Povolny Details Recommendations Of Select Committee on Planning

Suggestion Include Abolishment of All Required Courses

The abolition of all distribution requirements and a free elective system will be one of the recommendations the Select Committee on Planning will make next fall in its report to Lawrence's new President according to the committee's chairman and Professor of Government Mojmir Povolny.

The committee was created last spring by President Curtis W. Tarr to study the academic goals and aims of the University. Removing the distribution requirement represents a "radical change," Povolny said. "The student is going to be primarily responsible for setting up his own intellectual education," he added.

Povolny noted that the advisory system would play a much more active role in the student's academic career. "An advisory system means the student has been more subordinated to the free elective system," he continued, "but it is certainly being planned," he said.

During the freshman year, a student's advisor would be his Freshman Studies teacher. In the sophomore year, he would be assigned an advisor from his major area of concentration.

Povolny also indicated that students would be provided with "guidelines" for advising counselor. "We do not mean to abandon liberal education in its depth or breadth," he said.

The physical education requirement must be used to advantage in the freshman year. It must be reduced to one year and be included in the student's freshman program, but a final decision has not yet been made.

The freshman year would consist of one year of Freshman Studies similar in format to the present system. In the second and third years of study, the student would take one topic of interest in depth, a seminar directed towards a specific problem in a particular field. "Concentration on a problem or set of ideas would emphasize the scholarly approach," Povolny said.

New Student Week

The committee will suggest that the new student week program be initiated (two weeks earlier than at present, with the opening day Secretary of the Air Force, beginning immediately. "We want to introduce the student to the functioning of the general arts education right away," Povolny said. Extension services would also take place during the reference week.

The committee's report will be considered, Povolny indicated, at the fall meeting. "We believe that a more liberal position on exemption testing, and encourage students to write out-of-prerequisite when they are ready," he said.

Povolny also noted that the committee believes that any student who has passed independently a program of study that conforms to the University's academic standards should have the option of writing an examination. "A credit would be given upon satisfactory completion of all required work, and passing a final examination," he continued.

In the senior year, the program of study would consist of two terms. First, the student would take an advanced program of independent study. "Shall every senior be able to write his own final examination?" Povolny asked. "Surely, the committee will recommend an enlarged program of independent study."

"Shall every senior wear a black cap and gown?" Povolny asked. "Surely, the committee will recommend an enlarged program of independent study."

University approved individual designed programs of off-campus study would be encouraged, Povolny said. "A student of high academic standing, I might believe, will take advantage of all the opportunities of study abroad," he continued.

Academic majors would break down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary majors. Third, would be academic majors broken down into the following categories: First, would be the disciplinary major. Second, would be interdisciplinary major
Faculty Passes Innovative Freshman Studies Program

A pilot program for freshman studies in 1969-70 was approved at last Friday's faculty meeting. The new program, involving a test group of sixty freshmen, would include two terms of seminars, each covering a general discipline.

This change, submitted by the Provost Committee to the Committee on Instruction, would serve as a test case for similar programs for the entire freshman class.

Sixty freshmen, selected at random, will be placed in four freshman studies sections, whose instructors will also serve as their advisors. During second and third terms, each individual will select one of three "Topics of Inquiry," for which he will get freshman studies credit and the appropriate distribution credit. Grading will be honors, satisfactory, or unsatisfactory.

Topics of Inquiry, TI's, will be organized in physical sciences, biological sciences, history, fine arts, social sciences, and humanities. In addition to general introductory courses, the TI's will be "specialized courses in which the instructor can convey the excitement of his discipline and introduce the student to its methodology in any way he chooses without being concerned with providing a specific body of material for future courses." Each TI will cover deeply a narrow field to be chosen by the instructor. Examples might be "The Chemistry of the Nervous System" or "Concepts of the Nature of Matter" in chemistry, or "The History of the Crisis of the Middle East" in history.

Other business conducted at Friday's meeting included the establishment of three new Faculty Committees: the Committee on the Computer to regulate its growing use by various campus organizations; a Committee on the ACM to act as a liaison with that body; and a Committee on Foreign Studies to take over from the Dean coordination of all foreign programs.

Approval was also given to a recommendation by the Midwestern Athletic Conference that freshmen be eligible for all varsity sports except football and basketball. Final action on this must still be taken by the Conference itself.

The second program features baritone David Varum and pianist Ellen Stehr, both juniors. They will perform at 11:10 a.m. in Harper Hall.

Student Programs

Student programs on Tuesday and Thursday, June 3 and 5, close the conservatory recital series for 1968-69.

The first, a general recital, is scheduled for 3 p.m. in Harper Hall. Participants are Martin Wilbur, Virginia Danielson, Cynthia Morton, Marlene Kordiss, Judy Peterson, Bonnie Koestner, Kathleen Kuppe, Margaret Sherman, Linda Bueh and Norman Yamada.

The second program features baritone David Varum and pianist Ellen Stehr, both juniors. They will perform at 11:10 a.m. in Harper Hall.

Conservatory Events

Commencement Concert

Five conservatory seniors have been chosen to perform with the Lawrence Symphony Orchestra on the traditional commencement concert at 8:30 p.m. Saturday, June 14, in the Chapel.

Soloists include pianist Lorna Kollath and Linda Buerg, bassoonist John Sutte, organist David Johnson, and clarinetist Reginald Goede.

Senior Recital

Bassoonist John Sutte will be featured on the last of this year's senior recital at 8 p.m. Monday, June 2, at Lawrence's Harper Hall.

Dance Recital

Members of the university's class in the dance and stage movement will present a program of selections for musical comedy at 8 p.m. Wednesday, June 4, in Stansbury Theatre.

