Indian Spring Symposium
looks at American Indians

The American Indian — his past, present and future — will be the subject of Lawrence University’s Indian Spring Symposium, April 18-May 8. Through numerous exhibits, lectures, performances and discussions, the university will look at the cultural heritage of the American Indian and his quest for identity in today’s society.

The Symposium will officially open with a reception at the Worcester Art Center in conjunction with an exhibit of paintings by about a dozen American Indian artists. The pictures will be on display at the Art Center April 18 through May 8.

The Smithsonian Institute has loaned the University a collection of photographs taken from 1847-1928 which provides an authentic glimpse of traditional life and culture of North American Indians. Stark in presentation and rich in content, the 150 photos in the collection will be on display on panels mounted in both the Art Center and the Union, throughout the symposium.

Another highlight of the Indian symposium will be the appearance of The White Roots of Peace, an Indian group from the Mohawk Reserve at Akwesane on the St. Lawrence River. The group will spend Wednesday, April 21, visiting classes and meeting informally with students and faculty. At 7:30 p.m. the group will present a program in the Chapel which will focus on both historic and contemporary aspects of Indian culture. They will also provide Indian folk songs and dances, along with films on Indian past-history and present causes which are produced and directed by Indian filmmakers.

Among the distinguished visitors to the Lawrence campus during the symposium will be the Kiowa Indian and Pulitzer prize-winning novelist Scott Momaday, and his father, Al Momaday, a noted artist and a leader in Indian educational efforts and art activities. Al Momaday will discuss Indian art during a gallery talk and lecture to be held at 4 p.m., Friday, April 23, in the Worcester Art Center. His son will read from his works at 8 p.m. the same day in the Union.

Other speakers and lecturers appearing at Lawrence during the Indian symposium will be Lois F. Cook, a Chippewa and deputy director of economic development for the Bureau of Indian Affairs; William Hodge, professor of anthropology at the University of Wisconsin-Milwaukee; Prof. W. Redge Buffalohead, a Ponca and acting chairman of the Department of Indian Studies at the University of Minnesota; and Gerald One Feather, a Sioux and president of the Oglala Tribe, Pine Ridge, S.D.

Ronald Mason, associate professor of anthropology, will also be featured as a speaker, describing his excavation of an ancient Indian site in Door County.

Music Professor Eric Staken, Lawrence class of 59, who is now on the faculty of the University of Minnesota, will return to Lawrence during the symposium to discuss his opera “Horspool,” which is based upon events from the history of the American Indian.

Other events during the three-week symposium will include meetings of the education committee of the Great Lakes Inter-Tribal Council, a tentatively scheduled meeting of the entire Inter-Tribal Council and a panel discussion in which a panel of Meskwaki Indians will discuss topics of current concern in Iowa. Also, country-folk singer Floyd Westerman, a Sioux, will give a concert in the Union May 4.
New program offers chance to experiment with education

The success or failure of the newly established Scholar of the University program depends on whether the students themselves "do it," said Edward R. Headrick, vice-president of academic affairs. "It is not something that can be done as a kind of thing," but rather, he said, "you have a "sense of what they want" out of their education, who are strongly self-motivated, and for whom the formal course structure is not suitable, according to Robert M. Rosenberg, profes­sor of chemistry and advisor of the originators of the Program.

"The program is only as good as the student," Headrick said. "It is a good idea of what they want to do after graduation because some problems may arise when a person applies to graduate or professional school. When there are a large number of applicants for opening in grad­uate and professional schools and for financial aid, a person with an 8.0 report will probably be at a disadvantage since it is very hard for schools not to use arbitrary quantitative measurements," said Rosenberg.

Student planning a program should be careful about their choice of courses if they wish to go to a professional school in the fields of medicine, law, business, or engineering. Required courses for entrance to those schools should be taken for a letter grade as part of the honors program's regular program.

Graduate and professional schools are not an immut­able component of the curriculum, according to Headrick, since even though all universities have programs similar to his, the students and their graduates have not been restricted to entering graduate schools.

The student's advisers also write detailed letters of recom­mendation, describing his or her work. The program and evaluating work he added Headrick. In the future, Lawrence, and its students and their profes­sionals outside the study.

