**The LAWRENTIAN**

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Lawrence University, Appleton, Wisconsin 54911

**Friday November 1978**

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### Smith resignation considered

by Muffy Shanaway

A resolution calling for the resignation of President Thomas Smith was introduced at the LUCC meeting Wednesday by Vice-President of Development Bob Appleyard, '78. The proposal, written by councils of the LUCC, '78, called for Smith's resignation on the grounds that, "he has failed to provide leadership, failed to maintain a dialogue with the community as a whole, and has lost the energy and capability to attack the monumental problems facing Lawrence in the future." (See resolution) The resolution charges Smith with a lack of leadership in rectifying the "financial, racial, sexual, elitist, educational problems" which existed in 1969 when he took over the office.

Von Oppenfeld noted that he has noticed an increasing hypocrisy in President Smith. "Smith is giving lip-service to issues but he is not translating them into action," said Von Oppenfeld. To support the allegations, the resolution, handwritten in the council decided that "Mr. Smith has failed to carry out plans."

A copy of Smith's statement in a 1972 LAWRENTIAN, quoted him as saying that we need more blacks in the faculty and administration. Smith said in the article, we have accepted, and planned and budgeted for the admission (matriculation) of 35 new black students next fall. He went on to say open positions in the theatre department, Dean's Office, and Development Office would be filled by black. This year six blacks matriculated and there are no black faculty members of administrators.

No black family members or administrators.

Last spring the Brewer report outlined plans for a new calendar system, which was opposed to Smith. The Affirmative Action plan now stands for Smith to put into action.

"We can't look in favor of maintaining a quality education even if we sacrifice some of our financial resources." Since then, Lawrence has lost 24 faculty members per year: a goal of three members, the sociology department has not been reinstated, and the Constitutional Task Force is considering a de facto vote to fire Professor Smith. "We have lost 88 students for Lawrence in the since 1969. Lawrence accepted 60 percent of its projected enrollment." The resolution was tabled indefinitely by a unanimous vote.

The resolution was written by the following student members (Appleyard, John Laxton, Jeff Stieltjes, Brooke Schiffner, '77, Ms. Conti-Erichs, and Mr. Lauter) was appointed to investigate Smith's administration.

Ms. Conti-Erichs said that "it is not enough to pass the resolution and be done with it." We must define which obstacles faced by a college president are "removable and which are not," she pointed out. For example an irremovable obstacle in getting minority women to come to Lawrence is that Appleton is an all-white community and it is hard for spouses to find jobs here.

Wrolstad, vice president for business affairs, expressing concern over the gravity of the problem, agreed that obstacles should be defined before the council voted on the resolution. He said the resolution was sure to disturb the "tranquility of the campus," and consequently a "blue-ribbon committee" should be assigned to inventory obstacles facing a president in implementing plans.

The resolution was tabled, the only member who voted his preference that President Smith should resign. He emphasized that LUCC was a representative body and should not underrepresent the voice of the informed.

Due to the gravity of the resolution, several members thought it should be put up to an overall student-faculty vote of confidence. Although a representative council, the faculty voted to poll their constituents after information on the subject has been published by the fact finding committee. It was suggested that the resolution be put upon and concurrence with the vice-presidential elections for the LUCC. The other side feared that too many of the polls have not been determined, except that it should be taken before the end of the term.

The committee will meet this Friday and possibly present its information to Lawrence at the next meeting of that body. A subsequent poll will be taken and then the LUCC can vote on the resolution. Other new business included a proposal by Nancy Patton, '78 for split term calendar, which existed in 1969 when he took over the office.

### Split-term debate

Next year Lawrence will be going to a new calendar system, the split-term. Essentially the split-term combines the present tri-semester faculty work load with a semester-type calendar. The basic features of this new system include: 1) Starting and ending school two weeks earlier. 2) The second term is separated into two sections divided by a 17 day Christmas vacation.

The split-term came about as a compromise between the present three-term system and the semester system. The administration, members of the Conservatory, and art professors tend to prefer the semester system, they feel it will save money and will allow the learning experience to spread over a longer period of time instead of being condensed into 10 weeks. Other faculty members tend to prefer the tri-semester system because they only have to teach two class sheets instead of three. This allows them extra time to spend with individual students.

