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KAMERICK

FOOTBALL

HOMECOMING
Not long ago the word "change" was a frightful word, whispered only in small, tightly secure groups, and feared by little men in checkered suits. Today, however, it seems that changes are being made—sometimes not as fast as many would like, but perhaps in the long run more effectively, because now it is the ones in those checkered suits who are advocating the change.

Students are becoming more aware of the circumstances around them. They are asking themselves, "Where are we going? What are we doing to ourselves and what can we do about it?" Life is a search to them—a search that is flexible and free, and the answer is change; not a change against society as people but one for a better fed, healthier, happier world—a change that must take place before there is no world left to take care of.

In a campus such as this one where there are various ideas of levels of change, there is a challenging opportunity for the news media. It is to make people aware of the chances they have to participate in some big steps on campus and of the changes that are taking place right within their lifetime. These are not only politically-oriented but are also related to social and educative changes.

Right now on our campus we have the change of a new president—one that may bring new educative ideas. The November elections brought about another change that is sure to affect us not only as a part of the university but also as citizens of the United States. The local October peace rally advocated another peaceful change and such courses as the ecology seminar show a change that is taking place right now—both as an educative step towards a "freer university" style of learning and as a step towards a cleaner, healthier environment in which to live.

It is the hope of the UNI Quarterly staff to make these changes better known to the university community so that knowledge followed by involvement can take place. Things must be done and it must be realized that the conflicts of our time are everybody's job.

Norma VonDyke
Executive Editor
To the Editor:

Walking in Rider Hall one night, I felt an irritation on my right foot caused by my big toe rubbing against my second toe. The irritation at first was not so noticeable that it hampered my progress, because, as cancerous sores go, it had not as yet come to a head. As I started towards my destination, however, throbbing pains of impairment began shooting warnings of things to come through the entire body. Unheeding the advice of it, I shrugged off the slight irritation with the question, "How can such a small sore disrupt the entire bureaucratic system of so complex a body?" Little did I know—or anyone else: but, as small irritations eventually become big irritations and as small pains eventually become big pains, and as any intelligent being would do when confronted with this type of situation, I finally decided to take a long-needed look into the endurance of my constitution by examining the cause of the infliction on my right foot. So I removed the covering and took a private look into the matter. Lo and behold! What did I find on the right foot between the big toe and the second toe but a large infected, infestering, apathetic pimple.

Concerned for the well-being of the body, I decided upon two alternatives to appease the pain. I could either eradicate the troublesome blemish and rid the system of the overbearing nuisance or I could partially ignore the problem and face possible repercussions later. The two alternatives were extensively deliberated, heavily weighed, and finally brought up for a referendum vote. The latter of the two was chosen.

It was not long, however, that I found the error of my ways. As Confucious once said, "He who ignores a small hole in a steaming bucket soon finds himself knee-deep in hot water." I, too, found myself in the same situation when my entire constitution could no longer function properly, disabling me so that I could not continue towards my intended destiny. The foot soon became so inflamed with the infectious sore, it finally restricted my every move. My final humility came when I realized that my shoe could no longer peaceably endure the swollen and corrupted environment in which it had been forced upon. I now knew that action was my only hope for future progress.

The moral of my sorry tale is, "If the shoe doesn't fit, don't wear it," or, in more realistic terms, "If the student senate becomes a pimple, squeeze it."

John F. Stibol
114 Rider
Pre-law
Donald Kaul, resident columnist for the Des Moines Register, appeared at UNI and addressed an overflow crowd of enthusiastic students. Giving a prepared speech on public education, Kaul later launched into a question-answer session which lasted nearly two hours and which encompassed other economic, social, and political problems.

Attacking the public education system, Kaul said, "Our educational system must be viewed as a qualified failure." Taking on the role assigned to them by society, "our schools are good for training, primarily in skills and techniques. But as for training thinking-no. Hence," said Kaul, "we have a society which has tremendous technical sophistication and know-how, and no solution to control it."

"Minority groups," he continued, "invariably get the dirty end of the stick." He indicated that they get the worst buildings, the lowest paid teachers and "a curriculum not designed for their special needs." But he pointed out that even middle class kids weren't getting a true education. As evidence of this, Kaul cited out mass medium—television, which "charitably described, is only wall to wall garbage. Is this what an educated people demand of their media?" Further proof lies in the fact that after twelve or even sixteen years of schooling, "most people never read another serious book for pleasure." True education, he asserted, is "self-learning, and it begins after you get out of school, not when you're in school."

On "dangerous" ideas, including controversial speakers and books, Kaul commented, "the only dangerous idea is one you've never heard. The only dangerous book is one you've never read." Giving an example of how education could be subverted to mere indoctrination, Kaul cited Russia, saying, "We're not as effective as the Russians, yet. But if we give our Agnews and our Turners a chance, we may make it yet."

Pointing out how conformity is rewarded in our system, Kaul claimed that we have turned our schools over to the military-industrial complex. And consequently, our future lies in the hands of the people, who weren't trained to think for themselves. More and more our educational system is painted towards turning out people for General Motors and the U.S. Army."

"To combat this evil, we need teachers who are willing to be thinking troublemakers." As Kaul concluded, "It's getting harder to be a good teacher without getting fired once or twice."
Andre Kole at UNI

Poof!! and from a cloud of smoke appeared Andre Kole, the illusionist who thrilled the UNI audience on October 9. Mr. Kole performed card and rope tricks, plucked quarters out of the air to the tune of "Raindrops Keep Falling On My Head," and gave an amazing demonstration of E.S.P. while his eyes were covered by half dollars, bandaged, and then blindfolded. Volunteers from the audience held objects 10 to 12 inches below his hand, while he accurately described and named the object.

Perhaps the highlight of the show was when Mr. Kole asked for the bravest person in the audience to come onto the stage, after which a guillotine-like structure was wheeled onto stage. Before the guillotine was used on the student, a carrot was used to test the device, which immediately chopped the carrot in half. The student was then asked to put his head in the structure as the excited audience roared, especially when a bucket was placed under the student’s head, just in case! Due to Mr. Kole’s magic, the student still has his head and the audience was fascinated.

Throughout his performance, Mr. Kole told about famous hoaxes, fake seances, and people who are known as seers or clairvoyants. Many well-known seers, contended Mr. Kole, must depend on what is known as a prediction service, since they are incorrect so often. To the charge that Jean Dixon was a demonologist, Mr. Kole quipped that it must be a pretty poor demon from which she gets her information.

Before Mr. Kole began speaking on Christ from the viewpoint of the illusionist, there was a brief intermission, after which he appeared in a striking 8-button Edwardian suit with flared legs. Since Mr. Kole was sponsored by Campus Crusade for Christ, he used his talents as a magician to explain Christ and miracles and the revelations which were to come about before Christ again returned to the earth. He also explained having a personal relationship to Christ as opposed to a church relationship with Christ.

The two hour performance quickly passed and was fascinating, entertaining, as well as enlightening. For his finale, Andre Kole turned a burning rope into a silver cane and bid the audience good night.

Words and Voices Present Drama

Tuesday, October 27, "The White Liars," a one-act drama by Peter Shaffer, was presented in the Sabin Hall Studio Theatre. This was an experimental production directed by graduate student Charles Whetzel and dealing with investigation of the games people play and the lies they tell.

The play was sponsored by the speech department on the Words and Voices program and was open to the public with no admission charge.

Discussion On Students, Labor, and Law

"Students, Labor, and the Law—What is the Problem?" was the topic for a panel discussion held in the North and South Halls of the University Union on Tuesday, October 6, at 7 p.m. This discussion was sponsored jointly by the UNI local of the American Federation of Teachers and the campus chapter of the American Association of University Professors and considered the recent clashes between college students and trade unionists, which have taken place in various parts of the country.

The panel also examined the question of civil disobedience as viewed by those who employ it and those charged with enforcing it both on and off campus. The meeting was seen as a continuation of the labor-student "dialogue" that was held in the community last spring. Panel members included Robert Aldrich, sheriff of Black Hawk County, Carl Dahl, sub-regional director of the United Auto Workers, Sam Dell, past president of the Afro-American Society at UNI, Terri Holister, head of the Student Defense Committee at UNI, Ted Schuler, secretary of the Building Trades Council of Black Hawk County, and Dr. Edward Voldseth, dean of students at UNI. Dr. Clifford McCollum, dean of the College of Natural Sciences at UNI, acted as moderator.

Dance Soloist Featured

Dance soloist Daniel Nagrin presented a one-man show entitled "The Peloponnesian War," a dance collage, on Thursday, October 22, in the UNI Auditorium. Nagrin, a "special" performer on the Artists Series Program, performed this work of the celebrated history of the 30-year war between the city-states of Athens and Sparta, which was a full evening's performance and is said to be one of the longest solo dance theatre pieces ever created around a single theme.

Nagrin has appeared as the leading dancer on Broadway in performances such as "Annie Get Your Gun", "Touch and Go", and "Plain and Fancy", for which he received the Donaldson Award as best male dancer of the year. Daniel Nagrin has also been hailed as "...the most exciting male dancer of the musical stage since Gene Kelly."
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The Continuing Education for Women Program at the University of Northern Iowa began its second year of "informal luncheon get-togethers" in the Columbian Room of the UNI Union this fall. "This is a chance, especially for commuting women students, to get together and share information or discuss problems with other women students," said Mrs. Bernice Marquis, UNI director of the program. "but mainly a chance for women to get together and to feel a part of the University community."

The Continuing Education for Women Program occasionally has guest speakers, and State Senator Minette Doderer (D) of Iowa City, a candidate for lieutenant governor of Iowa, spoke Wednesday, September 30. If elected lieutenant governor, Mrs. Doderer would be the first woman in Iowa history to hold the office. Presently she serves on the following Senate committees: appropriations, constitutional amendments and reapportionment, sub-committee on state departments, and the legislative interim tax study.

Senator Charlene Conklin (R) of Waterloo was also a guest speaker on this program, and appeared on October 21. Mrs. Conklin indicated that she would answer questions concerning the combination of family duties and politics as well as questions on government and the abortion bill, which she introduced at the last session of the legislature. Mrs. Conklin received her B.A. at UNI and her M.A. from the University of Iowa in 1953. In addition to being chairman of the Senate Schools Committee, she is a member of the following committees: social services, appropriations sub-committee on education, constitutional amendments and reapportionment, and the legislative interim tax study.

President Kamerick's First Address at UNI

On September 30, the President's Convocation, formerly the Matriculation Convocation, was delivered to the members of the UNI community by President John J. Kamerick. This was his first address to the student body, since taking office as UNI's sixth president on August 15. The speech was mainly about the issues and problems of our society and the alienated young.

"... Most reform movements have had youthful leadership and inspiration," he said, after which he gave examples of such people as James Madison, Susan B. Anthony, Marcus Garvey and others. Of these, he stated that it is "... perfectly obvious that the vision of youth is an important part of the American heritage." However, President Kamerick pointed out that the crises of the past were more massive, such as slavery, while today "there are a multiplicity of problems."

"We should get our priorities straight," urged Kamerick. "That men are poor and suffer injustice, racial and economic, is of first importance. There are many other important things in life, but the priorities are lower." In his closing statements, President Kamerick added that "the dedication of the younger generation holds high hope."
To Dr. John J. Komerick, accepting a position as president of UNI was just "coming home" to his native state. Stating his preference for Iowa over Texas, Dr. Komerick was drawn to the UNI position by his attraction for Iowa. This is not surprising news when one looks at Komerick's background. The UNI president-elect is a native of Ottumwa, Iowa. He holds both the Ph.D. and M.A. degrees from the University of Iowa and received his B.A. at St. Ambrose College in Davenport. Komerick has also served as instructor of history at the University of Iowa and as assistant professor of history at Marycrest College in Davenport.
"You know that President Kamerick, that man is really together."

