The Greening of America: 'not really mind-stopping'

by David Duperrault

Vice President for Academic Affairs Thomas E. Headrick made his public debut in Riverview Lounge last Thursday. In an hour-long talk Headrick presented a critical analysis of Charles Reich's controversial The Greening of America. The New York Times has been attacked for its favorable review of Greening, a book which has run through several printings. After some technical difficulties (Headrick spoke without the aid of a microphone), LUCG president Walter North introduced Headrick to a substantial Riverview audience. The Academic Affairs VP explained that his talk was the result of several conversations with North (in an effort to improve communication between students and administration).

Describing The Greening as "moderately entertaining" and "not really mind-stopping", Headrick did concede that Reich makes some valuable comments on our society and where it is going. Headrick saw Reich as writing from the standpoint of educator, lawyer, and social critic, and clearly felt that Reich the lawyer dominates Reich. He accused Reich of making the sweeping generalizations and manipulated concepts into "a short harem of a skillful Supreme Court attorney. According to Headrick, any social scientist would cringe at the "irritating, shallow . . . perhaps inap­

propriate . . . philosophical generalizations". Headrick was somewhat kin to Reich's optimistic view of the future. Here he introduced the concept of transition of consciousness. Quoting Reich, "Consciousness is not a set of opinions, information, or values, but a total configuration in any individual which makes up his whole perception of reality, his whole world view."

Consciousness I was typified by the early American pioneers, whose prosperity depended entirely on his own efforts. The virtues of Consciousness I included its emphasis on individuality and freedom. But within it were the seeds of its own destruction. The huge, exploitive organizations of Rockefeller and Carnegie flourished as a direct result of this emphasis on self-interest. As industrial production expanded, bureaucratic government bureaucracy correspondingly increased. This highly organized society called for a new set of virtues: Consciousness II. This is the predominant mind-configuration in America today; each man is a highly specialized cog performing his function in the all-encompassing corporate machine. Reich sees the Consciousness II virtues as fitting in, adjusting, and getting along with others. These new values helped to erase the narrow self-interest which was characteristic of Consciousness I, but they also caused problems of their own, including: 1) a personal disclaimer for what the organization does and what society does, 2) fierce competition for success within the bureaucratic structure, 3) emphasis on man's role in the organization rather than on the man himself. Thus man is degraded to the position of servant to the Corporate State.

Consciousness III postulates the absolute value of every human being. The whole concept of competition and relative me­

Download full text
Smith announces promotion of eight Lawrence faculty

University President Thomas S. Smith announced that promotions for eight Lawrence University faculty members have been approved by the university's Board of Trustees at its winter meeting held in Milwaukee earlier this month. The promotions become effective in September, 1971.

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

University President Thomas S. Smith announced that promotions for eight Lawrence University faculty members have been approved by the university's Board of Trustees at its winter meeting held in Milwaukee earlier this month. The promotions become effective in September, 1971.

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Ber­

Promoted from associate professor to full professor were Bernard A. Goldgar and Herbert K. Tjossem of the psychology department, and Ronald J. Mason, of the anthropology department. Promoted from assistant professor to associate professor were Thomas W. Baker of the government department, Margaret Irvin of the Conservatory of Music, and Ronald J. Mason, of the anthropology department.

Promoted from associate professor to full professor were Berna­
Applications for financial aid available in Dean’s Office

Applications for financial aid for 1971-72 are now available at the Dean’s Office. In order to qualify for financial aid, each student must submit a formal application for aid along with a confidential statement. The confidential statement should be filed with the College Scholarship Service as soon as possible, and the formal application for aid must be filed by March 1, 1971.

There are several changes in the aid program for next year. To avoid paperwork later in the summer when awards have to be made because of State grants to residents, this year a Wisconsin Tuition Grant Program income aid application will be considered by the Financial Aid Office. The student employment program, therefore, will also be changed. Student who wish to work next year must register in March at the Dean’s Office as a student work applicant. The applicant will then be interviewed by the individual department head who will do the hiring.

The only exception to this arrangement will be Work-Study requirements, which will be guaranteed a student job for the coming year. Work-Study awards will be made in the award letter to the student receives, and specific instructions on procedures will be included in the letter to the Aids Office.

In the current academic year, approximately $100,000 in scholarships and grants have been given by the university to over 500 students. Of this total, $510,555 has come from the endowed scholarship fund or from the operating budget of the university. For 1971-72, the university contribution will climb to about $450,000, and it is expected that grant funds from the State and other private sources will push the scholarship budget well over $700,000.