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The Laurentian

To the Editor...

Since the April 25th, 1969, The Laurentian's April 25th, 1969, front page story about marijuana sales in Green Lake, Wisconsin, has been discussed extensively by students and faculty. It has been argued that the coverage of this story by The Laurentian was both necessary and responsible.

First, we must agree that the story was important, for it highlighted the social issues surrounding marijuana use. The story was also well-written and informative, covering the legal aspects of marijuana use and the potential health risks associated with its use.

Second, the story was timely, as it appeared just a few days before the Wisconsin legislature was scheduled to consider a bill to legalize marijuana use. The story served as a catalyst for public debate on the issue, and it helped to draw attention to the social and legal implications of marijuana use.

Third, the story was well-researched, with quotes from experts in the field of drug policy. It also included interviews with law enforcement officers and drug rehabilitation specialists, providing a comprehensive view of the issue.

Fourth, the story was balanced, presenting both the pro- and con-arguments for marijuana legalization. It also provided a platform for students to express their views on the issue, which helped to foster a healthy and respectful dialogue.

Fifth, the story was visually engaging, with photos of students and others involved in the debate. It also included a map of the surrounding area, which helped to put the story in context.

In conclusion, we believe that the story was well-written, informative, and responsible. It served as a catalyst for public debate on an important issue, and it helped to draw attention to the social and legal implications of marijuana use.

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winning art from FISHER, HARMON KARR, DON, J. S. B. W. KRAVIE, TRAC PICKERING SHURE & ACOUSTIC RESEARCH components. See our sound rooms.

Appleton Hi-Fi Center 2 W. College St. Appleton, Wis.

The Acorns from Sears

April 25th... In Perspective

By Nick Candel

Discussion of Lawrence drug activity is still continuing after the Lawrence's April 25 news story about marijuana sales in Green Lake, Wisconsin.

A number of questions have been raised, from the public about the story. How sound was the response of the official? What positive changes, if any, came about the story? How negative did this story actually affect the University?

He suggested that the "story was absolutely worthless," claiming that "it served the function of simply getting the same damned story over again.

Drozdowicz said that many of the better writers didn't read the April 25 story carefully, joking that "it seemed to communicate only those quotes which most offended them, and generalized on those quotes to distort what the story actually said.

He added that "to blame a newspaper for what it quotes other people saying is sheer nonsense."

As no time did Lawrentian refer to anyone as "freaks," although several letters writers quoted in the story said what they would have done. Also, the Laurentian didn't single out "freaks."

Of course, the story was "primarily reflecting national crude." Lawrence April 25; what matters is how the future has been manifested and blemished at Lawrence. The story was a point in the university's right to say what it wants.

Director of Admission Richard M. Stinnette, assistant director of the class of '72 student relations, said that "we are trying to inform students who are more capable of handling social issues. We believe that it is important for students to learn about social issues and to be able to deal with them."
Freshman Athletics:
Spring Season Review
By GREG O'MEARA

Despite the underachiever
advocated by The Lawrenceian
for most of 1975, the freshman
athletic teams have performed
admirably this spring. Last week
four teams in golf, tennis, track
and ball all competed.
The freshman golf team played
their only scheduled match
against Ripon at Lawrence Coun-
try Club last Saturday. The mini-
utes were victorious in four of
five matches.

At No. 1 Bill Redish shot 84,
winning both nine and 18 from
his opponent, thus gaining
three points for Lawrence. The
No. 2 and 3 team, Kim Masterson
and Mike Reese, also swept three
points, with Masterson scoring
the low nine for both nine and
fourth at 37.

No. 4 Graig Christian was
24, and Tom Warrington, at the
fourth position ended up on the
short side of a 24 seven, being
hit by a stroke.
The final points added up to a
33 victory for the Lawrence brush.

After losing their first match
in five years, the freshman tennis
team made a comeback last
Wednesday. The foursome downed
John Yunke, Tom Jen-
kens, Chris Phillips, Kevin Phil-
ips, and Dave Bondman.

After seven practices, two
of which were outdoor, the fresh-
man golf team defeated Ripon
unsuccessfully in a schedule of
the season. Highlighting last Wed-
day's victory was the double of
Jr. Teie and=-=-=-=-=-=-=-=-=

With my Lawrence days draw-
ing to a close, I decided to
make one last nostalgic drive
down College Avenue before col-
lecting the traditional badges full
of Pin River water which has
graced the trophy case of so many
Lawrence graduates.

Unfortunately, my reverie was
interrupted by the whine of the
tires of one of Appleton's finest.
I immediately decided that the
tough task to take would be a
friendly one; to try to teach on
his patience.

"Hello," I said, "how did you
play tonight?"

"Lousy, pal," the policeman
replied typically, "someone saw
your driver's license."

"Fine," I said predictably, and
headed it to him. "You see, I'm
a student at Lawrence."

"Oh really?" he blustered, "will
you have another seat?"

"Not!" I replied, "I'm an alumnus.
"Gosh," he returned, "you
mean like those guys in harems? What
happened? Was it a car accident,
or an operation, or . . . ?"

"Well," I answered, "it doesn't
mean that at all. It just means
that I'll have a B.A."

"Oh," I said noncommittally,
"I went to Lawrence too."

"Absolutely!" the fuzz
stuttered. "Lawrence just wasn't
relevant."

"That sounds familiar," I re-
membered.

"Yeah," he continued, "not only
did it not relate to me, but I
tried to change my life style!

"LIFE-STYLE!" I repeated,
"why that's profanity!"

"Please, please," he stuttered,
"Felicia please!"

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