any of these old war arguments are for a volunteer army. I certainly know that those who argue in favor of the draft don't think much of it.

Faulkner: Do you see any improvement in any recruitment of the armed forces in the future as a volunteer army?

Aspin: Well, what they are trying to do is upgrade the quality of recruiting, in other words they possibly getting more mail for relevant groups, and try to recruit some of the things that a better soldier needs. Whether this will be in the present system or the system the present system of military recruitment is not the prime goal. The way to it is a matter of...
Humanities Program...

(cot from p. 1, col. 3)

illustrate the role that civilization has played in coping with human problems and in transmitting human values.

In addition to the three-term core course, the committee is planning an interdisciplinary senior colloquium which will intensely explore a topic in the humanities and will be open to students who have already taken the core course. Students in the course, who will be carefully selected on the basis of applications and interviews, will participate as equals with faculty and colleagues in their research and discussion of the topic to be considered.

Another supplementary part of the program will be a special language course to prepare some students in the basic course to read selected works in the original language. A one-term course would be offered during the first term of the humanities core course and would include works to be read in the second and third terms. The special language course would combine instruction in basic language theory with the study of closely related fine arts.

The Clouds; Xenophon; see A.E. Waley; The Turning Point.

methods are available to treat this disease.
Is Your Alma Mater In This List?

The Admissions Office is eager for prospective students to learn about Lawrence from current students. If you would like to represent Lawrence to prospective students from your community or school during the Christmas break, check this list and those that will appear in succeeding Lawrentians. Telephone Mrs. Beaumont at 2 3 2 between 8 a.m. and 5 p.m., give her your name and campus address, and let her know which schools you will visit or whose names you will contact. Shortly after Thanksgiving you will receive the names of students you will contact. Shortly after Christmas break, check this list about Lawrence from current prospective students from your area.

Eric Anderson, heading the tutoring this year, explains the Oneida Tutoring Program to be a situation that puts Oneida Indian children (as well as white children that are part of the Indian community) who need extra help and encouragement in the right hands. "In general, they're non-competitive and they're truly more interested in learning rather than what the learning will get them.

The program will be beneficial to both parties only if they stick with it. It can be enjoyable if the tutor learns to close his scope and help the pupil to concentrate; gives up all dreams of instant success; and works for present achievements. It's tempting to feel that you've made a lasting impression on 'your' student, and to wonder about what strides he or she will be making in 10 years. But realistically, you have to keep in mind that it probably won't be that way.

Involved for a second year, Eric is quick to point out that "we're not dealing with the traditional American system of teaching; when considering the American Indian, who don't fit into the U.S. method of teaching. As a general rule, they're non-reading and math, in one-to-one contact with college students. The "do-gooders are quickly weeded out," observed Lilias Jones. The group of concerned members of the Lawrence community that remain, go out to the Oneida reservation or to the seminary to work individually with a student. Lilias received her personal reward from the "person-to-person contact that allowed her to become acquainted with one kid." She was disappointed by the lack of student interest on both ends, and the lack of willingness to make commitments.

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Most tutors express their reasons for involvement in three easy sentences: "I like working with children. I am concerned about the treatment of American Indians. I care!" In fact, the Lawrentian photographer went to Oneida to take some images to supplement this article and see how himself teaching a couple of small boys about the mysteries of subtraction.
**Bearman Scores Two**

By Jan Cowett

Vikes Take UW-SP row

By Curt Cohler

Vike forward Robby "The Bear" Bearman scored two goals last Saturday as the Lawrence University Soccer Team (L.U.S.T.) defeated the University of Wisconsin-Stevens Point, 2-0, and evened its season's record at 3-3-1. The Vikes couldn't have been more pleased with the effort of their defense, especially the secondary stinginess in the defensive tackles rush the against them.

We have to control their FB and QB can't. I'll give the game to Cornell by two touchdowns, 21-7. I would like to thank all my readers. It's not my fault you liearinaii Scores Two Team (L.U.S.T.) defeated the Lawrence mentor Hans Ternes.

**Vikes Take Second in Row**

By Jan Cowett

His concept calls him "a tremendous player who gives it everything he has." His teammates characterize him as "one of the best athletes Lawrence has ever had." He is a winner. He has style. He has the strength of an ox. He's a 6'2". 205 lb. upfield piece of granite who plays middle linebacker for the Lawrence University team, his name is Joe Berghuis. What makes this much special is his knock for coming up with the big play Saturday afternoon, after he had "hit his thing" again, returning a punt 65 yards to the 5 yd. line, keying the Lawrence Vikings to an easy 25-0 victory over the Beloit Buccaneers.

Berghuis was just one of many defensive stars to perform well in this contest, incidentally, he also recovered a fumble. Other standout were DB Jim Forbush, LB Jeff Reeves, and DE Mike Carpiens recovery. Each of these men recovered a fumble with Reeves also coming up with two pass interceptions. In fact, the entire defense "the eleven angry men" did itself proud just as it had in the Carleton contest.

The offense was a different story. Seventeen of Lawrence's points were scored on account of defensive prowess. The top four clubs, which are separated by only a game, meet in a two championship-deciding games. Forbush, which leads the league at 6-1, will meet Ripon, which is tied with Monmouth for second place at 5-1. Monmouth will be at St. Olaf which is fourth at 3-3-1. Oe can win the title outright with a victory over Ripon which set the up the final Saturday showdown when it defeated Monmouth last week, 23-7. Ripon can win at least a share of the title with a win and could win the crown outright if Monmouth loses. Monmouth can win a title share with a victory coupled with a Coe loss. St. Olaf, which has been mathematically eliminated from the title, can assure itself of at least a tie for second place with a win, regardless of how the Coe-Ripon game ends.

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