Graduate school admissions: discretion in P-F options

The increased use of pass-fail grading systems by colleges and universities throughout the nation has become a subject of concern to graduate school admissions committees, according to information received by Miss Dorothy Donheim, Registrar. Studies presented at the 1970 fall convention of WACRAO (Wisconsin Association of Collegiate Registrars and Admissions Officers) indicate that the grading systems of school such as Lawrence will be reviewed if expanded use of unconventional grading is anticipated for the future.

Graduate school admissions officers encounter difficulty in dealing with applicants from the variety of grading systems. The disadvantages for students include the partial record of pass-fail courses lies mainly in the ambiguity of weighing his real performance fairly against another student performing within an all-graded system. Though admissions decisions must be subjective under these conditions the later applicant retains his fair advantage.

Difficulty also arises in assessing grade average from evidence limited to Graduate Record Examination scores and letters of references. The problem multiplies in cases of severe competition for fellowship assistance. Again the student with a completely graded record wins a greater measure of support from admissions committees studied.

Although some admissions committees have attempted to average overall grade-point records from records including pass-fail written evaluations, a general consensus that this assigned average overstates the student's academic performance fairly against another student performing within an all-graded system. For 1971-72, the university contribution will climb to about $450,000, and it is expected that grant funds from the State and other private sources will push the scholarship budget well over $700,000.

If students have questions about the aid program for next year, they are encouraged to contact Mr. John Nielsen, the Director of Financial Aids.
LETTERS

To the Editor: A Primer on University Parking

For the Administration

(A list of suggestions as to how to make a parking system work)

1. The first thing to remember is that you have the students at your mercy. You are the boss. He merely pays your salary. The student goes to school so he can play the adult game too. If he likes that long, while in school, however, the student remains an undergraduate. Knowing this, one can easily dispense with ridiculous plutonic concepts and moronic hang-ups (justice) and get down to business money.

2. While we're on the subject of cold hard cash, let's consider the amount to be charged for parking violations. They should be at least three to four times greater than the city fines for the same offense. Remember: you are a monopoly. Practice the old saw: "No ticket, no grades. No grades, no diploma." A little light humor always helps to brighten up a touch of rebellion.

3. Of course, to make the fines pay all, the student must violate the regulations. The simplest way to assure this is to provide inadequate parking facilities. As a bonus income booster, you can charge for parking permits, which, obviously, are useless in this situation.

4. Another method to ensure those violations payments keep pouring in is to keep the students guessing as to where they can park their cars. State the parking regulations in the most obscure manner possible, and be certain to include a catch-all provision designed to forbid parking in all on-campus areas you may have omitted in specifically official list of forbidden.

5. Above all, be sympathetic when your victim comes to pay his fine. He is your "truly." Be kind to him. If he is offended, he may become upset and begin to question the legality of a non-public institution fitting automobile on city streets during normal parking hours. We submit these suggestions, hoping they may be of help to any force-hungry administration trying to cope with the traumas of motorized transport and the twentieth century. If by any chance, my ideas have already been adopted by the publication of this article, I apologize for any my tax and congratulates the instigators of a truly progressive campus.

STEVE GLOE

In Memorium

The editors of THE LAURENTIAN wish to express their regret over the sudden death of Mr. Howard Thelin. No doubt we speak for the entire community in communicating our feeling of loss. Mr. Thelin was an ardent supporter of the University, as well as a personal friend of many students, faculty and administrators alike.

Certainly these few words are inadequate; brief sentences in an "editorial" are hardly commensurate with the actions of the man. And it seems needless to say that Mr. Thelin's addition to the Lawrence scene will be sorely missed. Our condolences are offered to the Thelin family.

ARTS CALENDAR

Feb. 3, 8:00 p.m.— Ralph Nader, Guest Speaker, Ripon Memorial Hall

Feb. 11-14, 8:15 p.m.— The Importance of Being Earnest, Ripon College Theatre

Feb. 18, 8:15 p.m.— The New York Brass Quintet Ripon Memorial Hall

Feb. 20, 8:30 p.m.— Rod Stewart—Small Faces— San Francisco— Grape Road Syndrome, Chicago

Can you deal carefully with the lives of People?

