IN THE BEGINNING WAS AMOS, and Amos said, let there be Lawrence! So it is, today, to pass that live score and twenty-two years ago, a single man's initiative brought forth on the frontier this bastion of truth, light, and Western civilization, en

sconced on the banks of the mighty Fox.

The years passed, and Lawrence flowered into "one of the ten best small colleges in the country," becoming a springboard for college presidents (Brown, Harvard, Duke).

A great Russo-American educator's thesis was born out, that "all happy colleges are

marginal survive ($24 million endowment can last a long time) in the national contest for funds, faculty, and resources. And Platitudes for Progress," to give some impetus to Law-

offered some assessments, and The Lawrentian asks for some

WHAT LAWRENCE WANTS IS A STYLE, some
class, students are a more diverse character in this
class. We have much to affirm. Most

A LIBERAL EXPERIENCE is what Lawrence pro-
mises to provide—and it does provide that for many peo-
ple. However, there are some strange social fetters to this adventure. We will not enumerate those barriers here, but will simply point out that the climate seems healthier at the German campus than at the Appleton one, and suggest that the student-faculty bond abound should serve as a prototype for rapport here. After all, Lawrence is small by design, not by fault; there are phenomena possible here that are inconceivable at larger schools, both public and private. While our smaller size may limit the number and range of activities, it conversely increases the availability of opportunities for self-discovery and fulfillment. It is naive to believe that one meets more people at a big school than at Lawrence, and that one can find more diverse charac-

ters in a (wistfully) pressure-cooker microcosm of the "outside world." There are distinct advantages to this community of less than 2,000 members, reasons for which

transferring students transfer back and reasons for which

faculty members, sought by first-rate institutions on either coast, elect to remain. BUT—whether the intimacy of the days of charismatic President Douglas M. Knight? The building era of Henry M. Wriston? The academic inventiveness of Nathan Pusey? Did Lawrence's life forces (whatever that means) wither under the dry, academic direction of Curtis W. Tarr, who seemed intent on preserving Lawrence as a safe place to park one's child for four years? Was the "respon-

sibility to parents," etc., much touted in recent years, mere-

ly a pandering to those parties too irresponsible to send a "mature" child? Is a "liberated Lawrence woman" still a contradiction in terms?

INITIATIVE, YEAH, EVEN the old "goals, drive and determination" is in our only "salvation." We need leader-

ship. Maybe even heroes. In a medieval Christian sense Amos Lawrence was the "principle cause" and "prime mover" of our immediate ecosystem. The college has evol-

ved through successes of ministers and lay (if the meta-

phor still holds up) to the congregation we have now. Frankly, there are some good signs for the future. For one thing, in spite of faults, LUCC is the envy of most

other campus governments. Also, this, the year of sym-

posia, has been punctuated by several exercises of leader-

ship, from committee-jaded Sumner Richman's personal organization of a stellar pollution seminar to the student-

invented symposium on Urban revolution.

The institution's formal administration is perhaps the

best ever: open and versatile Tom Smith, enthusiastic and

active Chuck Lauer (himself presidential timbers perhaps),

trustable dean of men Larry Crockett. Nonetheless, while there are a number of older versions of Lawrentians that tally as "good people," there are some lagging sectors of the community.

We hope, and we'll wait, briefly: wait for Sampson

House to get its crucial derriere in gear, for admissions to go beyond an "adequate" job, for students to challenge in and out of the classroom those people paid to profess, not dictate, for scholars to invite a couple young colleagues to a concert in Milwaukee some evening. We have re-

sources. Avenues are open. Unexploited possibilities, beg
discovering. You are the animating factor. Though there is

much that we want, we have much to affirm. Must

autot perhaps is Senior John Jaeckle's comment that "I

wish I were sixteen and coming to this place in two years."

—NICK CANDEE
Old and useless political figures are frequently encouraged in their waning years to appear before their public with craggy verbal visages, distilling a lifetime of mediocre understanding into a handful of harmless observations, suitably mellowed with ropy. It is in such a spirit, I suppose, that I was asked to write an article concerning the student power at Lawrence, or "Who Shall Govern?, that sort of thing."