The split-term maintains the two-course work load and places what is described as a "reflective period" in the middle of winter term. By expanding the winter term to 13 weeks, including Christmas break, it is hoped that students will have time to reflect upon their studies. Students will get out earlier under the split-term system and will not have to worry about beginning the school year with only 17 days of vacation left.

Some of the benefits of the split term will be that students will not do anything serious before Christmas break. Instead of two weeks of winter term, students will have to wait until March before returning to Lawrence. Thus far no students have voiced their preference that the vacation will provide a "courage as many contributors we could invest in Lawrence."

The split-term also brings an opportunity for students who are interested in the split-term. Lawrence students have trouble getting jobs with the National Park or summer camps because these jobs start by June 1 and end Labor Day.

The split-term debate has been a sore point with the students. Although the split-term is not going to be a controversial issue at this time, it is sure to be a future controversy. The split-term debate will be continued on page four.
We are in favor

Dear Editor:

I am writing in the wake of President Thomas Stevenson Smith's weekly LUCC meeting. President Smith's answer to a key question in this letter is not a personal attack, but a firm statement that Lawrence must not be silent on the very issues most deserving of its attention.

The most obvious example of this is the president's lack of leadership. It has been his consistent policy to avoid controversial situations. All too often the president has been silent on the very issues most deserving of his attention. At his lack of leadership. It has been his consistent policy to avoid controversial situations. All too often the president has been silent on the very issues most deserving of his attention. At his lack of leadership. It has been his consistent policy to avoid controversial situations. All too often the president has been silent on the very issues most deserving of his attention. At his lack of leadership. It has been his consistent policy to avoid controversial situations.
Non-academic learning for credit

by Pete Copeland

A group of twenty students met last Sunday night to discuss the possibilities of instituting a program of credit for extra-curricular activities. Ann Hackler ’78, chairperson of the meeting, prates the term “non-academic learning” to the “extra-curricular” for she feels that students learn from all experiences and not only from the classroom setting. Hackler wrote that the purpose of such a program would be to “make sure that time available is being used to pursue alternative methods of learning.” The program would attempt to encourage students to devote more time to their academic learning experiences.

Under the program, a student would be allowed a fixed number of extra-curricular credits (as for example) to be applied toward the 36 total credits needed for graduation. The program would be optional and a student could still fulfill his or her credits in the traditional way. Several possibilities being considered for non-academic evaluation include evaluation by staff members of the Lawrence Community to have a rationally-based opinion or for against the resolution, the same investigation is necessary. But what of the mechanism of the poll? The poll is to be taken verbally, with no specifications regarding tabulation or the format to be used in obtaining and evaluating responses. In addition, the extent to which the LUCC representatives were to be personally involved in explaining the issues to their constituents was not specified. With no structure, this poll will amount to a number of confused and contradictory impressions which will have no organized or specified impact on further LUCC actions. The poll is not a vote of confidence— if that’s what LUCC is looking for. A vote of confidence requires judgment of what one knows about President Smith’s performance — no more. The poll, as it stands, asks students, faculty members and administrators to respond to a question that LUCC itself, will not address until it has investigated the question further. If LUCC wants to measure the Community sentiment regarding President Smith’s position, the Community should be given the chance to express an opinion in the form of a simple vote of confidence, or through a structured and controlled poll by questionnaire. If LUCC expects more than this, time should be given for a thorough and rational evaluation of the resolution and its implications.

LILAS GREGNE
JUDY DONNELLY
JIM TEMPLA
SCOTT SACKETT
ABBY ZIMBERG
DAVID WOBORIL
KIM NEILL

Letters

With the introduction of the proposed resolution for LUCC to request President Smith’s resignation the first issue that was raised concerned the question whether or not LUCC could, in fact, act as a representative body in the case of a proposal with such serious potential repercussions as the resignation of the President of the University.

As a point of departure in evaluating the answer to this question it was proposed that the Lawrence Community be polled, by the LUCC representatives, verbally, as to their opinions on this issue. In addition, a fact-finding committee was established to evaluate both the office of the University President and President Smith’s record.

