

THE POINTER

In This Issue:

Drama Dept.
Women
Intramurals



SERIES VIII, VOL. 15

UW-STEVENS POINT, FRIDAY, FEBRUARY 4, 1972

NO. 16

Prisoners Get Chance For Further Education

Many people are talking about prison reform but few have the ways or means to take action. And while most think efforts must start with the large institutions, they are forgetting the many men who are incarcerated in the county jails.

One man who realized that there are needs for the prisoners at his own backyard, has started a program for inmates at the Portage County jail. This man is Daniel Houlihan, an assistant professor of communications at UW-Stevens Point.

The program Houlihan has started is an experimental one which began last November and is continuing this semester. Through it Houlihan hopes to improve thought processes and create rational thinking.

The inmates meet twice a week for 90-minute class sessions, once in the City-County Building and once on campus. The inmates are able to attend classes through the work-release program, and those who attend the classes have been released on this program before. Participation in the class is voluntary.

The format of the classes include discussions, lectures, and films. Houlihan said the subjects deal with the areas of humanities, history, science, and anthropology. He said he offers a variety of things in order to see just what the inmates want included in the classes and are interested in.

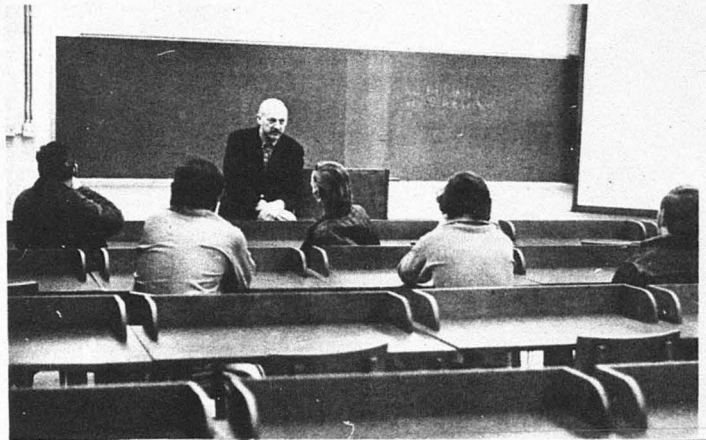
Since the prisoners serve short sentences from 30 days to one year, the turnover is large and each class may have different people in it. To compensate for this, Houlihan said he must make every class an entity. And since the educational levels of the prisoners

vary from the third grade through college and ages vary from 19 to 66, each class must have elements which appeal to all.

Also included in the program are tutors who teach the basic skills of reading and writing to those who lack these skills. Houlihan said that

he also spends time with the men in the jail talking with them to find out what they are interested in.

cont. to page 4



Dan Houlihan conducts his class for prisoners....

Follow The Yellow Feet....

Following a series of yellow footprints on the 5th floor of the LRC building leads one into the Instructional Materials Center and its collection of largely non-print material. Recently moved up from the basement, the IMC collection contains films, filmstrips, tapes, cassettes, records, study prints, video-

tapes such as *Selling of the Pentagon*, loop films, slides, and educational games and kits.

"Some people still confuse us with Instructional Materials Service," smiled Susan Schrup, head of IMC, "they want to get a projector from us."

Instructional materials for all of the departments are

available with just a phoned-in reservation to the faculty, student teachers, dormitories, campus groups and to the community, however a nominal rental fee is charged to non-campus organizations. Kits containing records and filmstrips on subjects such as Drugs, Alcohol and Venereal Disease have been shown in the dorms. Student teachers are allowed to have material for a day, using it as a teaching aid. Various kits enable them to show pupils xeroxed copies of actual documents with historic value.

IMC has a card catalog listing

its collection of materials which are also listed on cards with a green stripe in the large card catalog on the first floor.

A film preview room and carrels containing various projection and audio equipment allow for the use of IMC materials immediately. The Instructional Materials Center is open for 60 hours during the week.

Monday—Thursday 8:30 am—9:00pm

Friday 8:30 am—4:30pm

Saturday 10:00 am—12 noon

Along with the large non-print collection, IMC has textbooks in every area with curriculum

guides, books on instruction, magazines dealing with education and magazines that can be cut up by those needing pictures or articles.

During the period of a year ending in July 1971, some \$10,000 worth of materials were added to IMC. Prices for films ran from \$4.50 to \$19 with the money coming from the various department budgets.

Apparently few students are aware of the 5th floor IMC and it's yellow foot prints. Neither the student at the check point or one working behind the main desk in LRC knew what IMC was.



Managing the media...

I.D. Validation

Students may have their identification cards validated for second semester on Tuesday and Wednesday, February 8 and 9, in Room 104 of the Student Services Center. There will be less waiting if everyone reports as nearly as possible to the following schedule.

Students with birthdates in January, February, or March should report from 9:00 a.m.—11:30 a.m. on Tuesday February 8.

Students with birthdates in April, May, or June should report from 12:30 p.m. - 4:30 p.m. on Tuesday, February 8.

Students with birthdates in July, August, or September should report from 8:00 a.m. - 11:30 a.m. on Wednesday, February 9.

Students with birthdates in October, November, or December should report from 12:30 p.m. - 4:30 p.m. on Wednesday, February 9.

GI Toll

The following casualty figures for Indochina are based on U.S. government statistics. They are lower than U.S. casualties reported by the liberation forces. Figures are from Jan. 1, 1961, to Jan. 15, 1972. Figures in parentheses are for the week Jan. 9 to Jan. 15. Killed: 45,637 (5); "non-combat" deaths: 10,047 (8); wounded: 302,519 (26); missing, captured: 1617.





WSU- SP Foundation And Vietnam

Part II

The year was 1966; America was in the midst of what was then called a "police action" in Vietnam. True to our nature, peace-loving America had rushed to defend (with poisons, napalm, bombs, and bullets) poor beleaguered South Vietnam from the world communist menace. This modern day crusade to make the world safe for democracy brought forth a "helping" spirit in America. "We must 'help' the Vietnamese defend themselves and secure democracy," said our leaders. It was not long before our leaders realized that if the United States was going to effectively establish democracy and love of the American way in South Vietnam they would have to offer more "help" than just killing their people and destroying their countryside. So, in conjunction with our "military help" the United States Agency for International Development USAID decided to "help" develop education in South Vietnam. At this point the University of Wisconsin-Stevens Point became involved.

Why Stevens Point?

Prior to coming to Stevens Point deceased President James H. Albertson had served as the Assistant to the President at Ball State University in Muncie, Indiana. While at Ball State, President Albertson became good friends with a colleague named Robert La Follette, who after retiring went to work for USAID as an educational consultant.

In the summer of 1966 Mr. La Follette, representing USAID, asked President Albertson to head a team of educators to look at higher education in Vietnam. For any number of possible reasons, President Albertson agreed to involve himself and Wisconsin State University-Stevens Point in the project. Mr. William B. Vickerstaff, Assistant to the Chancellor, explained to the Pointer that once Albertson agreed to enter into contract with USAID a question arose as to what the best possible relationship between USAID and the university might be. Mr. Vickerstaff pointed out that it was finally decided "for ease of administration" to draw up the contract with the newly formed private corporation, Wisconsin State University-Stevens Point, Foundation.

Extent of Program

The project got underway in March, 1967 with President Albertson heading a seven man team of educators. This original team was composed of Dr. Harry F. Bangsberg, President of Bemidji State College, Dr. Arthur Beattie, Dean of the School of Business and Economics at Whitewater, Dr. Vincent F. Conroy, Director of Field Studies at Harvard, Dr. Howard G. Johnshoy, Dean of Academic Affairs at Gustavus Adolphus College in Minnesota, Dr. Arthur D. Pickett, Director of Honors Program at University of Illinois, Chicago, and Dr. Melvin L. Wall, Head of Department of Plant and Earth Sciences at River Falls. In the process of conducting an initial survey their plane crashed on March 23, 1967, killing all aboard.

To complete the original task of the survey team Dr. Burdette W. Eagon, Dean of College of Education at the time, headed a new team of educators. Their final report "Public Universities of the Republic of Vietnam," was issued in April 1967. Since this initial survey report, numerous reports and projects have been conducted. In June 1967 Dr. Eagon headed another study which dealt with proposals for reorganizing, elementary, secondary, vocational-technical, and adult education in Vietnam. In October 1967 a seminar in higher education entitled "Policy Formulation in American Education" was coordinated by Dr. David L. Coker, Dr. Eagon, and Mr. William Vickerstaff.

More specific reports and investigations have also emanated from the program. For example, Dr. Leonard L. Gibb wrote a report entitled "Basic Student Services Program" in July 1970, and Mr. Earl C. Seyler, Assistant Dean of Admissions and Records at the University of Illinois offered a report in May, 1967 on the establishment of a registrar's office in the Universities of South Vietnam. The reports mentioned so far have been just a

miniscule sample of the kinds of things the Foundation has investigated and reported on. These reports, investigations, and surveys have been going on continuously since President Albertson's first trip to South Vietnam. Presently, the Foundation has Dr. Fred Procter and Dr. O. W. Hascall involved with investigations in Vietnam. Dr. Procter is a resource person from the University of Missouri, and Dr. Hascall in from the American College Testing Service.

Over the past five years of this university's involvement a significant number of UW-SP personnel have contributed advice to the South Vietnamese. Among those who have participated are: Dr. Burdette Eagon, Mr. William Vickerstaff, Dr. David Coker, Dr. John Ellery, Chancellor Lee S. Dreyfus, Dr. Winthrop Difford, Dr. Leonard Gibb, Dr. Arthur Fritschel, Dr. S. Joseph Woodka, Dr. Gordon Hafebecker, Dr. Carol Marion, and Mr. Richard C. Schneider. Mr. Vickerstaff assured the Pointer that the Foundation has reimbursed the university for all the time and money it has spent on the Vietnam project.

The original contract with USAID was for \$170,000, but it was later extended to include another \$170,000 with the expiration date set for May 31, 1972. The way the situation looks at present, according to Vickerstaff, the May 31 date will probably be extended to December 31, 1972 so that final reports may be concluded.

Recommendations

Mr. Vickerstaff has stated to the Pointer on two occasions that the study of education in South Vietnam was designed merely to offer suggestions for improving their educational institutions. He stated, "It was our purpose to offer ideas as to how to improve their education. We are not going to push our educational system on them." With this in mind, let us take a look at some of the recommendations made by the United States investigating teams.

Dr. J. C. Clevenger was one of the investigators who wrote a report on his findings and made several recommendations. One of the suggestions he made in his report entitled, "Student Personnel Services in the Public Universities of the Republic of Vietnam" was that future administrators in student personnel services "should be carefully selected and sent to the United States for a specially designed one year training program."

