Editorial

The Lawrence community is a commonwealth comprised of faculty, administration and students. All factors must work together in order to obtain the common good for all. The question of the fact that the faculty controls quite a bit of the power of decision making in regard to the academic life of the student, I cannot understand why. It is wrong that the faculty does not understand why students want the minutes from faculty meetings.

Most, all pertinent information is released in the Lawrentian, and there may be some information not printed in the paper that would be pertinent to some students. It seems rather strange to me that the actual minutes of the faculty meetings would be released to only those authorized to attend the meetings, for they more than anyone else know what takes place at the meetings.

It must also be noted that not only academic subjects are discussed at the faculty meetings. There is also much deliberation about committee reports; committees which are comprised of students and faculty. By suggesting that the statements made at faculty meetings would be "misinterpreted," Mr. Stowe indicates a lack of intelligence in the Lawrentian community; for if the statements were made clearly and not subject to assumption or doubt, there would be little, if any chance of misinterpretation.

Since faculty members are invited and encouraged to attend student meetings, I see no reason why students should not be allowed to attend faculty meetings. This way there would be no reason for anything to be misinterpreted, misunderstood or missed.

If students are the primary subjects of discussion at faculty meetings I see no reason why the student attendance would be prevented. The students want the minutes from faculty meetings.

As a result, North is initiating a petition to be signed by the students. Three minutes of faculty meetings are made available to the The Lawrentian, LUOC, and the general community.

Two other petitions are also being circulated concerning students on committee. One is a request that the duties of students on university committees should be expanded to include the ability to help interpret policy in certain cases.

The other would allow student representatives on University committees to be present in an ex-officio status at faculty meetings, thus giving them the right to speak but not to vote. Such petitions being signed by present committee members would apply to next year's student representatives. All the petitions will be sent to President North and voted on by the faculty.

"I quite frankly don't understand the restrictions of the minutes," remarked Richard S. Stowe, faculty secretary. "I think they don't give any information that is not already known." All the minutes will be sent to President North and voted on by the faculty.

"There is no way to reflect a desire to withdraw the minutes," said Stowe in regard to the faculty meetings minutes. Stowe declared North in his memorandum to President North that a number of reasons why "if not legally, then morally, the faculty has the obligation to open their deliberations to the community.

"Faculty are allowed and encouraged to attend all student meetings ( ... with the possible exception of Wilson House," said North, although students are forbidden to attend faculty meetings. Since faculty meetings are largely concerned with committee reports, students by virtue being on university committees are also responsible for much of the agenda of the meetings. North added, therefore, he "would assume that in actuality there is now little that could not be deemed appropriate for the student body to know about.

Some discussion at faculty meetings, according to Stowe, should be kept confidential, including recommendation from the faculty to the trustees (until the recommendations are acted upon), announcements of student awards, and grade changes.

"Students would also be hesitant to speak freely, and Stowe, if there was a chance that their statements would be released to the whole Lawrence community and subject to misinterpretation. Information that is released therefore, includes only a general summary of the discussion.

Not generally distributing the minutes also preserves the privacy of those who are involved in individual cases which come before the faculty. Such as the determination of house, honors, and grade changes. Even if the minutes were released, "I don't think most students would read them," remarked Stowe. "After reading one or two who no one would bother to read them anymore."

The other two petitions concerning university committees would also require changes in previous faculty resolutions. According to a proposal passed last spring, "students on university committees participate fully in all committee business except the consideration of individual cases before the committee on Administrative, Academic, and Foreign Study, and the academic evaluation of students by the committee on Honors."

This proposal, remarked Stowe, spares the students on the committee the "personal embarrassment" of having to judge, and allows for the privacy of the student being evaluated.

Besides being exempted from certain considerations, North said that "the rights of the student committee members of the university committees are not at equal level of the faculty since, unlike the faculty, they are not prior to first consideration of their committee's action.