President of the Student Chapter of NAACP

Kamerick, 50, assumed the role as the sixth president of UNI on September 1, following twenty years of administrative responsibility, as professor of history, dean, vice-president, and president of the various educative institutions with which he has been associated. In announcing the unanimous choice of Kamerick as president of UNI, State Board of Regents president Stanley F. Redeker said, "The Board was especially impressed with the depth of experience which Dr. Kamerick has had, not only as a university president, but also in all other areas of university operation. More than any other candidate, he appeared to be the man who could get
the job done. As we all know, these are troubled times on the campuses of this nation, and the end of those times is not yet in sight. Those entrusted with positions of academic leadership must be calm, clear, and decisive in carrying out the purposes for which our educational institutions were founded. We are entirely confident that, in Dr. Kamerick, we have found a man who possesses those qualities to an eminent degree.

The selection of Kamerick to fill the post came after an extensive search of nearly five months by the Board and the committee in which between seventy and eighty applicants were considered. Dr. Howard Jones, chairman of the special ten-member university committee and UNI professor of history, expressed enthusiastic support of the Board’s decision. “Dr. Kamerick is in all respects an unimpeachable choice,” he said. “He has had a distinguished administrative career which qualifies him admirably to be the chief administrator of the major university which UNI has become. He has earned unqualified praise for his work in every one of the positions which he has held, and he has already shown most clearly the ability of coping with many of the problems which face our university.

“His record is not only that of an expert administrator, he is also a distinguished scholar and a skilled and popular teacher,” Jones continued. “His career also shows significant contributions in the field of teacher-education, which is such an important part of the mission of UNI.” Because of this qualification, Kamerick was appointed, in addition to the presidency at UNI, to a professorship in history and plans to offer a course in his field of academic specialization. His specialties are intellectual history and modern Britain.

Kamerick’s past speaks loudly about his present potential at UNI. Coming from North Texas State University in Denton, where he served as the ninth president of that institution, Kamerick’s two-year tenure resulted in several innovations, such that it has been acclaimed as the fastest changing years in the school’s eighty year history. Among the reforms brought to the North Texas State campus during Kamerick’s presidency there was the lifting of a ban on on-campus speeches by politicians. He hired a black administrator and pushed the search for black faculty members. Courses in the area of
Afro-American studies were offered. Kamerick also took steps to establish a faculty senate and a written code of student conduct, giving the students and faculty a greater voice in university policy-making. He established an open forum to provide regular meetings for discussion of university problems, and he completely revised internal budgeting to incorporate modern methods of university budgeting.

Kamerick does not believe in reacting to crisis and pressure. "I would much rather try to avoid crisis altogether," he said. Referring to the operations at North Texas State, Kamerick said, "We have tried to anticipate what are dangerous complaints and to make changes before they become focal points of disruption."

Nominated for numerous awards, such as being elected Most Distinguished Faculty Member of the Year at Kent State University in 1963, his biggest honor came when the Texas student body celebrated "John J. Kamerick Day" on campus, with more than 10,000 persons signing a petition in his honor. The student organizer of the tribute said in explanation, "In a day when campuses are noted for disorders and disturbances, NTSU is fortunate to have one of the best university presidents in the United States."

At UNI, Dr. Kamerick has been getting acquainted with the campus and the students on his own, and he has a number of possibilities for change in mind. Stressing change in his presidential welcome, Kamerick said, "In the past 30 years we have released the energy of the atom, solved the riddle of the genetic code and begun the conquest of space. We may soon derive essential minerals from ocean-bottom mines and use geothermal wells drilled into the ocean floors to tap the power of the earth's interior heat. Change, then, is the dominant motif of our culture—change marked by speed and revolutionary consequences. But increasingly over the past year, Americans have become aware of the miseries and dangers, as well as the benefits, of rapid change based on technological expertise and knowledge."

The president later stated, "I think where the university is in need of change, we should make changes. The university needs to listen and pay attention to what the students are saying. I hope there will be reform and change where reform is needed." He added, however, "Naturally I can't approve of violence in getting changes."

Kamerick's actions at UNI depend on what can be done, as he realizes the same opportunities may not be available here as at the two universities in his past experience. Concerning a change in administration, he said that it was really too early to talk about it but that he was interested in soliciting opinions. The answer was much the same when asked about the Board of Regents ruling, al-
though he did add that a lot depends on interpretation of them.

Education was an important item to Kamerick, as he realizes the necessity of knowledge. "Knowledge, powerful as it is, is only an instrument," he said. "Men and the ways in which they use knowledge, not knowledge itself, are the causes of peace or violence, the extent to which our lives are humanely enhanced by technology or brutally mechanized by it as in Brave New World. The rather old-fashioned term we use to describe the proper uses of knowledge is wisdom. Wisdom is concerned with how knowledge is put to work, with the judgment of consequences and the evaluation of goals. In or out of the university, the first concern of all men should be the development of a wisdom which will enable us to build a free, but just, society in a world apparently driven inexorably by the complexity of its technology to control by elites. It is the central concern of universities to create conditions where such wisdom can develop."

The only trouble with the Socratic dialogue, he continued is that it takes a lot of money. Kamerick thought that the free school philosophy was generally acceptable, depending on the nature of the course. "The university is the main center of dissemination of knowledge," he explained, "but it is not the only one. We probably have stressed far too much in class enrollment." As to academic freedom within the university, Kamerick said that one function of the university is to be a critique of society. "It has the obligation to present all sides of a matter; it is a marketplace of ideas," he said.

Strengthening of the Black culture on the UNI campus was another important role of the university. "They obviously have to create their own subculture," Kamerick explained, in reference to the need of a Black Culture House. "I think there ought to be a lot of Black studies in several different areas, just as there should be a Black major for whites," he added.

Concerning a possibility of student unrest on the campus and the action taken to subdue any unrest, Dr. Kamerick said in a very relaxed voice, "I can't see any way out of that. It all depends on things the government does; the radicals will act in a corresponding manner." However, he is most reluctant to bring police in. "We would like to get out of the law-enforcement business. I would like to reduce our disciplinary role to that of simply taking action to the ongoing process of the university."

Kamerick touched upon other related topics to the university, such as housing ("I wish the university was out of the housing business completely"), and the much discussed health center. Speaking of the health center, he said, "We have a new man in charge of it this year. I don't really know; we'll have to just wait and see." He added that, although he hadn't looked into the matter, he had no opposition to the distribution of birth control pills at the health center as long as it was on a paying basis.

Although President Kamerick has been top administrator of UNI for only a few months, it is already apparent that he is a man of action. He has met with the students and the community in various happenings and has listened attentively to any complaints that they may have, writing them down for future reference and investigation if the need seems just. Summing up his entire theory of action as president of the university in one compact statement, Dr. Kamerick said, "I believe in anticipating crises and changing things before they occur."
The University of Northern Iowa has long been involved in conservation education activities. Many of the science courses deal with our natural resources and their wise use. An important segment of the biology program is ecology. EnAct (Environmental Action for Survival) was formed on the UNI campus in the spring semester of 1970 as a response to the plea of Senator Gaylord Nelson of Wisconsin for a National Environmental Teach-In on Earth Day, April 22. One newly developed activity involving conservation activity is the formation of an Office of Environmental Studies.

The purpose of this Office is to serve for the promotion of interdisciplinary programs of instruction, research, and service in environmental studies on campus, and the activities directed toward fulfilling this very general purpose takes a variety of forms. Some of the activities include the development of an interdisciplinary seminar in ecology and other interdisciplinary courses; planning and execution of a year-long, on-campus program of lectures, panels, and discussions on environmental problems; provision of assistance in identifying and describing environmental problems on campus, in the local community, and in the state; promotion of environmental studies as an important part of all teacher-education curricula; and the development of a variety of bulletins, information sheets, pamphlets, and brochures for the dissemination of information about environmental problems.

Although the program of the Office is designed to be university-wide in scope and in its activities, it is located, for administrative purposes, with the College of Natural Sciences. During the 1970-71 academic year, study will be made as to whether this is a feasible administrative location, and it is understood that it may be moved at the end of the year. The director of the Office is the Dean of the College of Natural Sciences. The principal officer will be a full-time Coordinator who is appointed by the president of the university with the advice and recommendation of the Dean of the College of Natural Sciences, the Vice-president for Academic Affairs, and the Steering Committee for Environmental Studies.

One phase of the program of the Office of Environmental Studies is already planned. It is an experimental interdisciplinary course, Life Against Death: An Experimental Seminar in Ecology, which is offered the 1970-71 fall semester for three semester hours of credit. Three instructors, Larry Eilers, Department of Biology; Don Finegan, Department of Art; and Dick Rackstraw, Department of English; are working with the seminar and a number of consultants are being used. The enrollment for the seminar is limited to twelve.

The modes of study involve concrete perception through action and reflection in traditionally alien environments, such as in field study, and a synthesis of experiences through reading, writing, drawing, sculpting, talking—the entire range...
of intellectual and creative activity. The seminar proposes to challenge the prevalent conception of self as being distinct from environment and of considering environment as to how it may be useful for practical purposes. The development of what may be called the Ecological View is a goal. This View, among other characteristics, will hold man and environment to be indivisible in being and in becoming. The creative, cooperative activities engaged in during the seminar will be directed toward the development of that View.

One of the very important activities of the seminar will be field study. At least four long weekends will be spent in the field with the participants expected to be self-sufficient with respect to their clothing, food, shelter, and other requirements for the particular trip. Field trips for this first semester are White Pine Hollow, Iowa: The Natural Environment (Solitary Apperception and Survival); Devil's Lake, Wisconsin: The Environment as Adversary (Mountaineering and Rock Climbing); Indiana Dunes: The Intolerant and Threatened Environment; and Gary, Indiana: The Technological and Urban Environment.

An integral and a very important part of the seminar will be to serve as a planning agent for the Office of Environmental Studies. The planning work will be in two phases—1970-71 program and a long-term program. The seminar instructors are members of the Steering Committee of the Office and students in the seminar are expected to contribute much to the planning. The Coordinator of the Office will also be an active participant in the program.

The 1970-71 seminar may appear to be unusually self-centered as far as the participants are concerned. It is believed that this is necessary in the beginning, as both students and faculty search for their own status in relationship to the environment. It is hoped and expected that future developments based upon such a self-environment awareness will be more outgoing and directed more toward changes in others and in the environment.
Ecology Seminar

A Step Towards Communication

While in Cedar Falls a weary young mother puts her four children to bed, in Indochina an American soldier looks with pity on a newborn infant with no arms or legs. At the same time a fisherman in Waterloo sits with a friend cursing the death of hundreds of catfish in the Cedar River. On campus a sophomore works the evening away on a custodial crew to support his car, while at home his wife (she earns enough to pay for food and rent) opens her supper with the electric can opener that was a wedding gift. On the Hill a coed is getting her laundry not clean, not white, but all the way to bright. An off campus student finds an empty parking space (in the G lot no less) without difficulty at this time of night. He parks his beautiful 350 horse monster next to a VW, wondering why anyone would want to drive such an uncomfortable, underpowered car.

While all these people are living out their everyday routines, a small group of UNI students are huddled in a tent in an obscure little park in Wisconsin rapping about a subject which is concerned about all of the widely varied activities described above. The students are participants in an experimental seminar titled "Life Against Death," and are examining man's basic relationship to his fragile world.

Assisting the students in their study is an odd assortment of UNI faculty members. Don Finegan from the Art Department is best known for his work in ceramics.
Larry Eflers is a plant taxonomist. Dick Brook's bag is computational linguistics but he is better known as a plain old garden variety English teacher and is the director of the Individual Honor's program at UNI. Since this is an experimental seminar in ecology sponsored by UNI's new Office of Environmental Studies, it is not surprising to find John Volker, the office's coordinator. It may be surprising, however, to find that John's field is art.

There is a similar diversity among the students. Majors represented range from art to biology and from English to educational psychology. Both undergraduate and graduate students are represented. All the students share a common interest, however: as do the faculty members, and that is a deep concern for man's ecological crisis and a commitment to finding a solution.

The seminar is interdisciplinary in approach (it has been given a Humanities course number) because the crisis is not simply one to be solved by technology. Actually it is man's technology, his ability to control his world, that is at the heart of the problem. And underlying this is western man's basic religious and philosophical concepts which view man as God's highest creation, with a divine order to multiply and dominate the earth. When this philosophy and modern technology are wedded to an economic system that seems to require an ever-growing Gross National Product, a three-headed monster is hatched. As it grows it requires increasingly large numbers of consumers consuming increasingly large amounts of goods resulting in increasingly large amounts of waste and pollution with the entire organism feeding on smaller and smaller reserves of natural resources.

