At a meeting of the Sociology department and interested students on February 7, it was announced that a new major in sociology has been established at Lawrence. The decision was long in coming but was met with great approval by both students and faculty.

Prior to the announcement, no Lawrence student could graduate as a sociology major, although a formal program in sociology was formed two years ago with the hiring of Parker G. Marden as chairman of the new department. Marden began developing the program along with teaching its first set of courses. This year, Profs. Hodgson and Muse have also taught courses in sociology, and the department is now in the process of recruiting new instructors to fill two openings in the program.

The first courses to be offered in the sociology department had large enrollments, indicating high student interest. Eight courses are presently being offered and plans for expansion are under way; an additional seven to be added next year. The department plans to offer a large number of introductory courses and a considerably smaller number of advanced courses. A majority of the upper level courses will be seminars.

The reason a sociology department has only lately been established, explains Mr. Marden, is that the university decided to discontinue the small sociology program it had before the late 1940's and emphasize course offerings in anthropology. The decision was a favorable one at the time, but was no longer found appropriate, when the needs of the university were assessed in the late 1960's. Student and faculty interest had grown, and it was consequently decided to form a sociology department once again. Originally, the courses taught at Lawrence were descriptive, but are now of a more analytical nature. Sociology, claims Marden, is still a young discipline, but it will be a different kind of major which can offer very much to the student.
MARY MORTON
June 7, 1924 - Feb. 24, 1974
Editor's Note: Mary Morton, the University's Dean of Women for a period of 16 years ending in June of 1972 and a Lawrence graduate, died last Sunday morning at the age of 67.

As an extraordinary person and friend, Miss Morton touched the lives of a great number of Lawrence students and faculty, in a variety of different ways. The Lawrence staff, and those who knew her feel that the following citation, presented by her President Smith at the 1972 Commencement Exercises and written by a close friend, best describes the person she was, and aptly serves as a final tribute.

"Mary Morton, that you should retire in due course and at the proper age from the office of Dean of Women in a liberal arts college of the late 20th century testifies to your resilience, your love for your college, and your faith in young women.

You are the daughter of parents whose experience with pioneer America was immediate and real. Independent, idealistic, competitive, you set out to make your mark at Lawrence during the pivotal early days of Henry Wriston's presidency. Your career has taken you from a sampling of teaching in high school, professional work in Girl Scouting, a Master's degree in student personnel, a tour of duty with the United States Coast Guard, a varied experience in college administration, and back to Lawrence as its wise and dedicated Dean of Women. Part of your wisdom derives from your love for and knowledge of the out-of-school experiences you gladly share with others.

You returned to the college from which you graduated, and now you retire from a university whose traditions have been deeply cherished. Patiently you have endured back-to-back meetings, impatiently you have waited for vague arguments, courageously you have accepted final commitments to new ways. Above all, you have enthusiastically led the women of Downer College to accept the challenges inherent in a liberal education.

TERM M-197 4-EXAM SCHEDULE

Wednesday, March 13
1:30 P.M. -  3:30 MWF
3:50 P.M. -  5:50 MWF

Thursday, March 14
8:30 A.M. -  10:30 MWF
1:30 P.M. -  3:30 MWF

Friday, March 15
1:30 P.M. -  3:30 MWF

Saturday, March 16
1:30 P.M. -  3:30 MWF

Wednesday, March 20
1:30 P.M. -  3:30 MWF

Sociology Candidates

The Department of Sociology cordially invites you to participate in a series of lecture seminars during the coming week. Because Mr. Arney has decided to accept a position at the Dartmouth or Harvard School of Public Health, three additional candidates will visit the campus next week. Their public presentations will be held on the following schedule:

Mr. Paul Riedesel, Ph.D candidate at the University of British Columbia, will speak on "The Consequences of Housing Discrimination" in Main Hall 235 at 12:30 p.m. on Tuesday and Thursday evenings. Mr. Riedesel will be the guest of the department and will be available for questions after his talk. The department hopes to attract a large audience to this event.

The department also plans to host a reception for Mr. Riedesel following his talk. The reception will be held in the department's faculty lounge from 5:00 to 6:00 p.m., on Wednesday, March 20. The reception is open to all members of the Lawrence community.

The department wishes to thank Mr. Riedesel for his participation in the seminar series and looks forward to an informative afternoon.
Lawrentian 1 March, 1974

Letters to the Editors

To the Editors:

Last Monday in the 5th district of Michigan Richard Van- derwerven won the special election that was held to fill the vacancy caused by Gerald Ford's acceptance of the Vice Presidency. By doing so he became the first Democrat to be sent to Congress by that district in more than sixty years.

Of course the first thing this phenomenal occurrence brings to mind is the question, in this a direct consequence of Watergate and will then be the pattern that prevails in the upcoming Congressional races to be held later this year? It is fairly safe to say, I think, that the answer to both parts of this question is no.

The interesting question that is in turn brought up by the previous question is, are the 1974 GOP Congressional candidates in Washington answering this question the same way I am, and if so, what will be their solution for solving the problem? In essence what this question asks is how loyal is the President with the heterodox sympathetic Congressmen be when their own political interests are at stake- or in short, what kind of fiber is the Republican party made of?

It will be interesting to see how these questions are answered.

—Name withheld upon request

Reply on Housing

by Beth Johnson and Mike Hewes

The main topic at the LUCC meeting on Monday, March 13, will be the new housing assignment procedure.

The LUCC legislation that is pending would set up a system for the Director of Housing to follow when assigning rooms, each spring, and set some guidelines as to what the University's responsibilities are.

There has been much discussion about the new housing assignment system and, hopefully most of you questions have been answered this past week through meetings which the housing committee held.

We will attempt to answer the major questions that were asked, in the Lawrentian editorial "Housing Solution!" last week.

1.) Everyone's situation will be improved next year, which includes the sophomores. Two major improvements that were made are: first, everyone who goes through room choosing in the spring will get a room before he or she leaves for summer vacation; and secondly, there will be no bungling, as no one who is assigned a room can change it. We will write a move because someone else shows up. Also, in mid-spring rooms won't be taken away from upperclassmen because the school decides to accept some

more freshmen.

It is true that under this system, sophomores will still get the rooms that are left, but we feel this system will better suit everyone housing over all four years.

The problem of people camping outside Mr. Haynes office need not come up. The system, as proposed, will have only 20 to 40 people eligible to pick rooms any other day, and instead of having 2 minutes to choose your room. This will give you a chance to weigh the options open to you and pick what you feel is best for you.

2.) It is true that this year's sophomores (next year's juniors) were usually placed in bad rooms and probably won't want to stay in their rooms, but that is only this year. In further years, the sophomores and for that matter, all classes can choose their room with the future in mind, instead of having 2 minutes to choose your room. This will give you a chance to weigh the options open to you and pick what you feel is best for you.

3.) This new system would make the possibility of being near your friends a certainty rather than a chance occurrence as under the lottery. Since groups of friends could come to the Housing office in a group, and in their group's rooms one right after the other, friends could pick rooms next to each other and not have anyone picking between them and taking the room one of their friends wanted.

4.) Students in off-campus programs haven't been forgotten, but the new system doesn't fit people who are returning into open spaces so to "bump" people out of a room to accommodate a returning student.

5.) It is true that this plan takes six weeks to complete, but also everyone is only involved for one day. The reason it is spread over a longer period of time is because we want to decrease the number of people that are handled each day to allow students to take their pick and choose their room, instead of having 2 minutes to choose your room. This will give you a chance to weigh the options open to you and pick what you feel is best for you.

It is true that this year's sophomores (next year's juniors) were usually placed in bad rooms and probably won't want to stay in their rooms, but that is only this year. In further years, the sophomores and for that matter, all classes can choose their room with the future in mind, instead of having 2 minutes to choose your room. This will give you a chance to weigh the options open to you and pick what you feel is best for you.

SAM McCREODY, co-captain of the 72' Viking football team in the Letterman's Club "Athlete of the Week." Sam has been a topper performer in Football, Basketball, and Baseball at various times during his four years at Lawrence.

Sam's athletic career began at Wayland Academy in Beaver Dam, Wisconsin. A star in three sports at Wayland, he was captain of the basketball team and honored as an All-Conference selection. Sam was a standout

Athlete of the Week
Sam McCreody

on and off the field in high school and he received the Alumni Award in his senior year in recognition of his total contribution.

