The CIA has admitted that it "might" be aiding Nicaraguan rebels in their bid to overthrow the Sandinista government. It's spring, the trees are green, and the sun feels good. So you might be inclined to ask why this matter should be of concern to the populace of L.L. "Ignorance is Strength" (1756) is one of the watchwords from George Orwell's 1984, it appears to play a significant part in our government's thinking as that ominous specter approaches. We all know two months ago what Foggy Bottom was up to in Nicaragua.

The Reagan Administration believes that it does not have to explain its actions to the citizens of our nation; they have too many other problems, we needn't belabor them with this. I guess we are trying to oust the Sandinistas."

...until they finally dropped their veils and said, "Gee, you know, now that you mention it, I didn't know two months ago what Foggy Bottom was up to in Nicaragua."

The Sandinistas wanted to change their country, and improve the lot of the poor. One person as well. The doublethink employed in this sort of logic is eerie, and we would be aware of all knew two months ago what Foggy Bottom was up to in Nicaragua.

This announcement was front page news in Monday's New York Times; no one was bowled over by it. It was something we had known about, but since our government denied responsibility we chose to ignore the issue. What are we driving at is the fact that the entire country knew what was going on in the jungles, knew that our governmental representatives were telling blatant lies daily, and yet we did nothing. We remain ignorant while the rebels grew strong. We sat stupidly and comfortably numb, got up, changed the channel, and viddied our way through the world...
Physicians expose government nuke fallacy

by Craig Benner

Dr. Richard Gardner, founder of the Lawrenceville Chapter of Physicians for Social Responsibility, gave a presentation on the nuclear threat at a public session of the pre-medical forum on May 12th. PSR is a national organization of physicians and other health-care professionals who are actively involved in the movement for nuclear disarmament. Dr. Gardner's main goal is to educate people to the medical realities of nuclear war—stressing that there is no possible medical response to a nuclear war.

PSR has received medical scenarios of likely targets in the U.S. as well as scenarios that would follow a larger scale nuclear war. (These scenarios are reconstructed from the actual blasts at Nagasaki and Hiroshima.) Dr. Gardner cited an important study by the Swedish academy of sciences that predicts that if the U.S. and Soviets each launched only one kind of their warheads in the northern hemisphere, that due to blast effects only, within one month 750 million people would be killed and 350 million would be seriously injured. Not only would the human catastrophe of the immediate blast be medically unmanageable, but the ensuing epidemics and famine would prove even more devastating in the long run. PSR maintains that if such a war involved the U.S. any medical response here would be for all practical purposes, limited to administering pain killers.

Dr. Gardner presented overwhelming evidence against the plausibility of an effective medical response to nuclear war. The Federal government's policy presently includes plans for an emergency medical response, and so it continues to stockpile enormous quantities of medical supplies. PSR continues to lobby heavily against the Civilian-Military Contingency Hospital System. Under this plan, 50,000 to 75,000 hospital beds nationwide would be ceded to the military. Presumably the federal government's assumption of these beds means that the government anticipates a war producing such a great number of casualties that ordinary military medical facilities would be overwhelmed. Gardner adds that when Pentagon officials are questioned about the type of military action that might produce this scale of casualties, they invariably respond that it would initially involve large-scale conventional tactics, with the eventual use of a limited number of nuclear warheads. However, the U.S. government realizes to some extent the inadequacy of a medical response, and so it continues to stockpile enormous quantities of medical supplies.

Drugs should bring together students, Shrode

by Doug Winokur

After exhausting several other potential catalysts, the administration has set its sights on exploiting another issue in the hopes of inspiring student involvement. In the coming week, several randomly selected individuals will receive a survey concerning drug abuse and alcoholism on the ol' LU campus. Being one of the selected few, I decided to scout around on my own in search of what motivated such a study in the first place and why they decided to implement it in the tenth week of spring term. So armed, I stole a few minutes from the daily grind and ventured into the ivory tower commonly known as Campus Life and listened to a lecture on the nuclear war, the Federal government's policy presently includes plans for an emergency medical response, and so it continues to stockpile enormous quantities of medical supplies. PSR continues to lobby heavily against the Civilian-Military Contingency Hospital System. Under this plan, 50,000 to 75,000 hospital beds nationwide would be ceded to the military. Presumably the federal government's assumption of these beds means that the government anticipates a war producing such a great number of casualties that ordinary military medical facilities would be overwhelmed. Gardner adds that when Pentagon officials are questioned about the type of military action that might produce this scale of casualties, they invariably respond that it would initially involve large-scale conventional tactics, with the eventual use of a limited number of nuclear warheads. However, the U.S. government realizes to some extent the inadequacy of a medical response, and so it continues to stockpile enormous quantities of medical supplies.

