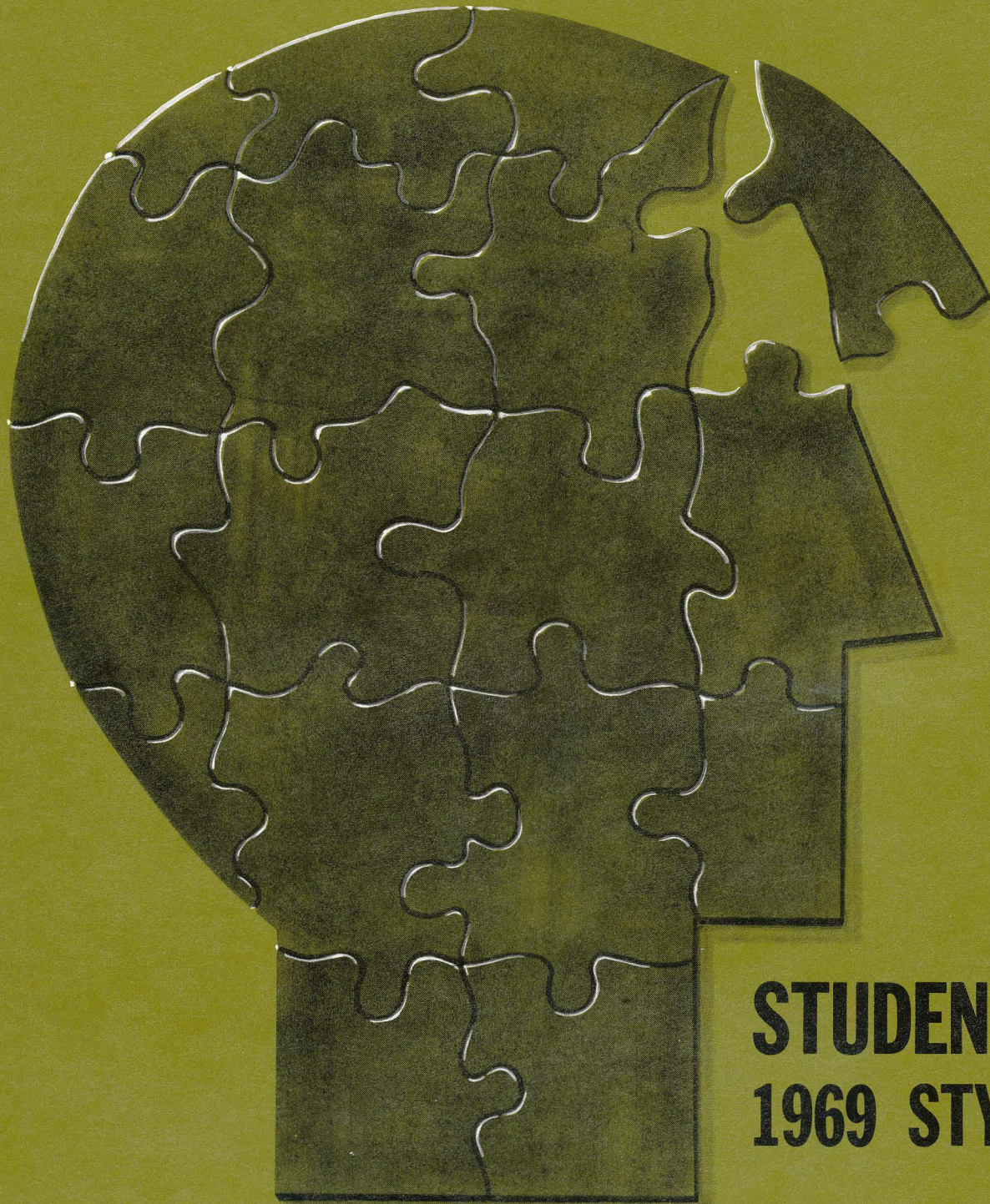
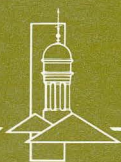


Emphasis

Winter 1969 Vol. 1 No. 1



**STUDENTS
1969 STYLE**



The Alumni Association Wisconsin State University at Stevens Point



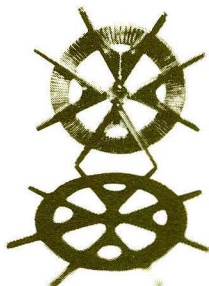
It is appropriate that the first issue of *Emphasis* deal with the student since he is first and foremost what we are all about. A university is comprised of students, faculty, administrators, learning materials and facilities. One can eliminate any one or all of those elements with the exception of students and still have a university, since students can and do teach each other. Therefore they are the true *sine qua non* of any institution of learning. For older alumni, your real future security is on the campus now. The kind of society into which you and I will retire will be determined and controlled in large part by those on our campuses today. It has always been thus and will ever be thus.

For this reason, I have a great optimism about tomorrow. The students are good, sound, moral and thoughtful people. Do not be misled by the media's penchant for stressing the relatively small percentage of confused, disillusioned, and even defeated nihilists who are present on every campus.

Those of us who are privileged to labor in this field know that the student today is basically a fine man or woman, and that arousing or reaching the inquiring young mind is still a delightful and challenging labor of love.

Lee S. Dreyfus

Lee Sherman Dreyfus



Emphasis

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Emphasis

Published by the Alumni Association of Wisconsin State University at Stevens Point

Director of Alumni Relations
Editor

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Mrs. Ellen Specht

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Nelson Hall, Wisconsin State University at Stevens Point, Wis.*

EDITORIAL

We welcome you to the first issue of your Alumni Association magazine. We have chosen to name it *Emphasis* to depict what we will do — bring you articles dealing chiefly with one theme in each issue. This will be a subject which can be examined from various points of view. There was never any question as to what the first subject should be.

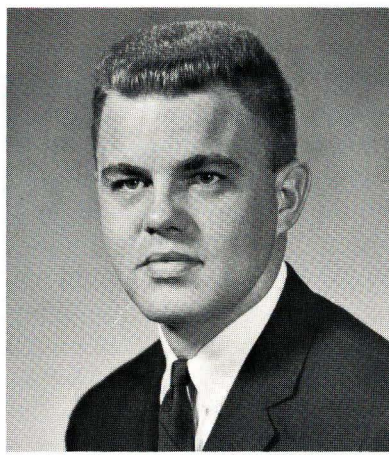
What the magazine will cover in the future will depend in part on you, the members of the Alumni Association. We want to bring you interpretation of people, programs and issues as they exist on this campus, and we will cover those subjects about which you indicate the most interest.