Sam continued to excel in athletics when he arrived at Lawrence. He's played for the Viking's basketball team for two years, football team for three years, and baseball team for four years. Sam was instrumental, both on and off the field, in leading Lawrence to a respectable 4-4 record on the football field this year. The team recognized Sam's enthusiasm and playing ability by electing him recipient of both the Team Sport Award and the Most Valuable Lineman Award. Sam is an English major and also handles the duties of Business Manager for the Lawrentian.

He feels that sports were a good means of enhancing his education at Lawrence and reflects that, "This years football season was the most personal I had experienced in the last four years." Sam and the rest of the Viking baseball team are preparing for the upcoming season which begins with their "Southern Trip" on March 13.

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CLASSIC FOREIGN FILM STUDIES

MAR 4 - THE SOFT EYES (France) France. Done with perfect simplicity and elegance ... Disinhibition of middle-class marriage.

MAR 11 - MONIKA (Sweden) Ingmar Bergman, Dir., Sweden. For the intellectual modern man in search, the answer is complex.

MAR. 18 - STREET OF SHAME Kenji Mizoguchi, Dir., Japan. Indictment of a society that exploits and destroys women.


APR. 1 - UN CHIEN ANDALOU (Luis Bunuel and Salvador Dali, Dir.) France. Dream imagery, attack on dominant avant garde, surrealistic movement in arts.

THE CABINET OF DOCTOR CALIGARI Robert Wiene, Dir., Germany. Classic protest, prophetic German film on exploitation and love.


APR. 15 - PANDORA'S BOX G.W. Pabst, Dir., Germany. Pabst is best at appreciating the female in- tellect and emotions to create a truly magnetic being.


APR. 29 - THE SEVENTH SEAL Ingmar Bergman, and Sweden. Prime example of all time Problems of all faith, destiny, good evil.

MAY 6 - WILD STRAWBERRIES Ingmar Bergman, Dir., Sweden. Many awards. Aging Dr. recalls memories revealing his depths, done with delicacy and compassion.

MAY 13 - VIRGIN SPRING Ingmar Bergman, Dir., Sweden. Academy award winner. A fun and valuable of any that I've competed in at Lawrence." Sam and the rest of the Viking baseball team are preparing for the upcoming season which begins with their "Southern Trip" on March 13.

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UNFORTUNATELY for Eric Buccher, our survey's show that more people on campus read the Lawrentian than read the New York Times. (photo by James Bunker)
Guest Poet Noll Appears at LU

By Lisa Weiss

Bob Noll described his history for the ongoing book of poetry as "bourgeois, materialistic, well-to-do," with a dash of "silly." Noll, a professor of English and poet-in-residence at Beloit College, read his poetry to an audience of roughly forty people Wednesday night at the coffeehouse.

"I have been much pained by the charge of 'Hopeless domesticity,'" Noll read from one of the poems in his new book, "The House." The ten poems read ranged from an intensely personal poem about divorce to "The Live," a description of storage places in a person's home.

According to the poet, the Christmas poems that recently appeared in the New Yorker had been a bad year, "I have a superstition not to send poems; I need five. I had five but didn't like this one. I sent it to the New Yorker anyway." Noll said. The magazine rejected all but the one he didn't like.

The rest of the poems dealt with domestic life, or "a monument to unnecessary materials," as Noll termed them. To extract himself from the charge of "Hopeless domesticity," Noll read three poems from his second book, "The Feast." A member of the Society of Friends, the poet included "Quaker Here Burning," the subject of the poem was Norman Morrison, a Quaker who burned himself in protest of the Vietnam war.

The last three poems were taken from Noll's first book, "The Center of the Circle." One of the poems, "Martinis at the Schoen's," was written for Professor of English Ben Schneider and his wife when they and the Nolls were together in New Hampshire once summer. "Song in a Winter Night," was based on a landscape painting. Noll, a graduate of Princeton University, received his master's degree from Johns Hopkins University and his Ph.D from the University of Colorado. His two books of poetry were published by Barcort, Brice and Ward. Poems have also appeared in The Atlantic, The Saturday Review, The Nation, the Korean Review, The New Yorker, and other major periodicals.
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THE FRONTER MYTH is alive and well in Sage Hall, at least, as evidenced by the number of dudes who sought out our cameras. (photos by James Bunker)

Great Decisions '74
Discuss US Issues

by Joan Doody

Great Decisions '74 is coming to Lawrence. Designed as a series of lectures and discussions on the complex issues concerning the United States today, Great Decisions provides an opportunity for citizens to discuss, with some degree of factual information, American foreign policy and to become more active in the Democratic process.

Great Decisions '74 offers a series of eight lectures, one every Tuesday at 11:45 a.m. in the Gold Room of Downer Center. Each participant pays a registration fee of $20 which covers the cost of luncheon and a 100 page book to be used in preparing for the discussions. This book contains one section for each topic and gives background and impartial analyses of the issues. There are also opinion ballots in the booklet which may be tabulated and sent to Congressional representatives, State leaders, and newspapers.

Great Decisions is designed by the Foreign Policy Association. Founded in 1918, FPA, is a national, nonpartisan, nonprofit organization devoted to world affairs education. Great Decisions '74 series in Wisconsin is sponsored by the Institute of World Affairs of the University of Wisconsin extension and UW-Milwaukee in cooperation with local organizations and extension offices throughout the state.

The discussion leaders for the eight programs are drawn in large part from the Lawrence University faculty and administration. The topics and leaders are as follows:

Cuba and the Panama Canal Zone speaker to be announced March 5.
The Energy Crisis - Professor of Chemistry, Robert Rosenburg March 12.

Great and the Middle East Conflict - Rajat Aulala, a member of the Institute of Paper Chemistry faculty - March 19.
People People - Associate professor of Sociology, Parker G. Marden - April 2.

Registration closed February 6. To obtain more information, call Kathy Isaacson at the University library.

LUTE Needs Applications

Students planning to apply for either of the first two sessions of the Lawrence University Tropical Ecology Program (LUTE) are reminded that complete applications should be handed in to Allen Young, assistant professor of Biology, as soon as possible. If each session is not filled with 12 Lawrence students, then ACM will open the program to students from other ACM colleges. The original intent of the program was to give Lawrence students first choice for enrollment, before admitting additional students from other ACM colleges. The sooner Lawrence students return completed applications for admittance, the better the guarantee to have first choice for admission.

The first session is Term II 1975, the second is Term III. Both sessions will be given in the Central American Republic of Costa Rica. Emphasis will be on population biology, strategies of animal plant interactions, community structure as related to habitat complexity and behavioral ecology. Students interested in applying for either term may obtain application materials from Allen Young's office, Youngchild 258

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Our Analysis

The following editorial is one of the more pretentious undertakings of the Lawrentian staff, as evidenced by its length and its very title. It may be important for us to comment on the foregoing, but reasons that we felt both willing and capable to describe and assess the trends in Lawrence's academic and institutional structure. First, in the course of its many years of involvement with this newspaper, we feel that we have gathered a fair knowledge of this institution. We have interviewed and have talked informally with students, faculty and administrators. We have received a fair share of their comments, criticisms and speculations. We have had, in addition, an ample opportunity for continuing discussion and debate among ourselves. Second, we think that a comprehensive, public overview of this institution is necessary. It is rare when a reasonably intelligent statement on this subject will provide such a statement. We can be assured, at least, that it is being made publicly.

We are presenting this analysis as a vehicle for clarifying our views, being a further vehicle for further discussion. We will welcome any comments or challenges in the interests of further clarification and continuing discussion. We have observed an increasing trend in the faculty toward departmentalization and specialization. This is evidenced both by the behavior of students and that of the faculty. There has been a tendency for students to cooperate their efforts in the framework of a particular department or a particular field of study (natural science, social science, humanities). The elimination of distribution requirements, we feel, has led to a decrease in student sampling of courses in diverse areas of study. While an emphasis on specialization within a particular disciplinary framework may encourage the development of a greater interest in such an area, we feel that students have tended to become overly narrow in their perspectives. This situation, in turn, results in the reiteration of distribution requirements and the encouragement of differing approaches to scholastic fields is not being encouraged.