Where does it end? How does it end? Perhaps a better question would be whether man can write his own ending to this story. Can man still adapt himself, or is he too committed to this value system, this love for the fruits of technology, and to economies (both capitalistic and communistic) based on ever increasing production?

Can it start with a group of students huddled in a tent?
Most of us don't know it, but literary history is being made here at UNI. The North American Review, a magazine of national literary renown since its founding in 1815, is currently being published at UNI. I talked with Robley Wilson, Jr., the magazine editor, and asked him how the magazine came to the Cedar Falls campus and how he became involved with it. "That's a tedious story," Wilson said. "It used to be published at Cornell, and I knew Bob Dana, who was the editor. It had been there four and a half years (something like that) and he told me that the magazine didn't have as much support as he would like. Since he was still teaching a full load and it was a lot of work for him, he thought he would like to sell it. I asked him how much he'd like to sell it for and he said for about $10,000. So I said, 'Why don't you approach UNI and see if they would be interested?'"

Wilson went on, speaking softly in a voice that contains traces of a New England heritage. As he shifted his lanky frame from one uncomfortable position to another he told me that the magazine was first to go to the University of Iowa but the deal fell through and the magazine was up for sale again. "So, when I found out the magazine was for sale again, I came to the English Department and they got a committee together and went to the president, and they made educated guesses about how much it would cost to run the magazine." Wilson continued steadily. "Maucker was impressed with the possibility and went to the Board of Regents which eventually said okay. So we now have the NAR on a four-year trial basis. At the end of the fourth year — and there
is about two years and one issue to run —
the Board of Regents will look the whole
operation over to see if it was worth it
and to see if the whole thing is worth
continuing:"

The content of the magazine and the
philosophy of the editorial staff generally
reflect the ideas and philosophies of their
readership. Wilson states, "We represent
a kind of a middle of the road attitude
toward the world although I suppose we
lean a little bit to the liberal side. So if
someone asked me to define the position
of the NAR I suppose I would say, 'middle
left'. It doesn't have a political stance,
if you're using the ordinary definition of
politics; it has a moral stance. Now I
realize that political and moral nowadays
tends to become confused. It's not far
out either way. We're not friendly to the
extreme left and we're not friendly to the
extreme right either.

"We've been criticized by Senator Mes­
serly and others for being too liberal.
Messerly called us 'a liberal propaganda
organ,' which I think is simply just not
the case. We're quite willing to print both
sides of any question that comes along.
The trouble is, you can't get people on the
right to put things into writing for you.
We had lined up Ronald Regan to do an
article for us on his view of the Ameri­
can campuses. He said yes, he'd do it.
Then he furred it out to one of his assis­
tants, and the assistant missed the first
deadline and the second. It's been more
of a problem to get conservatives to write
than to get the liberals to write."

Magazines can usually be characterized
or even defined by examining the people
who read them. In attempting to find some
workable generalizations about the NAR, I
asked Wilson if he could characterize his
readership. He replied hesitatingly, say­
ing, "In a sense we're the same kind of
magazine as Harper's except that we pub­
lish a good deal more fiction and poetry.
We're still fundamentally a literary maga­
azine, there's no doubt about that. We do
maybe two or three non-fiction articles
an issue. A summer a year ago, we did
a whole issue on campus problems. So
practically the whole issue was non-fi­
c tion.

"The kind of people who read us, I
assume, are the same kind of people who
write for us. A youngish, fairly intelligent,
fairly well-educated, concerned individual.
I don't mean concerned in the sense that
he would go out and break a window or
burn a building, but concerned in that
they care what's happening to the country
and what's happening to the campuses
and what's happening to the whole
scheme of things, which used to be called
the American way of life' (which is
changing violently, it seems to me). It's
hard to characterize the readership be­
cause, so far, most of our subscriptions
go to libraries and there's no way to tell
for sure who is going to read these maga­
zines. Of our total mailing subscription
of fifteen hundred, 850 go to libraries. Eight­
hundred go to libraries in this country,
fifty in other parts of the world. We're
on the newstands for the first time this
fall, and there's no way of telling, ob­
viously, how well they'll do on the new­
stands or who will buy them."

"The North American Review has main­
tained the reputation of literary excel­
ence it first gained in the nineteenth
century. I asked Wilson how these stan­
dards of excellence are maintained and
set. "Well, the standards exist in the minds
of the editors, and I think that it is our
intention to print the best in the world.
We may not get the best in the world in
print; however, because the best people
may not know us, and if they do, they
may not feel that we pay them enough
to make their work worthwhile. But, I
think in every issue we've put out, the
quality of our fiction is some of the best
that is written.

"Practically all the poetry and fiction is
unsolicited. For one issue we received
about one hundred short stories alone.
Since 1969 we have figured that we print
one of every 110 manuscripts submitted.
This year it will probably be better than
than that since we're printing a lot of fic­
tion, but somewhere between 1% and 2%
is worth printing.

"Poetry is quite different. We get tons
of poetry (I mean that almost literally).
Peter Cooley must have to read close to
15,000 individual poems a year, if you can
imagine. That is a fantastic amount, and
so he finds that the percentage of good
poetry is much, much lower. This last
issue we printed four poems. We print
maybe fifty poems a year, at the most,
and what percentage is fifty of 15,000?
It's pretty small.

"The non-fiction is something different.
For the most part it comes from our con­
tributing editors who are regular members
of the staff, though they don't live in the
Cedar Falls area. Our non-fiction comes
from them or it comes on a commission
basis—we hear of a subject we're inter­
ested in and of someone who's doing work
in that area and we ask if they'd like
to do an article for us. It's very rare when
we get a non-fiction article out of the blue,
although it does happen every now and
then."

All literary magazines struggle a bit
when it comes time to tie financial ends.
Wilson commented on how the NAR
meets its financial responsibilities without
jeopardizing the quality of its literature.
"We're subsidized by the university.
I think when Maucker went to the Board of
Regents, his pitch was that he felt the
magazine could be sustained for less than
$10,000 a year, which doesn't include
my salary as editor, or the salary of the
business editor, who is my wife. She's
doing the business editor's job, because
I think we can get her cheaper than we
could get anyone else. The chief goal
of the magazine at this time—to become
self-sustaining. If we could break even,
that would insulate us from all sniping from outside the university. I can understand the legislature's concern to save money, and you can understand that one of the easiest ways to cut costs is to say, 'Well, isn't the magazine sort of an extravagance?, and simply cut off funds. Practically, they can't do that, principally because we have 1500 people expecting a copy every few months, and to fold up the magazine, we'd have to pay back all those people. So that to fold up the magazine now would be a very expensive operation, much more expensive than it was to buy it. But, if it were self-sustaining then I think we'd be safe on that score. There will always be people who will criticize the policies of the magazine, they'll criticize this story or that poem, or this article or whatever. But at least then they couldn't argue that it was a needless expense.
"So that's our concern now—to make the magazine self-sustaining. If we could break even that would mean, in effect, doubling our circulation. I think it could be done, don't ask me how; if we do a little more intelligent advertising, we can build it up, hopefully with the four years the Regents have given us."

Asked if circulation building was their greatest problem, Wilson replied, "No, I'd say building circulation is our biggest challenge, not problem really, challenge. It's a matter primarily I think of letting people know the North American Review is still alive. We've done that somewhat now. I think we're very well thought of now, nationally. I think one index of that is the fact that we are constantly getting requests from book publishers to reprint material that first appeared in the NAR. In the last 12 months, we are represented in two dozen books, maybe more."

When asked if he had any long range plans for the North American Review, Wilson stated that he'd like to publish a book of articles, short stories, and poems that first appeared in the NAR. "I've even talked to one publisher, but he was pretty cool about it," he added. "I was talking to a historian in Washington just last week who said he'd been thinking for years that it would be a nice project to compile a selection of historical articles that had first appeared in the NAR. They'd go way back — after all, the magazine was founded in 1815. There's a gold mine of material that has never been topped. There has never been an anthology published from the NAR, Bob Dana and I decided, a couple of years ago, that he and I would get together a literary anthology from the NAR. It may still be done."

Wilson stated that if someone on the magazine staff could compile a good anthology from the NAR, they could move into another area. "I'd like to branch out into book publishing. I'd like in fact to see the university have its own press. I think this university is large enough, that it is prestigious enough in terms of its position with universities that used to be teacher's colleges, that it ought to have its own press. Iowa State has a press; the University of Iowa has a press we don't. I see no reason why we shouldn't, and I'd like to see someone on the magazine force the issue, to say, 'Listen, we would like to print some books; we think we could make money on them. We could make even more money if the university printed them instead of going to a printer."

As the editors read such a great amount of material, they are the first to notice new trends in literature. Wilson commented on the new directions in literature, saying, "Authors are much more free, a lot less inhibited than they used to be. Authors no longer hesitate to use the language that is actually spoken. If that means profanity, okay, they use profanity. Our own limitations on things like this are, I think, intelligent. We don't censor material that comes to us, except if it turns out to be a violation of our own sense of what good taste is. But our own sense of good taste is, I think, modern enough, broad enough, that we rarely tamper with those peoples' work. We don't hesitate to use a four-letter word if we feel it's justified in the context."

"If it were a really good article, but we thought it was flawed by too much ob­sen­ity, more than the article needed to make its point, then we'd send it back to the author and ask him to make revisions. And the author, in at least one case, said, 'Alright, I see your point, edit if you wish.' And we've cut a paragraph or two of what we've felt to be superficial profanity. I think this is one of the responsibilities of an editor. Not because he wants to protect people, but because he wants the product that he offers to the people as good a product as it can be."

The staff of the North American Review are understandably proud of their achievements. They have maintained a high quality product through application of their personal high literary standards. That in itself is to be respected in an age of run-away commercialism and programmed product deterioration. The editors, Mr. Wilson; Lora Rackstraw, fiction; Peter Cooley, poetry; Edward Amend, books; John Page, art; and all the assistants are to be congratulated for singular achievement. I personally feel an amount of reflected pride in the NAR in that it is a product of the UNI campus. There are few things that this university is naturally noted for and the North American Review is a significant one. I urge everyone who has never read the NAR to pick up a copy soon and experience one of the truly fine things this university has to offer.
When I first met Chuck Cacek I was a bit more than taken aback. You see, a hulky, granite-type, marine veteran, ex-football player and coach could never in an insane person's height of insanity be an appetizing sight for a hippo freako. Yet, somehow I managed to veil my initial feeling of distrust; I let the feud be hanged for a second (besides I was outnumbered, one to ONE). Because I did, though, and because I began to visit and talk with Chuck now and then, I witnessed the rounding out of a wild, discreet, reckless, controlled, obscene, calvinistic, frugal, extravagant sort of character in a matter of a month. Merely the superficial data of his life generated a fantastic amount of curiosity and admiration on my part. And that type of information can only be considered one fourth the total weight of a man's life. Unfortunately, this one fourth of a man's life always tends to be the more protracted side when speaking of a person, and unfortunately it happens again in this case.

Cacek grew up in one of those staunch bohemian homes in Cedar Rapids, Iowa, where, a hell of a long time ago, he graduated from Wilson High School. I'm not sure if he did anything spectacular at Wilson, he didn't say; but from there he sashayed over to the marine recruiting center and enlisted his body to fight in the Big One (besides fighting the enemy he also fought his comrades in the ring and became a top notch boxer). He returned in 1945 and enrolled at Drake University in Des Moines. He attended Drake for two years and, including his classes, he started for the football team under an overbearing slob of a coach (my own words). Chuck, vengeance blooming from his ears, transferred to a school
which would play Drake sometime during the season and enable him to wreak havoc on his old coach by beating his teams.