For universities everywhere these are times of unrest, but they are stimulating times. Complacency has no place on a campus, and it should have no place in the minds of our alumni concerning their university. Our concerns should be your concerns also.

The most prickly article in this issue was written by a student, Bill McMillen, to whom we entrusted the task of getting student opinion about our student body. In so doing he also got student opinion about our university. If that makes us at the University feel uncomfortable, maybe that is a good thing. If it disturbs you as an alumnus, perhaps that is a good thing too.

We need your well thought out criticism as much as we need your support.

The editor



by David L. Coker, Ph. D.
Director, Counseling Center
Associate Professor of Psychology

THE NATURE OF OUR STUDENTS

Alienated ... uncommitted ... protesting ... rebellious ... radical. These are a few of the adjectives which have been used to describe the college student today. These terms are found with increasing frequency in reports published today regarding students on college and university campuses. Evening news broadcasts and the morning papers tend to have several minutes or inches devoted to describing the events of student life taking place on campuses across the nation.

Nearly all the popular magazines have, at one time or another, focused on the college student in an attempt to describe and explain today's college generation. All of this seems to be an intensified effort to identify what's happening on college campuses today.

Questions regarding the nature of students today seem to reflect a traditional concern about college students. Older generations have always been concerned with younger ones. The concern for college students has been reflected in two ways. In all too many instances, the college student and his behavior has been taken for granted because "life would be inconceivable" without him. The student was, and in many cases still is, viewed with a "boys will be boys" perspective. In many ways, the college student serves as a means by which the rest of the population can live the "good life."

People can live vicariously in youth and their off-beat and radical mannerisms. These people would like to behave as the student does but feel that they can't because of their perceived



position and commitment in society. In other instances, the student can engage in behavior which resembles "traditional antics" since this allows some people to bask in the warmth of yesteryear when they were students.

Another reflection of concern for students seems to be indicated in widespread anxiety that the student will not "settle down" and be "like everyone else." People always want to know how the student is changing. However, this desire for the nature and direction of change within the student has been motivated frequently by desire to assure oneself that such a change is taking place and that this change is in the "appropriate" direction.

In essence, many people cloak themselves in the garb of pseudo-awareness regarding their knowledge of the college student. When such persons have been concerned about the college student, there has been the tendency to live or re-live the "good life" through the students' behavior or to seek just enough understanding to make sure that the student is "maturing and learning" the things that will make him a "solid citizen" like everyone else.

Present-day concern for the college student seems to be generated from the feeling on the part of many people that the student might not be learning how to become a "solid citizen." In many instances the concern for the student is limited to regarding the student as one who has gone beyond the arena of marginal transgression. The arena of marginal transgression is generally defined in terms of "how it was in the good old days." The student may get "bombed" on beer but not on marijuana even though both are drugs. The student may spray shaving cream in a residence hall or roll drink cans down the hall but he can't sit in peacefully in the president's office. In one instance he is "just another college student," or we "remember when we did that." In the other instance, he is the "radical, rebellious revolutionary" who doesn't understand the "real world" and we say "colleges and universities aren't what they used to be" (implying an obviously less desirable state of affairs).

When I was asked to write an article about the students in Wisconsin State University at Stevens Point, all these thoughts and their implications became central to my thinking. I wondered if I would be able to provide a realistic picture of our students. I knew that a presentation of the statistical data which we have available on our students or an interpretation of the changes taking place within and among students would probably result in a partial image of our students in the University. After some deliberation, I concluded that anything I might provide would result in only a partial picture of what our students are about. Any full consideration of factors relevant to understanding the student, as well

as the implications of this understanding for action programs, goes well beyond the confines of this article. Therefore, I decided to attempt merely an overview of our students at WSU-SP, as well as an interpretation of some of their concerns. I do not intend to fully describe nor explain our students and their behavior. This portrayal will be limited in the sense that I will be discussing students *in general* and not specific individuals. There is a tempting fallacy to feel a full and comprehensive understanding of individual students when the total group has been discussed. This fallacy tends to lead to pseudo-awareness of student concerns. The other limitation is my own perspective. As director of the Counseling Center, the majority of students I have the opportunity to see are those who have concerns and who have the courage to admit their presence and seek assistance. The student who walks into the Counseling Center and announces that things are just great is the rare case.

In the effort to gain some understanding and a comprehensive picture of students enrolled on the campus of Wisconsin State University at Stevens Point, several questions might be raised: Where do our students come from? What is the general nature of their scholastic aptitude? What are some of their interests and educational aspirations? What are some of their personal concerns as these might relate to their individual development?

Where do they come from?

One of the most salient demographic characteristics about the student body of Wisconsin State University at Stevens Point is provincialism. The University is provincial from the standpoint that the vast majority (95%) of the students enrolled are "Wisconsinites" while only about 4½% are from out of State and ½% from countries other than the United States. This geographic provincialism is consistent with the University purpose.

Several years ago, the probability of the student's home residence being in either Portage, Wood, Marathon, or one of the other adjacent counties was quite high. However, the University appears to be moving toward a more diverse population of students based on home residence. From the basis of data compiled on the entering freshman class in 1968-69, the following counties are ranked in the order of the number of students enrolled at WSU-SP: Portage, Milwaukee, Wood, Marathon, Dane, Outagamie, and Waupaca. These seven counties contributed approximately 52% of our freshman students. If we were to add the next three ranking counties of Brown, Oconto, and Waukesha, slightly over 61% of our entering students could be identified. Stated in slightly different fashion, ten of the seventy-one counties in Wisconsin constitute the home residence for at least 61% of our students.

Such figures still represent provincialism. How-

ever, when compared to earlier years, the student enrollment appears to have a more diverse geographic base. The implications for this diversifying student population are not fully known but the diversity might be considered desirable from at least one standpoint: It provides the students with the opportunity to interact with others from different areas of the state. As this diversity increases to include more students from out-of-state and quite possibly out-of-country, this opportunity for varied interaction with others should increase and would be expected to be beneficial to each student's educational development.