The number of students in the Program depends upon the number of scholar of faculty members who are interested. The question as to the allocation of faculty members and to the number of students who may apply has not been completely answered, according to Headrick, and any problems will be coped with as they arise.

Headrick remarked that he would like to see about ten to twelve people on the Program next fall. He added, however, that it is up to the students to take advantage of the opportunity.

The department of the student's major would then have to de­termine whether the student has met all the requirements as courses for him to complete the major, taking into consideration his work done as a scholar.

Besides knowing what goals they would like to achieve, Lawrence, these students who enter the program should have a "sense of what they want" out of their education, who are strongly self-motivated, and for whom the formal course structure is not suitable, according to Robert M. Rosenberg, professor of chemistry and advisor of the originators of the Program.

Although Lawrence will not "consciously" try to change grad­uate schools' admission policies, said Rosenberg, "It is up to the students to take advantage of the opportunity." If the student is not satisfied with his or her education, he may get more out of it

The program "is not designed as an elite kind of thing," but rather, according to Headrick, is "a Scholar of the University than a Ph.D."

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The Essence of Blackness: did the investment pay off?

by Martha Larson

February 14-20 the Association of African Americans (A.A.A.) presented a week long symposium of music, poetry, dance and drama entitled "The Essence of Blackness." Much planning and preparation went into the week and it was hoped the resulting effort would be as great. Did the investment pay off?

The purpose of the week, according to Willie Midgett, president of A.A.A., was "to express our views and educate others." He felt that the education part of the program was a failure. The need for the program was small and he believed that the speakers composed the most constructively educational part of the program. Willie Jammier, chair member of the organization, explained, "The black man is a little bit more introverted and meant to be a neat experimenter." The plays and the activities served to illustrate problems facing the blacks in society and raise questions for the white audience, while the speakers provided some answers and solved those who missed this part of the program, missed an important part of the educational experience.

There was a numerically successful week for the week's series of performances; however, the important part of the program was the education part. The turnout for the speakers was small and he believed the speakers were missed. "Eventually they laughed, but the questions were not serious parts." Midgett felt that the laughter killed the message.

In addition to the disappointments in immediate audience reaction were the experiences encountered when the doors were opened after the plays had ended. The audiences were overjoyed but were not satisfied with what they had seen so far and felt that the plays were confusing. Some members of the audience who had attended the program Midgett noted that during the first week there were greetings and congratulations, the second week, just greetings, and finally, the symposium's impact seemed to be forgotten altogether.

The intention of the plays was overlooked if you came out feeling insulted rather than seeing the questions that have been posed," Jammier pointed out. "I have had the feeling that the performances of LUCC looked like a show in the mind and danced and do it is a 4.7." The production of the Essence of Blackness week was more than entertainment; they compared it an attempt to show and teach the "essence of blackness" and its implications.

"There were black plays and white people watching which is more than just entertainment there. In each of these plays there is a white man in the play and we see where the white man is in the play was our intention." Another disturbing factor about Essence of Blackness was that the program was initiated, presented and fully participated by by only one side—the A.A.A. members. The two exceptions to this were Mr. Theodore Cloak, director of Freshman Theater, and Roberta Brunson, professor of Spanish, who were members of A.A.A., as being among "the few professors on the campus who are in close association with black students."

"It's been said we don't do anything; we're expected to start everything... Now we've made the attempt," Midgett stated. The need for communication and understanding between whites and blacks exists for both whites and blacks, that's why efforts toward these goals should be encouraged." "We're not set up here ourselves on you."

Director Theodore Cloak and Clarence Rixter prepare for this weekend's dramatic presentation in connection with "Project 35," a plan to provide funds for black scholarships.

A.A.A. takes initiative in scholarship funding

In order to provide more funds for black scholarships, The Creative Black Artists and the Black Theater will offer the presentation of "An Experience in Black Awareness" tonight, April 16, and performances of "El Hijo Mulato—An Autobiography of Malcolm X" Saturday night. Both presentations will be given both at 7:30 and 9:30 p.m. in the Experimental Theater on the respective nights; with the one dollar per ticket proceeds going to the Black Scholarship Fund.