As the only student member to grow old and guided under three consecutive presidents of LUCC, I am supposed to provide what is politely known as a "perspective."

Very well then. In thelegend-crowned wake of history, before there was an LUCC, there existed an age of almost forgotten naivete, when large figures stalked the fields of endeavor. In those times, an organization known as Student Senate, now of mislaid voice, but sadly irrelevant, lived as the students' "channel of legitimate expression." Then came the great civil war, years of agony and grandeur for the once proud family-state, when the Great Issues (Open Dorms, Student Rights and all the offspring of that dark marriage) entered the links which held each member of the community close. In the aftermath of that struggle, the people realized that a new age had arrived, and that the community had to rebuild along new premises, a new political organization if its harmonious existence was to continue. The child of that new awareness was LUCC - the Lawrence University Corporation Community. Eagerly developed as an organization, the Community Council grew to become both the symbol and expression of the new spirit of reconciliation and mutual trust.

In our age, this authority of reason and wisdom guides us surely across chaos and into the darkness surrounding us. It is, in all cases of the community to which we all belong, are heard with respect and offered with wisdom. The president guides the meeting, and the goddess Reason guides the president.

The foregoing highly stylized "history" of internal student activity is not very precise, because as it is made to appear, it is crucial to preserve a reasonable fiction of past and probable future of LUCC. In exaggerated rhetoric, it is a fair representative of the rhetorical image of LUCC. LUCC is an artificial creation, with two aspects: it lives as an image and as a political organism. Unfortunately the former aspect, its function as an image, is more important and real than the latter.

As an image, a product to be sold to proud or worried parents, skittish trustees, wealthy alumni, and prospective students, LUCC is a qualified success. As a viable political unit in which student interests may press toward realization, it is and must remain useless.

LUCC and especially its student numbers have no bargaining potential in the long run, at least within "legitimate channels." As in every political body, all the various interests, the administration (or faculty, or trustees, etc.) have no latitude. The price for joining, of course, was the requirement that student interests be expressed to the administration. That administration, that administration may by various means force a watered-down bill. The senators, however, in proportion to their number, are also in a bargaining position from which to force the administration to compromise its objectives by threatening non-support for administrative policies.

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Kurt Baer

With the creation, in the fall of 1968, of the Select Committee on Planning, then Lawrence President Curtis 
W. Tarr added the name of John Povolny to the ranks of numerous other colleges and universities all supposedly eng-aged in a critical re-examination of their institutional traditions, structure, and goals. In Lawrence's case the first occa-sion was prior to 1964-65. Now, however, every number of the faculty's record has been any-thing but heartening. True, it is possible for a student, after put-ting the Lawrence campus. But to consi-der the proposed solutions to the faculty's alone and it neither 
afforded him a realistic oppor-tunity for education which quite simply may not "serve the present" as much as the past, the report is a sha-ven. One almost suspects it is a kind of advertising gimmick designed to lure students who seek a "mod-ern" (as opposed to a contem-porary) education to the Law-rence campus, and indeed in re-spect it may prove very ef-fective. But, we must ask, is this the kind of student we should want to attract? Does this kind of policy help to define and dif-ferentiate the Lawrence educa-tion from that of other "good liberal arts college"? Will the li-care of the past, even when closed and polished meet the demands of today? At nothing of tomorrow? At its best, the Select Com-mitee's report does a commend-able job of bringing us into the present, but we must look be-yond our current needs into the future.

Beyond the Povolny Report

Lawrence University: entrenched attitudes — general mediocrity

JAMES YUKO

To define Lawrence University's identity (general mediocrity) from the outside is a difficult task since it in-volves the determination of Lawrence's identity in the face of so-many other college's in Wisconsin, and the Appleton area. The University's history is uneventful with attri-ble events to either student or faculty. However, the University is well known in the Midwest for its tradition of excellence in the arts and sciences. Lawrence University is well known for its academic excellence, and its reputation is well deserved. The University is well known for its commitment to academic freedom and its dedication to the education of its students. Lawrence University is well known for its strong athletic programs, and its success in producing successful alumni.