VISTA Provides The Opportunity

Representatives on campus, Feb. 2-4

Placement interview rooms 9:00 to 5:00

Movie: Feb. 2, 4:00, Union
How to pick up a townie
by Neil Hiller

Editor's Note: This article originally appeared in "The Lawrenceian" on Nov. 3, 1967. Neil Hiller was a former editor-in-chief.

There comes an evening in the life of every male Lawrence when, it being later than eleven p.m., he feels the need to discuss the binomial theorem, the second law of thermodynamics, or Shakespeare's sonnets with someone of the opposite sex. In order to accomplish this desired end, the Lawrencean in question must be familiar with the art and science of "picking up a townie."

It should be made clear at the outset that there is no prejudice involved here against Lawrence women. Even if our male student happens to be dating a female (the odds being only slightly above even to one against him), he cannot contact her after 11 p.m. Since the magic card is useless in these instances, Rapaport remains unaware of his tower, and our friend and his dilemma.

He must, therefore, head for one of the local spas in order to enjoy the pleasure of the company of an Appleton lady—which we have on good authority is not necessary a contradiction in terms.

Because of the limited number of times such a feat is accomplished, there is very little dependence on arts and sciences in these instances. Rapaport remains unaware of his tower, and our friend and his dilemma.

One thing is certain; no Lawrence man has actually ever met an Appleton lady—which we have on good authority is not necessary a contradiction in terms.

After being introduced, the subjects he interviewed was asked how many Lawrence men he knew that Lawrence won its football game last week. She did not, I believe for I have seen you beneath the lurid yellow lights of College Avenue. We would like to squelch right here the rumors that some Lawrence men take out townies even before eleven o'clock weekdays simply because they enjoy the relative innocence of automobiles, uncomfortable apartments and negotiable hours; that the University fosters a double standard of morality by locking up its damsel in its midst with tacit consent to prey on defenseless townies. Completely false, the University merely perpetuates that standard.

One final charge leveled against townies is that they are oblivious to the cultural advantages afforded Appleton by the school. We are happy to report that this is untrue. One of our interviewees know that Lawrence won its football game last week. She did not, however, know the score. But, then, how could she?

Buses leave quad 8:15 - 9:15
FREE BEER
Proud People

now
what good did it do,
for me to
walk away too
he didn't turn
around to see it.

I know
because i saw
his reflection in the door's
glass
as i passed.

—ROSE WOODSON

On Sacrifice

if
we were
on
a desert island,
at water's edge,
starving
& it turned myself
into a fish
i bet you wouldn't
turn into one
no way—
you'd fry me
& use my bones
for a comb.

—ROSE WOODSON

Poem in Three

grace of straw
stone of green
sky of black
that's to be seen
grace of black
stone of dust
death will happen
when it must
men of stone
world of red
iron of ash
all are dead
come and work
come and play
just don't think
about the day
when men are stone
and stone is dust
and dust is nothing

—By DON BRUNQUELI

Photographs by Dave Bartels
The Browning of the University

(editor's note: the following is a reprint of the final portion of "The Browning of America" by Charles Reelch.

"... He (Browning) looks education for consciousness with education of consciousness.

We—by that I mean the university in general and Lawrence in particular—look around and see ourselves down by attempting the same linking-in effort, in an attempt to respond to what appears to be an unchangeable proposition that all experiences contributive to our lives will have sought to convert our colleges and universities to educational and cultural stations for multiple experiences into educational ones of our own. When we do this we risk losing our ability to serve traditional educational purposes—we risk losing the educational institution in which people question what they are told and what they read. We get only appreciation of the diversity of things. The search for order that underlies the search for knowledge and understanding is played down.

Over the next decade, most universities will respond with the new forms of experimental learning. The concept of a university as a living organism and its aspects will spread. Over the next decade, Lawrence, if it follows, will have a difficult time keeping up its processes and its traditions will slow its ability to motivate the large universities.

Our mission is to do something they cannot and will not do—educate the selected and the able in ways that enable them to manage the machine. Our expectations of students will change and so will the purposes for which students come here.

Change—in what way?

1. We will stress improvement in certain skills—reading, writing, creative expression in other forms, arguing, persuading, analyzing different kinds of problems, thinking in different modes of thought, and we will find ways of measuring such skills when a student masters them, measuring when his improvement is sufficient to say, "We can help you no more, go do something else."

2. We will emphasize learning the methods of establishing knowledge in several fields and disciplines, not only to understand the processes, but to assess the results, to question their implicit values and to evaluate the impact of their buried premises on people and events.

