

PACS Needs Push

The Philadelphia Association for Christian Scholars (PACS) is swamped with the need to expand their program and they are turning to Dordt College and the surrounding Christian community for support. The following programs are in the planning stages:

On Friday, April 6, a group of Dordt students will perform in a benefit concert. Their program (in C-106) will provide exciting new experiences with rock, folk, classical, and old vaudeville songs. The concert will be completely informal—no chairs, no provide your own pillows and blankets. The group was well-received recently at a concert held at Western Christian High. Let's all get together and back PACS. Admission \$1.00.

The following day, Saturday, April 7, an auction sale will be held in C-106 with proceeds also going to PACS. Students should bring saleable items to C-106 before the sale, and two local auctioneers will be there to auction off the items.

PACS is a "unique interracial venture," trying to bring the Word of God to the inner city with its peculiar problems. God has richly blessed this powerful moving force—let us as a Christian community, concerned about Christian education—back PACS!

Saturday School Featured at CMA Meeting

On April 7, Dordt College will host the spring meeting of the CMA Foreign Language Departments. According to Mr. Root, who is responsible for organizing this year's program, the meetings will begin with registration at 9:30. From 10:00 to 10:30 the CMA participants will have a chance to see Dordt's German Saturday-School program in action. From 10:30--12:00, Cecil Wood from



Photo: de Vries

One last smile before they assume the duties of head counselors. You don't believe me? Turn to page seven, at the bottom.

Concert Choir Sings Sunday

Audience and Concert Choir join in praise as the Dordt Concert Choir begins its Sunday afternoon concert at Dordt, March 18, at 2:00 in the Gymnasium-Auditorium.

A Gelineau psalm, Psalm 116, is one of the highlights of the program. The choir has performed psalm arrangements by Joseph Gelineau in their past two concert seasons.

"Dance Alleluia," written by Arnold Freed, incorporates string bass and percussion into the performance.

Gabriel's "Benedictus" is a three-choir anthem and the choir will arrange itself around the gym for its performance.

"Sing For Joy!" a composition written by Director Grotenhuis, and dedicated to the 1973 Concert Choir, closes the program.

the University of Minnesota will lecture on "Computerized Language Teaching." Following his lecture, Miss Parker, from Sioux Falls, will sing French poetry which she has put to music.

At noon, dinner will be served in the West Commons for all participants. After dinner there will be a presentation of student papers on topics relating to foreign language. At this time Linda Vander-

Scholarships Available for Med Students

Scholarships are now available for pre-med, and med-tech. students at Dordt. According to Mr. Lyle Gritters, Dordt Public Relations head, the Minnie Julia Dahm Med-Tech. scholarship and the Pre-Med. scholarship will be awarded to one student in each of the two areas of study.

A scholarship committee has been set up to award these scholarships. According to Mr. Gritters the primary consideration will be for junior students; however, this does not rule out other students. Two criteria will be used in deciding the scholarship winners: A noteworthy academic record (3.0 and above) will be necessary; applicants must fill out an application form along with a written statement of his goals and his intentions in this area. An April 18 deadline has been set up for application for the 1973-74 scholarship award. The scholarships consist of a \$300 scholarship in both Med. Tech. and Pre-Med., applied as a tuition reduction just as regular academic scholarships.

acre will present a report on careers in foreign languages. The program will conclude with the CMA Foreign Language Department's official business meeting at 2:30.

sgm

Board Faces Senate Proposal

When the Board of Trustees meets this Tuesday, March 20, the Ad Hoc Committee will present their proposal concerning the institution of a Student Life Senate. The Ad Hoc Committee, appointed by Rev. Haan at the beginning of the semester, has explored the possible methods of assembling a satisfactory method of handling student life issues.

The Ad Hoc Committee's proposal retains the Student Forum, which will keep the same responsibilities and activities which it now possesses. The Student-Faculty Committees would also remain intact as they function now, with the Forum members serving on the committees, and reporting on

the committees' actions to the Forum.

The Student Senate would deal with all student life matters which arise from within the Student-Faculty committee structure. (The faculty would handle all academic matters.) The Senate would act on the proposals or recommendations it receives. Any matters concerning policy would then be forwarded to the Board of Trustees.

The Student Senate would consist of four board members, four faculty members, two administration members, and six students. The four class presidents would fill positions on the Senate along with two appointed students.

Student life matters which have arisen through Forum proposals during this year, before the Ad Hoc appointment will be considered as soon as this Student Senate structure is approved. Most likely these recommendations will be considered by an interim Student Senate.

The Ad Hoc Committee is composed of students Janet Vlieg, Karl Neerhof, Carl Bruxvoort, and Doug Aldrink; faculty members Koldenhoven, Koekkoek, Zinkand, and Alberda; Board members Harold De Wit, Andrew Dockter, Ted Van Bruggen, and Rev. Vanden Heuvel; Rev. Haan, Dr. Ribbens, and Rev. Hulst represent the administration.

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Students who are interested in these two scholarships should see either Dr. Ribbens, or Dr. Maatman for the Pre-Med. scholarship, or Dr. Menenga for the Med.-Tech. scholarship applications. These men could also answer any questions interested students might have.

The Minnie Julia Dahm scholarships will be a permanent monetary award for Dordt students, established just this year.

CMA Hosts Creative Writing Workshop

At the last CMA English meeting held at Mount Marty College in the fall, plans were made to have a CMA Creative Writing Workshop in the spring.

These plans are now finalized, and an all-day creative writing workshop has been set up for Saturday, April 28, at Briar Cliff College in Sioux City. The workshop will concentrate on poetry and fiction. The cost will be negligible.

All those students interested in attending this workshop are asked to inform Mr. Cook as soon as possible. Don't be inhibited--it will be a good day, and you might learn something.

INSIDE THIS ISSUE:

You've heard of Wounded Knee? Take a look at pages four and five for a closer look at the problems involved.