The Select Committee on Planning is unmistak-ably a beginning for a University that may very well have reached the point at which it has to do more than merely count along making minor adjustments. If a certain born out of neglect in not to reflect its main pur-pose (p. 1). The proposals bring to us a structural mediocrity that can be achieved by many other colleges and universities, and as such they have the potential, if adopted, of making a very positive contribu-tion toward defining the charac-ter and quality of this University. Certain areas need to be investi-gated in greater depth—academic patterns, financial support, and the present composition of the faculty all need more critical at-tention than they received in the pages of the report. The work of the Select Committee on Planning is an initial effort toward defining the charac-teristics that have been mentioned, but until we move beyond it, real mediocrity will be to skirt the Lawrence campus.
And yet one must study the public advertisements and identities of Lawrence and hard to find even the slightest hint of these obvious environmental realities. One can also find a "wilderness experience" among Lawrence's "opportunities," just as one can find a British campus, a German campus, an Indian campus, and its community! One sees very little in Lawrence's advertising or in its curricular practices to indicate that its people are aware of their environmental situation. Rather one area in curricular practice and advertising, Lawrence's attempts to duplicate the offerings and advertisements of the harbors and landscapes.

In this regard of course, Lawrence is not unique among small colleges, most of which attempt to identify themselves as miniature bastions of tradition, experiment, and excellence. But that Lawrence, or any other small college for that matter, should try to duplicate the traditions, establish the experiments, or even approximate the environments of a Harvard or a Stanford seems a bit naive and is, at least in some cases, amusing. One does not have to look very far to realize that Appleton, Wisconsin is less than supremely urban.

The few colleges and universities where public images are at all dependent on environmental factors seem to have attained these images over a long period of time as people have associated the institutions and their environments. Even in those few institutions, very little has been done to exploit environmental associations in publicity and/or advertising.

The explanations for the lack of environmental advertising in education are not doubt many, and yet one suspects that three explanations are especially significant. First, educational institutions with their traditional concern for abstract and theoretical study have been prone to identify themselves in terms that go beyond, behind, or perhaps above specific environmental situations. Second, at the same time and partially for similar reasons, higher education in the United States has undergone a process of regional if not national centralization. Third, higher education has been sufficiently elitist even at an institutional level of comparison and evaluation to lead most colleges and universities to adopt patterns of identification rather than the Lawrence community.

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Impoverished architecture and non-existent planning plague physical plant...

or, Boxes which are neither daring in function nor interesting in design

John Rosenthal

Architecturally the Lawrence campus has very little to distinguish it other than a number of very square shaped buildings faced with dolomite. Buildings are scattered on one side of the Fox River stretching east-west and north-south of College avenue without any real connection between one another. Although Lawrence has a university architect who has designed the majority of new buildings in the last twenty years, a master plan of physical development has not yet been developed. The next new addition will be a dormitory much like we have experienced in the past—pretty dull.

Most colleges across the nation are finding it necessary to put a great deal of thought into physical expansion. A relation between a good physical environment and its affect on the people it serves has been drawn. Colleges are selecting talented architects who are assisting the institutions in a review of physical development and guiding the development of all additions. Members of the administration project that in the next 10 years we will need: an enlarged library, an administration building, more classrooms, and more dormitories. Also the Memorial union is inadequate and the art department is now holding classes in the basement of Main Hall. These space needs will grow.

To coordinate architecturally and functionally these variables require good planning. It will take an experienced campus planner and a skillful architect to accomplish the task.

Lawrence's campus now is crowded and bleak. We have bits and pieces of real estate scattered about, a view of a river, and a 125th anniversary coming in 1972 which will commence a major capital fund drive. The university should take advantage of all of these: use the real estate for additional space for expansion, beautify the river bank to increase its attractiveness for the entire community, and compile a list of priorities for the use of newly-gathered funds.