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Troy creates his own destiny

by Hugh Dillios
Lawrence University offers several alternatives to the common departmental major and its required courses. The "student designed major" is one of these options. Recently, the university's Committee on Instruction approved the petition of sophomore Tim Troy, making him one of few Lawrence students to undertake a major of their own design.

The "student designed major" was established to provide students with an opportunity to develop areas of concentration outside of the traditional departmental and interdisciplinary majors. A student electing to pursue this option must locate one faculty member to act as an advisor and two additional faculty members to complete an "examining panel" for the major. The student and his advisor or designee must create courses that will fulfill the objectives of the major. With the three professors' endorsement, the student then presents, before the third term of his junior year, a petition to the Committee on Instruction stating the major's objectives and the chosen classes. The Committee is composed of five faculty members, including the Dean of Faculty, and three students. The examining panel met in 1979. Since that time, approximately 100 students have undertaken student designed majors. Interest in the program, according to Dean Lauter, was initially high but tapered off in the late 1970s. Lauter felt that interest for the option has been rekindled in recent years.

The past student designed majors is diverse. Many appear to be a search for a more practical concentration of studies outside of the traditional majors. A student electing to pursue this option must locate one faculty member to act as an advisor and two additional faculty members to complete an "examining panel" for the major. The student and his advisor or designee must create courses that will fulfill the objectives of the major. With the three professors' endorsement, the student then presents, before the third term of his junior year, a petition to the Committee on Instruction stating the major's objectives and the chosen classes. The Committee is composed of five faculty members, including the Dean of Faculty, and three students. The Committee met in 1979. Since that time, approximately 100 students have undertaken student designed majors. Interest in the program, according to Dean Lauter, was initially high but tapered off in the late 1970s. Lauter felt that interest for the option has been rekindled in recent years.

Troy designed the major with the help of Professors Gaines, Breunig, and Anne Schutte, the last of whom will serve as his advisor. The major entails a wide variety of courses, in an attempt, according to Troy, to investigate "common opportunities across discipline lines. " Included in the course load are Histogaphy, the History of the United States, History of Western Thought, History of Philosophy, Modern Intellectual History, and the Anthropology Department's "Social and Cultural Theory." One other course included in the major, a tutorial on the development of psychodynamic theory from Professor Olson, exemplifies the objective of Troy's program. The tutorial, taken this term, has been a study of different psychological models beginning with Freud. Except for the progression to those of Jung, Adler, and Rogers, Troy has investigated the development of psychological thought, how the different models have either derived from or sprung up in opposition to one another.

Diversity in Jamaica

by Phil Jaccu
The Marine Biology Term, offered semi-annually, is the equivalent of many of the foreign study programs offered by Lawrence, but is geared primarily towards biology majors. This spring was the third time this extended field term was offered. Once again, Dr. Sumner Richman directed the program in Jamaica, assisted this year by resident entomologist Dr. Brad Rence. Basically, the two week trip offered an opportunity to study an ecosystem that is normally inaccessible to most college students.

The uninformed, Jamaica is one of the Greater Antilles, located in the northwestern Caribbean Sea. It lies about 100 miles south of Cuba, separated by the 5 mile deep Cayman trench. Except for the coastline, the topography is hilly to mountainous. Jamaica enjoys a sub-tropical climate, which, of course, enhances one of its major industries—tourism. Jamaica is famous for its wide variety of goods, which are actively exported: coffee, rum, and ganja. Locally, the Jamaican nationals depend on the abundant fruit and nut trees and the ocean for their sustenance.

Discovery Bay, a small town located along the north coast of Jamaica, offers one of the most interesting and diverse coral reef communities in the world. This was one of the reasons why this site was chosen for us to study. The other reason is that the Discovery Bay Marine Laboratory, owned and operated by the University of the West Indies, is located there. Included on the grounds are: a large dormitory, a fully-equipped dive shop, a dry laboratory, an aquarium room and wet laboratory, and a small apartment house for visiting researchers. The Marine Lab also houses the only decompression chamber on the entire island. So, with a completely equipped facility available to our disposal, we were prepared to study an ecological environment unique familiar to most of us.

Dr. Richman, having worked on several research projects involving coral reefs in the past, offered a general orientation to that community before we left for Jamaica. Thus, we were somewhat prepared before we left, yet still curious and inexperienced. The first few days were spent scuba diving and snorkeling at a small fishing village around Discovery Bay. Learning to identify up to 30 different coral species, including the branching corals, required a large portion of our time. We put to use the identification books and waterproof camera that made the task somewhat easier.

After this orientation period, we split into teams to begin our research projects. These were conducted under the auspices of Drs. Richman and Rence, according to the biological area being investigated. These projects gave us an opportunity to research areas of interest to us, and to contemporary marine biologists.