By being able to attend faculty meetings in an ex-officio position, students would be present at all deliberations on their committee's motions. North remarked that he was "not implying that the faculty is not representing students views at their meetings," but was just being logically consistent.

Stowe, however, disagreed with North since he said that when students are present faculty members are placed in a more "exposed" position which inhibits discussions. Students would also be liable to interpret remarks by a faculty member in a different manner than would other faculty members. Because of these reasons, according to Stowe, "there has always been a quite definite vote opposed to the idea of students observing faculty meetings. Furthermore, Stowe added, "at most of the faculty meetings, students would be bored to death."
Waring presents foreign studies proposals at faculty ‘non-meeting’

In an open ‘non-meeting’ mediated by Professor E. Graham Waring, chairman of the Committee on Foreign Studies, the faculty assembled Wednesday, February 3, to “talk about what the committee has been wrestling with.” Starting from the premise that there are “quite clearly some bugs and then narrowed the discussion some,” Waring listed some of the problems, the committee’s proposals to alleviate said problems, and then broached questions, and opinions voiced by the faculty on these proposals. Waring began by giving a sketchy history of the development of Lawrence’s overseas programs, and then narrowed the discussion to one of the future of the German center.

When the German program was begun, Waring stated, “implicit in the notion: let’s teach courses that will meet the requirements for graduation.” The first problem, then, is that, as there are no longer any course requirements, what kind of program should there be? Students, according to Waring, now feel that the program ought to be more “relevant” to the European setting.

The second question facing the committee was: “What is the relationship between language study and the changing nature of European problems and resources?” This question, Waring named, was the third problem the faculty was wrestling with, “How should the students be housed?” The committee considered many countries, apparently without conclusion, but felt that if the center were to remain in Germany, it ought to be in southern Germany. The fifth and final problem was mentioned as that of “how we get greater flexibility in the program.” More specifically, how to get a larger pool of faculty members who are interested, going to Germany; since most of the faculty expressed a desire to go to London, few to Eningen. The faculty expressed a desire to go to Germany; since most of the committee was: “What is the relationship between language study and this changing nature of European problems and resources?”

The second model involves changing the structure of language instruction. For those who are going to the center with no intention of studying German literature, the first term of elementary German would emphasize conversation, and would be taken the term before the student leaves for Germany. The second term German course would be taught immediately, followed by a course in German civilization. As Lawrence is “trying not to run a travel bureau,” this sequence would be required.

Waring then asked for faculty reactions to these proposals. The faculty answered primarily with questions of cost, academic load, and the like. Waring, however, apparently remains undecided.

News Briefs

Ripped-off records

WLFM declares that Monday, Feb. 8, is general amnesty day for all “borrowed” station records. Return them to the station or to the box in the stairwell and there will be no questions asked—and we will be eternally grateful.

We love you, LU

Any men planning to remain on campus over Spring break (i.e. to study) should contact Brooks Simpson, ext. 306, to arrange housing in the fraternity houses.

Program deadlines

The application deadline for three ACM programs, the East Asia Studies in Japan, the Wilderness Field Station and the Argonne Semester, is Feb. 15. Students participating in East Asian Studies live with a Japanese family and study at Waseda University in Tokyo from late August through the following June.

This summer, the Wilderness Field Station will offer a new course in Environmental Biology for non-science majors, along with its already established courses in Botany, Field Entomology, Zoology, Field Vertebrate Zoology, and Independent Study. Contact Dr. Richman.

Dates for the Summer-Fall term of the Argonne Semester are July 5 to December 17. Participants receive a stipend of $1120 for the research aspects of the program.

Further information about the above programs can be obtained from the campus program advisors.

Poetry competition

College Students Poetry Anthology—The National Poetry Press announces its Spring Competition. The closing date for the submission of manuscripts by college students is April 10. Any student attending either junior or senior college is eligible to submit his verse. There is no limitation as to form or theme. However, shorter works are preferred by the Board of Judges because of space limitations.

