

Winter 1969

# NOGARD (vol. 1, no. 2)

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# NOGARD

Winter 1969 Vol. 1 No. 2 \$1.00

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# NOGRAD

Winter 1969 Vol. 1 No. 2  
Moorhead State College  
Moorhead, Minnesota



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## FREEDOM VS RESPONSIBILITY

by

**M. Pehler, Editor**

Today, we find an almost constant conflict between freedom of the press and responsibility of the press. The reason for this is simple . . . in the ever changing mood of today the press must change with the times, however, the problems arise when the press does not review its purpose with each change.

Moorhead State College is presently having problems over the publication of its literary magazine. The magazine, CONVIVIO, is written under the auspices of the English Department and published by a local printer, Knight Printing of Fargo. The problem has arisen that Knight's refuse to print the magazine because of, what they claim to be an offensive nature of several articles.

This writer has not seen any of the articles so he cannot speak on the content. However, I do feel that, today the student publications may

not have a clearly defined purpose and therefore are caught in the fight of obscenity.

CONVIVIO, being a literary magazine, may wish to express itself concerning the times. Today, in order to be read, one must have a picture of a nude on the cover, or use a great deal of four letter words.

The problem with this type of come-on is that the article usually loses its effect since the reader tends to look at the nude or is busy counting the number of four letter words the author could sneak in. The result is that no one reads the article.

Convivio, on the other hand, may becoming just another paper back which one finds listed under ADULTS ONLY.

Each publication must keep constant track of its purpose to insure against being found under ADULTS ONLY unless that is its purpose.

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Look fella's

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My Platform is

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## EDITORIALS

### MSC Needs Signs And Maps

#### MSC Needs Signs and Maps

"Where is what?"

"Oh."

"Ah, let's see, it's an old brown brick building next to a new brick building which is about, oh, a block that-a-way on the other side of this new brick building — you can't miss it."

Or can you?

Among the more humiliating experiences an MSC student can have is to be asked to give directions to a new student or visitor. By the time you've finished describing brown bricks, blon brick walls with sun glass windows and directing across this thing or that, you feel as though you've just committed your innocent inquirer into a labyrinth with no lights.



What's your name? No sign. Guess?

How much easier our transfer students and visitors could find their way around campus if all buildings were clearly identified with large, easily seen signs and maps of the campus were posted at strategic points.

G. S.

### Student Responsibility

The maturity and responsibility of MSC students was seriously challenged after the "panty raid" on Grantham Hall. When no small number of students barge into a dorm, with no regard about personal loss or damage, the

question was brought acutely to mind. How responsible can these students be? These are the same students who must regulate the college. They vote on hours and contraceptives, yet ransack dorms without regard to personal property.

This action cannot be regarded too lightly but requires serious thought. When students returned to their rooms and discovered \$50 worth of clothes stolen and their room ransacked it cannot be regarded as harmless fun.



Grantham Hall. Sight of winter quarter violence?

A beginning for these boys would have been the prompt return of all stolen articles. This includes such articles as records, wall plaques, stuffed animals and clothing. It takes more maturity to return the items than it did to steal them.

Their maturity, however, seems to be a consistent characteristic. The prevalent attitude of the participants is that the raid was a moment of glory and triumph.

They seem to be reveling in pride stating, "how many articles I got."

Any person who publicly boasts of stealing, destroying and invasion of privacy cannot possibly govern themselves or this college. That takes maturity, something which they have illustrated they lack.

N. D.

## Admissions And Retention

Moorhead State College officials are running a resistance movement second to that of the American Revolution in 1775.

Although the formal Declaration of Independence was July 4, 1776, Americans were resisting English rule earlier.

Many elements of our college society are working in a movement to resist bureaucratic college administration.

There is a similarity between America's first notable revolution and that of the present.

People were dissatisfied with being colonists. They wanted to do their thing, in their case, be Americans.

Students who presently want to do their thing are Americans.

Area students come from a background of draft evaders. Most of those of German and Norwegian heritage come from draft evading stock.

Why then the surprise of present officials to find students, in and out of college, who are resisting?

With this background, it seems highly hypocritical for the school to have some of the present admissions and retention rules.

MSC sponsors Project Seek to find college students and return college dropouts. The letter the Project sends out asks why students left college and gives an impression of genuine interest.

MSC sponsors Project E-Quality to find college students and to entice them to come to MSC with the liberal attitude the college projected.

Some 20 students were turned from MSC spring quarter. Those on the admissions and retentions committee merely followed the rules.

Some were rejected on academic grounds. Some were rejected because their previous schools did not give them a clear slate.

Moorhead apparently has no room for those who haven't a clear and clean background.

Moorhead State, if it cannot support these students, whether monetarily or socially, is a hypocrisy of resistance against liberalism.

K.K.

## Editor Apologizes

NOGARD arrived in campus on March 5, 1969. It appears that when the Greeks received their copy they immediately turned to page 37. Well, anyway, all the Xi Omega's did. It is for this reason, as well as, maintaining a friendly relationship with my fraternity brothers that I must publicly apologize for neglecting to list Xi Omega with the other Social Fraternities.

Ed.







M.S.C. NOGARD — YOURS?

# NOGARD

Winter 1969 Vol. 1 No. 2



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## LAW

### The Legality of College Drinking

The problem of drinking came to a head, on the Moorhead State College campus, late in 1968. At the November 4, 1968 meeting of the Student Senate a resolution was passed which would have legalized drinking of alcoholic beverages, by persons over 21 years of age, at off-campus functions sponsored by campus organizations, legal.

as it would put the college in direct opposition to the State of Minnesota.

It appears that among the many laws presently sitting on this State's Statutes is a little known law which makes drinking by any student illegal.

In 1966 the Minnesota State Legislature passed the following law:



THE VIEW: Assorted bottles and cans are collected under a dormitory window.

This Student Senate resolution was referred to the Council on Student Affairs, a Student-Faculty committee, which advises the President. At the December 9, 1968 meeting the Council advised the President that it would be impossible to change the present college rule



THE DISPLAY: Others save theirs for trophies to mount in their window.

## Intoxicating Liquors

### Chapter 340.73 Persons to Whom Sales are illegal

Subdivision 1. It shall be unlawful for any person, except a licensed pharmacist to sell, give, barter, furnish, or dispose of, in any manner, either directly or indirectly, any spirituous, vinous, malt, or fermented liquors in any quantity, for any purpose, whatever, to any minor person, or to any pupil or student of any school or other educational institution in this state, or to any intoxicated person, or to any public prostitute.

Subd. 3. Whoever shall in any way procure liquor for the use of any person named in this section shall be deemed to have sold it to such person. Any person violating any of the provisions in this section is guilty of a gross misdemeanor.

Chapter 340.14 defines the legal age for the purchase of alcoholic beverages . . . "No intoxicating liquor shall be furnished for any purpose to any person under the age of 21 years or to an habitual drunkard or to any per-

Presently, in the Minnesota Legislature, a bill is being introduced which would repeal the section making it illegal for all students to drink and then have the law apply only to minor students or pupils.

The Student Senate had hopes of making it possible for adult students to drink at off-campus functions sponsored by on-campus organizations. The Senate was not naive; it realizes that this is common practice. The Senate wanted, however, to destroy the hypocritical attitude and the defiance of the law.

Chapter 340.73 has not been enforced and is almost impossible to enforce. It seems ironic that when a person goes into a bar or liquor store in the Moorhead area he is asked for some identification and almost invariably one piece of identification presented is the MSC identification card. This is presented to prove that the purchaser is of legal age yet it also proves that he is breaking another law, as a matter of fact, two laws. Chapter 340.73 and 340.14.



TROPHIES: After four years of college work, now what?

son obviously intoxicated or to any of the persons to whom sale is prohibited by statute or by reason of sale to whom a penalty is provided by statute.

This last section would also include the pupil or student mentioned in section.73.

Chapter 340.73 has never been changed by the State Legislature to make drinking by legal aged college students legal, however, in the case of *The State of Minnesota v. Richter* 1876, 23 Minn.81 the court ruled that this section applied only to minors, that is under age 21.

Again in 1952 the Attorney General of the State gave the opinion that "the provision of subdivision 1 of this section prohibiting sale of liquor to pupils or students does not apply to adult pupils or students."

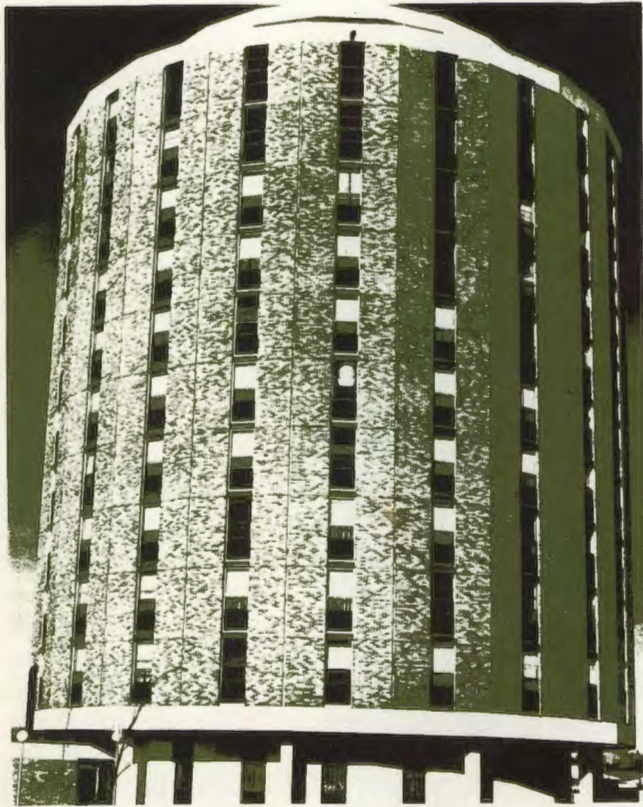
The reader must be made aware that if he is already 21 years of age he could be charged with breaking still another law . . . that of contributing to the delinquency of minors. That is, of course, if the reader spends his time drinking, in bars, apartments, dormitory rooms, or country roads with friends who are under 21. Let the drinker beware.

M.P.

## Campus Drinking; A Problem?

"Any person who shall introduce upon, or have in his possession upon, or in, any school ground, or any school-house or school building, any spirituous or malt liquors, except experiments in laboratories, shall be guilty of a misdemeanor, the maximum punishment whereof shall be a fine of \$25 or imprisonment for ten days in the county jail," Chapter 624.701 of the Minnesota Statutes.

The problem of drinking on the MSC campus is an ever increasing one. One may look beneath the dormitory windows and note the number of beer cans and liquor



WHICH ONE?: Can you guess where the next beer can will fall from?

bottles, empty of course. It is even more noticeable when the spring thaw comes and the melting snow uncovers even larger quantities of empty beer cans and liquor bottles.

Presently the problem of drinking in the dormitories is handled by the Student Personnel Deans.

Through the normal course of events those MSC students "apprehended" by the dormitory staff are referred to either Dean Eileen Hume, Dean of Women, or to Dean Lee Salters, Dean of Men. After a number of conferences with the student, the case is referred to the Student Conduct Committee. It is in this Committee that the student is permitted, before an equal number of stu-



dents and faculty, to present his side of the story.

The Student Conduct Committee, then decides on the action which should be taken. This action may be anything from dismissal of the case to expulsion from college, depending on the individual circumstances of the case.

Why do students take the chance of drinking in their dormitory room's? The answers are as numerous as are the instances of drinking. The most common answer, however, seems to go like this, "It is safer to

drink in the dorm room, as long as you are quiet and don't create a disturbance, than to go out into the country and have to drive back to the dormitory.

Many people cannot see the reasoning behind this law because they are paying for a room, just like their fellow students living off campus. Although both may be breaking the law because they are under 21 only the dormitory resident gets into trouble for drinking in his room. He does not, however, get into trouble for being under 21, the legal drinking age, but rather for drinking on state property. State property which he is renting.

Many of the college students tend to feel that the time has come for a look at the present laws concerning the consumption and possession of alcoholic beverages. Many feel the drinking age should be lowered and many feel that it should be legal to drink in a room which one rents, even if that room is, or is on state property.



## DRUGS

### The Pot Brews



Symposiums were conducted in the dormitories to acquaint the residents with drug problems.