The type and size of high school from which our students come as well as that school's major curriculum emphasis does seem to vary but not significantly. The vast majority of the students at WSU-SP tend to come from public high schools (88%). Most of the students coming to the University have indicated they were enrolled in either an academic (college preparation) or general curriculum in high school (83%) while very few (4%) indicated they had been enrolled in a curriculum that could be associated with a commercial, business, or technical orientation. Approximately 53% of our students had between 100-400 students in their graduating class, while slightly more than one out of every five students have indicated 400 or more students in their graduating class and slightly less than one out of four students seemed to have between 25-100 students in their graduating class.

What is their scholastic potential?

An estimate of a person's scholastic capability has been, and still is, established in a number of ways. One method is to have the individual respond to a standardized test which has been shown to be related to scholastic success. The American College Testing Program (ACT) is one such instrument.

The University participates in the American College Testing Program (ACT) and requires that each potential freshman respond to this instrument prior to final and formal acceptance as a student. The specific score results are not used as a contingency for acceptance unless the in-state student ranks below the 25th% in his graduating class or the out-of-state student ranks below the 60th%. The vast majority of our students do not fall into either of these categories and the specific scores are used predominantly for academic advising as the student plans his educational program.

The ACT program provides a wealth of data on our entering students. Because of this, there are many ways to look at the data for the purpose of answering the question of scholastic potential of our students. It is necessary to know only a few basic facts about the instrument. The scholastic potential portion of the ACT battery consists of four tests — English, mathematics, social studies, and natural

sciences. These tests were developed to measure as directly as possible the abilities the student will have to apply in his college course work. There is a fifth scale score reported — composite — that attempts to integrate the scores on the other scales and provide a single score that reflects the combined abilities of the student.

The range of scores possible on each of the four tests in the ACT battery is based on a scale from 1 (low) to 36 (high) based on the number of correct responses on each of the scales. In comparing these achieved scores, the best comparison tends to be with students who have entered schools similar to WSU-SP across the nation.

TABLE 1. MEAN SCORES FOR THE FIVE SCALES OF THE ACT FOR ENTERING FRESHMEN AT WSU-SP AND OTHER SIMILAR COLLEGES IN 1968-69.

	English	Math	Soc.Studies	Nat.Sciences	Composite
WSU-SP	19.7	21.0	22.0	22.7	21.4
Other Schools	18.5	18.9	20.2	20.1	19.6



Based on the data presented in Table 1, the entering freshmen at WSU-SP in 1968-69 tended to have higher mean scores on all the five subscales of the ACT than did entering freshmen in schools similar to WSU-SP in the same year.

These data represent the entering class of students for this school year. However, in reviewing similar data for the entering classes of students in previous years, the same trend in data tended to be observed. On the basis of the observations of these data, the student enrolled in WSU-SP does not appear to be a "second-rate citizen" with regard to scholastic aptitude. When all data are reviewed and comparisons made, the student enrolled at WSU-SP seems to have the potential to be competitive academically on nearly all other campuses.

What are some of their interests and aspirations?

A person's interests and aspirations are frequently more elusive to identify and make explicit than his aptitudes. The reasons for this may vary but one factor might be the reasonably systematic fashion in which we have focused on aptitudes and their relationship to past performance versus the relatively unsystematic manner in which we have attempted to relate interests and aspirations to past performance. For example, scholastic aptitude measures have been developed and compared to achievement of grades in school. The desirability of using grades as indices of the use of scholastic aptitude is not in question. The correlation exists. On the other hand, interests and aspirations have not received the same intensive analysis as scholastic aptitude.

A result of the emphasis on scholastic aptitude at the expense of systematic focus on other characteristics of students tended to yield a partial image of the student. Recognizing the need for a more comprehensive picture of the entering student, the ACT introduced the Student Profile Section to its regular testing program. In addition to providing an estimate of a student's academic potential, the ACT program yields information regarding the student's achievement outside the classroom, his goals and aspirations, his educational vocational plans, his perceptions of the University and special needs, i.e., housing, financial assistance, or problems he anticipates in college.

Some of these data will be reviewed in an effort to provide some insight into the interest and aspirations of the student body at WSU-SP. As with the data regarding the scholastic aptitude of the student, these data are based on the entering freshmen. However, the general trend of these data has been reflected rather systematically in previous years and should provide an understanding of our student population.

A review of the data regarding proposed educational majors as well as the anticipated vocational choice indicates that slightly over 20% of our students entered the University intending to major in education and to teach after graduation. Approximately 18% of the entering group of students plan to major in some field related to natural resources, such as forestry or wildlife management, and work in one of these areas after graduation. Students who are undecided about an educational major constitute about 16% of our freshman class, while slightly over 20% of all freshmen have not determined a specific vocation. Students planning on majoring and working in either home economics or the social sciences and related fields constitute between 8-10% of the entering student group. All others make up the remaining percentage.

These data reflect WSU-SP as attracting a disproportionate number of students who intend to major in one of three areas. This disproportionate attraction tends to represent the departmental em-

phasis as it has developed over the years at the University. However, in the last few years there appears to be a slight trend toward diversity of educational vocational plans for the entering student. While the disproportionality still exists, there seem to be slightly fewer students planning on one of the three areas mentioned and slightly more students indicating choices in other fields.

In observing the educational vocational decision making process of the students at WSU-SP, a number of the students do change their decision with regard to educational vocational plans. This change in plans may result from a varied number of reasons — the recognition of a hasty decision in the first place, a very positive experience with a particular professor or course, or a serious and systematic review of their own capabilities and interests as these might relate to possible educational vocational outlets. However, such changes are anticipated and it is not believed these changes seriously alter the picture of the educational vocational emphasis in choice of the students enrolled.

The level of educational aspirations of the student may be estimated, in part, by asking the student what the highest level of education he or she anticipates completing. Based on the most recent data available, slightly over 60% of the students who entered WSU-SP anticipated the achievement of the bachelor's degree, while about one out of every five students expected to do graduate study. On the basis of these data, most of the students who have entered WSU-SP seemed to perceive the baccalaureate degree as a terminal degree. There may be more students who begin to anticipate doing graduate work as they progress through their four years of undergraduate study. It is felt that the proportional relationship may vary somewhat during the four years in favor of more students anticipating advanced degrees. These data do present a relatively valid picture of the educational aspirations of the student body at WSU-SP.

What are some of their personal concerns?

