Head Change In LRC

Because of cuts in the state's academic budget, the Albertson Learning Resources Center will be without the full-time services of a dean. Frederich Kremple, who resigned from his long-held post as Learning Resources Dean in April, will now devote full-time to teaching in the History department. In addition to his role as dean, Kremple has also served as chairman of the Learning Resources department, formerly Library Science.

Kremple's duties will be carried out by four men, three of whom were named last week by President Dreyfus. The fourth administrative post will be filled later this week. Coordinating the duties and responsibilities of the dean, the governor's request for austerity will be met.

Burdette Eagon, Associate Vice President for Academic Affairs, has been named to the dean's post. He will continue to perform his existing duties in Academic Affairs, where he has been Associate Vice President for two years. Administratively, Eagon is in charge of many programs both on campus and off. Included in these programs are Pride, Vietnam Mission, Federal Projects, International Programs, and Cooperative Programs with Business and Industry.

Eagon has served as an education consultant to Saigon University. Also, in 1967, he coordinated the Vietnamese Veteran's seminar at WSU/SP and at the Honolulu Conference. A similar seminar for deans was coordinated by Eagon in the Fall of 1968. In 1968 a two month U.S. tour of Vietnam's deans was escorted by Eagon. In addition to his work with Vietnamese education, he has served as a consultant for over ten American universities including Ball State University and Indiana State University.

Eagon has ten publications to his credit including three studies on Vietnam's elementary, secondary, university, and VTAE educational systems. In other fields, Eagon has published work on remedial reading and training teachers and sociologists for migrant worker education.

A Wisconsin native, Eagon earned a B.S. at WSU-O, a M.S. from the University of Wisconsin, and a doctorate from George Peabody University in Nashville. He has been at WSU-SP for twenty years.

Allen Barrows, who has been a Learning Resources instructor since 1969 will join Eagon's library staff as director of public services. It will be his responsibility to administer all reference material, periodicals, and curricula of materials.

Burdette Eagon, New head of LRC

Friedrich Kremple

WSU-Munich Announced For Fall

Steven's Point State University, which is in the past two years has developed branches in Medford, Wis. and London, England, announced today it would add Munich, Germany as a new site for academic offerings in residence.

Dr. Pauline Isaacson, director of international studies, said 25 students would be enrolled in the Semester in Germany Program. The first session runs from August to December. Heading the group will be a husband-wife team from campus, both of whom hold the Ph.D. degree. Donald and Coralie Dietrich of the history and psychology departments, respectively, will be joined by several German professors in the teaching of German language, social studies, humanities and education classes.

Dietrich will be the on-site administrator-teacher and his wife will be a teacher-counselor.

Although a final arrangement has not been made on the site in downtown Munich, where the group will live and study, plans are to keep all members together.

The program is patterned after one started about two years ago in London which involves about 40 youths each semester. While the German and English centers aren't official branches like the one in Medford, continual operations

G.I. Toll

The following U.S. casualty figures for Indochina are based on U.S. government statistics. They are much lower than those reported by the liberation forces. The figures are from Jan., 1961 to June 12, 1971. Figures in parentheses are for the week June 5 to June 12.

Killed: 45,275 (25); "Non-combat" deaths: 8,597 (14); Wounded: 360,139 (215); Missing: Captured: 1,065.

(Cont. to p. 7)
PRIDE: Programs for Recognizing Individual Determination Through Education, is presently focused on the Indian Youth in the state of Wisconsin. This larger organization is structured and directed by three smaller programs: a tutoring program, Upward Bound, and Ease-In. In total, all three programs are directed at the common purpose of educating the young Indians.

The Upward Bound program, which is currently in operation on campus, is directed at motivating and encouraging Indian high school students to improve their academic achievement, complete high school, and enroll in college or a technical, business, or vocational school. Stevens Point is only one of 300 Upward Bound programs being offered throughout the country. The program at Stevens Point began in June, 1968 and its current membership during the summer session is 80 Indian youths. Indian students who will be in the 9th, 10th and 11th grades in September of 1971 whose families meet the income criteria were eligible to participate in the program.

