The LAWRENTIAN

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Lawrence University, Appleton, Wisconsin
Friday May 7, 1971

Awareness: variations on a theme

Believing that Lawrence students are isolated from the rest of the Appleton community, the Lawrence Symposium Committee, in concert with the Student Events Committee, Lawrence Greats in Scholarship, held a seven-week-long symposium on the contemporary arts in hopes of bringing the campus and community together. The symposium entitled "Awareness: Variations on a Theme" will be held Sunday, May 14 through Saturday, May 20.

Professor and Master Warren Wais will be cataloging in the Arts room this week and all must be available for informal conversation about his work. Master Wais is Chairman of the Department of Visual Art. His "Fame Junior" is the Chestnut Street mural and his work has been exhibited widely in the East.

On Monday, May 17, at 4 p.m., Willard B. Schrock, a distinguished calligrapher and sculptor, will present a lecture-demonstration Wednesday May 18 at 10 a.m. in H. Youngblood.

At 4 p.m. Wednesday William D. Aiken will give a poetry reading and musical presentation in Riverside Lounge based on the theme The New World of Youth. William Aiken was U.S. Olympic poet during the Los Angeles Games. He has been a lyric artist, pacificist, and folk singer.

Interweaving poetry and music, the Cohen will share their impressions of the new international youth culture they found at the Olympic Games. Today's youth, according to Cohen, have passed the "complex" line housing behind traditional boundaries and barriers to form a worldwide culture based on peace and hope. The Cohen also perform poets and Appalachian ballads based on their experience at Alice Lloyd College, Pippa Passes, Kentucky, where Mr. Cohen is Poet-in-Residence and Professor of Humanities.

On Wednesday evening at 8 p.m. Miss DeHirsh will present another chapter of "Calling Recent Years of a Life".

LUCC discusses issues, passes housing resolution

The treasurer's report, results of a questionnaire on LUCC and its relationship to the Lawrence community, and the proposed seven point housing resolution 7-15 were among the issues discussed last weekend at the Nineteenth LUCC meeting. Members from the formal execution of old minutes and the calling of the roll, the meeting got underway with Vice-President Alice Watsky. The Committee on Committees had made recommendations to the current Lawrence University organization, and the motion of service receiving service received $105. $25 was given to Donor Women's Council (LUCO) for procuring more birth control literature; and the Interfraternity Council (IFC) was allocated $80 to rent buses for a planned outing with the children of Kohlen's Woods. Treasurer Neil Yustak reported that total LUCC credits amounted to $104,473.39 of which $4,060 had been spent by the Speech and Debate Committee on the Johnny Winter concert, approximately $566.50 allocated to faculty and student members of the Board of Directors, and $200 to the Lawrence University Council (LUCO) for allocations of funds not subject to faculty and student approval or request.

There were announced interim findings of his ad hoc committee to study the relationship of LUCC to the rest of the Lawrence community (3) that students would ... see LUCC representatives of their own choosing. (3) that students would... be left to be considered at the next meeting of Wednesday, May 18.

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ROLF RARKE, pianist and mime and lecturer, will perform in Saturday's Theatre at 9 p.m. in conjunction with the symposium "Awareness: Variations on a Theme."

Brandenberger to direct computer physics program

A two-year project aimed at developing, testing, and evaluating computer-controlled experimentation in physics majors will begin this summer at Lawrence University.

The National Science Foundation (NSF) and the University will share the cost of carrying out the project, to be directed by Lawrence Assistant Professor of Physics John B. Brandenberger. The NSF has notified Lawrence that it has approved a $22,000 grant for the project. The University will provide an additional $17,000 in funds.

The purpose of the project, according to Brandenberger, will be to develop and test methods useful in teaching online-real time computer-controlled experimentation to undergraduate physics students.

"Increasing numbers of physicists are using online-real time computer controlling systems in their experiments. Students report that a computer interfaced with a physics lab reduces the time they spend setting up equipment and data analysis, and increases the amount of time spent in the lab doing experiments," Brandenberger said. "Yet instruction in methodology for such systems is almost nonexistent at the undergraduate level."