He went on to become a two year starter for the University of Northern Iowa, saw his wish fulfilled, and graduated with his Bachelor’s Degree in English. Immediately he hit meccasville; heaven only knows how he landed the number one sought after job south of Keokuk, but Primghar, Iowa, outbid all of the other schools and courted Cocek into a football coaching-English teaching position. Chuck never fully appreciated his magnanimous opportunity, though (they even let him direct the plays for the year). He soon got up and traveled to New Hampton where another football coaching-English teaching position was passed his way. In his first year here the principal could not be convinced that Cocek was an English instructor; he took one look at him, directed him to the football field, told him to produce, and vanished. After a short while he was forced into the proposition of re-evaluating Cocek’s possibilities when the current woman English teacher couldn’t control her class. He surmised that even if Chuck proved to be a dunce in the teaching business he, assuredly, would have no lack of discipline problems.

Cocek lingered on in New Hampton for two years, proving to be anything but a dunce, until Carrol, Iowa, solicited his talents. At Carrol he performed the same duties he had at the other two schools, but the only thing was the football end was beginning to bear some fruit. The two years he was at Carrol his teams lost a mere two games, were conference champions both years, and third in the state one of those years. Also at Carrol he touched upon the journalistic area by serving as advisor to the school newspaper.

He now made another sojourn back up to UNI for a single year. This time he was no player, but, instead, a backfield coach and sports information director under the head man Buck Starbeck. Battle Creek, Michigan, followed this. At Battle Creek Cocek received again his two regular jobs, but in football he ran into a more sticklish problem than he had at any other place. Primarily it was due to welding a racially mixed team into a solid, cohesive group where each member could relate to and respect the other member regardless of color. For Cocek, completing such a task entailed hours of work off the football field organizing functions that would bring families and teammates together and obliterate any racial misconceptions. In his first year Battle Creek was number three in the state.

Next on the agenda was Oak Park, Illinois (Ernest Hemingway’s old high school). Again it was football and English, and again it was success on the gridiron with two of the three teams he coached ending up second in the conference and one of those two teams being fifth in the state. By the way, when he returned to Oak Park some fifteen years later he received a standing ovation when he was spied walking onto the field to talk to the coach. He hung on three years in Oak Park, escaping to the lugubrious crevices of Chicago every now and then until he sauntered off (oh, that’s unusual), and went west to soft and grey Tacoma, Washington.

At Tacoma he solely devoted his time to English. When I asked him what had brought him to giving up football he came up with the following quote: “Usually, the best teaching is done on the football field. If a football coach put in the same amount of time in class as he does on the turf he would probably be as successful in the class. In my
first years out of coaching I did this."

Tacoma proved to be anything but a placid setting for Cacek. During his stay there a group affiliated with the John Birch Society decided they would rip off some of those damn, dirty books from the library shelves to protect the innocent children. Three of the nastiest, prurient, licentious, lascivious books they were going to eliminate were *The Catcher in the Rye*, 1984, and *Brave New World*. God rest their souls for what they tried to do, but, unfortunately for them, Cacek intervened. To avoid anything similar happening in the way of banning books from being used at the school he devised and wrote up the entire right to read policy for the city of Tacoma. In essence it states that any parent could choose an alternative book for his child to read, but no parent could bar a book from being used by all the students. It was unanimously adopted and still remains school policy to this day.

Cacek was also Secretary one year and President another year of the Pudget Sound Council of Teachers of English in Tacoma. Including this he was a member of the National Council of Teachers and did extensive studies into the language of elementary children. And, to throw in some added chunks of meat, he also revamped the curriculum of his school, with emphasis on the junior high school program, and built and expanded the humanities department. His third summer there he was on a John Hay Fellowship grant.

After four years, Tacoma was added to the growing list of ex-schools. Cacek returned to Iowa to be near his father who was dying. He picked up a coaching job in Chariton. Along with it he directed a federal government program for the upgrading of the language program for deprived youngsters. Also included was an elementary program for the best or worst underachievers they could find. Chariton went by the boards after two years and he headed to Bentendorf, Iowa.

At Bentendorf he was head of the English Department and totally revised the English curriculum there from kindergarten to twelfth grade. In his revision he created an elective English program and a two semester sequence in semantics. After the first year under the revised program there were 1600 selections made in English out of 1300 students in the high school. Naturally, some students were taking more than one selection.

His next, and final for right now, position is in the Department of English and Teaching at Price Laboratory School in Cedar Falls. At the Lab School Cacek continues to search for innovative and effective approaches for the furtherance of education and continues to excell as a teacher who truly educates. One method he is using at the moment is a quasi-independent study program with the teacher operating solely in an advisory capacity. By doing this, Cacek hopes to shift responsibility from the teacher to the student in the educating process in order to develop the mind rather than burden it with tidbits of knowledge. His immediate goal is to equip his students to look at language, through a series of investigations, in a true perspective as only words and nothing else. He also has his students doing work in film and media study. As usual, Cacek is active in other things as well as teaching; in this case his other activity is Chairman of the Minority Group Commission at the Lab School.

That completes the minimal one-fourth of his life except for one more piece of information which was ignored in the bibliography. At practically all of the towns Chuck resided in he wrote on a part-time basis for the local newspaper. Naturally this has endowed him with an in-depth and general knowledge of the journalism trade to go along with the hundred other areas he has an in-depth and general knowledge of.

In evaluating the being of Chuck, himself . . . well, I've
What else has life to offer than the experiences you find in it."

already described his physical appearance and as for his greatest attributes, I would have to consider them to be openness and courage. The openness of Cacek manifests itself whenever or wherever he comes in contact with other individuals. He is one of the more genuinely authentic characters I’ve ever related to, who sincerely judges all aspects of a subject thoroughly before coming to any decision. As he often says: "I will not discuss anything with anyone who has not done their homework first." Chuck always does his homework.

Courage is a quality that is a little more difficult to distinguish than other qualities. It comes from a willingness to confront and face indigestible situations and demands steady and consistent action. Cacek’s courage is nothing more but that. Often throughout his life he has risked his career and opportunities to encounter injustices that no one else dare touch. For example, his battle against the John Birchers in Tacoma could have resulted in the sacrifice of his job because of the influence of some of his opponents in the community. In the classroom, also, he has stood by some students when, at the time, it was an unpopular thing to do so.

Although Chuck has undergone more experiences at 45 than some have in a complete lifetime it is doubtful he’ll remain stationary much longer. Which brings to mind a fitting closing statement made often by him: "What else has life to offer than the experiences you find in it."
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When Western Illinois defeated UNI 29-7, they mercifully ended the agony that had been the Panthers’ 1970 football season. This agony, UNI’s most unsuccessful ever, found the team winning but one conference game and finishing with a 2-8 record overall. The campaign which bruised the pride and confidence of the Panthers, as well as their bodies, was not without its moments of brightness, however.

The brightest moment of the 1970 season was an inspired team performance against the Drake Bulldogs. Although defense was given as the key to that game, it was an ailing defense that caused major grief for the Panthers allowing their opponent’s offense a record 259 yards.

It was the offense in the final analysis that was least successful. Suffering constantly from injury, lack of leadership, and unimaginative play calling, the offense was never able to achieve consistency. In football, if you can’t outscore your opponent, you simply can’t win. The Panthers consistently couldn’t.
Dad of the Year

On October 24, Dad of the Day, Richard E. Orr, was greeted by President Kamerick as he arrived on the UNI campus for the 1970 Dad's Day Festivities. Mr. Orr was honored during the halftime of the game between UNI and North Dakota State. The selection of Dad of the Year is based on the son's performance in and out of the classroom. Son James Orr is an art major who has been a member of Sigma Alpha Epsilon, served on the Student Senate and Board of Student Publications, and was 1968 student chairman of Homecoming. Mr. Orr is a real estate broker from Davenport.

President Kamerick greets the 1970 Dad of the Year on his arrival to the campus.
Northern Michigan 21 - UNI 0

For the sixth year in a row UNI opened their season against Northern Michigan, and for the sixth year in a row Northern Michigan won. This year it was a case of simply too little offense. UNI shut out 21-0.

Central Michigan 27 - UNI 9

On any given football game certain events take place that are called "breaks." A break may be a fumble, a pass interception, or some similar misfortune. When a football team uses the other team's misfortune to good advantage, they generally win, and vice versa. This game was an example of this. When Roger Jones of UNI fumbled a Gary Weber pass in the first quarter, Central Michigan took the ball 52 yards in 10 plays to score. During the second quarter, UNI had an opportunity to reciprocate as they recovered a fumble 8 yards from the UNI goal line. They couldn't take full advantage and Gene Dietrich kicked a field goal. What could have been a 7-7 tie was 7-3. The Panthers couldn't generate much offense the rest of the half, and good field position and a tired UNI defense enabled Central Michigan to run the halftime score to 20-3.

The second half found UNI in a new offense which provided most of their yardage and Randy Ruisch's touchdown catch of Weber's 18 yard pass. The offense had started, but it was too late — the Chippewas won 27-9.

UNI 24 - South Dakota State 8

The Panthers opened conference play in impressive style with a 24-8 win over the Jackrabbits of SDS. For the first time, the crushing, rushing attack that Coach Sheriff had been talking about made itself known, with Ron Owens giving an outstanding performance. Behind the determined blocking of the Panther line, Owens carried 35 times for 186 yards and one touchdown.

The defense also starred in the game as they stymied the Jackrabbits' attack with pass interceptions and jarring, fumble-inducing tackles. Mike Flier, besides making a majority of the game's tackles, provided 6 points with a 41 yard run from a pass interception.

South Dakota 41 - UNI 17

For three quarters UNI traded blows with the South Dakota Coyotes, keeping the score to 17-14. But in the final quarter Steve Pellot of the Coyotes snapped the UNI defense that had been straining all afternoon. The SD fullback stepped out of Panther tackles for a total of 220 yards and 4 TD's in 47 carries.

The Panther offense, however, was up
to the challenge — almost after rallying his squad repeatedly and firing TD passes to Larry Skartvedt and Dave Hodam, Gary Weber fumbled and was intercepted to kill the Panthers' final drives.

**UNI 13 - Drake 10**

In their finest performance of the year, the Panthers upset the Drake Bulldogs 13-10. The defense that had been embarrassed a week before came on strong to shut out the potent offense of Drake for the final three quarters. Linebackers Bob Lee and Scott Evans were the key to a pass-rush designed to stop passer Mike Grejbowski of the Bulldogs. Although Drake gained 234 yards passing, they could apply them for only 10 points.

The Panther offense moved well in passing for the first time in the season with Gary Weber hitting 11 of 33 passes covering 134 yards, but it was Ron Owens' rushing, aided by some of the 139 yards in penalties charged against Drake, that gave UNI its first touchdown. The game was tied 10-10 in the third quarter by Gene Dietrich's field goal that was set up by Weber's long pass to Larry Skartvedt. After Bob Lee recovered a Bulldog fumble, Weber hit Randy Ruisch for a gain that was lengthened by another Drake penalty. Dietrich then kicked his winning field goal, a 39-yard boot.

The Panthers and the Bulldogs fought out a rugged contest; there were many casualties. The Panthers survived the pressure, however, and achieved their greatest satisfaction of the season with the win of 13-10.

**Homecoming**

**Morningside 19 - UNI 7**

The Chiefs of Morningside ran through a battered Panther defense for 325 yards, defeating UNI at Homecoming 19-7. The Chiefs, especially Dave Bigler (204 yards), were simply too strong for a Panther defense which suffered greatly from injuries sustained in the Drake triumph. When the Panthers gathered to stop the outstanding running of Bigler, sub-quarterback Pat Murphy pricked them with pin-point passing.

The UNI offense was almost non-existent. They gained a total of 149 yards for the day and were unable to challenge their goal line until reserve quarterback Al Wichtendahl and a pass interference penalty put them on the one yard line with 1:07 left in the game. Roger Jones then tallied from there to avoid a shut-out.

**North Dakota State 43 - UNI 10**

North Central Conference champions, NDS, took advantage of some Panther errors and slapped UNI 43-10. The Panthers looked strong early in the game with a 67-yard march ending with a Gene Dietrich field goal and a 3-0 lead. Shortly later, however, Dave Hodam concluded the UNI offense with a 47-yard pass from Al Wichtendahl for a touchdown. For the remaining three quarters, all the offense could muster were mistakes and Bison touchdowns.

The defense was never able to handle the Bison's Mike Benson and their 443
yards of offense. The defense played well early in the game but were worn down by lack of offensive support and the Bison’s strength.