Each poem must be typed or printed on a separate sheet, and must bear the name and home address of the student, as well as college address. Manuscripts should be sent to the Office of the Press, National Poetry Press, 3210 Selby Ave., Los Angeles, Calif. 90034.
Asian Studios end the Program on communist China's Foreign Relations and the nature of China; he has studied China. His teaching and research interests concern China, the East Asian region, the foreign policy of China, and the nature of the Communist state. He has been a professor at the University of Wisconsin, Madison, and is now teaching at the University of California, Berkeley. His research has focused on the foreign policy of China, and he has written on a variety of topics related to China, including its foreign relations, its internal politics, and its economic development.

On Thursday, January 30, Mr. Richard Canterbury, director of admissions at Lawrence, will speak. He will be making his second appearance at Lawrence. Last year he spoke on the internal politics of China. This year's talk is entitled "The Dynamics of Communist China's Foreign Relations." Prof. Lewis was educated at U.C.L.A., receiving his A.B. (high honors) in 1961, his M.A. in 1963, and his Ph.D. in 1965. Numerous fellowships have been awarded to him, including one from the Ford Foundation and another from the Social Science Research Council.

The talk is sponsored by the Lawrence Admissions Department. The admission committee is interested in hearing from students who are thinking about applying to Lawrence. The committee will be looking for students who are interested in the type of education that Lawrence offers, and who are interested in the type of community that Lawrence provides.

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Every 25th HALF BARREL!!!

The Lottery, Doug Clark and the Hot Nuts,
The 'world they never made'

by Jenkins Lloyd Jones (whoever he is)

...
Wide FM-FM: unheard of power with predesignated format'

by Karl Knock

WLFM-FM, according to WLFM-FM station manager Kevin Fenner, "is the largest student managed campus radio station in the country, and is sixth or seventh in size with 25,000 watts in stereo FM. That much power for this kind of college station is unheard of."

WLFM, in its fifteenth year of broadcasting, began in 1956 as a commercial station in Green Bay. Gave an FM transmitter to Lawrence in a fit of seemingly philanthropic altruism. This visionary misunderstanding of the future of FM radio came about as the aftermath of a survey undertaken by the station owners which found only two FM radios for sale in all of Appleton at that time.

Broadcasting ten to twelve hours a day, WLFM directly a fine arts format of classical, jazz, folk, rock, and educational features for residents of the Happy Valley geared to tastes considered to be more fully developed than those which commercial radio in the area caters to.

Each WLFM-FM time slot has a predesignated format, within which the student hosting the show can develop a theme or pattern. FM goes "underground" Friday and Saturday nights with the popular "After Hours" request show. Slated for the 10:30 to 2 time slot these nights, WLFM-AM and FM broadcast this same show, which often gets requests from off campus; from as far as Ford de Lac, Green Bay and Oshkosh. The potential listening audience for WLFM-FM is estimated to be one million people.

Whereas WLFM-FM has a regular format, AM allows unannounced musical and verbal free expression on its 21 weekly shows. This is possible because AM does not transmit off-campus, and is therefore not subject to FCC regulations. The AM signal is carried through the campus telephone and electric lines to the on-campus community only. However, while anything may be said or played on AM, the DJs this year are remarkably clean by past AM standards. "Two years ago all you heard was the Fags and 'fuck you, whoever made that last request.' But now, we've cleaned up the act," Fenner notes. "The quality of production is up because the DJs are more interested in entertaining you than shocking. Like, shocking is old hat."

Fenner feels that it is not widely known in the Lawrence community that AM broadcasts 24 hours a day. From 7:30 to 9:30 each morning, and from 3 to 4 daily, Rich Burkett and Hugh Holly perform on WLFM Saturday evening show with her own work.

