

## Indian Spring Symposium looks at American Indians

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

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

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

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

Among the distinguished visitors to the Lawrence campus during the symposium will be the Kiowa Indian and Pulitzer Prize winning novelist Scott

Momaday, and his father, Al Momaday, a noted artist and a leader in Indian educational efforts and art activities. Al Momaday will discuss Indian art during a gallery talk and lecture to be held at 4 p.m., Friday, April 23, in the Worcester Art Center. His son will read from his works at 8 p.m. the same day in the Union.

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

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

Music Professor Eric Stokes, Lawrence class of '53, who is now on the faculty of the University of Minnesota, will return to Lawrence during the symposium to discuss his opera "Hors-pital," which is based upon events from the history of the American Indian.

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



—Sketches by Nancy Robinson



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# New program offers chance to experiment with education

The success or failure of the newly established Scholar of the University Program depends upon whether the students themselves can "pull it off," remarked Thomas E. Headrick, vice-president of academic affairs.

The program "is not designed as an elite kind of thing," but rather for those students who have a "sense of what they want" out of their education, who are strongly self-motivated, and for whom the formal course structure is not suitable, according to Robert M. Rosenberg, professor of chemistry and one of the originators of the Program.

Although an applicant must be in good standing, the emphasis for selection is based upon whether the student can work well without the incentive of grades rather than upon the student's grade point average. The student must also demonstrate to a special subcommittee of the Committee on Instruction that he would get more out of his education as a Scholar of the University than in the conventional manner.

"The Program offers a chance for some people to experiment with their education and is a much more flexible and individual approach to education than either student designed courses or writing for credit which still keep within the bounds of course structure," Headrick said. One value of the program is that "there is no structure," he added.

The Scholar with the assistance of two faculty advisers designs his own program which may integrate regular courses, off-campus programs, tutorials or independent study. There are no requirements as to what specific topics a Scholar should pursue except that they must, of course, be within the competence of his faculty advisers.

Although the student's program is not bounded by formal course or topic requirements it should include a concentration in some field of study and take into account the stated guidelines for general education at Lawrence.

Because of these program limitations, the Scholar of the University is not a program in which one can "do your own thing," said Rosenberg. "One cannot concentrate on one subject for four years without trying something else," he added.

At the end of each term the Scholar will be evaluated on an S/U basis by his advisers. Such evaluations could take many forms including exams, papers, or conferences with advisers. Regular courses may be taken either S/U or with a letter grade.

If a student's work is unsatisfactory to his advisers, he may be removed from the program at the end of any term and given S/U grades for work completed.

The department of the student's major would then have to determine a reasonable set of courses for him to complete the major, taking into consideration his work done as a Scholar.

Besides knowing what goals they would like to pursue at Lawrence, those students who enter the program should have a good idea of what they want to do after graduation because some problems may arise when a person applies to graduate or professional school.

When there are a large number of applicants for opening in graduate and professional schools and for financial aid, a person with S/U reports will probably be at a disadvantage since it is very hard for schools not to use arbitrary quantitative measurements, said Rosenberg.

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

Graduate and professional schools are not an insurmountable difficulty, however, according to Headrick, since other universities have programs similar to the Scholar of the University and their graduates have not been seriously hindered from attending graduate schools.

The student's advisers also write detailed letters of recommendation, describing his program and evaluating his work added Headrick. In the future, he said, good recommendations will become increasingly important since good grades will not be enough. Letters of recommendation are almost as "good as a grade point average in some senses," Headrick remarked.

In order to avoid any difficulties that might arise, Headrick advised that students should write to those graduate and professional schools in which they are in-

terested and inquire as to whether being in such a program would hurt their chances for admission.

He added that too much emphasis should not be placed on the potential problems graduate schools might pose. "We use graduate schools as a crutch for some of our beliefs," he said, "and we should not let them set the standards for us." If the program does what it is supposed to do, the student ought to be in better shape for graduate school, he added.

Although Lawrence will not "consciously" try to change graduate schools' admission policies, according to Dorothy Draheim, registrar, it will use its "influence to help those persons on experimental programs enter graduate school and, thereby, ease admissions requirements."

Because of the difficulties involved in setting up a program for one's college education that would also take into consideration what one plans to do after graduation and in working on one's own without the incentive of grades, Rosenberg said that he suspected that the Scholar of the University program "is not for everyone." So far no formal proposals have been submitted, although Rosenberg, whom students should contact if they are interested in the program, said that he had talked to about half a dozen students.

The number of students in the Program depends upon the number of scholars faculty members are willing to supervise. The question as to the allocation of faculty members and to the number of Scholars they may supervise has not been completely answered, according to Headrick, and any problems will be coped with as they occur.

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

## News Briefs

### LUCC election results

LUCC representatives elected in last Wednesday's balloting are: Paul Chicos, Augie Fosu, Andy Kalnow and Jane Tucker, from the Plantz-Kohler-Quad constituency; Jeff Fox, Joe Harper and John Moeller, Brokaw-Colman-Ormsby constituency; and Mark Fracknitz, Benn Stott and Basil Vasilou, Trever-Sage-Off campus constituency. The results of the referendum on the proposed Honor Code change and the selection of the recipient of the H. K. Babcock Award for General Excellence will be released at a later date.

### Brokaw Tenement Week

The First Annual Brokaw Tenement Week will be held May 2-8. The week's events will commence at the Appleton Foxes' game on May 2 and climax with a Brokaw Open House on May 8. Other events include special lectures, contests, parties and a final banquet.

### Student Leadership Institute

Students interested in attending the National Student Leadership Institute on World Affairs, to be held in New York, June 12-18, should contact Mike Vogt (Ext. 318). The program is being sponsored by the Council on International Relations and United Nations Affairs, and the deadline for registration is May 15.

### Admission Assistance Program

There will be a meeting in Wilson House on Thursday, April 22, at 2:00 p.m. for all seniors interested in serving as Alumni Admission Assistants next year. The program is designed to give prospective students an opportunity for personal contact with recent Lawrence graduates.

### ABC benefit

The Fox Valley Human Rights Council is sponsoring an advance ticket sale for the film "I Never Sang for My Father," with a percentage of the sales to be donated to the ABC program. The movie will be shown at the Viking Theatre April 28 - May 4. Mortar Board members will sell tickets until April 28 in the lunch lines at Colman and Downer. The cost of student tickets is \$1.50.

### Archaeological Institute meeting

Frederick R. Matson, research professor of archaeology at Pennsylvania State University, will describe Sumerian Temple towns at a meeting of the Appleton Society of the Archaeological Institute of America, Thursday, April 22 at 8:00 p.m. in the Worcester Art Center.

### Downer Day

Milwaukee-Downer Alumnae from Milwaukee and Green Bay will participate in the Downer Day program scheduled for Saturday. Events will include a fine arts presentation, a recital, luncheon with President Thomas S. Smith and a tour of the Dard Hunter Museum at the Institute of Paper Chemistry.

### Warren Benson

A band concert featuring the music of Warren Benson will be presented this evening at 8:00 p.m.

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Material to be included in the News Briefs column must be submitted to the Lawrentian office by 8:00 p.m. the Wednesday before publication.

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# The Essence of Blackness: did the investment pay off?

by Martha Larson

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

The purpose of the week, according to Willie Midgett, president of A.A.A., was "to express ourselves and educate others." He felt that the education part of the program was a failure.

The turnout for the speakers was small and he believed that the speakers composed the most constructively educational part of the program. Willie Jammer, charter member of the organization, explained, "The black essence week was constructed and meant to be a total experience." The plays and theatrics served to illustrate problems facing the blacks in society and raise questions for the white audience, while the speakers provided some answers and solutions; those who missed this part of the program, missed an important part of the educational experience.

There was a numerically successful turnout for the week's series of performances; but the impact of the music, poetry and drama on the audience, and the

final impressions made, were disappointing for members of the A.A.A. The effect of the play, for example, did not appear to go beyond the entertainment level. Few seemed to comprehend the questions raised by the plays or see their relationship to what the plays said. "They left the plays stunned," said Midgett, "but I don't think they knew what they were stunned about."

Immediate audience responses, such as facial expressions and laughter, reinforced the feeling that the major points of the play were missed. "Eventually they laughed at everything, even the most serious parts." Midgett felt that the laughter undercut the message.

In addition to the disappointment in immediate audience response, the group experienced a let down during the weeks that followed the symposium as they noticed the waning memories and interest of the students who had attended the programs. Midgett noted that during the first week there were greetings and congratulations, the second week, just greetings, and finally, the symposium's impact seemed to be forgotten altogether.

"The intention of the plays is overlooked if you come out feeling appeased rather than seeing the questions that have been posed," Jammer pointed out. "Sure black people can sing and dance and do it to a T," but the activities of the Essence of Blackness week were more than entertainment; they comprised an attempt to show and teach the "essence of blackness" and its implications.

"There were black plays and white people watching which in itself suggests there was more than just entertainment there. . . . For each one of those plays there is a white man in the play—to see where the white man is in those plays was our intention."

Another disturbing factor about Essence of Blackness Week was that the program was initiated, presented and fully participated in by only one side—the A.A.A. members. The two exceptions to this were Mr. Theodore Cloak, director of Freshman Studies, and Mr. Hugo Martines, assistant professor of Spanish, who were described by Roberta Brunson, a member of A.A.A., as being among "the few professors on this campus who are in close association with black students."

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

## Twelmeyer resigns as LUCC representative

James Twelmeyer, LUCC representative, announced his resignation from LUCC at the April 7, 1971 meeting.

In a statement that he read before the Council, Twelmeyer stated, "At many meetings of the past year I have felt as if we (LUCC) might have appropriately met on a raft on the Fox River. Admittedly I have not been a particularly good sailor because, while I have felt the boat sinking beneath me, I have done little to stop it. . . . I hope the captain, crew, and passengers of LUCC act a little more concertedly in the future to save the ship. With some refurbishing it is worth saving."

Mr. Twelmeyer stated that he did not want to be dramatic but wanted to call attention to the problems that LUCC is facing. On many occasions he did not wish to participate in "what many have considered dull, inconsequential and repetitive discussions."

"I generally take exception to many of the bills and resolutions which LUCC considers. . . . and for various reasons. But I believe that LUCC should remain a community council ready to act in many areas. However, before the Council explores these many areas, I think that it is vital for the Council to assess where it has already been."