Five 'Drug Symposiums' were held in various dormitories on campus during winter quarter. The "establishment" warranted and assisted with the organization of the program. Faculty members were drawn from most departments to discuss personal experience and legal technicalities of the narcotics laws.

Hard pot, LSD, the "speed freak-outs" are still in existence at all three colleges in the area as well as the various trade and business schools.

Dr. James Condell, chairman and professor of Psychology, said drug users were "first-class losers" adding that the "most important thing man has is his brain" and that "drugs were not conducive to clear thinking."

Some of the legal problems concerning narcotics, defined by Federal law as codeine, heroin and morphine, are the \$10,000 fine and five to 20 years in prison for users and a \$20,000 fine and 10 to 40 years in prison for pushers.

These laws are primarily federal. Neither Minnesota nor North Dakota has comprehensive and up-to-date laws concerning newer synthetic drugs, crystal (methedrine) and LSD.

Fargo-Moorhead little realized there were narcotics in use before students from local colleges were involved in "busts" like that at 208 10th St. N.,

felt righteous about what they could see magnified in their shells — the shell kept on breaking and cracking and splitting — finally they split away from the plastic shell — but not through the shell that was cracked outside of itself — they broke through the plastic of their shells — or was it that man had had his shell melted around him as plastic does when burned by the suffragette in wool — what happens to a broken shell?"

Perhaps seeing a film of a head on a trip down or a bad trip would have taught more than "The Seekers," the film shown. The Seekers is a group of ex-narcotics users who are trying to help other people off the drug and stop new ones from starting, by relating their own experience.

One comment concerning the film was that it sure was nice to see good people helping others. One must realize that the good people helping were helping because they had the experience.

Symposiums were a try-out of the classroom to educate.

The next time someone smells alfalfa from a pipe he might have a clue that he has just had a contact with "grass."

The peace and conflict of pot and the people who use narcotics are at Moorhead State College.

K.K.



Fargo's "Big Pink."

Fargo, now labeled "Big Pink."

Consensus of the policemen and detectives who spoke at the symposiums was that there is too much public apathy.

The symposiums contained a strong element purporting marijuana smoking would lead to straight line heroin.

Off-campus investigation of young people on drugs brought this commentary:

"They watched each other sit in their plastic cocoons and die — they had their different titles — they had lives of never ceasing smiles and teeth — they

## MILITARY

### R.O.T.C. Moves To M.S.C.

Fall quarter, 1968, the first Reserve Officers Training Corps classes offered on campus came to Moorhead State College students. Beginning with winter quarter, 1969, a complete ROTC program was made available on the MSC campus.

This program includes classes on National Security, Military History and Tactics, Military Leadership, and Military Management.

Besides the classroom instruction, the military lab, more commonly known as drill, was also made available on campus. This eliminated the need for commuting to N.D.S.U.

Enrollment for fall quarter in the ROTC program was 80 Freshmen, 13 Sophomores, three Juniors, and three Seniors. There are also numerous Concordia College students.

1966 was the first year that a cadet attended N.D.S.U. under the Tri-college Common Market Plan and the practice has grown steadily since. The 1964 ROTC Revitalization Act, passed by Congress, made possible the inter-college plan and also set up a two-year scholarship by which a cadet from MSC or Concordia can receive a full-load scholarship to any college or university of his choice.

ROTC began under the Morrill Land Grant Act of 1862, which stated in effect that land and funds would be donated to a college if they provided courses in the field of agriculture and military science.

ROTC as we know it today was organized under the National Defense Act of 1916 and since that time has continually expanded. Today there are 274 colleges and universities across the country offering ROTC.

Some people on this campus might question the intention and purpose of ROTC. If they are really interested, they can contact the ROTC program at N.D.S.U., where they can find full details.

The long-time Chairman of the House Committee on Armed Services, the Honorable Carl Vinson of Georgia, says this about ROTC, "The training of military leaders is a constant requirement in our society. Prudence dictates that we stockpile materials, machine tools, and equip ourselves for purposes of possible mobilization. How much more important are the . . . leadership and . . . the skills which must be available and in being in our society if we are to have the responsive military capability so urgently needed in times of national crises."

Army officers presently on active duty who are ROTC graduates make up 49 per cent of the total officers.

None of us like to think of fighting a war, but we must be prepared in the event that something might happen as it did on Dec. 7, 1941. Lt. Gen. James M. Gav-

in said about World War I, "An Army is not one mite better than its leaders, and without ROTC we would never have had the leaders that we needed so badly."

L.M.



A number of people find themselves in opposition to a form of military program. These pictured above are a number who demonstrate their opposition by jesting with the vehicles of war.

## HOUSING

### Where's Home?

If the walls are innocuous pastels sunk onto brick blocks, is it home? If the walls are only plaster that reflect nothing and it is against the rules to hang anything on them because there might be damage, is it home? If there is a fluorescent light and sharp corners all over the room, is it home? If the floor is cold and your surroundings are noisy, is it home?

Home — for the college student — the dormitory on campus or the apartment off campus. The student, if unmarried, has few choices and if married and at Morehead State, only one choice.

Housing directors, with an eye toward sociology, advise that dormitory living is essential for the college students to have an all around education and college experience.

A consensus of the three campus housing directors in Fargo-Moorhead shows that they favor dormitory living. They point to the advantage of being able to share college with peers.

If sharing is essential to the college program, Why do so many students try to obtain clearance to live off campus?

A survey of 100 students from each of the three colleges, Moorhead State, Concordia and North Dakota State University, shows that students feel a need for freedom.

Students want to come and go as they please. Most say that because of the very fact that they are in college, they can handle the responsibility of handling their lives.

Freedom and privacy were intermixed repeatedly in answer to the query: Why do you live off-campus rather than on-campus?

"There is a point where you just have to be alone. After no privacy for two to four years, I want no part of dormitory life," said a veteran of two years active Marine duty in Vietnam and two years stateside.

"I'm too disgusted with these kids to be able to live with them," said another serviceman.

Moving from servicemen to those who went directly to college from high school, it was found that most upper-classmen were glad to have had the experience but would not return to a dormitory for anything.

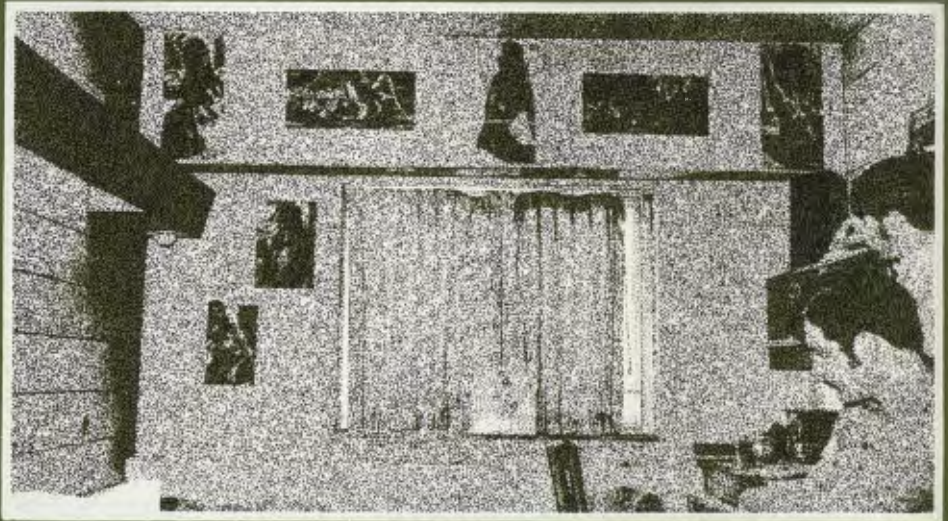
"Freshmen should be in dormitories, it's for their own good," said one MSC Junior.

A Concordia coed said that living on campus would be the only way to go to school or she would have "missed too much."

At NDSU, the story was much the same, but one fraternity man advised that "for the girls' own good they should be in dorms."

The same NDSU Greek however, said that no men should live on campus. Reason — "Men need room to grow, girls need to grow too, but they need to be protected, Few girls have the stamina to resist a good pass. A guy has to have some fun."

An opinion that was sharply countered by an MSC coed who said, "This business of en loco parentis is misleading and misguided. No dorm can control what you really want to do. No dorm can stop a 'bad thing' from happening to any girl. If a girl can't take care of herself, she shouldn't be in college."



Is this home? To the 1600 students living on campus it is.



Baren?

And so it continues, argument after argument, based on personal experience, prejudice, fact.

At Moorhead State College, one third of the students are on campus, one-third are off-campus and one-third are at home.

Two-thirds of Concordia students are on campus.

NDSU has somewhat less than one fourth of its men on campus, but NDSU has Greek houses. NDSU rules are tight for girls who want to live off campus, most girls live on campus or at home.

According to Eliot Garb, Dave Benson and Norman Seim, housing directors at MC, Concordia and NDSU, one of the major problems with college

dormitories is money and manpower to care for them properly.

Students complain that dormitories are noisy, and they are. Some students become so distracted by dormitory socializing that they are distracted by dormitory living from their studies.

Students complain that their rooms can't be made like home. They are right, no matter how you slice it, a dormitory is that and only that.

Dr. Robert McLeod, Dean of Student Personnel Services, noted that it is very possible that Moorhead may someday have commercial dormitories run much like apartment houses by independent firms. Larger universities have these arrangements now. Columbia University has high rise dormitories with swimming pools, complete recreation facilities and the price to go with these services. The school must guarantee, in most cases, to keep these dormitories full. Whether the majority of MSC students could afford this is a serious question in consideration.

One type of living completely lacking at MSC is that for married students.

At first glance, it almost seems that there is a penalty for being married. No housing is provided and couples search by themselves for housing within their budgets.

Why do neither MSC nor Concordia provide married student housing?

Both Garb and Benson point to the fact that without an extensive graduate program, there are not enough married students to warrant the added burden.



Maybe I'll clean up tomorrow.



Dolly Davidson and Ruth Johnson try studying in their apartment.

Garb warned especially against the problem of the school becoming little more than a landlord. This is a function he does not wish to see.

Concordia's Benson says that because that college has no graduate programs, a married housing facility would be impracticable and senseless. NDSU has married student housing ranging from North Court and its "tin shanties" held together with plastic and bales of straw to housing under construction. The "tin shanties" have been temporary housing for 22 years.

The projected NDSU housing is high rise with landscaped courts and recreation facilities. Plans call for possibly admitting small business to serve the community and provide the married students with an encompassing city and safe places for their children to play. NDSU has at present 281 married families more than half of who are graduate students.

Married students undoubtedly have strict budgets and by the same token most college students budget carefully.

Is it cheaper, in terms of food and its preparation, clothing and its car, and facilities and there cost to live off campus?

The answer seems to lie entirely with the individual. Those who can garnish most of their staple supplies from home can usually live cheaper. If however, you have no help from home when it comes to food purchase, laundromats, rent and transportation to and from school to content with, consider these things.

Average rents for a one bedroom, bathroom, half to full kitchen facilities and no roommate came to be at the lowest \$36 a month.

This apartment had hot plate facilities, a bedroom but no closet with



Slum?





Concordia College dormitories use a little design rather than straight lines.

hooks on the wall for substitute, and a shower instead of a bathtub. It was in a basement and it was entered through the family kitchen entrance.

Add one roommate to a slightly larger apartment. Share a rent of \$52 a month — sounds cheaper. But is it? Now there is someone to share food expenses with as well as wash a load of white clothes together so no more colors all come out the same. Advantage, yes, if the two of you have camaraderie, you're in luck.

Now, both of you can watch grocery prices. Economize and purchase larger portions without waste.

At this rent, if you are within three blocks of the campus, with your one roommate, you can probably make it financially. Farther away from campus adds more problems.

First, there are transportation difficulties. Second, from the MSC campus you can move two ways. Deeper into the residential district or closer to the business district. Either way you are approaching better quality apartment style living rather than converted home living.



... I'd like to order some clean dishes, please.



Not a slum district, just married student housing at NDSU.

The price of apartments for students especially where signs explain:

NO PEDDLERS  
NO SOLICITERS  
NO PETS  
NO CHILDREN  
NO STUDENTS

is usually steep.

Steep to the charge of a minimal \$118 a month for a one bedroom, full kitchen, full bath and living room apartment is not uncommon.

Add food and transportation expenses plus personal things to make an apartment 'home' and you discover a strange economy.