Besides the marine environment, Jamaica offers an extremely interesting culture—one that we did not fail to take advantage of. Since we were removed from the tourist areas, we were able to observe the Jamaican way of life. We walked the local bars, which were little more than shacks at times; sometimes, we came home with more than we left with. The Blue Mountains, located on the eastern part of the island, offered a panoramic view of the capital, Kingston. An open air market, located near Discovery Bay, gave a chance to sample some of the local merchants' best creations. In general, we all felt it was a worthwhile and rewarding experience. We were able to enjoy ourselves while learning and engaging in something fairly demanding work. Most of all, we had learned about the other foreign study programs, we experienced a different way of life. Although this may have been for only one period, it gave us new appreciation of a culture we basically knew nothing about.
No fatalities yet in isolation tank

by Heidi Berres

When Lawrentians are sitting at a meal or talking with people they have just met or don't see very often, the topic of classes inevitably comes up in conversation. I have been asked on a few occasions if classes are interesting. The answer to this question is not as simple as most people would like it to be. "Oh, you mean the coke in the movie Altered States" or "What's an isolation tank?" Depending on their familiarity with the tank, the conversation usually continues with the same kinds of questions and statements. Questions are asked like, "Do you hallucinate in the tank?" "Don't you drown?" "How do you breathe?" I could see after talking to several people that some of the misconceptions that existed fifteen years ago about the tank still exist today. After some thought I decided to write an article for the Lawrentian to tell you what a few of us have been doing with the tank over the past few years and hope you understand more about the field of REST (Restricted Environmental Stimulation Technology).

In 1979, with the help of Jim Heilbronner, Jeff Bruno at the REST and Self Regulation Institute in Toledo, Ohio and Gregg Jacobs from St. Elizabeth Hospital in Appleton, WI. Lawrence University has contributed to the early research being done on REST. Research began in 1978 when religion professor John M. Stanley introduced REST to a couple of students. Stanley long had an interest in the psychology of religious experience, hypnosis, rituals and meditation systems, he became intrigued with the ideas of experimental research with REST. He supervised the building of an isolation tank by Jeff Bruno ('78) and Gregg Jacobs ('79), and in the spring took part as a subject in the first experiment. The experiment uncovered several interesting phenomena, including time distortion, relaxation and visual sensations. A more carefully designed study seemed warranted.

In 1979, with the help of Jim Sweeney and Bob Christiansen in the psychology department, Jacobs, Heilbronner, and Stanley conducted an experiment comparing the effects of a REST environment and a normal sensory environment on relaxation. They used guided relaxation, breathing and visual imagery techniques within these two environments. Physiological measures and subjective reports were utilized in order to assess the results of the REST environment. The results of their study indicated that flotation REST enhanced the relaxation, breathing and visual imagery techniques, and when combined with those techniques REST lowered subjects' blood pressure and muscle tension levels.

The effects of REST on blood pressure and relaxation prompted Dr. Bruce Heyl of St. Elizabeth Hospital in Appleton to suggest that Mr. Stanley donate the tank to the hospital where further work on hypertensive could be done. Faced with a problem of lack of space on campus for the tank, Professor Stanley followed Dr. Heyl's suggestion. The tank was given to St. Elizabeth Hospital in the spring of 1979 where it is currently being utilized in the Stress Management Unit under the supervision of Dr. Alan Belden and Gregg Jacobs. The hospital has been one of the first in the country to use the isolation tank as a part of regular stress therapy and preliminary results indicate that it is a success.

The success of the early research and interest displayed in the work done at Lawrence University led to the donation of another tank to Lawrence in 1982 by Float to Relax Inc. of Denver, CO. The tank is much different in design than the one built by Bruno, Jacobs and Stanley. The 1978 tank was igloo shaped with an 8 ft. circumference whereas the Float to Relax tank is rectangular. This second tank is 6 ft. by 4 ft. by 4 ft. and has a sliding door operable from both inside and outside the tank. The tank contains a 20 percent Epsom salt/lineolin solution so the user floats on his back in about 10 inches of water. The tank is 99 percent light and sound proof, and has a filtering system to keep the water clean and regulate the temperature in the tank. The temperature of the water is 93.5 F., or surface skin temperature. This temperature is used so the user cannot feel a difference between the air, body and water.