S.E.W. What?

by Karen Walhof

Spiritual Emphasis Week. A few Dordt students wrote papers on their interest areas. Many students listened to what they had to say. A handful joined in discussion. A couple faculty members even threw in their two cents. Class schedules were disrupted (Question: therefore, couldn't Fine Arts or Political Emphasis, Sports and Liesure Time, etc., etc., etc., ask for this privilege?--not such a good idea, I think, or necessary) and generally, it was interesting.

Spiritual Emphasis Week. It was designed with the purpose of continuing the process, "putting-it-all-together," which began at the fall retreat.

I hope that Dordt students see the past week as one that continues that duty which belongs to every Dordt student. For, the job of putting life's activities together in Christ, of seeing the vision of Christ's Kingdom hasn't been exhausted, not even nearly completed during the S. E. W. week.

It was interesting to note that many of the papers said approximately the same thing. Why? Because they--we--merely have scratched the surface. There's so much more to discuss and to do.

We've inched ahead--made another scratch in the book. Now it's time to build on that. I hope that, if Dordt sponsors another S. E. W., the committee does not merely ask for the same type of papers. We've laid the first row of bricks on our Foundation. Next year--another layer.

Perhaps the Spiritual Emphasis Week needs a revamping. It's difficult to crowd so many areas into one week--and important ideas and possible avenues of action are bypassed in the hurried generalizations.

A suggestion: during a Political Emphasis Week, or a Sports Symposium Week, or a Publications Week, etc., students with special interest in these areas could present papers studying more specific possibilities for Christian action.

'And, for God's sake, I hope that we don't sit on our papers, content in our idealism.

The Diamond Staff will elect its EDITOR for the 1973-1974 school term on Monday, April 9, 1973. Since the candidates must be approved by the Student Relations Committee on Thursday, April 5, any interested students must have their position paper in to the Diamond office by Wednesday, April 4. The paper should be submitted, dittoed, about 60 copies. Students from both within and outside of the Diamond staff are free to run for the editorship. Those interested should notify Karen Walhof immediately.

DIAMOND

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A Proposal for Housing Revision

To whom it may concern:

With our present system of student housing at Dordt there are a lot of dissatisfied students. We would like to present a few proposals for remedying this situation. We do not claim to have all the answers but we would like to suggest some alternatives to Dordt's present policy.

We feel it is unfair that on-campus housing is so limited to men and off-campus is so limited to women. Couldn't North Hall be used for men, and West Hall be used as a co-ed dorm as it was originally? Dr. Rozeboom, in the March issue of the Diamond said, "co-ed dorm life was great." He and his wife were the college's first dorm parents in West Hall. Setting up the dorms in this way would help equalize the number of men and women on- and off-campus. It has been said that West Hall would not work as a women's dorm because there is no carpeting and there is less space in each room. In the first place, why should women be so pampered? Secondly, perhaps this inconvenience could be remedied by charging less per semester for the rooms in West Hall. There are certain advantages in West Hall, however, that would outweigh these disadvantages such as the private bathrooms.

We also feel that the present rules of curfew and regulation of late leaves, should be eliminated for sophomores, juniors, and seniors. These rules should be maintained and enforced for freshmen men and women so that within these limitations they can better adjust to college life. Upper classmen, however, have made this adjustment and should be responsible for their own conduct outside of academic life.

Practically speaking perhaps an assigned person or a friend could wait up and open the door when that person returns. This is not a new idea in that it is already used at Calvin and at various other colleges throughout the nation successfully.

Now about the visiting policies that we have. At present, off-campus students usually may have friends of the opposite sex in their apartment at almost anytime, whereas on-campus students are allowed only 1-1/2 hours every other Sunday. Could this be remedied by having set visiting hours on Wed., Fri., Sat. evenings and Sunday afternoons for example? Visitors should be signed in and the person they are visiting would be responsible for their conduct.

We also feel that the way in which the present rules are enforced is unfair. According to the Defender all students both on- and off-campus and men and women, have the same regulations concerning curfew, late leaves, and chapel and church attendance. These rules are being especially enforced in the women's dorm but not as strictly in the men's dorm and in off-campus housing. If such rules are going to be maintained and enforced, they should be maintained and enforced equally for both on- and off-campus students, and men and women.

We're tired of throwing this subject around over coffee and would like to see something done about this situation. We are a Christian academic community, and should therefore have Christian trust for people who are of college age. We should have fewer rules than non-Christian colleges. In reality we have far more. These rules can be changed or eliminated, and a more workable and satisfying situation can be established for all students.

LET'S GET SOMETHING DONE!!!

Char Miller
Bev Wedell

Been to a Soup Supper Lately?

It seems that many Dordt student frequent the benefit suppers which are sponsored by Sioux Center societies (e.g. school, church). It also seems that while some Dordt students make gluttons of themselves in the food line, they fail to make their presence known in the contribution line. Attending eaters are expected to contribute a donation (by which the society makes money for its cause), and though no one may stand with a club forcing people to contribute, a donation which covers the cost of the food they have eaten is expected.

During the past year, one society reported that

it had lost money at its benefit suppers, largely because of this type of action on the part of some Dordt students. Because of this type of behavior some societies are planning to set up minimum contribution amounts, which must be met before those attending are admitted to the dining room.

Perhaps Dordt students should take note of this development. Not only bad publicity for the college, this type of behavior seems thoughtless, immature, and totally unfitting for Christian students. Dordt students continually stress their adult-ness. Perhaps this type of action is negating their protests.

Education Students Buckle Down to Classes

The senior education students at Dordt who are returning from practice teaching have a schedule of classes for the remaining half of the semester to fill their requirements for graduation.

All elementary education seniors are taking one 3-hour and two 2-hour courses: Education 364--Principles of Education which brings a development of a biblical philosophy of education, with special emphasis on the application of this philosophy to the major problems of the present day educational system; Education 324--Teaching Arts in the Elementary School; and Education 325--Teaching Sciences in the Elementary School.

For the secondary education seniors, Education 364 is also required as



And Signet makes its first deadline.

well as a course of study the Mentally Retarded-- in each students major. will also continue with that course.

As with former years, nearly all secondary education students will work on an independent study to fill this second requirement.