He mentioned specific suggestions for change, including recognition of the sponsor and background information on each bill or resolution, a "role call" vote on bills and an additional motion on the resolution to cease flying the flag for the duration of the Indo-China war. These final comments were directed to all assembled, especially the then prospective LUCC representatives.



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

## A.A.A. takes initiative in scholarship funding

In order to provide more funds for black scholarships, The Creative Black Artists and the Black Theater will offer the representation of "An Experience in Black Awareness" tonight, April 16, and performances of "El Hajj Malik—An Autobiography of Malcolm X" Saturday night.

Both presentations will be given both at 7:30 and 9:30 p.m. in the Experimental Theater on the respective nights; with the one dollar per ticket proceeds going to the Black Scholarship Fund. The goal of this "Project 35" is to supplement the limited amount of financial aid which Lawrence delegates to black freshmen.

The Association of African Americans at Lawrence sees the necessity of insuring a 10 to 15 per cent minimum proportion of blacks in each freshman class to build and maintain a substantial black community. Matriculation of a larger amount of black students is viewed as important for both the Lawrence community and for its ultimate social implications in the future.

This project arose out of the frustrations felt by the AAA at the failure of faculty and stu-

dents to respond to the Martines Committee recommendations submitted at the end of the 1969 academic year. The committee, set up in response to black demands, concluded that it is the responsibility of the University to matriculate more black students, while noting the dearth of prospective money to fund the scholarships.

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

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

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# Mastering the Draft: Homicide and the C.O.

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CPS Reporters

"If two Nazi Stormtroopers were killing your grandmother, would you resort to deadly force to repel them?" Every day across the country, applicants for the conscientious objector exemption are being asked this, or a similar question.

Such a question would only be amusing were it not the source of some very real problems. In many cases, the local board members asking the question actually believe it is pivotal: if the young man is willing to kill the Stormtrooper, he cannot qualify for the exemption. Many young men also believe the question is significant since it is asked so often. These young men may decide not to apply for the C.O. exemption because they are willing to kill the Stormtrooper. Or they may quietly accept a I-A classification. Or they may be tempted to compromise their convictions and allow their grandmothers to die.

In fact, however, whether a young man would actually kill the Nazi or not has no legal bearing upon his qualifications for the conscientious objector classification. The courts have repeatedly and uniformly distinguished between a willingness to use force and a willingness to participate in war.

The Court of Appeals for the Second Circuit, for example, recently decided that: "The statute providing exemption for conscientious objectors does not speak of objection to force, but rather of conscientious objection to 'participation in war in any form.' . . . Agreement that force can be used to restrain wrongdoing, especially as the last alternative, has little bearing on an attitude toward war. We would not expect a full-fledged conscientious objector to stand by while a madman sprayed

Times Square with machine gun bullets, or while an assassin took aim at the President."

In light of court decisions such as this one, why do local boards still continue to import Nazi Stormtroopers into the local board hearing? This reporter asked Draft Director Dr. Curtis Tarr. He responded: "Now, if I were a member of a local board, I would ask many questions that (registrants) thought were unfair because I want the real registrant to come out. It's just like when I'm teaching a class. I try to ask all kinds of provocative questions. You've read Plato. You know what Socrates did. You ask any question that you think will provoke the person to say what he really believes. So you ask all kinds of leading questions. You see, I don't make up my mind that he's not a conscientious objector just because he says, 'Sure. I'd defend my grandmother.' But I might begin to get some information by which I can begin to examine what that guy really thinks."

Using provocative questions to determine a registrant's sincerity is legitimate. Sincerity is one of the requirements for the C.O. exemption. The manner in which a registrant answers a question is a legitimate consideration in determining his sincerity. Local boards, therefore, often ask difficult questions which may force a registrant to reveal that he has not thought about war and killing very much.

For example, boards often ask C.O. applicants whether they are willing to pay taxes and thereby participate in the purchase of war machines which will eventually be used to kill people. Of course, the C.O. exemption is not restricted to tax resistors. However, registrants who have not thought about such questions often become confused and contradictory. Such responses provide a basis for denying the exemption since they reflect adversely upon the registrant's sincerity.

Therefore, any young man seeking the C.O. exemption should prepare himself for questions which may not relate directly to his qualifications for exemption. Though not directly relevant to his case, these questions are important in determining a registrant's sincerity.

The rules outlined above have resulted from a number of court cases over the past few years. Undoubtedly, some local board members are not aware of these cases. They still feel that a registrant who is willing to kill the Stormtrooper cannot qualify for exemption. If a board member used this reasoning in order to deny the C.O. exemption, he would be acting improperly. Any registrant who feels his board has acted improperly and who is ordered for induction should not delay in consulting an attorney. He will not only be helping himself, he will also help the young man who will confront his board in the future.

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## ON CAMPUS



WITH MAX SHULMAN

(By the author of Rally Round the Flag, Boys . . . Dobie Gillis . . . etc.)

### Tenure; or Old Teachers Never Die

Today let us discuss tenure, an academic custom which stipulates that if a college doesn't fire a teacher fast enough, they are stuck with him forever.

The rules of tenure vary from campus to campus, but in general, a teacher gets tenure when he reaches the rank of associate professor or, failing that, when he completes eight years on the faculty. Thereafter, he cannot be fired except for two rigidly defined causes: a) if he is habitually nude during lectures; or b) if the college can prove he has been dead for more than one semester.

Small wonder, then, that colleges are so careful about granting tenure. Who wants to be saddled with a dull teacher for the rest of his lumpy life? For—let us speak frankly—even among a group as glittering as teachers, you will find an occasional deadhead. Take, for example, Ralph J. Stagnant.

Mr. Stagnant was not only dull, he was stupefying. Believe me, I would never say such a mean thing, true though it is, if he were a sensitive man, but he is not. In fact, if you want an example of how *insensitive* he is, he wrote his entire Ph. D. thesis on a chair that had a nail sticking through the seat.

And if you want further evidence of his dullness, the thesis was called "The Dynamics of Luggage."

But even so, the academic job market was booming at the time Mr. Stagnant got his doctorate, and he soon found employment. What's more, by blending with the ivy and always walking on tiptoe, he managed never to attract the Dean's attention and thus got rehired every year.

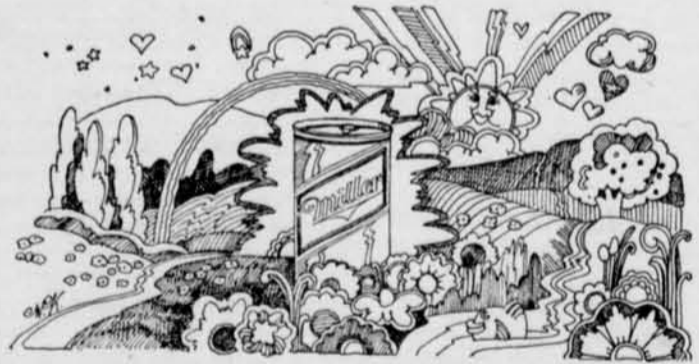
But finally came Year No. 8, and Mr. Stagnant knew his luck had run out. This time rehiring would mean tenure and naturally the Dean would first take a good hard look. How, thought Mr. Stagnant with a sinking heart, could he persuade the Dean he was worth keeping?

Well sir, as everyone knows, the way to impress Deans is to publish books. So Mr. Stagnant, who thus far had been too sluggish even to attempt a book, now began turning them out at a frantic rate—*The Foot Locker Through History . . . Valise and the Single Girl . . . My Satchel, Right or Wrong*. Alas, the publisher rejected them all.

Finally, in desperation, Mr. Stagnant tried a novel, but this fared no better. "We are herewith returning your cornball novel," wrote the publisher. "Are you kidding with this stuff? Can you seriously believe that in this modern day and age anybody would want to read a tearjerker about a rich Harvard boy who marries a poor Radcliffe girl who dies of leukemia?"

And so, alas, Mr. Stagnant was fired. Today, a broken man, he lives in a New Orleans slum, working part-time as a praline.

There is a powerful lesson here for all of us: if you want tenure, don't be dull.



Take, for instance, Miller High Life Beer. Do you think that if Miller had been dull, it would have enjoyed a tenure of 115 years so far? Of course not. Miller abides because it is the very opposite of dull; it is lively, sparkling, vivacious, animated, sprightly, buoyant, spry, ardent, sportive and waggish. Just pour a Miller and the hills are alive with the sound of music, and there's a bright golden haze on the meadow, and every cloud has a silver lining, and zing! go the strings of your heart.

Perhaps you think I'm being a bit effusive about Miller High Life. If you do, I ask you to remember one thing: to me Miller is more than just a beer; it is also an employer.

\* \* \*

*It's true. We, the brewers of Miller High Life, bring you this column every week, sometimes nervously. And every day, always confidently, we bring you Miller High Life. If you've got the time, we've got the beer, in cans, bottles and kegs—and all ways delicious.*

### Famed string quartet to entertain Sunday

The 1970-71 Artist Series presented by Lawrence University will close its season on Sunday, April 18, with a concert by the Borodin Quartet. This famed string ensemble is scheduled to appear in the Lawrence Memorial Chapel at 8 p.m.

Concert-goers will hear Prokofiev's "Quartet No. 2 in F Major", Beethoven's "Quartet in C Sharp Minor" and Shostakovich's "Quintet in G Minor" performed by the Borodin ensemble, currently making its fourth North American tour.

Specializing in the works of Russian composers, the Borodin Quartet has in its repertory more than 100 compositions, including not only the entire Russian but most of the classic and romantic literature, as well as compositions by Debussy, Ravel, Hindemith, Webern and Stravinsky.

Originally called the Moscow Philharmonic Quartet, the name Borodin was bestowed upon the group by the Russian government in honor of Alexander Borodin, considered the father of Russian quartet music. Members of the ensemble include Rostislav Dubinsky, and Yaroslav Alexandrov, violinists; Dimitri Shebalin, violist and cellist Valentin Berlinsky. Assisting the quartet on the piano will be Lyuba Edlina (in private life Mrs. Rostislav Dubinsky).

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# Mastering The Draft: reopening your classification

John Striker and Andrew Shapiro  
CPS writers

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

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

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

Draft boards grossly abuse their power to reopen, because every reopening triggers consequences which stall the conveyor belt edging you toward induction.

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

Following the reclassification, you have 30 days in which to request "personal appearance" before your draft board. During this period, and while the appearance remains pending, no valid induction order can be sent to you.

The appearance at which you contest your reclassification will result in still another classification decision. Within 30 days after that decision, you can request appeal to the state appeal board. Throughout this second 30-day period, and until the appeal is resolved, you cannot be sent a valid induction order.