The goal of this "Project 35" is to supplement the limited amount of financial aid which Lawrence delegates to black freshmen. The Association of African Americans at Lawrence saw the necessity of investing a 10 to 15 percent minimum proportion of blacks in each freshman class to build and maintain a substantial black community. Mobilization of a larger amount of black students is viewed as important for both the Lawrence community and for its ultimate social implications in the future.

This project arose out of the frustrations felt by the A.A.A. at the failure of faculty and students to respond to the Martenson Committee recommendations submitted at the end of the 1969-70 academic year. The committee set up in response to black demands, concluded that it is the responsibility of the University to materialize more black students, while noting the need of prospective money to fund the scholarships.

The Martenson Committee recommended that first, additional scholarship money be made available through a substantially increased scholarship budget, and second, that vigorous fund raising be effected through the traditional channels. Little increase in available scholarship funds has resulted and the blacks are, therefore, taking the initiative themselves.

The programs being presented this week are only a part of upcoming events to be promoted by the A.A.A. to raise money for the fund. Contributions will be greatly appreciated and checks or money orders may be sent to the Black Student Scholarship Fund, 411 East Washington Street, Appleton, Wisconsin, 54911.
Mastering the Draft: Homicide and the C.O.

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CPS Reporters

"If two Nazi Stormtroopers were to stop you on the street, would you meet to deadly force to repel them?" Every day across America, the question is asked of the conscientious objector, whether in the Army or in the draft. The question often arises when the young man who is about to be inducted into the armed forces for the first time or who is already in the service is stillQueryParam a conscientious objector, whether he wishes to continue in the military service or to get an exemption. The question is often asked, in some form or another, by the Board of Selectmen of the town in which the young man lives, and by the newspaper around which he works. The question is also asked in the courts, by the government, by the military, by the conscientious objector himself, and by the conscientious objector's family and friends.

"Mastering the Draft: Homicide and the C.O." is a book that explores the legal and ethical issues surrounding conscientious objection in the United States. It delves into the history of conscientious objection, the legal framework that governs it, and the personal narratives of individuals who have chosen to resist military service for religious, moral, or political reasons. The book also examines the consequences of conscientious objection, including the experiences of the young men who receive draft notices and the impact on their families and communities.

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"Reopening" is the most important and least understood step in the selective service process. Unless you can persuade the draft board to "reopen" your classification and reclassify you, you may never gain the new reclassification you desire.

No classification can ever be changed until it has first been reopened for thorough reconsideration. Reopening is a preliminary screening process. It screens all claims for reclassification that do not even warrant the board's consideration.

If the board decides not to reopen your classification, no further time will be spent to determine whether you should actually be reclassified. You will merely be notified that your case did not warrant a reopening.

Draft boards cannot ignore your power to reopen, because every strong and legitimate consequence which shall the convoy belt edging you toward induction.

First of all, whenever your classification is reopened, the draft board must perform the task of reclassifying you. The board has legally decided to reclassify you in the very same classification you were trying to leave. Nevertheless, you can fight such decisions.

Following the reclassification, you have 16 days in which to request an appeal or request to reopen even when reclassification is warranted. These boards know that you must reopen if your request meets the Supreme Court's specific guidelines for reopening a classification.

Under Mulloy, your draft board must reopen if your request meets the Supreme Court's specific guidelines for reopening a classification.

Under Mulloy, your draft board must respond to your request to reopen even when reclassification is warranted. Your identity is known. Your file would be reviewed by a disinterested judge.

If you think your board has decided your classification is not warrant a reopening, you should consult your attorney to determine whether your claim is adequately supported by reliable and substantive information in your file. Failure to follow Mulloy arbitrarily denies you due process of law. Your attorney will advise you of your rights.

Although Selective Service regulations give draft boards discretion in deciding whether to reopen, the United States Supreme Court recently clamped down on their arbitrary abuse of discretion. In Mulloy v. United States 338 U.S. 410 the Court ruled that an arbitrary refusal to reopen unjustly deprives the registrant of the basic procedural rights to a personal appearance and appeal.