"In an online-real time computing system commonly used in process and inventory control, the computer is connected through terminals such as those of a teletype keyboard so that it can provide information to the operator to stop or start systems almost instantaneously. Introducing an on-line-real-time feature into a "closed loop" controlled experimental setup would make the computer not only instantaneous responsive but would provide it with a role in the experimental setup - adjusting conditions within the experimental framework on the basis of the experimental data it is receiving at any given instant."

"Most institutions which use online-real-time data processing systems in computer-controlled experiments rely on personnel who have received their training by inefficient hand - over - the - shoulder methods," Brandenberger said. "That's why it's important to develop and test methods of teaching computer-controlled methodology to undergraduates such as physicists, chemistry and psychology majors.

At the end of the project, Brandenberger said, a handbook on computer training for physics majors, complete with detailed instructions of experiments conducted during the program, will be distributed to 800 undergraduate physics departments throughout the United States.

FINAL EXAMINATIONS
Term III, 1970-71

Monday, June 7—
A.M.—Classes meeting at 9:00 TTS; also English 45 P.M.—Classes meeting at 1:30 MWF; also University Study Center

Tuesday, June 8—
A.M.—Classes meeting at 11:10 MWF; also Chemistry 32 P.M.—Classes meeting at 2:50 MWF; also Psychology 44, Philosophy 52, Biology 26, History 43, Philosophy 52, Psychology 42, Religion 37, Theatre-Drama 22

Wednesday, June 9—
A.M.—Classes meeting at 9:00 MWF; also English 49 P.M.—Classes meeting at 1:30 MWF; also Psychology 44, Religion 21

Thursday, June 10—
A.M.—Classes meeting at 8:30 TTS; also Philosophy 63, English 89, History 48, Student-Designed 3

A.M. examinations begin at 8:30 P.M. examinations begin at 1:30
Baker colloquium reveals effects of compound stimuli

by Tom Downs

Dr. Thomas W. Baker, associate professor of psychology, lectured at last week's Science Colloquium. The lecture, entitled "Complex Stimuli: Static or Dynamic," dealt with the research Baker has done over the past five years. The research has been centered around studies similar to Baker and Lawrence.

Baker began by identifying three main categories of complex stimuli: simultaneous, sequential, and overlapping. Simultaneous stimuli involve a concurrent presentation of the components, the sequential stimuli a "succession...ordering" of the components, and the overlapping stimuli a concurrent overlapping of the components. Baker and other investigators of compound stimuli have been trying to determine some relationships that will describe and predict the "relative efficacy" of the different components within a particular type of compound.

Three hypotheses have been developed that allow for an explanation of the present comprehensible for the study of various types of compound stimuli. The first is a static hypothesis that attempts to explain the response strength that was exhibited by a particular component within a given type framework. Tests with this framework have yielded contradictory results, but Baker feels that the developmention of a "dynamic model" will explain the "product of the different experimental factors that are used in the different studies." Furthermore, the results of these studies were eliminated by using a design that corresponded closely to the other studies. In the specific case then, the generalization hypothesis is proven to be inaccurate. However it has little predictive value in the dynamic case when the magnitudes of the generalization gradients are not known. Hence it is not complete and must be discarded.

The second hypothesis, known as the configuration hypothesis, is a dynamic model that predicts the "effectiveness of a component shift as a function of condition trials to the compound." This hypothesis states that the components will eventually lose their effectiveness and only the compound remains as the functional hypothesis is good in the sense that it predicts a changing relationship among the components of the stimuli. However Baker recognizes that little if any data that support the hypothesis. The only consistency between the hypothesis and the data is the dynamic relationship among the components. The hypothesis does not completely predict the way in which the change will take place, it only states that the component strength will change. Finally, data gathered under this hypothesis have been found to be, in part, a function of the experimental design that was employed, and not completely a function of the configuration model.

Third is the information hypothesis, a static model that states that the first component of an overlapping compound is the "...reliable predictor of further events..." whereas the second component is completely redundant. This model has also been shown to be inaccurate, because it cannot handle the overlapping compound strength. Again, data generated with regard to this hypothesis proved to be a partial result of the total stimuli. The line of experimental design employed. Thus the three prevailing compound stimuli hypotheses of the late 1960's have been shown in some way to be inaccurate or insufficient.