In Dr. Eagon's report "Public Universities of the Republic of Vietnam," several recommendations are of special interest. The first one made by Dr. Eagon's team concerned itself with establishing organization and efficiency. They proposed that "The legislature should exercise its ultimate responsibility for higher education through its authority to approve the appointments of members of the Governing Board of the University of Vietnam, after nomination by the Chief of State." They went on to suggest that the governing board "have the authority to direct all public higher education in the country." This recommendation appears to be somewhat similar to the Board of Regents in Wisconsin.

After examining the schools in the various universities in South Vietnam, Dr. Eagon's report also recommended that "agriculture, the various fields of engineering education, and business and public administration need to be elevated to university status." The recommendation also pointed out later that four year programs in the arts, sciences, social sciences, and humanities must still be a vital concern of the universities. It seemed to be the desire of the United States educators to develop more technical-vocational universities. At the conclusion of the recommendation the report states: "The creation of new programs in agriculture, engineering, and business administration and the reordering of present university programs are recommended as a means of closing the wide gap that exists between the needs of Vietnam and the purposes manifested by public higher education."

For the most part the numerous findings concludes that Vietnamese education was unorganized, inefficient, and somewhat irrelevant to the country's needs. In view of these findings, the project's recommendations, in the majority of the cases, suggested that the Vietnamese learn our way of operating. (Copies of the complete findings

and recommendations are available in the university archives.)

Benefit To Vietnam and UW-SP

The purpose for the existence of the WSU-SP Foundation is to engage in programs which will benefit this university and all of the public. Mr. Vickerstaff assured the Pointer that the Foundation's involvement in the USAID project has done just that. He noted that once the contract is closed the Foundation will make a minimal \$3,000 to \$4,000 profit. Mr. Vickerstaff explained that although the Foundation will reap a small monetary gain from the project, the major benefit to the university was the "broadening of experiences" of the staff which were involved in the program. He also claimed that without the USAID contract Stevens Point would not have been able to establish campuses abroad. "The traveling to and from Vietnam enabled us to explore the possibilities of establishing the semester abroad program," remarked Vickerstaff.

Vickerstaff also voiced the belief that the Foundation's suggestions and contributions regarding South Vietnamese education have "helped" South Vietnam. "First," he remarked, "we are finding that their elitist concept of education is being cracked. They are beginning to believe that education is not simply for the wealthy, but for all the people." "Secondly," he continued, "the area of student relations is undergoing change. Now they are more open; more like our attitude. They have accepted that students have some role in the university." Vickerstaff concluded, "Also we believe that they are moving toward a more democratic society. We can't take total credit for this though. They also have professors now that have been trained in the United States."

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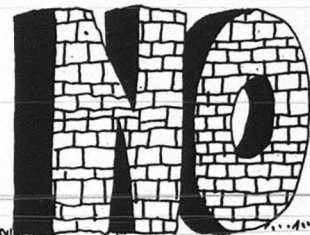
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The Pointer is a second class publication, published weekly during the school year in Stevens Point, Wisconsin, 54481.

The Pointer is a university publication, published under authority granted to the Board of Regents of State Universities by Section 37.11, Wisconsin Statutes. Publication costs are paid by the State of Wisconsin under contracts awarded by the State Printing Section, State Department of Administration, as provided in State Printing Operational Bulletin 9-24 of September 1, 1970.

Drama - Dept. Of The Month

"All The World's A Stage"



Chairman Faulkner

By Gary Rutkowski

The University of Wisconsin-Stevens Point is celebrating in this school year its 50th anniversary of theatrical activity on campus. The rise of theatre at this university has weathered many years from its first organized season under English professor LeLand Burroughs in 1921, through its association with the Department of Speech and Drama in the 1960's, to 1967 and its establishment as the Department of Drama and finally the approval of a Drama major in 1971. Today, with the department offering a major less than a year old the *Pointer* takes a look at the Drama Department, in this, its Department of the Month series.

The Drama Department formerly housed in Nelson Hall is now located in the Fine Arts Building. Dr. Seldon Faulkner, chairman of the department heads a staff of nine full-time faculty, four of which have tenure status. Five members of the Drama staff have Ph.D.'s. There are 55 students majoring in Drama (there are in companion 351 English majors) and 60 minors. In order to qualify for a major in Drama, a student must acquire a minimum of 45 credits, 36 of which must be in Drama, including Drama 130, 171, 240, and 375. The Drama Department now offers 42 courses.

The Drama and Theatre budget including library allocation (\$2,500.00) and film rental (\$1,250.00) is \$61,580.00. An additional \$101,695.00 is spent on faculty salaries. \$13,000.00 of this budget is allocated for 17 student assistant positions in the Drama-Dance department. These are students hired through the Financial Aids Office of the university. They are paid for working 15 hours per week at various jobs within the department. These include 8 scenic technical assistants, 3 costume technical assistants, 2 box office clerks, 1 house manager, 1 publicity assistant, 1 departmental clerk and 1 dance accompanist.

Tenure

Tenure is, in all departments, an important and sometimes controversial issue. Dr. Faulkner offered this history of tenure within the Drama department. "Retentions in any department is a continuing process. Until the statutory tenure dates are reached, faculty members are evaluated by their colleagues each year. There have been no administrative rulings of non-retention among Drama-Dance full-time faculty since formation of the department. There have been

five resignations. Three of these left to return to graduate school; one left because of apparent dissatisfaction with the then-current situation at this university; and one returned to a former area of employment in the far west. Of the current faculty there are two resignations, both in dance. Miss Jan Hover has indicated that she will be returning to Graduate School for her Masters degree next fall. She has been offered retention and the possibility of a leave of absence. The other, Mrs. O'Keefe, resigned for maternity reasons.

In connection with retention and tenure Chairman Faulkner was asked what qualities he looks for in a prospective drama instructor. He replied, "You must think in terms of what you are trying to achieve. I look for the ability to 'do it on stage.' The way I see it, not all artists are good teachers and not all teachers are good artists. The stress I am trying to indicate is that I would rather, in a production situation, see a good faculty artist serve as an example than have a very fine teacher; and there are many of these and there is nothing wrong with them, who can't really direct or act or scene design or do the things which he is suppose to be able to transmit. The best of all worlds is to get someone who can do both."

Department Expenses

Last year the Drama Department ended its theatrical season with a deficit of some \$1800.00. According to Dr. Faulkner, the overspending was a result of the general rise in inflation and expenses incurred in moving into the new Fine Arts facility. The deficit, because the university theatre has a revolving fund, was deducted from this year's allotment. Budget problems this year, however, continue to be more the rule than the exception for the department.

In December of last year the Acting Company, a group of 5 salaried student assistants, was cut from the Drama budget allocation for student assistants. When asked why this was done, Faulkner said, "Pure funding and plus the idea that the experiment wasn't working that well." Faulkner explained that the Acting Company had been designed so that students could devote their attention to the play production at hand. Some, he reported, had not taken their duties seriously enough. That, and "the fact that we were rapidly running out of funds dictated the need for a change." The need for change also

resulted in the firing of technical assistants. Faulkner admits that although their work was in question the budget still played a part in their dismissal. The \$13,000.00 student assistant allotment must carry into the summer months for six to eight students working 40-hour weeks, and with little hope of an additional allotment, Chairman Faulkner remarked, "So what we are doing is retrenching and trying to make it last for the entire year."

The university theatre has within its budget an estimated income of \$9,000.00. In order to make that budget, the theater has yet to bring in some \$4,664.00 in ticket sales before the end of the year. Since student ticket money has already been received from activity funding, this figure must be reached by sales to the public. Tickets are \$2.00 per seat. Season prices are ten dollars for the Winter season and six dollars for the summer. If all winter season receipts are in this would mean that 2,332 individual tickets or 777 summer season tickets must be sold to balance the budget. The difficulty in doing so may be seen more clearly in that there are 391 seats in the theatre of which, according to Faulkner, some 70 percent are taken by students whose money should already have been received.

S.R.O.

Dr. Faulkner was asked about the sale of 'standing room' tickets for Drama productions. The Chairman replied, "We don't sell 'standing room,' as such. What we sell is a conditional admission to the seats that are available in the house. In other words, if there is an empty seat and the ticket is gone, then we don't want to deprive someone who is there and ready to go in from taking that seat. So what we do is let him in to take that seat with the understanding that, should the owner show up, they have to get out." Faulkner was asked if the department stood to make a double profit on such seats. He answered, "Exactly. That's why we make it conditional. But, I would rather have someone in a seat. Yet it is not fair to those who have paid \$2.00 for a seat to give as good a seat free to a public person and so we try to even it out that way."

Chairman Faulkner also offered comment on the practice of issuing complimentary tickets. "We have issued 171 complimentary tickets for this year. One hundred and two of these were given to poster patrons. A poster patron is an area merchant who agrees to display our theatre posters in his place of business for the entire season (six posters). In return, he is offered two tickets admitting him to one of our Sunday opening performances. Thirty-eight complimentary tickets were given to faculty members. These include complimentary privileges extended to members of the Drama-Dance Department, to the Dean of the College of Fine Arts and to Chancellor Dreyfus. Thirty-one complimentary tickets were given to key players. These are students who are members of the Players Club and who have been selected by their peers as 'key personnel' in the production activity of the Players and University Theatre."

Industrial Commission

The Drama Department, unlike most on campus, has had its run-ins with the Industrial Commission. The most recent involved the *Man of La Mancha* set. In this episode, the commission determined the set to be dangerous because there was no guard-rail to keep the audience from falling into the lowered orchestra pit. Faulkner was asked if he agreed with the commission. "Not at all. I think they were arbitrary and completely revealed a lack of knowledge of what theatre is all about. I'm sure they had safty in mind and the best interest of all concerned and all that, but I can't agree with the kind of timing that went on. (The commission threatened to close the show one day before opening.) But we went ahead and fixed it up and did what they wished and I must say they were cooperative once they saw that we, too, were not trying to kill people off." Faulkner explained, "The public apparently must be protected from themselves and that seems to be the problem. The stage is an interesting place and people do get curious. But to put a railing between the stage and audience destroys the concept for which the architect was originally working; namely a steady flow between audience and stage."

cont. to page 10

Books And Ideas



Senator J.W. Fulbright, *The Pentagon Propaganda Machine*; Liveright Publishing Corporation, New York, 1970.

By Michael R. Lestic

"For more than 14 of the past 28 years we have been fighting somewhere, and we have been ready to fight almost anywhere for the other 14. War and the military have become a part of our environment, like pollution."