The administration of Lawrence and the Board of Trustees must not settle for the quality of architecture of the past. If it means losing a "friend of the university" that may be a necessary step; employ a good architect or even seek competitive bids to find the best talent available and then establish a master plan that is both practical and attractive. To settle for less would be to lose a great deal which in the long run is one of the most valuable assets of any institution—an attractive physical plant.
Not exactly ‘where it’s at,’ but then who wants to be THERE?

Shawn Duffy

The invariable response to the statement, “I transferred from the University of Wisconsin-Madison to Lawrence after my freshman year,” is “Why?” Usually followed by at least three explanation points and spoken in the most hypocritical tone of disbelief.

Most Lawrence students see such a transfer as a move from a very beautiful and cost-effectively operated campus where one can afford a concert, play, or lecture every night of the year, belong to at least four political organizations and generally feel that he’s “where it’s at,” to a modest campus in the midst of a lot of steady malls where one can attend five good concerts, three good plays, and ten good lectures in a year if he’s lucky, and feel that he’s somewhere on the fringe of the “civilized” world.

Most Lawrence students are right: one leaves these things when he comes to a school of only 3,000 students in a town of 30,000. But he also leaves other things: lectures given on a closed-circuit television to classes of 400, teaching assistants who don’t know and don’t care, professors who haven’t time for undergraduates, the noise and brokeshit that are the necessary results of smudging, in one locale and by a selection process that leaves more than a little, 30,000 students, and the highly impersonal atmosphere of which everyone talks but of which I feel that he’s “where it’s at,” to a modest campus in the midst of a lot of steady malls where one can attend five good concerts, three good plays, and ten good lectures in a year if he’s lucky, and feel that he’s somewhere on the fringe of the “civilized” world.

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Paula Saddler

Nineteen sixty-seven witnessed the largest enrollment of black students in Lawrence's history. At that time the university had made no preparations to help those black students adjust to the academic and social life in the Lawrence community.

The fact that many black students, both freshman and upperclassmen have repeatedly been on probation or at best have given mediocre academic performances, has frequently been looked upon by faculty and administrators as the unfortunate but inevitable consequence of admitting black students into our good liberal arts college. It is undeniable that special programs are needed to strengthen these academic skills in ex- cess of a normal basis, but I would be surprised to find that there is any significant factor—it is possible that the demands of the academic year are more than any other students.

It is obvious that I think Lawrence needs a number of changes in themselves as because they are the necessary preconditions to the success of Lawrence.

With most other Lawrence students I usually wrinkle or groan when the phrase "community of scholars" comes up. It isn't a very good phrase--I always feel excluded by it since I have never thought of myself as a scholar-but it has some truth in it.

"Lawrence may be something of a refuge from the outside world, but if a refuge is what is necessary in order to develop the introspective, analytic spirit, it is necessary to allow people to discover themselves, then we ought to begin building thousands of refuges all across the country."

Lawrence students are probably best able to get an education at a place like the University of Wisconsin as

Black Lawrentians: Concealed problems and solutions

Do have black teachers. Of the ten full-time teaching assistants Lawrence has, the ten lowest percentage of black students.

The cultural center was given to black students only after many of the faculty had personal interest in the success of black students.

Black students confront a never ending dilemma in affecting the changes necessary for their well-being. One aspect of the dilemma is that as a body the faculty has been reactant in every recommendation that departments consider inclusion of material pertinent to black people.

"Strengthening deficiencies in academic skills, changing curriculum to meet the educational needs of black students and providing the resources with which blacks can better adjust socially are serious problems..." for which Lawrence has shown... it has neither the potential nor desire to provide... fundamental solutions."
The classroom experience at Lawrence -- Who governs?