Those senior education students who have been teaching the Education 302 one hour. night class--Education of

Signet Introduces Color Pix, Larger Size

Dordt's year book, the Signet, is definitely taking on a new look this year, according to Signet editor, Mary Jo Jansen. According to Mary Jo, the Signet is going into the next larger size of book, "like Northwestern's" she said. The small college size of book provides a few square inches of extra space, larger than the high school size which Dordt has used in the past.

Color pictures are another added feature this year, constituting a two-page spread in the introduction to the book. Shaded pictures will also be used, as well as textured pages which will, generally, add to the attractiveness of the yearbook.

Centering on a three-part theme--the individual, the individual within Dordt, and Dordt within the community--the 1972-

73 Signet will feature a new type of layout and copy design. Pictures will occupy three-fourths of the double-page spread, with a single column of copy running down the side of the page. The copy will be hand-written, according to Mary Jo, to preserve the continuity of the community idea.

Mary Jo attributes these new developments to a close-knit staff which has worked hard to get the yearbook together, as well as an excellent photographer, Nick de Vries. The colored pictures, increase in textured pages and larger size come at no greater cost to the student. Mary Jo terms it a matter of "putting money in the right places," and therefore, getting more for the same cost.

It will be interesting to see a totally renovated Signet.

wb

Englich ist verboten

by Samuel Mahaffy

The setting wasn't very German but at least room C160 was re-named Haus Munchen for the beginning of German Saturday school. The German mini-school program that started March 3 is a sequel to the eight week German program that originated last semester in Mr. Boot's German methods class. Last semester's program, conducted by seven German students from Dordt brought together thirty-three students from the sixth, seventh, and eighth grades. After learning over two hundred vocabulary items, as well as German songs and German names, the students had a chance to demonstrate their language skills on "parent's night".

Because of last semester's successful experiment in language teaching, the German 206 class decided to hold Saturday school again. Twenty-five students returned to continue their program at a more advanced level. Eighteen fourth and fifth graders responded to the letter inviting them into the beginners program. Presently Eugene Juffers, Jan Slager, Dave Vander Molen, and Sam Mahaffy lead the beginners while Jay Kelderman, Gary Cookson, Sandy Cooper, and Audrey Smid lead the advanced group. Mr. Boot, affectionately called Onkel Friedrich, supervises the teaching.

The beginning group is taught entirely in German. There is no text-book and no reading or writing. The emphasis is on language as the human activity of speaking. The beginners meet together for singing and group recitation before dividing into smaller groups so the student-teachers can work with them on the new dialogue for the week as well as reviewing old dialogue. Each student and teacher is given a German name and encouraged to speak only German since "English ist verboten." After two sessions, the beginners can sing three German songs as well as perform simple skits in German.

The advanced group uses a text-book from Germany which was designed for ten to fifteen year old students. The approach of the German text-book is to start with something familiar to the student, state the objectives of the lesson, present and drill new material and then practically apply the new material. The advanced group also has records, films, and booklets donated by the German consulate. So far they have been unable to incorporate into their program two toy cars which were also donated by the German consulate. After two sessions the advanced group is experimenting with German songs and poetry as well as verb forms and endings.

On April 7 the Saturday-school students will have a chance to demonstrate their work at the spring meeting of the CMA Foreign Language Departments. At twelve o'clock on the same

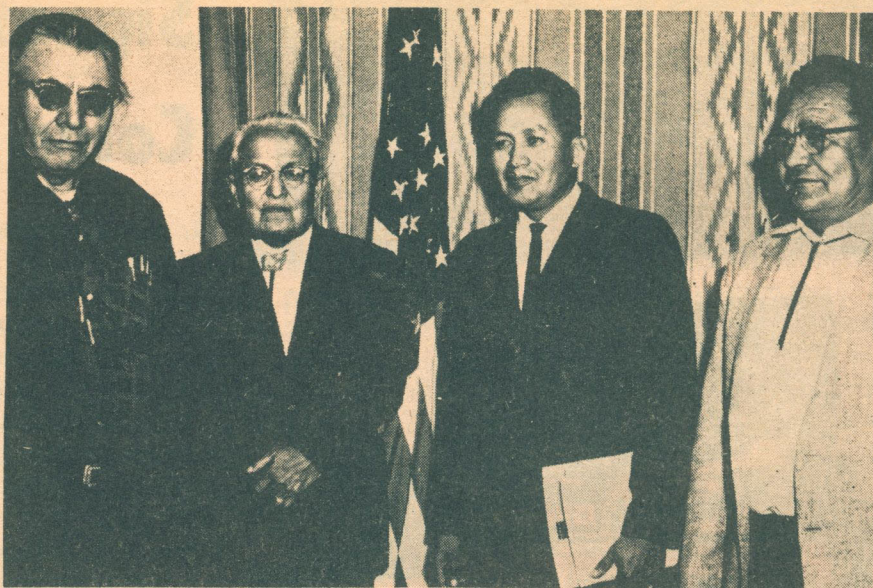
day, the Saturday-school song, "Ich Habe Hunger" will become more meaningful to the students as they join the CMA participants for dinner in the West Commons.

The Saturday-school program gives education students a chance to see what teaching is like before they practice teach in their senior year. It also gives non-education German students a chance to work in their field before they graduate. By teaching in German, the student-teachers gain a better insight into the German language. The innovative approach makes the Saturday-school a type of work-shop in teaching foreign languages. Both the beginners program and the advanced program work on the premise that language is first of all speaking in a particular context. This approach contrasts clearly with the traditional approach to language as implemented in most grade school and high school grammar courses. The stress of the Saturday-school program is on the fact that language will not excite children if it is presented as so many grammatical endings to be memorized, spelling words to be learned and written exercises to be completed. The purpose of the German program is to present language as the human activity of speaking in a particular social and cultural context. German names, skits in German, and German songs are used to suggest the cultural context in which German is spoken.

The Saturday-school faces a challenge unique to their program. The program must be so interesting that young students will volunteer to spend their one "day-off" in a learning situation. By using skits, songs, dialogues, and games, the attention of the students is held for an hour and a half each week. The success of the program is self-evident--the students keep coming back for more.