North Dakota 41 - UNI 6

The Panthers simply had too little offense to seriously threaten the UND Sioux. The offensive power of the Panthers was indicated by a fumble loss on the first offensive ploy, five pass interceptions, and 10 yards rushing for the day.

The Panther defense couldn’t hold against the pressure either as they yielded 327 yards, two field goals, and four touchdowns.

The bright points of the game were the continuing excellence of Mike Butler’s punting and Dave Hodam’s touchdown late in the game. Butler kicked ten times, averaging 37 yards a punt.

Augustana 20 - UNI 10

The Panthers battled the Vikings of Augustana to a statistical draw and first half lead but made too many mistakes to win. UNI edged the Vikings 309-295 in total offense but had six turnovers (five pass interceptions and a fumble) and could not stop a fired-up Augustana offense from taking advantage of those mistakes.

Roger Jones carried for 107 yards in 23 carries to lead the Panthers’ ground game, and Larry Skartvedt caught a 32-yard pass from Wichtendahl to highlight the offense.

The loss finished the Panthers’ NCC competition for 1970, sharing last place with South Dakota State.

Western Illinois 29 - UNI 7

The Panthers ended the 1970 season, their worst ever, with a 29-7 defeat at Western Illinois. The Panthers followed the same script they used most of the season — make mistakes. Western Illinois scored a touchdown on a pass interception and set up their other scores on two fumbles, one being Butler’s few bad punts, and another interception.

UNI’s touchdown was set up by Wayne Smith’s blocking of a punt. After a penalty, Roger Jones went 4 yards for a touchdown. Dave Hodam led the Panthers with 99 yards, his best of the season.
HOMEcomings
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Puccini's "Madame Butterfly" was presented in English by the University of Northern Iowa Music Theatre on November 19, 20, 21, 23, and 24. This opera is about the tragic love affair of an American Naval officer and a geisha in the early 1900's in Nagasaki, Japan. An oval shaped panel framed the stage instead of curtains, and translucent areas on each side of this large panel were painted with blossoming trees that were part of the scenery for the Japanese-style house and pink footbridge on stage.
The first act opened with Lieutenant B. F. Pinkerton buying the Japanese house for 999 years, with the provision that he could cancel it any time. At this Pinkerton said, "It appears in this country agreements are elastic." He had also purchased his bride-to-be for only 100 yen, and she was, of course, the beautiful Madame Butterfly, a geisha. Madame Butterfly and Pinkerton were married and she said that she would give up her religion for him and abandon her own people. The wedding celebration was ruined, however, when Bonze, Madame Butterfly's uncle, stalked in and cursed her marriage to the American and promptly disowned her. Pinkerton still says he loves her though and the first act ends with them embracing.

The second act of the opera was set some years later, when we find Madame Butterfly and her loyal servant Suzuki alone on stage. "How long before we starving?" asks Suzuki as she gives Butterfly a box with only a few coins in it. Suzuki doesn't believe Pinkerton is ever coming back, and for the first time we see the strength of faith Madame Butterfly has been living with these lonely years.

When the American Consul, who also attended the wedding, comes to see Madame Butterfly, she keeps interrupting him and he doesn't have the heart to break the news that Pinkerton has now married an American woman. He only says that Pinkerton doesn't want to see her, the cue for Butterfly to bring out the son Pinkerton is unaware of, and who is named Sorrow. In the afternoon guns are heard in the harbor and Madame Butterfly rushes to the bridge to see if it is an American ship. Convinced that it is Pinkerton's ship, she stays up waiting for him to come home, but the audience feels the hopelessness of the situation as darkness gradually envelops the stage and hides the flower petals that were strewn in the sunlight as a welcome home for the lieutenant.

Suzuki makes Butterfly go to bed the next morning just before the Consul, Pinkerton, and the "woman" enter. Suzuki sees them coming and demands, "Who is this PERSON in the garden?!" When there is no answer, Suzuki realizes the tragic situation and the Consul and the coward Pinkerton ask Suzuki to break the news, as the new wife Kate stands by the bridge outside, looking very bored and impatient about everything. One must remember that this is an opera and all of these incidents have been sung, including Pinkerton informing the Consul to "see to her needs and food and lodging." After this verse, one wishes the curses of the angry gods on Pinkerton, but when he callously exits singing "...farewell, I am sorry! Forgive me," we wish a pagoda would fall on him right then and there!

After the visitors leave together, Kate returns alone to ask for the child, telling Butterfly to think of his welfare and future, but no one is really thinking or caring about Madame Butterfly and her feelings and needs. Butterfly agrees to give up Sorrow, though, to his father, if he will return in thirty minutes. Madame Butterfly kneels in front of the Buddha, while we are continually reminded of her faith and trust, because we have seen the picture of the lieutenant on the bureau by Buddha since the opening of this act. After her prayer, Butterfly removes the knife from the wall and bravely says, "He shall die with honor who can no longer lead his life with honor." However, she is prevented from killing herself as her son and Suzuki run in. The little child is crying, as are many in the audience. Madame Butterfly tells Suzuki to leave and gives Sorrow his toy ship, an American flag, and blindfolds him with one of her silk scarves. She calmly goes behind the translucent screen and stabs herself, dying just before Pinkerton and the Consul return.

The opera is tragic and Madame Butterfly's plight, pitiful, but it is also an extremely beautiful work of art. We feel the difference between the elaborate and striking costumes and Madame Butterfly's own beauty that is opposing the inner conflict and tension of the situation that we know, but that she is as yet unaware of. We, the audience, are as helpless as Madame Butterfly, but we keep trying to convince ourselves that it will "be all right," when we know how it MUST end.

This operatic production was tremendous, and Madame Butterfly's voice lively, clear, and beautiful. The entire opera was backed only by the piano accompaniment of Jvone Maxwell, associate Professor of music. The delicate and faithful Madame Butterfly was played by Jan Dickinson and Judy Drollinger, while Michael Pepper was quite convincing as the heartless lieutenant.
No doubt there’s a movement on the UNI campus hiding out somewhere like an alleycat. But as to what form it will take or from where at it will come, that would be an impure analysis to make. After all, it’s early in the school year and radicalism, as conservatism, at times is nothing more than a reactive force that waits anxiously in the wings for the other man to make his move. Naturally someone will make that move (Poor Richard can’t avoid doing something obtuse); and when it is made, freaky militants with hair mush­rooming from their scalps will come scampering from every nook and cranny, do their bit for the cause, fade just as fast as they came, and that will comprise the UNI student movement complete with reveille. It’s difficult to foresee the actual date and circumstances of that event so I’ll rely on the tidbit of news available at the moment.

In the organizational field there exists an amorphous group of local student and non-student radicals titled the University Activists Coalition. This group intends to promote social change in the university community in a way which will benefit as many of the residents of the community as possible. As of now they have no specific, concrete plans for the immediate future since they prefer to, instead, wait until the group has matured somewhat before undertaking any drastic measures. Also, to make the group as unstructured as possible, U.A.C. operates in no particular set pattern. But despite the lack of plans for future action the group still performs a useful function even if it remains inert for the rest of the year. That is, it can serve as a salutary defensive mechanism for the benefit of any individual who has been wronged in some way or the other and needs aid to combat his evil undoer. U.A.C. would be able to lend plenty of advice,
and, because of it being a composite of groups, the advice will probably be a bit more perceptive than, say, what one solitary opinion would be. As for the eminent groups that now participate in U.A.C. there are the Woman's Liberation (I'm not being a chauvinist for putting that first so leave me alone), Student Defense Service, the Federation of Minority Students, and the Free University. Five officers in name only have even power to act whenever the need arrives. These are Al Woods, Mike Johnson, Mary Jo Loveland, Sam Delli, and Terry Hollister. Approximately sixty people irregularly attend the meetings, give or take fifty. And an added note is that most of these members consider, in their own hearts, themselves nonviolent, but mark that off to individual moralism and not group policy.

Across the way we find yet another group of die-hard long hairs intermixed with a few quasi-straightened called the Peace Activists Coalition. Their one and only goal is the extirpation of the Vietnam War via nonviolent demonstrations, speak-outs, and discussions conducted anywhere at anytime on the university campus or in the local community. Principally, though, they wish to apply special emphasis on contact with non-university people (residents of Cedar Falls - Waterloo) to make them more aware of how adversely the war affects everyone and how necessary it is that everyone actively participate in drawing it to a close. Up until now P.A.C. has expressed its views by leafletting the Cedar Falls - Waterloo area, holding talks at various churches, showing a film titled "The Accusation" in the student union, and organizing a major speakout at a park in Waterloo on October 31.

Dennis Johnson is the local coordinator of P.A.C. and is also a voting member of the national committee. The group consists of 6 to 7 different committees of which a few are Publicity, Coordinating, Canvasing, Speakers Bureau, and Posters. Concerning the support of local candidates for governmental offices, P.A.C., along with U.A.C., stands behind no one (which will probably bring a sigh of relief to any local candidate). Also, for the interest of any philanthropic souls who have been able to salvage a few bucks during this inflation, P.A.C. needs donations.

Of all the better and significant opportunities that movement people have provided in this area up to date, probably none is as enriching as the new Free University recently set up. Because of it a vast amount of educative avenues that the normal universities have implacably left unexplored can now be realized in an experimental and novel fashion. New curricula more palatable and relevant to the students tastes is suddenly on obtainable factor. Take into consideration the list of courses the Free University has, as of the moment, to offer: Art (Why and how has the arts become a singular force, losing its distinguishable categories), Kross-Kultural Exchange, Human Relations, Tarot Cards (What part does the supernatural play in your life), New Left Philosophy, Dark Art (Design and techniques in artistic treatment of photo-materials in the darkroom), University in Society. These courses are not based on the usual, banal lecturing system but stress informality, discussion, and the encounter of each individual with the other members in his course. For additional information pertaining to meeting with a group or on offering a course you wish to teach-share, contact Al Woods, 266-8280.

On the dope scene (as inseparable from the movement as hair to a freak) it looks more wide-open than it has ever been before. Dope is undoubtedly the greatest cultural device that freaks have going for them in the area of proselytizing people to their way of thought. No one appears that immune from drugs anymore. Even recent tests and polls conducted at various universities in the country have validated this fact and no matter why or for what reason people smoke a little marijuana and drop a little acid the undeniable thing is that it's turning them on to hippiedom in mass numbers. The area seems to be going through such a state of mind. Much of this is related to many of our community dealers expanding the supplies of dope during the summer and deciding to turn on as many of the university denizens as possible without getting busted. It's figured that no militant right-winger would have the energy or time to take a swing at a detestable hippie while being stoned on his arse hallucinating on a maple leaf. And actually being perpetually stoned isn't such a bad way to burn out the rest of your days. Ah yes, dope's a glorious communication medium.

The possibility of any wayward, outside agitating radicals bombing or burning some building on campus appears a little more likely this year than at any previous time. That's because there happens to be an over abundance of non-student freaks hanging around, thanks to the Board of Regents' raising of the tuition and imposing stricter regulations. And since so many individuals were placed on conduct probation following the disturbances last spring, naturally they saw no reason to dish out money for school only to be kicked out in mid-semester for maybe sneezing too loud in the union. But the chances of a bombing this year, or how large an outfit of bombers may exist, is something that has to be relegated to pure speculation because of the clandestine nature of such a group and again because an overt act of violence like that depends so much on what blundering moves the government makes during the school year (I doubt if they could blunder any worse than they have so far, though). You'll just have to wait and see, friends. Who knows, maybe nothing exciting will happen at all.
The Movement Takes Shape With

THE BIRTH

OF P.A.C.
Peace Action Coalition (P.A.C.) is a local campus chapter of the National Peace Action Coalition (NPAC) and is at present the only chapter in the state of Iowa. PAC is, as the name implies, a coalition of forces found in all segments of the population devoted to achieving peace in Indochina and willing to take action towards that goal. More specifically, the goal is immediate and total withdrawal of American forces from Southeast Asia.

Locally, PAC has been very active since the beginning of the 70-71 school year. The wheels began turning in late September with an organizational meeting. Since then PAC has been getting together on a weekly basis to plan activities under the leadership of Dennis Johnson.

