

# THE OFFICIAL POINTER

In this issue:

PRIDE

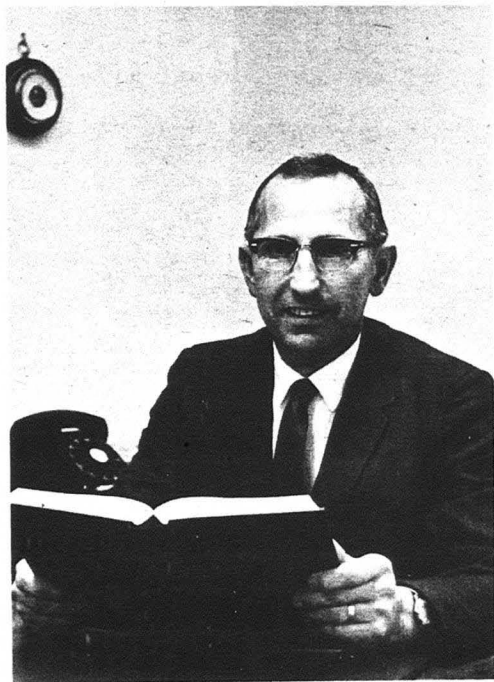
Univ. Theatre

SERIES VIII, VOL. 14

WSU-STEVENS POINT, FRIDAY, JULY 16, 1971

NO. 30

## Head Change In LRC

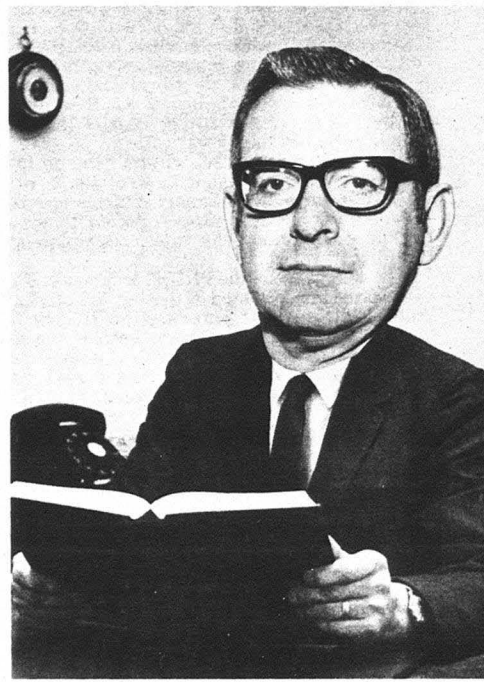


Fredrich Krempel

Because of cuts in the state's academic budget, the Albertson Learning Resources Center will be without the full-time services of a dean. Fredrich Krempel, 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, Krempel has also served as chairman of the Learning Resources department, formerly Library Science.

Krempel'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 summer. By decentralizing 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.



Burdette Eagon, New head of LRC

## WSU-Munich Announced For Fall

Stevens Point State University, which 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

The International Programs include the semester abroad in England and a new semester abroad program in Germany. A third program planned for South Vietnam as an Asian semester abroad was recently vetoed by the state CCHE.

Cooperative programs with business and industry are still developing. An example of such a program is the one in which business students work part-time for Sentry Insurance without pay. The university, however, gives credit to the student, while Sentry enjoys free labor.

Federal Projects under his jurisdiction deal primarily with Vietnam and this institution's involvement with aiding the development of schools in South Vietnam. Eagon served as chief of Party for a mission to study Vietnamese public university from March to May of 1967, and to study elementary, secondary, and vocational, technical and adult education in South Vietnam from June to September with a three week follow-up in October and November, all in 1967. The mission was a joint venture between the United

States Agency for International Development (U.S.-A.I.D.) and the Ministry for Education of South Vietnam.

In June and July of 1967, Eagon served as an education consultant for Saigon University. Also, in 1967, he coordinated the Vietnamese Rector'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 1969 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 circulation of materials. Barrows has received degrees from WSU-SP and Indiana University. Lea told the Pointer that the pattern set by Krempel in his six year tenure would be retained. Emphasis will be on expanding video, audio, and other mediums rather than books. Lea commented that one can not differentiate media, since it is all information and will continue to be determined by the needs of our students and faculty. Equal emphasis will be placed on printed and non-printed material, he said.

A third director to head distribution and production services will join Eagon's staff in the Fall. He is yet to be named by Dreyfus.



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: 9,597 (14); Wounded: 300,139 (215); Missing, Captured: 1,605.