The procedural delays, accompanying reopening, reclassification, a personal appearance, and an appeal may consume from two to six months (or more). During this time you cannot be issued an induction order—regardless of your lottery number.

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

Although Selective Service Regulations give draft boards discretion in deciding whether to reopen, the United States Supreme Court recently clamped down on the arbitrary abuse of discretion. In *Mulloy v. United States* (398 U.S. 410) the Court ruled that an arbitrary refusal to reopen unfairly deprives the registrant of his basic procedural rights to a personal appearance and appeal.

The *Mulloy* case lays down strong guidelines for processing requests for reopening and reclassification: "Where a registrant makes non-frivolous allegations of facts that have not been previously considered by his board, and that, if true, would be sufficient under regulation or statute to warrant granting the requested reclassification, the board must reopen the registrant's classification unless the truth of these new allegations is conclusively refuted by other reliable information in the registrant's file." (emphasis added).

Under *Mulloy* your draft board must reopen if your request meets the Supreme Court's specifications. Your board cannot avoid reopening by arbitrarily disbelieving the truth of your claim. Instead, the truth must be refuted "conclusively" — not just "possibly," or even "probably,"

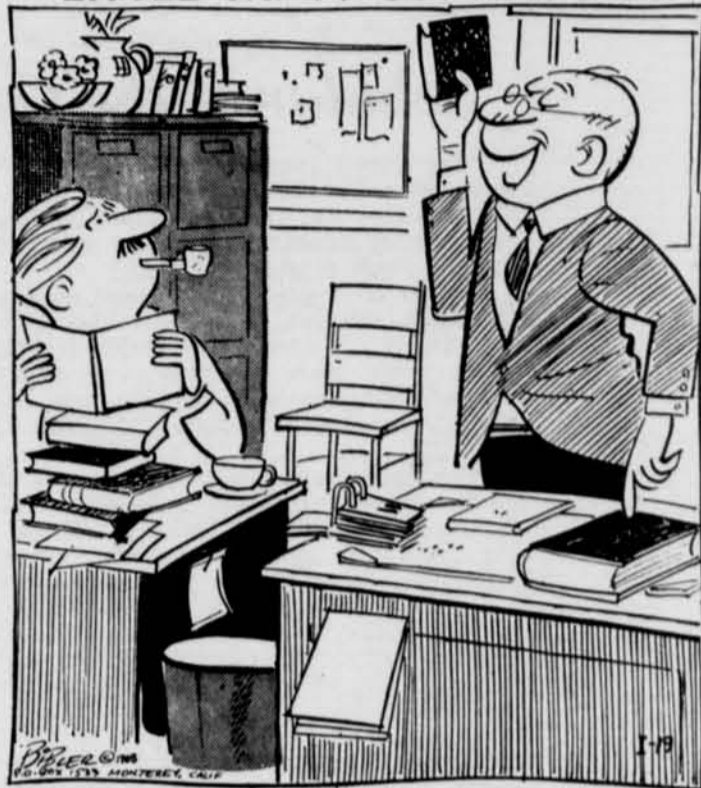
but conclusively—before reopening can be refused. This refutation cannot be based on mere suspicion or idle hearsay. It must depend upon "reliable" information—not hints or unsubstantiated suggestions—already in your selective service file. You would be well advised to inspect your file before submitting your reopening request.

*Mulloy* made reopening so easy to obtain that the Government protested (unsuccessfully); the Court was, in effect, allowing many young men to delay an induction order indefinitely. The Court was unimpressed with this argument, observing only that "... the board need not reopen where claim is clearly incredible, or where, even if true, it would not warrant reclassification, or where the claim has already been passed on, or where the claim itself is conclusively refuted by other information in the applicant's file."

If you think your board has denied you a reopening in violation of the *Mulloy* rule, consult an attorney in order to confirm your suspicions. Failure to follow *Mulloy* arbitrarily denies you due process of law. As your attorney will advise you, an induction order issued in violation of due process is invalid.

Please continue sending your proposals for draft reform to us at "Mastering the Draft," Suite 1202, 60 East 42nd Street, New York, N.Y. 10017. We want to take your ideas to Washington.

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# Letters..

## Scholar of the University

"It's a good program, but . . ." might be the best way to describe The Scholar of the University Program which is the result of the faculty's rather belated recognition that "the regular structure of courses may not provide the most suitable form of study."

As far as it goes, the Program does contain many commendable features. The most important of which is the creation of an alternative to the archaic course structure which would allow the student to plan his own program without being hindered by the artificial barriers of ten week pre-packaged courses and arbitrary course requirements.

The only problem with the Program is that it does not go far enough. Implicit in it, despite protestations to the contrary, is an elitism and separateness from the rest of the university community which can only reduce its effectiveness in creating any meaningful educational change.

While a few students, who normally will be "of superior preparation and ability," may pursue an integrated and relatively unstructured program, the vast majority of students will still be educated under a fragmented system based upon competitive pressure.

There is no reason, however, why the "Scholar of the University" should not become a program for anyone who wishes to enter it. The two major aspects of the Program, that of planning one's course of study and developing the self-motivation necessary for real learning to occur, should not be hurdles over which only a few capable students may pass, but important and even necessary aspects of any person's education.

Because the nature of education involves intellectual and emotional development, a student should not be expected to outline a complete program for the rest of his college career. Rather, part of a Scholar's educational experience should involve periodically re-evaluating his proposed program with his advisers and making the necessary changes.

Since most Lawrence students have never had the opportunity to work on their own without the confinement of courses and the pressure of grades, attempting to judge the amount of self-motivation a person might have when these restrictions are lifted also does not seem appropriate. Developing a degree of self-motivation is an important goal of everyone's education, and development cannot occur without the necessary structural freedom.

The Scholar of the University Program cannot be expanded to provide this structural freedom without faculty support. Not only must an adequate number of faculty be willing to act as advisers, but the Program itself also must be encouraged as an equally and perhaps more valid approach to education for any Lawrence student.

Faculty response to the program, however, will be based upon student reaction. If students do not show sufficient interest, there is no reason to suspect that the faculty will make any changes. Yet, if enough students reject the present spoon-fed system of education and show interest in formulating their own learning experience, maybe, just maybe, some change can occur.

In spite of its negative aspects, therefore, the Scholar of the University is potentially a good program. Whether it will become an elitist escape or an effective program that will interact with and possibly change the archaic university structure remains to be seen. One thing is certain, however, the impetus for change will not come from the faculty, it must come from the students.

—JON MOOK

### TO THE EDITOR:

Yes, the "pollution problem of today is much talked of" (THE LAWRENTIAN, April 9, 1971.)

The LAWRENTIAN could follow these suggested actions to help preserve our environment instead of just talking about it (order listed is arbitrary):

1. Stop wasting paper with wide margins and "aesthetic" blank spaces (not to mention printed areas that might have been best left blank).

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

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

LOVE AND KISSES  
JAMES TWELMEYER '72

### TO THE EDITOR:

This letter is one of information for those students who have a special interest in international affairs, and would like to pursue their interest further through an organization whose purpose is to bring international events before the attention of the Lawrence Community.

The Lawrence World Affairs Council (LWAC) is seeking students to take part in one or more of its three major programs: speakers' events, the Model United Nations, and activities with foreign students. During this last year, the LWAC brought to Lawrence Professor John Lewis from Stanford, who spoke on Communist China's policy in Southeast Asia, and Professor Alexander Wilde from the University of Wisconsin, who lectured on the Latin American military. Professor Robert Ward from the University of Michigan, and Hideo Yoshiaki from the Japanese Embassy are expected to come to Lawrence in May to speak on Japan's role in international affairs.

Due to financial difficulties and a lack of student interest, the LWAC was not able to send a delegation to one of the various Model United Nations Programs held throughout the country during this last term. In the past it has sent representatives to the Model UN's sponsored by Harvard University and the University of Minnesota, and intends to make a greater and more organized effort to do so next year.

Finally, in January the club sponsored a talk by Professor Cheng on the Economic Development in China in conjunction with the visit by foreign students from various colleges in the state to the Lawrence Campus.

Next year Sam Tolley (ext. 538) and Raj Sadasivan (ext. 329) will be taking over the leadership of the LWAC. They are presently looking for students who have a genuine interest in both continuing and improving the present activities of the Club. Those who wish to join are encouraged to contact them in the near future.

MICHAEL G. VOGT  
President of LWAC

### TO THE EDITOR:

Many Lawrence readers have seen a petition that has been circulating on campus these past two weeks regarding the possibility of bringing a Latin American

historian to Lawrence. We feel that there are a few problems that must be clarified concerning this petition. In spite of the wording, the petition is really asking the administration to make available courses in Latin American history; this does not mean bringing an historian here to add to the staff. The history department will make an appointment at the end of next year. However, it remains to be seen what kind of historian will fill that position. This is the time when the student body should express its opinions.

A group of students, along with Professor John Alfieri, has formed to express their feelings about the need for a Latin American historian, and to explore the feelings of the rest of the community. There are several reasons why a Latin American historian should be selected. Latin American history courses would not only enrich the history offerings but also complement related course offerings in Spanish and other departments (anthropology, government and economics. It would also make it possible for students to pursue in depth their special interest in Latin America.

Latin America is a vast area about which most of us know very little. The population explosion alone, in Latin America, merits our serious attention. There will be about 700 million Latin Americans by the year 2000. The United States has long been involved in Latin America economically, politically and culturally. There is a large Latin American population in the United States. How can we continue to ignore such an important region? Now is the time to do something about it; if interested, voice your opinion by signing the petition.

MIKE BUCHMAN  
CAROLINE GUDERMUTH  
SANDE ZORN

### TO THE EDITOR:

Two weeks ago (April 1-3) we had the privilege of participating in an alumni-sponsored program in Chicago, the purpose of which was to acquaint students with job opportunities available to liberal arts majors. The alumni office on campus arranged our transportation to Chicago Thursday afternoon, where we were met by LU alums in whose homes we stayed. Friday we each visited several alums in whose jobs we had indicated interest. These alums were most candid and helpful in telling us what their jobs entail, how they became interested in them, and how open their field is to new graduates. More than thirty alums generously offered their time and homes to the Lawrence students. On Saturday we all met for a luncheon in downtown Chicago after which we divided into small groups to discuss the success of the program in giving students an idea of the opportunities available upon graduation.