Personal concerns of the student at WSU-SP are intangible and extremely elusive. There appears to be objective evidence regarding their home residence and the nature of high school size and curriculum. There tends to be relatively quantified data available which provides some information of scholastic aptitude, educational and vocational goals, and aspirations. However, when the focus is on outlining the personal concerns, subjective observation must provide the guideline. Subjective base for this discussion is the personal interpretation of observations and dialogue with students. Obviously, a complete coverage of the concerns and the interpretation of these difficulties goes well beyond this brief article.

Books are being written in this area. However, a brief outline of some of the perceived concerns and their meaning might be possible and beneficial.

The term "confrontation" has been, and will continue to be, an important term used in describing what's happening with students on the campus at WSU-SP and elsewhere. The term has been used to describe everything from two students meeting to discuss an issue of mutual concern to the "student" or "black" power advocates facing the remainder of the University constituency in an aura of hostility and defiance. There is little doubt regarding the significance of the term "confrontation" on the campus.

From my perspective, which by no means has inherent virtue, the term "confrontation" does describe the personal concerns of students on the campus. However, the definition may be somewhat more inclusive and less tangible than has been articulated frequently among all those concerned with student development.

If we were to attempt to distill all the statements of concern by students, we might come out with several questions. The one which is very likely is this: Who am I in relationship to others? The way the student asks this varies. Some raise the question directly while others ask somewhat indirectly, but in each case the concern is evidenced in their behavior. However, the remainder of the students may be asking this very troublesome question while appearing to be the model of tranquility. The point is that the vast majority of the students ask the question and their observable behavior is not frequently a totally valid indicator of their concern.

In raising this question, the student is immediately in the throes of confrontation with all of its attendant fears and frustrations. The student is confronting himself from the standpoint of attempting to determine his own capabilities, interests, and motivations. The student is confronting others in an attempt to examine their abilities, concerns, and values in the hope that this will provide some measure of individual definition, as well as some sense of adequacy to deal with others, be it on an individual or social institutional base.

The confrontation process is particularly poignant to the student. He tends to be on the cutting edge of this process. There seems to be an immense pressure from nearly every aspect of his life to make decisions and commitments to himself and to others in the form of educational or vocational plans, activities, and in relation to other persons through friendships and marriage. Students are painfully aware of this pressure.

Although they may not be able to articulate it, students are also painfully aware of the tremendous scientific and social changes that are taking place

today. There is implicit or explicit recognition of extremely rapid changes which are taking place that tend to make the future extremely uncertain and make past problems and solutions remote because of their uncertainty and unpredictability. They seem to be aware of the possibility of the inappropriateness of much of the skills and modes of thought of yesterday in relation to tomorrow's concerns. But, tomorrow's concerns become increasingly difficult to identify in light of the spiraling rate of change. The result is an autonomous present. Thus, the focus of effort is on what's happening today. The "NOW" is the only trustable and relevant factor and becomes dominant in giving direction to individual behavior. For these and other reasons we hear the term "alienated" (from the past and future — and quite possibly from the present) and "uncommitted" (an inability to commit oneself to anything that doesn't seem to have much stability).

All of this should not imply that the student has given up confrontation. The deification of the present resulted in personal, social, and political apathy ten years ago, even five years ago, but not today. Today students have the tendency to feel a sense of adequacy and compelling desire to confront themselves, others, and societal issues. There are many reasons for this, but one answer why students might feel this personal, social, and political power (adequacy) for confrontation is this: They learned their lessons well. The lessons taught by nearly every parent and teacher, ad infinitum. The lessons are very poignant in any graduation speech where the student is charged with the task of conquering and discouraging evil and defending and encouraging good. In nearly every instance, these speeches symbolically and semantically pass the reins of the white charger to every local Lancelot and Guinevere. The student tends to accept this awesome responsibility even when he or she begins to sense the lack of continuity between past, present, and future, and the vast array of contradictions and inconsistencies in modern society.

So, the confrontation of self, others, and society begins. The student becomes very concerned about his educational and vocational future. This concern is generated from a feeling that his educational progression and vocational choice should be relevant to each other, as well as to society. Sometimes, as the student begins to question why he has chosen a particular field of study or work, the sufficient answers of yesterday appear superficial in the laser-like quality of critical examination. Anxiety and feelings of despair begin to set in, since he may sense that he has made some commitment to others — parents, friends, and possibly teachers — and if he changes direction, the result may be guilt feelings because of a broken commitment.

The student becomes concerned about his relationships with others. He wants these relationships to be real and not phony, authentic and not false, genuine and not contrived. These pressures become tremendously important with the relationships with the opposite sex. There tends to be an implicit feeling of desire that such relationships have an aura of reality, authenticity, and genuineness about them. The difficulty arises when the student begins to have trouble determining what is real and what is false, what is authentic and what is phony — in himself as well as in the other person. This difficulty is reflected generally in feelings of despair and depression since the greatest failing among others is the inability to be authentic. The student has sensed the hypocrisy in society which he has come to feel as one of the greatest hindrances to personal and societal growth. In substance, he tends to indicate his feelings in the question: How can you tell who you are and how you relate to others if others are phony?

The student becomes concerned about society — sometimes to the exclusion of meeting academic responsibilities (however, when you are trying to sort out the ills of society, and possibly the cosmos; courses tend to look a little pale in comparison).

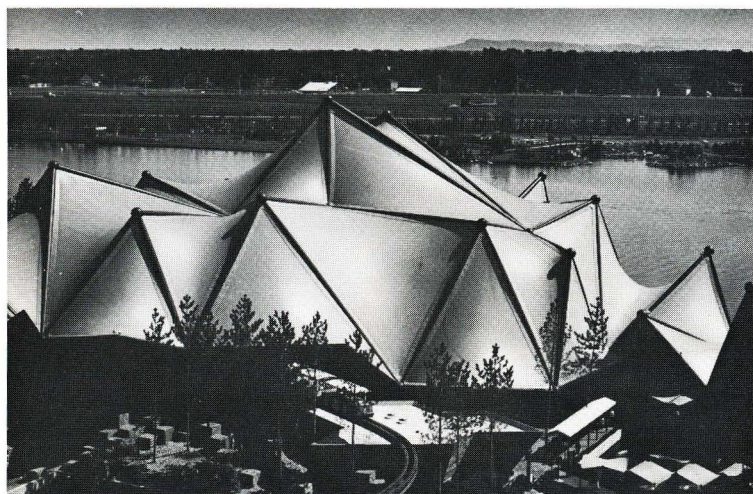
A major factor in student concern has been the capability to experience society either through mass media or personal travel. In a sense, a big difference between today and yesterday is that students today are not just in Stevens Point; they are also in Vietnam every evening via television. Also, they have the personal, economic and vehicular mobility to interact with others from across the state, with the possibility of a personal experience in a ghettoized community. Because of this capability, the student becomes profoundly concerned with the perceived hypocrisy of the passive acceptance and support of killing women and children in Vietnam and the active rejection and persecution of some who want to work beneficially in the ghettos of our nation.