The first objective set by PAC was to build public interest in, and support for, a peace movement. A Peace Rally was set for October 31, making PAC busy throughout the month of October in building support for this rally. Members of PAC presented programs and lead discussion groups on issues related to the War at various churches in the Waterloo-Cedar Falls area. Packets of information on Indochina were distributed in the residential areas of Waterloo. Leaflets were also distributed at the many shopping centers and in downtown Waterloo. Films were shown on the UNI campus and a folk concert was presented. Two speakouts were held in the Hemisphere Lounge and a table in the Union sold buttons and gave out free literature.

The city of Waterloo attempted to thwart PAC's plans to hold a rally in one of their parks and in so doing stirred the public interest. After refusing to give PAC approval for use of a park on two different occasions, the Park Board finally agreed to let the rally take place at Exchange Park. Then, three days later and five days before the rally, the Park Board stated that final written approval would not be given to PAC until six prerequisites were met. The prerequisite that erupted much controversy was the $500 bond demanded of PAC before the park could be used. PAC legal aids insured them that the Board had no legal grounds for making the demand but because of legal entanglements, PAC decided to raise the money for the bond.

October 31 was a cold, windy day and certainly not favorable to holding a rally in a park. In spite of these adverse conditions, the rally had a good turnout. Crowd size was put at 400 but the estimate is unfair to those who showed their support because many people attended portions of the rally and left due to the bitter cold; the actual number of people who attended all or part of the rally was 800, although there were never that many at one time.

There were many speakers at the rally including a wounded veteran of Korea, a mother who lost a son in Vietnam, a representative of the Waterloo Black community, three representatives of Women's Liberation, an economics professor from Drake, a New Party candidate, and a local minister. A folk group also played at the rally. Coffee and literature were given to those in attendance. The fears of the Park Board and others proved to be unfounded. Peace reigned!
MARIEJUANA AND OTHER DRUGS

OUR LEADER, MISTER F.T. COMIX

MAN HIGH ON POT

MAN HIGH ON BEER

"IT PRODUCES A MILD EUPHORIC SENSATION SIMILAR TO LIQUOR OR BEER..."

MARIJUANA IS THE IN THING AMONG HIPPIES, NEGROES, AND OTHER NON-CONFORMIST TYPES

GROCERY NEXT

GIMME 2 BAGS OF MALTED MILK BALLS, ALL YORE CANDY BARS, 12 BOTTLES OF RIFFLE, A BUNCH OF SWEET ROLLS, A COUPLE CANS OF APPLE JUICE, SOME FRITOS, A CARTON OF CIGARETTES, AN'S...

NEEDELESS TO SAY, MARIJUANA OFTEN LEADS TO CRIME!
Also, needless to say, marijuana leads to LSD, mescaline, and heroin.

Most LSD trippers end up murdering people or they commit suicide.

Some Indian tribes believe they can talk with God by doing a drug called mescaline.
Lunchtime is the Worst time

CHARLIE BROWN

by Ginger Ogden
All of the "Peanuts" characters were out in full force when the musical "You’re A Good Man Charlie Brown" was presented Monday and Tuesday, November 16 and 17, at the UNI Auditorium. It dealt with the universal experiences which all people share — growing up.

This was a fast-paced, joyful, two-hour presentation with only large, brightly colored wooden objects as the set for the characters, while Snoopy spent most of his time atop an enormous doghouse. Colored lights and shapes of geometric figures were flashed on the back stage wall as a backdrop. The characters included Charlie Brown (Richard Whelan), Linus with his blanket (Vic Vail), Schroeder (Danny Turner), Snoopy (Grant Cowan), Patty (Marylu Moyer), and Crabby Lucy (Cathy Wallace).

This cheerful production opened with the entire cast singing "You’re A Good Man Charlie Brown," which really boosted Charlie Brown's ego until Lucy added at the end "if only you weren’t so WISHY-WASHY!!" The entire cast was youthful, and in a short time one forgot that they were adults and started seeing them as the children they were playing since their attitudes, actions, and antics personified the small characters of the "Peanuts" world.

Charlie Brown lacked self-confidence, was lonely, and skillfully inept. He couldn’t even fly a kite. He felt sorry for himself and was very self-conscious about a little redhead, with whom he wanted to eat his lunch. After thinking about it for awhile, Charlie decided not to ask her to have lunch with him because she might laugh at him, and "it’s hard on a face when it gets laughed in." So Charlie decides to eat alone and pulls out a peanut butter sandwich and then declares, "Some psychiatrists say people who eat peanut butter sandwiches are lonely . . . and when you’re lonely, it sticks!!"

Linus, with his blanket, was lovable and also the pitiful under­dog when Lucy got pushy and overbearing towards him. A poign­ant moment of Linus’ life was displayed when he tried so very hard to give up his blanket by logically reasoning with himself; however, he just couldn’t bear to do it!

The world’s most famous beagle, Snoopy, had a voice reminis­cent of the late Bert Lahr. He marched around beating a giant bone on his enormous dog bowl in the first number, and while displaying an array of poses from his doghouse roof, announced with clarity, "I would have made a terrific statue!" The audience also received a bit of philosophy from Snoopy, who said, "Yesterday I was a dog; today I am a dog; tomorrow I will be a dog . . . There sure isn’t much room for advancement," and in a voice similar to Henry Gibson’s, Snoopy commented that "cats are the crabgrass on the lawn of life."

Piano playing Schroeder didn’t have much to say but he was heckled by Lucy who was talking about marriage. Finally Lucy asked if Schroeder would sell his piano if they got married so she could have saucepans. There was no comment with which Lucy sighed, "Boys are lucky. Boys never have to think about things like saucepans!"

Usually Patty bounded across the stage jumping rope, carrying or swinging her rope, or having it tied around her. She was the epitome of the dumb blonde in thought and action.

Lucy was crabby, loudmouthed, overbearing, and very verbal, but she realized that she was crabby and took a survey of the other kids. When she read the results, she mournfully said, "I’ve been spreading crabiness everywhere I go. I’m a super-crab." Showing her forceful nature, Lucy declared that she wanted to be queen and when Linus told her a queenship is inherited, she said, "There must be a loophole!" With all of her seeming harshness, Lucy does get depressed and thinks she’s good for no purpose or value. Linus says she is because he loves her and, in this tender moment, Lucy
breaks into tears and runs off the stage bawling, proving that she is vulnerable and human, too.

The most appealing skit of the musical was one in which the characters had to write a 100 word book report on Peter Rabbit. It showed the horror at the thought and process of writing book reports. Lucy was a word-counter, Schroeder became side-tracked and wrote about Robin Hood, and Linus was a definite intellectual, using a vocabulary suitable for a dissertation! Poor Charlie Brown was a procrastinator, trying to convince himself that he worked better under pressure.

The entire production went by very quickly and was tremendous. The movements and emphatic gestures were exactly with the music, which showed the skill and dexterity of the cast. The enjoyment of their respective roles also could be seen clearly. The finale was "Happiness," sung by the entire company and seemed sad and reminiscent of childhood lost. The final line was shouted at Charlie Brown by the cast with sincerity — "You're a good man, Charlie Brown!"
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The car you see before you has almost twice as much trunk space as the Volkswagen Beetle.
It gives you a smoother ride and a shorter turning radius than the Beetle.
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All told, this car has 89 things you've never seen inside the Beetle.
In fact, it's so superior to the Beetle, we couldn't call it the Beetle anymore.
So we gave this car, whose mild-mannered exterior masks its true identity, a new name.
We call it SUPER BEETLE.

FOREST HILL MOTORS
University Ave. between Waterloo and Cedar Falls

Pleasing Girls is a Man's Way of Life

STAG SHOP
On The Parkade  Cedar Falls
I first met the poet Viktor Bokov at Abramtsevo, a rest resort (dom otdykh) about forty miles north of Moscow. Here he was giving a poetry reading to students of the Russian Language Seminars held at Abramtsevo in the summer of 1967. Viktor Bokov was born and raised in the immediate vicinity of Abramtsevo, a small village about ten miles west of Zagorsk, the location of a famous historical monastery which is still in operation today. This region, both Abramtsevo and the village where Viktor Bokov was born, is a wooded area of pine forests and open fields in which there are sprinkled old nineteenth century villages. These villages have hardly changed since the Revolution and look very much like they did in the nineteenth century. The natural beauty of the region, as in most areas of Russia, is very well preserved. It is in this area of quaint villages, small lakes, and pine forests that Viktor Bokov grew up.

I met Viktor Bokov again this summer in Moscow on the second UNI Russian Language Study Tour. I spent the afternoon of August 6 talking to him in the restaurant of the Moscow Hotel Tsentralnaja located on Gorky Street about six blocks from Red Square.

My general impressions of him were that he was more of a "thinking man" than other members of the population. He praised the values of self-reliance and individualism as opposed to the technocratic book-nourished generations produced by the education and training of the country's modern schools. He also seemed to be a lover of correct Russian basing his judgement on the spirit of the language as seen in its development and not on currently in-vogue linguistic mathematical formulas. Viktor Bokov often meets linguists who inquire as to the use of language in his poetry. Bokov sharply rebukes these linguists claiming his own knowledge of the language as being superior to the findings of linguists.

I wish I had taken down his points as he made them with pencil and paper but one wants such a meeting to be as informal and relaxed as possible. In the short course of an afternoon I wanted to ask him a large number of questions as to my
own impressions of Russia, but he also had a great number of points he wanted to make with me.

Specific ideas held by Bokov had to do with his outlook on poetry, his impressions of other poets, and his attitudes toward their poetry. Viktor Bokov was against poetry with a political content. This has been a strong characteristic of Russian Literature of Socialist Realism. Viktor Bokov also did not approve of topical poetry—that is topical poetry that could be related to political issues.

The Russian poet whom Viktor Bokov reveres most is Boris Pasternak. Boris Pasternak was considered one of the three greatest poets of the twenties, the other two being Vladimir Mayakovsky, a city poet, and Sergei Esenin, a poet of the country. Vladimir Mayakovsky wrote much poetry in praise of and in support of the Revolution. Boris Pasternak, on the other hand, was a highly aesthetic poet in the tradition of Lermontov, the closest one to whom he can to some extent be compared.

A particular poet of whom he did not approve was Eugenii Evtushenko, currently the best known poet in the Soviet Union. As a poet he thought Eugenii Evtushenko was too exhibitionist, too eager to catch the public’s eye. In the past decade Eugenii Evtushenko has traveled widely in Western Europe and in the United States.

The conversation turned to other aspects of Russian life. Viktor Bokov objected to the huge sweep of modernization. In the sphere of careers and occupations he made the following observation: He generally objected to the careers of conformist youth who, upon completing the course of study in a technical institute, had his career laid out for him. The climb upwards for such people, Viktor Bokov thought, was too easy. The easiness of the climb made for smugness and bureaucracy. It is not necessarily good for an individual’s life to be easy; there is some virtue to be gained from the constant struggle.

What can we say about the poetry of Viktor Bokov? Viktor Bokov is very strongly a nature poet. He describes nature and the people in a natural setting. He frequently describes the Russian village. He sees virtue in the simple folk.

Viktor Bokov’s own mother was illiterate but had a great talent for singing. She could sing from her own memorized repertoire which was enormous—like the bards and storytellers of former Russian times.

In Viktor Bokov’s poetry every personal theme is intertwined with a nature theme, representing a fusion of personal life with that of nature. In this respect Viktor Bokov is like Boris Pasternak who also intertwined personal themes with that of nature. But Pasternak is a poet’s poet who in his poetry uses highly complex imagery, metaphor, and hyperbole—images interwoven and laced in a series. Finally, Viktor Bokov is intensely human, a highly compassionate poet. We have quoted several of his poems to illustrate these points.

by Edward Jamosky

The following poems were translated by Mr. William Price and Mr. Lee Rempe of UNI in my Introduction to Russian Poetry class. All credit for translations is due to them. E.J.

My Little Birch

My little birch
Why do you rustle so?
Does the nightingale
Perch up in your crown?
Why do you, little bird,
Shrug shoulders from the chill?
Why do you stand alone
As time goes steadily by?
Why am I sad,
Tell me, don’t hide it,
I do not see my beloved,
My beloved is not here with me.