JAMES FAULKEN

The most significant feature of the relationship between students and the Lawrence campus is the lack of mutual respect. Though there are, of course, individual exceptions, for the most part the faculty tends to act as benevolent, omniscient student bodies since the faculty is large and not localized. To better understand this phenomenon, it will be helpful to examine the relationship from the students' viewpoint.

Students criticize the faculty for its inability to make poorly reasoned suggestions in their course structure. Each year certain professors continue to use the same notes, the same books, the same approach and continue the same jokes. One professor, not guilty of this lack of redundancy, once confided to a student, "I use different books for my courses every year; of course I haven't prepared for a class in three years".

This creates a stagnant atmosphere where nothing changes except the student body. Serving only to perpetuate this stagnation, the lecture system encourages students to sponge knowledge rather than to think critically. Under the lecture method students become intelligent parasites, learning how to repeat rather than how to analyze, learn how to duplicate rather than how to think critically.

Aside from demanding that professors re-evaluate the structure and content of their courses, what have we to do is realize that if the lecture system is a necessity, it is an unfortunate one. Means must be taken to modify it.

One professor has taken steps in this direction by scheduling two lecture sections and one discussion section a week. Unfortunately, he is virtually alone in this endeavor. Most faculty appear perfectly satisfied with the status quo.

The faculty, of course, has a ready answer to those who would challenge the sanctity of the lecture system. Professors are entitled to their opinions, of course, and students are entitled to theirs. It is the only issue that aroused and unmotivated. To better understand this phenomenon, it will be helpful to examine the relationship from the students' viewpoint.

The trouble with the Povolny report is that it deals with reforming an unsound system. What we need is that Lawrence is an academic and social revolution, where all restraints on the students' (such as grades and exams) are lifted, where creativity is the rule rather than the exception. But this can never occur unless the faculty and students learn to respect one another. Until that time, Lawrence will continue to stagnate.

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WCA 4-6
Conservatory: it's a long way across the street

CLYDE DUNCAN

There was a time, perhaps only yesterday, when the casual visitor to a university conservatory might have been inclined to say that the conservatory was a quiet and relatively slow-paced place where the music students were cloistered away. But if the visitor is 100% interested in the musical life of the Conservatory between Avenue and the campus, he probably would not surface in the anonymous conservatory student. The music school by fallow (which isn't, unless you come across it from the wrong side). In reality we are, and for too long have been, "across the street." And the far side of College Avenue can at times be farther away than even the longest of conservatory students at the Artist and Chamber (which isn't, unless you come across it from the wrong side). In reality we are, and for too long have been, "across the street." And the far side of College Avenue can at times be farther away than even the longest of conservatory students. For a brief moment in reality we are, and for too long have been, "across the street." And the far side of College Avenue can at times be farther away than even the longest of conservatory students. For a brief moment in reality we are, and for too long have been, "across the street." And the far side of College Avenue can at times be farther away than even the longest of conservatory students.

No, I am concerned by the lack of indeterminacy, of what really happens in Conservatory: it's a long way across the street. Who or what is at fault here? Is music so mysterious (and mystical) a thing that one does not approach without bending the knee? Do conservatory students really disappear into the Music-Drama Center? There are these two questions that one, perhaps only yesterday, was asking oneself. The music school by fallow (which isn't, unless you come across it from the wrong side). In reality we are, and for too long have been, "across the street." And the far side of College Avenue can at times be farther away than even the longest of conservatory students.

Is this what frightens an anonymous conservatory student? He thus decides to make the attempt on his own, if he has enough courage to do so. He may not know an English essay to pick out all the filled in on the right side of the conservatory freshmen have been asked to come grips with and with Heisenberg. The principle of indeterminacy can be slipped past, too; the prospect may have been fearsome for him but he made the attempt and, hopefully, was reached.

There is what seems to be a paradox in this, of course. The college student with a developing interest in music, he will frequently turn off by a conservatory student with a developing interest in music. He thus decides to make the attempt on his own, if he has enough courage to do so. He may not know an English essay, but will not really have understood that music very well. Can one read "Ah, only at the narrative level?"