This committee was formed because LUCC felt that the resolution should not be addressed, per se, until the members of LUCC were thoroughly informed. But LUCC has asked for the students’ and faculty’s opinion on the resolution—which requires an evaluation of President Smith’s competency in too short a period of time. For LUCC to vote on the resolution, a thorough investigation would be required. For the Lawrence Community to have a rationally-based opinion against the resolution, the same investigation is necessary. But what of the mechanisms of the poll? The poll is to be taken verbally, with no specifications regarding tabulation or the format to be used in obtaining and evaluating responses. In addition, the extent to which the LUCC representatives were to be personally involved in explaining the issues to their constituents was not specified. With no structure, this poll will amount to a number of confused and contradictory impressions which will have no organized or specified impact on further LUCC actions. The poll is not a vote of confidence— if that’s what LUCC is looking for. A vote of confidence requires judgment of what one knows about President Smith’s performance — no more. The poll, as it stands, asks students, faculty members and administrators to respond to a question that LUCC itself, will not address until it has investigated the question further. If LUCC wants to measure the Community sentiment regarding President Smith’s position, the Community should be given the chance to express an opinion in the form of a simple vote of confidence, or through a structured and controlled poll by questionnaire. If LUCC expects more than this, time should be given for a thorough and rational evaluation of the resolution and its implications.

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Lawrence lacks massive commitment according to Martinez

by Chris Kaiser

Editor's note: This is the fourth in a series of articles dealing with racism at Lawrence.

Lawrence: I understand that there are no black faculty members at Lawrence.

Hugo Martinez: Or administrators or staff.

Lawrence: I think that's a fairly common problem and due to a number of things, such as one time the lack of a vigorous search for black faculty members. I don't know how that's been compounded in the last number of years, but I do know that department chairmen have said that they have looked vigorously for qualified black faculty members, and I have no reason to doubt that. Still, there are no black faculty members here, and places that have looked "vigorously" for them have found them. Apparently the massive kind of commitment that Carleton has had not been unrequited.

L.-Do you think that Lawrence is perpetuating racism in this area by not making a massive commitment?

M.-No, I don't think it's perpetuating racism by not finding a black faculty member or two immediately. I also don't think that the hiring of one or two blacks would be something that would bring racism here at Lawrence or in the community to an end. But it would unquestionably be a good thing for the institution and all involved with it if some black faculty were hired.

L.-Do you think that racism does exist here?

M.-I think that racism exists in this country anywhere you have a factory, community, institution, or for that matter any sort of body that whites have dominated. It becomes especially telling in a part of the country like this where all practical purposes there have been no blacks. But I don't think that the kind of racism that exists here is fundamentally different from the kind that exists in institutions across the country where whites have traditionally been dominated.

L.-Then is the racism that exists here merely connected with the fact that there are few blacks here or is it a more conscious type of thing?

M.-I would never call racism an absence of black input or presence.

L.-So it's more an active force?

M.-Exactly. What I'm saying is that I think the racism you find here, whatever form it may take, is more or less the kind you would find in almost any part of the country. I certainly don't see Lawrence as a stronghold of some kind of malice, willful kind of racism. But I think that where there are people who are the victims of racist patterns of thought because they're living in a country where racist patterns of thought have been handed down from generation to generation.

L.-As a faculty member, do you have any personal problems with some kind of Black Studies Program?

M.-If there were such a curriculum I would want to see a strong one, one that was very adequately staffed, and one that was vigorous enough so that all members of the faculty could become enthusiastic about it. Short of that I would not care to see one. The problem is that the financial crisis in which we find ourselves curtails considerably the possibility of putting one into effect. It's tragic, because the absence of this type of program certainly helps to account for the low numbers of blacks that are attracted to Lawrence. And this would certainly be a much finer place if there were an adequate number of black students and faculty members. In the best of all possible institutions those things would come together perfectly, and in fact, in some institutions they come together a lot better than they do here. Yes, this is far from being the kind of place that I think we would all like it to be.

L.-In one of our past articles it has been suggested that students involved in anti-Catholic groups had been told not to take classes from certain professors because they might be shortened. Would you like to comment on that?