In writing this letter we would like to thank the alums for their time and concern and to urge more students to take advantage of this opportunity when it becomes available again. The major disappointment was that only ten students participated in the program, apparently due to a lack of clear publicity in the planning stages. This, however,

(Continued on Page 7)



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## Letters...

(Continued from Page 6)

will be better handled in the future (this was a pilot program) and there is a good possibility that the program can be offered in other cities.

This program is a good example of the services provided by LU alums which we would urge students to take advantage of more often. We found that this particular program offered practical experiences as well as free time for fun in a city which in some respects is more exciting than Appleton.

SUE FICHERA  
DAVE HAUGLAND  
PENNY HAWK  
DOUG SMITH  
TODD THURWACHTER  
JAMES TWELMEYER

### TO THE EDITOR:

One of the articles in a series recently published in *The Lawrentian* dealt with student apathy. I as a student who never considered himself apathetic until recently, would like to address myself to this phenomenon as it applies to my case. The event which turned the tide from an interest in what was happening in the community to almost a fanatic apathy was the recent 'election' held for representatives to LUCC.

In the past, I have tried to keep abreast of the current events of the Lawrence community through LUCC minutes, articles in *The Lawrentian*, and word of mouth. I have always voted in the elections. The past race for the vacant seats on LUCC, however, gave me no desire to even cast a ballot. The campaign was, what I would call, the lowest-keyed I have ever seen. Indeed, it bordered on the non-existent. I was sure of one person's candidacy, but he wasn't running from my constituency. Another person went so far as to post 2"x 1/4" posters confidentially proclaiming that "This is a cheap poster." Aside from that, there was no campaign to my knowledge. I knew personally only one of the candidates running from my constituency. From this I am supposed to "Circle Three" on the ballot for Trever, Sage, Off-Campus? Is it perhaps that I'm not part of the 'in-group' who gets informed as to the candidates running? Or am I expected to vote for a person whose identity I am not sure of?

Student apathy? Sure. It exists, and this is partially the reason for it. Are we to take the legislation passed by LUCC seriously when even the candidates who run don't take their elections seriously? I don't expect a three-million dollar campaign, but I do expect to at least know the candidates. A twenty-minute session in each of the dorms in the constituency would cost nothing.

If, indeed, Kathleen Way does exist and is a student interested in serving on LUCC, I may have voted for her. But, as it stood, I didn't know and didn't vote.

Could this ego-trip called an election be reflecting anything about LUCC in general? Here we have a viable organization for student government which has a potential of power. Look back three short years. I, as a freshman, could not have a female come to my room at any time. Later in that year, I could enjoy the privilege of entertaining a member of the opposite sex for only four hours on Sunday afternoons

with the door ajar and the lights on. Compare that with what we enjoy right now! I contend that legislation such as this would have been impossible without an organization such as LUCC.

Does the election held this week reveal that there is no longer anything more vital for LUCC members to discuss than where the university buys its lettuce or what token lip-service the community can pay to ecology? I hope this is not the case, but until I am shown a little more enthusiasm, I shall remain, as now: apathetic.

KEVIN FENNER

## Lauter announces scholarship funds

Three prize scholarships in art, library science and journalism are available to graduating seniors who plan to continue further studies in these fields, Dean Lauter told *The Lawrentian*.

A Thomas and Estelle Reid trust fund was set up, and the Lawrence Board of Trustees uses the net income each year to give out scholarships to a deserving senior in each field.

The Estelle Ray Reid scholarship in art is to be used by a graduating art student to help defray expenses at an institution of higher learning, preferably the Art Institute of Chicago. The Estelle Ray Reid scholarship in Library Science is to be given to help one female student pursue her studies as a librarian at a graduate institution. The Thomas B. Reid Journalism scholarship is designated to reduce expenses for one male graduate who will be enrolled in

a recognized school of journalism.

An ad hoc committee composed of faculty and students will determine the seniors that will receive the scholarships at commencement in June. Ideally, each department should be held responsible for recommending students, because they are in the best position to judge students' work. At Lawrence, however, with no departments of journalism or library science, interested students should contact Carl Riter of the art department, Joseph Boisse for library science and Dean Lauter for journalism.

The main problem is one of advertisement, Dean Lauter believes. Qualified students in these three fields must be identified, and the students who could be possible recipients should be informed that such scholarships exist.

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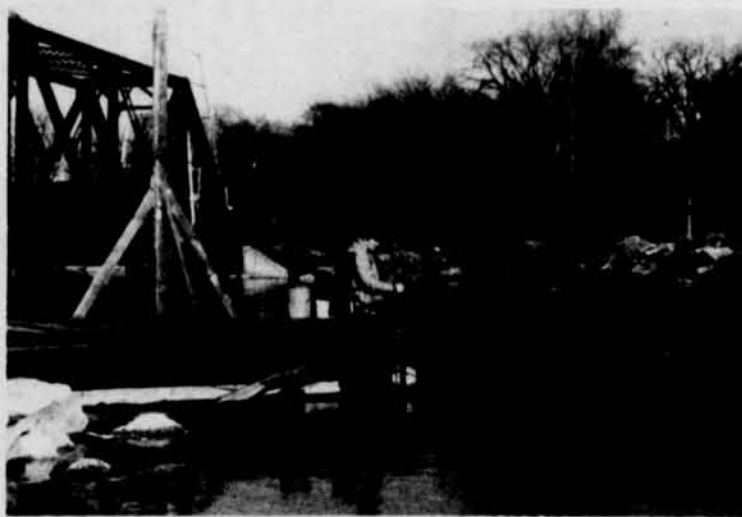
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## THE FOX: WHERE IS IT GOING?



-Photographs by Walter Williams

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# Dennis Ribben named University Librarian

by Kathy Krull

A position which remained vacant since last August has recently been filled. Dennis Ribben has been selected as an associate Professor and Lawrence University Librarian by a special committee that included members of the library committee. The committee, headed by Allen C. West, associate professor of chemistry, has been interviewing candidates for the position since last fall, when former librarian Walter Peterson left Lawrence to become president of the University of Dubuque. Joseph Boisse has been serving as acting director since Peterson's departure.

Ribben's appointment, to become effective in July 1971, was based on his extensive library and teaching experience. Born in Sheboygan, Wisconsin, he graduated in 1957 from Calvin College with a bachelor of arts degree in humanities. At the University of Wisconsin he earned both a masters degree in English and in library science. His doctoral work in library science was completed in 1969.

After teaching English in high school, junior high and at Dordt College in Iowa, Ribben became the director of the Waupun Public Library in Waupun, Wisconsin. He introduced new library services to the community, planned and carried out the building of a new \$250,000 facility and

taught library science courses for the Extension Division of the University of Wisconsin. As a member of the Wisconsin Library Association, he was active on a committee whose work made possible the library legislation soon to be taken up by the Wisconsin Legislature.

Since 1969 he has been assistant professor at the Graduate Library School of Indiana University and Library Development Coordinator at the Indiana State Library. As an active member of the Indiana Library Association, Ribben is a frequent speaker at regional and divisional meetings. He is also a member of the American Library Association and is co-researcher on a project to measure the articulation between library education and early job experiences. He has published minor pieces in professional journals, and is coordinator of the effort to translate the recently completed Indiana Library Studies (a \$200,000 research project) into a plan for a state-wide network of libraries.

Ribben hopes to improve the Lawrence library's connections with the libraries of state and local universities. His primary focus will be on attaining access to the materials and services of other libraries, rather than on expanding the Lawrence library and acquiring new materials.

## World Affairs Council lecture: 'Changing Latin American Military'

by Mike Vogt

Professor Alexander Wilde of the Political Science Department at the University of Wisconsin, spoke before a group of Lawrence students and faculty Wednesday night, April 1, on the "Changing Role of the Military in Latin America."

After giving a brief summary of the military's political behavior during Latin America's post-independence period up to the 1950's, Professor Wilde focused his attention on the last twenty years in order to explain how and why the military's role has changed. He made the following observations.

First, after WWII, the processes of industrialization and social mobilization in Latin America were accelerated, and the result was the formation of new groups (largely the workers and politicized peasants) which the political institutions had subsequently been unable to integrate into the society.

Second, by the 1950's the military had become a modern, professionalized institution composed mainly of members of the middle class, characterized by universalistic criteria for membership and specialized functions (such as engineering, development economics, public administration, etc., in addition to the "use of force").

Third, the Cuban Revolution (and its destruction of the military in that country) made the military fearful of any populist or guerrilla movements, and encouraged an increased flow of U. S. aid to the military for training; especially in counter-insurgency techniques.

The result, Wilde noted, was that while in the past the military had intervened in the political process to restore order and turn the government over to more responsible leadership (often those civilian groups on whose behalf the coups were carried out), the military in post-Castro times began to govern for indefinite periods of time; that is, to take control of all levels of the government in order to implement policies for economic development and political stability.

Professor Wilde then illustrated the military's new role by comparing and contrasting the present military regimes in Brazil and Peru. Perhaps the most significant aspect of the comparison was his observation that, despite the common middle class background of the military in both countries, each has taken a very different approach to development. The Brazilian military has been conservative: no fundamental social changes, continued reliance on foreign investment and extreme political repression. On the other hand, the Peruvian military has been relatively radical: land reform, strict controls on foreign investment, profit sharing for the workers and also political repression, but less so than in Brazil.

Wilde attributed these differences to both the smallness and weakness of the middle class in

Peru — having first elected a "middle class" government in 1962. His argument was that because the Latin American middle class tends to become conservative and adopts the value patterns of the upper class, in those countries where the middle class has grown in size and strength, the military has come to serve their status quo interests.

Some of the major conclusions which can be drawn from Professor Wilde's talk are as follows. First, due to Latin America's social and economic problems, her democratic political institutions have been unable to resolve conflicts and organize the societies for the purpose of achieving modernity. Second, both the Brazilian and Peruvian cases show that the leadership of a strong, authoritarian group of technical elites may be an answer to Latin America's developmental problems. But third, as Professor Wilde himself emphasized, in the long run Latin America will need effective political institutions to integrate the societies and control political participation; even after the military solves (if it is successful) the major social and economic problems.

## Fraternity initiates recycling project

Phi Delta Theta fraternity recently initiated a project to recycle used beer cans from the Viking room. The project, originally intended to be a community service project to last one day, will be continued indefinitely due to the response from both the Lawrence and Appleton communities.