Mr. John Messing, the newly appointed director of PRIDE and Upward Bound at Stevens Point, claimed that "nearly 80 per cent of the students participating in the Upward Bound program have since completed high school and gone on to some kind of further training." "To some extent," Messing added, "the accomplishments are difficult to measure but are often reflected in improved attitudes, lower drop-out rates, better attendance, improved grades, and so on."

The next phase of the PRIDE program is Ease-In. This program is aimed at easing the student into college life by first enrolling the student at the university during the summer session. The student takes one or two courses in the summer session which allows him or her to take a reduced load during the regular academic year. Special counseling and tutoring are also provided within this program. A job is provided to offset the $1,800 costs. Mr. Messing added further that "we work closely with the financial aids office to provide adequate funding to free the student of financial worries during this crucial first year."

A high school graduate who wishes to attend college but who may not meet the regular criteria for either college admissions or state and federal scholarship is eligible for the Ease-In program. Messing mentioned, however, "that we try and select as many students from the Upward Bound program as possible to participate in the Ease-In program." Although the Upward Bound program is not a prerequisite to Ease-In, it is the next logical phase of the PRIDE program for the Indians.

When the director of the PRIDE program was asked "what he would personally recommend to improve the quality of life for a young Indian," he replied that "improving of the quality of education for Indian children is mostly a matter of improving the communication both ways; helping schools understand the educational and social problems, and assisting the Indian community to understand the problems that the schools face."

Pictured on this page are a few of the Indian students who are currently participating in the Upward Bound program. Their comments concern the appreciation of the Upward Bound program and reflections on the plight of their nations.

How Would You Evaluate The Summer Upward Bound Program?

Curt Danforth, Age: 17, Hometown: Racine, Tribe: Oneida.
It's a new experience, and so far it has been just great. Everybody knows everybody, and classes are easy.

Mary Scheman, Age: 15, Hometown: Lac du Flambeau, Tribe: Chippewa.
I think it is a great experience for the Indians. It gives them the chance to meet new people and to have a great time. I think it is rewarding because it gives you the opportunity to get away from your hometown. I think it's just exciting.

Connie Skenadore, Age: 17, Hometown: Osesta, Tribe: Oneida.
I think the program is good. I think it does much towards encouraging Indian youths to continue their education and to make something of themselves.

Kevin Korpke, Age: 17, Hometown: West De Pere, Tribe: Osesta.
I think that this summer program helps a lot of kids. It helps the kids to become acquainted with a college campus, and they can get a head start on their studies.
How Would You Go About Improving The Quality Of Life For The American Indian?

The main thing would be to teach the Indians to be proud of their heritage. This would provide the foundation for numerous accomplishments.


The first step would be to get a good education. This would provide the foundation for numerous accomplishments.

Kolleen Denny, Age: 15, Hometown: Sheboygan, Tribe: Oneida.

Certainly, I think the quality of the Indian's life should be improved. I believe that only by way of a combined and total effort will that life improve. This doesn't mean taking hand outs from the government. I don't see any reason why the American Indian cannot have a better home and family when many of the whites have money to drink. The Indians can do it!

Shirley Dextarter, Age: 15, Hometown: Stockbridge-Muskegon Reservation, Tribe: Oneida.

This of course, cannot be accomplished by one or even fifty Indians. We, as proud and sensible nations, must work together. To stop the genocide of the Redman we must combine our abilities and show the white man that our culture will persist. We shall live again because of the faith that we have maintained.

Review

"The Birthday Party"

The Warren Gard Jenkins Theatre was the setting for the summer stock company's second production of the season. The performance of Harold Pinter's "The Birthday Party", directed by Anthony B. Schmitt, began at 8:00 p.m. on Wednesday, July 14.