3. We will stress gaining an outside view on, perhaps, four or five areas of knowledge—so that one understands the purposes of each, the kinds of questions it poses, the way it answers them, the limitations of both the questions and the answers, and the likely lines of its future development.

4. We will stress obtaining the competence of a major—that is, the inside view—in at least two unrelated disciplines so that each student leaves with at least two paths before him, two different options. The graduate may leave the university a specialist, or a generalist, or he or she will know his or her own direction, change directions later on if the need or desire arises.

Various structural changes will occur in the college. The intellectual goals of accumulating course credits will give way to overall goals of demonstrating a required competence and showing a measured improvement. Courses, as such, may disappear.

Changes and breaks will be used when they provide the best way of communicating information, synthesizing knowledge, or attacking a problem that they alone can face.

The learning process will be adapted to the mind to be learned rather than inserted into an administrative suit-jacket. Faculty members and students will explore together on a larger scale than we do now. We will also discuss more and yield less to disciplinary prerogatives. Students will move at the pace they select. They may satisfy the standards in three years as they may take five.

The standards will be high; performance will be measured in old and new ways. In some instances the standards will be absolute, in others relative—but relative not to other students, but to one's previous level of competence.

What I am describing is a process that has already begun. We see its shape emerging in the changes of last year and this year. We also see its shape in the liberal arts tradition in the deep marks left on our present that are identified with Lawrence's famous leaders of the past. The changes will not come quickly because they will be thoughtful changes. We will have to examine experimentally what we have and do thoroughly and critically, imagine what we might do, and bring together the best of our present programs and our imagination.

The development will not be linear; there will be experiments and failures and successes."

Biological society adds new members

On January 21, twelve Lawrence students were initiated into the Phi Sigma Chapter of Phi Sigma, a national biological honorary. The new members are Andrew Bins, Janion Bragg, Carol DeLuke, Frances Farley, Verona Fralick, Janice Kangas, Marivee Knope, Karen Lee, Norman Lee, Alan Reynolds, Stephen Spahr, Margerie Streb, John Stroemer, and Charles Warden.

Dr. Nicholas C. Maravel, assistant professor of botany, is sponsor of the chapter. The present officers are Biree Bartoli, president; Robert Black, vice-president; and Paei Tibbetts, secretary.

A second application for a new division in the group is determined primarily by his interest outside in biology. A second criterion, given below, is the infiltration of the student to engage in significant scientific work, especially in the field of research. In the past, Phi Sigma has been limited to biology majors in the campus; some members have also served as tutors for students in introductory biology courses.

We will plan to continue these activities and is also considering starting a new publication available to the Appleton community and school system, particularly in the area of science.

The Art Department expands, creating new innovations

by MARTHA LARSON

The Art Department is now implementing a new program which Carl F. Riter, Professor of Art, describes as "both innovative and experimental."

The program is divided into two levels: the Upper and Lower Divisions. One year of Lower Division courses is prerequisite for an art major to move into the Upper Division. In the Upper Division the student specializes in his chosen media. Each term the Lower Division student participates in three out of five available study groups. These study groups concentrate on the areas of architecture, metal work, painting, and drawing (the classes).

After three and a half weeks the student moves on to the next art media to be studied, enabling him to gain experience in an art media outside his major field of interest and to come in contact with at least three instructors during his term.

There is no required sequence in which the media are to be studied, or the student may arrive at his choices as he wishes. Grades have been replaced by the instructors' written comments which became a part of the student's record.

This term there are sixty students enrolled in the Lower Division. The new program was three years in the making and is the result of recommendations by students and faculty in conjunction with the evaluation of majors by the Plovoy Committee. Students had expressed a desire to see their professors as 'producing artists' as well as critics. Advisers, said Riter. They wanted the department integrated so that the group could be familiar with the work being done by its individual members in the different areas of art.

To facilitate their wishes the Lower Division not only allows the student to experiment in three different media, each term, but at the end of each term and a half week session there is a Lower Division critique, where all the work of that period is shown, thus giving students the opportunity to see what others have accomplished. Art history majors operate under a somewhat different system. The latter grade evaluation is still retained but the student is now required to have a certain number of credits in studio courses along with his history courses.

The short range results of the program, as expressed by students, include a growing feeling of unity in the department itself, a program which "frees," and greater enthusiasm on the part of both students and faculty.