The Mulloy case lays down strong guidelines for processing requests for reopening and reclassification. Any decision not to reopen must be in writing and must refer to the record and specify the basis for the decision.

Moreover, the Court was, in effect, allowing the board's decision to be subject to a check by the courts. If you think your board has arbitrarily refused to reopen, you can appeal to the U.S. District Court. An appeal may result in a reversal of your classification.

Therefore, many draft boards arbitrarily refuse to reopen even when reclassification is warranted. These boards know that you have no right to a personal appearance or an appeal when reclassification is refused; your rights are only after the reopening.

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Letters

TO THE EDITOR:

You, the "pollution problem of today" were talked of "(THE LAWRENTIAN, April 9, 1971.)"

Surely, no one could fail to follow these actions to help the environment instead of just talking about it. Leatherback is arbitrary.

1. Stop taking paper, with wide margins and "esthetic" block in and put smaller, printed areas that might have been nonexistent.

2. Print fewer copies of THE LAWRENTIAN as many are discarded unread or else do not send all copies through the press where they get piled up — which makes recycling of the newsprint even more costly.

3. Collect read/unread copies of THE LAWRENTIAN (and other dormitory delivered newspapers) for paper salvage every week.

LOVE AND KISSES
JAMES TWELMEY '72

TO THE EDITOR:

This letter is one of information for those students who are interested in international affairs, and would like to pursue their interest further through an organization whose purpose is to help internationally revive the program before the attention of the Lawrence community. The Lawrence World Affairs Council (LWAC) is seeking students who are interested in the politics of Southeast Asia, and the Middle East. LWAC is expected to be formed by spring of next year.

The Schroeder student council has the opportunity to work on their own without the confinement of course offerings. This makes it possible to judge the amount of self-motivation a person might have when these new circumstances are added. It is important to develop a degree of self-motivation is an important goal of every student's education, and development cannot occur without the responsibility and freedom. These freedoms.

The Scholar of the University Program cannot be expanded to provide this structural freedom without faculty support. Not only must an adequate number of faculty be involved in the program so that the student will be encouraged as an equal and perhaps more valuable aspect of the University structure.

Faculty response to the program, however, will be based upon their immediate reaction. If should have been obvious to us that self-motivation is an important goal of every student's education, and development cannot occur without the responsibility and freedom. These freedoms.

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THE COLORADO COLLEGE

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THE COLORADO COLLEGE SUMMER SESSION

June 14 to

August 6, 1971

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The Estelle Ray Reid scholar­

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The Soviet Perplex: An examination and analysis of the dynamics of Soviet society, including politics, foreign relations, litera­

The New Africa—Culture and Politics Below the Sahara: An interdisciplinary exami­

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THE FOX:
WHERE IS IT GOING?
Dennis Ribbens named University Librarian

by Kathy Krull

A position which remained vacant since last August has recently been filled. Dennis Ribbens has been selected as an associate professor and Lawrence University Librarian by a special committee that included members of the library community. The committee, headed by Allen C. West, associate professor of chemistry, has been interviewing candidates for the position since last fall, when former librarian Walter Peterson left Lawrence to become president of the University of Dubuque. Joseph Boone has been serving as acting director since Peterson's departure. Ribbens' appointment, to become effective in July, will be based on his extensive library and teaching experience. In Sheboygan, Wisconsin, he graduated in 1957 from Calvin College with a bachelor of arts degree in humanities. At the University of Wisconsin he earned both a master's degree in English and a doctorate in library science. His doctoral work in library science was completed in 1969. After teaching English in high school, junior high and at Dordt College in Iowa, Ribbens became the director of the Wiscon­sin Library Association in 1958. He later joined the staff of the University of Wisconsin, Madison, where he has taught library science courses for the past 13 years. As a member of the Wisconsin Library Association, he was active on a committee whose work made possible the library legislation soon to be taken up by the Wis­consin Legislature.