The Birthday Party is an absurdist play. Eugene Ionesco has said of the theatre of the absurd, "Absurd is that which is devoid of purpose. Cut off from his religion, metaphysical and transcendental roots, man is lost; all his actions become senseless, absurd, useless." This is part of what Pinter means to convey in The Birthday Party. The characters are nearly all detached from reality—bodily precariously on insanity. The outside world is to be feared as a hostile environment. Stanley, the central figure of this drama, lives an innocuous, detached life in a boarding house owned by Petey and Meg, and elderly couple. Goldberg and McCann enter from the outside world to snap the threads of illusion holding Stanley's mind in tact. In the course of the play, the two men insistently destroy Stanley until, at the end, he is a mindless vegetable completely at their mercy.

The tone of the play is sustained tension. Each act builds to crescendos of potential violence that never resolve—leaving the audience on pinacleds of unrelieved emotion. The players handled this sustained tone to near perfection in their production. The performance displayed with clarity the director's complete understanding of the characters, tone and theme of Pinter's creation.

Upon entering the theatre, viewers were presented with a nearly perfect "Pinter" by eerie stage setting. Visually, the set was striking, but, unfortunately, the sight lines were neglected so that the full effect of the action and setting was lost to portions of the audience. Because of this, several major entrances were completely cut off from the far right and far left of the house. Timing of some of the light cues was poorly executed which detracted from the otherwise perfectly sustained tone of the play.

Joseph Anderson performed superbly in the role of Pete. Throughout, Anderson's attention to characteristic detail succeeded in bringing Petey to life on stage. All of his movements on stage were executed with extreme care to establish and maintain a full and round character.

McCann (Douglas Nilsen) and Goldberg (Paul Bentzen) harass a frightened Stanley (Sam Anderson) in "The Birthday Party."

Brenda Depew paid strict attention to the details of her character giving Meg life and believability. At times, over-exaggeration in movement and voice proved a hindrance and caused Meg to appear almost comic. As a whole, however, the characterization was handled in fine style.

One of the best performances in the history of theatre on this campus was turned in by Sam Anderson in the central role of Stanley. Anderson's mastery of his role—through both external and internal characterization—perfectly detached the actor from the character he portrayed. Stanley's two-dimensional character conveyed explicitly the internal decay and destruction of a man going insane.

Lulu (portrayed by Laura Zucker) proved to be a weakly defined character. Her appearance in the third act was colored by an over-done hysteria which caused her lines to be unintelligible. The minor role of Lulu could have been handled with more clarity and strength.

Doug Nielsen appeared in a disinterested role, that of the sinister henchman, McCann. He attempted to capture a stereotype—somewhat "un-Pinteresque" and failed. His contrived accent did not come through as an Irish brogue until the second act with the singing of an Irish love ballad. McCann's stock and repetitious gestures were reminiscent of an old James Cagney movie and completely out of character.

At times, it was possible to see the actor at work in Paul Bentzen's portrayal of Goldberg the interrogator. But, when he did capture the character, he was with it completely. His vocal quality was nearly perfect for Goldberg's character. His facial expressions conveyed the sinister and the benign at just the right moments. Bentzen turned in a fine performance with only minimal flaws.

Throughout the performance of The Birthday Party, the audience wanted to experience a relief from the fierce tension on stage. But Pinter never offers that relief. He holds the audience in suspense up to and through the final scene. The cast exercised this control over its audience doing justice to Pinter's intention. It was as if the actors were wired together to capture the audience with a totally electric performance.
Professors Criticize Editorial

Dear Editor:

It is with some trepidation that I write to you today. Professor Criticize Editorial. As a professor of economics, I am concerned by the recent editorial in The Pointer. The article, which discusses the financial situation of the university, raises several important issues that I believe are worth further discussion.

First, the editorial suggests that the university is facing financial difficulties due to decreased enrollment and declining state funding. While these are certainly serious concerns, I believe that the editorial takes a narrow view of the university's financial situation. The university offers a wide range of programs and services, and it is important to consider the overall impact of these programs on the university's finances.

Second, the editorial implies that the university's financial problems are due to management failures. While it is true that some decisions made by administrators have had negative consequences, I believe that it is important to recognize the efforts of many faculty and staff members who are working hard to keep the university running.