Students who have lived off-campus and moved back to campus dormitories say that process are too hard to fight.

Students who can make it financially off-campus enjoy the freedom and the homelike atmosphere they can create. Housing is primarily a matter of economy.

Where you can live, the way you want to live, with what resources you have is a tricky problem to be faced in the off or on campus living question.

"En loco parentis" and "responsibility" are big parts of college, off campus and on campus. Individuals make the choice of what they want for a classroom.

K.K.

# STUDENT SENATE

## Over The Year

The Student Senate at Moorhead State College has undergone a tremendous change over the past year and a half.

The Senate traditionally had been, in effect, a glorified high school student council which busied itself with such earth-shaking matters as Homecoming, Snow Week and college dances.

While these activities have their place in college, they tended to monopolize the time of the Senate, leaving the Senators with no time to deal with, or even consider matters pertinent to the day to day living of MSC students and the scope of their education, both in



Student Senate President Wayne MacFarland.



Student takeover of library for longer hours.

and out of the classroom.

Then, slowly, change materialized.

Winter quarter of 1968 saw the emergence of student opinion toward, and activity on the Student Senate which differed radically from the "traditional" view of the Senate.

The elections spring quarter of 1968 brought into office many Senators who were not content to concern themselves only with political emphasis week or winter festivities.

Move after move was made within the Senate to get rid of responsibility in areas felt to be extraneous to what

should be the duties of a true, functioning Student Senate.

Almost immediately in the Spring, Student Senators began delving into areas never touched before by student government here.

Project E-quality, of course, was a highlight of spring quarter 1968 — but just as significant in marking the new role of the Senate were such actions as work on a student bill of rights, faculty evaluation, and the elimination of certain faculty privileges in areas of bookstore discounts and athletic passes.

Fall and winter quarters of this year saw spiraling Senate activity — and a resulting growth of Senate influence and controversy.

The Senate passed legislation on matters ranging from registration to recruiters on campus. A Senate sponsored pass-fail system is now in effect at MSC.

Registration has been greatly streamlined, check cashing has become a convenient reality and the library is open to midnight — thanks to the work of Student Senate. All of the Senate activities over the past year of tangible benefit to the MSC students would be difficult to list in a short article such as this. But just as important to students is the work of the Senate in the area of "student power" on this campus.

There was and is growing feeling within the Student Senate and the student body that in matters which concern only students, the students and the students alone should have the authority — witness Senate action aimed toward elimination or making optional faculty advisors, action to eliminate or equalize representation on student-faculty committees, action to stop the practice of the school notifying draft boards upon a change in a student's status, and action requesting the school's administration to destroy all disciplinary records upon a student's graduation or transfer.

Only a very few of the Senate's actions are listed here — of necessity. Over the past year, the Student Senate

**M I S T I C**  
laid structures and students teaching insurrection and corrupt

**YEA! FARGO POLICE!**  
for busting "big pink"

**MISTIC goes to POT!**  
because someone stole their LSD

The Mistic has become one-sided and does not represent the majority of the students and faculty at MSC. Therefore, we, the members of the Iota Alpha Fraternity, deem it our responsibility to remove from the hands of the public a paper that has brought discredit to the campus of MSC.

Mistic still a problem.



Student Senate Treasurer Ken Nelson, Vice-President Kim Giddings, Secretary Susan Carlson, President Wayne MacFarland.

at Moorhead State College has taken action on over 820 separate matters.

The Student Senate has changed. In a short year and a half it has become a significant force at Moorhead State College — thanks to the work, diligence and concern of the Student Senators.

Meetings are filled to overflowing with interested student, faculty and administrative observers. The last Student Senate election saw the largest turnout of voters, both in terms of percentage and numbers, ever recorded at Moorhead State.

The Senate is on its way. And it is at a critical stage.

The Senate is at a point where it can crystalize its activity into a powerful and effective force — and this is the challenge facing Student Senators and the Student Body.

The Student Senate at Moorhead State is an exception when compared to other student governing bodies across the country.

Here the Senate has become the outlet for activist students — both conservative and liberal — where at far too many colleges, official student governing bodies serve only to give an “in” or club status to their members.

If the Student Senate at Moorhead State College continues to actively build on the base now established, if it

works to establish its position in the college power structure, and if the Senate is careful to flex its new muscles only in areas worthy of concern, then we will see in this coming year even more productive and significant actions than the Student Senate, 1968—1969.



Newly Elected Student Senate President Phil Norrgard.



Senators Harry Finn, Rod Halverson, Tom Clark.

## Charisma of B.M.O.C.

Two MSC men who spent a year in authority and relative power were Student Senate President Wayne MacFarland and *Mistic* editor Joe Bernick.

Both of these men used their year to work for what they believed was right. They work in different ways and use different channels. Both used estab-

lished precedent and both used methods not time-honored.

For anyone to say what they think of their accomplishments when their work is midway and they have had no time for perspective is difficult but here is a try.

lost a lot of its following with that first issue. Even liberals were turned away. This hurt the **Mistic** and its effectiveness.

Joe: I disagree. It is desirable that the paper does not hinder relations but I am happy with the controversy. It pro-

and anyone can be on it.

Question: What would you do if you had this year to do over?

Joe: Every person has a responsibility to explain. You have to tell them how you feel. We can't really guide because every action has ramifications. The best we can do is to involve everyone we can in what's going on.

Mac: We took an X quantity of catalyst and did what we could. Then we hoped. Just be sure the situation is clear. Hope.



Senators Dave Matson, Terry Harrington, Steve Thysell, Ted Sauer, Dorothy Kuppick, and Bruce Johnson.

## Carole Johnson Resigns

Editor's Note: The following is a complete text of Student Senator Carole Johnson's resignation speech read to the Student Senate on Monday, February 10.

motes activism. That's a good thing. The paper is not to serve the community, it's not to serve anybody. It's there to be read. Anyone can work on it and offer opinion, I've said that at open forums and to anyone who came to the office. Anyone who wants to have something in the paper can, we reserve editorial judgment, but we certainly want ideas. It's not a close-minded staff

I would not attempt to be representative of the mode of thought which you have displayed here tonight. I have deducted that your major problem — your vast threat — is change. In essence — in any area on campus — whether it's in the library, the dormitory, the union or anywhere. You cannot adapt or accept it. You have my sympathy.



Dave Brawthen, Carole Johnson and Roger Jung.

Question: What is the college newspaper's function as you see it?

Mac: The college is the center for liberal students. This is as it should be. There are many here who have no plans for getting involved. That's fine. With the **Mistic** we found that anyone who wanted change had resistance. Contact was the biggest thing. The **Mistic** had contact with students, their parents, anyone who could read. But the **Mistic**



Ex-President MacFarland and Ex-Mistic Editor Joe Bernick discuss important matters.

I suggest you replace me with someone who would be very representative of your outmoded resistance to anything different on this campus. Replace me with someone who would represent you and your ideas — you medieval, Moorhead mediocracy.

Put someone up here who hates those black militants who have taken over YOUR poolroom and YOUR snackbar on YOUR campus.

Put someone representative of you up here — someone who wants and craves 10 o'clock hours with parental permission in all your dormitories. Let your puritanical narrow-mindedness reign. "En Loco Parentis."

Put someone in this place who worships the military-industrial complex. Make sure your representative believes in an organization which thrives on teaching "men to be men" and supplements that motive by teaching human beings to kill their own species — put someone in this position who believes that THAT organization has a definite place within this ACADEMIC COMMUNITY. Because you know that's more ACADEMIC than any ol' stuff shirt prof. with big ideas carrying some god damn protest sign in YOUR union.

Put someone in my place that wants to go back to 5 o'clock library hours — with NO CONTROVERSY. You know — like they have in high schools.

Put someone in here who hates those long-haired pinko commies who run the "Mistic" — someone who doesn't vote "LIBERAL" — whatever the hell that is.

Oh yes — and be sure to send YOUR REPRESENTATIVE to the MSCSA meetings — to represent you — because you're the majority — and we all know the majority is always right. The State College Board will love it — and the other state college student representatives will laugh like hell at your beautifully outmoded, medieval thoughts concerning their "radical" proposals. Yea — you'll represent Moorhead State — and they'll never forget you either. The times are changing.

Get someone to fill this position who's got a "belligerent, nasty-

mouthed" student — someone who will follow the almighty Dille around campus preventing or extinguishing any potential controversy.

Get someone — some representative — that wants a 100% ratio of faculty on all student-faculty committees — cause we all know that students aren't ready to be that intelligent anyway — tell your representative to inform the administration soon — cause it will make them damn happy to get back on their own again. Get some representative person to fill this place who needs a faculty advisor at every meeting. None of this optional junk — after all — the



Senators Jung and Johnson.

faculty senate informed us that organizations would probably fall apart if advisors were left out. We can't question that authority — cause it has to do with CHANGE.

Get someone who chanches apathy — because apathy has been difficult for me to represent. Get someone you can identify with — please. And be sure to get someone who will vote against those damn four letter words — someone who's really afraid of academic freedom and freedom of speech — someone who knows how to burn newspapers — someone who's THAT CONCERNED ABOUT student intellectual, academic freedom of speech in action.

Get someone who will thrive on censorship — that shouldn't be too difficult.

And last of all — please put some person in my place who is going to represent the majority of YOUR people — because I will not be placed in that category of thought or opinion — and remember — don't change — just react — (it's much simpler).

If this is what you are — if your reactionary excitement here tonight is a display of the majority opinion — then get some other fool to work and vote and sweat and set up committees and debate and argue — to represent YOU up here — and make damn sure they represent you — because I certainly don't want to have any part of a connection with you — the majority opinion.

You will undoubtedly take this campus back five years if you ever elect a truly representative student senate. And I'm sure you'll manage somehow in the next election. Make it representative — put it on display for the entire state and entire academic world to laugh at. But be afraid — of the changes which this commendable — not representative (thank God) body has accomplished — be afraid of CHANGE — it hurts — and it's scary cause you have to think. Stifle it out — demolish it — elect a REPRESENTATIVE STUDENT in my place. He will display all of your apathetic backward, reactionary qualities. Even though apathy is difficult to represent.

I hereby propose the Moorhead State College Student Senate set up a committee to investigate the possibilities of revamping the Student Senate in order that prevailing apathy be sincerely represented. As an UNREPRESENTATIVE member of an UNREPRESENTATIVE body I hereby submit my resignation on the premis that I cannot attempt to effectively represent apathy and reactionary opinion.

Carole Johnson  
Senator-at-Large

## Involved!

Much has been said about that over-worked word "apathy". Heaven forbid I should ever hear that word again, especially when applied to me. As a second-quarter freshman, I was completely ignorant of the inner workings of the Student Senate, the **Mistic**, and those rarely defined concepts known as the "Issues".

Some light was shed on my ignorance, however, when my friends and I began to attend Student Senate meetings in February. The contraceptive issue had sparked our interest. By attending Student Senate meetings, I became acquainted with the "radicals" and "conservatives" on the Senate and **Mistic** staff. I found some "radicals" to be personally contrary to their campus images. I began to learn about issues, faculty opinion and opposition, different political leanings, and last but not least, the correct use of **Robert's Rules of Order**. However, one of the main attractions for me was the engrossing spectacle of human behavior. There is more melodrama in the Student Senate than the afternoon TV serials. Nevertheless, the motions are passed regardless of emotional outbursts and dramatic exits from the Senate chambers by irate senators.

This Senate involvement led me into campus politics. The first open forum for the primary elections was the turning point. Some people never really know why they support a candidate; as for me, the first time I heard George Schatz speak was my turning point: George looked and spoke like Jimmy Stewart. That's not all — George said more than half of the other candidates put together. His self-assurance and method of speech delivery was gripping. My friends and I were confident that Schatz was the man to support.

The next question was "How does one become involved?" Unknown to me, my roommate had left our phone number at the Senate chambers; that night I received a phone call. "Hello, this is George Schatz." Although in a mild state of shock, I immediately

pledged my support for his campaign. He later came to the dorm, introduced himself and gave me a synopsis of his platform. The next day my friends and I went to "Schatz Headquarters" in the Snarr recreation room. Poster materials and supplies were lying on pingpong tables. "Pitch in" was the go-ahead word and we buckled down to the task of lettering campaign signs.



George Schatz campaigning for S.S.