Too often, students have become prejudiced toward the particular value of the methodology in their field of specialization. Since the student often has little comprehension of other approaches to the same subject, this prejudice is actually the reflection of a narrow viewpoint. If a student is to become truly interested in any particular area, he must have the opportunity to explore it from various aspects. While an emphasis on specialization within a particular discipline may encourage the development of a greater interest in such an area, we feel that students have tended to become overly narrow in their perspectives. This situation, in turn, results in the reiteration of distribution requirements and the encouragement of differing approaches to scholastic fields is not being encouraged.

Similarly, some professors are reluctant to teach introductory courses which emphasize a more general approach to a discipline, preferring to teach courses in an advanced level of their area of specialization. The relative absence of interdisciplinary programs, we feel, is another indication of an unwillingness on the part of the faculty to venture beyond current areas of specialization. Faculty members who express unwillingness to venture into different areas because they may be "out of my field" may be reflecting their own emphasis on specialization. This seeming unwillingness to speculate or discuss problems outside an area of concentration is reflected also by a tendency for faculty members to seek information from others who are an "expert" on the subject. In this way, interaction among students and faculty is limited because of a more giving and receiving information, rather than one of two equal discussions and debating ideas.

One reason for this tendency, if indeed it is accepted as such, is that the strict limits imposed on the size of Lawrence faculty precludes the overlapping of individuals with similar specialties. A faculty member, then, will be unable to discuss a problem of particular interest to him with an individual with similar interests and background. While this factor might tend to encourage a diversification of interests, we suspect that it also serves to inhibit intellectual interchange, on the scholastic level, among faculty.

Examining the faculty in terms of its contribution to institutional development and progress is a rather unsettling task. We can say with assurance that the faculty is perceived by students as a very conservatively oriented and yet with little interest in or loyalty to the institution. We can say with equal assurance that most students have little comprehension of their interests, we suspect that it also serves to inhibit intellectual interchange, on the scholastic level, among faculty.

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President Thomas S. Smith (photo by Deb Halberstadt)

Smith Assesses State of University

by Joseph Bruce

"My best prediction is that Lawrence enrollment will not increase by approximately 1,000," President Thomas S. Smith stated this week. The national economic climate, he continued, and the need for applicants for relatively expensive small liberal arts colleges will be decreasing. "The competition for good students, who can afford to pay $4,000 or more, will increase Lawrence. Hopefully, it will remain attractive enough to get enough applications so that we can fill our freshman classes with approximately 600 to 700 qualified students over the next five years."

Smith responded also to questions on the future of the London Center on the Appleton campus, and the financial position of Lawrence relative to other schools of its size and type. In addition, he commented on the general trends in the education program that he has been developing since his administration began.

"In terms of physical facilities," Smith said, "we will complete the program we have planned under the Lawrence Leadership Fund. This will entail construction on the library, beginning next month and finishing in 1973, and raising enough money to do the inside of Main Hall, beginning in a few years, that the library prices have been increasing since we conceived of these programs is somewhat frightening," he commented. Other goals are to add another floor to Science Hall and add to the Art Center. If the enrollment remains constant, and as long as our thirteen frame houses are suitable for living, he added, "we won't need another dormitory.

Long-range plans for construction include renovating the modes of Brockway Hall for administration purposes. Brockway, then, may eventually house the entire administrative staff. The administration, however, is not unanimous in its approval of this concept.

Although not in the administration's immediate plans, Smith asserted that he would "like to see a larger renovation facility on this side of the river." Work seems to be done in Alexander Gymnasium, since the gym is removed from campus, a renovation facility nearby could be used more easily by students, he asserted.

Expansion north of College Avenue must be classified as "a very long range idea — not even a plan at this stage," according to Smith. An enlarged conservatory and a new dorm would be built only if Lawrence were to grow in size, and this growth is a recent development. This, he asserted, is only a nebulous idea, projecting at least 30 years into the future.

"Lawrence is quite fortunate" in its general financial position, Smith continued, "because it has a nice base of endowment." Roughly half of this endowment is due to the contributions of "the friends of Lawrence over the years and the other half is due to the Lawrence Leadership Fund.

"Currently, we are twelfth among small, private, co-ed liberal arts colleges in the number of dollars of endowment per student. Expanded to include all private schools, Lawrence ranks 26th. The endowment has been producing over $1,000 per student per year," Smith commented. Because of the increase and a new dorm would be built only if Lawrence were to grow in size, and this growth is a recent development. This, he asserted, is only a nebulous idea, projecting at least 30 years into the future.

"There are a number of structural changes and developments have taken place. A major curricular innovation was the removal of distribution requirements. The theory behind this revision, and Smith, was that "students would have more liberal education without specific, explicit course requirements. Student initiative would replace the stimulus for sampling diverse fields of study. But he stated "I don't know if this has happened or not.

Smith explained that next year he will initiate a detailed examination of the transcripts of those students who have completed their education at Lawrence without distribution requirements. This examination indicates that students have not broadened their course distribution, then he will recommend the reinstatement of distribution requirements.

Other structural developments include the inclusion of the Sociology Department, which will reach its full size of three faculty members next year. The recently approved Humanities Program has been added, along with the number of students and independent study will be unique to Lawrence." Smith stated. Lawrence students are presently at a disadvantage with other liberal arts colleges, where faculty and students can explore the cultural offerings of London, particularly in terms of theater and music. Smith added that there is an "informal limit on the number of students who will be allowed on off-campus programs." These programs, he said, provide the benefits of a foreign experience. The recent energy crisis has fostered serious thinking about the advantages and disadvantages of Lawrence's present academic calendar, and, as an outgrowth, the academic curriculum. The Committee on Instruction is undertaking a review of the calendar; the curriculum remains the prerogative of the faculty.

Smith expressed preference for a calendar of two semesters. The first would run until about December 20, while the second would begin about January 20 and end near the end of May. One benefit under this plan, he asserted, is that students would be in a better position to compete for summer jobs. "Lawrence students are presently at a disadvantage," he remarked, "since other schools have much longer breaks. This situation changes when May 15 and June 15. An objection voiced to the semester system is that the faculty would be required to teach more classes. Presently, most faculty members teach six course hours and are expected to give tutorials and independent studies and undertake research. This course load for faculty compares with a load of 12 teaching hours at the undergraduate divisions of many universities, where faculty are not expected to do research. A 13-hour teaching load is the norm at schools in which the faculty is widely devoted to teaching. At the graduate level, a normal load is six hours.

The curriculum in general, Smith said, is "a good one. The economic condition of the school is also good, but he cautioned "the future of every college is uncertain. Some security is offered in the size of the endowment. "The hopes," he concluded, "that the enrollment will increase. But this will depend on the economy of the country, and, importantly, on how many friends Lawrence has."
Our Analysis

The following editorial is one of the more pretentious undertakings of the Lawrence staff, as evidenced by its length and its very title. It may be important for us to com­mend the beginning on one reason that we felt both willing and capable to describe and assess the trends in Lawrence's academic and institutional structure. First, in the course of many terms of involvement with this newspaper, we feel that we have gathered a fair knowledge of this institution. We have interacted and have communicated normally with students, faculty and administrators. We have received a fair share of their complaints and concerns and solutions. We have had, in addition, ample opportunity to continue discussion and debate among ourselves. Second, we think that a comprehensive, public overview of this institution is necessary. It is rare when a reasonably intelligent statement on this university is made in an open forum. Hopefully, this editorial will provide such a statement. We can be assured, at least, that it is being made publicly.

We are presenting this analysis as a vehicle for clarification, but not as a vehicle for further discussion. We will welcome any comments or challenges in the interests of further clarification and continuing discussion. We have observed an increasing trend in the faculty toward specialization and departmentalization and specification. This is evidenced both by the behavior of students and that of the faculty. There has been a tendency for students to concentrate their efforts in the framework of a particular department or a particular field of study (natural science, social science, or humanities). The elimination of distribution requirements, we feel, has led to a decrease in student sampling of courses in diverse areas of study. While an emphasis on specialization within a particular disciplinary framework may encourage the development of a rigorous approach to subject matter, we feel that students have tended to become overly narrow in their perspectives. A broad understanding and appreciation of differing approaches to scholastic fields is not being encouraged.