The above quotation, taken from *The Pentagon Propaganda Machine* by Senator J. William Fulbright, indicates a relatively new phenomenon which, although contrary to U.S. historical experience, has burgeoned out of our post World War II society - the phenomenon of militarism. Although non-political in theory, in fact the U.S. military establishment has increased its power to such an extent that today military policies are an overtly strong determining factor in the implementation of U.S. foreign

policy. This occurrence, with the obvious implications that it portends for us now, and in the future, must be faced up to and reckoned with if our nation is to live up to its democratic ideals both domestically and abroad.

Senator Fulbright has presented the reader with assorted facts which dramatize the role of the Department of Defense in influencing both Congressional and civilian leaders that the "American Way" and the "Army Way" are mutually inclusive. Through an elaborate information program, which not only informs but also promotes and deceives, the Department of Defense has engaged in a myriad of activities, which, in scope, go far beyond its role as protector to and advisor for the U.S. Among those activities described by Senator Fulbright were: self-promotional films for public consumption; junkets by civilian personnel under military sponsorship to various military installations (world-

wide) at the taxpayer's expense; expensive exhibits at state fairs; "Red," "White" and "Blue" teams touring the nation, giving speeches on the inherent dangers of the Communist menace; and military production of television programs and movies which, by definition, project the military in an auditory light. The result of these activities, i.e., the "pentagon propaganda machine", has been a more militaristic foreign policy, in which the legislature has increasingly been forced to take a back seat to the Department of Defense. With the limited view of the military on matters of foreign policy, because of training and experience to the use of force, its self-appointed position as official foreign policy expert and director has reformed a basic ideal on which the Constitution was founded - that of placing limits on the unilateral exercise of power by the U.S. This negative concept, which places our democracy in

peril, is dramatically demonstrated in the initial chapter of the book entitled "The Starbird Memorandum."

In September of 1968, the Secretary of the Army, Stanley Resor, sent two memorandums to Clarke Clifford, then Secretary of Defense. One was authored by Lieutenant General Alfred Starbird, "manager" of the Sentinel System (Johnson's answer to the ABM) - the other by Secretary Resor, and jointly described a high-pressure advertising campaign designed to win support for the Sentinel System. They deemed this necessary because a large number of citizens, mostly from already selected missile sites (Boston and Seattle), along with various legislators and government scientists, had voiced either skepticism or strong disapproval of the System.

To raise opinion to a favorable level, the Department of Defense began to push for the System - and push hard. With total disregard for the political, moral, social, and economic factors involved, the Defense Department pursued its goal with news broadcasts; television; films; speeches to select groups; presentation of classified material to political figures from districts which possessed military installations or related industries; and the constructing of a mock missile site for use in public demonstrations. If that were not enough, it was suggested that the opinions of governmental scientists, who for the most part were in opposition to the System, should be disregarded, while scientists with a more favorable attitude toward the System who were not working with the Administration, were to be encouraged to publish material promoting the feasibility of the Sentinel System. It was not until five months later that the news of the "Starbird Memorandum" ascended into the twilight for public scrutiny.

On February 16, 1969, the "Starbird Memorandum" became public property - offered not by the Defense Department, but by the *Washington Post*. A few days after the memo was published, Secretary of Defense Melvin Laird was questioned at a news conference about the Defense Department's saturation program of propaganda, to which he replied there was no such propaganda. Several weeks after this press conference, Secretary Laird sent a memorandum to the top people in his department (military and civilian), saying in effect that their duty was to provide information only - propaganda would not be tolerated. However, the pentagon propaganda machine is still operating today!

It is imperative, in order for U.S. foreign policy to be effective and truly representative of the public, that the power which has been centralized in the Executive and Defense Departments be returned to its

proper place - that of the Legislature. Our involvements, which have been characterized by such incidents as Laos, Cambodia, and Vietnam, have been pushed not by public opinion, but rather by the influence of the Joint Chiefs of Staff. Characteristically, war is a desirable condition for the military, for it not only produces openings in the rank structure which have to be filled, but it provides the military with the opportunity to display its expertise its goal of "first to fight." Thus, other considerations in the implementation of foreign policy (public opinion, social and political aspects, etc.) become inconsequential to the Joint Chiefs, but they are considerations which must certainly be taken account of. It is in the Legislature, as the voice of the people (ideally), that this grave responsibility lies. Only then can we hope for rational judgement. It is enough that many of us, along with traditional policy advisors, are misinformed, but if foreign policy remains under the narrow considerations of the military, what possible future may we hope for? Will we bomb Hanoi? Will we love America or leave it?

One obvious method of curbing military influence is to encourage legislators to pass strict and enforceable legislation which will require the Defense Department to report periodically (perhaps once a month) just what amount is being spent on advertising. Additionally, it would be desirable to cut down military strength to a token force. However, the public has been conditioned to having a large military force at ready, and would be unlikely to sacrifice that security on that basis alone.

In conclusion, it can only be redundant to describe Senator Fulbright's book as thought-provoking and frightening. Although somewhat repetitive, and obviously opinionated, he never-the-less, succeeds in driving his point home. It is a must for those of us who would like to think of ourselves as informed. Many will find, to their utter surprise, that they are not as informed as they had thought. This book has, in the vein of the CBS-TV documentary, "The Selling of the Pentagon", filled a need, and, hopefully, enough people will be influenced to the point of taking positive action against this blatant trend toward militarism, in our society as well as our government.

It is youth's ambition for peace which can save the day, but it is the responsibility of our legislators to act now, before the passage of time brings us into a phase of civil repression and/or mass insurrection. "My country right or wrong" has been taken out of context - it should read "My country right or wrong. When right to be kept right, when wrong to be put right."

Prisoners Continued

Houlihan got the idea for his program after Governor Lucey spoke on campus about prison reform last October. Lucey had recommended that universities get involved in the problem because they have the resources and means to aid prisoners.

Houlihan then got permission for the program from Chancellor Dreyfus and got approval from Dr. Burdette Eagon to place the program in the department of innovative programming which Dr. Eagon heads. After gaining permission from Sheriff Check, he was able to start his classes.

Houlihan has said that interest in the program by the prisoners runs from very high to silence. This seemed to be the case when the Pointer asked questions to the class at a recent meeting on campus. Out of the nine who were there, only a few spoke up, but those who did were very enthused about the classes.

One of the men said the program was "a start to rehabilitating some of the prisoners in the jail." He said he hopes the program continues.

Another comment from a member of the class was that the program was bringing activities to the prisoners that they were not used to or were used to in high school. He said you are "bound to get educated" through the program.

When asked about any value the program has for the men when they get out of the jail, one inmate said that Houlihan has helped him to go back to college. Another man said that the program would help in that it keeps evenings occupied. He said that anything would be a help just as long as a person is not "hanging around nights doing nothing."

The prisoners said the program was a big improvement over what was offered at the jail. They said there was nothing to do but "eat and sleep" and perhaps go to a job on a work-release program. There are few facilities for any other kind of activity.

Houlihan had some observations about the prisoners whom he has been in contact with in the last few months. He said that there are a larger number of poor, uneducated people in jail than there are in the general population. Because of this, they have a hard time finding a job.



He said the prisoner's work aspirations are limited, that they don't have a specific career in mind.

There is a vacuum in their educational and recreational lives. Houlihan said, and having a "good time" is the most important thing to them; and this good time often involves drinking and seldom involves a wide variety of activities. He said that anything offered them should help, but that something else is needed. Houlihan hopes to discover this "something else" in his contacts with the prisoners.

The experimental program should survive and grow better. Houlihan hopes to develop it into a number of small classes taught four or five times a week. This summer, Houlihan will have the money and opportunity to do more work on his program. He has been awarded a summer grant for further work on his ideas. He hopes to coordinate resources available at the university which could be of help to the inmates.

Because the jail has no library, Houlihan has been collecting books for the prisoners. All types of books are needed from texts to novels and short stories. Anyone interested in supplying funds or books for a library can contact Houlihan by phone (346-3409) or at his office on the first floor of Old Main.

Intramurals At UW-SP

by Tim Sullivan and Bob Lattin

Sports at the University of Wisconsin-Stevens Point has produced its share of talented athletes. Baseball Hall of Famer Al Simmons once went here. Former Pointer Pat McFaul was almost the Packers' place-kicker last year, and as things turned out, he probably should have been. In basketball, players with the names of Hughes and Ritzenthaler made the Pointers one of the most feared teams in the state. In girls' athletics, Marcy Mirman is already a legend in Stevens Point.

But what about the students who were not able to make a varsity team for one reason or another? What happens to the people who like to participate in sports without a coach screaming at them? In short, what does this university have to offer to the student who wants to play ball, but doesn't especially care to join a varsity team?

The administration has the answer: Intramurals. According to the Student Handbook, "Intramurals is planned to provide competitive and non-competitive activities mainly for those students not participating in interscholastic athletics. Intramural athletic teams may be formed by residence halls, fraternities, religious organizations, independent groups, etc. A wide range of activities are provided to meet the needs and interests of all students."

The Pointer decided to look into this matter of intramurals. An interview was conducted with Mr. Jim Clark, this university's Director of Intramurals:

Pointer: How much student participation is there in intramurals?

Clark: "Student participation in the dorms is excellent. Every wing in every men's dorm participates. We offer 19 sports in all, and football and basketball draw the largest response. We have 123 touch football teams, and 140 basketball entries."

"The reason the dorms respond so well is because we have a way of communicating with them. Our big problem is that we can't get to the kids living off campus. We wrote letters to over 2000 guys off-campus asking them to organize teams. We allow these guys an extra week to sign up. We also try to reach them through WSPT radio, WSUS, and campus newsletters. The problem they face is organizing teams. They have to tell the players when practice is, when the games are to be played, where they are, etc. Most of these outside teams just don't want to do this."

"Another thing about student participation. Intramurals is totally unrelated to athletics. We try to get everyone not out for an athletic sport into intramurals. By paying the tuition fees, every student has the right to belong to an intramural team. Regardless of whether the student is male or female, Black or white, or has a grade point of 1 or 4, the student is eligible for intramurals." (providing the student is still in school.)

Pointer: How is the Intramural Department funded?

Clark: "The Student Allocations Committee pays for the Intramural program, and this committee has been very fair to intramurals."

Pointer: What is the money used for?

Clark: "About \$17,000 goes to basketball referees, touch-football officials, karate teachers, weight room attendants, swimming guards, and check out people, etc. We also use some of it to buy equipment."

Pointer: How many of these officials and referees are there? Also, how are they chosen? Do they have to pass a written test or something?

Clark: "There are approximately 125 people working for the Intramural Department. We pay our officials \$1.60 per game."

"Anyone can sign up to be an official. They come to our

meetings, and we assign them a chance to work a few games. If they look good, we keep them on."

Pointer: What is the quality of our intramural officials?