Since 1969 he has been assistant professor at the Graduate School in Iowa with an interest in library development and specialized topics. He also is a member of the American Library Association and is renewer of a project to measure the articulation between library education and early job experience. He has published numerous pieces in professional journals, and is coordinator of the effort to translate the recently completed Indiana Library Studies (a $200,000 research project) into a plan for a state-wide network of libraries. Ribbens hopes to improve the Lawrence Library's connections with the libraries of state and local universities. His primary focus will be on alleviating ac­cess to the materials and services of other libraries, rather than on expanding the Lawrence Library and acquiring new material.

Open 7 days a week for information call 685-5995.

Located 6 mi. west of Oshkosh on Highway 21.

World Affairs Council lecture: 'Changing Latin American Military'

by Mike Vogt

Professor Alexander Wilde of the Political Science Department at the University of Wisconsin, spoke before a group of Lawrence students and faculty Wednesday night, April 14, on the "Changing Role of the Military in Latin America.

After giving a brief summary of the military's political behavior during Latin America's post­independence period, 1825-1964, Professor Wilde focused his attention on the last twenty years, in order to explain how and why the military's role has changed. He made the following observations:

First, after WWII, the processes of industrialization and social mobilization in Latin America began to accelerate, and the result was the formation of new groups [largely the workers and political activists] which the political institutions had subsequently been unable to integrate into the society.

Second, by the 1970's, the military had become a modern, professionalized institution composed mainly of members of the middle class, characterized by uni­versalistic criteria for membership and specialized functions (such as engineering, development economics, public admin­istration, etc.), in addition to the "use of force."

Third, the Cuban Revolution (and its destruction of the military in that country) served as a model, driving those军方 forces of the middle class, characterized by uni­versalistic criteria for membership and specialized functions (such as engineering, development economics, public admin­istration, etc.), in addition to the "use of force."

Fourth, the military in post­analytical Latin American countries have been unable to integrate into the society.

Professor Wilde then illustrated the military's new role by comparing and contrasting the present military regimes in Brazil and Peru. Perhaps the most significant aspect of the comparison was his observation that, despite the common middle class background of the military in both countries, each has taken a very different approach to de­velopment. The Brazilian military has been conservative: no fundamental social changes, continued reliance on foreign investment and extreme political repression. On the other hand, the Peruvian military has been relatively radical: land reform, strict controls on foreign investment, profits sharing for the workers and also political repression, but less so than in Brazil. Wilde attributed these differences to both the smallness and weakness of the middle class in Peru — having first elected a "middle class" regime in 1930. His argument was that because the Latin American middle class tends to become conservative and adopts the value patterns of the upper class, in those countries where the middle class has gained in size and strength, the military has come to serve their status quo interests.

Some of the major conclusions which can be drawn from Professor Wilde's talk are as follows: First, due to Latin America's social and economic problems, her democratic political institu­tions have been unable to re­solve conflicts and organize the society for the purpose of achieving modernity. Second, both the Brazilian and Peruvian cases show that the leadership of a strong, authoritarian group of military elites may be an answer to Latin America's develop­mental problems. But third, as Professor Wilde himself emphasized, in the long run Latin America will need effective po­litical institutions to solve conflicts and organize the society.

Fraternities initiate recycling project

The Delta Theta Fraternity re­cycling project is just one of many re­cycle used beer cans from the Viking rooms. The project, or­iginally intended to be a cur­rent project, but now will be continued indefinitely due to the response from both the Lawrence and Appleton communities.

Other groups participating in the project are the Environmen­tal Action Committee (EAC) at Lawrence, students in the Little Chain public school system, Goodwill Industries and Kimberly-Clark. Goodwill Industries is expected to allow area residents to deposit cans in bins on campus at the EAC recycling stations currently operated by the Lawrence and Appleton communities.

On the Lawrence campus, the EAC will try to convince the house councils to operate their recycling stations. A response from Dr. Samuel Richter of the University of Wisconsin on Thursday, April 21. All students are welcome to participate in the project.

The project will officially begin with a movie presented by Bill Thompson of Kimberly-Clark and a response from Dr. Richter. The presentation will be held in the Phi Delta Theta fraternity Viking room. The project, or­iginally intended to be a cur­rent project, but now will be continued indefinitely due to the response from both the Lawrence and Appleton communities.