Finally, the editorial suggests that the university should reduce the size of its endowment. While it is important to consider the university's financial needs, I believe that it is equally important to consider the role of the endowment in providing opportunities for students and supporting research.

In conclusion, I urge you to consider the broader implications of the university's financial situation. It is important to work together to find solutions that will ensure the long-term viability of the university.

Sincerely,

Robert J. Vogler
Department of Economics

Letter to the Editor

To the Editor:

I am writing to express my concern about the editorial in The Pointer, which criticizes the university's financial situation. While I understand the importance of fiscal responsibility, I believe that the editorial takes a narrow view of the university's financial situation.

First, the editorial suggests that the university is facing financial difficulties due to decreased enrollment and declining state funding. While these are certainly serious concerns, I believe that the editorial takes a narrow view of the university's financial situation. The university offers a wide range of programs and services, and it is important to consider the overall impact of these programs on the university's finances.

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Sincerely,

Robert J. Vogler
Department of Economics

World Problems Are Gloruous Issues

As we have reported in this issue, the Learning Resources administration has undergone revision in order to comply with the move for austerity. This redistribution of authority at the top leads us to speculate as to the effect of the new arrangement on the quality of the library. The Learning Resources Center, for all its newness and grandeur, has some shortcomings which we hope the new administration will correct.

Those who recall last spring's LRC dedication might argue that the public relations hoopla of that event left its mark on the atmosphere of the LRC. A library should offer quiet surroundings that encourage reflection and concentration on studies. In the LRC one gets the impression of being in a museum adjoining a television studio from which "The Dating Game" is being telecast.

Another problem of the LRC lies in its hours of privilege, incidentally, did something not go wrong with the transfer to the new building. An examination of the regular and summer schedules will reveal that the library is often closed during prime study time, especially on the weekends. Perhaps it will be argued that the funds are not available for the necessary increase of staff (certainly there is no shortage of people in need of jobs) but we would maintain that a university that can afford the frivolity of Homecoming and the burden of an over-indulged Physical Education Department can well afford to adequately staff its library.

Another aggravating point is that the study areas in the LRC are laid out according to the old system of privilege. On the fifth floor the faculty enjoys a quiet, enclosed area that is very adequate for scholarly work (though very few professors avail themselves of the area). Also on the fifth floor, graduate students are afforded individual study areas that far outstrip the fields of specialty and even outside their disciplines. The library's policy of a program of teaching assistantships, or did it provide research time or money. Hence, LRC's focus on publication as a measure of worth of full professors is unfair and distorted.

Equally disconcerting is the effort of The Pointer (in column 7 of its box score) to place a monetary value on scholarly publication. For first year faculty members have been stripped of the ability to educate politicians, repugnant, and the public as to the impossibility of expressing the value of scholarship in monetary terms. It appears that we have never had such an important and vital source of revenues for teachers' salaries. There are two kinds of research-oriented grants available to WSU faculty members: regular research grants, and teacher improvement grants, both of which are awarded to research-oriented grants.

The present of the publishing enthusiasm will be restrained by a more careful examination of the issues.

Sincerely,

Robert J. Vogler
Associate Professor of History
PRIDE Offers No Dignity

In speaking of the general problems of young Indians and the educational system, PRIDE Director John Messing suggested that the quality of life for Indian youth could be improved if better communication existed, both ways, between the schools and the Indians. The statement essentially adopts the position of the "better communications" advocates, i.e., we don’t need to think but rather to communicate more effectively, or we need to increase our "awareness." However, all the awareness that the PRIDE program can muster will do very little toward solving the problems faced by the American Indian people. Those problems, in the final analysis, common to all of us, are very concrete and when viewed next to the PRIDE program are overwhelming.