(cont. to p. 7)

# PRIDE

## Indian Youth In Search Of Academia

**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. Every body knows everybody, and classes are easy.



**Mary Schuman, 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.



**Kevin Koepke, Age: 17, Hometown: West DePere, Tribe: Oneida.**

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.



**Connie Skenadore, Age: 17, Hometown: Oneida, 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.

## How Would You Go About Improving The Quality Of Life For The American Indian?

(PRIDE Cont.)



**Debbie House, Age: 16, Hometown: Oneida, Tribe: Oneida.**

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



**Kollene 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 handouts from the government. I don't see any reason why the American Indian cannot have a better home and family when many of them have money to drink. The Indians can do it!



**Shirley Doxtater, Age: 15, Hometown: Stockbridge-Munsee Reservation, Tribe: Oneida.**

This of course, cannot be accomplished by one or even fifty Indians. We, as proud and noble 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 religions, 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 — bordering 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 insidiously 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 pinnacles of unreleased 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-ly" 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.

Brenda Depew did an excellent job of acting in the role of Meg. Like Anderson, Miss 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 distractingly white suit as the sinister henchman, McCann. He attempted to capture a stereotype — somehow "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.



**Rita Cleveland, Age: 16, Hometown: Black River Falls, Tribe: Winnebago.**

Not just one person could possible change the quality of life for the American Indian. Everybody must work together. I think the first step would be to get a good education.



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



## Letters

### Professors Criticize Editorial

#### World Problems Are Glamorous Issues

##### To THE EDITOR

The editorial feature of the Pointer, July 2, 1971, refers to so many issues that it is impossible to deal with them in the short space allowed for a letter. I will limit comment to the form and the substance of the issues raised. The form is unacceptable. It makes charges without proof, impugns motives, indulges in personal abuse, determines the research agenda for the faculty, and all of this in an arrogant and self-righteous tone, as though God himself had given these innocents a mandate for reform and the keys to the kingdom of heaven for academic life on earth.

We turn now to some matters of substance. In about the first paragraph the rhetorical question is asked what is really meant by the "quality of education"? The answer to such a question is as illusive as the answer to the question what is a great book, a great work of art, or music, or what is truth? It depends on who is answering the question. Such questions are purely rhetorical — meant to score a debater's point, but advance discussion very little. For the most part the questions in the editorial feature are of this kind.

Let us return to one of the assertions made in the editorial — "the dubious goals of the teacher." What are the editor's sources of information about these goals and how reliable are they? As a professor of economics, I am very happy when my students begin to think about economic problems like a professional economist. I would expect most of my colleagues would agree that if one begins to have the understanding and insights into these fields that professionals have, some progress has been made. It is quite true that this will not give us answers to such questions as: "who am I," "whether are we tending," "what is the ultimate nature of the universe," and "what is the purpose of life." Such questions may be of extreme importance but whether they have any objective answers I do not know.

I now return to the glamorous issues that the editors have said, "cry out for research" — inflation, poverty, pollution, population, sex and all the rest. Most of the areas mentioned are full to the brim with conflicts of interest and/or of values. No amount of research can solve them in their entirety. Let us take an example of one of the crucial issues listed as belonging to my own field — the problem of inflation. The causes of inflation are pretty well understood. Essentially it is a matter of too much spending. Whose spending? Yours — not mine. Whoever would admit that their own high income was contributing to inflation, least of all the beneficiaries of monopolistic restrictions such as business corporation, trade unions, trade associations, etc.? I do not know of any economic topic that has created so much heat and so little light, and this in the scholarly journals, as this

subject. I conclude that if you cannot add a little more light than heat it would be best not to write about these problems at all. The same appears to be true with most of the crucial issues mentioned. To talk about the military industrial complex is like waving a red flag in the face of a bull; for others it is to talk about a myth. Because of this, scientific work has to be more prosaic, less emotional and more limited. It is hoped that these more prosaic publications will eventually develop principles or techniques of analysis which can be applied to the non-normative aspects of the glamorous issues.

This last leads me to some comments on "the publish or perish" syndrome in the academic world. I wonder if such works as Plato's Republic, or Newton's Principia or Darwin's Origin of Species would have been published if these writers had been subject to academic pressure. It is my feeling, that if properly selected, about fifty percent of the work in the standard journals published under academic pressure could be burned and the world would little note the fact nor would the progress of human learning be impeded. The only thing that the "publish or perish" syndrome does is to make administrators' decisions a little easier on who to promote, who to give tenure, or who to let go. It absolves them from considering these decisions in terms of their total consequences.