Clark: "It's good. Mr. Gorell gets 25 per cent release time to supervise them, and I get 50 per cent release time. It's not quite where we want it yet, but it's certainly improving. One thing that has helped us is our physical education courses. We're teaching more skills in phy-ed instead of conditioning courses. By doing this, the kids learn more about the rules, and this carries over to the officials. The officiating is good because the kids make it good."

Pointer: You mentioned funding for equipment. What kind of equipment does the intramural Department buy?

Clark: "Intramurals as a department is under Physical Education. We work with Phy-Ed for equipment sharing. I buy 6 dozen paddles for paddleball each year. I also buy a dozen footballs and about ten basketballs. The basketballs for our special intramural games cost \$14.95. We use these good ones for foul shooting contests and the holiday 3-man tournaments. As soon as these special events are over, we put the expensive basketballs out for anyone to use. Our other basketballs are \$9.95. We use them for our regular intramural games. There aren't many problems with basketballs, because most dorms have their own."

Pointer: What happens when everybody wants to use the gym facilities at the same time? Is there a priority list?

Clark: "There is a written document which points out the priorities. The physical education courses receive number one priority. Phy-Ed classes or labs get the facilities first."

"Athletics are second priority. Coach Krueger's team, or my team, or any other varsity level team has second rights to

the facilities. Intramurals are third. When the gyms and fields aren't being used by Phy-Ed or athletics, intramurals is allowed to use them. Free recreation is fourth."

Pointer: Are women very much involved in intramurals?

Clark: "The number of girls involved in athletics is increasingly growing. More and more girls interested in sports are graduating from high school. Right now, the women here have teams for basketball, track, swimming, and field hockey."

"Intramurals is more than organized sports. It's also free recreational use. A girl doesn't have to belong to a team to participate. Anyone can use our facilities at the scheduled times, and this includes the pool, the paddleball courts, the basketball courts, etc."

"Incidentally, just last Sunday I saw about ten or twelve girls playing basketball in one of the gyms. I've never seen anything like that in all the time I've been here."

Pointer: Do the students ever complain about the way intramurals is run?

Clark: "So many of the students come to me and give me a tough time. They ask, 'Why is the track locked?', or 'Why can't they be on the

baseball field?'"

"Well, we don't police the track. This is done by Campus Security. After the track team finishes practice, the track can be used for free recreation. All the university asks is that the students use the track properly. If a kid wants to run around for a while, it's fine with us, as long as he wears tennis shoes or at least soft-soled shoes. We don't want people chewing up the ground out there with combat boots. As far as the track goes, we have a problem of a few clowns spoiling a good thing for the other students. We don't want to see a bunch of motor-cycles or snowmobiles out there."

"The same thing applies to the baseball field. The students are always accusing me of policing the baseball diamond. Truthfully, I have never asked anybody to get off the field if he was using it properly. If the guys want to pitch from the mound to the plate or take batting practice, that's fine. We can easily fill those holes in."

"What gets me is when they play softball in the grass and make new basepaths in the outfield. They dig holes all over the place, and this is where it gets tough. If the people use these facilities properly, con. to page 11

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ORGANIZE!!
STUDENTS INTERESTED IN ORGANIZING A UNION TO DEAL WITH PROBLEMS COMMON TO THE STUDENT COMMUNITY SHOULD ATTEND AN ORGANIZING MEETING:
WED. FEB. 9 WRIGHT LOUNGE (U.C.)
7:30-11:00 P.M.
CONSIDER THE FOLLOWING PROBLEMS:
WAGES AND WORK LOADS FOR WORKING STUDENTS
LANDLORD-TENANT HASSLES
BETTER SERVICES FOR ALL STUDENTS
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STUDENT TEACHING PROBLEMS

EDITORIALS

Organize!

As many students undoubtedly know, and, as the *Pointer* has tried to show in the past, there are many problems connected with the university that are common to almost all members of the student community. We are not speaking of state or national issues but rather 'bread and butter' issues at the campus level that call for immediate action.

All students, for instance, are liable to be subjected to administrative fiat during their college years. Of course, some will say, "That's not true. It's never happened to me." The fact remains, however, that many students have run-ins with deans, dorm directors, and administrative staff, in general, and since the administrators hold the club, they normally have their way about things. Working students (food service employees, those on work-study, student assistants, etc) certainly have problems: low wages for a disproportionate amount of work, playing the role of 'servants' for their 'betters,' and, as we noted in an earlier issue, not being paid on time.

Off-campus students must often face uncompromising land-lords and as tenants they have no recourse but to comply to the landlord's wishes or 'move into the housing shortage.' Student teachers sometimes encounter situations over which they have no power, for instance, having to substitute teach in the absence of their co-ordinating teacher without receiving the pay due them for such an activity.

All students are lacking in services that the university could undoubtedly provide: extended library hours, lower prices from university-connected businesses, extra services during final exams, and so forth.

The point is that aside from political differences on issues like the war, welfare, civil rights, and political candidates, students on this campus have very common interests in problems at hand. But...how are these problems to be solved? As we

said in an earlier editorial, isolated complaints are quite likely unheeded by administrators or lost in the bureaucratic grind. Who, then, is going to help the students? We contend that on these fundamental issues the students must try to help themselves and this self-help is going to require a strong organization.

What about Student Senate? The fact is that the Senate is a politically bankrupt organization. It is in a state of hibernation as far as solving student problems; President McMillion will, no doubt, tell you this, if he can spare the time he spends doing the work of his Senate members. Student Senate is too busy forming committees on committees on committees to work for the students and, we are quite sure, the administration likes it that way.

The only politically sensible thing for the students to do at this time is to organize on a large scale as a union. Certainly many parents of students at this university are working class people affiliated with labor unions. In spite of their present lethargy, labor unions in America have a tradition of fighting for their rights. Labor never achieved its ends by isolated complaints but rather organized on a large scale to fight inequities. So it must be with students. If common student problems are to be faced, they must be faced on strong grounds with considerable backing.

In light of these things, a small group of students, including some members of the *Pointer* staff, have taken the initiative to call a meeting for the organization of a General Student Union to act in the behalf of all students on the basic issues. We urge students to overlook their differences on the larger questions and to attend this meeting in the Wright Lounge on Wednesday, Feb. 9 at 7:30 p.m. Acting together, the students at this university will have a voice that can demand the administration's attention. Acting apart...they will never be heard.

'Americanization' Of Vietnam

In 1966 when this University became involved with USAID and the investigation of Vietnamese education the United States had hopes of Americanizing Southeast Asia to provide a buffer against China. America's selfish interests were cloaked in such altruistic phrases as, "we must defend democracy." In order to colonize South Vietnam in the modern sense, America was sly enough to realize that they could not effectively base their presence solely on military power so they undertook to Americanize Vietnamese education and thus hopefully their cultural life.

This effort was borne by the WSU-SP Foundation and the University of Wisconsin-Stevens Point. We have been told that the Vietnam project was not designed or intended to help Americanize and colonize Vietnam, but we cannot believe that. Every recommendation made by the U.S. educators was designed to pattern Vietnamese education after the American system. This undertaking is just another example of America's historical arrogance to other

racies and cultures. Our leaders say America is intelligent, modern, wealthy, and powerful. Therefore they conclude let's make others the same and show them how we "educate" our youth. One often wonders what America would do if it didn't have any one to help.

Offering ideas as to how to properly educate a society probably would not be so bad if those offering them would have any ideas themselves. The Foundation's efforts to show South Vietnam the light is like the blind leading the blind. The Foundation and the personnel involved in the project have no idea how a proper educational institution should be organized. They are concerned solely with form—mechanics, organization, etc.—and not with essence—thinking, ideas, and morality. America has a great deal of technical knowledge, but very little knowledge of justice and morality. As a result America and the world are beginning to crumble and American "education" or lack of education has had a great deal to do with it.



Letters

SDS

Alive And Well....

To the Editor:

The papers say SDS is dead. They wish! Despite the death notices, more than 100 will attend the SDS National Convention against Racism, March 30-April 2, at Lowell Lecture Hall, Harvard University. (Some of the death notices are not merely on paper. Harvard, for example, tried to kill the Convention by denying facilities. When SDS launched a petition campaign, they backed down and gave in.) Last year's SDS Convention of over 1000 led to the launching of numerous struggles on campuses all across the country and several large national demonstrations to fight racist unemployment, welfare cuts, and the War in SE Asia.

This year SDS has led struggles against pushers of racist ideology such as Herrinstein at Harvard and Shockley at Stanford. In LA and Boston SDS is leading fights against administrations which boastfully push racist policies. In Chicago SDS has joined with welfare mothers and others to fight racist welfare cuts. In NY starting Monday, Jan. 24 SDS will launch a city-wide campaign aimed at defeating Rockefeller's attempt to replace the free city university system with a tuition-charging state system. At North-eastern University in Boston, SDS led a movement of workers and students which successfully prevented racist Attny. Gen. Mitchell from dedicating the new Police Science building.

Many SDS'ers feel that a key focus of the Convention should be the launching of a national campaign on the scale of the anti-war movement to fight the upsurge of racism on campus, be it racist textbooks, professors, or administrators and their policies. SDS sees allying both students and working people in common struggle around common interests as the most effective way to achieve progressive social change in America. We invite everyone—in school and out—to attend the Convention and build the fight against racism.

SDS Convention Committee
Box 702-A
700 Commonwealth Ave.
Boston, Mass. 02215

Who Do You Want?

To the Editor:

In response to Mr. Barber's letter to the Editor (1-28-72) in which he stated: That "as President, Sen. Muskie will immediately end the Vietnam War," I would like to ask Mr. Barber how Senator Muskie proposes to do that. At the 1968 Democratic Convention in Chicago Senator Muskie said that "no responsible leader wants unilateral withdrawal." As things are at present the Viet Cong aren't ready to im-

(More Letters)

mediately pull out of the Vietnamese war. I suppose right now, Mr. Barber, you're screaming that I won't allow Muskie to change his mind in three years. But: when he supported the construction of B-52 and B-58 bombers; when he voted in 1968 for the Army missile procurement and against the funds for the disarmament agency; when he voted in 1970 for supplementing aid funds for Cambodia's army; and, most recently (in 1971) when he voted against the Military Procurement Authorization Act that would have created an all volunteer Army I completely doubt Muskie's sincerity in saying that he will attain peace for America. As for solving the many problems of today's youth one of these is the worry that runs through every boy's mind when he reaches draft age. As of yet, Senator McGovern is the only presidential candidate who has announced his support of total amnesty for draft dodgers. As soon as Muskie realizes that he must announce his support of total amnesty in order to chalk up some more votes from the under-30 age bracket he'll do so as soon as possible.

By the way, Mr. Barber, Muskie announced his opposition to the Vietnam war on March 5, 1970. McGovern announced his opposition on September 24, 1963. Who do you want for America's future?