Across the street the conservatory students can listen to twenty seconds of music and identify it as the last movement of Schumann's "Spring" Symphony. This is not a very satisfying experience either, but perhaps it serves its purpose. However, it may be years before he happens upon a real charmer like "Giulietta" simply because it was never important enough to be included in a music history course. Any artist must learn to manipulate the tools of his craft and make them work to articulate ends. But until the idealized musical ear to pick out all the filled in on the right side of the conservatory freshmen have been asked to come grips with and with Heisenberg. The principle of indeterminacy can be slipped past, too; the prospect may have been fearsome for him but he made the attempt and, hopefully, was reached.

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The college and university mission that has sometimes conflicting roles, professor and professional, the former emphasizing interaction with students in the classroom and the latter emphasizing research, which means interaction with other professionals of his discipline. The liberal arts college tends to reward the professional role and to give lip service to professional activity. Those days students are presumed actually to be hostile to professionalism. A large scale study conducted at Oshkosh State several years ago showed quite plainly that students did not value publishing activities on the part of their instructors although they were less inclined to be critical of involvement in research, seeming to think that the two activities are separable. The newspaper story reporting this study concluded that students viewed teaching as the most important dimension of their professors, a finding that at Uppsala University students were rated as their most important ones to those who were most active in research, publishing and receiving government grants for research. The faculty roles reported in several American in 1967 indicated a relationship between the winning of the Nobel prize and the role of the prime writer of the prime research.

There are those who could argue that this is a good thing, and that the kind of teaching which is achieved with professionalism is not the kind which is wanted. The new style of teaching is not teaching so much as professional involvement. The instructor is a companion rather than a teacher. The paradox in all this is that the chances for improvement in the professional quality of liberal arts colleges seems today especially bleak.

It seems quite plain, though students did not promise on the cover "another broadening experience for today's students," that the student's can be a broadening experience for tomorrow's students. As befits its tradition, including Appleton, Lawrence an institutional philosophy which has managed to a certain degree to attract faculty who are professionally involved. Speaking only of my own field of anthropology, Lawrence has managed this, as have Beloit, Hobart, Carleton, and a handful of others. The chances for improvement in the professional quality of liberal arts college study seems today especially bleak. New student and administration demands for "relevance" in teaching and increased demands on faculty time make the climate for professionalism increasingly toxic in the college.

Good teaching is likely to result from professional involvement...but the chances for improvement in the professional quality of liberal arts colleges seems today especially bleak.
The significance of four years: confessions of a senior co-ed

Kay Knudsen

if anyone can actually say why I stayed, it is not like that at Lawrence. The facts, which were disfigured into most of us from grade through high school, are merely the tools with which we work. It is what we are working AT that is the heart of a Lawrence education. That is critical thinking and creativity. Education, especially at a liberal arts college, is a broadening of scope. By the time a student has graduated from high school he should be well versed in the skills of gathering facts. Four years at Lawrence can liberate a force of critical analysis that examines every viewpoint, every perspective. For the faculty too there is a need for creativity in numerous areas. Are exam questions and paper topics provocative and interesting? Do professors respect and encourage new ideas and interpretations or stifle discussion? Does the student honestly prepare for exams by thinking in terms of trends and concepts or does he cram professors' pet phrases? Are pass-fails meant for attendance only at midterm and finals? Does the student honestly want to learn?

So even if I'm not sure why I came here, at least I'm certain why I stayed.