For example, critics have long pointed to the economic plight of the Indian people; PRIDE seeks to do something about this problem "through education." However, when the young Indian has "successfully" completed his schooling through PRIDE, he discovers that the economy, in general, is in a state of chaos and all the "individual determination" in the world is absolutely meaningless. Furthermore, while the young Indian is receiving a "liberal education," the high schools and even colleges are breeding racism, both subtle and overt. Increased communication certainly will not reorder the educational system in order to replace racism and subjectivism with an intelligent, sane learning process.

It is almost a bad joke. After decades of robbing and killing the American Indian and destroying his cultural base, the American government, through PRIDE, tries to "better the Indian" by instilling in him individualism, one of the very concepts instrumental in the destruction of the Indian culture. It is indeed tragic that while America’s response to Indian youth comes in the form of a liberal apologist charity that will, in the end, provide no solutions.

Poccer

of political, sexual and in- wouldn’t it be nice if there alleviated those frustrations dered illegal, immoral or in authority. Something you would to have even your pet or as it may seem, for there might at this university, of e.g., taking place this those in this university, to be a certain age, or have particular sex. Everyone play soccer this Sunday p.m. behind the Phy. Ed.

-Fleetfoot Charlie

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Nicholas Fakery On The POW Issue

Would the President withdraw all of our troops from Vietnam now, if he could be assured that doing so would guarantee the return of all American prisoners of war? The answer is: "no." He would not unless he changes his mind, because he said that he believes the forces must remain in any event until the South Vietnamese have the chance to defend themselves, whenever that might come to pass. The prisoners must wait until such time as General Thieu and General Ky or whoever is in power in Saigon, are capable of conducting the war without American forces—and God only knows how long that may be. I submit, further, that Vietnamization places the keys to the prisons in which those American men are held squarely in the hands of the Thieu-Ky regime. All that government need do to perpetuate American forces in South Vietnam is exhibit its weakness; all it need do is everything it can to prolong the American presence, and Viet- naminization says we will stay there to prop it up.

-McGovern, in the Senate, June 15.

Dicky’s "Secret War"

Two years ago the Senate placed an overall ceiling on Defense Department expenditures in support of Vietnamese and free world forces in Vietnam’s first in support of local forces in Laos and Thailand. Last year, we sought to tighten that provision by making it unlawful—we thought—for the United States to hire troops of other nations to defend the governments of those nations. Nothing, however, demonstrates with more clarity the difficulty of devising adequate legislative controls of the clandestine military undertakings of the executive branch, or the executive’s utter disregard of the will of the legislative branch, than the presence today of U. S. financed Thai troops in Laos. In a statement issued on the day of the secret session in which the Senate was told the facts regarding the Thai troops in Laos, the State Department acknowledged for the first time that the United States was providing "volunteers" with financial and material support.

The de facto nature of this recruitment of the recruitment and payment of Thai soldiers to fight in Laos will be all too evident to any member of the Senate who reads the report on U. S. activities in Laos that was prepared by the staff of the Subcommittee on United States Security Agreements and Commitments Abroad. We earnestly hope this report will be promptly declassified.

At the same State Department briefing preceding the closed Senate session, the Department’s spokesman maintained that the payment of Thai troops was legal because it antedated the enact­ment of the amendments which had been designed to prohibit it. If the hiring of Thai troops to fight in Laos is legal, why has the executive branch gone to such lengths to keep it a secret from Congress? Why did the State Department feel the need to point out that this practice had begun prior to the passage of laws designed to prohibit it? To us such tortured and contradictory argumentation can mean only one thing: The executive branch was determined to find a way to circumvent the will of the Congress; and under the cover of secrecy, they succeeded.

-Symington in the Senate, June 15, (abtr.).

Bi-Weekly Market

-To subscribe or to send a gift subscription, send $8 with your address and zip code to the address below.

-To get Stone's new collection, "Polemics and Prophecies: 1967-79" (Random House: $10) at the special $9.95 price postpaid for Bi-Weekly readers, send check or money order to the address below.

-if you want Stone's new paperback, "The Killings at Kent State: How Murder Went Unpunished" (New York Review and Vintage Press) the price is $1.95. It contains the full text, available nowhere else, of the so-called "secret FBI report"; the summary of FBI findings prepared by the Civil Rights Division of the Justice Department but never submitted to the Ohio Grand Jury.