Two, often, students have become prejudiced toward the particular value of the methodology in their field of emphasis. Since the student often has little comprehension of other approaches, this prejudice is actually only the reflection of a narrowminded approach. If a technique or perspective is considered to be a valuable, if not essential, component of the education ideally available at Lawrence, then serious concern must be given to countering this trend. If student choice and advisory encouragement are in fact encouraging a more narrow approach, then the reinstallation of distribution requirements may be the only alternative available.

The faculty level of the faculty toward specialization toward specification is evidenced in subtle ways. The reluctance exhibited by portions of the faculty to the Freshmen Studies and Humanities Programs can be seen as an indication that effort spent teaching courses within the framework of a discipline is viewed as far outweighing the benefits of teaching in a program aimed toward "integrating" experience. This problem comes to a head when teaching a Freshman Studies course requires a department to drop a course within its structure.

Similarly, some professors are reluctant to teach in courses beyond their own concentration. They may have an overemphasis on a particular approach to a discipline, preferring to teach courses in an advanced level in their own area of interest and specialization. The relative ab­sence of interdisciplinary programs, we feel, is another indication of an adverse effect on the part of the faculty to venture beyond current areas of specification.

Faculty members who express unwillingness to venture into different areas because those may be "out of my field" may also be reflecting their over-emphasis on specialization. This unwillingness to specialize may also indicate that problems outside a common area is concentration reflected also by a tendency for students and faculty members to think in "discipline" from areas who are an "expert" on the subject. In this way, interaction among faculty on academic matters can become one of giving and receiving information, rather than one of two equal discussing and debating ideas.

One reason for this tendency, if indeed it is accepted as such, is that the strict limit imposed on the size of Lawrence faculty precludes the overlapping of individuals with similar specialties. A faculty member, then, will be unable to discuss a problem of particular interest to him with an individual with similar interests and background. While this factor might tend to encourage a diversification of individual abilities, it also serves to inhibit intellectual interchange, on the scholastic level, among faculty.

Examining the faculty in terms of its contribution to institutional development and progress is a rather unsettling task. The idea of this faculty as perceived by students as a very conservative body with little interest in or capability for creative thinking and introspection. We can say with equal assurance that most students have little confidence in the ability of the faculty in this regard. Right or wrong, however, we feel that such impressions are meaningful by their very existence and should be presented openly.

The faculty, in our opinion, has neither shown the willingness to make itself accountable as a positive force for curricular modernization and revision. In terms of the development of new programs, course offerings and teaching methods, the faculty, we think, has been lacking innovative ideas. What influence the faculty has demonstrated has been of a negative quality. It is to say that the faculty becomes mobilized, or self-assertive, when particular programs or decisions are seen to impinge on areas of its purgative. Unfortunately, were it not for these proposals, we suspect that the Lawrence academic structure would see few discussions of specific alternatives and certainly few major revisions.

Ideally, we think the movement for educational experimentation, progress and self-examination should originate from the institution itself. We have heard said that the faculty lacks a group of tenured individuals with professor status who may be said for speaking on behalf of the faculty lacks unity and a focus of leadership or authority if it is unable, is resisted by professors, etc.

We have observed a general attitude on the part of the faculty that it is unable to exert a proportionate influence relative to the administration in academically related areas. A conception has arisen, then, that the decision-making structure of this institution is overly centralized. Some portions of the faculty see this tendency toward centralization as obstructing the development of an influential and creative faculty body. This perception, as we interpret it, on the part of the faculty body is not necessarily negated by an antagonistic relationship relative to the administration.

In saying this we should stress two things. First, we are stating a general perception that we feel has not been sufficiently discussed in a constructive way. Second, we do not believe that the faculty will achieve any real progress in the university if they pursue an attitude of opposition toward the administration. If the faculty is unwilling to accept the limitations of an institution that is directed by the administration, then serious consideration must be given to the possibility of establishing a separate body that would have complete authority over the university. In this way, the faculty can pursue its goals within such an organization without having to deal with these limitations.

We can say with assurance that the faculty is perceived by the students to be a powerful and authoritative body. The faculty has an important role to play in the development of the university, and we believe that it should be more actively involved in the decision-making process. We urge the faculty to take an active role in the university's development, and we believe that it can do so without having to fear retribution from the administration.

On the other hand, those who question the current tenure policy believe that the lack of relative weighting of teaching qualifications and capabilities with scholarship implies a decreased emphasis on teaching ability. While it is relatively easy for a professor to acquire a favorable rating for teaching ability, it is much more difficult to publish articles, without published material, it is difficult to assess favorably a professor's potential for scholarship. The "reasonable" doubt clause in the tenure policy reflects the problem of scholastic evaluation. This results in the intensification of a "publish or be sunk" outlook that would have a serious adverse effect on teaching atmosphere - especially at a small university like Lawrence.

A third criterion, which is often ignored, is the relation of a professor to "institutional development." This aspect of the tenure policy may be seen as a logical extension of the procedures involved in the tenure decision-making process. Those desiring a strong tenure policy believe that, in order to avoid charges of bias in the tenure decision-making process, the professor should be required to make a substantial contribution to the university's development. In this way, the professor would be held responsible for the success of the university, and the tenure decision would be seen as a reflection of the professor's contributions to the university.

In conclusion, we believe that the current tenure policy is a weak and ineffective means of evaluating faculty members. We urge the University to consider a revision of the policy that would result in the selection of a faculty that is more actively involved in the university's development.
Smith Assesses State of University

by Joseph Bruck

"My best prediction is that Lawrence enrollment will grow at approximately 1.6%." President Thomas S. Smith stated this week. The national higher education trend, he continued, and the price of applicants for relatively expensive small liberal arts colleges will be decreasing. "The competition for qualified students, who can afford to pay $4,000 or more, will increase Lawrence, hopefully, will remain attractive enough to get enough applications so that we can fill our freshman classes with approximately 400 to 425 qualified students every year for the next five years."

Smith responded also to questions on the future physical facilities. Based on the Appleton campus and the financial position of Lawrence relative to other schools of his size and type, in addition, he commented on the general trends in the education program that he has been developing since his administration began.

In terms of physical facilities, Smith said, "we will complete the programs we have planned under the Lawrence Leadership Fund. This will total construction so far, the library, beginning next month, and housing. It is looking enough money to do the inside of Main Hall, beginning in a few years."

"However, since we conceived of these programs in somewhat peacetime, I have rather concerns. At the end of the 1977-78 financial year, we will have to ask the legislature for a 25% increase in the operating budget for this academic year. With the student-faculty ratio, and conclude that if it is a good school. But I suspect it really comes down to how many dollars per year they spend per student."

Speaking on Lawrence's general academic structure and goals, Smith expressed the hope that Lawrence will make efforts to continue to attract good students in an age when a liberal education is being viewed as less marketable for careers. This does not mean, however, that Lawrence should branch into vocational fields or in order to attract more students. "Instead, we must justify a liberal arts education not only for learning how to live, but also for making a living."

Since Smith's administration began five years ago, a number of structural changes and developments have taken place. A major curricular innovation was the removal of distribution requirements in 1972. The theory behind this revision, said Smith, was that "students would become more broadly, more liberally educated without specific, explicit course requirements."

Student initiative would provide the stimulus for sampling diverse fields of study. But he stated "I don't know if this has happened or not."

Smith explained that next year he will initiate a detailed examination of the transcripts of those students who have completed their education at Lawrence without distribution requirements. If this examination indicates that students have not broadened their course distribution, then he will recommend the reinstatement of distribution requirements.

Other structural developments include the: (a) The curriculum in general, Smith said, "is a good experience to entering classes, an experience that can be unique to Lawrence." The size of the faculty, Smith continued, is expected to stabilize along with the student enrollment. Faculty changes will be minimal. "The student body is a stable one and the curriculum remains more or less the same."

The curriculum in general, Smith said, "is a good environment as an educational tool. Its isolation has, in part, the cultural offerings of London, particularly in terms of theatre and history."

Smith added that there is an "informal limit on the number of students who will be allowed on off-campus programs. These programs, he said, have been large enough for these limits to be imposed."

The recent energy crisis has fostered serious thinking about the advantages and disadvantages of Lawrence's present academic calendar, and, as an outgrowth, the academic curriculum. The Committee on Instruction is undertaking a review of the calendar; the curriculum remains the prerogative of the faculty.