A key to the success of the program is the ability of younger children to imitate German phrases and sentences without demanding a translation. The fourth and fifth graders are especially responsive since they will more readily imitate the teachers' German and thus learn German in the same way they learned English. While willing to learn, the older students are more skeptical about repeating a sentence they can't immediately understand.

The rule forbidding English speaking was disregarded in order to ask the students, "how do you like German Saturdayschool?" The response was almost unanimous: "I like it a lot better than the other school", "I like the way we learn here. It's more like playing than going to school", "I like it because you don't have to turn in assignments and stuff. You just gotta learn German."



A Fight for Civil Rights

by Tina LaBrenz

The Bureau of Indian Affairs is once more under attack by the American Indian movement and its increasingly active militants. Nearly one hundred years after the problem of what to do with the native Americans was "solved," they have joined the era of Civil Rights with their own list of grievances, and valid ones at that, on the need for reform of Indian land, education and health. Systematically denied, or at least discouraged, from attempting legal, orderly processes of meaningful change, the violence which began at Wounded Knee two weeks ago is evidence that at least some of the members have grown weary of their situation and seek immediate relief through show of force.

Though complaints vary from tribe to tribe in specifics, there are three general areas in which the need for reform has been recognized by all Indians: education, health and land reform. Before any criticism of the B.I.A. can be validated or a movement for civil rights justified, a general picture of Indian conditions causing the unrest should be explained.

Education has consistently been an area of concern for the Indians since the first treaty agreement was signed between white men and red men. Robert Costo, representative of the Cahills tribe said, "In our contact with the white, we have always and without fail asked for one thing. We wanted education. You can examine any treaty, any negotiation with the American whites. The first condition specifically asked for by the Indians was education." The U. S. government pledged well in words--one treaty signed a century ago agreed that for every thirty children who could be induced or compelled to attend school, a house would be provided and a competent teacher found to provide the elementary branches of English education.

Then what has gone wrong? In 1969, Navaho Indians alone found nearly one-third of the entire tribe functional illiterates in English, and drop out rates were twice the national average. When the Indian child first enters school, he appears eager to learn. This lasts only up until about the fourth grade. At this time he is sufficiently conscious of the world around him to know that his culture is considered bad and should be an area of shame rather than pride. By the seventh grade or thereabouts, often a protective wall of silence results, and as school becomes increasingly more tension-producing, the teenager simply leaves the situation by dropping out.

The Indian culture is not only ignored largely by the school system, often times it is flatly opposed by the white interpretation of Indian history, stressing American rather than Indian values. For example, a child in the state of Washington objected to her American history text labeling her ancestors "dirty savages." Declared "uncontrollable," she was expelled from the public school, and her mother was forced to send her to a boarding school--where hundreds of other "problem children" are shipped.

Over half of all Indians are attending public schools with non-Indians, as was declared legal with the Johnson-O'Malley Act of 1934. Two-thirds of the remaining children are sent to boarding schools which are overcrowded, to say the least. Either situation, alien public schools or packed and understaffed B.I.A. boarding schools, has a detrimental effect on mental health. The teachers generally know little about the pupil they are to teach. Furthermore, the relevance or even the existence of the Indian world is denied by the administration, and the Indian child is kept in ignorance of his heritage--or taught that it is inferior. (One essay topic put before Indian children was "Why we are all happy the Pilgrim's landed.") The handicap of linguistic disadvantage is not dealt with fairly either, for the majority of Indian children speak English only as a second language.

Add to this situation the attitude the B.I.A. holds toward education and it is easy to see why Indian young people protest for reform. The administration rewards teachers who hold high attendance because less children means money out of their

pockets; high attendance means larger budget allocations and more power. In short, educational goals are subordinated to the accumulation of power as an end in itself.

Statistics alone show the lack of health care harming the Indian population. The lifespan on the reservation is a mere forty-four years, one-third less than the national average, the infant mortality rate is the highest in the nation, and tuberculosis takes an abnormally heavy toll. Indians suffer more pervasively from hunger and malnutrition than any other group in the United States. Suicide is the second leading cause of death.

The Division of Indian Health of the U. S. Public Health Service was created to fill the need for medical care. Compared to the B.I.A., it has superior professional prestige and competent doctors, but there still remains a shortage of resources. Although the Public Health Service has made dramatic improvements--especially against tuberculosis--Indian health is still below standard.

On March 3, 1913, President Taft reserved the Aleutian Island chain of Alaska as a preserve and breeding ground for native birds, for the propagation of reindeer and fur-bearing animals, and for the development of fisheries. In doing so, he overlooked one important part of the Aleutian environment--the people who lived there. This illustration, shows the need for the Indians'

constant battle to gain equal citizenship with the birds, fish, and fur-bearing animals.

Because Indian land is cheaper, easier and less dangerous politically to take, it is taken for "The Greater Good," for which these principles apply: (1) that private property interests must give way to larger social needs, and (2) that the interests of the majority must be protected. This "Greater Good" policy completely overlooks all Indian tradition and lifestyle. Hunting and fishing are more than a way to eat; they are essential aspects of a religiously ordained pattern of existence. By hunting and fishing, the Indian unites with nature. In this light, the white man's assault on the Indian's right to develop his land, and earn from it, is an attack upon the religious core of Indian life.

Land holdings can be defined five different ways: in terms of area (meter and boundaries); as a present source of income and food, as a basis for future economic and social self-sufficiency, as a resource to be protected for its beauty, and as a holy place not to be defiled or desecrated (the sacred Blue Lake area of New Mexico, for example). The last definition is understandably the hardest for white land developers to take seriously. But even the notion recognized by the U. S. government that land is a source of income has been at times trampled under foot. There is evidence that the non-Indian is the prime beneficiary of the revenue produced by Indian land. For example, on the Pine Ridge Reservation in South Dakota, Indians cultivate less than one per cent of the land. Management of the divided "checkerboard" scattering of land caused by the Dawes Act of 1877 also makes maximum benefit difficult to achieve.