These, then are some of the personal concerns of the student. These are not *all* of the concerns. As I indicated, it would be virtually impossible to identify, list, and discuss all of the personal concerns of the students. Furthermore, these concerns do not affect *all* the students with equal intensity or magnitude. They do, I believe, represent the broad spectrum of the areas which are being examined and represent a series of question marks in our evolving and developing student.

The purpose of this article was to provide an overview of what the students are about today. I hope that this review has accomplished this goal but I know that any attempt to provide a totally comprehensive picture of students on any campus is doomed to failure because it is unrealistic. There is no satisfactory way to achieve a totally comprehensive picture of some 6700-6800 individuals. Any attempt to discuss "the student" at WSU-SP tends to mask the individual differences among our students.

I hope that this discussion has provided some understanding and the motivation to seek more information about what the student is like at WSU-SP. We cannot afford to be cloaked in pseudo-awareness about students and their development through accepting superficial labels of what students are about today. We cannot possibly accept the labels of "alienated", "uncommitted", "rebellious", or "radical" without seeking an understanding of these terms and hoping to comprehend students on the campus at WSU-SP or any place else. We cannot wallow in the luxury of living vicariously with student's behavior or merely wondering if he will become a "solid citizen." We must begin to stand in authoritative vigilance and not authoritarian carelessness. In order to accomplish this educative end, we must seek out valid data regarding the students as well as viable and vital roles in which we may take action on the basis of our understanding. We must regard the students as our continued existence and not as a representation of a "troublesome characteristic" or "the days gone by."





James Pierson is a sophomore in the College of Letters and Science. Jim does his own dark room work, has won awards for his pictures and has had them featured in an on-campus salon. He takes many of the photographs used by the University News Service.

He is the son of Dr. and Mrs. Edgar F. Pierson. Alums will remember "Doc" as a WSU biology professor.

Future issues of Emphasis will feature creative work by other WSU students.

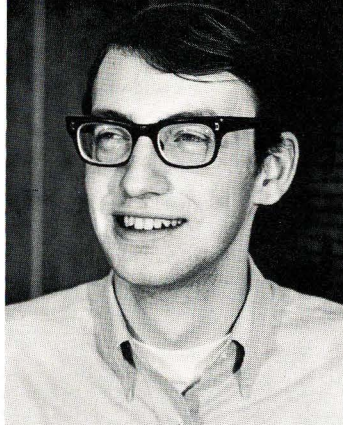


STUDENTS ON



STUDENTS

By Bill McMillen, Senior



Bill McMillen is a senior, majoring in English. He was invited to write this article because he is an articulate young man and a keen observer of campus life. Only after he had completed the article did we learn that Bill is also the son of two alums. His father is Robert McMillen, class of '35, and his mother is Marion MacKenzie McMillen, class of '36.

Bill's home is Oxford, Wis. He was elected recently to Who's Who Among American College & University Students on the basis of academic record and extracurricular activities. He is Associate editor of the Pointer.

The world of education, it has been said, is the world of personalities. And there are no personalities more relevant to education than those of the ordinary student.

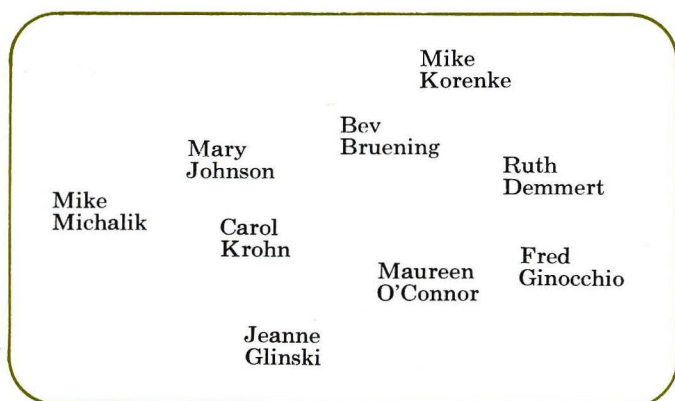
But, in reality, an "ordinary student" does not exist. Yet on the campus of Wisconsin State University at Stevens Point, 6,800 individual students live, study and work in extraordinary close relationship.

These times of student unrest and student power make not only the individual student, but also the student body as a whole an important topic for examination. What better people should do this examining than students themselves.

"There is an initial pessimism about the student body ..."

There is an initial pessimism about the student body by students. "Students undervalue what they should be getting out of college — their place in society, in the future and in the education process," says Ruth Demmert, a senior from Sitka, Alaska. Mike Michalik, a junior history major from Schofield, thinks that "students are only socially motivated to go out to the bars and not to the good life culturally through concerts, lectures, and similar interests."

Jeanne Glinski, a freshman from Stevens Point, feels that students are not politically motivated. "There always seems to be only a select group participating; others might like to participate, but they don't know how." There is a lack of a challenge for Linda Hill, a senior from Madison, majoring in primary education. "So many kids get through so easily."



"He identifies three types ..."

Perhaps the most pessimistic view of students comes from Fred Ginocchio, a senior history and sociology major from West Allis. Writing in the university's student newspaper, *The Pointer*, he identifies three types of students who make up the majority of the student body. The first of these is the "rads." These students "run around boastfully hitting you with shallow anti-Vietnam, anti-Board of Regents and anti-Establishment cliches - - - Rads instead should think more and attempt to inject new ideas and programs into every functioning part of our university."

Ginocchio's second group is the "upper-class." These students belong to the organizations and are supposedly the campus leaders. But "in what way are they really representing student wishes? ... These student leaders are primarily interested in themselves. They generally are interested in looking to the future while chalking up their positions as good for their records."

