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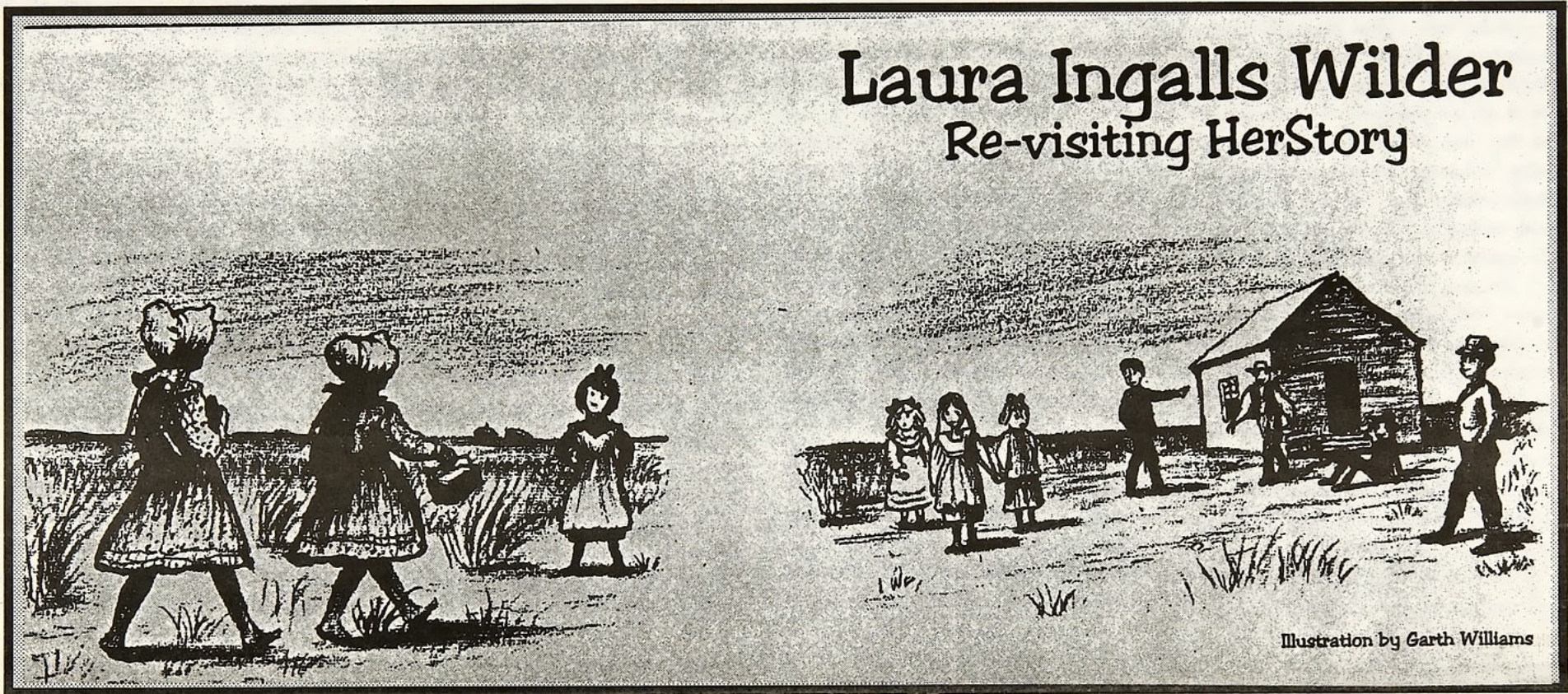


Illustration by Garth Williams

Laura Ingalls Wilder Re-visiting HerStory

By Lydia Wittman

Near and dear to many of your hearts, Laura Ingalls Wilder will be revisited tonight in the dining hall during dinner and a panel discussion at 6:30 p.m. As a cherished figure of many childhoods, she is the focus of much activity on the campus today. Some internationally accredited professionals, including the Laura Ingalls family biographer William Anderson and Michael Dorris, Native American author of *The Broken Chord* and *Crown of Columbus*, have come to Concordia by

the invitation of Professor Eleanor Heginbotham and Dr. Jeff Burkart to discuss the Laura Ingalls tales and their place in American history education.

"This has really blossomed into a special event of regional importance," says Dr. Burkart of today's activities. "Great oaks come from little acorns, just like this event has grown from a casual conversation with Ellie about Laura Ingalls Wilder. We're now expecting almost 1,000 children from area schools to attend the activities

in the Buetow during the day."

Much of the event's popularity is due to the ethical issue raised by both Dorris and Dr. David Bealieu, Commissioner of the Department of Human Rights in Minnesota and a member of the Chippewa tribe. Heginbotham explains that Indians and their descendants question the use of Laura's books in education because of their negative portrayal of Indians.

In defense of Laura, however, Heginbotham states, "It is hard to fault her

because her stories are based on her experience and point of view. It's the job of educators to fill in the rest of the story." Burkart adds, "Educators need to teach the books in context, understanding all the facets involved. In that understanding we have a richer viewpoint and can enjoy reading and learning."

"Laura Ingalls' books provide good, wholesome reading," agrees senior Sara

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Who Is Spending Your Money?

by Lisa Lindeman

Student Senate makes many important decisions that influence the lives of all Concordia students. One of these decisions is how to spend capital expenditure money. The student body president decides when capital expenditures will be discussed, but decisions are usually made near the close of the school year. Because that time is soon approaching, Concordia students need to be aware of what capital expenditures are, what the process of spending this money involves, and how it affects us as students.

Capital expenditures is a term few people

know or understand. Many common misconceptions exist such as defining it as "extra money" or the like. This money is actually both budgeted and designated. At the beginning of the school year, Student Senate traditionally sets aside 10% of their budget for capital expenditure; nevertheless, this is not a set percentage. This year 10% of the budget came to \$9,300; however, some money was subtracted to pay for expenses from the previous year. The reason this money is designated is to ensure that little things are taken care of. It allows for Senate to contribute money in

areas that directly impact the lives of the students.

How does Student Senate decide how the money is spent? A group may present its request for capital expenditure money at a Senate meeting. The representatives on Senate seek out input from their peers and rack their own brains for ideal ways to spend the money. Opportunities for student input is provided through "Graffiti Boards" and other postings. Senate considers all options, keeping in mind specific guidelines previously determined. One stipulation for capital expenditures is that the money must go towards

something that can be paid for all at once, a one time payment. Another requirement is that the money spent should benefit the whole student body. Although all of these guidelines are important, they are not absolute.

How does this impact us as students? The students of Concordia are responsible for making their opinions known to their representatives and to Student Senate. Organizations should be aware that now is the time to present ideas to Senate. Keeping the guidelines in mind, students need to support Senate and contribute actively in this decision making process.

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