In recent months Baker has worked with the problems encountered by the three hypotheses. More specifically, he has dealt with the problem of the similarity between overlapping and sequential compounds. The major task was to eliminate the functional dependence of data upon design. To do this he used one sequential and two overlapping compounds that were employed in a between and within subjects design. Furthermore, there was a complete counterbalancing in the modality of the stimulus components and its order in the compound, and with respect to the testing order of the components.

The results of the experiment indicated that there are compound dynamics within compound stimuli. Given these results, Baker has developed a model that predicts the subject's performance given the presentations of either component. The model...assumes that at the time of the test the compound stimulus has a secondary reinforcement strength which we shall call X. In a two component compound, each component can be expressed in terms of its distance from X. The function of the model is to predict the values of each component in terms of its distance from the compound. These values are in turn used to predict the magnitude of the secondary reinforce ment that exists using a particular reinforcement schedule. By applying the data Baker has obtained to the model, he concludes that only a dynamic model can be employed in conceptualizing the component within compound stimuli. Furthermore, there seem to be some common relationships within the compound. Hence the main objection then is to determine the shifting pattern of component strength across training. Baker's model predicts that in each two component compound which has been paired with impulsive reinforcement, the component strength should produce an alternating performance order as a function of training level. That is, the response strength of the components will vary directly with the amount of training. This is because the formation of a compound at any point in time is dependent upon the...changing gradients of generalization held within the compound itself and with respect to the test situation and finally to the inception of sequence conditioning following complete differentiations of the components.

This very briefly is Baker's model. Only time and much experimentation will prove him right or wrong.

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To: The Editor:

Well, let’s see. What can I think about this time? The food service (they ought to at least say sorry instead of how-late) when you make meatballs; the phone system (it took 15 minutes to get an outside line and then I lost the audio portion of the transmission); sensitivity groups sensitive to everything but the fact that they can be heard a block away from the Sage study lounge; always there, and therefore certainly here next door! Now: That might be construed as constructive bitching, and heaven knows I want to avoid that if at all possible. So what shall I choose as my subject this time? Why not something hopelessly beyond the reach of criticism—LUC. Now, Jim Stiller didn’t ask me what I thought of LUC. If he had, I wouldn’t have called it worthless, or anything of the kind. I probably would have him with the following question of mine, and await for his answers.

1. What exactly has Walter North done for us, and where does he go from here? a. setting and number b. something, not sure what, and future answer e. why ask me. I didn’t vote for him d. prepared for a free U. course on an “constructive criticisms” for fun and profit

What kind of issues does LUC conduct on, and which does it invariably table?
a. pass/di/dish/important b. something/didn’t/who/students/committees/themselves/does/1. What exactly has Walter North done for us, and where
does he go from here? a. setting and number b. something, not sure what, and futurotherwise rational men.

Letters...

To the Editor:

Let us pay tribute to the most overworked and underappreciated figure on campus. I refer to our dear Dean. The Dean (Mr. Green on December to dinnertime) is not, as most of you seem to think, a kind of academic policeman. True, he does administer discipline sometimes, but more often he administers kindness, understanding and simple human goodness. The days of college policemen are ending, and a new ideal has been born.

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Hey Richard

Hey Peter

why the devil did you say something like

that
why can't you be like other people
and if you're going to dream
not offend anyone
or if you're going to speak say something
that
no one can understand
and lie for the good of everybody
because they can't handle the responsibility
and freedom of knowing
that they don't have it

Hey Richard

Don Brunnquell

BEING ANOTHER ANALYSIS

If you have ever taken the
state, you might have noticed
that each man's personal charac­
ter is a duplicate of another's, a
fact which is being exaggerated
as we become more and more ur­
ban. Although character is not
yet the same in every case, each
of us can be placed under
categories that set us into small
equivalent groups.

I myself have been subjected
various members of these
groups, more in a dimension of
fiction than in life, and all I can
say is I am glad that I am a
product of a unique and rare
series of personality.

Take, for example, Wormtongue,
who I have the sub-pleas­
ure of knowing personally. This
animal is one of the best mem­
bers of his species, but the better
ones would be quite worse, and
I would have to do much more
than bite a bullet to relieve the
pain. Often I have been tempted
to smile him with my staff as
he passes by. He is a creature of
great baseness and banality, you
see him on the street each day,
cartwheeling about. He is so igno­
orant, that he does not even see
the huge eagle on top of the ski

lift across the street, although
I have pointed him out many
times. Nor does he hear the poem

that the eagle shouts every eight
balls.