"... it is no longer a sufficient goal ..."

The final group is in the majority as "the non-interested mass" or "the blahs." This group has no concern for the university and is only here "to get an education."

Today, at WSU-Stevens Point and around the country at other universities it is no longer a sufficient goal just "to get an education." The "blahs" believe that an education comes solely from the books, the "upperclass" thinks that it comes solely from belonging and the "rads" think it centers around being super-critical. But education really amounts to a temperate mixture of all three of these. Unfortunately, few WSU students seem to have obtained this balance.

Mary Johnson, a junior from Rhinelander and president of Debot Center programming board, believes that most students just "haven't found their thing." She doesn't believe the students are apathetic, but does see a need to develop their interests. "We now have an overabundance of programs,

but these are not really cultural enough and well enough prepared."

But even well-presented cultural programs do not produce good crowds. Students' comments strongly indicate that social contacts are the motivating force behind WSU students. "Booze!" explains Linda Hill, "People get a couple beers in them and they can feel at ease, be themselves and not care what other people think." Karen Lamers, a junior from Kimberly and president of Associated Women Students, sees bars as an outlet and place for social contact. "Students don't go out to the bars to drink, but to converse and associate with people."

"college seems to be almost routine:"

There is a general feeling, however, that students are not forced to go out to the bars because of academic pressure. In fact, the challenge of academics seems almost minimal. Miss Lamers feels that "our university does not offer too much of an academic challenge. Personally, I feel challenged by the other students who I attend classes with more than by the academics." To Jeanne Glinski "college seems to be almost routine; if I want to get a good mark, it is on account of myself." Mike Michalik sums it up this way, "the university is a challenge if you want it to be. Just a little bit of effort and you can get a lot out of it. But, it's easier to go the other way."

Since students at WSU do not seem to feel an academic challenge, it would seem they would have time to participate in areas other than social activities, such as politics. But this does not seem to be the case. Politics both within the university and outside in the world interest the students, but they are seldom moved to action.

"What are students supposed to do and when are they supposed to do it?"

"Students would like to get active," asserts Bev Buening, a sophomore from Cedarburg, "but it means a lot of work." Karen Lamers believes that "students are caught up in the interests of politics, but don't know where to activate — what are students supposed to do and when are they supposed to do it?" Yet Mike Kroenke, a junior from Shawano, thinks that "more students are protesting and want things changed."

A survey of campus issues this semester seems to support the last statement. The 1968 elections were highlighted on campus this fall with a visit by Democratic Vice—presidential candidate, Edmund Muskie. All these events were well attended.

Many students are protesting the banning of the radical Students for a Democratic Society by the Board of Regents because of SDS's political views. The students feel this is a violation of free speech and academic freedom.

But while there is increasing interest, politics still is not a major concern of most students. But their own personal future does seem to be a primary motivating factor. Maureen O'Connor, a senior from Mosinee, believes that "most students want an upper-middle class life. They want a job that satisfies them and produces enough of an income to have most of the things that they would like." But she doesn't think an education should only be to maintain a job. "There should be the pursuit of knowledge and the desire to serve the larger community."

"... This idea of service ..."

"There are many graduating seniors, though, who do look to a future of service whether it might be in the Peace Corps or teaching. Yet this idea of service comes late in most college careers and the pure pursuit of knowledge often does not come at all. "If the students really want to learn," asks Carol Krohn, a junior from Wausau, "how many of them are carrying through beyond the classroom to research and learn?"

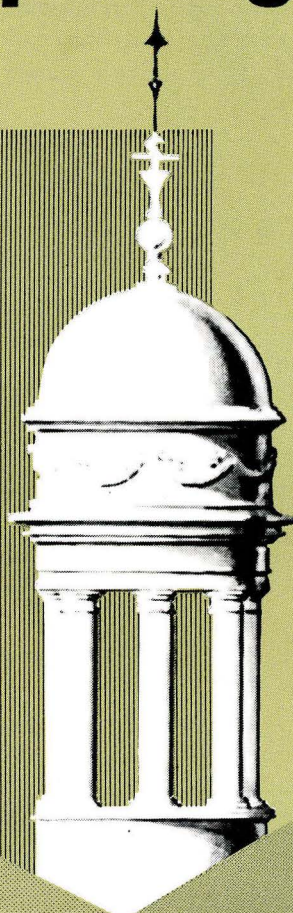
What then is the typical WSU-SP student like? The students are all individuals and the question is impossible to answer unless you want 6,800 different answers. But there are some general campus attitudes. The younger students seem confused about their future, the older students want, for the most part, the security of a job. The social atmosphere on campus prevails over the political atmosphere. However, there does seem to be an increasing trend toward activism. Getting through academically and getting the grade take precedent over actual learning.

But if this seems to be a pessimistic view, one should note that the university exists to provide a meeting place for all types of students. Wisconsin State University at Stevens Point seems to be fulfilling this role adequately.



Figuratively Speaking . . .

Total enrollment	6,830
Undergraduates	6,660
Wis. residents	6,317
Out-of-state	343
U.S.	316
Foreign	27
Graduate Students	170
Wis. residents	165
Out-of-state	5
U.S.	2
Foreign	3
Total	
Wis. residents	6,482
Out-of-state	348
Ranks 8th in out-of-state students in the WSU system	
Ranks 8th in Foreign students in the WSU system	
Men students	3,987
Women students	2,843
Married men	443
Married women	361
Entering freshmen	2,216
Enrollment by School - Undergraduates	
Applied Arts & Science	1,622
Education	1,267
Fine Arts	329
Letters & Science	3,442
Living on campus in University housing	
Men	2,051
Women	1,565
	<u>3,616</u>
Living off campus, at home, or commuting	
	3,214





SOME FACULTY VIEWS

When we started working on this issue back in October we sent a questionnaire to our faculty, asking them a number of questions about our student body. This was to be an opinion survey; the answers, though based on experience, would be subjective.

Our returns were not extensive enough so we could say with any validity, "This is how our faculty sees our students."

However, the returns we did get were interesting opinions and seemed carefully thought out; so even this random sampling we felt would be interesting to you, and we are grateful to the many who did give the questions time and thought.

We can offer these diverse comments which tended to strengthen our own convictions about our students. You can see how they line up with yours.

The faculty was not asked to sign replies, but many of them did, and we quote Robert K. Searles, assistant professor of biology, for we found his opinions well expressed and somewhat representative of the thinking of the majority who replied.