Last summer with the tank in the Lamdale Health Center, Professor Stanley began to plan an experiment to replicate the physiological results obtained in the 1979 experiment and to test some more complex variables, specifically cognitive skills. He teamed up with Bill Francis of the psychology department, who's interest in health psychology and psychological stress warranted his interest in the tank, and together with me as an assistant, we designed a study testing the effects of sensory isolation on physiological status and cognitive performance. With the thought that a reduction in arousal through sensory isolation would enhance cognitive performance we chose three simple tasks: verbal recall, anagrams and the Stroop test. The experiment, which began in the second term, and had 19 subjects (volunteer Lawrence students). There were eight sessions: one per week for each volunteer. Physiological measures were taken on all subjects each week. These measures included blood pressure, pulse rate, peripheral skin temperature and tension of the frontalis (forehead) muscle. The short cognitive measures were also taken after each session. Preliminary results at the study's midpoint were encouraging. Perhaps the most pleasing result was that the experiment seemed to support the physiological effects of REST found in the 1979 study. The tank led to a significant reduction in diastolic blood pressure, muscle tension and pulse rate. The most interesting physiological finding was the blood pressure decrease which seemed to indicate that sensory deprivation provides a much more rapid reduction in blood pressure than a program must using guided relaxation techniques (i.e., breathing and meditational techniques). The significant effect is being more closely exploited by clinicians interested in using the isolation tank to help hypertensive patients. In addition, the results indicated that, in as few as four sessions, REST has a positive effect on cognitive abilities such as short-term memory, verbal recall and attention deployment. Preliminary results of the experiment indicate that the effects of REST go beyond those of simple meditation and relaxation in a quiet environment.

One of the most significant events associated with our current study is that we were able to present our preliminary results at the first International Conference on REST and Self Regulation in Denver, CO. earlier in March. The conference was organized by Professor Stanley and two other researchers, Peter Suedfeld and Thomas Fine. By keeping in touch with other researchers in the US and Canada, they were able to get a wide variety of work to be presented at the conference. Among the presentations were three involving former Lawrence students: Robert Heilbronner at the University of Health Sciences/Chicago Medical School, Jeff Bruno at the REST and Self Regulation Institute in Toledo, Ohio and Gregg Jacobs from St. Elizabeth Hospital in Appleton, WI. Thanks to a generous amount of funding by Campus Life I was able to go to the conference and learn more about the field of REST myself. I found one of the most fascinating aspects of the conference to be the general interest displayed in which field of REST is moving. Sound and research is in medieval times than the present day. REST and sensory functioning is closely related to the field of psychology. In addition to experimental research, there are many professionals on commercial uses of the tank, clinical use and the use of REST to reduce sickness and absenteeism in employees. The conference indicated that a great deal of hard and careful work must be done to reestablish a field like REST and I think Lawrence can be proud that it is a part of that effort.
1984: Orwell, Huxley, and You

by Chris Righty

This year and next, Professor of Government Mojmir Povolny is teaching a senior seminar entitled "Nineteen Eighty-Four." The course takes its theme from George Orwell's "Nineteen Eighty-Four," which, like most of the other course readings, including Aldous Huxley's "Brave New World" and Anthony Burgess' "A Clockwork Orange," describes a "negative utopia," a pessimistic vision of the future extrapolated from Twentieth Century trends. The literature questions human nature, the viability of the social order, and the capacity of political systems to sustain humane sensibilities, and predicts an absurd world in which all human success to the absolute power of governments whose sole end is their self perpetuation. In these "negative utopias," there are no human values or ideals of their own accord. Because degree to which these authors' speculations have become reality is an issue of concern for us and for ensuring widespread awareness, we asked Professor Povolny to share with us his reflections on the subject.

Mojmir Povolny

Q: Why did you decide to teach this course?

A: Obviously, the approach of the year 1984 and the symbolization that the date has represented in the mind of my generation has drawn the course. To me, the year 1984 has been a significant invitation to address, in the context of the issues raised by Orwell's novel, and secondly, the developments in the 20th century, especially those since the 2nd world war, and our increased awareness, especially of the inherent dangers in those developments, encouraged me to deal with them in a more systematic way than we do in usual remarks, and that led to the development of the proposal for the seminar.

Q: Given the modern world's increasing resemblance to the "negative utopias," do you anticipate the trends continuing, or can it be reversed?

A: Well, I think the most dire prognoses of Orwell's and Huxley's are often not fulfilled. Obviously there are certain aspects of our present day society that bear a certain resemblance to those predictions. But I think that the extremes of those predictions have not yet come true. It is true, on the other hand, that both in our society and in other societies, especially those that we fail to label authoritarian, there are inherent dangers. We find it becoming more and more evident that any society, even those that seem to be to some extent democratic, even those that seem to be to some extent liberal, are controlled in a very profound influence on the thought and behavior of people. This is an instrument of socialization, and I think that the institutions of education are one of the blocks on which an economic difficulties may (and this is true, on the other hand) it is due to the nature of social structure of the loose bipolar international system. In our condition, however irrational as the armaments race may be, it is a defensive mechanism for balancing the power of the two superpowers, and that however paradoxical it may seem, it serves the purpose of maintaining a minimal level that is consistent with the economic difficulties that are certain. The poor, between the developed and the poor, between the poor and the rich are continuing, and the more conscious, effective and acceptable for certain parts of the world to reduce the level of armaments, economic difficulties on the global scale from the arms race and with the stability of the international system.