Indeed "mismanagement" is the word that might characterize the entire nature of the B.I.A.'s failure to help the Indian in these three crucial areas.

The B.I.A. came into being (rather ironically) as a division of the War Department in 1834. At that time, the Bureau defined Indians as sovereign nations with whom one entered into peace treaties to cease hostilities. Eventually treaties proved unnecessary. Indians could be regulated and ruled by an act of Congress as a conquered people. In 1849, the B.I.A. was transferred from the War Department to the Department of the Interior. For decades, the B.I.A. has recognizably been resistant to change and largely inadequate to the needs of the Indian nations. Part of the problem may stem from the structure of the B.I.A. itself. Also, the quality of B.I.A. personnel remains low and its level of incompetency high (though it has been improved under the Nixon administration). Within the Department of the Interior, the Bureau occupies a lowly position. The politics of In-

dians versus the politics of resource development (which the Dept. of the Interior stresses) are bound to be bypassed as the less profitable.

In all fairness to the Bureau, it must be mentioned that in its failures, the B.I.A. has kept company with the former Imperial powers of Europe. These European nations have failed to help promising individuals in underdeveloped colonial nations, so that newly formed governments could eventually have trained leaders for political independence. This is no justification for the harsh treatment received, only a possible explanation of the historical context for which Indian policies were formulated. No expanding people in history has ever behaved any differently when confronted by a technologically weaker people--American is not unique in the treatment of Indians.

Possible alternatives to near annihilation were (1.) to leave the Indians undisturbed, which would have been impossible in view of America's famous ever-moving frontier in the eighteenth and nineteenth centuries, or (2) the Indians could have been assimilated. The Cherokee Indians of North Carolina tried this, even to the point of developing their own alphabet, turning to farming, and sending their young men to school. What happened to them? They were forcibly removed from their earlier home to reservations in Oklahoma. In general, the Indians show a pronounced tendency not to be integrated into white society.

Speculating on possible alternatives is a bit of an academic question anyway. Today every young Indian militant knows the history of the U.S. government which tried nearly every conceivable way to get rid of the Indian problem. First the government offered bounties on the scalp of every dead Indian (Gov. Kieft of New Netherland is given credit for originating the idea of scalping, not the Indian, as is commonly believed). Then mass relocation was tried under the Dawes Act of 1877. When assimilation was attempted in the mid-1930's, Indians were forced to live like white men, their tribal religion and cultural practices forbidden. Finally in the 1950's still another policy went into effect called "termination" in the hopes that the Indians could develop self-determination. None of the methods completely killed the Indian people or culture. Vestiges have always remained. Nevertheless, the spirit of the people was seriously damaged. In all the decades since the B.I.A. has held sway over the Indians, the Indians learned three basic lessons. First of all, the Indian found that self-realization was frustrated--it is futile and dangerous to try to keep one's own culture and sense of identity. Secondly, dependency is a virtue and conformity brings rewards. Also learned early and not easily forgotten was the fact that alienation from one's own people and land was the only way to material wealth with few exceptions. In actuality, all three lessons led to the development of what is referred to as "hostile dependence," a condition in which by being passive, by leaving in the hands of the white society complete responsibility for their problems, the Indian would remind the white of his incapacity to solve the problem he had so arrogantly set out to master.



The militant Indian organizations, such as the American Indian Movement, are largely a reaction against hostile dependence. These Indians, mostly younger men, simply cannot see the merit in sitting on a reservation, unemployed and in poverty, as an effective means for protest. Instead, violence quickly attracts attention. In early 1972, the A.I.M. peaceably enough forced an investigation of the casual killing of Raymond Yellow Thunder by a group of whites. From there, the movement took on larger endeavors such as the "Trail of Broken Treaties" in November, 1972, which began as a caravan of station wagons and buses and ended with the armed seizure and ransacking of the B.I.A. headquarters in Washington, D.C. --costing the taxpayers hundreds

of thousands of dollars. In February, the Chamber of Commerce in Custer, South Dakota was gutted by fire and thirty-seven Indians arrested as a result.

Then, a mere two weeks ago, the protestors set up headquarters in a Roman Catholic church in Wounded Knee, South Dakota, after taking eleven hostages. The seriousness of their intentions was epitomized by the words of one of the A.I.M. leaders there, Russell Means, who said, "We've got the whole Wounded Knee Valley, and we definitely are going to hold it till death do us part." (Time, March 12, 1973, p. 27) Their threat brought Sen. George McGovern, William J. Fullbright, and Sen. Edward Kennedy among others to attempt a mediation.



Before the Indians can be condemned for their turn to violent means, consider that they have little effective remedy other than guns and force. The Indian Affairs manual which sets forth the procedures and rules that govern Indians fills thirty-three volumes which stack some six feet high. There are 2000 regulations, 359 treaties, 5000 statutes, 2000 federal court decisions and 500 opinions of the attorney general to bog down legal proceedings with slow, complex red tape. It is much easier to wield a rifle.

The militant Indians represent but a minority of the Indian people just as the Black Panthers cannot be truly representative of the attitudes of the entire black population in the U.S. (the goals of the two groups are somewhat similar). Several chiefs believe that protests are the result of increasing frustration, especially on the part of young college graduates. The younger Indians think they have been overlooked while other minorities have made significant progress.

A definite rift between the Pine Ridge tribal council President Richard Wilson and the leaders of the A.I.M., such as Dennis Banks, Severt Young Bear, Russell Means, has appeared. In large part, the takeover at Wounded Knee reflected civil strife, or a power struggle, between these two competing factions. The A.I.M. seemingly objects to the mixed blood control of the council and Wilson's nepotism. The fight within Indian ranks means that the A.I.M. is not merely a stick for whacking whitey; it represents a revolution within the Indian nation itself. A.I.M. has brought about a greater cohesion as young men of different tribes join together for common goals.