Elise Alusow
Chairman: Supporters For
McGovern-UWSP

We'll Buy Your Vote

To The Editor:

Today, I ran into an interesting poster in the COPS building. I quote, "All the BEER you can drink for the purchase of a \$1.25 membership to the Portage County Young Democrats. This membership carries NO OBLIGATION WHAT SO EVER!" (all emphasis is theirs.)

If the regeneration of politics heralded by the advocates of the young is exemplified by the above, with its implied denial of conviction and dedication, I think I'll move to Sweden.

Yours truly,
Steven L. Newton
Rm 414 Steiner Hall

To Whose End?

To The Editor:

What is there after a war—a Vietnam War? Surplus hardware and material, mess halls and barracks, social upheaval, bitterness and happiness, freedom from U.S. military influence only to be confronted with U.S. plans for post-war Vietnam.

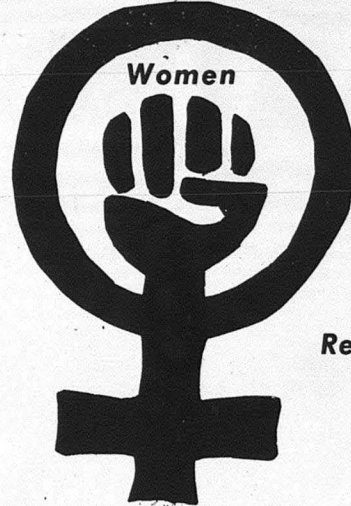
For the Vietnamese people there has been much that has been foreign and for years to come they will experience more of the same. If there is a more oppressive force than the U.S. military, on planet Earth, it is in good probability in the form of U.S. economic aid tinged with technological assistance that purports to be the savior of mankind. It is ironic that a country who has laid waste to great portions of another should then involve itself with putting everything back in its place.

Wrongs can't be made right, or can they? Or is the ulterior motive exploitation? Maybe even the exploitation, unknowingly, the result of good faith.

Some say now is the time to make studies which can be of essential importance no doubt in the future as a reference source in case another war is to be fought or another frontier made inhabitable for men who profess certain political and economic attitudes. We should now, certainly those of us here at Stevens Point being involved, look into such aspects of our action in Southeast Asia as "The Ecological Imbalance Resulting from the Impact of War in Vietnam." Shouldn't it indeed prove interesting to learn of the effects of physiographic succession first hand, something which in the normal turning of time requires a great deal of effort and study to document and record. It seems we needn't speculate any longer as to the effects physiographic change has on succession of fauna and flora make-up of a particular region. Now we have the opportunity in Vietnam to record the effect on successional trends when mountains were built up or leveled depending on how one wants to look at it, and jungles made naked. Surely, the ecology curriculum will gain immeasurably from this study in the Vietnam laboratory now and for years to come with the cooperation of the U.S. Air Force. "Upon recent findings," the professor will expound, "Crateriasus species bombasso has shown a definite successful adaptation for habitats of a hydroseric nature found along the bottom of craters created in very recent times, that in transition to higher elevations caused by eruption of said crater bottoms, bombasso gives way to that other well known war dominant..." So we can see how the ecological study of Vietnam can greatly enhance our futures. Indeed, the Vietnam ecological study may prove to be the least beneficial of all such studies, certainly there must be better studies to come in other wars since we still appropriate vast sums for evermore devastating and sophisticated weaponry. Why not include all of planet Earth in this study, for whence did the material come that was rained down upon the land and peoples of Vietnam? Australia, South America, Minnesota, Timbuktu. Surely the ecology of things must have been upset elsewhere not to mention other upsets.

There are so many studies to make, though, and isn't it comforting to know that it is proposed "that all 2600 of the colleges and universities of this nation should be a resource to the goals and operations of the nation." Ah! You probably say someone has a grand plan for them like back in the Johnson Era. Grants will soon be forthcoming, goals for study as an accompaniment, and pseudo-Asian experts will soon be hopping planes for guess where. Maybe you have some ideas or have had a course in Asian History and can give a helping hand.

Let us confront the real issues—the American Government, colleges or universities, chancellors or presidents, professors or grandpa know what is best for the Vietnamese people or for that matter other



Review:

Ms.

By J. Sadusky

There are a variety of feminist journals and periodicals in circulation today, including magazines, newspapers, and a multitude of regional and national newsletters. Most of these, however, do not reach beyond active feminists. There is a noticeable void of information about feminist issues in periodicals of the popular vein. The attitude of traditional women's magazines towards the women's movement is comparable to their view of other social issues: they ignore it or provide token representation of it. In general, they attempt to counter feminism through the enshrinement of domesticity. Their pages overflow with praise for life in the stove—the latest three-oven, six-burner, Avacado green model, of course.

Available now, however, is a magazine which serves as an alternative to the cookie-dough mentality of most women magazines. Ms. is written for women, by women, and looks at some basic questions: How do women live? What is wrong with the world they live in? How change it? The focus is on feminism and society and its institutions. The preview copy exhibits a healthy diversity of subjects: architecture, welfare, blacks and feminism, politics, marriage, home and hearth, children and books, language, childcare, and employment. Recommended articles include: "Down With Sexist Uprising," "We are the Crazy Lady and Other Feisty Feminist Fables," "The Housewives' Moment of Truth," "I Want a Wife," "How to Write Your Own Marriage Contract," "Welfare is A Woman's Issue," and "Heaven Won't Protect the Working Girl." These articles are particularly informative and critical. Hopefully they are indicative of the scope, insight, and quality of future MS. issues.

Ms. does include some bad poetry and mediocre writing. These are brief enough and few enough in number, however, not to be cause for rejecting the entire periodical or triumphantly smirking that women cannot write or put together a coherent magazine. Quite the contrary, Ms. demonstrates that women cannot only write and report, but publish, design, and illustrate as well.

There is, however, a strong and serious objection which must be made about the preview issue. Whether it will be remedied is a question which will be answered in the appearance of forthcoming issues. The flaw in Ms. is the quantity and quality of advertising it contains. The slick, Madison-Avenue messages almost destroy the value of the contents. It is puzzling how they found their way in—unless economic necessity could not prevent it. Moreover, much of the advertising is sexist oriented, treating women as dim-witted or sophisticated, man-trapping consumers. Or, it attempts to recruit women for the wonderful world of business executives. Such are blatant contradictions to the contents of Ms. and its feminist and critical orientation. Hopefully, Ms. will be able to break the stranglehold of advertising. Or, at the very least, issue a strong denouncement of the force and fraud behind it.

Ms. should be read. Besides being an alternative to the drivel of most periodicals, it is a well-written criticism of sexism and society in general. It has strong potential to develop into a solid, radical periodical, including and expanding beyond strictly feminist issues.

Note: Copies of Ms. may be obtained at the City News Stand in Stevens Point. Or, by writing directly to Ms.:

Ms.
Subscription Department
370 Lexington Avenue
New York, New York 10017

Announcement! Pointer Deadlines

Deadlines for material to be published in the Pointer are as follows: Articles from campus organizations must be in by no later than noon on Mondays. Ads from campus organizations as well as from the Stevens Point business

community must be in to the Pointer advertising manager by no later than noon on Tuesdays. Maintaining these deadlines will assist greatly in the technical aspect of the publication of the Pointer and will make it easier to get the news to you, the readers.

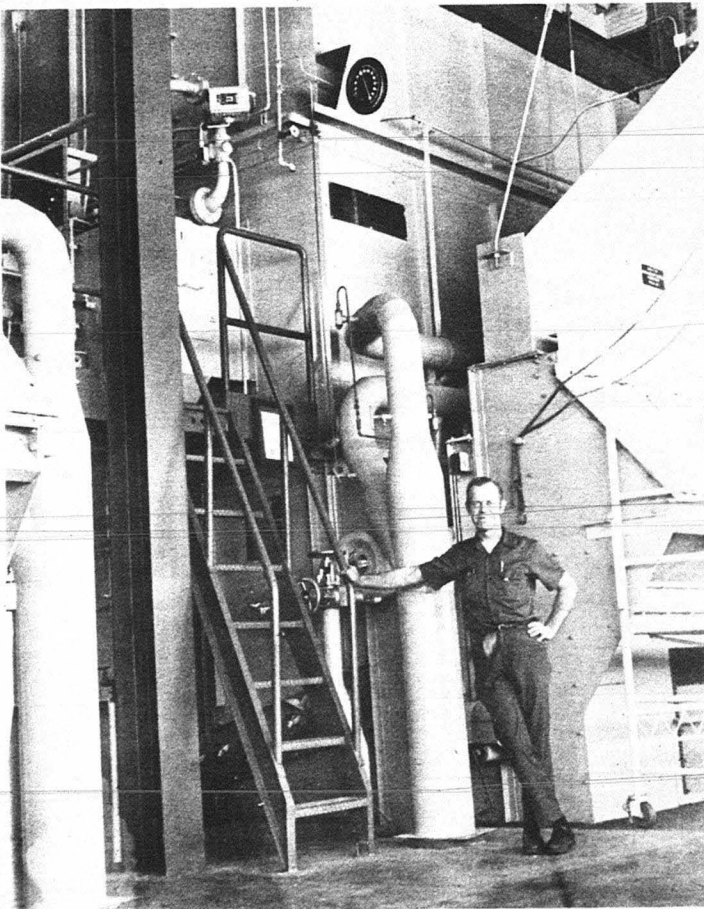
"Where The Real Work Is

Editor's Note:

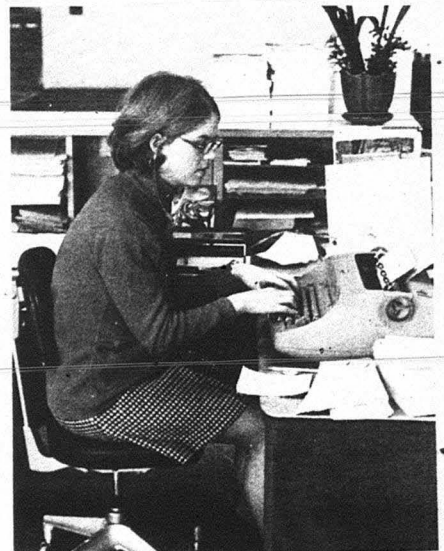
This week, we relinquish the editorial centerfold for this photo essay on the people who really keep the university functioning: the working people. Regrettably, we were unable to include all the workers whose jobs are essential to this university but students should not forget their importance. Administrators shuffle folders and reap all the prestige, but the workers are the strong backbone of the whole operation. Let's not forget where the real work is done!



Ms. Isabelle Schwerbel holds the key position at Data Processing.



During the bitter cold winter months, the workers at the Heating Plant have crucial jobs.



Administrators get the real work?

rk
Done..."