M.-I can state that I have never observed any evidence of that sort of thing on the part of any of our faculty.
Volunteers give time

by Anne Francis

This year a number of Lawrence students will donate time to children in need of tutoring and comprehension in the Outagamie department program. According to Mary Stewart, Coordinator of Volunteer Services for the Outagamie Department of Schools, the department has several volunteer programs. The Outagamie department works with Casady Volunteer Coordinator Betsy Timm, ’76, in referring student volunteers to children according to their individual interests and abilities.

Currently, twenty students are participating in the One-To-One programs. After a student volunteer and child are "matched," the student is introduced to the child’s family. Students meet regularly with a social worker who is familiar with the child’s family or home situation. Stewart indicated that many children in the program are from lower income, or single-parent families. The child may rely on the student volunteer for companionship and encouragement, besides formal education.

Ideally, the student and the child share activities such as playing cards, washing a car, and visiting a museum, or a raffle sale. Stewart feels that the children particularly benefit from Lawrence tutors, because of their access to University facilities, and events such as movies, plays, and lectures.

Stewart said that the department would like to find student volunteers to give music lessons to children who cannot afford private lessons. Thus far, the Conservatory has donated one lesson to the program, to be given on a weekly or regular basis.” If each of the students is able to donate one lesson, it can add up. I have the feeling that the Conservatory would be very supportive of students who would donate their time,” she said.

Stewart said that within the next few years, she might be interested in internships from Lawrence. We have been very pleased with all our Lawrence students. I have a feeling that it’s one of those programs that’s on the grow and grow,” she added.

According to Betty Timm, many students are reluctant to donate time to volunteer activities or otherwise. At a recent organized tour of Outagamie for an effort to raise a crew to clean an older, smaller apartment, the turnout was under 5 persons; she said. Many student volunteers are the "You and Me To-One" program. These programs are fulfilling course requirements. "But let’s turn this thing around beyond their class, once they make the initial commitment," she said.

Time channels requests for tutors and other types of services from the Outagamie department in the form of application. She also organizes volunteer programs in the form of "matched" programs. For example, on November 25, the Red Cross will furnish rides from Lawrence to the Appleton Blood Center (9 A.M. - 3 P.M.).

A well ordered & imaginative mind

by Rebecca Moorehead

Studying English at New York City, give a poetry reading every Saturday in the Recre­ter Art Center. A former Lawrence English major, Jones began by telling about his life after college. He has had five jobs since graduation, and from time to time collects unemployment which he describes as “like having a patron.” Like Hemingway and others, he also has a habit of writing poetry to support himself. Presently he is in a bicycle messenger in New York City and “living pretty much on the fringe.”

Impressed by his city life and viewing poetry as the “fruit of personal experience,” Jones has a lot of material to draw on. But his lack of time and means for writing led him to the belief that writing is one of the “hardest things to do for a living.” He spoke of the difficulties in getting poetry published in the many literary magazines that come and go, and the near-impossibility of making New Yorker or Atlantic Monthly status without knowing their poetry editors. The New York bars provide possible interesting contexts and inspiring conversationists.

Jones was a student of Professor Bullis when here, and he admits the poet who helped him be “concise” in his writing. stylish Richardson and W. H. Whitman are models for him and he admires the Dadaists’ ex­ periment with other styles while he experiment with others himself. Jones also read some of his own poetry and his ability to handle the language, a great and imaginative mind, pleased them. He advised, “What you say and how you say it tangled to others. Remember you have to have yours first.” He read “A Song for the Morning,” published last year, which had a personal time, and was highly imaginative. Timm then described an experiment with other styles while she experiment with others himself. Jones also read some of his own poetry and his ability to handle the language, a great and imaginative mind, pleased them. He advised, “What you say and how you say it tangled to others. Remember you have to have yours first.” He read “A Song for the Morning,” published last year, which had a personal time, and was highly imaginative.