Other groups participating in the project are the Environmental Action Committee (EAC) at Lawrence, students in the Little Chute public schools, Neenah Public Schools and Einstein Junior High School in Appleton. Also, Goodwill Industries has consented to allow area residents to deposit cans in bags or boxes next to collection receptacles at Valley Fair and Walter Avenue Shopping Centers plus four area super markets. The cans will be collected by the Phi Deltas on Friday, April 23. The following day the total lot will be taken to a re-cycling plant in DePere, Wisconsin.

On the Lawrence campus, the Phi Deltas will try to convince the house councils to operate soda machines with returnable bottles as well as providing biodegradable laundry soaps for dorm residents.


The project will officially begin with a movie presented by Bill Thompson of Kimberly-Clark and a response from Dr. Sumner Richman at the Phi Delta house on Thursday, April 22. All students are welcome to participate in the events.

PARA-NAUT

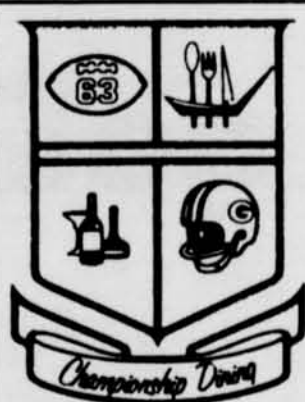
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David Jones

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

Robert  
George  
Grundy

**ABSENT ILLUMINATION**

The hand of Dark smothers the  
ground  
as night chokes the day.  
Floods of darkness fill your eyes  
as night numbs your senses.  
Pouring into your brain like a  
colorless,  
oozing liquid,  
night fills your mind  
with the silent buzzing of  
nothingness.

A color possessing a damp sound  
that sucks up clarity.  
Dripping blackness over the  
earth,

night comes but once per day  
to drape little-known realities  
in veils of ebony icicles.

JOHN R. ERNST



**gallery**

—Name of photographer withheld upon request

#### NO LUMPS

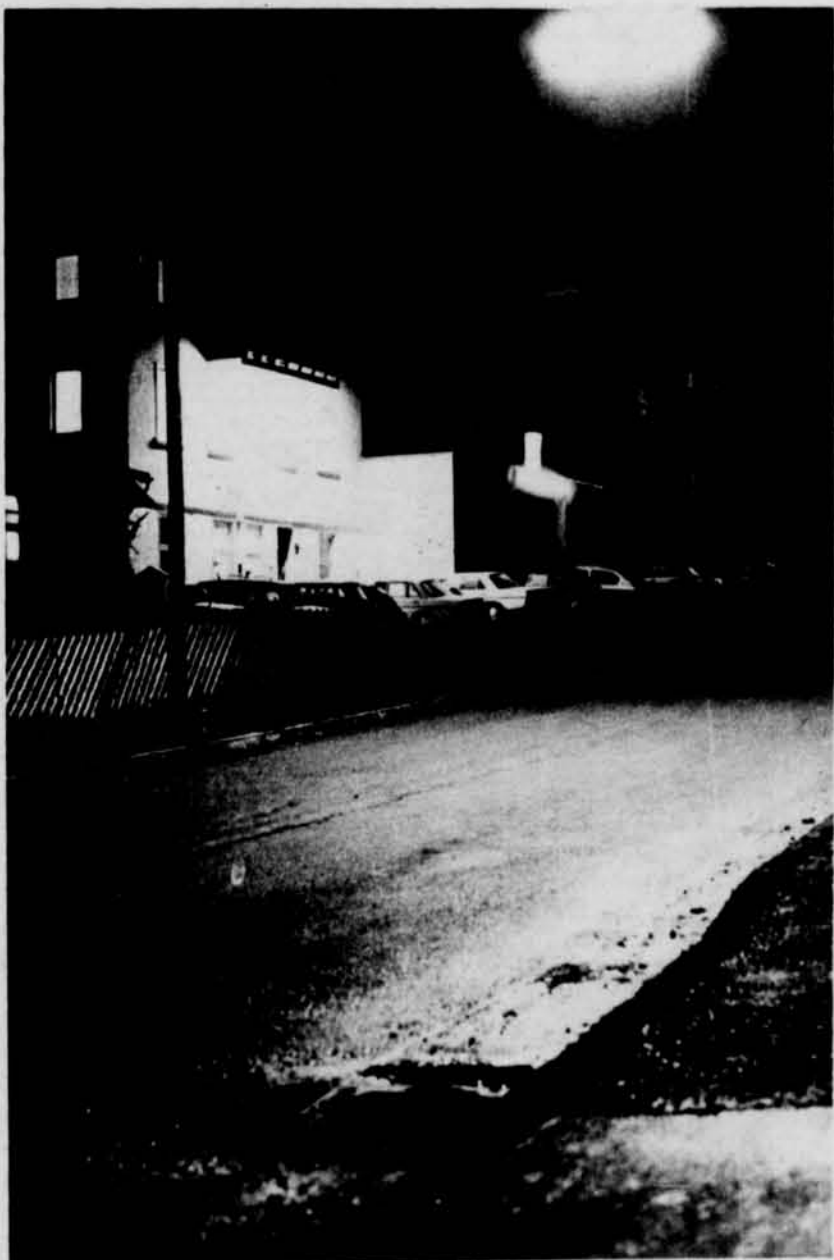
Hungover, on the way for coffee—so often the way—an urge takes hold that the boy is either going to fall violently in crocus love or muster the pale strength to finally admit that the crossway smokestacks are really doing something nice to the empty whitening air. March is such a factory month, at morning.

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

She'll take her coffee black, too.

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

DAVID JONES



#### An Espousal

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

—Jon Carlson



**Improvisation on a Structure  
(Palm Sunday)**

Seems

the sky couldn't be more blue  
without exploding soon

the cheshire daymoon out  
springing on the westwind end  
of little kids' kite strings.

Yes, I think it's smiling, too.

Much.

David Jones

**Springjoy**

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

Robert  
George  
Grundy

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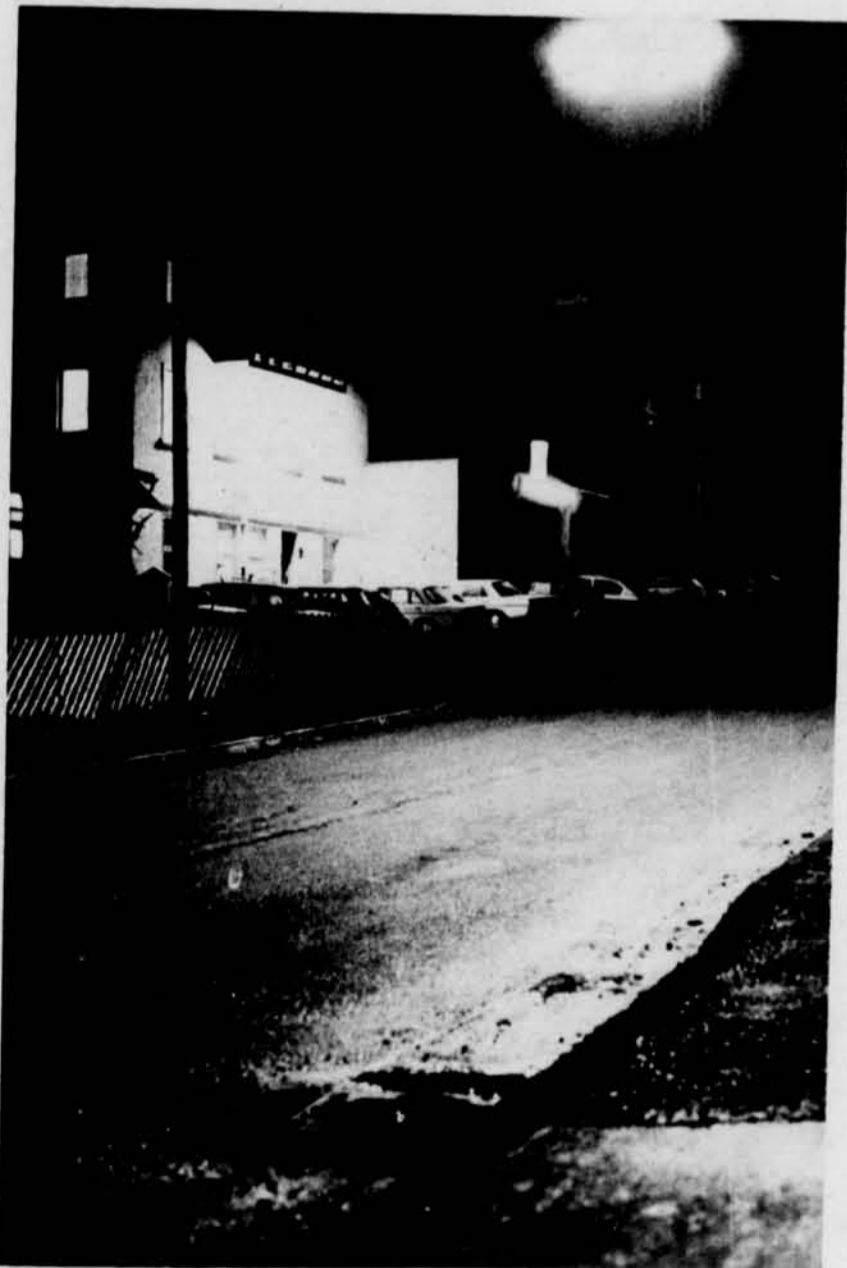
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## "Lancer" signs pro grid Green Bay Packers pact

Lance Alwin, Lawrence University's record shattering full-back, has signed a contract with the Green Bay Packers.

Alwin, who was 9th in the country in last season's small college rushing statistics, participated with the Packers in last weekend's drills in Arlington, Texas.

Alwin became the second Lawrence Viking in the past two seasons to sign a pro football contract. Interior lineman Joe Patterson was a 13th round draft choice of the Washington Redskins after the 1969 season, and though he didn't make the team last year was asked by the Redskin organization to return to camp this year for another try.

The 5-11, 211 lb. Alwin had intended to round out his eligibility at Lawrence throwing the shot put for the Viking track team. He would have been a co-captain of this year's squad.

"But I felt that if I didn't go to Arlington and work out with the Packers I'd be making a mistake. I wouldn't have the time a rookie needs to become adjusted to the pro ranks, and I'd be that much further behind when I reported in July."

He added that "this is what I had been working for during the past three seasons. I want to play pro football, the opportunity is here and I feel it's time to go full steam ahead—even if that means I have to give up track."

Alwin, who comes from a family of 16 children and was recently married, said other personal reasons entered into his decision.