Q: How does American education compare — is it more an instrument of control or a vehicle to enlightenment?

A: Education in every society from Plato on has been a very powerful, if not the most powerful, agent of socialization, and every society is going to use education in which a reform education is institutionalized for this purpose. Societies are interested in survival. The question then is what kind of education and for what more specific purpose the institutions of education are used. Education can be used for very different purposes, for the perpetuation of the values that ensure and increase an individual's freedom and security, but education can also be used to produce robots, subconsciente to values which do not serve the happiness of the individual but the power or other purposes of someone else. When one speaks of American education specifically, I am inclined to think that it has been certainly directed towards the socialization of the young Americans into the values of the American society, however conformist then the product might be, but at the same time, to encourage the kind of freedom with which the individual can choose and enjoy the values that he regards as important.

Q: Were the themes of President Reagan's Munich Convention of 23 September 1982, in which he stressed the importance of inducing Russians with the values of our society, rather than adopting a "relativistic posture towards values," inimical to the idea of educating free thinkers and more consonant with educating pieces of "clockwork"?

A: That would be a misreading of President Reagan's advocacy or...
as a professor of government, I hope to address the issues of our culture and civilization in a more direct way than possibly the other work that I do in the political science department. This is a position that I would like to occupy in the future, to be able to develop my professional work along the lines of this degree and my specialization, which is political science.

In summary, the University of Wisconsin-Madison is a great place to study, and especially in the fields of political science and government. The faculty is knowledgeable and enthusiastic, and the curriculum is challenging and diverse. I would highly recommend this university to anyone interested in pursuing a career in these fields.
Bon Anniversaire, Vive la Commune

by Michael McDonough

This week marks the 112th anniversary of the bloody end to the Paris Commune, one of the most important events in the history of the international proletariat's struggle for socialism. The story of this insurrection is well worth retelling.

This episode in the class struggle began in the wake of the collapse of Napoleon III's Second Empire (1852-1870) during the Franco-Prussian War. As the Imperial regime fell like a house of cards, the working class gathered in Paris to defend the Revolution. "Political power does in one way or another always grow out of the barrel of a gun!" and salute precisely this armed revolution. "The Central Committee of the National Guard, which had guided the proletarian revolution up to this point, now handed the reins of power to the Commune. For the next two months, Paris became an island of socialism in a sea of reactionary intrigue and bourgeois counterrevolution."

Immediately the Commune of Paris, filled with the patriotic fervor of the "vendetta" against the Prussians, was committed to organizing the defense of the justly esteemed city, and at the same time to implement the principle of free association and the liberation of all individuals. "The Commune was never designed to become a debating society or a mutual admiration society of the working-class."

On January 28, 1871, a besieged and starving Paris surrendered to the Prussian army, and the Commune was forced to retreat to Montmartre. "As the Imperial regime fell like a house of cards, Bismarck's troops moved in and surrounded Paris. Within the city, a republic was proclaimed and a Government of National Defense formed on September 4, 1870. Very quickly, antagonisms developed between this bourgeois government and the Parisian proletariat, and within the National Guard itself fell into two factions—"Pujols" and "Bouchees du Rhone," the "Prussian Junkers," Friedrich Engels wrote, "and disarmed, the proletarian National Guard held its weapons and its territory."

By mid-February, Paris was isolated and surrounded by the Prussian army. Prussian troops allowed the producer brings out this fact more clearly: "The Commune's struggle was against the bourgeois order, and the producer out of the Prussian army, in order to defend the Revolution."

As Marx observed: "No longer was Paris the home of the revolution where the workers of Paris!"

1871's revolutionary spirit could slowly, but not stop, the inexorable rise of this vast reactionary force."

On the final day of the Commune, the barricades were pushed back at the "Wall of the Lachaise" cemetery, which became a "mute but eloquent testimony to the bloody struggle." But Marx observed: "For the revolutionary heroism with which the population of Paris—men, women and children, workers and students—ended in its inevitability."

From the beginning of May onward, the armies of this Workers' War were directed toward the fight against the counterrevolutionary armies of the Thiels government at Versailles. With the withdrawal of the Commune's forces from Versailles, the Commune was destroyed. "The Commune should be destroyed, the bourgeoisie had itself torn away the facade of 'democracy,' behind which lurked the reality of capitalist barbarity."

The Civilization and justice of bourgeois order in the Paris Commune is exemplified in its sacrifice. "The masses of the working class... The Commune was..."