Professor Searles is highly regarded by students generally and he has been the recipient of WSU's \$500 Excellence in Training Award given annually by the Johnson Foundation of Racine. He is also admired by his colleagues as a man who gives unstintingly of his time to his students.

Searles tells us that the students at WSU are concerned with "the boring irrelevant courses they must take, the war, national and world unrest, and with the question of what their future holds in store." These same concerns we found repeated again and again in faculty replies, though many also found the students concerned with immediate and personal problems, with the question of the draft, a major personal problem for men students. Grades are the only concern of which the students speak to some teachers.

Our biologist found that his students tended to be somewhat above average sophomores, juniors and seniors from all disciplines. "Their maturity as evidenced by their interest and concern is a joy to behold. Freshman are seldom concerned."

Asked what he most approved about our students, Searles replied, "Their concern for the plight of their less fortunate fellow human beings. It is a good sign. They want to help others."

He is concerned, however, with their boredom with irrelevant courses. "Our world changes rapidly and education is not keeping pace. Four years is a long time for these young people to sit through courses that will not prepare them to cope with the problems which will face them in the next 30 years."

"I have been here six years. Students have changed so much during that time that teaching approaches I used six years ago are obsolete now. The students have become more aware of world problems. They are concerned. They want to do something to make the world better. This generation has tremendous potential. They are trying the Peace Corps, Teacher Corps, Vista, etc. When their courses don't keep pace with the changing world they become confused, frustrated, restless.

"Our increasing enrollment finds an ever increasing number of students who DO NOT belong in college. Their reasons for coming are many — to stay out of the army, to find a mate, nothing else to do, everybody's doing it, pressure from parents and teachers. These young people are unhappy and without direction or purpose. They are wasting time and money, their own and that of the university.

"A great deal must be done at the high school level to convince parents, teachers and guidance counselors that they can do a greater service to many young people by directing them into productive vocational training instead of perpetuating the myth that all must go to college.

"I don't see one freshman in a hundred who fresh out of high school appreciates the meaning and the opportunity offered by the college experience. On the other hand, those students who have worked for a year or two prior to entering college display such an exceptional degree of maturity that they stand out

in a class the first day I see them. They have seen a different side of the world. They have earned the right to be here and they appreciate it and make full use of it."

Many of the faculty find our students unsophisticated when they arrive on campus. This is a source of delight for some, quite the opposite for others:

"Their down-to-earth unsophistication. Like the freshman who is thrilled on the way to my office with me about his first elevator ride or one other mentioning that he is writing in a blue-book for the very first time," wrote one professor.

"They are inclined to be provincial," wrote another.

"They think the world is still flat." The underlining is ours.

Another is concerned because they do not question enough — "They accept most of the ideas you give them without questioning, until they find it is all right to question what they consider authority figures."

The faculty was most articulate and most willing to answer the question: "What concerns you about the students generally?"

"The effect of the uncertainty about their immediate future on the enjoyment and quality of their study. It's inhibiting both."

"They are 'tight up' because of the many uncertainties and great pressures which engulf them. The stress is not all healthy; they should have more opportunity to laugh."

"Most of them are under too much pressure from society, (i.e. threat of draft, parents' urging to excel.) Too much orientation toward getting a degree in order to get a good job."

The question "What do you most approve about our students?" brought a great variety of reaction.

"Their appearance and emotional maturity and stability."

"Their search for identity and independence and their wish to make a positive contribution to others."

"I am impressed by their general courtesy, but I am comforted, particularly, by their honesty and their desire to find solutions to old problems."

"Their general courtesy, respectfulness, their lack of rush to join disruptive movements."

"There is little snobbishness on this campus."

"Few hippies."

"There is an encouraging minority of them who wish to learn."

"They are unsophisticated when they come to college and eager to learn — they are excited by new ideas and involve themselves in them more than the students in the larger school sometimes do."

"Honesty and openness, willingness to get involved."

"The atmosphere that the majority of them create on campus — when difficulties arise, they seem to handle same with good judgement most of the time."

"Most are friendly, appreciative of your interest in them, reasonably diligent; among a few, the 'activist' spirit is taking hold and I heartily approve of this."

The quality most often referred to was their genuine honesty or openness.

One person stated simply, "I like these young people. What more can I say?"

We asked those who had been here more than five years to compare today's student with earlier classes. We got some interesting comments:

"I think that our students today are broader in their knowledge of life than those that we would find in such areas as Chicago and New York.

"In general, they are less provincial, more able academically, have better background from high school."

"General caliber of students today is lower than what we got 8-10 years ago."

"No different — but a little more educated than students formerly were because of TV, spending money, transportation, etc."

"No difference, and I'm serious."

"I've been here four years, and I think they are terrific."

"Students 5 years ago were better. They knew where they were going and worked for it. And did not ask for many privileges as students do today. They were interested in the basic needs of life."

"I was a student here from 1960-64. As I compare the students I am working with today with the students I knew, I would tend to believe that the present student might have more concern for his acceptance or rejection and then an attempt at self understanding.

This faculty member continues, "However, I might note also that I feel some people now do not have definite goals — they do not know where they are going. Possibly this is because college is financially possible for many more people."

Still another found that "Students today question more than previous ones — they will not be spoon-fed. They challenge the professor — and I feel this is good if the challenge is sincere and not merely argumentative."

They are "Much more talented and generally better adjusted to college life as freshmen," noted another.

Concern over the difference he saw was expressed by one professor thusly:

"The quality is quite similar. But today's students are being taught to rush in and act as if they knew the solutions, when in fact they (and their instructors) know very little."

"I think the academic performance of our students is somewhat worse than it was a few years ago," thinks another.

"... The freshmen and sophmores are certainly better prepared in communications skills," is another's opinion.

"They seem more involved, in more activities. They study harder, and seem to be better informed about many things. They seem more anxious to be treated as adults.

"Today's student comes somewhat better prepared but he seems considerably less certain of why he is here or if he wants to be here."

We hope we have been fair to those who responded and to our entire faculty in the answers we have selected. Those who did not respond might have presented an entirely different picture.