Under your slender little branches
I used to meet my beloved,
But now my love
Is far from me.
I, little birch,
Warm you with my heart,
I, leafy one,
Call you my own!

Poems by Viktor Bokov
Summer Has Promised A Good Autumn

Summer has promised a good autumn,
How much she has grown for us,
How many cucumbers salted,
How many mushrooms to store.
How she raised her voice in the forest,
And washed the grass with warm rain,
How proudly she carried there with her
The golden sunflower head.
She smelled with green dill in the gardens,
Sweet young carrots crunched in our mouths
Summer ran down the paths as a girl,
Singing, laughing, and playing warm games.
How we parted with her at the brook,
We said tender words to our summer.
July nights we kept in our dreams;
Even now their meaning is fresh.

Our Russian Nettle

Our Russian nettle
Is a very kind nettle.
Its sting does not linger,
And you will forgive her.
The tropical nettle
Brings legs in a fever,
Blood flows without stopping.

From this one can see
That it pities man not!
But our Russian nettle
Will both sting and pity,
If they were in jungles
'Twould be so much better!
I Know This, My Native Land!

I know this, my native land!
I know her traveled roads.
A tiny green village
Keeps living in my mind.
Quiet streets of poplars
Disappear in the dark
As the milk white light of street lamps
Echoes off the leaves.
Everyone who stops there —
For hours or for years —
Cannot miss a twitter
In the rustling leaves, or the cry of a crow.
There smog is forgotten
In the amber light of dawn
The swaying poplar branch
Peeps into the office window.
The new, spring leaf
Softly rustles 'gainst his brother.
And in the village square,
Lenin himself stands as a woodsman.
The villages don't crowd the forest
There is room for folks.
The village is happy and singing
Free as the forest.

I Could Not Live On An Island

I could not live on an island!
The sea's expanse means little to me.
I need the wind from the fields
And a breeze, rustling the grain.
I need someone whetting a scythe
In a meadow near Medyn
I need a wind with a song
Carrying worm wood's scent from the field.
Perhaps the old way of life
Should not be so highly esteemed,
But I have a heart in my breast.
It is Russian! And with it I live.

My Forests

My forests!
Pines, birches, and aspens,
Think of me
As one of your family — your son.
I come to the village,
Then quickly to the woods.
I begin by picking
A little green leaf.
I call out
And instantly
The forest answers.
"Good health!" It shouts,
And laughs in its own way.
Resting on a stump,
I begin to listen.
I sit in the forest
As a contemplative monk.
And every blade of grass
Is a beloved sister
Insisting I remove the veil
Of the forest world.
And in this world the ants
Are like the forest monk
Going about his labors
In a worker's shirt.
My forests!
A free and windy whistle
I stayed by the side of the path
'Neath the white trunk legs of the trees.
I Smell the Hay

I smell the hay
I smell the snow
I smell the forest flowers.
Relentlessly.
Continually in my mind.
I must
As I must be a father,
As smoke must wind,
Over the winter cottage.
The sound of leaves and grass
Live on in my heart.
I can show you why
— Try it yourself.
Disappear into thickets,
Into creeks with willow beds,
Walk over nettle barefoot
Be a country boy again.
In this clean world, things are
More sudden for you, newer,
Even your children will be
Healthier from birth.

Hejlo, Forest! My Noisy Overgrown Child!

Hello, forest! My noisy overgrown child!
Tell me, what are you hiding under your cloak?
Stretch out your branches and branchlets to me,
It’s easy for you — just lower your head.
Lower your paws to my shoulders,
We’re friends, you and I
Let loose the soft beads and drops
Of the rain which has slept in your leaves.
I well understand, when, with a shudder,
You cry to the killers,
"Drown your criminal fire,
I don’t want to die as an ash."
I love your long needles,
Heavy liqueur of pine,
Your frolicsome dance and your gusty wind’s game
With the light tossing leafage of spring.
Don’t mind it, my friend, when they say
That you’re good for nothing but broomsticks,
Lift your anthills up to the heavens
Plunge your roots down deep in the earth!

On Sunny Days

On sunny days,
I travel the by roads
Purposely on foot,
With a sack o’er my shoulder.
Farm houses, barns,
Willows in bloom.
Small children playing
With racket and ball.
"Going far, mister?"
"Me? To Illino,"
"Why there?" "To see auntie."
The children giggle.
"What’s in the sack, mister?"
"Poetry."
"We thought it was gingerbread,"
It is nonsense!
The field is beautiful.
I sit down to rest.
The singer of the sky
Is still silent.
It probably doesn’t know
That a poet is here.
Or maybe he’s busy,
Or gone out to lunch?
An hour goes by,
I got out some bread,
Sliced it to pieces
And began breakfast.
Meanwhile the lark
decided to sing.
It sang not for money,
But just for the singing.
It swooned from its song,
Warmed by the spring sun.
And I regretted not
That I had been born!
The conference was sponsored by the Association of Student Governments and is aimed at bringing campus leaders and university administrators together to discuss campus problems by providing a format for understanding between campus leaders and leaders of the nation.

Dr. Edward Voldseth, dean of students, and Mike Conlee, UNI student senate president, attended the second annual Presidents Conference held Friday through Sunday, September 25-27, in Washington, D.C.

Noted people at the conference were Secretary of Defense Melvin Laird; Director of Selective Service, Curtis Torr; Attorney-General John Mitchell; and Acting Commissioner of Education, Terrell Bell, as well as other government officials.

Environmental Clean-up Day

The Friday before Homecoming had traditionally been known as "skip day; however, this year an Environmental Clean-Up Day was proclaimed instead.

As an incentive, there was competition between the houses in the dorms, fraternities, married student units, and off-campus groups, the competition being based on the percentage of members participating. The campus was divided into zones and some students were bused to various areas of Cedar Falls. Monetary prizes were awarded and sack lunches were distributed from 11 a.m. to 12:30 p.m. behind the library. If everyone did his part everyday, there would be no need for a special Environmental Clean-Up Day.

Four Scientists Speak at Symposium

Four scientists in the fields of physics, geology, botany, and chemistry, spoke at the eighth annual UNI Science Symposium held Thursday and Friday, November 12-13, on the UNI campus. The speakers included Dr. Philip Morrison, professor of physics at Massachusetts Institute of Technology, Dr. Oliver T. Hayward, professor of geology at Baylor University, Dr. Duane Isely, professor of botany at Iowa State University, and Dr. William Lippincott, professor of chemistry at Ohio State University.

The subjects of these talks varied considerably and opened with "science for the Seventies--A Chemistry Perspective," discussed by Dr. Lippincott, presently editor of the Journal of Chemical Education. Dr. Isely spoke on "Plants and Man." He is presently a member of the Botanical Society, the Society of Plant Taxonomy, the Society of Economic Botany, and is doing research in systematic and economic botany. "Pulsars, Quasars, and Spinars" was discussed by Dr. Morrison who is known for his research in the theory of nuclei and on the applications of nuclear physics in astronomy. He has won many awards, including the Pregel Prize, the Babson Prize, and the Oerstad Medal. Concluding the day's speaking program, Dr. Hayward talked about "Geology in the City," Dr. Hayward has been a consultant to Gulf Oil Corporation and the Standard Oil Company. His special interests are sedimentary rocks, structural geology, and environmental geology.

Science Symposium

"Advancements in Science" was the theme of the eighth annual Science Symposium held November 12 and 13, on the UNI campus. Over 1,000 Iowa high school science students and teachers attended the two-day conference. Each year the symposium brings leading scientists in a variety of fields to the UNI campus for lectures and seminars. This year's speakers included a chemist, a physicist, a botanist, and a geologist.

High school science students compete for substantial scholarship awards during the symposium, the six major winners receiving four-year fee exemptions at UNI. The winners are selected on the basis of previous scholastic records, a comprehensive two-hour test administered on the UNI campus during the symposium, and an interview. Frank Vilmain, UNI assistant professor of physics, and Erwin Richter, UNI assistant professor of physical science, were co-directors of this year's symposium.

Hampton Student at UNI Publishes Article

Russell Jacobson, a sophomore at UNI, had his article on "The Gilmore City Crinoid Fauna" published recently in an issue of Earth Science. The article is about collecting crinoids which were laid down 300 million years ago during the Mississippian period of the Paleozoic era of geological history when Iowa was covered by water, and Gilmore City is the only location where all four zones of the geological formation are exposed. In his article, Jacobson tells the collector what to look for, where to find zones, and how to collect fossils.

Jacobson is a geology major, and this is the second article he has had published. He received an earth science scholarship to UNI and is a member of the UNI Earth Science Club.

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BEHIND THE SCENES

A Man For All Seasons

The colorful flowers that line the campus walks and fill various flower beds around the campus are due to the expert care of Mel Handberg, grounds gardener and professional greenhouse man and grower. He raises bedding plants in the greenhouse basement and says that "by growing our own flowers, we can have more varieties than if we bought them from commercial greenhouses. And when we are ready to plant, we have the flowers ready to go."

Of particular interest are the triangle beds at the Lab school, the ones at the corner of Campus and 19th Streets, and of course the "UNI" flower bed south of the Commons. In addition to Handberg, this year's "green thumb" crew includes one Cedar Floss teacher and 7 UNI students, who are kept busy watering, fertilizing, and picking dead blossoms to ensure optimal growth. Responsibilities vary according to the time of year, and Handberg also supervises seeding of grass, trimming of hedges and trees, and planting of ground cover, bushes, and trees, and sees that all new plantings are watered.

Handberg, who has been stationed at the university greenhouse since his arrival in 1949, subscribes to a number of magazines in the field in order to keep abreast of the latest methods and varieties. Said Handberg, "I've always been interested in greenhouse work, and one of my very first jobs was with a nursery." Here is one man whose avocation and vocation are one and the same.

Prospective Teacher Day held at UNI

Approximately 1700 high school students and teachers throughout Iowa attended the 1970 Prospective Teacher Day November 4, at UNI. Prospective Teacher Day is a state-wide program involving some 20 Iowa colleges. The day is sponsored by the Iowa Commission for Teacher Education and Professional Standards of the Student Iowa State Education Association.

"The purpose of the program is to call attention to teaching as a possible career and to acquaint students with some of the factors involved in preparing for teaching," said Dr. Ernest Fossum, director of the UNI placement bureau and campus coordinator of the event.

Dr. Truesdell Receives Award

Dr. Wayne P. Truesdell, associate professor of education, was presented with a plaque for outstanding service from the Iowa Association of School Administrators for his contributions and services as the first executive secretary of the association, 1958-1970.

Truesdell gave up the job because it demanded more time than available with his full-time teaching job, and Boyd Shannon, former superintendent of schools of Monticello, replaced Truesdell.

YOUR UNIVERSITY OF NORTHERN IOWA CLASS RING

MEN'S RINGS

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14 Karat Gold $10.00 Additional
White Gold $5.00 Additional
6.00 Deposit Required

LADIES' RING

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<td>(5 Pt. Diamond $10.00 extra)</td>
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Greek Letter Encrusting Extra
2 Letters — $4.00
3 Letters — $6.00

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Judo Club Starts Seventh Year

Judo Club started its seventh year at UNI on September 24. This club is open to all students and faculty; however, new members are accepted only at the beginning of each semester.

Advisor, Dr. Robert Ward, states that there is a great drop-out rate during the first two weeks, because people find Judo less glamorous than expected, namely learning how to fall and land correctly, which are the first essentials.

It must be pointed out that the Judo Club is not aiming specifically at self-defense, although one can incorporate certain skills into such. The basic aims of the club are to prepare men for contest, while women are taught the stylized forms of throwing, which can be quite beautiful and graceful. Dr. Ward stated that a diligent member may attain the lowest degree of brown belt within a year.

The Judo Club meets Tuesdays and Thursdays from 7-8:30 p.m. in the wrestling room of the men’s gym. In addition to the semester membership dues, members must also join the AAU, since the UNI club is AAU sanctioned.