In the primary George had placed sixth, or last place, in the race for Senator-at-Large. Much of the talk was centered around his opponents; some were referred to seriously, others were referred to in jest.

I left for a class and returned to find Joe Bernick, Finn, and Monica Kolodziej supporters all either working or playing ping pong. Joe greeted me like a long-lost friend and the others showed me some signs Joe had made: "SCHATZ, schmaltz. Who cares about the election anyway?" or "If you get SCHATZ by a gun, see a doctor". Many of Joe's signs had misspelled "SCHATZ", and one was written in Hebrew. People would talk to Joe and

he would use what they were saying as a slogan.

The jovial mood of the workers was infectious; my first contribution was "A SCHATZ in the Dark". George kept darting in and out of headquarters, giving and receiving advice, hauling in supplies, or debating his platform policies with the workers.

We worked late that day and met again the next afternoon — Joe, my three girlfriends, George, and Monica. That afternoon was devoted to lettering the two huge signs for the Union and more posters. Friendships and loyalties were cemented amidst bantering, ping pong games, and hard work. I picked up a great deal of previous campus politics by talking to Joe. My friends and I became the official "SCHATZ GIRLS" — George's right-hand supporters. We jokingly imitated George's "V" finger sign and his continuous phrase "Got to get votes!" (pronounced 'votz'). Work finally ended at 8 PM when we taped up the banners in the Commons. Bone-weary, I stumbled back to the dorm, hung up my Schatz posters and fell into bed.

Our job was not ended, however. The morning of the final open forum, my roommate and I arose at 6:30 AM and assisted George and his campaign manager in putting up the forty posters around the campus.

That night we waited expectantly for George's speech at the forum. (We had declined George's idea of an all-girl escort up to the podium as being too flashy.) The speeches by the majority of the other candidates seemed to be mere pleas of sentiment and often outright proposals on how to change the moral condition of the student body (no pun intended). The final speech of the night was delivered by George; the moment he stepped up to the podium he had complete command of the audience. With the finesse of an experienced politician, George orated his ideas on the issues.

At the rear of the ballroom, the "SCHATZ GIRLS" were laughing and clapping with the rest of the audience who interrupted George's speech five times with applause. Afterward, we

dashed up to George and congratulated him. Beaming from ear to ear, George expressed hope of winning on Wednesday. Outside in the hallway, people could be heard mentioning "Schatz" in their conversations. A definite impression had been made.

On Wednesday we proudly voted for George. By now any of George's victories had become our victories too. Most of our conversation was centered around George's campaigning techniques. The highlight was the night we saw George shaking hands with the boys who had just completed a panty raid on Grantham.

That evening we nervously awaited the outcome of the balloting in the Commons. With the announcement that George had won, we boisterously shrieked and ran out of the Commons only to find George striding down the hall. Exuberantly, we hugged each other and talked about victory parties. George gave the "SCHATZ GIRLS" credit for organization. Upon returning to the dorm, my friends and I discussed the exhilaration of supporting a winning candidate. (George had tripled his number of votes and had advanced from sixth place in the primary to second place in the final election.) The campaign was over.

My involvement, however slight, in campus politics was interesting, highly informative and a great deal of fun. It was a marvelous opportunity to meet people and to become better acquainted with MSC in general. (It's great when your candidate wins, too).

## POLITICS

### Vote 18

The Minnesota Coalition for Lowering the Voting Age is a group of college

and high school people, as well as some older people, who favor a voting age of 18 or 19 instead of 21.

During Student Minnesota Education Association Legislative Day at the Legislature, students from Moorhead State College heard Sen. Dosland, D-Moorhead, give some of his reasons for being negative about a lower voting age.

According to Sonja Beck, Senior from Wheaton, Minn., Dosland said society

lation," she said.

Miss Ehlers said Dosland had said a compromise age of 20 might be better and that 18 would not be accepted by the legislators.

But, should the voting age be lowered?

Dosland says no. LeVander says yes. The Legislature and the voters in Minnesota will decide.

There are many arguments pro and con.



Michael Pehler, Sandra Nelson, and Governor Harold LeVander. LeVander discussing 18 year old vote.

was too complex for even the 21-year-old, who may yet be in high school, would not be able to vote with real knowledge of issues and candidates.

Miss Beck also pointed out the Senate use of 20 minutes for roll call and the general confusion on the Senate floor. The Senate session that she saw lasted 45 minutes, including roll call.

Sharon Ehlers, Elbow Lake, Minn., Senior, had a more positive picture.

In the 90-strong SMEA group meeting that met with Gov. Harold LeVander, she said he spoke of their demonstration of student power.

The governor said it was good to see a group wanting to change things through peaceful methods.

She said she had gained a better understanding of the committee system and felt that the Legislature was run by people who make mistakes but who try to do their best.

"We should try to let them know what our attitudes are concerning legis-

MCLVA representative on campus, Mike Pehler, Senior from Rochester, Minn., said that 18-year-olds have earned the right to vote and giving them the franchise would make them more responsible citizens.

Pehler points to the fact that by Minnesota law every student in high school must take a civics or government class. This age bracket is a good time to put teaching into practice.

Eighteen-year-olds, Pehler acknowledges, might be more easily led, but by the same token are more conscientious.

Tuesday, March 4, seven witnesses for lowering the voting age appeared before the Senate Elections Committee in St. Paul.

Their primary argument was that giving the 18-year-olds the right to vote would improve the electorate.

Arguments against lowering the voting age usually revolve around inexperience on the part of the young.

Of special note to college towns is the argument that a college vote could entirely offset an election. Collegians would not have to stay in the town, pay taxes, and otherwise support what they had voted into being.

The majority of college students, it is professed by supporters of the bill, would maintain their home residence and not vote in the college town.

A voter can be registered in only one place.

Demonstrations at the University of Minnesota, and student-power and responsibility-motivated actions on campuses throughout Minnesota undoubtedly have an effect on legislative actions.

Students live with the decisions of the Legislature, whether they have had a voice in the government or not.

## Left or Right?

There are a majority of students on the Moorhead State campus who have no set pattern or norms to guide themselves. They can choose to follow the ideals of the "left", "right", or a code of apathy. There is no clear cut definition of the "left" because there are two "lefts" present in today's society. These are the "Old Left" and the "New Left." One student who apparently is well versed in the meaning of the two lefts states that "the 'Old Left' was economically liberal in the sense that such programs as Project Head Start, the Job Corps, and in general the war on poverty were a function of a system which had no moralistic values. The main concern of the system was concerned only in economically up-grading the common man. "Hubert Humphrey is an example, he was concerned in following the status quo initiated by F.D.R." "The New Left is primarily concerned with the moralistic value and uses basic moralism as its foundation." I asked what he meant by basic moralism. He said, "basic moralism is a

reliance on what the American concept is thought of as being right." I decided to find another student who would care to comment on the definition of basic moralism. The person said "damned if I know and damned if I care." This answer seemed to be prevalent throughout a group of people I asked.

The right or so-called conservative has been thought of as being the inventor of the American idealism. The ideals which are held by the conservative are supposedly strict in purpose and any variance from them is usually frowned upon. Maybe conservatism is



Mulfred Q. Sibley spoke at a special convocation.

good; because for the most part the conservative had based his ideals on the benefits of past experience. When one method didn't work it was set aside for another one which did work. For the most part it is generally believed that the conservative strives to keep the views of the "left" in balance. When an action is taken by the "left" is detrimental to the beliefs of the conservative there is usually a counter-reaction to hinder the effects of the initiated movement. In the final analysis there is an equilibrium established. The action can more or less be explained by Newton's third law which states "for every action there is an equal and opposite reaction." Although for every force that is applied there is finally a state of rest, before the state of rest has occurred there has been a force which has affect-

ed another element called an "object".

Such a case is best exemplified by the Student Senate. The Senate felt they had bona fide contributions to make to the campus. They began to speak, began to be noticed, and finally made demands. Meantime the students felt the effects of Senate action and began to be concerned. The vast majority of students talked about the actions taken by the Senate, and scoffed at them, while others began to make commitments and became involved. Most students felt they were being represented by officials who were out to further the desires of a minority group and not their own desires. Those that became involved aired their feelings by signing a petition which was sent through the dorms. Those that signed the petition made it known that they were not content with the actions of "their" Senate. Five hundred and twenty names were submitted to the Senate; a little more than 11% of the student body had signed. This petition had caused some ill feelings throughout the Senate. Senator at Large, Carol Johnson, submitted her resignation, a few weeks before her term was to be over.

As student involvement began to grow it became more obvious that there was a need for better representation on the part of the student. In the primary elections such candidates as Phil Norrgard received 933 votes for the office of Senate president. Candidates for Senators-at-Large Kuppich, Kjos, and Donahue received 606, 407, and 391 votes respectively. Possibly as a result of Senate actions and the Senate primary, the student is beginning to realize that if he wants effective representation he has to get out and become "involved". Whatever the outcome of these elections, whether the candidates be conservative or liberal, it is the student who must make it his responsibility to remain aware of the importance of campus issues.

S.G.



## CUBA

### Land of Milk and Honey

Editor's Note: This is the story of a Cuban immigrant. He speaks of his life in Cuba and his father who is still there. Because of possible recriminations, he remains anonymous.

When I came from Cuba I was 12 years old. It took two years for my visa to be approved so I could leave Cuba. My mother had to give up her property to get my visa.

My father had given up his citizenship to marry my mother and they had been successful, by Cuban standards.

I finally got my visa and my younger brother got his. We packed and went to the airport. When we got there we found that Castro had just made a new law. Someone had to prove power of attorney for anyone who was a minor. Minors in Cuba are 12 years old or younger.

My mother had stood in line for two days to get a ticket renewal and visa clearance after my aunt and uncle had signed for me. I hold power of attorney for my younger brother so I signed for him.

Six months later my mother was able to leave Cuba. She bribed Cuban government personnel to expedite her visa.

At the beginning of Castro's revolutionary people's government it took about six months to get out of Cuba — now it takes at least three years. We claimed my father in 1964, but he cannot leave because he is necessary to the revolution as a farm manager.

My father has an intestinal ailment, but when he writes, he says that he hasn't received the medicines we send him. He says Cuban hospitals are "pig sties," with little medicine. Doctor's

must practice the medicine the government needs, not what they specialize in or study.

My father is luckier than some because he manages a farm. He knew something about farming before the revolution. Many people in Cuba "volunteered," with pressure, to do jobs that they knew little about. The best that can happen then is to learn the job fast so you don't disappoint the revolution.

Anyone who makes a mistake and is jailed can expect no toilet but a corner of his cell and little or no food.

**CUBANS IN THE UNITED STATES ARE TOO SATISFIED WITH THEMSELVES.**

It is easy to forget what Cuba was like.

**THERE IS NO CHOICE IN CUBA.**

Right after the revolution the militia was made up of people who agreed with the government. Now it is made up of "volunteers" who come by a method allegedly used in many military organizations — "You, you and you volunteer."

Cubans work a 48 hour week. Everyone also volunteers to work one day in the fields and to serve one day in the militia.

**YOU'RE SCARED ALL THE TIME.**

Cuba used to be a night-time country. Now people don't walk in the park or talk low for fear of accusations of conspiring against the government.

At school Cubans learn the basics of reading, arithmetic, grammar, and indoctrination to socialism and the state.

It does not matter what age or grade in school someone is, everyone is in a group to receive intensified indoctrination. Parents "volunteer" their children twice a week to attend sessions.

At school Cubans learn the basics of reading, arithmetic, grammar, and in-

doctrination to socialism and the state.

I was brought up to believe in authority and follow rules — I was brought up to believe in God. What religion is left in Cuba is dangerous. It is dangerous for priests and for the people who attend church. Most church-goers are blacklisted.

The black list is dangerous for everyone. If someone in the militia didn't like me, I could be jailed or killed. No matter what happens, even if I were nowhere around, if I were blacklisted, I'd be guilty.

**IT IS A GOVERNMENT OF SUSPICION.**

Black markets are not successful now. Up to three years ago, people could get clothes and food. Now people wear Russian imported denim and that falls apart after two washings. People are still lucky to get denim.

**MILK IS FOR THOSE TWO YEARS OLD OR YOUNGER.**

Food rationing is strict. In a month, each person is rationed a pound of rice, beans and some meat. Mainly people eat soup.

**THEY ARE LIVING IN A DREAM AND HOPING.**

Many Cubans are still there because they cannot leave. Others, mainly those who were very poor before the revolution, are there because they are still hoping for something better.