The other main source of income, he continued, is the endowment. Although the comprehensive fee is under $4,000, Smith commented. Because of the current energy crisis, the losses in the endowment "The hope is," he concluded, "that Lawrence's financial position, Smith continued, "because it has a nice base of endowment." Roughly half of this endowment is the contributions of "the friends of Lawrence over the years and the other half is the "merger with Milwaukee Downer."

"Currently, we are twelfth among small, private, co-ed liberal arts colleges in the number of dollars of endowment per student. Expanded efforts to include all private schools, Lawrence ranks 26th. The endowment has been producing over $1,000 per student per year," Smith commented. Because of the recent energy crisis, he added, along with the Freshman Studies Program, he stated, could not use the local environment as an educational tool. Its isolation would be in a better position to compete for summer jobs."

"Lawrence students are presently at a disadvantaged situation, Smith remarked, since they have not broadened their course distribution, then he will recommend the reinstatement of distribution requirements."

Although financial exigencies affect the status of the faculty, Smith said, "the future of every college is uncertain." Some security is offered in the size of the endowment. "The hope is," he concluded, "that the enrollment will increase. But this will depend on the economy of the country, and, importantly, on how many friends Lawrence has."
The Philosophy Department is recruiting in the areas of natural science and the history of science. The Conservatory is expanding the area of strings, and there is thought of combining aspects of music, art, and theater in a joint Fine Arts major. Innovative programs such as these are formulated by the administration and faculty in order to improve the students' education by providing opportunities for students to apply their knowledge in an interdisciplinary manner.

When asked about the possible removal of Freshmen Studies or Topics of Inquiry from the curriculum, Headrick replied that Freshmen Studies, or some equivalent, is important for the incoming student. Specifically, he believes it is necessary for incoming freshmen to experience "a first term introduction to some kind of semi-disciplinary focus in liberal education." In Headrick's opinion, the "crucially important" aspects of Freshmen Studies is to compel students, preferably in their first term, "to read some reasonably difficult works from cover to cover and write about them in an intelligent way."

The Freshmen Studies format is responsive to changes, but as a whole, Headrick prefers to continue the basic program of Freshmen Studies. On the subject of Topics of Inquiry, Headrick is less optimistic. He stated that the idea behind the Topics of Inquiry program is that "an individual teacher, scholar, would take some area of particular interest, preferably something that he was doing some scholarly work in, and introduce students to the problem and the approach to that kind of scholarly work." However, this goal has not been fully realized. Due to the fact that background knowledge on the students' part is usually necessary for a good understanding of the topic, a majority of the faculty teach their Topics of Inquiry courses at a low level of sophistication.

In Headrick's view, the courses have "seen interest, sort of off-beat courses in particular areas. They've been courses that generally wouldn't be offered in particular departments because they don't fit into the particular disciplinary structure, but which faculty members are interested in teaching."

Headrick said that Topics of Inquiry are not wasteful allocations of faculty time and talent. He would prefer, however, to see more student-faculty interaction at the upperclass level in the form of problem seminars and interdisciplinary programs. At this advanced level, Headrick feels that students "would get the experience that the Topics of Inquiry program is driving at, but recover it when they had the sophistication to appreciate it." At the freshman level, then, Headrick is uncertain of the continuance of Topics of Inquiry.

Headrick expressed concern on the subject of classes which draw low student enrollment. He stated that a "maldistribution" exists in classes where enrollment is too large (30 or over) or too small (under 10). He would rather see more classes of intermediate size (10-30). His reasons for wanting a middle range class enrollment are: 1) students in large classes tend to be educationally "short-changed" due to lack of faculty attention; 2) some faculty members "carry an unequal distribution of the workload;" and 3) in some cases, students in very small classes do not receive the benefits of interaction with other students.

The present structure of the curriculum provides for tutorials and other opportunities for students to work individually and in small groups with the faculty. Headrick is working toward a more evenly distributed class enrollment so that a larger number of students will be able to interact with the faculty.
The way it was meant to be.

Time, patience and care mean good old time flavor. PABST...
The way beer was meant.
Committee’s Role

Howard Explains

Howard explains that the Committee makes recommendations directly to President Smith who then accepts or rejects them. "There is an uncomfortable transition between the recommendations made by the Committee and the recommendations accepted by the President’s staff," said Howard. "This is due to the time factor involved, because they often have more up-to-date information, the final decision is often made on the basis of more current information. For example, small fluctuations in enrollment - as little as 1 percent or 2 percent - would mean a loss of 12 students and over $40,000 in tuition income. Most recommendations were taken in the past." Howard asserted, and most that were not taken were probably better rejected. "It is the President’s perspicacity not to accept the recommendations. The Committee has the authorization to look into any area of the school’s operation it deems necessary. Its biggest advantage is that it allows a number of students and faculty to take a detailed, judicious look at the workings of the institution and allows for student faculty input into the decision-making process. The faculty members are elected by their colleagues and the students are appointed by LUCU. This year’s committee has widened the scope of the Committee recommendations and inquiries into the area of "the quality of the life" at Lawrence. The Committee was concerned with that particular aspect more than the budget and monetary aspects of the school’s operations. "If not slighted," said Howard, it was given less attention than it was in past years. Howard questions whether or not the Committee would be in existence next year; or at least whether or not it will continue in its present form. Unanimous existence and future role is currently being reassessed.

Counseling - The Opinions Vary

In the past year there has been a proposal to merge the Career Placement and Planning Office and the Counseling Center into one organization, the Development Counseling Center. Proposed by Lauter, the DCC would have a personnel specialist, and a counselor in addition to Dr. Olson. The proposal was not adopted because it entailed an additional outlay of twelve thousand dollars. The idea for the DCC arose when it was learned that Marie Deft, director of career placement and planning, would be retiring after this spring. Rather than replace her, Lauter felt that Lawrence needed a personnel specialist who could help students determine not only where they wanted to get a job, but also what they want to do for the rest of their life. Lauter explained in the report submitted to the Academic Planning Committee that too many students decide on their career based on a single course early in their college career which leads to a major in that field. Failure to accept the proposal means that the program isn’t as strong as it might be.

Dean Lauter summed up his views by saying, "Yes. I’d agree with those who say more is needed, but progress has been made. There are budget constraints and other administrative considerations to be considered, too." "You don’t need professional training to counsel," this phrase epitomizes another general opinion about counseling on campus. Lauter is in partial agreement. "There are kinds of services which counselors supply, such as giving out information, advice and suggestions, for what special training is unnecessary. But there are others with serious problems, problems to the point that they become dysfunctional. These people do need professional help.

A third, occasionally voiced opinion is that students should be self-reliant and shouldn’t need this kind of help. This can be labeled the "no mollycoddling" view. Deans Lauter and Sneed simply said they were unable to agree with this approach. It disagrees with all of their training and experience. According to Lauter, "There are people who, with regularity, are unable to function. Others are most often well, but in specific crises become unable to function. They need help."
Leadership Fund Drive Aims At Construction, Development

by Mary Jo Hilbert

The Office of Development and External Affairs operates on a premise stressing the importance of university planning to meet both intermediate and long range objectives that will enable Lawrence to maintain its excellence through the years ahead. Located in Sampson House, the Development Office is staffed by David Meader, vice president for development and external affairs, Calvin H. Stoney, director of development, Ruba Kelsing Schreiber, manager of planned giving and corporate support, Chris Bowser, director of animal giving and Katherine Miller-Benn, 73, and David Mitchell, 71, developmental assistants. Alumni Relations and the Office of Public Relations also fall under Meader's jurisdiction as vice president for development and external affairs.

Concerned with meeting both long and short range financial needs, perhaps the project of the office most familiar to students is the $10 million Lawrence Leadership Fund, Meader's immediate concern at the present time.

"This office," according to Meader, "is painfully aware of the fact that most students are not even aware of our existence, let alone the work we are trying to do for them and the continued success of higher education at Lawrence." Most students, he added, are "unschooled in the area of giving, a renovation of Main Hall, an additional floor for the science building, and expansions for the art center and the Union, don't realize the high costs involved, and that we have to raise new and sufficient funds for new and existing buildings, and are especially ignorant as to where the funds are coming from.