"When you come from a large family, you learn early in life what it is to have nothing, to have to sacrifice for other people, to work hard and look toward the future for some type of goal.

"I hope to be able to help my family as well as support myself and my wife," he said.

Alwin, elated over his contract with the Packers, said he was a little awestruck about meeting the players at the Arlington training camp, but was satisfied with his performance there.

"I thought I was in pretty good condition," he said, adding that he has been working out with weights and had already started a long-distance running program.

"When I get to camp in July, I'm going to be in the best physical condition of my life," he asserted.

Alwin, who was not drafted by any of the NFL teams, said former Green Bay Packer Bob Skoronski, who works out regularly in Lawrence's Alexander Gym, made some contacts with the Green Bay office and got things rolling.

"It was a dream to be able to work with a beautiful person like Mr. Skoronski and the Green Bay organization is top notch," he said.

Alwin, who combines good size with exceptional speed, started his varsity career at Lawrence as a linebacker and was an All-Midwest Conference choice at the spot during his sophomore year.

He shifted to running back as a junior by Coach Ron Roberts, who wanted to take advantage of his size, speed and durability.

During the 1970 season, Coach Roberts called Alwin the key to the entire Lawrence offense, adding that every team in the conference knew it also, making him a "marked man."

In spite of it, Alwin came through with a record breaking season, setting all kinds of new marks in rushing.

During the 1970 season, Alwin gained 1,229 yards in 272 carries, averaged 4.4 yards per crack, 133.8 yards per game and scored five touchdowns.

Alwin's season rushing total is a Lawrence record, and during 1970 he broke several other single season game records. His 42 carries in one game is a new record, and so is the 174 yards gained in a single game.

Alwin also holds the Lawrence career rushing record, 2,161 yards, in 435 carries, acquired in 16 games over two seasons. Other career records include the Lawrence average per rush record, 5 yards per carry; and the number of yards per game record, 134.

Alwin credits Coach Roberts with helping him make the transition from linebacker to running back. He had previously been a linebacker not only at Lawrence but for three years at Fort Atkinson High School.

"I was afraid of it at first," he said. "But Coach Roberts showed me I had the potential to do the work there and he finally got me to believe in myself."

In making the switch, Alwin said he brought to his new position the same philosophy that he felt had been responsible for his success at linebacker.

"You know, on defense, you go after people, you hit them. I use the same philosophy on offense—hit them before they get a chance to hit you."



Lance Alwin

## Viking baseballers drop home opener, but rally in night cap to beat Ripon, 7-6

Those who watched LU's baseball home opener last Saturday undoubtedly came away with mixed emotions.

In the first game of the twin-bill, played with the Ripon Redmen, the Vikes fumbled and stumbled their way to a 16-8 slaughter by the visitors.

However, Lawrence did an about-face in the nightcap, rallying from a four-run deficit to defeat the Redmen, 7-6.

Both starter Dan Toycey and the rest of the squad got things off on the wrong foot. Toycey didn't have it this day, and three innings, six runs, six hits, four walks, four errors, a wild pitch and a home run later, he was forced to the showers.

Before the shelling ended, the Redmen had crashed two more homers, and had scored ten more runs on eight more hits, and two more Lawrence errors.

All-Conference pitcher John Holly started for Ripon, and it

took the Vikes a while to get going against him. Through the fourth inning, Lawrence had managed but a pair of hits, and was down 10-1.

The Vikes put on a belated rally in the final three innings, getting seven more runs on six hits, but the issue was decided far before the final out.

Leading hitter in the first game was freshman Larry Tremaine, who smacked a pair of singles and a triple in four times at bat. Steve Blomberg was also swinging a hot bat, belting a pair of triples in four trips. Both Blomberg and Tremaine had a pair of RBIs.

The second contest was a far different story. Lawrence got off on the right track by pushing across two runs on three hits. Blomberg and Larry Nowlin each had run-scoring singles in that inning.

Ripon, however, retaliated in their half of the second, and tied the score. Third baseman Mike DeLany did the dirty work by nailing a single to left, scoring teammates Hoffman and Biesner.

The third inning was scoreless, but then Ripon struck what appeared to be a crushing blow in the fourth. That blow was struck by first baseman Jerry Clark, who hit a two-out, 1-and-2 pitch over the left field fence for a grand-slam home run.

Things looked dark for the Vikes now down 6-2. However, they came roaring back in their half of the fourth to tie the game again.

With one out, Nowlin belted a long homerun over the right field screen. Marty Thurnblad then singled and Mark Cebulski walked. Tom Brown fanned, bringing up the pitcher, Ken Howell, with two out. Howell tied up his own game by unloading a towering round-tripper to left center.

In the fifth, the Vikes pushed across the winning run like the old-timers used to do it. Dave Rothschild led off with a single, stole second, moved to third on a sacrifice bunt by Blomberg, and scored on a sacrifice fly to the deepest part of the outfield by Dave Arakawa.

Effective pitching by Howell kept the Redmen at bay the last two innings. Howell gave up ten hits, but was bailed out of several jams by double plays.

Tremaine and Blomberg took honors for the best hitters of the doubleheader. Tremaine went 4-for-7 and Blomberg went 3-for-6. Blomberg tied with Nowlin for the most RBIs with three.

Blomberg, Nowlin, and Tremaine are now the Vikes' leading hitters, with averages of .375, .350, and .308, respectively. Blomberg leads in slugging percentage with .750. Tremaine is second with .577, and Nowlin

## Track team good at Madison, but easily defeated by Ripon

by Steve Swets

This past week the Lawrence track team saw action on two occasions. Last Saturday night, the squad journeyed to Madison for the USTFF-sponsored Federation Meet. And Wednesday the Ripon runners invaded Appleton, and backed by strong weight and sprint rosters, crushed the Vikes' hope of avenging last year's one-point loss.

The Federation Meet was the chance for Lawrentians to find good competition in every event, as the evening meet was open to unattached competitors.

The Vikings' best performance came from frosh half miler Bill Jensen, whose 2:00.2 race netted him third in that event. In the process, Jensen set a new freshman record. Andy Kalnow and Dennis Quinlan tied for 5th in the 440 yard run and Mark Frodson grabbed a 3rd in the long jump to round out the individual scoring.

The final medalist of the night was the 880 relay team as Bill Gruetmacher, Steve Swets, Andy Kalnow and Ira Rock combined for a second place finish.

Wednesday was a turnaround, however. Coach Gene Davis' charges were not able to stop a strong Ripon squad, as they were downed 94 to 50.

Once again, Bill Jensen was the top performer as he captured both the mile and the half with times of 4:49.1 and 2:04.5. Lawrence's only other first place

came on Doug Gilbert's 12-foot pole vault.

A number of Vikings performed well, although they were not able to win their events. Fine doubles were turned in by Francis Campbell, 2nd in the mile and 3 mile. Bob Thickens, 2nd in the high hurdles and the intermediate hurdles and Tom Keith who placed 2nd in the long jump and the triple jump.

Dennis Quinlan, 440; Tom Cutler, javelin; Strat Warden, high jump; and Bill Trauba, discus provided the remainder of the Vikes' second place finishes.

In addition to taking most of the second place finishes, Lawrence saw fine supporting performances from a number of people. Chris Brown, mile; Brock Woods, high hurdles; Andy Kalnow, 440; Ken Zwolinski, 220; John Stroemer, 880; and Ira Rock, 220; grabbed third places for the Vikes.

A loss is always disenchanted but there is praise due a team that gives its all even though the final score did not go their way. The Vikes' 0 and 2 record is not due in any small way to lack of effort.

As seems to be the case with most Lawrence athletic teams, the thinclads boast a large proportion of underclassmen, but they are long on talent and should soon come into winning ways.

## Netters split with Grinnell, Cornell

by JACK HOAG

The Lawrence University tennis team split a pair of decisions last weekend, bowing to Grinnell 5-4 on Friday, while defeating Cornell 6-3 on Saturday.

The team was led by a pair of freshmen, Scott Russell, the number two singles player, and Gary Bellack, the number four singles player. Both Russell and Bellack were victorious on Friday and Saturday.

Number one singles player Dave Simmons lost to Grinnell's Ken Schofield 1-6, 4-6, but came back strong on Saturday, defeating Cornell's Dave Spencer 6-3, 7-5.

In a pre-season poll the Vikes were picked to place about fourth in the conference, behind St. Olaf, Ripon and Knox.

This was mainly due to the fact that the team is comprised almost entirely of underclassmen, many of whom lack experience in championship competition.

After observing the improvement of his young, inexperienced team each week, Coach Ken Biegel sincerely believes that his netters are on a par with Knox and archrival Ripon.

He also sees the possibility of the Vikes being the dark horse in the conference with an outside chance of upsetting St. Olaf in the conference meet.

This Coach Biegel said, will depend largely on how quickly the underclassmen are able to develop and how much their inexperience will show in competition.

This weekend the Vikes will entertain Monmouth at 3:00 p.m. Friday afternoon and Knox at 9:00 a.m. Saturday. Knox is one of the teams Lawrence will have to battle for conference honors, so this weekend's matches are indeed important.

third with .500. Blomberg moved into a tie with Cebulski and Thurnblad for the lead in RBIs with five.

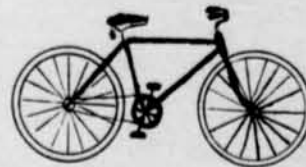
The doubleheader was the only action seen by Northern Division teams last weekend. This weekend Carleton travels to Ripon and St. Olaf plays Beloit.

Lawrence is not without action this weekend, however. The Vikes entertain Lakeland for a pair of games, with the first starting Saturday at 12 noon. Tuesday the Vikes have another home contest, this one with St. Norbert, starting at 3:00 p.m.

## Milhaupt's Bike Mart

New and Used Sales  
Tires and Accessories  
Repairs

312 N. Appleton



## Dorm Visitation Hours Legislated by LUCC



STATE HISTORICAL SOCIETY LIBRARY  
816 STATE ST  
MADISON, WIS.

53706

## Committee to Study Student Positions on Faculty Committees

Friday 7 November, 1969

WASHINGTON—(CPS)—The official Pentagon figures for the number of U.S. troops in Vietnam for the last six weeks show a withdrawal rate that would get the U.S. out of Vietnam in 294 years.