Resident folk artist Steve Jerrett, is known in the Lawrence community. Not only do students announce and engineer their own shows, but on occasion Lawrence student and faculty perform through WLFM. Resident folk artist Steve Jerrett played and sang on 'Altrar Hours" in the past, and more recently Bob Kerbet and Hugo Hally performed on David Jones' Wednesday evening show and on David Robinson's Sunday evening show. Hally had, another Lawrence guitarist and singer, sometimes intersperses her WLFM Saturday evening show with her own work.

The occasion of such happenings as these and presentations like January 15's AM playing of the full soundtrack from the movie "Joe" depend on the initiative of the DJs, or, in the case of FM, on the editorial discretion of the Program Manager, Wes Stultz. Further, each spring WLFM turns its facilities over to the Trivia Board of Control for the annual trivia contest, a highlight for some parts of both the on-campus and the Appleton communities.

Don't forget your SWEETHEART on Valentine's Day
Complete line of Valentine cards and gifts
ALSO - New stock of sand mold CANDLES!
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Conkey's Bookstore
For Mr. Thelin...

...thank you

by Reathy Senk

The void created by Howard Thelin will never be filled. He has touched all our lives in some way, imprinting us not only with his discerning generosity, but also with his sincere desire to help students.

In 1953, Mr. Thelin created one of the finest bookshops in Wisconsin, here in Appleton, from a small shop which handled a limited variety of books on paper. Purchasing the old Cook's history of Appleton, Mr. Thelin was always generous in ordering any book a student wanted — he saw books as an important factor in education.

According to Miss Anne P. Jones, professor of French, Mr. Thelin helped the students educate themselves by offering a multitude of normally high-priced books on sale, and by acquiring any book in print for a student. Miss Jones cited one example of Mr. Thelin's sagacity in helping students; many students were asking for a book called History of Wisconsin, written by former Law­rence professor of history William Hazen. Because the impressiveness of repeating the book was so great, many students would have to wait and not be able to acquire an opportunity of reading it. Mr. Thelin took the initiative and made the financial arrangements for a reprinting. Mr. Thelin also instituted a policy of ordering foreign books for students, even though larger book stores might not carry them.

Many of Mr. Thelin's friends were deeply impressed by his unassuming personality and even temperament. Eugene O'Neill, professor of history, remarked that Mr. Thelin was one of the most amazing men he had ever met. "I can't name a number one. Mr. Thelin is one of the most valuable friends the college has ever had.

Mr. Thelin is one of the most valuable friends the college has ever had. He gave students jobs and financial aid to Lawrence. Experimentally, he put students to work; he gave them the opportunity of making a difference. Mr. Thelin helped the students educate themselves. He gave students jobs and financial aid to Lawrence. Experimentally, he put students to work; he gave them the opportunity of making a difference.

As late as yesterday morning, Mr. Thelin was going through his financial statements. The queues for food and for financial aid to Lawrence. Experimentally, he put students to work; he gave them the opportunity of making a difference.

Mr. Thelin was a very warm and interesting person. He was a true friend to all Lawrence students.

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Escaping from the draft lottery involves learning new "Game Plans"

by JOHN STEIKER and ANDREW SHAPIRO

(Peace Corps volunteers report)

In the last few months we have been receiving a lot of letters inquiring about the lottery system. This man reveals widespread misunderstanding. Although each letter rocks different facts, all the letters center around two basic questions: when will I be drafted to the draft lottery? how can I control my exposure as to over- ce it? Now there are clear detailed answers for everyone in a recently published booklet called "How to Win the Draft Lottery" (New York 1971) by Mr. Jack Werlow. Although the title is rather hard-sell, it is not without foundation. "How to Win the Draft Lottery" does more than explain the intricate workings of the lottery system. It also devises various "game plans" designed to win the lottery. These game plans are not only well thought-out and easy to follow but also perfectly legal.

The heart of the booklet is divided into three parts: "The Lottery Pool in 1970," "The Lottery Pool in 1971," and "The Lottery Pool in 1972 and Later Years." These three parts are geared to the annual growth and change that occur within the lottery pool. Each year new priority groups and sub-groups are added to the pool. Depending upon which group you fall into, you may be slightly vulnerable to or virtually immune from the draft regardless of your lottery number.