The Lawrence Leadership Fund, the office's primary project at the present time, is a $10 million fund-raising drive that began in November of 1972. The primary goal of the capital drive is a new library, the renovation of Main Hall and expansion of the Art Center and Youngchild Hall, plus ample endowments for each. As of January 15, close to $6 million has been donated by Lawrence and Lawrence alumni, parents, businesses, independent foundations, government funds and others. The LLF drive is scheduled over a three-year period.

In a capital campaign of this type, approximately one half of the funds are generally raised during the first year of operations. Stressing "hard," money not promises, for "specific programs" is the usual approach to this type of campaign, and the LLF is no exception: "We're trying to build up a total development program -- we want to be able to say that this is what you can except to see at Lawrence in the years ahead. That's why we chose to concentrate on specific buildings and advancements, rather than a more general program of giving," Meader explains.

"The library, for example, will cost an estimated $1.7 million to construct. We're after about $2 million of that sum, and we are currently going out to other foundations for support," said Meader. The library has become the priority project for the drive, primarily due to the $1,265,000 gift from the Seely G. Mudd Fund of Los Angeles, announced Dec. 7 of last year by President Smith.

The Mudd Fund illustration of the type of foundation giving upon which a capital drive of this type is often dependent. Meader stressed specific foundation has made grants totaling more than $1 million to 13 other institutions including Carleton and the Harvard Medical School. Foundation grants of this operating he forthcoming from other areas, Meader stated.

"The Mudd gift, and others from nationally recognized foundations, helps to keep Lawrence in the spotlight, perhaps even bringing us to the attention of other such foundations," Meader said, "but increased support from other foundations.

While foundation and government funding are indeed important to the overall attainment of the LLF goals, alumni giving remains by far the most important source of money. With private higher education institutions now competing with industries and commerce in the area of fund-raising programs, alumni loyalty and support of their alma mater and the general public, and that's a field we want to open up.

"Alumni are the people who feel closest to the University, realize what it stands for and should do their utmost to see it continue to thrive," Meader said. "But when people don't feel needed, they don't give at all. We have to do more. We have to make people realize that Lawrence needs and depends on alumni, of every class, for long-range support." "Lawrence, the alumni of every class, give approximately 45 percent of our operating costs and endowment earnings, and that's a figure we have to do more. We have to make people realize that Lawrence needs and depends on alumni, of every class, for long-range support."

The campaign also depends on those who believe in the institution in question. "The alumni who do give are usually the most familiar with the University. They are the people who know the history of the institution and the loyalty and support of their alumni and the general public, and that's a field we want to open up. We want to do all this without compromising our academic standards. We're going to live when other don't. We're always optimistic, we have to be," Meader said. "and we always have a few dreams.

DAVOL MEADER, vice-president for Development and External Affairs (photo by Deb Halberstadt)

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DAVOL MEADER, vice-president for Development and External Affairs (photo by Deb Halberstadt)
Totten Describes Future Aid Picture

by Paul Donnelly

There will be no over-all dollar decline in the financial situation of Lawrence students next year, according to Peter Totten, Director of Financial Aid. Increased jobs and student loans will offset the 7.8 percent increase in tuition and the cut in the financial aid budget.

While the Analytical Studies Committee recommended that the budget be increased by $4,000, the budget was decreased by $11,000 to $668,000. This, coupled with problems resulting from over-estimations in past years, has resulted in several problems.

The classes of ’72, ’73, and ’74, received, as of September 1973, $569,000 in financial aid. Based on past projections, to keep everyone at the same dollar (not percentage) level will require a decrease of approximately $70,000 due to attrition and substantial changes in families’ financial positions. The total estimated budget to keep upper classmen with the same financial aid package left $14,000 for the freshman class. Of that, $86,000 was allocated to fifteen students of the class of ’77 under the stipulation that, during their first year, their total need would be met by loans, and if they stayed another year, their total need would be made up of grants. This leaves $114,000 for the classes of ’76 and ’75, $86,000 less than this year’s Freshman class. The composition of the award package will also be substantially altered.

Class of ’77:
- Total aid: 60 percent
- Grant: 31 percent
- Self-help: 28 percent

Class of ’78:
- Total aid: 56 percent
- Grant: 31 percent
- Self-help: 24 percent

PETER TOTTEN, Director of Financial Aid

No Grill Vending Machines; Colman Kitchens May Close

by Gary J. Richardson

The present situation with the food service was recently discussed with Marvin Wrolstad, Vice President of Business Affairs. He discussed the plans for the reorganization of Colman Dining Hall, and also the situation of the Viking Grill.

In discussing the grill, Wrolstad said that, contrary to rumors, the idea of replacing the grill with vending machines had been totally rejected, with very little consideration being given to this as an alternative. But there is a problem in the operation of the grill. There have been attempts made to keep the prices of foods down, but because of the rise in prices, the grill has been forced to raise its prices.

Some other factors involved the grill's operating costs. There would include the food, salaries for full and part time workers, as well as the fees for students employed there. The income of the grill is derived from its sales, the money from vending machines that are already on the campus, such as the pinball machines, the jukebox, etc. and the rental of games and equipment such as pool halls. The grill is supposed to support itself, but the university has had to bail it out of debt for the last several years.

In the year 1971-72 the grill finished $2200 in debt. In the year 1972-73 this debt was cut to only $150. Wrolstad named a number of measures that were, in his opinion, responsible for the decrease in the debt. Among these were the reduction of the operating hours, increasing prices where necessary and changing prices elsewhere. Another factor contributing to the drop in the debt was the reduction of the staff, to thereby save on salaries.

Wrolstad said that the business office was constantly trying to find ways of making the operation of the grill more efficient, and to bring it out of debt. The main problem is that prices can't be raised very much at the grill, lest there be a drop in volume.

On the subject of Colman, Wrolstad said that all the university could do to save Colman was being done. He said the key factor in keeping Colman open would be to reduce the saving that could be gained from shutting down the Colman operation. In other words, the less the savings from the closing of Colman, the greater its chances of remaining open. Wrolstad admitted that there were very few ways of keeping savings from closing Colman from rising.

But the measure now being considered is the closing of the bakery and food preparation sections of Colman. Instead of preparing food there, the food would be prepared in the kitchen and Dresser Food Center, and brought to Colman in carts that would be controlled to keep the food fresh, and building its flavor. This idea, according to Wrolstad, would result in a definite savings. This savings would be the result of the elimination of staff duplication.

With the Colman's kitchen operation closed down, the university would not have the situation that is present, namely people at Colman and Dresser preparing the same food in the same manner. He said that the idea behind Colman was to give students a variety of atmosphere and eating choices. This was the idea behind the decision to allow students to eat in the dining room of their choice instead of requiring certain students to eat at either Colman or Dresser. Under this system a student who wanted to eat at Dresser, but was assigned to Colman, had to find someone assigned to Dresser to eat in his place in Colman. When continuous service was instituted 2 years ago, the free exchange plan also came into effect. It was hoped that the number of students eating at peak hours would spread over the entire periods allotted for breakfast, lunch and dinner. But this has not come about.

Another expectation was that the number of students eating at Colman would increase. But in fact this has not occurred.

When asked about the budget of food service, Wrolstad said that the portion of the comprehensive fee taken for board was the sole support of the food service, along with the money from conferences in the summer. Wrolstad said the summer conferences from last year detailed about $80,000. Ten percent of this he said went towards paying for the wages of student workers in the food service.
Admissions And Enrollment
Discussed by Canterbury

by David Duperrault

A strong and broadly based reputation is the most valuable asset a University can have, according to Richard Canterbury, Director of Admission. The number of applications from qualified admission candidates varies directly with the degree of public esteem for the institution. Furthermore, once such a reputation is established, Canterbury asserted, it is self-sustaining.

"Since Carleton College is better known nationally than Lawrence is, recruitment efforts are easier. On the other hand, Lawrence has a wider reputation than Ripon has, so that gives us a comparative advantage in relation to Ripon," Canterbury stated.

The admission director pointed out that until a few years ago, prominent colleges were primarily responsible for the responsibility of the admission offices. Now, however, it is unrealistic to expect a small staff to handle both the admission and the greater promotional data.