After college, I intend to work toward liberating Cuba. I am in college because I need the knowledge and experience.

I love Cuba. It is my home. I was raised there. Often I find people thinking of me as a foreigner. I am a foreigner and I am proud. I'm loyal to America. She has done much for me. I would not intentionally hurt her. In Cuba, I was taught pride. I am proud and I love Cuba.

## PRESS

### Mistic

#### **Editor Wanted**

Mistic, a student financed and supported paper, went through two quarters of censure and blame by many, and two quarters of praise and laudism by others. Spring quarter came and Joe Bernick, the previous editor, graduated.

Now, the student-faculty board, editorial board, if you will, had a chance for a new editor. Prime candidates were Jerry Clark and Dave Brawthen.

Clark was eliminated and withdrawn and chastised for previous publications and actions.

Brawthen had much struggle and as Nogard goes to press has not been decided upon.

Clark's problems began at the beginning of fall quarter when he published his version of the 1968 Democrat convention at Chicago. He was criticized for vile language and less than appropriate reasoning. At the end of winter quarter he again was under attack for another article, "Death on the Prairie". This was considered libelous by some, and others picked out "slanderous" parts.

There was no paper for three weeks after this story, so Clark had no immediate chance for defense.

He was not chosen editor.

Brawthen had many of the same problems — including faculty opposition.

He was censured not so much for what he had written as for what he was believed to be.

Labeled a left-wing radical, right-wing extremist, SDS fop, and not rational by those who chose to label him, Brawthen quietly went about meetings with Dr. Dille, faculty members whom he knew opposed him and anyone else who had an interest in the Mistic editorial stand'off.

Brawthen has taken courses in the Mass Communications department at the school and has some journalistic

background.

Mandates for change and sameness were not plentiful at the beginning of Spring quarter.

Dr. Dille cautioned that libel is a tenuous thing and must be carefully considered.

Before giving approval or disapproval to Brawthen, Dr. Dille wanted to be sure that he would not go out on a tangent, and lose the majority of the student body. Dille questioned the assuredness of Brawthen making a good editor, but also said that people learn best by trying.

K.K.

### CONVIVIO

#### **Refused Printing**

Convivio, the MS literary magazine including works by students, alumni and faculty, was refused publication by Knight Printing Co. of Fargo.

According to Knight owner, the magazine was too objectionable for his staff to work with. One of the Knight printers first called it to his attention. In a statement issued to the Forum, owners said that the printers did not have to work with that kind of material.

For Gorman to call the Forum to release the issue was making it "entirely out of proportion," said Richard Callendar, one of three students who made selections for the magazine.

"All the stories were edited. It was not put together haphazardly. We went over it several times. Our advisor, Dr. Bernard Herringman went over it too," said Callendar.

Callendar added the editorial staff didn't want to make changes or pull pieces, feeling it would be lip service to literature and not authentic.

cont. p. 26



"As to the literary merit of the magazine, it is entirely subjective. We are student writers, not submerged Fulkners," Callendar added.

MS President Roland Dille said he would like to see the English department handle the problem. According to the Minnesota State College Board rulings, Dille could make the final decision.

"Language is important but not the most important criterion in judging good literature. One story was completely unprintable," said Dille.

Dr. Glasrud, chairman of the English department, commented that the tone of some of the articles was "revolutionary."

We did not go out to be revolutionaries," said Callendar, "and we weren't."

K.K.

## COLLEGE

### Major?

A person who considers the idea of going to college should have a good idea of what he will major in. If this person plans ahead he may very well succeed in obtaining a college degree. On the other hand, should this person change majors suddenly, he will encounter many difficulties. He may be faced with the low grades in his new major. He may be more interested in his new major and may even choose to make it career work. But there are two sides to the story.

Suppose he devotes many hours of work to the subject, then as a reward he receives a mediocre grade for his ego? If he is satisfied with mediocre work then he must be happy, but if the person was intent upon receiving a high grade and "poured" his best ideas into a paper he may very well be disappoint-

ed. The student may believe he doesn't have what it takes but may decide to give it another try. The next paper come back to him with mediocrity written on the back of the paper; how does he feel then? From the results obtained I imagine he feels disgusted.

If these remarks of mediocrity are issued to him every time he writes a paper he may feel he is destined to do just mediocre work. Finally the question arises, will he be satisfied with mediocre marks, will he be a student who can't excel in any type of major or will he decide to drop out? These questions can only be answered by the student who is in such a situation and not by a person who considers himself to be an authority on the subject.

S.G.

### **Biafra; Student Involvement**

#### Fasting for Biafra

In the light of recent action that is being taken on campus, that of the Minnesota Biafran Action, I would like to comment on the Biafran situation and why I am following the course I am, that of participating in a fast for Biafra.

The situation regarding the Nigerian-Biafran civil war has become increasingly alarming. With close to one million people (civilians) starving to death this past month, how can the world powers sit back and exert so little power as to almost be doing nothing? A country like the U.S. with a gross national product of eight hundred billion dollars is only officially offering eight transport planes to the International Red Cross at the cost of four thousand dollars per plane. The Red Cross can hardly afford this in its present status

along with also supplying the enormous amounts of food and medical supplies it must acquire. As the supposedly humanitarian nation, we should also exert our influence to press for a negotiation of peace. At this time, we have sat back and so far refused to become involved for fear of political consequences.

The most urgent item these people need is food! I cannot agree with the political separation of Biafra, because this small nation cannot, economically speaking, survive as a separate part from Nigeria. The civilian population, however, is starving at the expense of military and political expediency. These are the people that must be given the food. Pressure, that is political, should first allow food to be brought in on a large scale, and second should be used to speed a settlement in the form of negotiation peace. With that background, I will present my reasons for my actions.

By fasting for these three days, I am sympathizing, or better yet empathizing, with the starving Biafrans. Coupled with letter writing to various U.S. government leaders urging action to be taken, this act also symbolizes that I am willingly, as a concerned American, to possibly bring about action through self denial for a cause as urgent as this. Although even this action is minute compared to what should be done, it is at least something that is in the right direction. Two of my friends are also joining this action. All of us have been called crazy because what we are doing will most likely have little or no immediate effect. We have received sympathetic comments too, so there is support for our actions as individuals. I think it is this "little" part of the effect for which I am striving. I hope that in some way this action will contribute to further action by those who have the real power to remedy the hunger situation in Biafra.

J.C.

**The MSC Dragon Has Died For Lack  
Of Support, Will NOGARD  
Meet The Same Fate?**

**Prevent Blank Pages —  
Support Your Student Publication.**

## GREEKS

### Ode to the Greeks

Just who are the Greeks on this campus, and who does govern them? This is a question that has arisen over again in the past year. The reason that the Greeks have been just about completely unknown this year is because they have been operating without recognition, and because of the things they do, do not deserve recognition.

The question remains, WHO ARE THE GREEKS?

This campus has four national social sororities; Alpha Delta Pi, Alpha Phi, Delta Zeta and Gamma Phi Beta, two local Fraternities; Old Order of the Owls and Xi Omega; two national fraternities; Sigma Tau Gamma and Tau Kappa Epsilon, and seven professional fraternities.

The Greek population on this campus consists of about 250 women and about 300 men. This is about 1/10 of the total enrollment at Moorhead State.

The first step in forming a Greek organization is for the group to apply for a local charter. After a period of about two years this group can apply to any one of the national Greek organizations for their national charter. If the national decides to colonize a chapter at the school, and the local wishes to go national, the group then becomes a chapter in a national organization. The real difference in being local or national chapter is governed under a national constitution, and must report periodically to the national headquarters.

There is a difference between social and professional Greek organizations. Social organizations are open to anyone, while, in order to belong to a professional organization, the students must be in the field with which the professional fraternity is affiliated.

The social sororities are under the jurisdiction of Panhellenic. This consists of two members from each sorority and the Dean of Women. Panhellenic sets up the quota of membership, formal and informal rush, and handles

general sorority problems. Interfraternity council, which governs the fraternities, is run along the same line as Panhellenic.

Both IFC and Panhellenic are created for the coordination of various common activities between the fraternities and sororities, both organizations exist to create harmony and cooperation among the Greek organizations.

A one word definition of both organizations is SERVICE. The main goal is to promote the growth and health of all the Greek organizations.

A longer definition of the goals of IFC and Panhellenic are given in the Panhellenic Creed, which reads . . . "We, the undergraduate members of the fraternities stand for good scholarship, for guarding of health, for maintenance of fine standards, and for serving, to the best of our ability, our college community. Cooperation for furthering fraternity life, in harmony with its best possibilities, is the ideal that shall guide our fraternity activities."

Panhellenic and Interfraternity are becoming more important on this campus. This is the place where new ideas and action arise as to how to better the fraternity experience.

What is the fraternity experience? Although the main purpose of the Greek organizations is social, this does not mean that alcoholic beverages run the organizations.

Social, as defined in WEBSTER'S is "the interaction of the individual and the group, or the welfare of human

beings as members of society."

SOCIAL within the Greek organizations means, building a wellrounded person through promoting service, scholarship and cooperative interaction.

The first responsibility of any Greek is scholarship, and scholarship is highly stressed in all Greek organizations.

Both panhellenic and IFC have set up a grade point average that must be met by each person that would like to join a sorority or fraternity.

Most Greek organizations have pledge programs that require a certain amount of study hours per week from their pledges. Also, a younger member of a Greek organization can benefit from the older member's knowledge and experience.

Service to the community and mankind as a whole is important, and all the Greek organizations have some sort of philanthropy project, for example; the Alpha Phi Sorority works for the Heart Fund, the Gamma Phi Beta Sorority sponsors camps for underprivileged children, and the TKE Fraternity sponsors Christmas parties each year for the orphans of the area.

The Greeks feel that working for a worthy cause builds cooperation within the groups, and it also gives the members a chance to show the community that college students do care about people and that they are not afraid to show it in constructive ways.

Cooperative interaction, does not only mean planning exchanges and





Greeks get involved in Sno Week.

good times, it also means working for, and sponsoring activities on campus. Greeks are on student Senate, work on Student Senate committees, write for the MISTIC and the NOGARD and they sponsor dances and yearly activities.

Exchanges and good times, do have their place too. By putting on exchanges, the members of the different organizations can get to know one another and a member has a far easier chance of widening his circle of acquaintances, from the alums of the organization and the school administrators, down to the fraternities and sororities across the river.

Greek organizations strive to create thinking, well-rounded individuals.

L.A.D

## Iota Alpha

### Iota Alpha

Members of the Iota Alpha fraternity, IA's, chose to burn their copies of the Mistic in protest against what they said was a too-biased newspaper.

The IA's burned their papers on the mall at noon. Mistic staffers gave no immediate reaction — most of the staff was at NDSU participating in Model United Nations.

Two flyers were published by the fra-

ternity and circulated at the same time the Mistic was circulated on campus.

The first flyer was primarily humorous on the front and carried an article on the back about free communication.

The second flyer had the same type front page, but on the back had a copy of a Chicago Daily News columnist, Mike Royko, who spoke of responsibility of the youth and press.

Mistic format did not change with the two IA flyers, but students had something with which to compare the Mistic.



I.A.'s start new campus newspaper?

## Circle K: A House?

Circle K, college Kiwanis sponsored club, hosted the eighth annual district convention of Circle K the first week in spring quarter.

Fourteen clubs attended from North and South Dakota and Minnesota.

District officers elected from MS were Lyle Babcock a lieutenant governor for his region and Dennis Beckerleg was elected treasurer.

One of the major projects of the MS club this year has been the purchase of a house. Two other campus organizations have houses claimed as their own, Tau Kappa Epsilon and Owl fraternities.

Locally, the club is taking their ideas

and pointers concerning operation from the club at Northern State College at Aberdeen.

Moorhead Kiwanians have pledged their support to the idea and the members talk in the \$20,000 range while house hunting.

The house would be run with awareness to all college rules.

One of the strongpoints of a service organization like Circle K having a house is that the group can become stronger and thus do more for more people.

To earn money, the group has shoveled snow and helped with some flood control projects.

Where  
Are  
The  
Other  
Greek  
Organizations?

Not  
Here?