In summary then, there are at least seven major policies connected with education, health, and land ownership, which have remained constant for the last several decades as objectives of the Indian people--goals which they intend to realize somehow, be it with a show of force or work within the reformed structure of the B.I.A. 1. Termination shall take place only with Indian consent; the trust status of Indian lands must be inviolate. 2. Indian culture must be respected, with the Indians left to decide the degree of white man's culture they wish to absorb. 4. Indian education must be radically improved and parental participation encouraged. 5. Lands should be consolidated with title by the tribe, where desired. 6. Job opportunities and economic development must be expanded. 7. The B.I.A. must be reorganized and given more independence. 8. Indians must be encouraged to participate and come to determine their own lives.



ARTS

Journalism
Workshops

Scheduled

Bi-weekly

Ness Concert

Recalls 2001

On Friday, March 9, the Dordt College Chapter of the American Guild of Organists ended Phase II with an Organ recital featuring William Ness. Mr. Ness played a number of pieces on the new Reuter organ at the First Christian Reformed Church. Among the many selections the most unusual was "Alleluiah for Organ and Quadraphonic Tape." This was composed by Thomas Jansen and was dedicated to Mr. Ness. Two large speakers at the front of the church filled the auditorium with electronic music which reminded you of 2001. To this Mr. Ness accompanied with an array of brilliant contrasting chords. While the audience sat awed to this unusual piece it was wondered what place this kind of music has with the church.

Other selections which Mr. Ness performed were Deux Esquisses (Two Sketches: E minor, B flat minor) by Marcel Dupre. Again Mr. Ness proved his professional talent while playing these two difficult pieces.

When the concert ended many agreed that this was the most exciting and unusual of the series. It was a rewarding experience for all those who attended.

hm

Junior Plan

Recitals

Tomorrow night, March 16, at Southwest Christian High School in Edgerton, Minnesota, Dordt junior Vicki Van Essen will present a piano recital.

Vicki will present works from Bach, Mozart, Hindemith, Chopin, and Griffes. It is interesting that Vicki will not present this recital as a requirement in her music major. Rather, this recital proceeds out of ambition and hard work.

Vicki is a secondary education music major, with an emphasis in piano.

hm

Students interested in journalism are meeting every other Tuesday night in an informal discussion group. Using selected chapters from A Survey of Journalism, as well as student papers, the students, along with Mr. Vanden Berg, discuss and examine the techniques, motivations, and goals of the journalistic process.

The students in this discussion session are still experimenting with an effective way of studying the material. Right now, students are taking turns leading the discussion.

More students are invited to attend the sessions. They should come armed with interest and some ideas.

The next meeting is March 20, at 7:45 p.m. in the SUB--either in the Conference Room or the Diamond Office. Watch the bulletin board for details.

kw

Kids

Art Exhibit

Planned

The Dordt Arts Council, a committee which has purchased art pieces for some of Dordt's buildings, is now scheduling a Children's Art Exhibit. Beginning next week, art pieces made by children from area Christian Grade schools will be displayed in the SUB lounge.

Students may be interested in seeing art creations, junior size.



Photo: de Vries

Curriculum Lab Offers Info, Aids



ELEMENTARY

Bc EP

Ac Arc

Photo: de Vries

Madwoman Cast

Insanely Busy

The roles for the Thalian's production of Jean Giradoux's parody of capitalism, The Madwoman of Chaillot, have been cast. The cast is too lengthy to list in this article, but Hattie Allen plays the title role of the Madwoman.

Conventional staging will be used with two basic sets. The first set, an exterior cafe, overlooks the river. The second set, for Act II, is the Madwoman's basement. It includes a never-ending staircase down which the capitalists descend into the "bowels of the earth."

Costuming for the capitalistic businessmen come

from the 1920's, while the Madwoman and her friends dress in the style of the early 1880's.

Giradoux uses some expressionistic technique in the play. That is, he uses a theatrical device to make a point, calling attention to the device itself. The endless staircase is one good example.

Play practice is going well, according to Director Koldenhoven. For this production several improvisational practice sessions are scheduled for the purpose of loosening up the actors and with the long-range goal of an improvisation next year in mind.

tk

Festival Blossoms

Into Art Spree

Music students will have an opportunity to express themselves, and experiment with their imagination and playing ability during the improvisation workshops scheduled during the Fine Arts Festival, April 12-19. Ms. Elaine Erickson, now on the faculty at Drake University in Des Moines, and formerly a Ford Foundation scholarship winner, is scheduled to direct the improvisation sessions. Students will divide into groups, experiment by improvising, and then perform their inventions for the mass group.

Mr. Guy Varud, owner

of an advertizing agency in Sioux Falls, S.D., and a former student of Mr. Henry De Groot, along with one of his agency artists, will lead a Commercial Art seminar also during the Festival. This seminar, of special interest to art and business students, will deal with considerations necessarily taken in constructing an ad: text, pictures, sketches, headlines, space.

Mr. W. Bolzer, accomplished amateur sculptor from LeMars, Iowa, will head the sculpture workshops. A special feature during the Festival, Mr. Bolzer will

If there isn't a game or a concert, and if it's a rainy cold Monday night, you'll find the majority of students in the library. Some socializing and some studying goes on. But how many of us say we can't study in our rooms, so we pack up our books and head for the library? Although it's a great quiet place to study, there are many of us who have never taken the opportunity to use, nor much less ever heard of, the many resources the library has to offer.

Take the curriculum lab room. According to Mrs. Hulst, there are many students who have never heard of it and of those who have, there are few that use it. Within the large room on the lower level there are many shelves containing student and teachers' textbooks, manuals, workbooks and sample tests. All of these are listed in a separate card catalog located in the lab room. The vertical file contains audio-visual catalogs, maps, publishers, pamphlets, and study and teaching aids. Although the lab room was made available to aid those students involved with student-teaching, the audio-visual materials should prove to be of interest to everyone. This includes charts, kits, records, and transparencies. All these materials, except the equipment, may be checked out for one day.

Mrs. Hulst invites everyone to check out the curriculum lab room and make use of the many resources it has to offer. If students wish to take materials out they may do so as long as they are checked out. Mrs. Hulst explains that there are many materials and catalogs taken from the room and are not checked out. The library would appreciate all missing materials returned.

exhibit some of his work. He also plans to demonstrate the art by actually sculpting during the sessions.