Usually, it is essential to move from one group to another if at the right moment. One successfully planned move will win the draft lottery. Bearing this in mind, Mr. Werlow explains what he calls the "laws of motion" prevailing within the lottery pool. A reader will be guided by these "laws of motion" as to what is needed to move from one group to another at just the right moment. One successfully planned move will win the draft lottery. Students interested in additional details about Peace Corps opportunities already served are invited to contact their local Peace Corps office or write to: Peace Corps, Department P, Washington, D.C. 20525.

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Past ARIELS will be on sale at the Union 7-10 p.m. Monday, Feb. 8

These collector's items are only 30c.
I Think I Saw

I think I saw
if I remember when
a long time ago
I was was young then
and given to smiling
out of shining green eyes
at a friend or more
coming down the stairs
as I had seen her many times
and I remember the funny
rhymes
we used to hear my father say
we'd sit beside him every day
and laugh till bedtime.

She was coming down the stairs
the day before she went away
we had cried the night before
as little kids again
and parted the last night as
friends
we walked outside
until where the road ends
and walked back
and then went back again.

She was finally gone
and in a little while
with memories I was with her
and in daydreams
she came to see me often.

I would always see her standing
on the stairs
looking smiling
never ever shedding tears
to match my own
I was alone
and reached out
to touch the hand she gave me
to hold.
I saw myself in her eyes
and I noticed she was really
rather old.

—JOSEPH BRUCE
July, 1970

—photographs by Bruce Denuyl

gallery

S. W. Luther
(1969)
What the window said, and left unsaid

When Ryan awoke from the uneasy fantasies that menaced his sleep, the other world, as he thought of it, was in the middle of the mutine, and apocalyptic comedy, directed and conceived by one bovine hanger. After sleepily performing the bedroom ritual, and finding what he expected to see in the mirror, he went to have a look at the other world. From his window, he could see the reef, and the vivid, furious movement of the longshoremen, so aloof actors. He watched their sinewy, graceful activity, as they cleared out and swept up and down the dock, wheeling crates and huskels on and off the freighters, hoisting vagrants and scuffling at tourists. He saw, one-dimensionally, a simple fullness in their daily performances. These men, the same course thugs who might think it fun to pummel a Jewish writer, or one of his kind, did their task well and with passion. From his window, he admired them, and their tautened skills. His own work, he felt, was a fateful struggle to reconcile his own inaptitude.

The waterfront apartment building, a shabby victorian structure, was inhabited by rats, obsolete spinners, a mysterious plumbing system, crucified, retired longshoremen and Ryan the writer. Ryan was not given to shyly associated this sort of atmosphere with his work. Such fossils, as his coinhabitants, were the subject of his literary ventures—the nihilistic heathen and etymophagy, the paraplegic ex-onion, the只会话Syntax who claimed relation to Agatha Chris-
tie. He wrote comedy—gray, gray laughter. Maybe it's just me, he thought, without help from laughing. Maybe it's just me, he thought, without laughter. He watched her taste it cautiously, "Here's your milk, Emily. Hope you put enough iodine in it." He watched her taste it cautiously, and then leave it down her throat.

"That was fine, dear." A daft grin on her face. "Ryan dear, I failed to mother today. The doc-
tor seems to think Father is dy-

The gulls, were perusing the dock for their bizarre rhythms. Ryan walked to the window through which he observed the distant der-

Emily snickered, licking, by her own admission. Ryan walked to the window through which he observed the distant der-

S. W. LUTHER (1970)

AURORAL INCEPTION
Your petrel, bridled, inside the bad, veiled in mist and hidden by the shadows of the dawn waiting for sunlight's release

ONCE IN THE REALM OF SILENCE
Will the tears that follow
embrace the memory of you or just touch the flowers until they wilt?