Given the academic syndrome, I would like to say a few words in defense of the faculty for not publishing more than they do. In the first place, academic time is not unlimited, despite what some students may think. Most of us put in fifty to sixty hours a week with teaching and administrative chores; any research must be done out of this normal allocation of time. In addition, research is expensive in terms of travel, getting the necessary documentation, secretarial help, etc. The President of this school has said that we are primarily a teaching institution and also in a different league than the University of Wisconsin. If this is true let us be a little more modest about our scholarly pretensions. In general a university gets the kind of a faculty it is willing to pay for. If this university wants research performance comparable with Ivy league schools, Chicago or Stanford, then it must pay for this. This the University cannot or will not do. Even though the University was willing to do this we might end up by sacrificing our undergraduate student body for the dubious privilege of adding to the world's learning as has been done at many institutions.

In writing this letter I cannot refrain from commenting on the relationship between the university and society. The university is not a fix-it shop where society dumps all of its practical problems, nor a department store where the

student shops around for the latest academic delicacy. The university is essentially conservative, because it has been implicitly charged by society from the beginning to look after its long run and permanent interest both from the standpoint of its teaching function and from the standpoint of its research function. If the university neglects this trust and concentrates its attention on being all things to all men — the multi-university, it will not save its own soul. It will go down the drain of history and with it civilization which it supports and which in turn supports it, unless some other institution is found to take its place. These vital functions must be performed if men are to survive as civilized human beings. Let the new breed of academicians and the Madison Avenue technicians take note of this fact before it is too late.

Sincerely,  
Merl L. Farmer  
Professor,  
Department of Economics

#### Pointer Is Out Of Focus

##### To the Editor:

Once again, I must protest the careless and unfair manner in which The Pointer seeks to judge the value of faculty members. It is unfair to judge full professors at WSU on the basis of their publications or lack thereof because WSU has not been a publication-oriented institution. For many years many faculty members now full professors taught 15-hour loads. They frequently had several preparations and had to teach far outside their fields of specialty and even outside their disciplines. The college had no program of teaching assistantships, nor did it provide research time or money. Hence, The Pointer's focus on publication as a measure of the 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 years faculty members have been struggling to educate politicians, regents, and the public as to the impossibility of expressing the value of scholarship in monetary terms. It appears that we have been talking to the wrong people. Moreover, the taxpayers have actually contributed very little to the support of the scholarly activity on campus. There are two kinds of research-oriented grants available to WSU faculty members: regular research grants, and teacher improvement leaves. Most people who publish do so without the benefit of either. And even where faculty members are recipients of these modest



## The LRC Shuffle

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 policy. This policy, incidentally, did not improve 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 offer at least privacy if not a quiet atmosphere. Study areas for most of the students, however, are not of the quality of those designated for the privileged.

Whether the new administration of the LRC will have any effect on these conditions which effect the students, remains to be seen. At this point we are skeptical, for regardless of how the personalities at the top are shifted, the institutional structure remains basically the same.

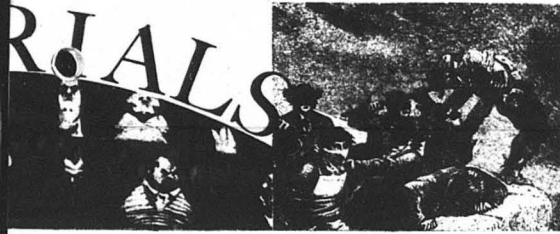
#### GUEST EDITORIAL

stipends they have characteristically devoted many hours and dollars of their own to the research project before receiving grants.

The Pointer shoots from the hip once again. This gratuitous attack on the faculty, while no doubt a source of pleasure to those in the State who have never had much use for scholarly activity, is based upon poor conceptualization, ignorance of the history of the institution, and lack of understanding of the realities of academic life. Let us hope that in the future The Pointer's muckraking enthusiasm will be restrained by a more careful examination of the issues.

Sincerely,  
Robert Zieger  
Associate Professor of History

In this day and age intellectual frustrations was a harmless way — something not conspiratorial by those could participate in compromised yourself would not be ashamed child view. As incredible are truly many incredible there is such a series summer. You don't have any ability, or be (thing?) is welcome evening (July 18) at building.



## 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 proposes 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 white America's response to Indian youth comes in the form of a liberal apologist charity that will, in the end, provide no solutions.

### Correction

The Feature Editorial (Pointer, July 2) 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.