Snow removal requires hard work and many long hours.



m coffee break so soon, Claude?
(Security)



Workers at the Maintenance Bldg. north of Hyer Hall
keep university vehicles on the road.



Photos by Dennis Goodwin and Kim Poyser

t, but who does

(More Letters)

Asians in Indochina. For those whose bag is education, who do you educate and to what end? What do you do in the future when the educated elite leave their secondary school thrones and find not enough civil service and teaching jobs to go around? Are they going to be willing to go into the rural areas and help where the most help will be needed? Or are they going to mill about the cities and become a dissatisfied lot working to overthrow a government unresponsive to the needs of the people? Will the agriculture experts, doctors, clinical workers, social and the like be willing to serve the people in the countryside? Or will they go to the cities and those countries where the money is? Education can be a means to an end. What is the end?

There exists, seemingly just barely at times, a Body, the United Nations, which has been organized toward the betterment of mankind. The intent sounds good but that purpose is not necessarily served as a result of the Organization's existence. It must be used to serve that role and that can come about if use is made of it. As with any organization, shortcomings are inherent but if nothing else diversity of opinions, values, political and economic backgrounds insures to some extent that choice of a path is not that of one country, and a country, at that, who is a neophyte in the Asian sphere. The War we are told could have been avoided if we had heeded the words of our Asian experts. Will we now in the future abide the words of other Asian experts who will probably be consulted as concerns such "Plans For Post-War Vietnam" and as it seems ultimately all of Indochina? To whom are we accountable? Ourselves?

Maybe we should look to China where a revolution has thrown out capitalistic ways and substituted another form which is seemingly better able to better the plight of the majority of its peoples by meeting the needs of the majority. It has extended to the rural peoples services which it never before benefited from and has made the educated a humbler and more understanding lot since they have experienced a peasant life. Will the equibality which has been rendered to such a greater mass of peoples in China be so by your "Plans For

Post-War Vietnam"?

The students of the 2600 colleges and universities in this country would best benefit not just this nation but those so many others if they involved themselves with activities that inquired into Asian Philosophy, history, religion and what have you. Hopefully, by better acquainting ourselves with others, and not only with peoples of Asia, we will be able to avoid such dehumanizing pursuits, as that which continues today in Indochina. At least maybe greater numbers of Americans will come to the realization that we are not omnipotent and that destiny is not only in our hands. You can devastate a land by war to bring Peace (you war to make peace?) but to whose end? To meet whose needs are the plans made for the post-war rebuilding of a nation?

Concern for a more humane future for all men,
Carl E. Lantz

Solving Minority Problems

Today, beginning at 4:00 pm, the University Center here will host a two-day thought pool and planning session for the United Council of UW Student Governments. The subject will be minorities. Student Government presidents, United Council directors, and representatives from minority groups all over Wisconsin will be present to discuss problems

and solutions for the state's minority groups. The meeting is intended to prepare for the March United Council general assembly, which will also be centered on minority problems. All citizens interested in minority problems are urged to attend.

Ray McMillion
Student Senate Pres.

Drama Cont.

Some controversy had been heard over the bad sight lines in the new Jenkins Theatre. Faulkner answered this by saying, "I frankly feel that you can't see the stage badly from most places. There may be seven or eight seats upstage, but they aren't affected for most productions. There are one or two seats, that I would rather not reveal the location of because I am saving them for the architect, which are useless for some productions, but, again, for 95 percent of productions are perfectly alright."

Bad sight lines, if extant seem acceptable in light of a statement by Mr. Hoffbeck, to the only alternative stage, the Old Main auditorium. Mr. Hoffbeck of Campus Planning reports that the stage at Old Main is dangerous, lacking proper fire curtains and that the electrical system there would not stand up to the drain by high power theatrical lights. The Industrial Commission has condemned its use for drama productions.

Monopoly?

The Industrial Commission's decree leaves this university with a problem of priorities for stage use. This can be seen in a drama release which states, "Because the Warren Jenkins Theatre is a laboratory facility for Drama Department production activities, its use is restricted to those activities for which it was designed and built. These production activities and performances must take precedence over all other requests for use of this space. Before use of any Drama Department Facility can be scheduled, written approval from the Drama Department Chairman must be secured..." This list

of priorities leaves until the final two, those for university sponsored activities and department classes. Faulkner was asked if he felt these rules fair in lieu of Hoffbeck's statement. He said, "If there are suitable things that need the stage we want to cooperate. The problem is that for Arts and Lectures 391 seats are not going to produce the kind of income to pay it back. The idea is not to kill off the basic use for which the stage was designed."

When asked how he felt this university could be improved Faulkner commented, "If they (possibly referring to the Board of Regents) would give us more elbow room." Faulkner explained that the computer in Madison does not recognize that the time put into a production is equal to five credits. He added, "our question is, why can't we have the five credits and their answer is why do you need three?"

Dr. Faulkner a member of the army from 1946-49 and again in 1950-51 explained the military's effect upon his career this way, "It made it, because I was one of those rare individuals who qualified for both the WWII G.I. Bill and the Korean conflict G.I. Bill and so my education was attained on the Bachelors level through that help." Faulkner who never formally graduated from high school got into college with a pass on a military examination.

He served in Austria working with theatre people as liaison between the population of the occupied country and the armed forces theatre in that area. He later served in Southeast Asia.

To one final question Chairman Faulkner responded, "Yes, all the world is a stage, but unfortunately not all the actors are good I'm afraid." So it goes.

Note: A Drama Department meeting on January 31st, following the completion of the above article further exemplifies the budgetary problems under which that department is functioning. The Drama Department refused the Pointer the minutes of that meeting, however a drama student present at the meeting gave the Pointer the facts surrounding the assembly. According to the Pointer source, the discussion centered around the conflict between production staff goals and funds available for "Cyrano de Bergerac" scheduled to run April 13-19. It was argued that in order to produce the play in its originally intended romantic style more funds would have to be made available. The theatre budget however can not accommodate these needs. The Drama Department has not made a final decision regarding this issue. Chairman Faulkner, however, has requested that the production staff supply him with a minimum estimate under which they feel the show can be produced.



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Intramurals Cont.

everything is okay. But I have to be a policeman when the fields are misused. I chased an influential citizen off the baseball field with his Irish setter one Sunday. He even went to the president (Dreyfus) about it."

Pointer: What happens when an injury occurs during intramurals?

Clark: "We have no insurance whatsoever. The supervisor in charge has instructions on how to get an ambulance here in a hurry, and he knows how to give proper first-aid attention. We have medical cards that each guy on a team signs. When you play contact sports, you should know that injuries sometimes come with them. We suggest that the student check with his parents for hospitalization insurance, or look into the campus Student Senate insurance plan. That type of insurance covers you in intramurals."

Pointer: What seems to be the Intramural Department's biggest need?

Clark: "Out biggest need is an Intramural Building. If we had a

building, people could come in and work out anytime. Purdue was the first to do this in 1957. Illinois assessed themselves \$30 a semester some years ago. They had a vote on campus, and it went through the senate. Each person enrolled at Illinois paid \$30 extra a semester. They now have an \$11 million sports building for men and women. It is complete with everything from a large dance floor to a roller rink."

Pointer: \$30 a semester seems like a lot of money. How are the plans for this new building proceeding?

Clark: "I have talked to the president (Dreyfus) about this, and he has assigned one of his assistants to do some checking on federal money. I'm also providing statistics on participation. A building for intramurals doesn't have any educational ties, so it's pretty tough to get funding. Most intramural buildings are built from student activities fees. At the present time, I don't want to sound too optimistic about it." (Mr. Clark also mentioned

that, to his knowledge, none of the schools in our system, such as Whitewater or Eau Claire, have their own intramural buildings.)

Pointer: Are there any improvements which might be made in the near future?

Clark: "I would like to see lights put up west of the Phy-Ed building. If this was done, we could play slow-pitch softball and touch football at night. If we had the same type of lighting that the tennis courts have, we could handle 200 teams per year. If we push it, this is one thing I think will become a reality in the next few years."

At the end of the interview, Mr. Clark mentioned that the would like to hear more questions from students pertaining to intramurals. He wants to get all of the students' questions out in the open. If you have any questions concerning intramurals, send them to the Pointer sports department or to Mr. Clark's office. Mr. Clark will answer each and every one of them.



Games Room

The University Games Room, located in the heart of the University Center, is more than just a Happy Hunting Ground for used quarters; according to Ron Skagen, Student manager for the room. In a recent interview, Skagen explained the operation of the Games Room to the Pointer.

The Games Room is run by students, and tries to be entirely self-sufficient. Twelve students are employed, and the base rate of pay is \$1.65 an hour. Any student can file an application for employment, available at the Information Desk in the U.C., and all applicants are reviewed by Joe St. Marie, supervisor of student employment, and other student managers.

The University Games Room is open from 9:00 a.m. to 10:00 p.m. Monday through Saturday, and from 12:00 p.m. to 10:00 p.m. on Sunday. In comparison, the University Bookstore is open from 8:00 a.m. to 4:15 p.m. weekdays, and from 10:00 a.m. to 1:00 p.m. on Saturdays; and the library is open from 7:45 a.m. to 10:30 p.m. Monday through Thursday, 7:45 to 9:00 p.m. on Friday, 12:00 to 5:00 p.m. Saturday, and 12:00 p.m. to 10:30 p.m. on Sunday.

The Games Room makes a profit of approximately 20,000 dollars a year, from which a budget is drawn up, and the facility itself tries to be entirely self-sufficient. Last year was the first year that the room ended up in the black, for the cost of operation usually exceeds the amount brought in. This year, for example, Skagen stated that they are budgeting a \$2,000 loss. Included in the cost of operation are maintenance of equipment, building payments, purchase of new equipment, wages, and

various other expenses. A New policy this year requires the Games Room to pay for room maintenance (washing floors, etc.) out of its own pocket. Previously, the University Center itself paid for custodial services. When the Games Room does go into the red, it is backed up by funds from the University Center. If the Games Room makes money, however, it goes to pay off the debts of any other U.C. facility that might go in the red.

The pinball machines, owned by Jenner's Amusement Company of Waupaca, are the only facilities not owned by the Games Room itself. The Games Room splits the profits from these machines 50-50, and the amusement company takes care of the maintenance of them. The Foosball machines are the newest addition to the Games Room, as they were purchased from Jenner last week. The machines cost \$400 apiece, and are one of the most heavily used facilities in the room.

As far as priority for use of any of the Games Room materials, students have first choice over anyone. The Trippers, and the Ski Club, get a 50 percent discount on any materials used, but no other University organizations are entitled to this. Skiing and skating classes are given supplies free, and the Phy Ed department is considering giving a pool course in the near future, in which case the tables

would be supplied free, or possibly at a minimal cost.