At the FAF Carnival, the capstone of this festival or improvisation and participation, displays of art projects completed during the week, presentations of stories, poetry, and other writing accomplished during the festival workshops, and live musical and dramatic improvisation will be the order of the evening. The entire classroom building forms the setting for this final art spree.

kw

Vocation Seekers Take Note

"What do you want to be when you grow up?" How many thousands of times haven't we been asked that question when we were young. Then in high school when many of us were "grown up" and had decided on a possible vocation we were told, "You need a college education to get a good job!" Well, here we are, at Dordt, "working our pants off" trying to get that college education while we are hearing of the increasing difficulty college graduates are facing securing jobs. Why are graduates turned down by employers?

We, as students, should never underestimate the importance of good grades for they represent a high level of achievement in the judgment of almost all employers. However many of you may know of a graduate who maintained the highest grade average throughout all four years of college and yet he is turned down by one employer after another. What are his shortcomings?

What about our personality? Could it be inadequate to meet the employers demands? When an employer is asked to indicate the factors which are most important to the selection of college graduates for jobs, personal qualities generally top the list. Without chosen vocation in mind, what really is our attitude towards it? Before your scholastic record, you can be sure that the employer will look into these personal qualities first and if we fail in them it greatly hampers our chances of getting that job.

When we graduate, many of us will have an unrealistic idea of what to expect in business. Some of us will have poor oral expression, will lack motivation, and some will fail to determine what they want to do. If we fall short with any of these failing qualities, NOW, before we graduate, is the time to change them.

Mrs. Vandenburg, of the library, urges all students to make use of the assorted vocational handbooks they have. They are constantly updated and should prove helpful to the student in aiding him to meet the qualifications of the vocation he has chosen.

Here is a list of some of the college graduate shortcomings as listed by leading business: Overemphasis on management positions. Expect too much too soon. Reluctant to accept routine training assignments. Unaware of competition

for advancement in industry.--68 companies
Unrealistic idea of what is expected in business. Inadequate understanding of business-- 48 companies
Lack of ability to write clearly and concisely. Poor writing skill.-- 46 companies.
Poor oral expression. Inability to speak effectively.--45 companies.
Lack of specific goals. Failure to determine what they want to do. Failure

Called to Serve Gets Varied Reaction

Last fall, the Spiritual Activities Committee decided to make the Key '73 material Called to Serve available to all Dordt students. The committee also prepared for group study and discussion of this material.

Group leaders were selected from the Dordt student body by the committee and a short introductory training session was held for these leaders with the Rev. Wesley Smedes of the Home Missions Board of the Christian Reformed Church.

The group discussions were set for every other Wednesday night at first, beginning on November 15. The individual groups could meet at different

to investigate possible fields of work. Unaware of opportunities in business.--23 companies.
Overemphasis on degree. Failure to recognize the value of experience and on-the-job training.-- 19 companies.
Immaturity. Poor social adjustment.--16 compns.
Unrealistic appraisal of their own abilities. Unrealistic goals.--12 companies
Overemphasis on salary and benefits.--7 compns.
Lack of motivation. Lack of drive.--6 companies
Inability to recognize practical problems. Lack of ability to analyze and solve business problems.--5 companies.

You will note that employers are concerned that college graduates often expect promotion before the company considers them ready. The company emphasizes the importance of training on the job and experience.

hm

times according to their preferences after things got started.

The initial turn-out for the Called to Serve study was quite large with nearly twenty groups of seven students each. Enthusiasm has dwindled and now there are approximately half as many individuals participating.

Most students involved in the study feel it is a real blessing to meet together in discussion groups of this nature but not all are satisfied with the course material in the booklet Called to Serve.

wb



Photo: de Vries

Don't worry, Al, things are bound to work out.

Violence Ad Infinitum

by Gail Stockmeier

Again and again political acts of terror are reported to the world. Recent years have seen a frightening rise in recurring skyjackings, assassinations, bombing, murders, kidnapping and guerrilla activity. Just this past week a barrage of such violence echoed around the world. In Khartoum, Sudan, the retiring U.S. Ambassador, his replacement, and the Belgian Charge d'Affaires were kidnapped at an Embassy party and were held hostage pending the release of prisoners in Jordan, the U.S. and West Germany. When the releases failed to occur, the Black September terrorists murdered their hostages. On the other side of the world the Governor of Bermuda and his aide were assassinated while out walking together. Irish terrorism has enlarged its scope to once again include London. Several huge bomb explosions have rocked the city. Meanwhile several hundred miles from Dordt the United States is witnessing a bitter face-off between protesting Indians and state and federal law-officers at Wounded Knee, South Dakota.

While the circumstances of these acts of violence are desperate, they are basically alike in provocation. All of these terrorists have political grievances. All have lost faith in accomplishing their goals through peaceful means. They feel that their respective governments will only listen and respond affirmatively if they are forced to by violence.

It is easy to condemn terrorists. They are obvious lawbreakers and often vent their rage on completely innocent victims. However, there is a real danger that in our horror for violence we will fail to listen to what these people are saying. I am thinking especially of the American Indian situation. The Indians have an over 200 year history of poignant, and often horrifying grievances perpetrated upon them by whites, and by the U.S. government. The past year has brought Indian protest and demands for justice that will not be silenced. Many have become impatient and are now resorting to violence to demonstrate their despair. In condemning violence we must not blind ourselves to the injustice which causes it. If our government and we as citizens don't listen to these people's words and attempt to work things out together in a spirit of compassion and love, we will undoubtedly be faced with continued violence. Injustice reproduces itself.

SOS Aids With Summer Jobs

Students should consider working in Europe this summer. Recently raised wages in Europe will not only offset any loss in dollar value, but a few weeks work at a resort, hotel or restaurant job providing wages plus free room and board will actually pay for the youth fare air ticket and provide leftover cash for traveling around Europe. Temporary paying student jobs are available to any student willing to work in order to see Europe.