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Mermaids Still Afloat
by Sherry Freise
No one can ever say the 1976 Lawrence U. Women's Swim Team lacked dedication. Coach Davis and Coach (Cindy) Shuttleworth, who know many of us didn't come to practice as often as we should have, can't even say it. This has been my fourth year on the team, and I will gladly bite off anybody's head if I hear them say anything but a good thing about this year's team. Other team members need not worry about this threat. We deserve to be critical of ourselves; this year's team was the most dedicated one in the last four years.

I don't think I would be too far off in saying we deserve to win an award for being the most "stick with it - but for what?" variety team at Lawrence this fall. I'm sure few of you have even heard about us since none of our meets were ever broadcast on WLFM. Few of our results appeared in the Lawrence Journal, the Post Crescent, or the Milwaukee Journal. TV never came out to film us in action. And we could undoubtedly go on record as having a meet where more of our fans showed up than our lipos. Lipos is one school with team spirit. I suppose it was better that all and none of this happened to us. No one, but the girls on the team could understand, and its been hard for us. Even so, I will try to explain our reason to you. As a team, we had a bad one. We came through it with a 1-7 record in dual meet competition. For the first time in the team's history, we couldn't beat ourselves. We couldn't even beat them for the second time. Does that hit home?

As individuals, we all deserve more credit than our records indicate. We deserve this credit because we were up against many other schools all season. Cold showers with no water pressure, showers with showers that spray water from the walls, showers from which the only water you could get was the water from the water faucet. Working on the locker rooms that Lawrence is not responsible for due to other teams being such a valuable assistant coach. Didn't the Cross Country team deserve an assistant coach? Swimming has gone co-ed for the rest of the term. This Friday both the women and the men will participate in the Ranger Relays. This is a meet made up entirely of co-ed relay events. Parkside in the only hometown co-ed team. It will be a co-ed intersquad meet at 10:00 am in the Alexander Gym. We will post directions to the spectator bleachers in the pool. This will be your last chance to see senior co-captains Melanie Johnson and Sherry Freise go after those school records (you better believe I will). Rumor has it several other team members will be "in there" for the glory. There's a second reason for coming; you get to preview this year's spectacular men's team.

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**“The Intruder” and “Miss Julie” start**

This weekend, two student directed one-act plays, “Miss Julie” directed by Mona Stender ’77 and “The Intruder” directed by Bob Herman ’77 will be presented in the Cloak Theatre. “The Intruder” by Maeterlinck deals with man’s attempt to understand and accept death. Maeterlinck believes death is difficult for those who have no comfort and no certainty of the afterlife. He focuses on the character’s reactions to events of life. Maeterlinck recognizes the devastating effects of silence on the audience, “we endure the severity of silence in isolation, our proper silence; but the silence of many, silenced multiply, and above all the silence of a crowd is a super-natural horror in which only the strongest of souls may bear the inexplicable weight.”

All the characters are described in relation to this newborn baby, the grandfather, and the uncle who anxiously await the return of mother and child. Rather than concentrating on the action on stage, Maeterlinck focuses on the character’s reactions to events of life. Maeterlinck finds the events of the play “a day of winter activities ending in a final hootenany.” The play centers on the complicated birth of a child.

The uncle and the father are played by Mike Daehn, ’79 and John Petreika, ’77. In the event of the play particularly tragic. Emily Cortese ’77 plays the daughter. Doug Bobker ’77 portrays the uncle and the father is played by Scott Prebys ’77. Stender feels that “Miss Julie” has been a challenging undertaking for many reasons. “American actors have few opportunities to play plays difficult because of the breadth of acting and the small. The sin is Strindberg’s. He shirks the responsibility of unfolding the meaning of the play to an American audience. The search is not on. Miss Julie centers on the struggle of Julie to find her identity or place in the world. As an attempt to disregard her aristocratic social position, Miss Julie has an affair with her father’s valet. Jean is in love with her. The play presents the idea that she is the strongest of souls may bear the weight.”

Life is so horrifyingly ugly, we humans brave the ugliness, but we hate to know how much one could hear to read it. Breeding and education are only means to hide our beauty and virtue is a sham. We can only hope for it to conceal our unworthiness. Life is so cynical that only a wise can be happy in it, and any man who sees beauty in life is a fool.

Tickets for the November 20th and 21st performances are free. Curtain time is 7:30.