The Graduate cont.

officer saw fit to bring Gene down to the Appleton police station for "interviewing." But the big stand-off memory for Gene was going down to Daytona two years ago to play in the NCAA football play-off. Even though Lawrence was defeated 20-0, I recall a comment by Sam Levin, which perhaps captures another advantage of a liberal arts education at Lawrence: "They may have beat us today, but they'll by working for us tomorrow."

From the beginning of May onward, the armies of this Workers' State were directed toward the fight against the counterrevolutionary armies of the Thiels government at Versailles. With the withdrawal of the Commune's forces from Versailles, the Commune was destroyed. "The Commune should be destroyed, the bourgeoisie had itself torn away the facade of 'democracy,' behind which lurked the reality of capitalist barbarity."

The Civilization and justice of bourgeois order in the Paris Commune is exemplified in its sacrifice. "The masses of the working class... The Commune was..."
**Ashes**

by David Pickau

Paint for yourself a kingdom. A bass drum carried by rivers and plowed by peasants. A kingdom ruled by king, law and state. Now if you have the proper conditions, control, organization and government in your mind, I shall tell you a story of a kingdom.

In this kingdom all the young men grew up to be strong young men; but I am not speaking of them. They would leave their homes where they were raised and go to the factory, and iron, leave their colleges where they were taught and they would go on to something else.

There were two young men who could do in the service of the king. A lad could polish clouds or mine marbles or clean the crystal rocks of the king. However, there was one young man named Johnny Karmanski who was not so destitute. Too much of a dreamer to ever work with his hands; nevertheless scoured the glory of service and so he enlisted in the messenger corps.

Soon Johnny went out with his comrades and master (for a messenger would never do anything else) you can see that Johnny was success or unwilling. And so forth with others, he once knew that an honest man has proven all too true. For all the young hopefuls, but one was chosen to serve and depart, and that one was Johnny and that broke his heart.

The messengers all lined up with their saddle bags of pink ostrich skin and the master departed in each a brave and important form. While all around them the sun rose and the stars of the five of torches that twisted the environment into a regular patterns of darkness and light.

Johnny remained alone, pride burning. He thought, "Is this just? What is the king's glory? He's the king of the earth and the iron of the earth?"

Johnny took his swordshot and he kissed his sword. "Is this what I deserve?" The king asked bitterly, "Cut off his head for a king does not deserve to receive ashes." Then he went to his chambers to cry unhappy tears.

As Johnny was riding he would sing an irregular song to himself. He did not think anyone was listening, but when he sang to himself he would blush and he would feel the hot breath. He rode beneath a tinfoil sky.

Johnny remained alone, pride hurting. He thought, "Is this just? What is the king's glory? He's the king of the earth and the iron of the earth?"

Johnny took his swordshot and he kissed his sword. "Is this what I deserve?" The king asked bitterly, "Cut off his head for a king does not deserve to receive ashes." Then he went to his chambers to cry unhappy tears.

Whereas the other bands that cropped up in the Athens, Georgia, renaissance for perhaps one should a nation walk the plains of the world's, Method Actors, Love Tractors, and Pylon are mostly influenced by contemporary trends in music—minimalist funk, for example. R.E.M. looks back a few decades and looks for influences outside the world of rock and roll. The straightforward arpeggiation and new rhythms are reminiscent of the Hollies and the Byrds. At times a country and western flavor comes through pop hooks abound; but R.E.M. remains aloof from any clear-cut classification.

R.E.M. remains aloof from any clear-cut classification. The instrumentation is conciser—bass, guitar, drums, and voice. Guitarist Peter Buck and bassist Mike Mills play interwoven lines as if they were wearing a tough, tight fabric—maybe burlap. Drummer Bill Berry is ever solid underneath, while Michael Stipe's vocals seem to soar above all it, at times his vocal parts are part of the musical fabric.


"Walk" is a song so something that somehow reminds me of "Wailing Madida," a childhood tune of Captain Kangaroo reknown. "Pilgrimage" is another song new original on which Easter again seems to build a Gothic cathedral around Stipe's voice. A Pylon-like bass line introduces the next cut, "Laughing," and is immediately discarded as he wishes you to know that they're aware of that party-scene type, but prefer good old rock and roll. "West of the Field," which seems unnecessarily passionate, and "Passion," which isn't, are the album's only weak cuts.

Like the Mystic Disruptors from Lawrence U., R.E.M. formed their band at school—the University of Georgia. But whereas the Disruptors split to the coast, R.E.M. remained based in Athens, scurrying around the trendy New York and L.A. scenes and the producers from the coasts. Murmur, like R.E.M.'s previous singles—the single "Radio Free Europe" and the "Chronic Test EP"—was recorded in Mitch Easter's garage studio in Winston-Salem, North Carolina.