10-Hour German Course to be Offered

A 10-hour semester course in German will be offered during the 1971 spring semester. This course will cover the equivalent of two or three levels of language study usually achieved in two or three semesters of college study or two to three years of high school study. Course instructor, Karl Odwarka, assistant professor of foreign languages, said all four skills of language learning will be developed simultaneously, but he pointed out that the order of importance would be listening, followed by speaking, reading, and writing.

Classes will meet twice a day with the instructor, and in addition there will be two daily meetings in small groups for drill, practice, and other exercises. Participants will also spend one short session in the language lab listening to tapes. Writing exercises will supplement work done in class.

"Among possibilities for students successfully completing this course are qualification for study on the intermediate level at either UNI or the Regents Campus Abroad in Austria during the summer," Odwarka said. He also said that students could use the course to help them pass language examinations or to help them get summer jobs in Germany. Books for the course should not cost over $7.00, and tapes are provided free of charge in the language laboratory.

Announce Head of UNI Minority Center

Reginald B. Hayes has been appointed as director for the University of Northern Iowa Ethnic Minority Cultural and Educa-
BEHIND THE SCENES

Palestinian Liberation Representative

A Palestinian Liberation Organization representative, Saadat Hasan, was the first speaker on the 1970-1971 Controversial Speakers Program on Monday, October 5, in the Commons Ballroom. Hasan appeared on a CBS-TV news special at the time of the hijacking of the airplanes to the Middle East. He is a Palestinian refugee from the 1967 Arab-Israeli War, and in his speech at UNI, Hasan advocated self-determination for Palestine and condemned King Hussein of Jordan for his role in the Mid-East crisis.

UNI Greenhouse

Biology classes toured the greenhouse early in the semester and were amazed at the variety of plants and animals found there. It offered a pleasurable as well as an educational experience. The greenhouse has regular hours (closed during the lunch hour) and boasts a cactus room, orchid room, tropical room, and an animal room. Everyone is welcome to come in and look around.

The greenhouse is carefully kept up, although the cactus room seems to have a tank of useless slimy water, which in actuality is pond water, kept expressly for the use of the science classes to study. Some organisms of special interest might be the Ponderosa Lemon tree, the banana plant, orchids, or the interesting Sensitive plants, which have leaves that shrivel up when touched. The animal room has such inhabitants as an albino squirrel, iguana lizards, a Myna bird, prairie dogs, and a Squirrel monkey. Growing on the north side of the greenhouse by the door is one of three rare Ginkgo trees found on the UNI campus. These trees have a fan-shaped leaf, silvery nuts, and are the world's oldest cultivated nut trees. In light of the many diseased Dutch Elm trees that must be removed from the campus, it is interesting to note that the Ginkgo has no insect enemies, is disease resistant, and also immune to smog.

Israeli Representative appeared on UNI

"Mid-East Crisis" was the topic of a speech by a representative of the Consulate General of Israel in Chicago Thursday, October 29, at UNI. Yitzhak Leor, consul for press and information, was the second speaker on the 1970-71 Controversial Speakers Program. After his speech, there was a question and answer session.

Leor was born in Jerusalem and graduated from the Hebrew University with an M.A. degree in medieval history and political science. After completing his studies, he joined Israel's Ministry for Foreign Affairs, United States Division. Other positions he has held prior to his present appointment include assistant to the deputy director general in charge of the United States, Africa, and Information divisions. After the June, 1967, War, Leor served in the Ministry's Spokesman Office.

Art Work In Recent Publication

A color photograph of a stoneware ceramic art object created by University of Northern Iowa art instructor Dennis Jennings has been included in a recently published book, Decorative Art in Modern Interiors, edited by Ella Moody and published by Viking Press of New York and London. Jennings said his ceramic work could be described as a functional and decorative covered jar.

The purpose of the publication is to promote more sophisticated designs for interiors and to tell what is being done in the field of contemporary decorative art. In addition to a section on ceramics, the book includes sections on houses, apartments, furniture, prints, weaving, lighting, glass, plastics, metal and wood tableware, and decorative arts.

Jennings joined the UNI staff in 1967 and teaches fundamentals of design and ceramics. He holds an A.A. degree from Los Angeles City College and A.B. and M.A. degrees from the University of California at Los Angeles.

UNI Chemistry Students Visit Monsanto

Twenty-five UNI students, members of the American Chemical Society, and three faculty members left Thursday, October 22, for a week-end trip to the St. Louis area. The group visited the Monsanto Chemical Company Friday, where the Monsanto organization presented a panel discussion on the relationships of research; development, production, and economics in the chemical industry. The students will also visit Monsanto's research laboratories.

The trip, sponsored by the staff of the UNI chemistry department, was to give UNI chemistry students a view of the practical applications of chemistry in industry. Chemistry department staff members attending were Erwin Richter, assistant professor of chemistry, and Mrs. Wanda Wehner and Russell Wiley, both instructors in chemistry.

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UNI Professors’ Learning Theories Used

The "psycho-generative theory" and the "parallelistic skill development theory" may sound familiar to many members of the UNI community. These theories are the result of seven years experimentation by assistant professors Samuel Nodarse and Henry Parker (now on leave of absence) of the foreign language department. Used experimentally last summer in Chicago elementary schools, these theories are being expanded this fall.

"In the parallel approach, the vocabulary and sentence structure are based on the child's level rather than the teacher's so the child can succeed at his own level," said Nodarse. Words are projected with a picture of the word above it. Teachers hope to get children to read 80 per cent of their spoken vocabulary by this method.

The psycho-generative approach assumes the mind to be similar to a computer memory bank in that it can be "fed" information, but also has the capacity of analysis. Both of these theories can be applied to the study of a variety of subjects, since they are used to develop reading and speaking skills.

Paraprofessionals Manual Edited by Dreier

Dr. William Dreier, professor of education at UNI, has edited a manual on "Preparing the Community and School for Paraprofessionals." These paraprofessional workers are recognized on two levels by the Iowa Department of Public Instruction: teacher associates do not teach, but they supervise students on a monotorial or service basis, while teacher aides are authorized by the board to perform non-teaching assistance in supportive tasks which facilitate teaching, but they never teach or supervise pupils.

Dreier served as the director in a series of six workshops held during the summer of 1969, which were to prepare teachers to use teacher aides and were funded in part by the Iowa Community Services under Title I of the Higher Education Act of 1965 and UNI.

Much of the material edited by Dreier was from working papers prepared by people participating in the workshop. Iowans from 22 communities were among the people contributing to the manual, which may be purchased through the Extension Service of the University of Northern Iowa.

Klepfer Named National Chairman

Marvin Klepfer, 1950 graduate of UNI, has been named national chairman of the UNI Fund. This UNI Fund is an annual fund, established in 1969, which supplies such things as scholarships for worthy students, aid for those who face emergencies and adversity, incentives for faculty improvement, and books for the library.

In accepting the position of national chairman, Klepfer indicated that he wished to increase both the number of alumni participants and the amount of gifts for the benefit of the University of Northern Iowa. Klepfer, a Cedar Falls resident, is also active in business and the community, being the vice president of five corporations, corporate secretary of University Book and Supply, Inc., and a member of the Board of J.S. Latta and Son.

UNI Professor Presents Research Project

Roy Chung, assistant professor of geography at UNI, presented a paper at the West Lakes regional meeting of the Association of American Geographers held at Northern Illinois University Saturday, October 24. The paper, entitled "An Interstate Comparison of Demographic Echo Waves," is the result of a class research project undertaken by students in a population geography course offered last summer at UNI, and its planning and preparation was made possible by a grant from the UNI research committee.

"The paper examines the changing age distribution of the people in the Midwest states from 1890-1960, and relates these changes to the economic trends in the various states," said Chung, who is a member of the Association of American Geographers, the American Geographical Society, and the American Sociological Society.
"The Night Thoreau Spent In Jail" was not a good play to see if you were just looking for a nice evening's relaxation. But it was a good play to see if you were in the mood for thinking. "Thoreau" was a good play, well-produced, about a man who was ahead of the times in 1846 and is still ahead of the times in 1970. "Thoreau" the play taught me more than Thoreau the man ever did.

One of the things "Thoreau" the play taught me was about acting. I like to think of myself as sort of a write-sy person, one who can put words on paper in a way that has meaning for others. But I realized that my friends in drama can be more real in their art; they can take those words from a piece of paper and turn them into human people. The sometimes dry words of Thoreau are more meaningful when put into a "natural" order by playwrights Jerome Lawrence and Robert Lee. Then when Tim Joy speaks the sometimes dry words of Thoreau, the man and his experiences become real and I can recognize his greatness.

At this point, I should say that Tim was highly successful in bringing us Thoreau. He was on stage all the time, speaking most of it, showing us a man who was brilliant and sometimes highly emotional. Randy Alderson, Jim Cada, Denise Huey, Steve Stabenow and Chuck Whetzel were also outstanding at being appropriately delightful or dastardly.

There were other nice things going on in the play, too. I wondered, before I saw the play, how a whole play could be done about one night in jail. The play wasn't about one night in jail, though, because prejail things were scattered between jail scenes, which helped to point out that Thoreau didn't let himself be imprisoned by the bars. At the same time, however, the play was about just one night in jail, the one night that was a culmination of all other thoughts and things Thoreau had done before. You see, Thoreau tells us that a man builds his own jail in his mind, and if he allows himself to be imprisoned by bars, than he was never very free. The bars, like Thoreau, were on stage all the time; all action took place in the cell or in front of it. The jail is always there; the bars we build in our heads are always with us.

This is another thing "Thoreau" taught me. I first read his essay on civil disobedience in jail (I was one of the people jailed for a week last spring for contempt of court in connection with You-Know-What). I read it then not so much out of intellectual curiosity as out of a sense of duty to the principle. People were telling me that Thoreau was where we got our ideas, so I wanted to see if they were right. I got nothing from the essay. Then I saw the play and realized why I didn't appreciate the essay. I had so many bars in my head that I couldn't go beyond — transcend, if you will — the bars in the courthouse. I was so proud of being a Good, Moral Person like Thoreau, who everybody knows was a Great Man, that I was a very Small Person and allowed myself to be imprisoned by other Small People. I didn't think one new thought or feel one new feeling in that entire week. Thoreau made me realize how unliberated I was when he said, "They can't lock up my thoughts! What I believe goes easily through these walls — as if the stones were air."
"Thoreau" was like rapping with a good friend. He was talking about the same things I sometimes talk about: war, racism, oppression, environmental decay, education. Which is what I suppose people mean when they talk about the play's relevance. The relevance of the play goes beyond the simple we-have-the-same-problems-now association that is often discussed. Not only do we have the same problems; we even have some of the same attitudes to those problems. For example, education. The Thoreau School of Heywood's Meadow looked like a great thing, but we have to remember he was led to open the school because he couldn't stomach the public school system. He wanted to be a real person who taught real people about real things, regardless of School Committee approval. And just the night before I saw the play I heard of a student whose Social Foundations teacher had impressed upon his class that they should have absolutely no contact with their pupils — not even on the playground. The Sacrament of the Schoolroom and Heywood's Meadow are indeed relevant.

"Thoreau" was a successful play as written and presented; however, its true success rests with the audience. Those who went to the play seeking entertainment may have found it. If they took nothing more away, then even Sam Staples leaving his keys behind won't open the bars in their minds. Those who left saying, "My he certainly was an interesting fellow," must remember not what he said, but what he was talking about or they, like Bailey, may as well give up their literary careers. And those who saw "Thoreau" as something to think about and are still thinking about it can never be locked in jail, can never be excommunicated from the Milky Way.

Who said each of the following:

1. "Stop the war, Mr. President. For the love of God, stop this war!"
2. "When a man, at the very border of freedom, is stopped by the rifle of a Boston policeman, he doesn't have time for... leisurely sermons or the slow evolving of the seasons!"
3. "I don't wake up in the morning and say: I shall start loving at 9:20 and continue until 10:15."
4. "What the government of this country is doing turns my stomach."
5. "What are you doing OUT of jail?"

A score of 4 or fewer indicates that you understand the concepts of free verse. A score of 5 or above shows that you need work in this area.

ANSWERS: 1. Abraham Lincoln. 2. 3. 4: 5. Thoreau.
don't look back!

THE REVOLUTIONARY