Grosz Studio

202 South 8th St.  
Moorhead 233-0506

## ATHLETICS

### WRA Tries Harder

How many people show up for a good college basketball game? Would you believe 20? If it's a girl's basketball game — that's the right answer. Not many are aware of the fact that the women in Physical Education have almost as many spectator events as the men's department has. And some prove to be twice as exciting.

Once a year the Orchesis, a modern dance group, puts on a show open to the public.



Field hockey a favorite sport for the WRA.

The inter-collegiate sports have field hockey and volley ball in the fall, basketball in the winter, and track and field, tennis and golf in the spring. The colleges that receive the MSC challenge are Bemidji, University of North Dakota, Concordia, North Dakota State University, and Valley City. Women's Phy. Ed. also has a Play Day with St. Cloud for volley ball.

Besides being behind all of these, the WRA puts on an annual high school sports day for area high school girls. This all helps to interest girls in Moorhead State's Physical Education program.

Synchronized swimming, an extra-curricular activity, and gymnastics are areas the department wishes to stress more, and WRA will be a big factor.

A new club called Majors' Club has been organized to retain and bring together the women majors in Physical Education.

were five. In the past twenty years a grand total of 134 graduates have passed through the doors of Flora Frick. There are just as many majors enrolled in Women's Physical Education now as have been in the last 20 years.

Need for room, since they only have one classroom in Flora Frick, is becoming an increasing problem. A request for funds is currently before the legislature, for a new addition in the department. Approximately \$1,671,000 is needed. The Legislative Building Commission (LBC) makes these recommendations to the legislature for the funds. Dean Earl Herring says that the chances are high because the request is about 90 per cent approved.

If the legislature approves, the new building will become an addition to Nemzek Field House. This will mean a consolidation of the Health and Physical Education Departments, into one facility at Nemzek.

The new addition is planned to include six classrooms, four instructional gymnasiums, a training room, a new swimming pool with spectator capacity, locker rooms, showers, equipment storage and 24 offices for both women and men.

What would become of the old pool and gymnasiums at Flora Frick? The pool and locker rooms would be kept, but the gymnasiums would become classrooms.

If the present legislature approves, an architect would be appointed to draw plans and specifications. The project would then be up for bid in the summer of 1970, with construction to be completed in the fall of 1971.

### Women's Phys. Ed. Growing

Guess what department is growing by leaps and bounds (ouch!)? Right, the Women's Physical Education Department. It's not too noticeable, pushed back in old Flora Frick, but it's there. The girls involved are not the stereo-typed muscle-bound, odd members of the female sex either.

Twenty years ago, in 1948, there were eight women physical education and health majors graduating from Moorhead State. Ten years ago there

## BASKETBALL

### Dragon Is The Name,

### Basketball Is The Game

Success and disappointment are the best words to describe the basketball season here at Moorhead State College.

Success because they posted the second best won-loss record ever at the college and disappointment because their work was in vain — 3rd in the NIC and inter-city races.

The Dragons began their campaign like a ball of fire which included impressive wins over North Central Conference opponents Augustana and the University of North Dakota.

After the sweet 56-54 UND upset, Marv Skaar's quint absorbed their first defeat at the hands of rival North Dakota State, 79-64. From there, the Dragons coasted to an 12-2 ledger.

Then came a turn to the worst.

Moorhead finished the season with six wins and four losses for an 18-6 output but the defeats were costly.

Three of the six setbacks resulted from the case of free-throwitis, a category which plagued the Dragons all season long.

Five points spelled the difference in those games and in each case MSC was terrible from the line.

Next year, Skaar will be without the services of five graduates including the starting front line. Burly Larron Swanson, with Bricker Johnsen, Doug Jacobson, Bobby Williams and Joel Krenz will be lost.

Finding the "big men" will confront Skaar between now and next November but a couple of freshmen cagers show plenty of promise.

Jim Hardy and Jerry Morrow headline the yearling's 13-5 slate and should be prime contenders for seeing varsity action. Hardy averaged shy under 20 points and Morrow 15 to add to their 6-foot, 4 inch frames.

Sophomore guard Mike Berg led the varsity offense hitting 17 points per game and rugged Swanson shadded Johnsen in the battle on the boards.

With a few surprises, the Dragon cagers could be in the thick of things NIC-wise next year. It's a long ways away — who knows?

A.G.

### Skaar's The Head



Coach Marv Skaar

### Of What's Been Said



LEFT TO RIGHT: KNEELING: Coach Marv Skaar, Student Manager Tom Tolman, Assistants Bob Duncan and Larry MacLeod. STANDING: Steve Colby, Jim Ahlfors, Greg Farder, Bricker Johnson, Joel Krenz, Lar-

ron Swanson, Steve Gregor, Bob Matzke, Doug Jacobson, Mike Berg, Doug Hanson, Vince Felchle, Bob Williams.



Swanson

Larron

This Dragon's the heart of the front court line  
Giving 100 percent each 'n every time  
Looming 6-foot, 6 with muscle to spare  
This demon's a challenge to those who dare  
To tackle the job of stopping this shot  
He'll take you up with him if you get caught  
The Iowa senior is certainly a big plus  
And a key to the Moorhead conference rush  
Larron Swanson's a guy that's hard to forget  
A peach of a guy, you'll agree, after you've met  
Though huge and brawny mark his cage formula  
At home he's husband, father of little Angela.



Bobby Williams

Bobby Williams

When a guard gets chilly  
In comes old Willy  
To spark up a flame  
Is his type of game  
The senior from Missouri  
Can hit in a flurry

And here he goes high  
Up in the sky  
To attempt to loop  
The ball through the hoop  
Bobby William's the name  
'n defense his game.



## Doug Jacobson

As Jake moves in  
I'm sure he'll score  
Or flip it to Swany  
For a sure two more  
Doug's game is defense  
A job he does well

Just look at the stats  
And they'll surely tell  
For Jake this year  
He couldn't buy a shot  
But after a while  
He soon got hot  
And sparked an attack  
That won us a game  
And sent the Dragons  
On to fame.

Larron Swanson

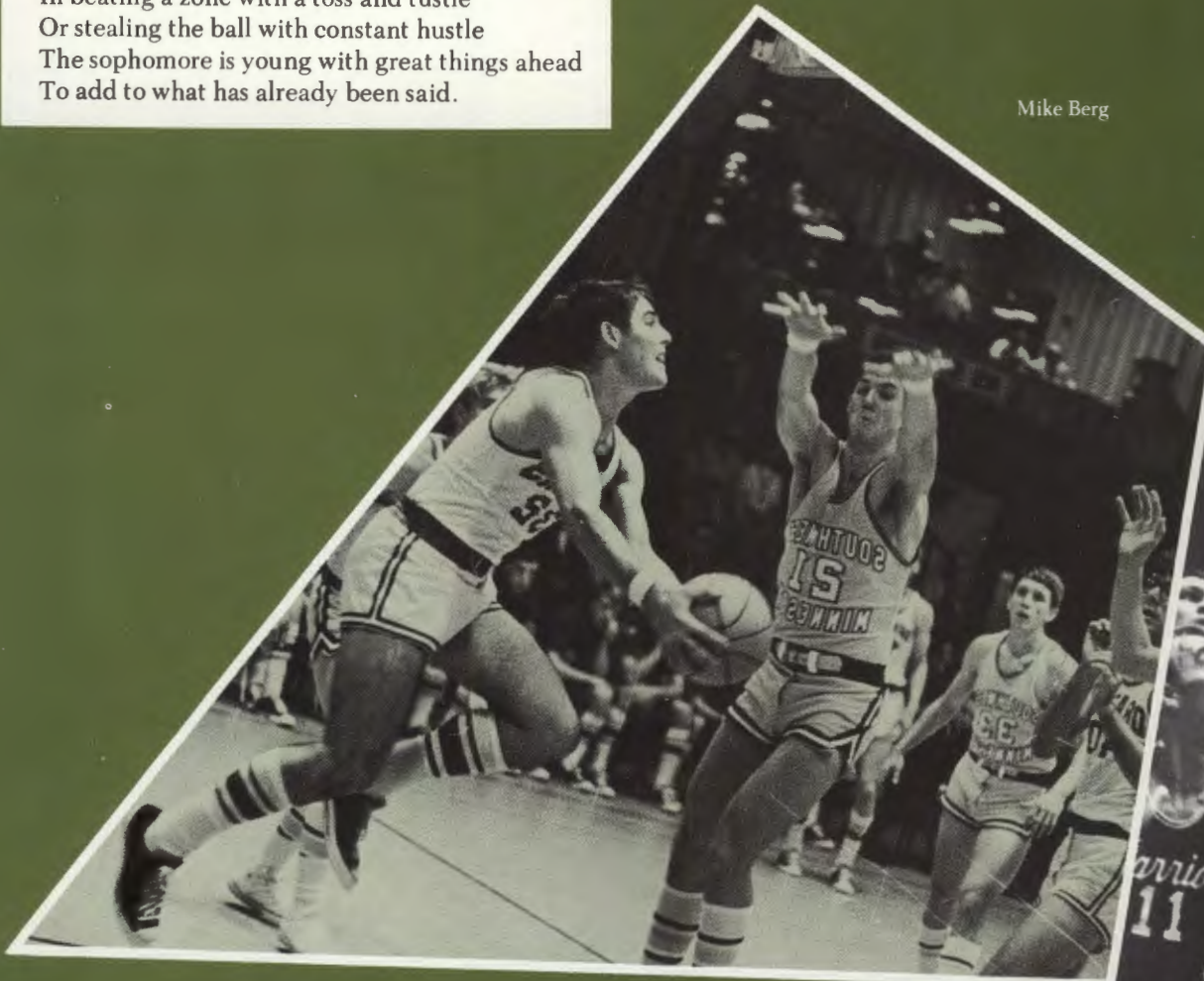


Doug Jacobson

It may look like Berg is hung in the air  
 But think that a sec'n he'll throw you a scare  
 By making the shot or feeding to Steve  
 With a flick of the wrist and bodily weave  
 He's as deadly a shot as there ever was  
 Perfecting the job that any guard does  
 Not very big — only 6-foot, 2  
 The Wahpeton ace will always come through  
 In beating a zone with a toss and tustle  
 Or stealing the ball with constant hustle  
 The sophomore is young with great things ahead  
 To add to what has already been said.

Mike Berg

Mike Berg



Bricker Johnsen

Gridiron followers remember number 52  
 If you followed Dragon football so would you  
 He's Bricker Johnsen in cage uniform here  
 Lighting the crowd with two points to cheer  
 Only 6-foot, 4 but with the nack to shake free  
 From any defender quicker than the eye can see  
 He's a 195 pound senior from Underwood way  
 Still averaged double figures, so stats say  
 And high on the list of work on the boards  
 But a rebound won't be necessary as up he soars.





Bricker Johnsen



Steve Colby

Steve Colby

No, it's not the latest hair style Colby wears  
 Just an additional element to give opposition scares  
 Blink once and he'll throw you into hysteria  
 The colorful cat-like cager from Alexandria  
 Only a sophomore but still a two year vet  
 With two more varsity seasons to play yet  
 Show him a zone and he'll do just fine  
 Going up the middle or down the line  
 But don't be a fool and try to take the ball  
 From Steve when M-State's in the stall  
 Cause it's a challenge that very few take  
 'n not end up with a mighty headache.

## Bennett And Finn

"I'm here to do my thing," Robert L. Bennett, commissioner of the Bureau of Indian Affairs, told a convocation audience at Moorhead State College. Bennett said that his advice came from his daughter whom he had asked what to tell a college audience.

"Bennett's 'thing' is to be the advocate of 550,000 American Indians in the United States to the federal government. About 380,000 live on or adjacent to 50 million acres of Indian lands

them, although they don't have to agree.

Education is being implemented although \$25 million a year is going into vocational training and only \$3 million into college training.

As for solving problems, Bennett said, "Let Indians control the kind of help wanted, when and on what they want it. Indians are capable of managing their own property."

Bennett says the Bureau is trying to

principal of Pine Point School for Indian Children at Ponsford, Minn., an MSC graduate in Art.

This quarter, a Senior, Tom Magoris, is student teaching at Pine Point, the first time a student teacher has been at the school.

A.S.

## Tran Van Dinh

Tran Van Dinh is a citizen of Vietnam who fought against the French during the Vietnamese conflict. He attended Hanoi University and more recently served in the United Nations. He has lectured at more than 200 colleges and universities and is the author of numerous articles.