"Life calls at every moment,
you know,
Closed your door,
Passed to King four.
The rivers of Murder are now
all above.
The ships are at sea.
Knights to queen. Bishop three.

Hey Richard

Hey Richard

Dan Brunquell

Not that you will care, or should

That you were a cold water
falling green into a glen

tended only by sugar trees
making maple shade for
pools and downy mosses, when
your water gushing granite
made my body feel slippery like
a miracle.

DAVID JONES

May 1

Walking alone under the blue
moon,
leaving the shore so soon
after coming down,
taking a walk downtown,
under the spring rain,
crossing the street and watching
the cars go by,
seeing the white light flash
and hearing the street's cry.
Eyes are empty
but it's from the night before;
leaving now to go out the open
door...

stopping to kick the bloodstains
on the floor.

Saturday.
The evening's empty bottles clink
picks up the garbage,
and helps itself once more.

Joseph Bruce

---Photographs by Bruce Ehrenhaft

Joe Bruce

CANDLES
Modern institutions caught between lovers and critics

by John W. Gardner

(Mr. Gardner has served as President of the Carnegie Corpor-
ation of New York, as Secretary of Health, Education, and Welfare, as Chairman of the National Urban Coalition, and is presently Chairman of Common Cause. He is the author of the books Excellence, Self-Renewal, New York Values, and The Recovery of Confidence.)

In the seventeenth and eighteenth centuries increasing numbers of people began to believe that man could determine their own fate, shape their own institutions, and gain command of the social forces that buffered them. Before then, from the beginning, man had believed that all the major features of their lives were determined by immemorial custom or fate or the will of God. It was one of the Copernican turns of history that brought man gradually over two or three centuries to the first conviction that he could have a hand in shaping his institutions. No one really knows the ingredients that went into the change, but we can identify some major elements. One was the emergence of the scientific revolution, a way of thinking that sought objectively identifiable cause and effect relationships. People trained in that way of thinking about the physical world were bound to see, that is, think of, the social world, too, in terms of causes and effects. And with that the discovery came, inevitably, the idea that one could manipulate the cause to alter the effect. At the same time people became less and less inclined to explain their daily lives and institutions in terms of God's will. And that trend has continued throughout the 20th day. Less and less do men suppose, even those who believe devoutly in a Supreme Being, that God rules himself with the hand to-day microadministration of the world.

While all of this was happening, new modes of transportation and communication were breaking down parochial attitudes all over the world. Men discovered that human institutions and customs varied enormously from one society to the next. It became increasingly difficult to think of man's own institutions as unalterable and increasingly easy to conceive of a society in which men consciously shaped their institutions and customs.

The result is that today any bright high school student can discourse on social forces and institutional change. A few centuries ago, even for learned men, such matters were given, ordained, not subject to analysis, fixed in the great design of things.

Up to a point the new views were immensely exhilarating. In the writings of our founding fathers, for example, one encounters a mood approaching exaltation as they proceeded to shape a new nation. But one recent another consequence has become apparent: the new views place in unforeseeable burden—on the social structures that man has evolved over the centuries. These structures have become the sole target and receptacle for all man's hope and hostility. He has replaced his fervent prayer to God with a shrill cry of anger against his own institutions. I claim no special insight into the unknowable Deity, but He must be chuckling.

Men can tolerate extraordinary hardship if they think it is an unalterable part of life's travail, but an administered frustration—unjustified by religion or custom or deeply rooted values—is more than the脾气 can bear. So increasingly men rage at all kinds of institutions, here and around the world. Most of them have no clear vision of the kind of world they want to build; they only know they don't want the kind of world they have. Twentieth-century institutions are caught in a savage crossfire between ascetic lovers and unbelieving critics. On the one side, those who love their institutions tend to shrug off the other side, those who hate them, as a world without life-giving criticism. On the other side, there arises a breed of critics without love, skilled in demolition but unversed in the arts by which human institutions are nurtured and strengthened and made to flourish. Between the two, the institutions can perish.