## MAYOR BUCKLEY READS THE LAWRENTIAN

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



## Co-ed dorm proposal sent to administration



### THE RATIONALISTS "Right"

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

## What's Our Gait?

Change be it evolutionary or revolutionary, developmental or digressive is the undeniable result of the revolution of the planet. In fact, here in "Lawrence '71", a look back points out social, academic and structural revisions that seem to have taken on a life of their own in spontaneously generating an original Lawrence generation, questioning the very traditions which provided for its existence.

Yet, a one-dimensional hindsight limits present self-evaluation. Our situation and the manner in which we will later be judged also depends on what the future promises. Where have all our efforts led us? Most of all, what can we hope for in the future?

## Downer in '68-'69 Sustains \$85,000 Operating Deficit



## Wrolstad Announces Dorm Renovations

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

Friday, January 17, 1969

## Trustees drop \$300 bombshell



LIBRARY  
MAY 4 1971  
STATE HISTORICAL SOCIETY  
OF WISCONSIN

## Life in Fox River Limited To Sludgeworms, Leeches

For  
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### Genesis - according to Amos

by Jim Heinsimer

In the beginning there was Student Senate.  
And Student Senate begot apathy which begot Lucc which begot apathy—the first day.  
And there was proctored visitation from 2 to 5 on Sundays which was joined by Saturday Group Visitation which soon found company in the form of Visitation on seven days a week—the second day.  
And the Dean of Man begot an assistant Dean and a Dean of Academic Affairs who begot a whole bunch of Deans—the third day.  
And the Mark: the Viking Room: the Coffee House—the fourth day.  
And Panty Raids, Beanies and Downer College for Women made way for beer parties at Tellulah Park and DWA which were replaced by Dope Parties in the Dorms, lots of hair and Women's Lib—the fifth day.  
And Senior Cars were parked next to Junior Cars which were ticketed along with Sophomore Cars — the sixth day.  
Finally, on the Seventh Day Larry U. rested, raised tuition, and waited for the next Computer Dance.

### An appraisal

## The post-Tarr era at Lawrence- 2 years later, where do we stand?

by President Thomas S. Smith

Before coming to Lawrence University I had been aware of its reputation as a quality academic institution, peopled by select faculty and students who demanded and were capable of high academic performance and intellectual achievement. Upon arrival, I found this reputation to be substantiated by fact. Further, the excellent students and faculty were supported by a Board of Trustees made up of men and women who were experienced and dedicated to Lawrence University.

It became obvious soon after my arrival that Lawrence University was spending more money for its annual operating budget than it was able to realize from its various income sources. This did not surprise or frighten me, but it was apparent that something had to be done or the University would be approaching financial trouble.

In 1969 a Select Committee on Planning completed its report. This report had been commissioned by my predecessor and was to consider all aspects of the University and to recommend changes where change seemed appropriate. I enjoyed a particular advantage with respect to that report inasmuch as I had not commissioned it. If its findings had not complimented my own perception of the direction in which the University should be headed, I might have conveniently overlooked the document and gone about my business. Such was not the case, however, and the report was taken to the Faculty for review and implementation of a majority of its recommendations.

Where do we stand now, nearly two years later? The curriculum has been liberalized or liberated to the point where only a minimal group of University requirements is needed for graduation. The long standing

University focus on the individual student and his needs has been extended still further through new approaches to curriculum within the liberal arts concept. The recent action to create the University Scholar, which will permit motivated students to design their own curricula independent of current requirements, is only one example.

University policy has been changed to allow membership of students on committees heretofore restricted to faculty. Student responsibility and participation on these committees is restricted only in the cases of confidential information concerning other students. This change will prove to be beneficial for two reasons: 1) students, without benefit of experience and failure can suggest fresh, uninhibited solutions to problems being discussed in committees, and 2) through membership on committees, students will discover how decisions are made in the University. Such information should contribute to better understanding and thus more cordial relations between students and faculty and students and administration.

The latest action of the Faculty will permit students who are on University Committees to attend and speak at Faculty Meetings; however, they will have no vote. This is a positive step in University governance for the same reasons as mentioned above. I don't think students should be permitted to vote in Faculty Meetings because indeed they are not members of the Faculty nor do they hold continuing responsibility for the action of that body.

In the area of social legislation, many changes have been made. In addition to serving beer in the Viking Room, which was approved before my arrival, beer may now be served in the recreation areas of the dor-

mitories for parties; we have taken a mature approach to drug education and control of drugs; visitation hours have been extended beyond those allowed previously; students over twenty-one may keep and consume alcoholic beverages in their rooms; and possession and use of automobiles have been extended to additional classes.

At first glance, these changes might suggest the conclusion that the University is in danger of being destroyed by sex, alcohol, and drugs. Indeed, some friends and alumni suspect that this is so. This suspicion is unfortunate and underestimates the maturity and capacity for responsible action of Lawrence students.

Another change in the University is in the area of long-range planning. More than a year ago, a program planning and budgeting system was initiated which allows us to project program plans five years into the future, and to be assured that our financial resources will allow us to realize those plans. Last year the first year of the cycle, there was more budgeting than program planning. This is not unnatural when first priority was to balance the budget. This year and in the future more time and more expertise will be devoted to examination of programs in greater detail.

The program planning and budgeting system has allowed a far wider understanding of the fiscal operation of the University. Faculty have been apprised of our financial condition in great detail, and, significantly, students also have served on the Analytical Review Committee. The learning and understanding resulting from the work of that committee, which was specifically to recommend methods whereby the budget could be balanced, have had salutary effects upon the entire community.

What about the future? Basically, the signs of the future are very encouraging. First, continued operation of the program planning and budget system should assure financial strength. Second, the number of dollars in the form of gifts and grants, which have come to Lawrence University this year to date, exceed total dollars that we had received a year ago to date. I feel that our friends and alumni have been impressed by our hard-nosed approach to our financial problems and by our willingness to solve them. Because we are willing to solve the problems, they are willing to help.

Third, as of this month, the number of applications for admission to Lawrence University is slightly greater than the number of applications we had received a year ago. Such a statement cannot be made by many independent liberal arts colleges. During a period of economic recession, rising costs, and dwindling numbers of qualified students, Lawrence is experiencing an increase in applications. Why? The answer must go back to one of my original statements concerning the reputation of Lawrence and what I found when I arrived in 1969, namely a selected, dedicated and capable faculty and students, put together in favorable proportions with a philosophy of individual attention, particularly in the form of tutorials, independent study and research. One recent transfer student suggested his reason for changing schools lay in the richer educational opportunities and the fact that "a degree from Lawrence University is much more important than a degree from my previous college."

That's what the future will be. We will be successful because we are better.



# 'Joe College' becomes a humanist - the good, the bad and the irreverent

by Vernon W. Roelofs  
Professor of History

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

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

## "Joe College"

Students of the past accepted much because they assumed there was good reason for things as they were. To be sure, they raised questions and expressed attitudes that shocked their elders, but in the end they did not find it too difficult to come to terms with the system and to live reasonably happy lives in business and the professions. While in college they were, by contemporary standards, very accepting of the curriculum and of educational procedures. They did not always understand the relevance of a liberal education, but they took for granted that the college knew what it was doing and that what it was doing was in their best interest. Parietal rules elicited chronic complaints, but most students accept them as necessary evils. Alcohol and aspirin defined the drug scene and the former was forbidden on campus. Panty raids and water fights and other "Joe college" manifestations disturbed the peace occasionally but demonstrations in support of radical change on or off campus were virtually unknown until a few years ago.

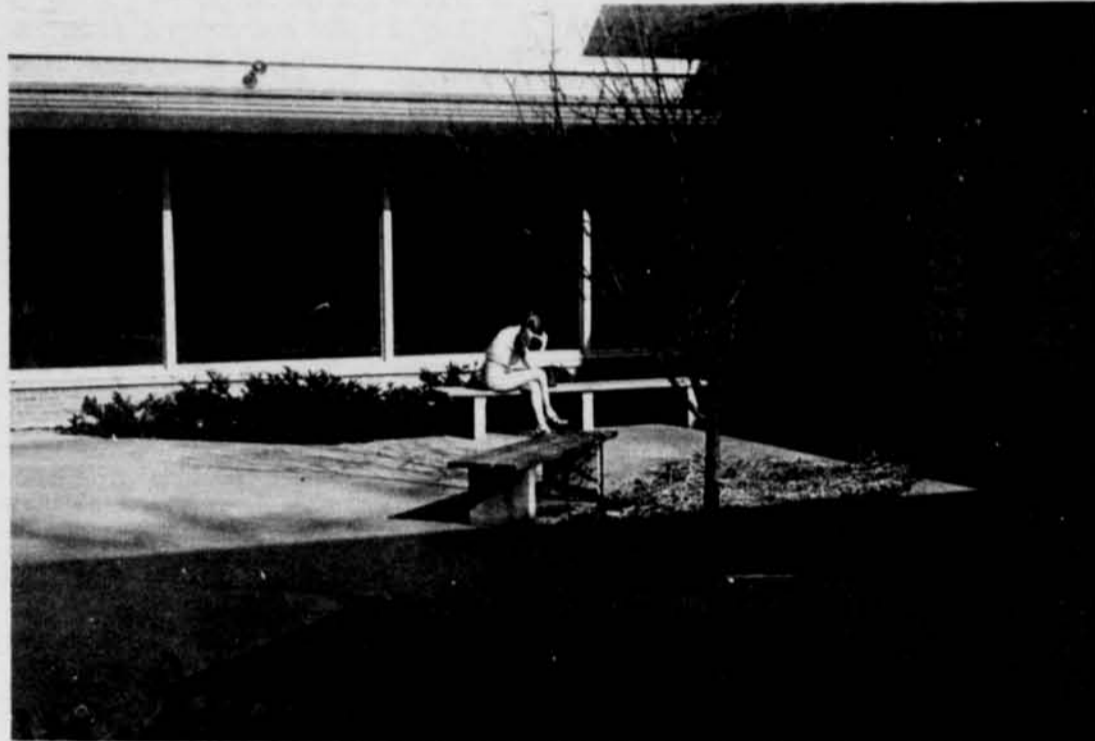
A mere outline of how it used to be serves to highlight current developments. Students no longer assume there is good reason for things being as they are. Both on and off campus they are calling the status quo into question. The virtual elimination of parietal rules on many college campuses is one obvious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

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

You should be applauded for opening windows on life. You recognize that there is something better than tradition, namely, the original and fresh spirit out of which tradition takes its spirit.