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Improvisation on a Structure  
(Palm Sunday)

Seems
the sky couldn't be more blue
without exploding soon
the chesire daymoon out
springing on the westwind end
of little kids' kite strings.
Yes, I think it's smiling, too.
Much.

David Jones

Springjoy
Golden sunshine
Sifts through branches
Budding with the promise of new leaves
Soft grass
Melting brown into green
Look out my window
And see
The first t-shirt of spring

Robert
George
Grundy

ABSENT ILLUMINATION
The hand of Dark smother the
ground
as night shokes the day.
Floods of darkness fill your eyes
as night numbs your senses,
Pouring into your brain like a
solution,
mixing liquid,
sight fills your mind
with the silent buzzing of
nothingness.
A color possessing a damp sound
that sucks up clarity,
Dripping blackness over the
earth,
sight comes but once per day
in veil of ebony icides.

JOHN R. ERNST
NO LUMPS

Hungover, on the way for coffee—so often the way—an urge takes hold that the boy is either going to fall violently in crocus love or muster the pale strength to finally admit that the crossway smokestacks are really doing something nice to the empty whitening air. March is such a factory month, at morning.

It’s about that time when he meets a girl in a red windbreaker, who goes by a familiar name. Leaping past bellas and breezy laughing that he guessed wrong (it’s not Linda), they devise on the same cafe.

She’ll take her coffee black, too.

The thrill of it is that she doesn’t know how much she is the smell of his first bicycle. The time when its tire needed a patch, and someone made a game of helping.

DAVID JONES

An Espousal

Marriage
Heaven forbid
To watch my spouse turn a deathly gray
And see her in old age waste away
Martyrs to childbearing, her varicose legs
Wearisomely support the dried apricot skin
Which hangs so rudely on brittle bones.
Let me know not the pleasure of
This Connubial Love,
Where we are blessed with infants of two or three,
Who turn to hellions when past puberty,
Of curlers, domestication, and unpaid rent,
Of a lustful husband on a cold marriage-bed.
With words of rancor, the Hag is much too generous,
In allotting kindness, how parsimonious!
Do not fetter me with that awful band of gold,
That I could hate with fervor as I grow old;
Rather, impart to me a mistress
Of vintage fine and rare,
From whom my passions may imbibe
Whenever I so care.

—Jon Carlson
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From whom my passions may imbibe
Whenever I so care.

—Jon Carlson
"Lancer" signs pro grid
Green Bay Packers pact

Lance Alwin, Lawrence University's record shattering fullback, has signed a contract with the Packers.

Discipline and hard work have been the keys to the development of Alwin, who was a 13th round draft choice of the Packers last year. He has shown the potential to be a fine all-around back.

Alwin's father, Joe Alwin, was a two-time All-American at Kansas State and a two-time All-American at the University of Kansas.

Alwin, who was a two-time All-American at Kansas State and a two-time All-American at the University of Kansas, has shown the potential to be a fine all-around back.

This past week the Lawrence track team saw action on two occasions. Last weekend, the squad journeyed to Madison where the team was bested by the University of Wisconsin-Madison. This weekend, the team will compete in the meet at the University of Wisconsin-Madison.

The Federation Meet was the highlight of the weekend for the Vikes. In the first game of the day, held at the University of Wisconsin-Madison, the Vikes defeated the Redmen 9-1.

Vikings kept the score close, but in the final three innings, they managed to put more runs on the board. The Vikes were on the verge of winning, but in the final three innings, they were unable to score enough runs to take the lead.

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Dorm Visitation Hours
Legislated by LUCC

Committee to Study
Student Positions on
Faculty Committees

Friday 7 November, 1969
WASHINGTON—(CPS)—The of¬
icial Pentagon figures for the
number of U.S. troops in Viet¬
nam for the last six weeks show
a withdrawal rate that would get
the U.S. out of Vietnam in 294
years.

The Lawrentian recommends that all comprehensives
be abolished and that they be replaced by senior seminars
which would focus upon integrating the students' four
years of study in his field of concentration. These might
be similar to the senior colloquia endorsed by the Porovsky
Committee, but should not be research oriented.