Mitch Easter's production is fresh and innovative—he's got flair for a 60's sound type. Peter Buck's guitar has a crisp clangor, none of that heavy-handed buzzsaw sound. Bill Berry, using a wide variety of percussion, is a much subdued drummer than on the first two records. But I think Easter does his best work with Stipe's vocals. In the bridges, jones introduces what seems to be a new element, but you'd never know it, it's so smooth.

An atmosphere best described as "R.E.M.'s" is created on Murmur. As far as lyrics go, your guess is as good as mine, as to what words exactly mean. They're catchy syllables, though, Murmur doesn't have meaning, it has a feeling. It feels good.

(The editors wish to thank Beg­ gars Tune for their support in mak­ ing reviews of new music possible; without donations albums we could not have done it. We hope this sup­ port will continue in the future.)

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**QUOTE OF THE WEEK:**

"A revolution is not a dinner party." — Mao

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**SEAFOOD**

- **LAKEPERCH**
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**FISH DAY**

Saturday 11:30 - 3:30
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**FISH DAY**

Friday, May 27, 1983 The Lawrenceian Page 9
Serious flaws found in Kean

Kean: Disorder and Genius is an apt title for this term's main stage production. The genius of the play lies in some extremely good performances; the disorder stems from the play's overall interpretation. The play is a potentially poignant one, concerning Edmund Kean, a 19th century Shakespearian actor. In a talk I had with Tom West at the beginning of rehearsals, I was led to believe the play dealt with the role of an artist in society - a rather serious topic and West's comments suggested a fairly serious treatment of that topic. But any seriousness was lost in the 'play for laughs' interpretation seen in the final production.

Visually, the play began with a great deal of promise. All of the set changes were done on a lit stage and the pinrail and backstage area of yet another 'stage' were always in clear sight. The sets themselves were constructed in an almost flimsy manner, constantly reminding the audience that the pinrail and backstage area of yet another 'stage' were always in clear sight. The sets were never resolved however, was only dealt with on a visual level and was never resolved or firmly touched upon within the play itself.

At points during the play Kean refused to perform and discussed the characters in the scene remove a lot of the attention from him. Through their humorous aside and/or reactions to Kean, the depth of his words is lost. Thus, the audience finds itself becoming increasingly removed from the action of the play and empathizing with none of its major characters. This lack of empathy made the already long (two and a half hour) play seem even longer. There was no real curiosity or feeling aroused within the audience to pull them back into the theatre after intermission, or, indeed, even through the first act. The singing in the show was yet another distraction. While Kety had an extremely beautiful and clear voice, she looked slightly ridiculous singing the same forlorn love song over and over again (once amidst the noise and commotion of a scene change). West said he had her singing in order to remind the audience how callously Kean treated those around him. I think that point could have been more effectively made in portions of his monologues. Kean himself could have effectively displayed his careless attitude toward others if only given a chance. Kety's singing served only to further separate the audience from the action of the play. The result is that the play did not constitute a coherent whole, but moved from one comic routine to another, from song to song, broken up by speeches from a tormented Kean whom we could not take at all seriously within the context of frivolity and humor.

In producing entertainment Kean succeeded. That is, if one refers to "entertainment" as amusing, non-thought provoking humor. And as far as humor goes there were some very strong performances. I felt, however, that the heavy handed use of comic routines detracted from what otherwise could have been a much more meaningful and poignant play.

—AMY E. PAGEL

Prizes

We are happy to announce the winners of the prizes in this year's competition. The Hicks Prizes in Fiction: Paul McComas for "Dig and Drive" and "The Handicap"
The Hicks Prize in Poerty: Laurie Hovel for "Settina for a House" Honorable mention: Bruce Heyl for "Flood on a Tributary" and Sarah J. Brown for Reading an Old Love Poem," "Lives," and "Aging"

The Alexander Reid Prize for the best sketch: Laurence Minsky for "Dinner Time" Honorable mention: Sean D. McCollum for "The Hope of Charles Eagle Plains" and Paul McComes for "View of a Moray Eye"

The Wood Prize for the best essay by a freshman: Russell Benton for "United States Department of Defense"
The Tichener Prize for the best critical essay written by any student enrolled in courses in English literature: Paul McComes for "Cat in the Rain" Hemingway's Version of Marital Decay"

The Tichenor Prize for the best critical essay written by any student enrolled in courses in English literature: Laurence Minsky for "Dinner Time" and Sarah J. Brown for Hemmingway's Version of Marital Decay"
That IM Thang

The Vikings' baseball team, inspired by a tip given on the back of a fan appreciation day, ended its season with a convincing 12-3 triumph over the Lawrentian in last place with zero points. The LU track team overcame injuries, poor weather, and superstition to make their move through the Midwest Conference meet held at Northfield. Eric Griffin changed the entire emotional tone of the team in the 9:32 it took him to win the 50-meter steamleap. The turning for from sunny California to a patient tactical race to beat both the talented field and the elements. That race, more than any other occurrence, provided the spark the Vikings needed to make their move through the ranks.