Most of the faculty and students I've encountered at Lawrence are sincerely interested in this kind of perspective and creativity. But I am also aware that, for whatever reasons, some of my classmates have never been afraid of or discouraged from talking to a professor. Whither it was asking some pet phrase? Are pass-fails my Freshman Studies professor what presumed him to give me a C+ on my first college paper, or asking my adviser whether I need to see the Valley*. If anyone can actually say why presented to them. Fortunately perhaps it is trite to say that we have to take the bad with the good, but as I see it though, any experience, even experiencing the bad, is "good" education. In so much for "good." As for "small," it is an extra added attraction. For it makes Lawrence a real community. I have never been afraid of or discouraged from talking to a professor. Whither it was asking some pet phrase? Are pass-fails my Freshman Studies professor what presumed him to give me a C+ on my first college paper, or asking my adviser whether I need to see the Valley*. If anyone can actually say why presented to them. Fortunately perhaps it is trite to say that we have to take the bad with the good, but as I see it though, any experience, even experiencing the bad, is "good" education. In so much for "good." As for "small," it is an extra added attraction. For it makes Lawrence a real community. I have never been afraid of or discouraged from talking to a professor. Whither it was asking some pet phrase? Are pass-fails my Freshman Studies professor what presumed him to give me a C+ on my first college paper, or asking my adviser whether I need to see the Valley*. If anyone can actually say why presented to them. Fortunately perhaps it is trite to say that we have to take the bad with the good, but as I see it though, any experience, even
Crockett new dean of men, White to relinquish position

Lawrence C. Crockett, assistant professor of Religion, will assume the position of Dean of Men on August 1, 1976. His appointment was announced today by President Thomas S. Larrimore.

Crockett, who has been on the Lawrence faculty for one year, brings a wealth of experience to the job. A graduate of Drury College, a B.A. in Philosophy and a B.D. in Religion, he received his Ph.D. from Brown University, he attended the Divinity School of Yale University and the Graduate School of the Rhode Island School of Design as well as Brown University.

As an ordained minister, Crockett was a parish minister in Brattleboro and Dummerston, Vermont for three years. Last year he was on the faculty of Koda College in upstate New York and was actively involved with students.

"My reasons for accepting this position: a very high regard for Lawrence University, a real concern for students—quality of their life and education here. I see this position as giving me an opportunity to help make students—life fully, humanistically, intellectually and socially real," Crockett said.

Baron C. White, assistant to the dean of students affairs, who will leave Lawrence after this academic year, was on temporary assignment last year and has been instrumental in helping students attain a dean of men at a later date.

"It's been a helluva good year and I hope that my close contact with the students that I have tried to achieve wouldn't be lost. It has been a very important part of what I saw my job to be," White is unsure of what the future holds. He wants to pursue his Ph.D. and stay in education. He has been rumored that he is soon to enter politics.

NEWLY APPOINTED dean of men Larrimore C. Crockett will immediately assume his new duties in replacing Bart White.

Final preparations proceed on moratorium observance

In line (although not synchronously) with the nationwide protest this month, members of the Lawrence community will hold a 24 hour fast on the steps of the Memorial Chapel as the major event of the Appleton Anti-War Moratorium.

Although the Moratorium will be observed nationwide on 12-15 April, the event in Appleton will open Wednesday through Saturday, 14-16 April. The date of the start of the local observance has been chosen to coincide with the income tax deadline.

Although indications are that the fast is starting with less momentum than last fall's, organizers hope that better weather more students will be available for the leafletting, publicity, etc. In charge of the event is crockett Walker, and the fast will be organized by Timo, Dean of Students and Hugh Moore.

Student's vote in 10; support 2 measures

115 students cast ballots last Wednesday electing two LUCC representatives and indicating overwhelming support for two important LUCC considerations.

In the Brown-Cooley College dormitory constituency freshmen Tom Kinney and Paul Forsythe, and freshman John Morlock was student approved while, on the South and North and Steve Hall, and junior Guy Strother was student approved in the Trower-McCoy-Ogilvie, Henry Boner dormitory constituency. Freshman Angie Guttormsen, junior Tom Nahon and Jim Zwolsnayer, and junior Tom Schemickel were the Kohler - Plants - Quad-Black Culture Center election.

Passed by a margin of 319 to 42, the revised LUCC Constitution will now replace the old Constitution. The adoption of the修正案 will be carried out by a student vote. The new Constitution is a joint effort of the student body. The old Constitution was a joint effort of the faculty body. The old Constitution was a joint effort of the faculty body.
Outlook for spring sports: maybe the sun will shine in

There are basically two ingredients that go into the making of good athletic teams, proven ability and depth. This spring Lawrence辜负s in all four sports should demonstrate these characteristics.