What's Our Gait?
Change be it evolutionary or revolutionary, developmental
or regressive is the undesirable result of the revolution of
the planet. In fact, here in "Lawrence '71", a look back
points out social, academic and structural revisions that
seem to have taken on a life of their own in spontaneously
generating an original Lawrence generation, questioning
the very traditions which provided for its existence.
Yet, a one-dimensional hindsight limits present self-evalu¬
ation. Our situation and the manner in which we will later
be judged also depends on what the future promises. Where
have all our efforts led us? Most of all, what can we hope
for in the future?

The Rationalists
"Right"
CURTIS W. TARR — Were it
not for his "advancement" to the
head of the S.S. and consequent
appearances on the Merv Griffith
Show, Tarr might be nearly for¬
gotten as the once-and-future
president of this stepping-stone

Wrolstad Announces
Dorm Renovations
Marwin O. Wrolstad, University
treasurer and business manager,
announced that if acceptable fi¬
nancing terms can be arranged,
renovations of aging Brokaw,
Ormsby and Sage Halls could be
undertaken this spring.

Downton in '68-'69 Sustains
$85,000 Operating Deficit

Trustees drop $300 bombshell

New Dormitory
May Replace
Brokaw Hall

Life in Fox River Limited
To Sludgeworms, Leeche

Friday, January 17, 1969
Genesis — according to Amos
by Jim Heinsimer
In the beginning there was Stu-
dent Senate. And Student Senate
begot apathy. And there was proctored visita-
tion from 1 to 3 on Sundays which was joined by Satur-
day Group Visitation which soon found company in the
form of Visitation on seven days a week—the second day.
And the Dean of Man begot an assistant Dean and a Dean
of Academic Affairs who beg-

Senior Cars were parked next to Junior Cars which
soon found company in the Viking Room, which
beer in the Viking Room, which
beer parties: we have
at Tellulah Park and DWA mobiles have been extended to
additional classes.

What about the future? Basic-
ally, the signs of the future are
very encouraging. First, con-
tinued operation of the program
planning and budgeting system should assure financial strength.
Second, the number of dollars in the form of gifts and grants, which have come to Lawrence University this year to date,
covered total dollars that we had received a year ago to date.
I feel that our endowment has been improved by our
hardened approach to our financial problems and by our
willingness to solve them. Because we are willing to solve the
problems, they will be solved.

Third, as of this month, the
number of applications for ad-
mission to Lawrence University is slightly greater than the num-
er of applications we had re-
cieved a year ago. Such a state-
ment cannot be made by many independent liberal arts col-
lleges. During a period of eco-
nomic recession, rising costs, and dwindling numbers of qual-
ified students, Lawrence is ex-
periencing an increase in appli-
cations. Why? The answer must go back to one of my original
statements concerning the render-
ance of Lawrence and what I
found when I arrived in 1969,
and financial resources will allow us
to realign these plans. Last year, the first year of the cycle, there
was more budgeting than pro-
gram planning. This is not un-
natural when first priority was
to balance the budget. This year
and in the future more time
and more expertise will be de-
rated to examination of pro-
grams in greater detail.

The program planning and
budgeting system has allowed us to project programs
years into the fu-
ture, and be assured that our
financial resources will allow us
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"Joe College" becomes a humanist - the good, the bad and the irreverent

by Vernon W. Roelofs
Professor of History

For some years now, you as students have insisted that you be treated as adults. In what sense will you be taken at your word? Incomprehensible as well as pleasant things will be said about you in the conviction that mature people benefit more from the former than the latter.

The request of the Lawrenceville for a piece that would afford historical perspective on the Lawrence student body requires putting matters in some sort of historical context. All sorts of refinements could be introduced to indicate the complex nature of past and present student generations, but there is one crucial and everpresent difference between students of the past and students of today: students of the past accepted the system and were willing to operate within its framework of institutions and values; students today in increasing numbers either reject or question radically institutions and values that long enjoyed in primacy. This difference is what will be explored.