When asked why only the Trippers and the Ski Club are given discounts, Skagen stated that, "The reason for this is that they are a student organization, and what we are trying to do is promote programs like this. They have limited budgets, and this program is not really hurting us, unless, of course, other students want to take the same materials out at the same time." In the past, Skagen pointed out, there has been a great deal of complaints about the Trippers monopolizing materials, particularly the canoes. He added that the Games Room has purchased five more canoes, bringing the total to fifteen, and that he hoped this would solve the canoe shortage problem.

If any of the equipment that is rented is returned damaged, it is usually paid for by the Games Room, as in the case of broken ski tips. However, pool cues, ping pong paddles and things of this nature have to be paid for by the student, Skagen added.

He went on to say that the Games Room was primarily for the use of students of this University. If, however, an alumni or a student from another university wishes to use any of the facilities, they may, provided that no students want to use them. Skagen stated that he frowns upon high school or grade school students using the Games Room, for it is supposed to be for college students only.

In conclusion, Skagen stated that the Games Room could use a lot more use. Though the pool tables and the pinball machines are used heavily, many of the other facilities are left untouched. The Games Room has cross country skis, every kind of camping equipment imaginable, sailboats, skates, etc., and much of this equipment goes unused. In the past, pool and pinball tournaments have been dropped because of lack of interest, but Skagen added that they will be tried again this semester.

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Public Health Vaccines

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Most people in the United States take immunizing vaccines as a matter of course. Recently, however, doctors have begun raising questions as to whether in some cases vaccines are not as dangerous as the diseases they purport to prevent. Influenza vaccine, among the more suspect, is now under investigation by Senator Abraham Ribicoff's Subcommittee on Executive Reorganization and Government Research. In addition, doctors at the National Institutes of Health's Division of Biologics Standards, which licenses drugs for release to the public, are seeking to limit the vaccine's distribution pending more conclusive determination of its worth.

Flu vaccine was first prepared just before 1940 and is now widely manufactured and distributed. As early as 1944, however, clinical studies had begun to indicate that the vaccine might not result in reduced susceptibility to flu virus infection. In that year, one group of volunteers tested the vaccine by inhaling flu virus in a laboratory experiment, thereby contracting the disease. One third of those people became ill with flu again within four months. Many other experiments have been conducted showing that flu can be acquired twice within one year. If the disease itself does not confer immunity on those who contract it, no vaccine can give such protection.

Many scientists believe flu vaccine has little immunizing value, since it does not produce antibodies in the specific organs which influenza attacks. Furthermore, the vaccine might be dangerous. It contains antigens which, when injected into humans, induce the formation of specific anti-bodies directed against that antigen. Tests suggest that in pregnant women this can result in fetal damage. Although pregnant women are not now advised to take flu vaccine, they were not warned of its dangers in the past.

The vaccine's drawbacks have been suspected for almost 30 years; yet attempts to publicize them often have been suppressed. An epidemiologist at the National Communicable Disease Center in Atlanta published his reservations concerning the vaccine in 1964 and was severely criticized by the medical community for doing so. Administrative officers at NIH's Division of Biologics Standards (DBS) were first notified of the drug's limitations and possible dangers in 1963 but claimed there was not enough evidence to take action. By 1966, doctors at the DBS had produced clearer evidence against the vaccine's efficacy, but when one of these men, Dr. J. Anthony Morris, brought his documentation to the attention of the Division's

Director, Roderick Murray, he was relieved of all activities concerning further research into the vaccine. Dr. Murray removed all Dr. Morris' records, sera, viruses, and books concerning flu vaccine. According to Dr. Morris, Murray sought to prevent his efforts to publish his research, and 'delayed for over three years the appearance of Morris' findings in scientific literature. He also blocked efforts to begin collaborative studies among scientists at NIH, other government agencies, and universities aimed at improving the vaccine. Finally, Dr. Morris turned to James Turner, a public interest lawyer who is representing him in a Civil Service grievance proceeding which has broadened into a government examination of the Division of Biologics Standards. The Division is under investigation not only by Senator Ribicoff's Subcommittee, but also by the General Accounting Office, by a committee of outside advisors to DBS, and by an NIH management group. Alexis Shelokov, the DBS official in charge of flu vaccine from 1963 until 1968, who did nothing during that time to prevent wide public distribution of the vaccine, testified before the DBS grievance committee, "for many years, I have not taken influenza vaccine myself or given it to my family... I am not satisfied with its potency."

Other vaccines are also being called into question. Smallpox vaccine was once invaluable, but many scientists assert that

smallpox has now been eradicated throughout most of the world. They say there is more danger now of people contracting a serious virus infection from the vaccine than of their contracting smallpox. Cholera vaccine is virtually useless. Rather than preventing the disease, it suppresses it, allowing people to carry cholera in their blood and excrete cholera bacteria, thus spreading it. Many doctors say a far more effective way of fighting cholera is to replace the salty fluids that cholera victims have lost. Last year, the US Surgeon General announced, "There is clear evidence that cholera vaccine is of little use in preventing spread of cholera...the only effective method for preventing the spread of the disease is improvement of environmental sanitation." Yet numerous medical professionals still do not acknowledge or advise their patients of the vaccine's drawbacks. The current cholera epidemics in Egypt and in India are being fought with the vaccine.

Pertussis (whooping cough) vaccine, given to infants, is a necessary vaccination, but it can cause brain damage in some percentage of the infants who receive it. According to a study in the British journal, *Medical Officer*, 23 infants suffer brain damage out of every 1000 vaccinated. In the worst cases, infants suffer severe, irreversible damage. More often, they simply develop temporary fever, twitching and other relatively minor distur-

bances. Some physicians charge that these reactions could be prevented if a more concerted effort were made to purify the vaccine. They assert that experiments on methods of purification were stymied at NIH for years. NIH officials, however, deny the charge.

Poli. Sci. Association To Meet

The Political Science Association, a student organization consisting of primarily Political Science majors and minors, will have their first meeting of the semester on Monday, February 7th at 7pm in room 103 of the Classroom Center.

Items on the agenda will include a motion to openly endorse one of the presidential candidates before the Wisconsin primary; a motion to sponsor a voter registration drive which will include a political caucus with nationally-known political figures; and a motion to formally break away from the Political Science Department.

The Political Science Association is currently involved in attempting to bring to the UW-SP campus all the presidential candidates.

Any and all students who feel politically motivated on February 7th are welcome to attend and participate.

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Campus Community Calendar

Friday, February 4

UAB Trippers Snowshoe Hike
Swimming, North Michigan
MATC Gymnastics
WRA Sport's Clinic, 8:00 a.m. (F.H.)
UAB Lecture, Black Heritage, 8:00 p.m. (U.C.)
UAB Cin Theatre, Arrangement, 6:00 p.m. & 8:30 p.m. (U.C.)

Saturday, February 5

UAB Trippers Snowshoe Hike
Swimming at Michigan Tech.
WRA Sport's Clinic, 8:00 a.m. (F.H.)
High School Spring Speech Institute, 8:00 a.m.
Wrestling Meet, 12 N (H)
Basketball, Stout, 8:00 p.m. (H)
International Club Dinner, 7:00 p.m. (St. Paul's Methodist Church)

Sunday, February 6

Black Student Coalition Black Week
UAB Black Week Kickoff Dance, Willie "Soul" Williams & the Souled-out Revue, 8:00 p.m. (U.C.)
UAB Trippers Snowshoe Hike
Planetarium Series, 3:00 p.m. (Sci B.)
UAB Cin Theatre, Downhill Racer, 7:00 p.m. (U.C.)

Monday, February 7

Black Student Coalition Black Week
Black Student Coalition Panel Discussion, 10:45 a.m. (C.C.)
UAB Cin Theatre, Downhill Racer, 7:00 p.m. (U.C.)
Alpha Phi Omega Informal Rusher, 8:00 p.m.
Gamma Chi Informal Rusher, 8:00 p.m.

Theta Phi Alpha Rush Party, 7:30-9:00 (U.C.)
Call 341-5631

Tuesday, February 8

Black Student Coalition Black Week
UAB Lecture, Life in the Ghetto, 8:00 p.m. (U.C.)
DCPB Movie, (D.C.)
UAB Cin Theatre, Downhill Racer, 7:00 p.m. (U.C.)
Christian Science Organization Lecture, Paul Erickson, 8:00 p.m. (U.C.)

Wednesday, February 9

Black Student Coalition Black Week
UAB Films, History of Blacks from Slavery Up and Hey Cab, 7:30 p.m. (C.C.)

Student Recital, 3:45 p.m. (F.A. B.)
Phi Sigma Epsilon Informal Rusher, 7:00 p.m. (U.C.)

Thursday, February 10

Black Student Coalition Black Week
Black Student Coalition Panel Discussion with Speakers, Ms. Elizabeth Keena & Dr. Charles Garth, 8:00 p.m. (U.C.)
PEMM Club Special Event Program, 5:00 p.m. (B.G.)
Faculty Recital, Margery Aber-Violin, 8:00 p.m. (F.A. B.)
UAB Cin Theatre, The Wild Bunch, 6:00 p.m. & 8:30 p.m. (U.C.)

Study Skills Programs On Campus

The Counseling Center, in conjunction with the Housing Office, is providing a self-instructional set of taped lessons in three areas: (1) study skills, (2) reading development, and (3) listening. There are twelve lessons to a set, each lesson designed to take approximately 20 minutes. The format of each lesson is first, a description of a study technique; and then its application in an accompanying workbook. The tapes are available in the materials rooms of DeBot and Allen Centers, as well as the Counseling Center. Dr. Mosier of the Counseling

Center will be available to go over the lessons with student and answer any questions or problems in the study skills development area.

With respect to additional study skills programs, Dr. Mosier has two speed reading groups at the Counseling Center, and will also work on an individual basis with students interested in building up their speed and comprehension. He also will work on an individual basis with students on study skills, i.e., concentration, basic study methods, study schedules, etc. In addition, Mr. Eric

McLuhan of the Communications Department has a speed reading course this semester.

In the area of tutorial services, there is a Minority Students Tutoring Fund, set up by the Newman University Parish. Dr. Mosier of the Counseling Center is administering the fund under the auspices of Reverend Brockman of the Newman Center. The fund is available for all minority students to draw on for tutoring services. If a student is interested, he could contact the specific department chairman.