-"Stone’s Hidden History of the Korean War!": the inside story of America’s first Vietnam, long out of print is available again (Monthly Review Press) $7.50 post, id.

-Paperback editions (Vintage Press) of Stone’s earlier collections, "In Time of Torment" ($1.95) and "The Haunted Fifites" ($2.45) at bookstore.

-J. F. Stone’s Bi-Weekly

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Correction

The Feature Editorial (Pointe, July 21) was in error concerning the total number of publications and presentations by full professors during the past three years at this university. According to the Faculty Information Sheets there were 128 presentations and publications; not 46.
Unfortunately, however, only 26 were relevant.

-Fleetfoot Charlie
Review
"You Know I Can't Hear You When The Water's Running"

Opening night for "You Know I Can't Hear You When the Water's Running," if anyone is counting noses, was a box office success. The WSU-SP summer stock company opened its 1971 season in the Warren G. Jenkins Theater to a near full house on Friday, July 7 at 8:00 p.m. The performance left the audience smiling and satisfied after an evening of theatrical entertainment.

"You Know I Can't Hear You..." is a play consisting of four one-act comedies. Each is a play buffoon - bordering on slap - stick, but all center around one main theme: sex. Robert Anderson, the author, claims that all of his plays portray parts of his own life. If true of this particular play, it appears that Mr. Anderson leads a rather interesting life.

The first play in the series, "The Shock of Recognition," takes place in the executive office of producer Herb Miller (played by Douglas Nielsen), Jack Barnstable (played by Sam Anderson), an enterprising young playwright, initiates a discussion about a dull story that is a "questionable" scene from his play, in which Miller is producing and not to be deleted from the stage production. The scene in question is one in which a middle-aged man appears upset while completely nude. The place of nudity in the theater becomes a point of disagreement between Barnstable and Miller, and takes up the action of the play.

The performance of the play — the script itself regrettable mundane — was slow-paced and lacking in polish. The actors, with the exception of Mr. Anderson and Miss Powell, did not seem comfortable with the dialogue, nor did they work with each other. Nielsen, in his portrayal of Herb Miller, did somewhat less than adequate job of capturing the executive's character. Partly because of frequently missed lines and repetition blocking, Herb's character lacked strength and intensity.

Sam Anderson, however, in spite of his monopoly of stage left and equally repetitive blocking, carried his role as conscientious playwright quite well. He displayed variety in vocal as well as facial expressions, which kept his character alive (key elements lacking in the portrayal of Herb).

Miss Powell's portrayal of the jittery secretary was extremely well done. Had her tendency to overdo the character been a little more controlled, she might have taken the show. Elliot Keener's attempt to capture the character of an overly zany, starving actor failed, and Richard Pawling appeared little more than an overly nervous buffoon — bordering on slapstick.

Overall, the performance was a hit overdose and lacking in variety, but somewhat entertaining.

Sam Anderson and Doug Nielsen reappeared in the second play of the series, "Footsteps of Doves." Nielsen took the part of 47-year-old George whose wife Harriet (played by Ginny Lynn Schloff), much to his chagrin, has decided to trade in their double bed for twins. A "cute young thing" named Jill (played by Kristien Gunderson) enters the furniture store in search of a double bed, and changes George's mood from disgruntled husband to fanciful lecher.

Both Nielsen and Miss Schloff turned in mediocre performances whose characters lacked total development and believability. George was easily confused with Herb Miller from "The Shock of Recognition," particularly because the vocal quality did not change Miss Schloff's costume and make-up and did not characterize her accurately as the middle-aged wife of George. At times, interaction of characters appeared only on a superficial level.

Miss Gunderson seemed hazy in her interpretation of Jill's character. The abrupt change of character from frivolous tease to the rattle object of George's lecherous intentions was neither motivated nor believable.