S. W. LUTHER (1970)
Moog: electronic marvel that duplicates almost all sounds

by Keith Montross

"Gordon Kingsley is one of the world's most exciting interpreters of the Moog—an electronic marvel which duplicates nearly all sounds." That's what the flyer said. On Monday morning, a class I was in was suddenly interrupted by the secretary of the Conservatory. The teacher then informed us that Gordon Kingsley and his Moog quartet were presenting a press conference-seminar in Harper Hall at that time. What better way to get a preview of the concert presented that night?

The presentation started with Kingsley introducing himself and his troupe. He gave a brief sketch of what the Moog was and how it was entirely different from any musical instrument of the present day. After playing a short number, he turned the narrative over to Ken Ritch, who gave a more intricate explanation of the Moog, the production capitalization, and technical limitations of the instrument.

Helping the quartet set up in the Chapel that afternoon was Kingsley. He's an amazing man—adelicate sense of balance between the four instruments on the stage, a creativity and feel for the Moog that is yet to be equalled, a great sense of humor, and a warm and fascinating personality. "The Moog has a pure sound," he explained. "The sound you hear from an average rock group is amplified distortion. The Moog needs less amplification because it produces pure sound, which is theoretically what amps are designed to amplify."

The quartet ran through a couple of numbers in adjust sound level and tuning. This only whetted my anticipation of the coming concert.

The concert was everything I expected and more. The numbers were great, the film fantastic, and the sound out of this world. After the crowd on stage diminished somewhat, Kingsley broke away and answered every question I had. "The Moog is a beginning attempt to present synthesized sound to audiences. It's a hard thing to understand at first because people in the audience don't have anything to compare with what they're hearing."

"Repertoire is another problem. It's difficult to present a full concert to an audience who hasn't been exposed to a Moog before. If we did a concert of all the things we like to do, a majority of the audience would be completely turned off, because they couldn't identify with what we're playing. That's why we have to do a widely varying program—so that everyone can identify with at least one of the numbers."

Kingsley also explained why he wasn't really into the Moog as a musician. "The one thing that music has never been able to do is let the performer create his own environment. The Moog has finally done this."

His views on rock? "Rock was a revolution. It knocked the musical establishment off its rockers."

He also considers Pink Floyd as an example of the trend rock is taking.

After Premiering his quartet at Carnegie Hall only a year ago, Kingsley has made great strides in being accepted by people in general, if not by musicians, too. He has made over 100 commercials for Madison Ave., composed and performed music for the Kodak Pavillion at the 1970 World's Fair, and is at present working on the sound track for a movie. Kingsley still retains a rather pessimistic attitude toward his prodigy, however, with some justification. His debut last year was met with very mixed reactions. He himself felt the concert came off badly. His manager, S. Hurok, met him back stage and told him, "Don't worry, Kingsley—just so long as they spell your name right."

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When is a concert a smorgasbord?

When it's Moog

by David Cornell

Gershon Kingsley's First Moog Quartet performed in the third concert of the Lawrence Art Series Monday night, Feb 1. The performance was out of the ordinary, but was received with enthusiasm by the near capacity crowd in the Lawrence Memorial Chapel.

The quartet, which involved eight performers, was made up of an interesting group of people. Kenneth Richel, and John Bayly, playing Moog synthesizers, are both graduates of the Juillard School. Stan Free, also on a Moog, is a well known jazz pianist who has been featured with several big bands. Eric Knight, the fourth of the Moog Quartet, graduated from Columbia, and is Mr. Kingsley's associate. The quartet was assisted by David Brewer on drums, Richard Nantes, banjo, and Lees Horen, soprano.