Riter observed that there has been a 30% increase in art enrollments and that there are presently more than 30 art majors. Within three weeks an additional faculty member specializing in sculpture will be chosen by the Art Department.

Enjoy Mike-Free Recording, Sony's Model 80 Has One Already Built In

available at

IDEAL PHOTO

222 E. College Ave.

Film Developing Also Available

2 days for color prints and slides, in by 9, out by 3 for black and white

Permanent
Press Clothes a Problem?
Bring them in to

Deeater's

733-4428

230 N. SUPERIOR ST.
Corner of Franklin and Superior
Call: 739-8896

And again, by popular demand . . .
on Monday, Tuesday and Wednesday Nights
FREE DINNER
order any dinner on the menu and a
Dinner of Battered Shrimp or Turbot is FREE

And Now, WE HAVE BEER at 30c a MUG and $1.50 a PITCHER!

ALSO

Cocktail Hour
in Crow's Nest

weekdays 4 to 6
Cocktails 50c in lounge only

YELow CAB
733-4444
LAST WEEKEND marked the onset of intramural broom-ball competition.

Vikies beat Pioneers 72-62 after 87-49 loss to Cornell by Bob Hansen
The Lawrence University basketball team snapped a four-game losing streak with a Saturday afternoon victory over the Pioneers from Grinnell, 72-62. The Vikies led all the way although Grinnell made it close several times.

The first half was a very carefully played period which saw Lawrence slowly build up a 19 point lead at intermission, 35-16. Rebounding on a 10-2 zone defense the Vikies were effectively choking off passes to Grinnell's 6'4" all-conference center Bob Burnett and gaining an advantage on the boards.

On offense Jay Dyer and Steve Warden were leading the way. Dyer scored 24 points in the first stanza, four from the charity stripe. Warden had eight points, most of them coming from behind circumstance.

But Grinnell did not count itself out though, gradually, by feed-back the Vikies were able to cut the margin to 15-16 with a little more than eight minutes to go.

After a time-out the Vikies came out on a very deliberate, almost staidly type offense. They patiently waited for a very good shot or to be foisted.

In the next four minutes the Vikies outscored the Pioneers 15-2 in stretching the lead out to 42-22 during that stretch all the players contributed check points.

The Vikies rode out the remainder of the contest on the lead that line. Pads had been the difference in the game as the Vikies led 18 times and Grinnell 21. The Vikies sunk 24 of 42 free throws while Grinnell tallied only 8 of 12.

High scorer for the game was Warden with 22 points. Next in line was Dyer who tallied 18. Radden Plante, filling in for the irked. Dyer, who had only 6 points at the half, finished with 16 to lead the Vikies.

For the game the Vikies scored 24 of 42 from the floor for a .571% while Grinnell was 27 for 47 for a .574 average. The Pioneers ended up out-rebounding the Vikies 46-42.

Phis, IPC, Plantz lead in IM buckets
After four weeks of the term the intramural basketball pro- gram is really getting into gear. Even the faculty is finding a highly competitive squad in what is generally considered one of the more arduous spots.

Action in the past week saw some exciting games. A week ago Thursday IPC barely edged Trover 45-44. In other contests that night Plantz routed the Tapas 50-36 and Broekwa defeated the Peps 41-25. Last Tuesday night the Betas beat the Eps 29-20. The two other games were extremely close. In the second contest Broekwa careered away from a 36-36 deadlock to defeat the facul- ty 50-39. In an even closer game the Dells edged the Tapas in overtime 45-43. It had been tied at regulation 32-32.

For the moment the premier team appears to be the Plants squad. They boast a 3-4 record and nobody has really come close to them yet. The newest challenger appears the IPC who have a 2-4 record.

In the Fraternity division there are four teams with one game of each other. The Phis are 2-0, the Tapas 2-0 and the Dells 1-1. Elsewhere in the world of in- intramurals Grinnell V an captured the women's volleyball cham- pionship with a perfect 9-0 season. In the men's division the D u s won it with a 5-4 record. Way to bat that ball, girls.

Grapplers win over hapless Beloit 35-5
The Lawrence grapplers won their second Midwest conference dual meet Saturday by trump- ing Beloit into the mats 35-5. The win was not a surprise as the Vikies only four wrestlers on their squad.

Because of Beloit's weakness the Vikies won four matches by fall. In the first, Steven Stringfield defeated a Beloit wrestler 6-0 at 116. From there the Vikies only got a pin, that from Kent Harker at 145 pounds, by fall over Roger Butler. It took junior Doug Gilbert only 44 seconds to pin his man. The other pin was provided by John Drah- ton.