Lawrence Track

The LU track team overcame injuries, poor weather, and superstition to make their move through the 13 team Midwest Conference meet held at Carleton May 13-14. The Vikings were led by first place finishes by Todd Hausmann and Eric Griffin as seven varsity records were bettered over the weekend.

Friday, May 27, 1983 The Lawrentian Page 11
Pianist Gary Wolkstein will present a Faculty Recital Sunday at 8:00 in Harper Hall. The program will open with J.S. Bach’s Partita No. 4, followed by this Violinist Nancy Messuri and Harry “Fred’s Dad” Sturm will join Mr. Wolkstein in presenting Brahms’ Piano Trio in E Minor. This program wouldn’t be alphabetically complete without something by Beethoven—but Mr. Wolkstein has instead opted for the Sonata by Albert Ginastera (Oh well). All past, present, and future RKS students should attend this event to see what playing piano is really about. (And those of you who have never experienced BKS will probably enjoy the recital too.)

Monday, May 30 is not only the day of Violinist Betsy MacNeeley’s debut in Violin class, it is also the date for the much heralded recital of Clarinetist Tammy Leisman and Lawrence’s own Sepieta and you thought a school our size couldn’t have a septet). Conductor Ismail Salahi will lead Clarinetist Andy Nelson, Bassoonist Craig “Slick” Cowley, French horn player Laurie Semmes, Violinist Kate Stephans, Cellist Mike Allen, and Bassist Eric Alston “I do jazz too” late through 4 movements of this well-known Beethoven work. The second half of the program belongs to Ms. Leisman. Who, with Pianist Tina Biene will present Madetoja’s Polka’s No. 1 & 2 and the Harvey Sonata for Clarinet and Piano. The program will close with Giazotto’s Trio in which Ms. Leisman will be joined by Obiost Wendy “I don’t do drums.” Skala and Bassoonist Craig “Silly Slick” Cowley.

This Harper Hall Recital starts at 8:00—Be there!

This week’s GSR (the last one of the year) will be held next Tuesday, May 31, at 11:10 in the Chapel that’s the Chapel, not Harper, kiosk. It’s sure to be a doddle, featuring fourteen performers. Be there to help fill out the house!

Ending this year’s faculty recital series is everybody’s favorite Saxophonist Steve Jochheim who, with happy go lucky Pianist Ted Rehl, will present an evening of contemporary saxophone music next Thursday, June 2, at 8:00 in Harper Hall. The program will open with two movements of the Opus 19 by who else, Paul Creston. This will be followed by Basset’s Music for Saxophone and Piano (featuring such descriptive and imaginative movements as “fast” and “slow”) and the well known Hindemith Sonata. Following intermission, the Dynamic Duo will perform Franck’s Ballade and Scarlaccio by Darius Milhaud. You’ve seen them before and you know they’re great, don’t miss your last chance of this program wouldn’t be temporary saxophone music next Thursday, June 2, at 8:00 in Harper Hall.

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Orchestra, Director Dr. William Heinz, and soloists from the class of 1983. These soloists, chosen by audience earlier in the year, are scene of Lawrence’s finest senior Music majors. This year’s featured performers—in no particular order—are Organist Dave Lorenzen, Violinist Sue Monticha, Pianist Terry Vandenberg, Trumpeter Todd Shivelbein, Violist Lisa Russell, French Horn player Laurie Semmes, and Pianist Robin Mangold. In the eloquent words of prose Percussionist Michael Wijohn, this concert “probably won’t suck”—in fact I’m convinced that it’s going to be a great concert! So join us in the Chapel Friday, June 10, at 8:00 for this really special event.

Downer Chorus

Lawrence University’s Downer Women’s Chorus and the newly formed Male Chorus will present a concert Sunday, May 29, at 7:00 in the Lawrence Memorial Chapel. The public is invited to the concert without charge.

Under the direction of Professor of Music Mari Taniguchi, Downer Chorus will be joined by guest soprano Kathleen VandeKieft, who attended Lawrence in the early ’70s. A former member of the Augsburg Opera Company of Germany, VandeKieft will join the chorus, other soloists, and organist Davie Lormsen, in performing excerpts from the opera “Il Trovatore” by Giuseppe Verdi. The Male Chorus will join the Downer Chorus in marking Johannes Brahms’ 150th birthday with a performance of the Schottische Waltzes, Op. 52, assisted by pianists Tina Biese and Linda Sparks. The concert also will feature works by Henry Purcell, Ralph Vaughn Williams, and work by S. Francesco d’Assisi which Taniguchi discovered during a visit to the island of Sardegna, and a number of other works for chorus and soloists.