Smorgasbord of Music

The concert began with an original, jazz-like composition, with quick beat and much improvisation. While the audience, perhaps expecting a more conservative sound, recovered from the shock of the strange tones of the synthesizers, Mr. Kingsley explained what the group was trying to do with these music, and described very generally that the Moog was a means of electronically changing sound produced by a keyboard. He said that their concert was more like a "smorgasbord" of music, encompassing all types of music from the avant-garde to popular tunes. "The point of the performance was to introduce the listener to the Moog synthesizer by demonstrating its capabilities through a variety of music that one is used to hearing on conventional instruments," Mr. Kingsley said.

The audience was then given an example of the possibilities that these synthesizers have. The pieces that the point was not to copy the sound of actual instruments, but to interpret the sounds electronically. The effect was quite interesting, and the electronic effects expected a very different aspect of the pieces. The performance, however, was hindered a bit by tuning difficulties, due to the alteration of voltage in two changes, and synchronization problems in the rapid passages.

After intermission, the group began with an avant-garde arrangement of Eleanor Rigby, demonstrating the facility of the synthesizers to change styles from one type of music to another. An arrangement of Bach's Paga in G minor was rather unimpressive, a piece by Kenneth Richel was then played, using strange effects on Miss Horner's beautiful voice. Several Bach-like pop tunes written by Mr. Kingsley were pleasurable, but few of the music were very effectively with a marching band rendition of John Philip Sousa's "Stars and Stripes Forever." The reception was warm, and when a humorous "piecrust" trill was executed, the audience began clapping in time, and the performer ended with thunderous applause.

"Totally Enjoyable"

The concert itself was totally enjoyable, and an experience in learning new types of musical expression. The sounds of the synthesizer, strange as they may be, are very effective; and deserve recognition in the musical world.

The problem in a performance of this type is that there really is no music written for the Moog specifically. Arrangements of other music are humorous to be sure. However, there is a real potential in these instruments. As Mr. Kingsley said, they are not electronic machines; they have a sound and character of their own. This potential must be developed, and music must be written to complement these features, so that the Moog can be associated with a new kind of music, an exciting and modern type of music, that can represent the amazing era in which the instrument has been invented.
Hockey club tough, take first 2 games

The Lawrence Hockey Club opened the 1971 Appleton Recreation season against the Sig Eps 50-34. The opener ended with a 7-2 win over Ripon College, and followed up with a 5-2 victory over Marist and Ruth's of Little Chute.

The beginning of second form about thirty men out for the team, included were veterans: Co-Captains George Swope and Jeff Fox, Dan Lawrence, Barry Rogers, Tom Knaus, Ted Brooke, John Schnei­der, and Terry Kent.

The freshmen out for the team show good material and potential. They are Dave Allen, Chuck Will, Bob Phil, Ralph Supper, Mike McKown, Jack Burkman, and Terry Kent.

The first line is centered by Swope and winged by Knaus and Schneider and played by Jeff Fox and winged by Allen and Phil, with Will doing most of the substituting. All the members of the second line have skated well and have accumulated most of the scoring. Goal tending duties have been shared by Hamen and Terry Kent.

In the opening game against Ripon, the Bedfords were having the puck, and the Vikings jumped out to an early lead which Allen got at the 9:25 mark of the first period. Dave Allen got the hat trick, other goals being scored by Swope, Fox, Brown and Rogers.

The second game was another story. Little Chute came out swinging and took a 3-1 lead after the first period and held on to the opening period. Little Chute seemed to be unable to score a goal and took a 3-1 lead after the second period and held on. Swope and Allen had two goals each and Phil a goal.

Since then, snow prevented three games, including one with Cornell, but on one occasion the Vikings will travel to Milwaukee to play Marquette, and will also play Ripon College. No home games are planned. The boys at Hockey Rink on Mondays and Tuesday 8:00 p.m.

Vikings drop two tough ones: play Beloit and Coe at home

by Bob Hasger

The Lawrence Viking cagers dropped two close games to Knox and Monmouth last weekend to put them in a tie for last place in the Midwest conference. This weekend the Vikings face Beloit and Coe at home and hope to start a climb out of the bottom of the league.