Canterbury commended Lee Estor and his staff for their work, especially their success in "getting Lawrence's name around," in comparison to past efforts. One of the best means of publicizing the school has been to have news stories published in newspapers and magazines, and broadcasting on radio and television. Recent examples of such stories include the Trivia Contest, Les Aspin's visit, offered assistance by Lawrence personnel produce 12,000 college-bound students. From a prospective student Depending upon the applicant's high school, he does not usually allow himself to get D's as he becomes used to getting A's and B's in high school, he is constrained by dormitory capacity to accept more men than women. Consequently, standards for women were somewhat higher. With the inception of co-ed dorms, however, the ratio could be balanced. Now, in fact, Lawrence has more women than men. "Admission standards," Canterbury stated, "are for all practical purposes, the same for men and women.

Once a student has been recruited, has applied to Lawrence, and has been accepted, he must decide whether to enroll. Sherwin Howard, assistant to President Smith, provided some insight into what types of students choose Lawrence, and why.

Of the current freshman class, for example, 78 percent were accepted by at least one other school. Lawrence was the first choice of 71 percent of the freshmen. Of the 27 percent who were admitted by Lawrence, over 46 percent had not applied elsewhere.

The reasons students give for choosing Lawrence are interesting. Nearly 46 percent of this year's freshman class listed "academic reputation" as the most important factor in their selection of Lawrence. Other important reasons include the desire to live away from home, advice from others, the desire to avoid special educational programs, and the offer of financial assistance (see H. 3.4.3)

The university's image is also very important to prospective students and their parents. Canterbury has concluded from remarks to campus visitors that Beloit is regarded as "freakier" than Lawrence, while Ripon is seen as more conservative. Beloit has for years recruited heavily in the Midwest, and finds it more difficult to attract students from the New York area. As a result, Beloit has developed a "different" image in the Midwest, and finds it more difficult to recruit students in the Midwest. Lawrence is considered academically superior to either Ripon or Beloit, Canterbury believes.

Canterbury expects applicants "to be their own best advocates." Attention is paid to the grammar, punctuation, word choice, etc. displayed in the student's application essay. Teacher evaluations are great if they're believable; if they jive with the other information.

Scores on SAT's and ACT's are a secondary factor. They are predictors of a student's success, but according to Canterbury, are no grade point average or rank in class, according to Canterbury. "If a student becomes used to getting A's and B's, he does not usually allow himself to get D's," he is unlikely to start getting A's. There are exceptions, of course.

Then, if a student has participated in a solid college preparatory curriculum, he is likely to be admitted. Recently, Lawrence has been accepting about 46 percent of its applicants (see table 1). The applicant's prior high school grades are generally well prepared. Really poor students just don't apply to Lawrence. Canterbury explained that he had no way of judging how good a sociology course taught at the high school level is.

"A student with a B average in a strong traditional curriculum is much more attractive than a student with similar grades in 'Mickey Mouse' courses like sociology or economics as they are taught in secondary schools," Canterbury explained. "He must have no way of judging how good a sociology course taught at the high school level is.

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Admission counselors visit both coasts, with more traveling done in the East. But Lawrence is considered stronger academically than either Ripon or Beloit, Canterbury believes.

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Learn how to apply the secrets you discover in this book and open your life to larger giving, larger living and greater rewards.

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Listings of many factory stores, outlet stores, and second stores in Illinois and Wisconsin. Tips you off to 20 percent to 70 percent savings on anything from a West Bend fry pan to a candied apple.

---THE NORTH AMERICAN INDIANS---
A pictorial essay of the composite and staisical heroism of the American Indian.

---I'M NOT YOUR INDIAN ANY MORE---
The views of the recent past by the American Indians to split from the Bureau of Indian Affairs.

What about the ratio of women to men? For years Lawrence was constrained by dormitory capacity to accept more men than women. Consequently, standards for women were somewhat higher. With the inception of co-ed dorms, however, the ratio could be balanced. Now, in fact, Lawrence has more women than men. "Admission standards," Canterbury stated, "are for all practical purposes, the same for men and women.

By the Nobel Prize Winning
Alexander Solzhenisyn
AUGUST 1914
professional degrees, compared to 14.9 percent for the average four-year private nonsectarian college student. Graduate degrees are held by 12.5 percent of the mothers of first-year Lawrentians, compared to 5.1 percent national average. Holding bachelor degrees only are 36.8 percent of fathers of freshmen at LU (11.2 percent nationally), while 13.1 percent of the mothers have four-year degrees only (15 percent nationally).

The freshman survey also elicited some revealing attitudinal responses. Only 14.7 percent of the 1973-4 Lawrence freshmen agreed with the statement, "Women's activities should be limited to the home," while the figure was 38.2 percent for all private nonsectarian four-year college students. While 31.5 percent of the national sample felt that "the most important benefit of a college education is monetary," only 17.2 percent did at Lawrence. Some 13 percent of entering Lawrentians felt that "student publications should be regulated," compared to 34.2 percent nationally. The students also classified themselves politically as follows:

- Liberal: 44.2
- Moderate: 39.0
- Conservative: 11.9
- Far Left: 3.7
- Far Right: 1.0
- Parent: 7.1
- Teacher advised: 10.4
- Financial aid: 77.8
- Low tuition: 15.4
- Special educational program: 26.9
- Financial aid or lower tuition: 96.0
- Location or proximity to home: 26.5
- Has a good academic reputation: 15.4
- Wished to live at home: 39.0
- Wished to live farther away: 26.5
- Accepted by more than one school: 47.1
- Accepted by less than one school: 0.0
- Could not get a job: 0.0

Responding to a question about the decline in quality (in terms of SAT scores and class rank) of entering classes since 1966. Canterbury explained that more of the best students Lawrence accepts are being admitted by their junior and senior years by other institutions, noting the statistics and his personal impression of the school's quality, "I don't think the academic quality of the students coming in has dropped off. The students are better students. They are going to better schools. Lawrence is not pleading its case adequately.

\[\text{Reasons listed in order of importance:}\]
- Location or proximity to home
- Financial aid or lower tuition
- Has a good academic reputation
- Wished to live at home
- Wished to live farther away
- Accepted by more than one school
- Accepted by less than one school
- Could not get a job

\[\text{Number of respondents:}\]
- Location or proximity to home: 860
- Financial aid or lower tuition: 890
- Has a good academic reputation: 15.4
- Wished to live at home: 741
- Wished to live farther away: 52
- Accepted by more than one school: 52
- Accepted by less than one school: 0
- Could not get a job: 0

\[\text{Number of students:}\]
- Location or proximity to home: 860
- Financial aid or lower tuition: 890
- Has a good academic reputation: 15.4
- Wished to live at home: 741
- Wished to live farther away: 52
- Accepted by more than one school: 52
- Accepted by less than one school: 0
- Could not get a job: 0

\[\text{Number of parents:}\]
- Location or proximity to home: 860
- Financial aid or lower tuition: 890
- Has a good academic reputation: 15.4
- Wished to live at home: 741
- Wished to live farther away: 52
- Accepted by more than one school: 52
- Accepted by less than one school: 0
- Could not get a job: 0

\[\text{Number of teachers:}\]
- Location or proximity to home: 860
- Financial aid or lower tuition: 890
- Has a good academic reputation: 15.4
- Wished to live at home: 741
- Wished to live farther away: 52
- Accepted by more than one school: 52
- Accepted by less than one school: 0
- Could not get a job: 0

\[\text{Number of students who did not attend Lawrence:}\]
- Location or proximity to home: 860
- Financial aid or lower tuition: 890
- Has a good academic reputation: 15.4
- Wished to live at home: 741
- Wished to live farther away: 52
- Accepted by more than one school: 52
- Accepted by less than one school: 0
- Could not get a job: 0
England at the Brink

In a small room on a high floor of the 10-storey London office of the British Transport Commission, a middle-aged man with glasses sat at a desk.

"It's so cold," said the man. "I've never felt this before." The window was covered by a thick curtain, and the heater was on full blast. The man was cold, but he was not alone.

The room was filled with the smell of coal, and the sound of the machines ground away at the coal in the machines. The machines were not efficient, and they were not quiet. The man thought about the problem, and he wondered how it could be solved.

England had never been in this situation before. The coal crisis was a new one, and it was affecting the entire country. The government was not sure what to do, and the miners were not happy with the situation.