## I.F. Stone

JUNE 28, 1971

### Nixon's 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 weaknesses; all it need do is everything it can to prolong the American presence, and Vietnamization 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 and 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 Laos or Cambodia. 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 Thai "volunteers" with financial and material support.

The deceptive nature of this characterization 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, (abr.).

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—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 Gard Jenkins Theater to a near full house on Wednesday, 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 in itself, 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 that is 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 dispute when he insists that a "questionable" scene from his play which Miller is producing not be deleted from the stage production. The scene in question is one in which a middle-aged man appears onstage 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 regrettably mundane — was slow-paced and lacking in polish. The actors, with the exception of Mr. Anderson and Miss Powell, did not appear comfortable with the dialogue, nor did they work with or respond to 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 repetitious blocking, Herb's character lacked strength and intensity.

Sam Anderson, however, in spite of his monopoly of stage left and equally repetitious blocking, carried his role as conscientious playwright quite well. He displayed variety in vocal as well as facial ex-

pression 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 over-do-the-character-been-a-bit more controlled, she might have taken the show. Elliot Keener's attempt to capture the character of an overly zealous, starving actor failed, and Richard Pawling appeared little more than an overly nervous buffoon — bordering on slapstick.

Overall, the performance was a bit overdone 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 Kristen Gundersen) 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 costuming and make-up did not characterize her accurately as the middle-aged wife of George. At times, interaction of characters appeared only on a superficial level.

Miss Gundersen seemed hazy in her interpretation of Jill's character. The abrupt change of character from frivolous tease to the rattled 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 com-

bined to create a unique and amusing characterization.

The play, as a whole, did not cohere. The set did not create the illusion of a furniture store, 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 a 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 (portrayed by Kristen Gundersen) 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 more adequately prepared the audience for the somewhat tragic denouement.

Miss Schloff's costuming was nicely handled, but, again, her character lacked variety and interaction. Much of Edith's blocking was poorly motivated and unbelievable. Her character did not develop into the dominant wife-figure as it should have.

Clarise, whose role should have been the focal point of the climax, instead became a simple walk-on part lacking in depth and believability.

The final scene did not work. Its short-clipped quality dropped the audience from climax to conclusion leaving little time to gauge Chuck and Edith's response. The result was a poor script poorly handled.

"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 captured 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

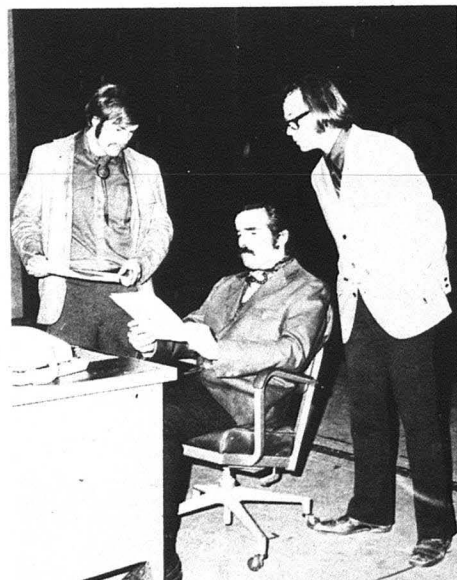
the character-acting ability displayed by both Miss Trindal and Mr. Anderson.

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.



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



Left to right: Eliot Keener (as Richard Pawling), Douglas Nielsen (as Herb Miller), and Sam Anderson (as Jack Barnstable) peruse some revealing exposures.



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

## 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 Administrator's 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 Haferbecker of WSU-SP welcomed the WSSAA conferees 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 dismissal procedures and a principal's legal status. Robert Powless, 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 a staff of several WSU 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 Aids 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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(cont. from p. 1)

are expected to bring them into close contact with the community in which they are operated, especially in the exchange of ideas between student and townfolk.

Dietrich, besides heading the program, plans to spend some time doing research under a grant from the Deutscher Akademischer Austauschdienst, which is similar to America's Fulbright Scholarship Program. It is for foreign young men, with recent Ph.D.'s, to study and do research in the country. Dietrich plans to develop information for a book on problems in intellectual history, specifically the development of Roman Catholic thought in the 19th century.

He was in Germany in 1967 and 1968 under a different grant from Deutscher Akademischer,

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 some 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 at WSU-SP, we anticipate another beerhall put-sch.

### 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 23 and 30.

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## Summer School Vets

**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 DVA Bulletin 223 revised 8-69 is amended as follows:

Delete the material in parentheses regarding attendance during normal school year, so that the paragraph will read:

"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.

Cvso'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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