The contest against the Sig Eps of Knox last Saturday was a good one. They are Dave Allen, Chuck Will, Bob Phil, Ralph Supper, Mike McKown, Jack Burkman, and Terry Kent.

The victory by the Sig Eps came on a last half rally. Knox outscored the Vikings 13-4 in the last half to give them the 56-53 win. The first half was dominated by Knox as they got a 22-17 lead. Knox outscored the Vikings 25-15 in the last half of the game. Knox held the lead until a bucket by Allen late in the game. The Vikings outscored Knox 33-27 in the last half.

The real difference came in the last half where the Sig Eps outscored Knox 45-27. Knox led from the outset. The Vikings outscored the Sig Eps 22-11 in the last half.

Knox was able to score on five clutch free throws in the last three minutes to maintain their lead and earn the win. It was a disappointing loss for the Vikings, particularly because they felt they were the better team. But the first part of the game showed no indications to that point.

Knox led from the outset. Throughout the early part of the first half the margin hovered around 10 points. Toward the end of the period Knox exploded to a 19 point lead. The score at half was 42-23.

Leading scorer for the contest was Jim Dyke who tallied 11. The game marked the return of Kevin Gage to the lineup. Gage had missed two games due to a sprained ankle. After limited action in the first half Gage scored through in the second half and the Vikings outscored Knox 45-27 in the last half of the game.

The next afternoon against Mon­mouth the Vikings found themselves in an extremely close game all the way. After losing leads of 3-1 and 7-6 with less than four minutes remaining, the Vikings found themselves on the bottom of the league.

The first half saw both teams pressing quite a bit and forcing each into many errors. No more than five points separated the two teams at any point in the peri­od. The score at the half was 41- 39 in favor of Monmouth.

At the beginning of the second half the Scots leaped out to a ten point lead. The Vikings remained patient and gradually cut the margin until a basket by Gage tied the game at 66-66 with 4:20 left.

Baskets by Jan Lavender and Jim Dyke gave the Vikings the lead with three minutes to go. But Monmouth's costly turnovers gave the ball to the Vikings and they took the lead 72-70 with 1:58 to play.

The Vikings were forced into a feeling situation and the Scots took control when it counted. In the meantime, the Vikings never scored to over come the deficit. It was a very evenly played game. The Vikings outscored the Scots 66-66. Monmouth outshot the Vikings from the floor 47.4% to 48%. The real difference came in the second half where the Scots were 21 of 24 from the charity stripe and the Vikings could master only 9 of 10.

The top scorers for the game were Dave Swenson for Mon­mouth and Kevin Gage, both with 20 points. Jim Dyke and John Lin­den had 18 and 13 respectively for the home team.

The games this weekend will be against Beloit 1-17-3 and Coe 1-7-1 managing Alexander Gym. The game with Beloit will be Friday night at 7:30, and the contest with Coe will be at 1:30 Saturday afternoon.

No beer binds a friendship the way Miller High Life does, I can tell you on the basis of 115 years of drinking these words on the back of the bottle. So here is what I will say:

Get yourself a can or bottle of Miller (as long as you are a very large person. Pour a glass for your friend, a glass for yourself. Link arms. This is honest and natural and basic and beautiful and legal in some states.

And yet teachers go right on teaching. No wonder they get no feed­back. Let us say, for example, that you get up to work one morning, remember to buy Boyle's talk. Talk won't do it, even if the teacher tells the whole semester long. But if you pay attention and really reach out and just hold the student for a minute or two, maybe even dance with him a little bit, he will find that the teacher has, after all, bought your line but probably not the text too.

And what is more, the teacher will discover he has a new friend. No longer will student and teacher snarl and make coarse gestures when they see each other on campus. Instead they will run together, clap and nuzzle, trade hats, and finally, without a word—for what do friends need words?—repair to a nearby tavern for that friends­lied of all ceremonies: the sharing of Miller High Life Beer.