The man thought about the miners, and he wondered how they would react. He knew that they were important, and he wondered how their lives were affected by the crisis.

England was facing a new challenge, and it was not sure how to handle it. The government was trying to find a solution, but it was not easy.

Currently, further demands are coming from the miners, and the government is having a hard time dealing with them. It is not sure what to do, and it is not sure if it can handle the situation.

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Around the Conference

(CEDAR RAPIDS, IOWA)--
With the championship still undecided, the Midwest Conference basketball race also could wind up in a three-way tie for third as the six clubs play their final games this week.

Undoubtedly Monmouth (11-0) and second place Coe (12-1) each have encounters with other first division teams in the final week. Coe and third place Beloit (10-3) compete their schedule at Beloit Wednesday night. Monmouth, with three games remaining, has its final Saturday afternoon at Ripon, which is tied with St. Olaf for fourth place at 7-5.

A victory over Coe would clinch third place for Beloit. But if Beloit loses while Ripon and St. Olaf win their final games, those three clubs will be in third with 9-5 records.

Beloit, Coe and Monmouth Tuesday tied the Midwest Conference team statistics. Coe had the top offensive average with 87.2 points per game while Beloit had the best defensive mark with 60.7.

Monmouth was No. 2 in both categories with an 82.1 offensive average and a 67.7 defensive average.

Five Midwest Conference players entered their final week of activity averaging more than 16 points per game. Dave Woodward of Knox leads the scorers with a 23.7 average.

Geoffrey Cray, St. Olaf, and Ed McFalls, Coe, were locked in at 19.4 and Leon Smith of Carleton at 19.3.

Five, sunfilled days - four fantastic nights at the posh "Pier 66 Motel" on the ocean at FT. LAUDERDALE, FLORIDA!

First-Class round trip transportation from winner's location to FT. LAUDERDALE!

Five, sunfilled days - four fantastic nights at the posh "Pier 66 Motel" on the ocean at FT. LAUDERDALE, FLORIDA!

Two layovers in Miami, Ft. Lauderdale, on return.

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Top 5 Individual Scorers

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Zip</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Johnson</td>
<td>Beloit</td>
<td>56131</td>
<td>61.0</td>
</tr>
<tr>
<td>Mark Weston</td>
<td>Knox</td>
<td>56131</td>
<td>58.0</td>
</tr>
<tr>
<td>Dave Grady</td>
<td>Beloit</td>
<td>56131</td>
<td>57.0</td>
</tr>
<tr>
<td>Gary Pokorn</td>
<td>Knox</td>
<td>56131</td>
<td>56.0</td>
</tr>
<tr>
<td>Beil Alexander</td>
<td>Monm.</td>
<td>56131</td>
<td>55.0</td>
</tr>
</tbody>
</table>

Winners will be selected by the WAWILHO Corporation, an independent judging organization. Entries will be selected at random and the decision of the judges will be final. A list of all winners will be available upon written request to New Era Records.

The Convention was the first under the NCAA's reorganization plan and divided voting (or voting by divisions) was a key factor in some instances.

The divided voting saw Division I members vote to keep the 2.800 rule as an academic eligibility standard for student-athletes while Division II and III abolished the 2.800 rule and no longer have an academic requirement administered by the NCAA. Division II and III members will be divided into individual institutional and conference admissions standards.

The changes also will allow student-athletes to teach, coach and officiate sports except on the professional level.

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Vike Fencing Opens Season

The Lawrence Fencing Club held its first match of the year last Wednesday, February 26, against the University of Wisconsin-Waukesha, at Alexander Gymnasium. Lawrence lost 10-8. It marked the first time that Lawrence had fielded fencers in all three weapons (foil, epee and sabre).

The Vikes were led by Captain John Smith with an overall record Second for Lawrence was sophomore Dave Cox who earned a 2-4 record. Other Vikes included Tim Black, Bob Casas and Elliott Irwin.

Two tournaments will be held at Alexander Gym, the first of which will be March 3. The 9th Wisconsin State Under-20 Fencing Championships will be held on March 13, with competition in foil, epee and sabre, beginning at 9:30 a.m.

Shaggy Hockey Veterans Turning Heads in WCHA

By Curt Cohen

The two of them look like veteran colleagues, both with four-day-old growth (one of whose is produced by a razor and the other by a machine) and shaggy, unkempt hair. They were both wearing a variety of past war memorabilia, most of which included memory of themselves at a more progessional age. Their past game act nearly borders on the "Three Stooges" with posted expletives (in a New York Bar) of former teammate and current student at the University of Wisconsin-Madison, UW-Parkside, UW-Waukesha and UW-Milwaukee. Match start at 10:30 a.m.

The Wisconsin State Under-20 Fencing Championships will be held on March 13, with competition in foil, epee and sabre, beginning at 9:30 a.m.

St. Olaf and Ripon MC Swim Choices

MOLINE, ILL. — Defending Champion St. Olaf and Ripon, the 1972 runner-up and back-to-back champion 1971 and 1972, Friday were picked to finish 1 and 2 for the 31st annual Midwest Conference swimming and diving championships here March 1-2 at the Black Hawk Junior College pool.

A poll of league coaches also selected Gruenell, Knox and Corbett as the top three choices to round out the first division. Monmouth will bat the top team meet.

Patient 1973 individual champions, will return to defend seven titles. Grunell's Rob Waters in the 100, 200 and 300 back; fellow Captains Tom Rohr (fly), Knox's Steve Varick in the 100 and 200 free and St. Olaf's John Schaus in the 200 breast. Coach Dave Haack also will have top challengers in free-style, Doug Sterly and Peter Lund and breast-strode warrior Klindt.

Top entries for Ripon Coach Charles Larson will be Tim Creig and Doug Logan (diving); Tom Lutken (sprint) and J.M. Steve Law; Bruce Larson (fly); Tim Kelly (breast), Morgan (distance), and Steve Tomlin (shack).

Coe, Beloit Edge Out Vikes

By Tracy Kohl

Last weekend the Lawrence Varsity Basketball Team managed to put enough life into their game to produce one of their best contests in literally several years.

In the past, the Cobbers from Coe College have regularly0 underestimated their Viking opponents with humilitating defeats. Last Friday night, out for some revenge, the Lawrence squad put up a determined effort to dispel the dual.

Although the Vikes fell short of their mark in a 67-59 loss, the eight point deficit against one of the perennial Midwest Athletic Conference power was easier to take than the previous 8-point defeat.

The loss to Coe, dropping the Vikes conference record to 2-10, was not such the cost of missed opportunities not matched playing on the part of the Cobbers.

Time and again they produced the fast break with some crowd appealing ball handling by forward Bob Wilt.

Lawrence managed to close the gap between the two teams late in the first half, bringing the score to a distant 34-20. Coe edge however this proved to be short lived as the Cobbers slowly pulled away when the Vikes previously hot hand went cold, in the second half.

As Viking Coach Russ Elliger explained, "I watched the films and it wasn't just a matter of two or three bounces not going our way. We had just been effort of one more timeout. We entered our first game of the season and tonight will be (he first time in the Brentzke's in his heist, but after that I can't tell everyone played at his maximum level."

In their battle against Beloit College, the following evening, Lawrence put together a smooth consistent effort but again missed, this time by a 62-57 score. The pace of the Buck game was slightly reversed in that the Cobbers started shooting very poorly. Lawrence found the sweet spot later in the game, but by then it was too late.

As Elliger pointed, "We did a lot better in the second half against the Buck than we did in the first. In all, last week did prove fruitful for at least sophomore forward Doug Fye as he recorded a fat 47 points and pulled down 25 rebounds. Rookie center Tim Kelly also enjoyed a successful week end as he chalked up 15 big ones and added 20 rebounds.

Tonight the Vikes play host to the Monmouth Scots in a game to be played at Alexander Gymnasium at 7:30 p.m. Lawrence will have yet to take the Scots this season and tonight will be the real test for this season as Monmouth has yet to be beaten in conference play.

Coach Elliger is somewhat optimistic about his chargers' possibilities, "We've been beat and we again have a host conference power in Monmouth. The 1:30 p.m. game will put the Vikes before the top of the Midwest and the Agricultural Conference's leading scorer, Shawn Dyer Woodward.