Coach Gene Davis welcomes back three members from last year's second place finishing team who otherwise combined for five conference championships. Senior co-captain Larry Kevin won the 1970 pole vault championship. Junior Lance Alwin moved his way to championships in the shot put and discus. Mark Frodeson, defending champ in the long jump and triple jump, returns with his MWC record of 47 feet 4 inches in the latter event.

Other top competitors leading to the squad will be co-captain Andy Gilbert, his brother Doug, Randy Smith, Kent Vincent and John Gruenner. Sixteen freshmen will also provide a great deal of help to the team. Coach Davis is pleased with the numbers and talents that have come out. "With the larger turnout this spring there should be some stiff competition among squad members and the season should prove very interesting." This year the men of the asphalt should be looking toward a very high MWC finish.

Coach Bob Mueller has been involved with Lawrence basketball as a player and coach for the past eight years. According to him this is "the best team for depth" that he has seen here. Where players in the past might have played by default, they are now playing because of ability. This depth can again be attributed to the freshman rule. These have seen quite a bit of

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THE POL SCIENCE MAJOR SAID DICTATORIALLY:

SPRAWING FORTH a unique blend of soul and rock, the Chicago-based "Soul Experience" will present the second of two concerts at 8:00 p.m. tonight in the Chapel. The concerts are benefit performances for the Appleton ABC program.

Freshmen add spunk.

Wrolstad announces interim food director

Lillian B. Chapin, presently assistant food service manager, will serve as acting director beginning May 1 until a permanent replacement for resigning director David Moere is selected.

In announcing the appointment, business manager Marwin Wrolstad explained that Moore is leaving to assume the position of director of food services at the University of Utah.

Both Wrolstad and Moore have been involved in the selection of the new permanent director. Moore emphasized the importance of choosing a director with "a sensitivity to students" as well as the experience necessary to continue efficient operation of Dining Services.

Because of the numerous inquiries the final selection of a successor to Moore will probably not be made until summer, explained Wrolstad.

In his new position at the University of Utah, Moore, who originally came to Lawrence four years ago to aid in the development of Jason Donner Center, will violate the university's arrangement to cover the food services for a residential hall complex, a union building, academic halls, student center, a dining room, the university medical center, and a vending machine operation. The "tremendous challenge of the job" was cited by Moore as one of the major factors influencing his decision to accept the position.

He also mentioned that family ties in the west make Utah a desirable location for employment.

SEXUALITY EXPLORED

Two groups of 15 people will be formed this term to explore the topic of sexuality through open discussion and evaluation in an honest exchange of ideas. The groups will meet once a week for two hours for six weeks. All students and faculty are invited to sign up for the sessions with Todd Cary in the union by April 14. Terry Berman (416 Plantz) or James Snodgrass (328 Plantz) will meet once a week for six weeks.

Ariel should submit a petition to Tony Berman (416 Plantz) by midnight on Friday, April 14, to be considered for participation. Any questions should be directed to Tony Berman.

PHILLIPS HALL, Phil Mancini, Brokaw, and Tom Schenfield, assistant, Brakaw.

Ariel Head

Anyone interested in serving as Ariel Head for the 1977-78 term should submit a petition to Tony Berman (416 Plantz) by midnight on Friday, April 14.

Ariel Head must be elected by sometime before May 10, 1978.

HEAD COUNSELORS

The new head Freshman counselors chosen for next year are Dave Stowers, Plastic Hall, Phil Mancini, Brakaw, and Tom Schenfield, assistant, Brakaw.

PETITIONS

Petitions for the following positions on the editorial board and staff of The Lawrenceian are due next Wednesday at midnight at the Lawrenceian Board of Control, ca. The Lawrenceian office, Main Hall, bureaumaster, or on the copy editor, assistant news editor, assistance feature editor, and copy editor.