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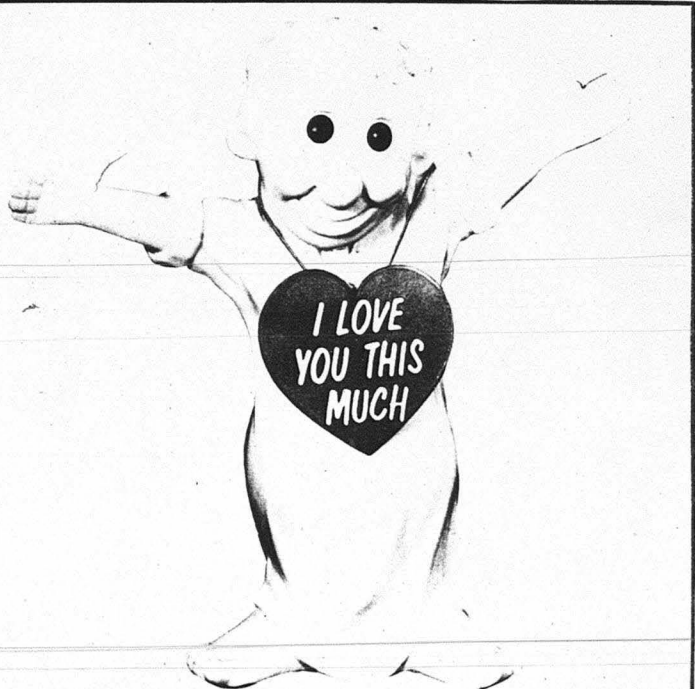
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SEA To Meet

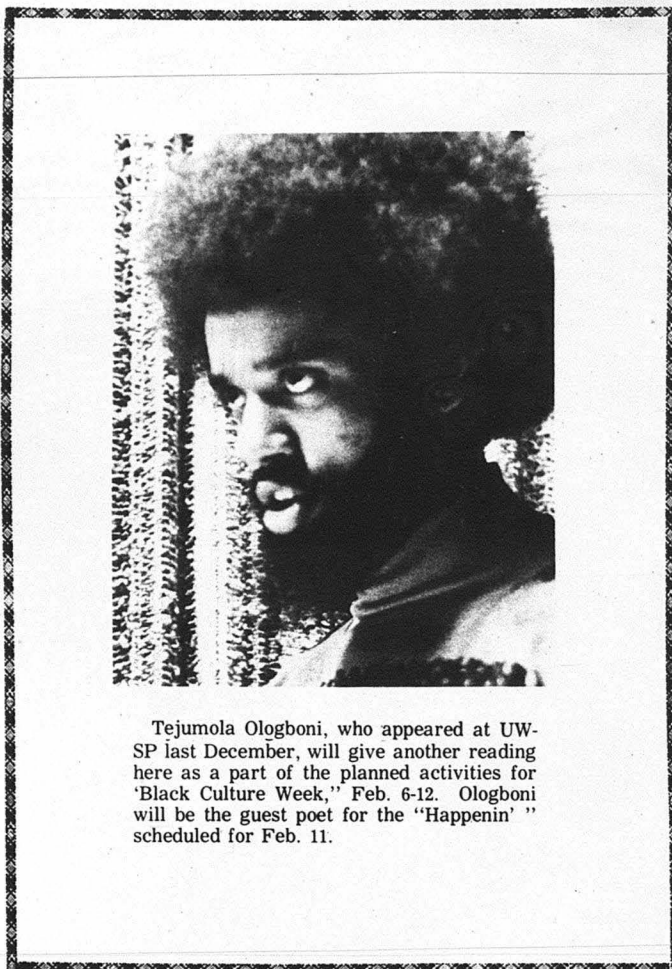
The Student Education Association will have its first meeting of Second Semester on February 8 at 7:00 p.m. in the Wright Lounge of the University Center.

The Department of Public Instruction is requiring that all people planning to teach must have coursework in reading. Mrs. Jacki Johnson, from the Department, will explain why this requirement has been made and what it means for the students. Now is the chance for education majors to ask about the reading program and learn about its purpose.

Any education student is welcome to attend. For further information, call 346-3441.

Phi Sigs Elect Officers

The Phi Sigs started off the new year with the election of officers. Elected to the coveted job of President was Bill Hembrook. Also elected were Rick Palmtag V-P, Jim Miller Secretary, and Red Younger as Treasurer.



Tejumola Ologboni, who appeared at UW-SP last December, will give another reading here as a part of the planned activities for 'Black Culture Week,' Feb. 6-12. Ologboni will be the guest poet for the "Happenin'" scheduled for Feb. 11.

Tau Kappa Epsilon

By Don Walker
Tau Kappa Epsilon won President Lee Sherman Dreyfus's red vest for the third straight year in the WSUS Telethon. The \$500 pledge helped WSUS in meeting its goal.

Three Tekes were recognized recently. Marc Volrath won a national award for his contribution on last year's Iris. Les Winegarden was nominated for Who's Who and Greg Brotz became homecoming chairman for UAB.

TKE was well represented in Greek Weekend which was held on January 28 and 29. A toboggan party, Greek games, and a dance were all part of the event. The Tekes will work with the Parents Without Partners Association in providing a toboggan party for the association's children. The event will take place on February 7.

The fraternity elected new officers. They are as follows: president-Karl Rusch, vice-president-Jerry Blomberg, finance-Jeff Vanderheyden, historian - Don Walker, chaplain-Don Lutz, secretary-Larry DePons, pledge trainer-Steve Younk and the sergeant-at-arms-Mike Jahncke.

The Tekes took first in the fraternity division in swimming and second overall on campus. Don Lutz is on the Pointer wrestling team. All men interested in seeing what TKE is like should attend the Rush held on February 8 at 7:00 p.m. The Rush will be at the Point Brewery Hospitality room. Rides will be provided if men call 344-0680.

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Does Bobby Hull Really Like Milk Duds?



By Tim Sullivan

Have you ever noticed that several well-known athletes have been featured in television commercials lately? The Bears' Gale Sayers promotes Shell gasoline, while teammate Dick Butkus plugs away for Rise Rapid Shave. Wilt Chamberlain speaks highly of Brut After-Shave, while Atlanta's Hank Aaron and golfer Tom Weiskopf build up the merits of Wheaties. And who can forget the announcer who skates next to Bobby Hull and asks, "Bobby, what is your great secret to success?" and Hull replies, "I like Milk Duds."

Well, I realize that the Madison Avenue boys must really have some problems in choosing these athletes to endorse their products. One doesn't approach Butkus after a Bear loss and ask for his opinion of Rise. Tact must be used. People might believe that Aaron eats all those Wheaties, but nobody would imagine Joe Namath munching on the crunchies. He probably hasn't had breakfast for ten years.

It is my opinion that the public is being deceived by these stars. We never hear about what some other sports celebrities think of a certain product. Therefore, I take you into a look at the future.

We're standing here in the screening room of the Vitalis commercial studio. The producer, Mr. Arnold Snowjob, is about to interview various sports celebrities situated

backstage. With the audio-visual tape machine grinding in the background, Arnold approaches each star separately and asks:

"What do you think about Vitalis hair tonic?"

Al Arbour (Coach of St. Louis Blues): "We have a mandatory club policy on Vitalis. All of our players must use it, because you never know when we'll have to run into the stands for a fight with the fans. If we're gonna mix it up with the spectators, the least we can do is look nice. We use a case of it every time we fly to Philadelphia."

Sonny Jurgenson (Redskin quarterback): "Billy Kilmer wouldn't have my job if I would've stayed away from Vitalis. One bottle of it mixed with two quarts of gin and, baby, that's all she wrote."

Ray Nitsche (Packer linebacker): "Frankly, I can do without it. Nothing personal, but it doesn't seem to do me much good."

Duane Thomas (Dallas halfback): "No comment."

Phil Regan (Cub pitcher): "The stuff's terrific. I struck out Willie Stargell twice in one game with it. However, it doesn't help my control. I hit Roberto Clemente, Richie Hebner, Bill Mazeroski, and our own batboy all in one homestand because of it. That darn umpire Augie Donatelli really hates me for using it, although I think he's really a Brylcreem man."

Frank Lane (General Manager of Brewers): "Vitalis? Is that the Italian outfielder playing in Phoenix? I'll give you six pitchers and a shortstop for him right now. You can't have enough outfielders, you know."

Andy Granatelli (racing whiz): "Vitalis gives you the racer's edge. What do you think makes our STP oil so good? My boy Mario Andretti wouldn't be where he is if it wasn't for the oil. You get more from Vitalis, and you deserve it."

Eddie Doucette (voice of the Bucks): "You're probably asking me this because you saw King Kareem use it. Well, it must be good, because Kareem is the king. If Kareem uses it, I think all the Bucks should. What do you think, Henry Jordan?"

Jordan: "That's right Eddie. By the way, who's Kareem?"

Toby Kimball (Buck substitute): "I don't like the stuff. Ever since Coach Costello made all of us use it, my play has slowly deteriorated. Whenever the ref calls a foul on me, I scratch my head and the greasy stuff rubs off. From then on, I can't seem to hold on to the ball."

John Unitas (Colt quarterback): "Listen, everyone thinks I'm square because of my crew cut. Actually, I wanted to have hair longer than all those dang Miami Dolphin hippies. It's just that, once I used the stuff, my hair simply stopped growing."

Duane Thomas (Dallas halfback): "Hey, man, you asked me that before. Like I said, no comment."

Ben Davidson (Oakland defense): "Man, the stuff's too much. I don't use it on the top of my head, but I use a bottle of it each week on my handlebar moustache."

Wilt Chamberlain (Lakers): "The stuff's a lifesaver. It's the only thing I can find that keeps my headband from falling off during the game. However, my hands do get slippery from the

stuff, so it's gotten to the point where I'm lucky to hit the backboard on my free-throws. Nevertheless, it's either my foul shots or the headband, so the headband stays."

Dick Butkus (Bears): "What is it?"

Howard Cosell (?): "I've taken a multitude of sarcasm pertaining to the product of which you illustriately have mentioned. In all fairness, it must be said that Dandy Don and Giff have about them a quality of everlasting charm and good looks, if you will. Other factors notwithstanding, I employ a generous amount of the substance to my cranium, although some have said somewhat dubiously that my slickened dome gives me the portrayal of a vampire. Be that as it may, one of us on Monday night football had to generate the element of oddity to satisfy the enormous thirst of the

general viewing public's taste, so this is why Keith, of whose surname I am referring to Jackson, was replaced. I surmise the product in question does me justice, although I am much more elated performing public testimony for the causes of my favorite sponsor, Mr. Cliff Hanger and his ever present popular Fruit of the Loom underwear. Does this answer the question?"

As I said earlier, these interviews were merely a projected view into the future. In all likelihood, the sponsors of Vitalis would not approach these celebrities for their opinions before a nationwide audience. However, one has to wonder just how truthful these actual athlete testimonies are. Somehow, I just can't imagine Bobby Hull scoring a goal, walking next to Stan Mikita, and saying, "Gee, I wouldn't have scored if I didn't eat my Milk Dud today."

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