"Joe College" of the past accepted much because they presumed there was good reason for things as they were. To be sure, they raised questions and expressed doubts, but the college knew what it was doing and that what it was doing was reasonable and fairly happy lives in business and service. While in college they were, by conventional standards, very accepting of the curriculum and of educational practice. This did not mean they understood the relevance of a liberal education, but they did lead more fruitful lives in the world at large if the college knew what it was doing and what it was doing was in their best interest. Par- ticular rules stilled certain complaints, but most students ac- cepted them as necessary evils. Alcohol and aspirin defined the dress code: dress or language or attitude that would be considered for "Joe college" manifestations dis- approved of, although students, but demonstrations in support of radical changes in dress would very likely be unknown a few years ago.

A more succinct way of how it used to be serves to highlight current developments. Students no longer assume there is good reason for things as they are. Both on and off campus they are calling the status quo into question. The virtual elimination of parietal rules on many college campuses is one obvious result. Curricular chang- es that are occurring all over the country constitute a much more significant response to student demand for change. The elimination of distribution re- quirements, student designed courses, student representation in academic affairs - all this was unthinkable just a few years ago. Now it is unthinkable that college education should be seen as a self-contained entity, packaged in a four-year container, sealed against other kinds of experience.

As you have gone about the business of effecting change you have reflected attitudes and characteristics for which you deserve admiration. Here are a few things that might be men- tioned:

You are right in objecting to the system set because it has too many values but because it has too few, and those too thin. For this reason the resolution of the conflict is in the hands of all of us, but there is no reason to hope that the education of all us despite its better than tradition, namely, the original and fresh spirit of which tradition takes its tone. It should be condemned for insisting that education concern itself with beauty and how can you come to self- understanding without commitment? Indeed, in there anything other than causes and ideals that can shake you out of your abysmal alienations and help you to find the life of ego-tripping to freedom and justice for the rest of your life.

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by Miriam Zachary

The education department - 'broad experiences' in a liberal dept.

Dean Lauter

Lauter discusses responsibilities of job, housing situations for next year

"We're probably a bunch of lazy existentialists."

Credit: Sid to Dr. Kenneth Sager, Assistant Professor in the Education department who made that remark following another all-College meeting. The education department seems to give in to reform. Lauter explained that the purpose of Psychological Foundations of Education, which he is teaching this term, is to help the student develop a concept of where he is in the educational world and an understanding of the people he will be teaching.

Direct individual experience is another important part of this course. The education department believes in a list of actions with children as soon as possible. Students have a choice of observing classroom situations on any level, or taking part in a one-on-one-type program helping either able or exceptional children.

Lauter discusses responsibilities of job, discipline through the committee on administration. Like, for example, this year, I find that I probably spend a lot of time in recruiting new staff members and things like that, and these are all in the area of general administration, not individual contact with students.

I think we have developed a philosophy that people are the important thing. People are more important than things. There are a lot of big questions for all of us: What is the cleanest program in the state, what is the best program for certification. And, besides that, we're able to use that loan for new construction. We're able to use that loan for new construction.

The 120 students enrolled in the course meet together occasionally for films or lectures, but the major part of the work is done in the twenty smaller groups which meet and where they want, to discuss the books that any student assigned. The instructor sits in on these groups only when invited. The point here is to prevent discussions from becoming "performances" for the teacher. As was written in the summary of the course, let us try to establish an educational structure which expects you as a thinking person to put you in the center of the picture as a learner, and invite you to put your endowment and your skill as a learner to use, in order to become a better learner.

These groups are also invited to take on further research. One group for example is interested in the psychology of college students. Lauter observed that some students nowadays tend to be "people of people" and want this liberal type experience whether they plan to go into teaching or not. This individual program is supplemented by an evening seminar on methods. This approach of discussing and learning about problems in teaching methods as they are encountered is an important feature of the practice teaching experience at Lawrence, and is just catching on at other universities.

The education department knows that it is the so-called "broad and basic" departments of the university, but it would still like the opportunity to sponsor tutorials, possibly in cooperation with other departments. Students would then have the opportunity to search in depth in some particular field or problem of which they are interested, such as the philosophy of art or the psychology of love, or those of interest to no vector whatever.

And yet, although it cannot offer all of the materials, the education department is still probably the most important at Lawrence. It gives the individual free rein to learn as much as he wants about what he wants and about himself.

The education department - 'broad experiences' in a liberal dept.

Dean Lauter

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