Van Dinh said that he was directly involved in State Department decisions. He said that if we had trained the South Vietnamese army and given them know-how, we could have had a pro-American revolution. When the U.S. entered the conflict, the revolution was already going on and was not communistic in one sense of the word.

He made several points about our intervention. He said that one of our problems is that we always create an enemy and a "good guy." We establish opposition.

"By 1957 the problem was known to be a mistake. I told them to try again. There was a variety of opinion in Washington. When Westmoreland and Bunker came back from Vietnam in November of 1967 and held a press conference, I was there. I asked them: 'Who are the Viet Cong in Vietnam?' General Westmoreland replied: 'Don't joke. The United States is like a father who believes that his daughter won't get pregnant if he keeps her in his house. The United States thinks that if they control the Viet Cong, they can control the cities.'

"In the last analysis, Vietnam is an



MSC Student Senator talks with Indian Affairs Commissioner Robert L. Bennett.

which stretch from the Florida Everglades to Alaska, and for the most part are owned tribally.

When asked if a movement like the militant Black Panthers might arise, he smiled and said he thought such an organization was not imminent although, if the young are ignored, there "might be a Red Buffalo movement in the future."

The young Indian (about 50 per cent of the Indian population is under 17) will have a choice for his future. Those who do wish to live on reservations will have a choice for their future, and will have the training to compete in the outside labor market.

Bennett, who spends about half his time visiting reservations, finds the young highly motivated activists. He recommends that tribal councils provide forums for the young and listen to

become an "umbrella agency" instead of a "security blanket."

Industry, housing, and education are still the great needs of reservations. The majority of Indians lack decent housing. The average adult has less than an eighth grade education. The average income is under the poverty level.

The Indian needs a strengthened educational program to overcome his fears of the world. A small part of this needed education is underway at MSC, where Dr. James Murray of the Economics department is teaching a seminar in Indian culture.

The 22 Indian students attending MSC this year constitute the American Indian Club. The club is led by Harold Finn, sophomore from Cass Lake, Minn.

One of the guests who came to hear Mr. Bennett was Jerry Buckanaga,

American tragedy because it is the first time a country has killed another country hoping to help them."

Noting that most of his audience was young, Van Dinh said, "You should question American foreign policy, find out who makes it. Question American society. I'm disgusted with it. You have to get rid of myths and take a new look at the world. The younger generation will infiltrate, will influence foreign policy. The McCarthy campaign created a new awareness. A country is like a body and a soul. You must look into humanistic values. It could be destroyed by moral injustice."

A.D.

## Free University

The Free University was conceived in the spring of 1968 and began that fall. A bulletin was printed offering 16 different courses. Approximately 100 people from assorted aspects of life registered for classes.

Of the 16 classes, nine reported fading away, or "never got off the ground." Three were termed "successful", two are beginning spring quarter, and no information was available for others.

Lack of organization seemed to be the biggest problem. A founder stated the University was "too free, rather beautiful, but nothing holding it together." A professional woman stated the one flaw was that more organization was necessary. The result — terminated classes.

Classes were held on the same nights. Teachers prepared extensively for their classes to discover only three or four students in the class. With bad weather, transportation became difficult.

Well attended classes began to dwindle, or different students attended each time, making discussion impossible.

Guerilla Theater never started because the teacher was drafted. Military-

Industrial Complex, Random Discussion, Media Workshop, and Dostoevsky terminated for lack of students.

Folk Lore and Primer for Honkies were never begun. The teachers spent the first term educating themselves in order to lead discussion. Plans call for them to begin during Spring quarter.

Man and Aggression, Science Fiction and New Left Perspectives are reported "successful". One woman, a student for seven years, said education should be like the Free University classes, not busy work, but active, meaningful discussion. She continued that colleges must change before the Free University can succeed.

N.D.

## Dick Gregory

Dick Gregory, comic turned politico, spoke at MSC on the theme that America is morally sick.

Unlike some who demand change, Gregory has worked for change within the "establishment."

He is president of the United States in exile, living in the "black house." He was an avowed candidate for this office and carries it with distinction.

He warned that the youth of America will be the ones to change things and that they will not change things through established means, but by force and violence if necessary.

Ignorant whites are an affront to a black man with conscience, even if it doesn't bother blacks with no conscience.

Gregory emphasized that black men will react to white insults of racism as much as the white would react to the same treatment.

For those whites in the audience who perhaps felt hopeless after the sordid portrayal, he gave a pointed panacea.

"Young people are morally dedicated," he said.

He spoke of how young people hold

the answers because it is young people who will benefit most from the black-studies programs being started on many campuses. He said young people can turn on their television sets and see the black man rioting in the streets and see whites with the black.

He said this was the hope — that people would learn that people are people.

"The old fools" know their time is running short and are scared. This was his reason for so much reaction from whites against blacks.

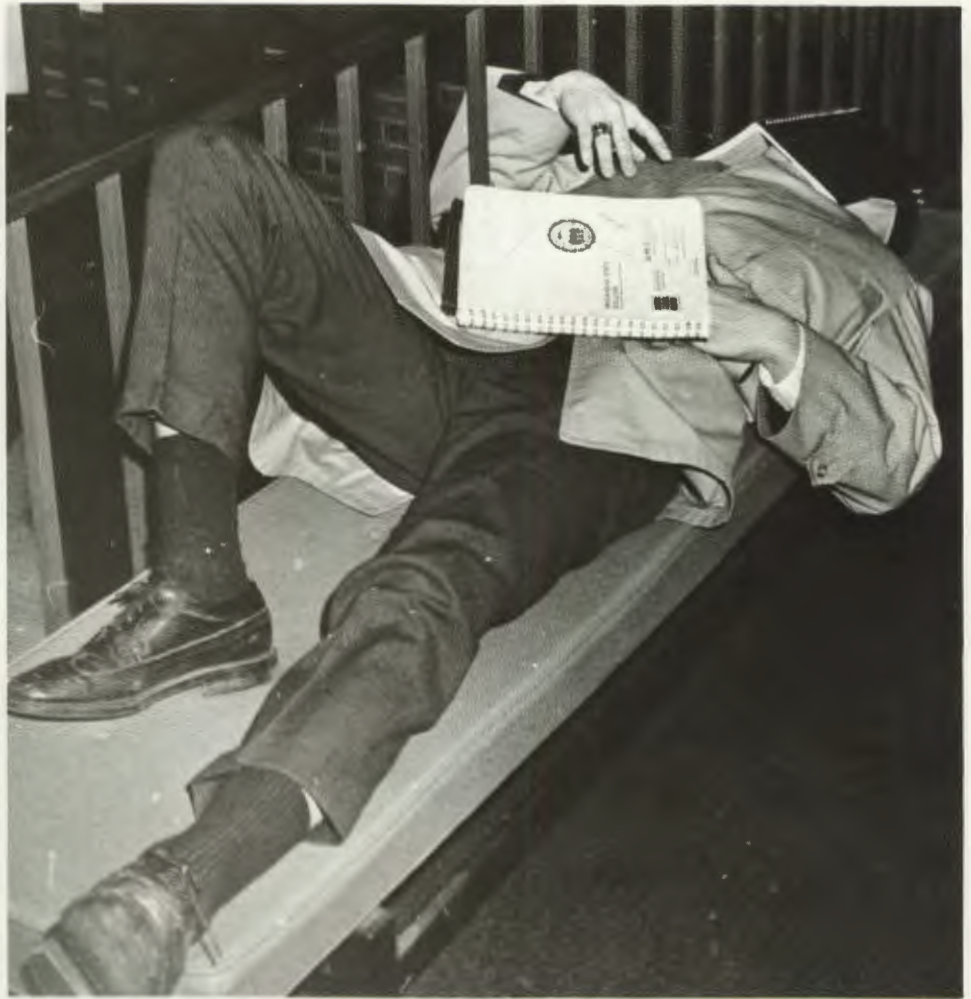
Dick Gregory



He also said, "America lies about itself. America runs around the world talking about freedom, and is steadily trying to cram it down the world's throat. Yet, America still denies freedom and democracy to the red man on the reservations, and the black man in the ghetto. If democracy in America is so great, she shouldn't have to force it on anyone, because they'd steal it."



Walk to Kiso.



Sleep? Only in the Union.



Refreshments.



Study?

## ART

### Artists — Well Qualified To Teach

Since moving two and a half years ago from its cramped, makeshift quarters in MacLean Hall into its spacious quarters in the new Center for the Arts building, the Moorhead State College Art Department has progressed from the "State Teachers College" image of graduating students who teach art to the "State College" image of graduating artists who are well qualified to teach or enter other professions.

This transformation has been accomplished, of course, not by added space but by the addition of several new staff members, curriculum changes, and the purchase of proper equipment. The stimulating new environment and activity have attracted more students, and perhaps especially those who are more willing to complete the now much more strenuous department demands in both credit hours and hours of work.

Because of these factors the MSC Art Department faculty and student art exhibitions are now among the most exciting we have a chance to see in this area. This is in spite of the wealth of excellent art shows we are exposed to here — at Concordia, NDSU, the Rourke Gallery, Red River Art Center, Olivet Church, and during plays at the Fargo-Moorhead Community Theatre.

In addition, beginning with the opening show in the Center for the Arts in November, 1966, the art department has provided for students, teachers, music and drama audiences at the Center, a variety of art exhibits from all over the United States and Canada.



To open up a wider range of prospective jobs for graduates, the department has also added courses in commercial art taught by Philip Mousseau, who also works on college publications.

Philip Szeitz, head of the department, plans to apply for a personal grant from National Council on the Arts and Humanities and the National Endowment for the Arts, which, if received, will enable him to do an environmental study of the MSC campus to create an overall plan of walks, walls, pavilions, pools, out-door furni-







ture, signs, waste receptacles, lighting fixtures, two and three dimensional art work and mechanical devices to improve the campus aesthetically.

This free-wheeling staff activity is reflected in the students who experiment in all directions with form, design and media — op, pop, kinetic, light, plastics, photography — and did you see what they came up with in the May student show?

Taking off in another direction this winter quarter, one of the art students, Randy Johnson, found how to beat the weather by doing his student teaching in the Canary Islands.

Last spring, another group of 25 liberated students refused to accept the judgment of their student show juror and held their own "Salon des Refuses" in the Union, awarding their own cash prizes.

Actually I said it all in my first paragraph; the MSC Art Department is turning out not teachers of art, but artists well qualified to teach.

## **Blackhawk**

**Moorhead, Minnesota**

### Mother Courage And Her Children

#### Inside "Mother Courage"

It is two weeks before opening night of "Mother Courage." Rehearsal is scheduled for 7 p.m. The commotion backstage is deceptively hushed — above the sound of hammer and saw comes the sound of actor's conversations, 'summer theatre', 'rave reviews', 'leading lady.'

Once the rehearsal is in progress, an aura of determined concentration prevails. Director Delmar Hansen dissects each scene, literally line by line and movement by movement.

In the early stages, much time is spent working out movement patterns. Almost every move and position is previously planned, which takes hours of tedious trial-and-error scene repetition.

Acting involves challenging mental rigors; not only movement patterns, but also lines and entrance cues must be meticulously memorized.

Acting also involves extremely strenuous physical labor. Actors with the smallest parts are exhausted after working even one scene, and Jacqueline Brookes in the title role of "Mother Courage," who is in every scene but one, collapses into a chair after rehearsal, too exhausted to move.

Dr. Hansen sits in the middle of the theatre, surrounded by coffee cups and actors. He dictates a running commentary to a secretary. After rehearsal it will be read and discussed. Dr. Hansen is in love with "Mother Courage." Like a proud father, he is eager for the others in the audience to share his exuberance for the play. He has watched each scene rehearsed hundreds of times, yet his reactions are none the less intense — from hearty laughs to somber reflections.

He is an exuberant director, leaping to his feet to demonstrate what he wants in certain scenes. Each scene is done over and over, but the enthusiasm and vigor of director and actors both

seems to increase with repetition. One of the most complicated scenes, especially for movement patterns, is one in which there is seeming chaos as soldiers raid a peasant home. Hansen snaps his fingers and shouts to quicken the pace. "Move! . . . Move! . . . Move!" intensifying, accelerating.

Mother Courage is an iron-willed woman, resolutely trying to salvage a living off the 30 Years' War in Europe. In a sense the play is anti-war. Mother Courage does everything in her power to get her three children through the war-switching sides, bribing officials, making business deals, yet all is futile.