You should be commended for insisting that education concern itself with heart as well as mind, for how can you come to self-understanding except through commitment? Indeed, is there anything other than causes and ideals that can shake you out of your aboriginal selfishness and shift the focus of your life from ego-tripping to freedom and justice for all?

You are right in objecting to the system not because it has too many values but because it has too few, and those too thin. For this reason the revolution of the young is becoming the education of us all despite its manifest ignorance, its vulgar and impoverished language, and its boorishness. The old as yet do not trust the values of the young but at least they have come to distrust their own as they see the young insisting on concern for people, all people, not just the right ones.



And who can fault you as you search for your very souls? The order provided by technology, by machines and punch cards, by the military-industrial complex — where does it lead but to a well-oiled and predestined denial of all that is human? How can it possibly afford an organic sense of meaning? How can a spiritual community emerge from it?

Your penchant to "let it all hang out" is certainly a desirable corrective to holding it all in. Rituals and amenities that have become compulsive and that serve as little more than vehicles of hypocrisy have obviously lost their value in helping us to become more human.

## On the Other Hand . . .

Obviously you deserve much commendation, but you would be treated as children if you were not told some unpleasant things about yourselves and if you were not warned about vices that lurk in your virtues. Here are some of the things that need saying:

It is a very great virtue in youth to dream dreams, to pursue ideals, but it is a vice not to cultivate an awareness of the problems that must be met and of the time it takes to meet them. It is a vice because it

leads to impatience, and impatience readily turns into nihilism, blind rage, mindless hate, and ultimately violence. Whatever is permanently constructive must proceed out of love, working through reason, not out of violence.

Moral fervor provides the steam to implement ideals, and certainly men should practice what they profess. But how clear are you on your objectives? You are right in what you oppose, but it often is not clear what you are for. For some of you rebellion is being pursued for its own sake, which leads nowhere. The tearing down of one system is futile if another that is equally unjust and repressive rises in its place. Many of you seem to resist doing your homework, yet no new order can be created without perspective on problems and the proper intellectual tools. Worse still, without a broad framework of learning moral fervor is likely to degenerate into fanaticism, parochialism, and eventually oppression. Perspective and tools come only to those who see the need of readying themselves for action. Students who see the need to be informed and competent do not confuse ego-tripping and being made to feel good with relevant education. For them relevant education is getting their head straight and their heart sensitive to their fellow man.

Your elders find it a strange irony that your fierce drive to escape their tyranny culminates in enslavement to your peers. Probably no student group has been more insistent upon the conformity of its members than the one of today. Acceptance is seriously jeopardized if one's dress or language or attitude toward drugs and sex is "square". Yet it should be obvious that real independence requires learning to take groups with a certain amount of skepticism and acquiring the power to walk away from them, for not until one can do this is he his own man.

## A Sense of Time

The most frightening aspect of the contemporary student mentality is its indifference to the past and its lack of a sense of time. The indifference to history is indiscriminate — not only with respect to history as disjointed snippets of information to be memorized or generalized about but also history understood in the round. To be sure, a sense of history has never been strong in a country which prefers looking ahead to looking back, but never has time been as foreshortened as it is by today's students. Hitler's era is as remote as Caesar's; the Depression is as far off as the Ice Age; anything prior to the 20th century is pretty much irrelevant. Impatient to move fast, you operate in the one-dimensional world of today, bereft of knowledge as to where you are or how you got there. Without such knowledge there can be no real understanding of the problems to be met, with the result that we may be plunged into a greater mess than the one we seek to escape. But most significant of all, without knowledge of the past you are unable to realize your most cherished goal, self-understanding, for the hard fact is that you are the past to a far greater extent than you are your own man. The language you speak, the institutions through which you function, the values and attitudes you reflect (or reject), the technology and industrialism that make the past seem increasingly dim and irrelevant, the genetic pool from which your protoplasm was drawn — all this is from the past, and meaningful change in your inner and outer world must begin with knowledge of this past. You can of course continue to ignore the past, but the price for doing so is high. As Santayana put it, those who ignore the past are condemned to repeat it.



# The education department - "broad experiences" in a liberal dept.

by Miriam Zachary

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

Credit that to Mr. Kenneth Sager, Assistant Professor in the Education department. He made that remark following another about the "life style" which the education department seeks to give. "We let the student flounder so that he will find the right questions to ask. Nobody can teach anybody. They can give their personal insights and perceptions, but it is the student who must put the pieces together."

The education department is probably the most liberal department at Lawrence and is definitely one of the most liberal in the country. As the chairman, Prof. George Walter put it, the basic premise upon which the department is run is that "a good teacher is first of all a liberally educated human being." He should be really competent in his field. A teacher is always a learner. No college program can prepare him fully. The purpose of the education department's program is to start the student in the right direction so that he can be guided then by his own creativity.

Unlike most universities which offer a major or a minor in education and require several "cook-book" courses on how to teach, Lawrence offers just three "broad experiences" in the education department, necessary to get a Wisconsin teaching certificate. Sager pointed out that this is the cleanest program in the state for certification. And, because of a reciprocal compact,

this Wisconsin certificate is good in eighteen other states, including some which ordinarily require a fifth year degree.

The three "broad experiences" in question include the two education courses and teaching internship. Walter explained that the purpose of Psychological Foundations of Education, which he is teaching this term, is to help the student develop a concept of where he is in the educational world and an understanding of the people he will be teaching. Problems discussed include the likes of what schools should be like, what the teacher's role should be and the relationship between teacher, school, and curriculum.

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

These groups are also invited to take on further research. One group for example is inter-

ested in inter-city school systems and plans to go to the ACM center in Chicago and visit schools from there. Another

group is studying what makes a field trip successful and worthwhile. In this case each member is going to take the rest of the group on a field trip of his own planning. It has been suggested that the findings from this special research be reported in some novel way such as painting a mural, creating a film or writing a play.

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

During the term each student also develops a teaching plan for some subject or problem in which he is interested. Individual conferences with Mr. Walter are encouraged, as well as the keeping of a journal to record individual or group reactions to the reading, discussion and school experience.

Sager's Philosophy and Sociology of Education class has an enrollment of 140 and is carried out on a tutorial basis. The basic theme for the course is the nature of man, society and education as an institution. Students are free to go on in whatever direction they want. They meet with Sager at least three times during the term, and an

individual conference with him is set up at the end of the term to evaluate what has been achieved.

These two "broadly liberal" courses can be followed by a term of full day practice teaching. (The practice teaching program in music is run by Asst. Prof. Karle J. Erickson of the Conservatory.) Sager observed that students nowadays tend to be "people to people" people and want this laboratory type experience whether they plan to go into teaching or not. This internship program is supplemented by an evening seminar on methods. This approach of discussing and learning about problems in teaching methods as they are encountered is an important feature of the practice teaching experience at Lawrence, and is just catching on at other universities.

The education department knows that it is the so called "bread and butter" department of the university, but it would still like the opportunity to sponsor tutorials, possibly in conjunction with other departments. Students would then have the opportunity to search in depth into any particular field or problem area which interested them, such as the mentally retarded or the emotionally disturbed. This interest might be the result of the practice teaching experience, and could help a student decide exactly into what kind of teaching he would want to go.

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

## Lauter discusses responsibilities of job, housing situations for next year

(Editor's Note: This is the first installment of an interview with Dean Charles F. Lauter which will be continued in subsequent issues.)

**Brunnquell:** What are your duties as Dean of Student Affairs?

**Lauter:** I guess the first and easiest way to do it is to categorize it in terms of the areas for which I am responsible. I am responsible for administrative coordination of the dean of men's office, the dean of women's office, registrar, the counseling service, placement, financial aids and health service.

In the course of doing all those things, I have a lot of opportunity for student contact, in dealing with problems that students have, with new ideas that they want to work on, new programs. One of the major areas that the dean of men and dean of women work on that I end up spending a good deal of time on is the academic advising of students and part of that is the whole question of academic discipline through the committee on administration, exceptions to faculty regulations which likewise go through the committee on administration.

I find that I probably spend about 40% of my time in individual contact with students, another 15-20% in terms of contact with groups of students and the other 40% of my time in administrative details. This varies from year to year. Like, for example, this year, a lot of time has been spent on budgeting and program planning from the standpoint of budget for the next few years.

There will be times when I

spend a major portion of time in recruiting new staff members and things like that, and those all fall in the area of general administrative responsibilities.

I think in general the deans' office is expected to oversee the university regulations. I was careful not to put that in terms of enforce the university regulations . . . simply to be aware of what they are, help students learn what they are and understand them. That's what I mean by oversee.

**Brunnquell:** I guess one of the big questions for all of us is what the housing situation is going to be next year. There's a lot of talk about this now and I guess a good place to start is Sage Hall and what's being done with it and where will people live?

**Lauter:** You hit, I think, the key to the circumstances of housing. It does depend on what happens to Sage Hall. You'll recall from things that have been previously recorded that it's been recommended that Sage be renovated. And the university has developed plans for renovation and has received approval from the Department of Housing and Urban Development in Washington to use a loan that was originally approved for new construction which we have decided not to do at the present time. We're able to use that loan for renovation of Sage. This is the first time, I think, the first time in the history of this type of loan that it has been used for renovation rather than new construction. I think the Department of Housing and Urban Development

is kind of looking to us to see what we do with the money, and if we come up with a unit that is as good in the long run as new construction.

We think the plans that have been developed will provide a building that is fully equivalent if not actually better than the new construction that we could have or equivalent fund, or . . . That's kind of a silly statement because we couldn't have an equivalent building for the equivalent expenditure of funds. To get the same thing in terms of new construction would cost us at least 25% more, more money than we planned to spend on Sage Hall.

The basic plan for Sage is to try to create more single rooms which have been in great demand on the campus for some time. And also to create more variety in the kind of housing units we have. I think the other feature that we've tried to work into Sage is to do away with the long corridor concept. This has been done by essentially building in a suite for four people in the center or one side of each of the first four floors of the main corridor of Sage so that as you walk down that main corridor it will be broken up and you'll have to jog to the right, go down a little farther and jog to the left, so that you don't have the long corridor concept.

When the building is completed, if everything goes according to plan, it will have generated a number of singles that is about 2½ times the number of singles we have now. About 45 people will be housed in regular double rooms, which is what predomi-

nates at Sage at the present time.

We see this as an implementation of the recommendations of the Committee on the Residential Nature of the University to try to create more variety in our housing and that's precisely what we're after here. We've had very few suites in the past and this will give an opportunity for at least one more style of living.



Dean Lauter

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