Anderson took the role of the furniture salesman and played it with an extreme degree of finesse, with the hearty approval of the audience. His movement on stage, vocal and facial variety and understanding of the role combined to create a unique and amusing characterization.

The play, as a whole, did not cohere. The set did not create the illusion of a family's home, nor did the actors appear to be involved in purchasing beds. Lines were tossed back-and-forth, and the actors did not work together to create a cohesive drama.

"I'll Be Home for Christmas" was the third play, and did little to change the established slow pace of the performance. Nielsen turned in his third performance as Chuck, husband and father of three children. Ginny Lynn Schloff returned to play the role of Edith, Chuck's wife. The scene opens with Chuck reclining in the bathtub, despondently perusing a letter. The plot centers around a husband-wife discussion of their roles as sex-educators of their children. Topics range from masturbation to contraception with little agreement between the two on how the subjects should be handled. Clarise, the daughter (played by Kristien Gunderson) enters at the final scene and reads portions of a letter from her brother who is attending college. The letter makes it clear that Chuck has failed as a father and as a man in the eyes of his son.

Nielsen's portrayal of Chuck lacked development and did not build to equal the intensity of the final scene. What should have been a serious and sensitive climax for Chuck became a flat representation of a "Louis Lomax-type" tragic hero. The problems were largely due to the weakness of the dialogue itself. But Chuck, through facial, vocal and physical expression, might have made more adequately prepared the letter from his brother. The final scene did not work.

Anderson's portrayal of Chuck lacked development and did not build to equal the intensity of the final scene. What should have been a serious and sensitive climax for Chuck became a flat representation of a "Louis Lomax-type" tragic hero. The problems were largely due to the weakness of the dialogue itself. But Chuck, through facial, vocal and physical expression, might have made more adequately prepared the letter from his brother. The final scene did not work.

"I'm Herbert," the fourth and final play of the series, portrayed an aged and senile couple reminiscing about days gone by. Displayed in it was the finest acting of the entire production, with excellent performances turned in by Sam Anderson (as Herbert) and Sheila Trindal (as Muriel). Both Anderson and Miss Trindal caputured to near perfection their respective characters. Costuming, make-up, and vocal and facial expression all combined to bring Herbert and Muriel believably alive for the audience. "I'm Herbert" was by far the most professionally handled of the four plays, mainly because of the character-acting ability displayed by both Miss Trindal and Mr. Anderson.

In "You Know I Can't Hear You...", Robert Anderson gives the actor a chance to develop and almost create his character's personality. Some among the cast failed to take advantage of this, and as a result, the production moved slowly and lacked color. The set was flexible and, for the most part, handled nicely. "You Know I Can't Hear You..." provided a pleasant evening of light entertainment for the theater-going set.

Herbert-Harry-Bernie (played by Sam Anderson) and Muriel-Grace-Mary (played by Sheila Trindal) in "I'm Herbert."

Ginny Lynn Schloff (as Edith) and Kristien Gunderson (as Clarise) in "I'll Be Home for Christmas."

Left to right: Elliot Keener (as Richard Pawling), Douglas Nielsen (as Herb Miller), and Sam Anderson (as Jack Barnstable) peruse some revealing exposures.
High School Principals Hold Conference

For thirteen days, Wisconsin’s public secondary school principals gathered in Stevens Point to discuss common problems and to seek solutions. The event was officially called “Priorities for Principals.” Wisconsin’s Secondary School Administrators’ Association, in conjunction with the University held a three-day workshop from June 27th through the 29th. This workshop provided the participants with discussion materials for the last ten days of the conference.

Assistant Deputy Commissioner, James Moore, from the U.S. Office of Education, delivered a keynote address which stressed the need to develop new priorities for education in the 70’s. In addition to Moore’s address, Gordon Haferebecker of WSU-SP welcomed the WSSAA conference to our campus.