Where human institutions are concerned, love without criticism brings stagnation, and criticism without love brings destruction. The wiser the pace of change, the more lovingly must men care for and criticize their institutions to keep them intact through the turbulent passages.

In short, men must be discriminating lovers, of their society, knowing exactly and precisely what it is about the society that shapes or limits them and therefore needs modification. And they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and making those that do not.

To fit themselves for such tasks, they must be serious, first, about getting in and around their institutions, and second, about understanding and accepting their institutions as they proceed to shape them. If men are to love and criticize their institutions, they must be able to see them as the society wants them to see them and make them more free. To fit themselves for such tasks, they must be serious about understanding and accepting the world they want to build; they only know they don't want the kind of world they have.
Trackmen Run at Beloit by Steve Swols

While the Vikings runners could only manage places in six relay fields events men came through with first and second places in Saturday's Beloit Relays.

The performance of Jack Jones, Francis Campbell, Andy Lawrence's only double placer. His jumps earned him a third count for Lawrence's only points.

Kalnow and Dennis Quinlan ran Saturday's Beloit Relays.

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Surfeit of mediocrity?

New book studies higher education; Cambridge prov reviews our colleges

The gravest current threat to American higher education is the breakdown of consensus on academic goals, in the view of Sir Eric Ashby, master of Clare College, Cambridge University. In an essay for the Carnegie Commission on Higher Education, Sir Eric warns that the repression of freedom of thought is a likely result of continued campus controversy over function.

"To say there is no consensus on the goals of higher education in the United States is understatement," he writes in Any Person, Any Study (McGraw-Hill Book Company). "There is dangerous discord.

"Faculty and students who support the supremacy of reason are caught between the New Left's reification of the moral code and society, and a logistical fundamentalist interpretation of the code by the Right, he says. American universities are in a peculiar vacuum where there is no agreement as to their goals, rights, and responsibilities, having involved themselves more intimately in serving society than their counterparts elsewhere. Sir Eric believes that they have assumed more functions than they have the strength to discharge. The task that he so often, more severe. "The teaching load is no longer to be inversely proportionate to their distinction, and whose distinction is measured by the possession of a Ph.D., and the continued publication of what are deemed original contributions to knowledge.

"If we do not have a unique factor eliminating it, a stream of frustrated aspirations will run through the whole system." Two-year colleges will strive to do para-academic work, four-year colleges will wish to set up graduate programs. And, at the pinnacle, a few world famous institutions will be committed to the costly obligation of preserving their supremacy, but Sir Eric says that higher education may not remain on its present course. He sees three other possibilities:

1. A moratorium on expansion, by replacing the socio-economic barriers with barriers of merit and motivation. If this happened, massive funds might be put into raising the level of secondary education continued either at school or in community colleges.
2. Another outcome, favored by the New Left, might be a successful disruption of the system and its replacement by something quite different (what, nobody knows).
3. A final outcome might be to identify the dangerous features in the degenerate program and to eliminate these systematically by slow evolutionary change. The radicalists forget that this is the way they evolved from the ape.

A partial moratorium on expansion along current lines may come from the students themselves, suggests Sir Eric. "A growing number of students request the postponement of 'adult responsibilities, rights, and perspectives.' They do not wish to be initiated into a world whose values they do not respect. They do not wish to be given a professional training which equips them (as some put it) to be 'exploited by industry or government.'

One way to change the pattern, he adds, would be to spread out higher education through the working life of citizens.

In Any Person, Any Study, Sir Eric comments briefly on the entire gamut of higher education in the U.S.

College Entrance Form—1975 Vintage

What follows is a model college entrance form secured for us by Miss Elizabeth Kristol, a student of Third Century Cabala at Nightingale-Bertrand School in New York City. She informs us that according to her, the format of this form will be standard by 1975.

Note: To those of you who have gone to progressive grammar and high schools, please have a friend or parent fill out this form as you dictate. Thank you.