This weekend the wrestlers will have a slightly tougher time of it, however, as they travel to take on the powerful Redmen. Ripon has already defeated St. Olaf this season.

The Vikies were slated to be competitive squad in what is a highly competitive conference and Monmouth is 2-3.

The Vikes managed a paltry 46% overall played period which saw Cornell were leading the way. The Rams out- played the Vikes in the first half of the contest 3-6  overall. Leading scorers for the Vikies were Kevin Gage with a sprained ankle. But the 34-23 halftime margin mu broomed to 40-23 before the Redmen could not see action last week.

The win was also sorely needed as the Vikies have a slightly tougher time of it in the Midwest conference and Monmouth is 2-3. As they travel to Ripon to take on the Vikes won four matches by fall as they travel to take on the Redmen. The Vikies poured it on by the second half of the contest as they poured down 24 points to turn a close game into a rout.

But some people say that monomem, useful though they may be, will soon be replaced by a far better memory aid. In fact, say they, we are on the verge of a fantastic new breakthrough. Recent experi- ments have definitely proved that memory is carried in the brain cells by the sub- molecules called RNA. Therefore, say they, as soon as sci- ence learns how to synthesize RNA, all we'll have to do is swallow a balsam of it and our memory will be sparkling.

(Incidentally, if you're wondering what the initials RNA stand for, it stands for ribonucleic acid. Each RNA stand has its particular function, each each other, that one year they forgot to attend the festival of Aricia, the goddess of love, and the two lovers hanged themselves from a tree, performing a suicide ritual.)

A lovely myth, as you can see, and as you know of course, it's been the inspiration for dozens of richly romantic books, plays and operas, among these Toreador, Carmen, and Turandot, and a host of others.

See how easy it is now? The first group of digits, 72, is in your own words, the number of days in the他又x4 cycle of the moon (the moon is), the moon is the only part of her which the girl Mary knows and loves. And the second digit (44), if you will instantly recognize of course as Dick Tracy's budge number.

"The problem of human memory is one that we all must face for each of us. The retention and recall of information are as important to us as the ability to speak and understand. As a recent study indicates, the faculty members of a recent study indicates, the faculty members of any university are in constant need of information. This is particularly true of the students, who must be able to recall vast amounts of information in order to succeed in their studies."

"This is why the faculty members are concerned with the efficiency of our students' memory systems. By improving the efficiency of memory systems, we can ensure that our students will be able to recall information more effectively and accurately."

The study, which was conducted by the faculty members of our university, found that memory systems can be improved through a variety of techniques. These techniques include the use of memory aids, such as mnemonics, to help students remember information. Mnemonics are a type of memory aid that employs visual or auditory imagery to help students remember information.

For example, the faculty members used a mnemonic device to help students remember the order of the planets in the solar system. The mnemonic device consisted of a story that included the order of the planets in the solar system. The story was designed to be easy to remember and recall, and it helped students to remember the order of the planets.

The study also found that memory systems can be improved through the use of active learning techniques, such as problem-solving and critical thinking. By engaging in active learning techniques, students are more likely to remember the information that they are learning.

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

Petrol

Petrol

"The problem of human memory is one that we all must face for each of us. The retention and recall of information are as important to us as the ability to speak and understand. As a recent study indicates, the faculty members of a recent study indicates, the faculty members of any university are in constant need of information. This is particularly true of the students, who must be able to recall vast amounts of information in order to succeed in their studies."

The study, which was conducted by the faculty members of our university, found that memory systems can be improved through a variety of techniques. These techniques include the use of memory aids, such as mnemonics, to help students remember information. Mnemonics are a type of memory aid that employs visual or auditory imagery to help students remember information.

For example, the faculty members used a mnemonic device to help students remember the order of the planets in the solar system. The mnemonic device consisted of a story that included the order of the planets in the solar system. The story was designed to be easy to remember and recall, and it helped students to remember the order of the planets.

The study also found that memory systems can be improved through the use of active learning techniques, such as problem-solving and critical thinking. By engaging in active learning techniques, students are more likely to remember the information that they are learning.

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies."

The faculty members believe that by improving memory systems, we can help our students to succeed in their studies. By improving memory systems, we can ensure that students will be able to recall information more effectively and accurately, and this will help them to succeed in their studies.