Group discussions were the mode of communication during the workshop. Topics were designed to be relevant to the secondary school administrator and included such areas as dropout procedures and a principal’s legal status. Robert Fowless, formerly of WSU-SP and now with the National Committee on Indian Education, delivered an address entitled “The Summer is Ended and We Are Not Saved.” After stressing the tremendous educational needs of American minority students, a panel comprised of minority students reacted to the speech and interacted with the administrators. This was the only segment of the program which included direct student participation. As the conference proceeded, several summer session education classes observed the sessions.

There was a tight schedule for the conference participants but all was not work. On the second day of the conference the delegates enjoyed “Happy Hour” and “Dinner” at the Holiday Inn. The tab for drinks and dinner was paid by Josten’s American Yearbook. Josten’s is a major publisher of high school yearbooks and graduation announcements.

Resource personnel from several major universities and professional organizations supplemented the staff of several WSU-SP system educators. Robert Rossmiller, Professor of Education at WSU-SP was director of the conference. It was his task to set up the conference’s mechanics and arrange for resource consultants and group leaders.

Prior to the summer of 1971, Rossmiller spent six years as Director of Financial Aid at this institution in addition to part-time teaching duties. He resigned from that post so that he could devote his total efforts to teaching.

PUBLIC SERVICE ANNOUNCEMENT

Anyone interested in playing an informal game of soccer — for exercise, enjoyment, heated competition, or just for fun — please meet behind the Phy. Ed. building at 6:00 p.m. on Sunday evening (July 18). No age, sex, or ability requirements to meet. Just put on your authentic Australian Kangaroo-hide track shoes and truck on down. A fun time will be had by all.

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Revised Publication Schedule

Due to circumstances beyond our control the June 9 issue of the Pointer did not come out as originally planned. We will publish two more issues of the Pointer in the next two weeks which will be available on July 25 and 30.

and his family’s return will have some sentimental attractions because one of his three children was born there.

Mrs. Dietrich plans to spend her extra time doing research and making comparisons on special education courses in America and Germany. Together, the couple will collect data on the relationship between child learning practices and cultural life in Western Europe during the 16th and 17th centuries.

They will accompany their students on a flight from Chicago on Aug. 15, making stops in Amsterdam, the Netherlands, Milheim, Berlin and Nurnberg before settling down in Munich.

Editor’s Note:

Given the talents of the students and the facility of WSU-SP, we anticipate another beerhall pot-luck.

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MAIN at STRONGS
EDITOR’S NOTE: The following letter, received by the Registration office, contains information of importance for all veterans, attending the summer session.

Section III, paragraph D., page 3 of V.VA Bulletin 229 revised 8-69 is amended as follows:

"D. Summer school regardless of number of credits."

This will enable Viet Nam Era veterans who are attending school full time under the G.I. Bill to apply for reimbursement under the state program for summer school and conserve GI eligibility if they so desire. It will also enable others veterans no longer eligible for federal assistance who are attempting to earn a Bachelor’s Degree to complete their education and become employable at an earlier date.

CVO’s are urged to advise their veterans of this change.

Schools are urged to announce this change as early as possible in all summer school classes. We will attempt to locate all previous denials for this summer session and effect approval at the earliest possible date.

Everyone receiving this bulletin is asked to call our attention to any such applications we may overlook.

ZPG Announces

Free Abortion Referral

Zero Population Growth, New York announces the opening of a free Abortion Referral Service. Any woman up to 24 weeks pregnant will be given the names of several facilities and/or doctors in the New York City area. A direct appointment will be made by ZPG if necessary. The telephone number is 212-489-7794 and the organization is staffed from 10 to 5, Monday through Friday.

Since the liberalization of New York’s abortion law numerous profit making referral services have opened. These services charge up to $200.00 for abortion information. THIS DOES NOT INCLUDE THE PRICE OF ABORTION. The ZPG service, staffed by capable volunteers, is able to give out this information free. An early abortion is obtained for no more than $175.00. Later abortions from $350.00 to $500.00.

Zero Population Growth is a nation-wide organization dedicated to the stabilization of the United States’ population as soon as possible through voluntary means. Offices are located at 353 W. 57th Street, New York, N.Y., 10019.

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