Jacqueline Brookes, guest artist in the title role, has performed on Broadway with the Actor's Studio and has received two major theatre honors: an Obie Award for her performance in Pirandello's *Six Characters in Search of an Author* and Theatre World Award for her work in Jeffer's *The Cretan Woman*.

A White House appearance honoring William Shakespeare's 400th anniversary and a Fulbright scholarship at the Royal Academy in London are highlights of Miss Brookes' career.

She came to MSC through the Artists-In-Residence program which brings professional actors and actresses onto college campuses to perform with students in theatre productions. She is fantastic as Mother Courage, capturing the earthiness and determination that the role demands. Every look, every inflection of her voice is a world of expression. Hansen leans back and relaxes for the first time as she delivers a set of lines masterfully.

"Isn't she wonderful? This is a fantastic experience for the kids."

And the actors realize it, there is a respectful, awed hush over the theatre as she speaks.

During the rehearsal, Dr. Hansen calls one five-minute break, which is spent discussing Mother Courage. Sev-



Jacqueline Brookes as Mother Courage.

eral of the main characters, including Miss Brookes and Dr. Hansen, plop down on the stage, deeply engrossed in conversation. The actors contribute many character interpretations and prop suggestions — the communication between director and students is excellent.

More than a week later is the final dress rehearsal, held in an aura of tense concentration. Five weeks of demanding dedication are being brought to a close.

"All actors in the Green Room immediately!" Actors run. In the Green Room Hansen gives a pep talk.

"Too many of you are trying to be characters you are not, as so many actors do. If you are a real person, you will have no problems with your role. Don't use the analytical approach any longer — believe in what you're doing. Catch the audience in the vortex of your illusion. Brecht believed the world was made of hunters and hunted. Enjoy the exhilaration of staying on top. Grow

stronger with the play.”

The final run-through begins, with no interruption this time. There are a few harsh words over a table misplaced, an entire scene must be repeated because of a pair of red boots left offstage, yet any sign of dejection is met by resolute determination. During the intermission Hansen very rapidly reads aloud his scene-by-scene commentary while actors rearrange sets. “She’s settled down now; she was a little wild in Scene 5 . . . control that scene, it’s a tough one.”

Dress rehearsal is over at 11:40. It is a shock to awake from the very real world of Brecht to a cold, empty theatre. The entire cast, even those with the most minor roles, assembles in the audience and Hansen takes over. After four-and-a-half solid hours of rehearsal, everyone is exhausted, yet the enthusiastic determination to improve persists.

As Hansen and the cast exchange good-humored banter, I cannot help but think that their joviality results



Director Delmar Hansen



Mary Jean Feton and Doug Hamilton in “Mother Courage.”

from pride in a job well-done.

Hansen is still making personal appointments with cast members to work even more extensively on individual roles. He gives some general criticism of “Mother Courage.”

“When actors start thinking they stop being believable . . . there were some awfully nice moments.”

Suddenly a voice booms over the loudspeaker, “Here is a message from the Sound Department to the cast for opening night: ‘Make an obscene phone call to someone tonight. It’s the next best thing to being there.’” The actors break into hearty laughter and applause. Tension is slackened, the actors are physically and mentally exhausted. Another valuable thirty minutes is spent on the curtain call arrangement, “assuming there is applause.”

It is 1 a.m. The theatre is empty. It is impossible to believe that the rest of the campus is sleeping, that MSC exists at all . . . nothing seems as real as the world left inside the theatre.

D.H.

## Critique

### “Mother Courage” Critique

Having read the play and attended rehearsals, I thought that the final performance of “Mother Courage” would have little dramatic impact on me. I

could not have been farther from the truth. My previous knowledge concerning the play only made me appreciate it more. Now I was aware of the intricate subtleties and interweavings of character. As is the case with great literature, Brecht’s “Mother Courage” cannot be fully appreciated for surface value only. No matter how intensively it is studied, there is always another vista to be discovered in its pages. During rehearsals there had been moments when parts would suddenly cohere and Hansen would shout “That’s good!” in wide-eyed enthusiastic pride, but the play became a living reality in front of an audience. Miss Brookes, Mary Feton, and Michael Kolba had all been excellent at rehearsals, but really came alive before an audience. Miss Brookes and Kolba worked beautifully together — timings were smooth, lines were delivered with punch. Mary Feton entranced the audience in her role as Mother Courage’s mute daughter. Her futile attempts to speak and her dramatic self-sacrifice to save the town from invading soldiers left me breathless, frustrated and teary-eyed. I was impressed by the professionalism of the entire cast; the standing ovation was well-deserved. I left the theatre envying those who had worked in “Mother Courage” — such beauty is hard to find, and harder to create.

D.H.



Jerry Verdern, Doug Hamilton, Mary Jean Feton and Jacqueline Brookes.



Russel Balenger.

## THE CAST

Narrator	Russel Balenger
Recruiting Officer	Roger Kjos
Protestant Sergeant	Lowell Gytri
Mother Courage	Jacqueline Brookes
Eilif, her elder son	Jerry verDorn
Swiss Cheese, her youngerson	Douglas Hamilton
Katrin, her mute daughter	Mary Jean Feton
Cook	Alan Wilke
Swedish Commander	William Heslin
Chaplain	Michael Kolbu
Ordnance Officer	Kenneth Toop
Soldier with Cannon	Robert Ormseth
Yvette Pottier	Carol Bakke
Man with the Bandage	Robert Gingerich
Catholic Sergeant	Arne Maki
Old Colonel	Leslie Sarnoff
Regimental Clerk	Peter Sorenson
Young Soldier	John South
Old Soldier	John Fellerer
First Soldier	Steven Kloeckner
Second Soldier	Neal Eriksmoen
Peasant Woman	Linda Omelianchuk
Peasant Man	William Wicks
Singing Soldier	Dennis Johnson
Young Man	Craig Smith
Old Woman	Mary Tallman
Soldier with Eilif	Greg Doffin
Soldier with Eilif	Ralph Giffen
Lieutenant	Paul Meyers
First Soldier	Bradley Appel
Second Soldier	Richard Frazier
Third Soldier	James Hockett
Old Peasant Woman	Ann Sundstad
Old Peasant	James Erickson
Young Peasant	Fred Kempe



Alan Wilke, Jacqueile Brookes, and chicken.

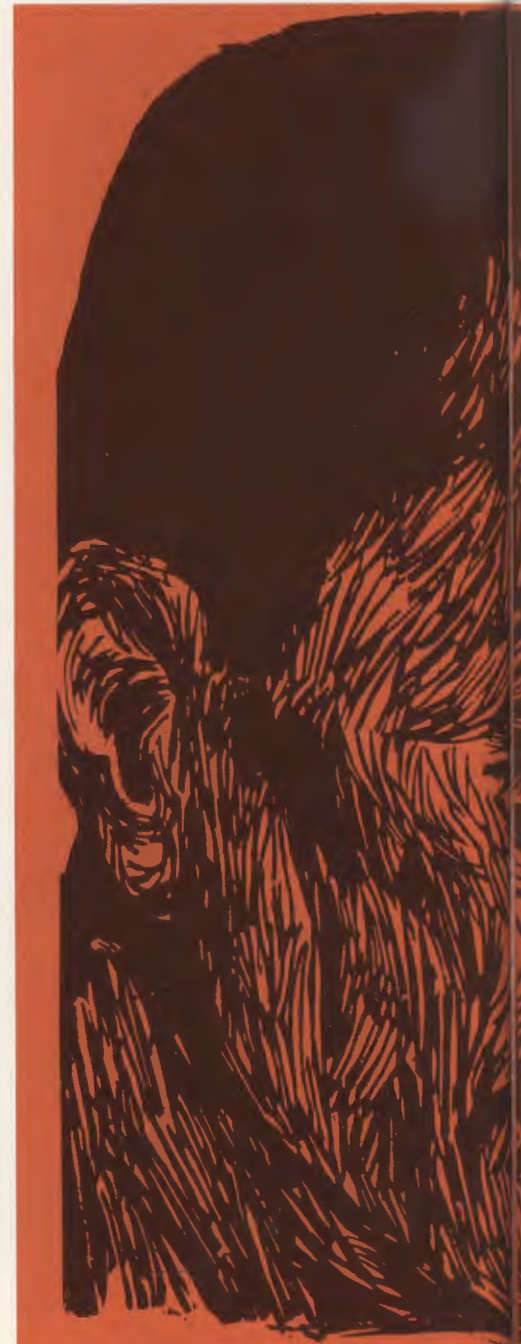




Photo credit: James T. Williams  
Moorhead State College Theater Production Photographer



Fred Kempe, Mary Jean Fetton, Jacqueline Brookes, Ann Sunsted, James Erickson.



## In Perspectus

### “Mother Courage” in Perspectus

Two weeks after “Mother Courage” had given Dr. Hansen a good perspective.

“What I feel now is frustration; frustration over knowing that there is so much more that could have been done with the play. It took great courage to pit myself against ‘Mother Courage,’ knowing that I could never win; but I would like to try it again in ten years, after ten more years of learning and living.”

He was still eager to discuss the play — during a pending trip to Europe he will visit Brecht’s homeland and the East Berlin theatre for which he wrote and which his wife still directs.

“What we are working for is the drama that will grab you, which will involve actors and audience in an immediate communication and confrontation.”

I left Hansen’s office very much impressed by the man and his work; and very lucky and proud to have been able to watch the creation of “Mother Courage”. The privilege of writing this article left me with many rewards — admiration for the entire theatre department, deep respect for Dr. Hansen, appreciation of Brecht, but most of all, added proof that man is capable of producing divine beauty on earth.



Kelba and Brookes.

## The Stigma Of Being In College

It is the wish of every parent that their son, or daughter, go to college and receive a good education. Education means a great deal in our modern society, yet those who seek this education must submit themselves to the level of second class citizens, at least in the State of Minnesota.

Want to rent an apartment? Check the want ads in the daily newspaper — "Sorry, no children, pets or college students;" "Sorry, adults only." Of course, when you view the apartment the conversation will go like this. "You may look at it if you want, but I wish you had told me that you are college students. We've had bad experiences with them."

It is difficult to find decent off-campus housing if you are a college student. Yet, in order to become anyone in our society today one must have at least a college education. Why discourage education?

The college provides housing facilities for the unmarried students by (constructing bedroom apartments, dormitories, so it is the unmarried student that is penalized) by the society for getting an education. Getting an education? No Room!

The college, however, penalizes the married student who comes, or returns, to college in order to further his education. Most colleges, M.S.C. included, do not provide housing for married student. Or if they do most could not be described as livable. Why discourage education when society demands it?

Society demands education yet in the next breath, if not the same breath, penalizes those who do buckle under to the demands of society. The result is frustration.

Frustrated? How about a drink to relax you? Not if you are a student it won't relax you. It's against the law. Chapter 340.73 subdivision one of the Minnesota State Statutes makes it illegal for a student to purchase, or to

consume, any alcoholic beverages. It makes no difference whether you are 18 or 89 the important point is that you are registered in at least one college class for credit.

Why is education discouraged, yet demanded? Why are people who seek to better themselves through hard work automatically rated as second class citizens?

And not the Federal Government and the State governments are beginning to look into the matter of student unrest. Why are bills being proposed which will punish the student demonstrator? Surely we already have laws against violence. Why is not all this time and effort channeled into a more productive project? That project being "Why the unrest?"

Rather than trying to figure out new ways to punish those involved in the riots, demonstrations and disruption, why not try to prevent these from occurring in the first place? Find out why the unrest. If the cause of the problem can be solved and corrected then there can be no problem.

As of this writing, March 1, six bills, relating to student unrest, have been presented to the Minnesota State Legislature, three in the House of Representatives and three in the Senate, as well as one in the U.S. House of Representatives.

Why should students be placed in a special category for purposes of punishment? In regard to liquor, it is a law that twenty-one is the legal drinking age, yet a law sits on the books which makes it illegal for college students over twenty-one to drink. In the area of student unrest, riot or demonstration special laws are being proposed. Why not enforce those laws which already exist but do not apply to any special category of citizens. Enforce those laws which cover the destruction of state or private property, rather than say destruction by students ... what about the non-student demonstrator?

Allow the student to take his rightful place in society as a first class citizen.

**M. Pehler, Editor**

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