I. Name ____________________________________________
II. Address __________________________________________
III. Telephone ____________________________
IV. Please check the following books read in the past year
   A. How to overrun the Establishment and Remain Callous-free
   B. Organic foods and their place in today's world
   C. Love and hate in today's society
   D. The comparison of the Gungah religion of ancient Peru to the commercial religions in today's society
   E. The Red Caboose
   F. Relevance, by U.R. Dumm I "T
   G. Force and its crucial place on today's campuses
V. Please check the following books read in the past year
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   F. Relevance, by U.R. Dumm I "T
   G. Force and its crucial place on today's campuses
VI. Why do you want to go to this college? (Circle one)
   A. To achieve spiritual fulfillment and enlightenment
   B. To find out who I really am
   C. Holing
   D. To beat the draft

VII. When you get out of this rut, what are you going to do? (reform, repent, etc.)
   A. Burning
   B. Loving
   C. Writing
   D. Force
   E. Burning
   F. Mother's Job
   G. Father's Job
   H. Other
   I. Unemployed
   J. To defraud the public
   K. To enroll in Buddhist monastery
   L. I don't know
   M. To write a best-seller
   N. I can't think of anything that interests me
   O. To invent something
   P. The universe
   Q. The purpose of life
   R. I don't know
   S. I am a militant
   T. I am a non-militant
   U. I am a member of the Communist party
   V. I am a Republican
   W. I am a Democrat
   X. I am a Quakery
   Y. I am a member of the Socialist party
   Z. I am a member of the Green party
   AA. I am a member of the Nones
   BB. I am a member of the Religious Society of Friends
   CC. I am a member of the Church of Jesus Christ of Latter Day Saints
   DD. I am a member of the Church of God
   EE. I am a member of the Church of the Nazarenes
   FF. I am a member of the Church of the Nazarenes
   GG. I am a member of the Church of the Nazarenes
   HH. I am a member of the Church of the Nazarenes
   II. I am a member of the Church of the Nazarenes
   JJ. I am a member of the Church of the Nazarenes
   KK. I am a member of the Church of the Nazarenes
   LL. I am a member of the Church of the Nazarenes
   MM. I am a member of the Church of the Nazarenes
   NN. I am a member of the Church of the Nazarenes
   OO. I am a member of the Church of the Nazarenes
   PP. I am a member of the Church of the Nazarenes
   QQ. I am a member of the Church of the Nazarenes
   RR. I am a member of the Church of the Nazarenes
   SS. I am a member of the Church of the Nazarenes
   TT. I am a member of the Church of the Nazarenes
   UU. I am a member of the Church of the Nazarenes
  VV. I am a member of the Church of the Nazarenes
   WW. I am a member of the Church of the Nazarenes
   XX. I am a member of the Church of the Nazarenes
   YY. I am a member of the Church of the Nazarenes
   ZZ. I am a member of the Church of the Nazarenes
   AAA. I am a member of the Church of the Nazarenes
   BBB. I am a member of the Church of the Nazarenes
   CCC. I am a member of the Church of the Nazarenes
   DDD. I am a member of the Church of the Nazarenes
   EEE. I am a member of the Church of the Nazarenes
   FFF. I am a member of the Church of the Nazarenes

The Alternative February, 1971
Environmental Study Grant given by Kellogg Foundation

Lawrence University's Environmental Studies Program will be enriched substantially as the result of a $5,000 grant from the W. K. Kellogg Foundation of Battle Creek, Mich.

The Foundation has announced that it has approved a commitment of $5,000 to Lawrence under the Foundation's College Resources for Environmental Studies Program. Funds from the grant are to be used over the next three years for the purchase of instructional resources for the library or classroom which will lead to a better teaching and understanding of all facets of environmental problems, economic and social as well as scientific and technical.

Lawrence, after a year-long study by its own Environmental Task Force, will add a number of environmental studies programs into its curriculum during the 1972-73 academic year.

In accepting the grant from the Kellogg Foundation, University President. Thomas L. Smith said the gift in "greatly needed and greatly appreciated."

Dr. Robert Kinsinger, Kellogg Foundation vice president, explained that the grant to Lawrence University is one of approximately 200 similar grants being made to small, private liberal arts colleges throughout the United States as part of the Foundation's continuing support for activities aimed at finding solutions to environmental problems throughout the nation.

"The realization that man is faced with unprecedented crises precipitated by rapid and profuse population growth, environmental deterioration and depletion of the planet's resources has evolved a growing concern. The Foundation believes that the nation's small, private liberal arts colleges can make a substantial contribution toward solving these problems by incorporating their programs to environmental studies."