Most jobs are in Austria, Switzerland, France and Germany in such categories as resort, hotel, restaurant, hospital and farm work. Jobs are also available in factories, offices and shops. Standard wages are always paid, and room and board are arranged in advance and provided free of charge with most jobs. The Stu-

dent Overseas Services (SOS), a Luxembourg student organization which has been helping students for the past 15 years, will obtain a job, work permit, visa, and any other necessary working papers required for any college student who applies early enough. SOS also provides a job orientation in Europe before going to your job.

Application forms, job listings and descriptions, and the SOS Handbook on earning a trip to Europe may be obtained by sending your name, address, educational institution and \$1 (for addressing, handling, printing, and postage) to Placement office, SOS, Box 5173, Santa Barbara, Calif. 93108. Inquiries and applications for paying jobs in Europe should be sent early enough to allow SOS ample time to process the papers.

Dordt Gets Back on the Track

For the third year in a row, financial wizard DeWit has pulled his old track shoes out of the closet, hung a whistle around his neck and, clipboard in hand, set out to whip together a track team for Dordt. Starting this week, he began to hold regular workouts with the team.

The track team is headed this year by captain Keith Kreykes and has a total of 17 members. With 7 returning lettermen, DeWit is expecting a strong team. Together they will compete with other college teams in the area. To date, the team is entered in six meets before the end of the semester. Although Dordt will not participate in the Northwestern meet due to the early semester end, they are expected to enter the Sioux Center Invitational. Coach DeWit is also trying to set up some triangular meets which would be held at the Athletic Field.

The track team looks forward to a good season of competition this spring. One more thing--if there is anyone on campus who can run the 100 yd. dash under 9.9 seconds, he should get in touch with the team.

jdj

Briefly Speaking...

Congratulations to the Alley Cats who came out on top in the bowling tournament. They slunk that old bowling ball in there for the best game to overcome their opponents.

Men's basketball is in its last games prior to the playoffs and there are only two teams left which are undefeated, one in each league. League A has Los Sudores (jr.) led by such able players as Bernie Gabrielse and Glen Droog. In League B, the only undefeated team is the Beaners. They are led by Bob Grussing and Steve Oppeneer. We wish all the teams that make the playoffs the best of luck and may the best team win!

From the looks of things, the Hundred-mile Club is looking for the weather that we've been having lately in order to run. Only Dutch Spillman is up to the 100 mile mark yet; the others are only half-way or less. Let's get it on and get some miles in during the nice weather!

bz



Photo: de Vries

Golf Team Plans Spring Action

For a number of years, Dordt students have played golf on the local courses in and around Sioux Center. Last fall an attempt was made to organize a few of those golfers into a Sports Club, and compete with other colleges in the area. Coached by Prof. De Jong, the Dordt Golf Club consists of five players. Bob Schippers is team captain. There are a total of three seniors on the team: Bob Schippers, Art Vander Wilt, and Jack de Blaey; one junior, Dave Bishop; one freshman, Dan Weitzel.

According to De Jong, the team has great potential. Schippers seems to be the most consistent of the team and has an excellent disposition for the game, which helps when one misses an easy putt! The freshman, Weitzel, seems to be the golfer to watch, according to De Jong. Dan's asset is his ability to get great distance in his drives, a positive factor in attempting a low score. Bishop, Vander Wilt, and de Blaey can all consistently break 80, thus rounding out a fairly strong team.

The Golf Club has entered eight matches this spring. There will be four home matches run at Sandy Hollow and a mammoth tournament to be held in Cedar Falls. Among the twenty teams competing will be teams from the University of Iowa and of Northern Iowa. Dordt can expect some stiff competition. A busy season is ahead of the team this spring.

Concerning next year, De Jong is trying to make golf a fall sport because of the longer season. He will be needing more golfers next fall to replace this year's seniors. Anyone considering joining should start to brush up during the summer.

jdj

Baseball Anticipates Good Season

The winter sports are almost over and spring sports will soon begin. The Dordt Baseball team has begun practice for their spring trip which begins March 22. Dordt has 8 lettermen returning: John Visser (first base, pitcher) Randy Niewenhuis (pitcher, shortstop) Marlow Van Ginkel (short stop) Dan Gritter (3rd base) Dave Heimstra (outfield) Bernie Gabriels (catcher) Lyle Faber (pitcher) and Joel Peters (2nd base). Other members of the team are Ivan Van Duyn, Brad Dirksen, Bob Visser, Doug Vander Griend, Tim Serr, Kent Van Groningen, Rich Marcus.

Because of Dordt's short spring it's hard to play a large number of games. The team will not be able to practice on an infield till their first game.

This has a tendency to cause errors from misjudged balls and uncoordinated fielding. We'll have to see how they do their first game against Colorado School of Mines in Golden Colo. CS of M went to the NAIA playoffs last year and were defeated in a close game by the current champions. Also on their spring trip they will be playing Metro State (Denver) and St. Benedict in Atkision Kansas.

Coach Altena says he feels they could have a good season. He feels he has "adequate" pitching, "good" hitting, strong defense. The team is looking for a catcher and play maker to take over Negen's spot.

The team has been working hard and is fired up to play, so let's hope they can do the job.

11

BB Marathon Set for Weekend

The annual I-M basketball marathon will get underway this weekend with the freshmen pitted against the hordes of Upperclassmen. Action begins immediately after the Travelogue and carries on until 5:00 pm on Saturday.

Who will take the game this year? The Golden Horde or the Young Infidels? Only time will tell.

Time out.

jdj

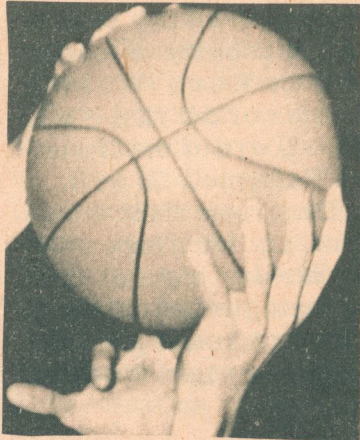


Photo: de Vries



Photo: de Vries