Lawrence's Environmental Task Force during the past year has planned and devised a number of programs in the area of environmental studies, primarily for freshmen, which will examine the environment through the trained perspectives of a biologist, an economist, a political scientist and a humanities student. The first term of the program will be devoted to reading and lectures. The second term will be devoted to faculty-student research on a broad environmental problem of regional significance.

In addition, other courses touching as nearly as possible on all branches of environmental knowledge, geology, ecology, economics and biology departments. The instructional resources to be purchased under the grant over the next three years will be selected by the Environmental Task Force, in accordance with a stipulation that materials be selected by a committee broadly representative of the faculty, including the natural sciences, the social sciences, humanities and education.

The committee will meet regularly to evaluate materials suggested by both faculty and students.

Committee members include: James Doms, associate professor of economics; Eugene Davis, assistant professor of mathematics; Peter Frittsen, assistant professor of chemistry; Donald Mason, associate professor of anthropology; Barbara Smith, assistant professor of government; John Grimes, associate professor of geology; Donald North, assistant professor of history; test students, and Donnie Hibbs, newly appointed university librarian.

LUCU urges faculty to implement proposals to recruit Black faculty by Jon Mook

Resolutions concerning Black faculty, departmental comprehensive examinations and entrance requirements were the major subjects of discussion at the Wednesday's LUCU meeting.

Walter North, LUCU president, also announced that President Thomas S. Smith had signed the LUCU legislation concerning the implementation of off-campus housing.

"Black faculty resolution, which will also be discussed at today's faculty meeting, "urges the faculty to accept the proposals outlined in Mr. Ronald Grimes' position paper entitled "Black Faculty at Lawrence."

Walter North, who introduced the proposal, remarked that it places an active burden on departments to hire Black faculty members. William A. Chaney, professor of history, while agreeing with the general concept of the proposal, said that it "requires more discussion." He added that a person with superior qualifications should not be hired because he is white and questioned the "implications for the academic quality of a field."

Chaney suggested that the proposal be considered in a more analytical manner and added, "we're equipped to discuss it at a faculty meeting."

The resolution, however, was passed with 12 in favor, none opposed, and two abstentions. One reason for the large number of abstentions was that several LUCU members had not read Grimes' position paper.

A proposal presented a resolution urging the faculty, "to examine their comprehensive programs and offer alternatives in departmental examination. Alternatives might include the possibility of independent study, a senior seminar, and a course leading to the comprehensive or oral examinations."

Dean Charles F. Lauter called the proposal a "needless resolution," since a number of departments are already changing the form of their exams. Chaney described the resolution as a "load- ed proposal" and "anti-departmental exams."

The alternatives, suggested, according to him, "don't do the same things as departmental exams."

Cheney focused on the value of comprehensive examinations. Both Paul Vasiliev and Mari

2. Fraternities will be responsible for recruiting enough members to fill the beds in its house, in a plan set up by the Dean's office.

3. Fraternity and house members or volunteers independent of the Board of Trustees or the university question," and not the "responsibility of the fraternity."

4. If, after six months, resolution No. 2 remains unfilled, the fraternity must renegotiate its contract with the university or it will be recommended that the Board of Trustees revoke its charter.

Marvin W. Hesla, vice-president in charge of business affairs, remarked that his problems raised by St. Paul's proposal were "real ones" and admitted that "we don't have the answers."

He mentioned that under the present contracts with the fraternity, the resolution would provide only two fraternity members from maintaining their residence in the fraternity house, in a plan set up by the Dean's office.

Marvin W. Hesla, vice-president in charge of business affairs, remarked that proposals of St. Paul's were "real ones" and admitted that "we don't have the answers." He mentioned that under the present contracts with the fraternities, the resolution would provide only two fraternity members from maintaining their residence in the fraternity house, in a plan set up by the Dean's office.

Cheney remarked that the present proposals were "a definite step in the right direction." By forcing fraternity houses to support themselves, it will bring the issue to a head, he said.

He partly the university's fault that the fraternities can not always fill their quota, remarked John Mueller. According to him, university policy has pres-
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