One conclusion is almost too obvious for statement. Our faculty shows as much variety in opinion about our student body as we have variety in students. Even in their reactions to our request that they participate in this survey: One professor's only comment was to scrawl "The whole thing stinks" across our memo. At the other end of the continuum was this comment, "Congratulations on the imagination you show in handling alumni publications. I think the thing you are attempting would be of real interest and concern to the alumni."

Alumni readership opinion may run the same gamut — and that is good, too. We are a university.





WSU'S MILK & COOKY PROJECT

by Mrs. Marilyn Hill

Coordinator WSU Indian Education Program and Acting Director - Upward Bound

"Why do you do it?"

"It's one way to get off campus and, then, there's the milk and cookies," is the flippant answer you are apt to get if you ask any one of 75 WSU students why he spends many hours a semester tutoring an Indian child in the University's own Vista-type program to help the disadvantaged.

Probe a bit deeper.

If you do get him to admit his serious motivation it won't be expressed in terminology of a do-gooder.

You'll find he honestly believes he is learning much more from his contact with this young American Indian than he is able to give in return.

The project represents involvement to the University student and that is what today's thinking student is seeking. Here is one place where he can make a direct attack against what he sees as injustice and indifference. He knows his contribution is no cure-all for the problems the Indian child faces, but he

sees his person-to-person assistance as a way in which he can help this particular Indian child enter and compete in the mainstream of our society.

The University has been working with Wisconsin Indian community leaders since 1964, to provide tutoring help for school children in their own communities.

A full school year's program of homework help was initiated by interested faculty and students in 1965-66. Twice each week the students travel to Keshena and Neopit in northeastern Wisconsin.

The program here has involved over one hundred and twenty WSU students over the past four years in both Menominee and Wood counties, and has included planned cultural experiences and trips as well as tutoring.

The Menominee project is funded as a Community Action Project with a budget of \$14,165. This money pays for a tutor supervisor and for travel expenses between the University and Menominee County, with an evening meal. Expenses for the children's trips to the campus are paid for, as are study materials and paperbacks for study centers.

The many, many hours volunteered by the students are the chief contribution of the University.

There were 738 tutoring hours contributed to the Menominee project in 1966-67 and last year the hours totaled 1,284. Group tutoring has proven effective with the junior and senior high school Indian students in the Menominee County project. This tutoring helped them bridge the gap between the small local elementary schools they attended and the larger Shawano Junior and Senior high schools which have a white rather than Indian majority in the student body.

A group of Indian mothers at Wisconsin Rapids approached their Community Action Organization seeking aid for their children in the spring of 1967. In trying to help their youngsters with their homework the mothers found themselves particularly baffled with the "new Math." They also recognized that their children were handicapped in many verbal fields.

The University met the needs of these children with a seven week project that same semester, but funds were not available for the 67-68 school year. The Community Action Organization of Wood County then financed a 15 week program in the spring of 1968. This year the project received full funding for a 30 week program, with a budget of \$9,339.

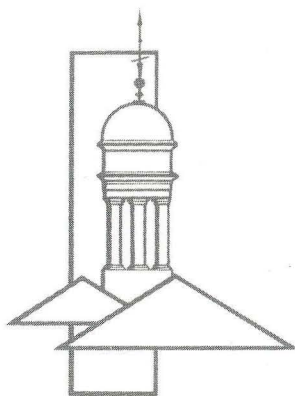
Again, WSU's main contribution is that loyal group of student tutors who spend every Wednesday evening at the Howe school in Wisconsin Rapids. Each of 52 tutors has one Indian child as his individual responsibility, to help him wherever he is having difficulty. The children range from pre-school through high school age.

A coordinator is hired on a quarter time basis. She is responsible for the orientation and recruitment of tutors and supervises the program. The funds pay travel expenses to take the tutors to the children and for the services of an education specialist consultant.

Because the Wood County Indian children live close to the Stevens Point University campus this one tutor to one child relationship is possible, and those involved in the program see this as its most promising factor.

In the spring of 1968 WSU, on extremely short notice, accepted the responsibility for an Upward Bound program planned for Indian high school students from many northern Wisconsin communities. Seventy-eight Upward Bound Indian students came on campus for six weeks. The children met in small classes in the morning for academic work and were taught by experienced master teachers drawn from various high school and university faculties.

Afternoons were given to small group activity such as art, drama, music, phy. ed. and special study groups. The entire program focused on academic as well as attitude preparation, with assistance in developing positive self images and a strong desire for education. A secondary focus was to help these disadvantaged students talk about their feelings, desires and knowledge so that they would be able to compete in our highly verbal society.



Eight University students served as tutor counselors during the summer program. The average adult could not give the kind of time and energy that they put into the session. The students were paid for forty hours a week, and it is but slight exaggeration to say that they worked around the clock; 24 hours a day, seven days a week.

All of the other hours spent by tutors in both the Menominee and Wood County projects are donated. Oh, yes — the students do join their pupils for the milk and cooky break, and it is one way to get off campus!





alumni director rick reports

75th Anniversary Homecoming Banquet, a Big Success ...

With four dining rooms filled, the 1968 Alumni Banquet, October 11, hosted alums from as far away as Florida and California. A cocktail hour, Dixieland Band and dance formed a fine alumni mix to start off the year. President Lee Sherman Dreyfus spoke about University development, and plans were started for next year's Homecoming, October 17-18. If this year is an indication of support by alumni, we may have to rent a "Big Top" for 1969. It was a great weekend.

State WEA Convention Draws Alums

Hosting a reception for over 200 Pointers, the Alumni Association decorated the Milwaukee Ramada Inn in Purple and Gold, on November 7. Alumni were welcomed back by President Lee Sherman Dreyfus, Mr. and Mrs. Robert Lewis, William B. Vickerstaff, Dr. John Ellery and Rick Frederick, his wife Judy, Norman Knutzen and Ellen Specht.

A reservation has already been made at Ramada Inn for next year, so plan to visit us then.

Other area WEA meetings this year will find us in Wausau and Madison.

If there is anyone connected with the University that you would like to have at your regional WEA, please let us know.

European Tour Slated for July 14 to August 4 ...

London, Amsterdam, Vienna, Rome and Paris are but five of the cities that await this year's alum as he travels through Europe this summer. Some 20,000 Pointers have received information about the tour and we can say from the results that it will be "Bon Voyage" to many in July. The package tour is only \$761, complete.

During the 22 day tour the travelers will sip wine in Vienna, study Michelangelo in Florence, be enthralled by the Alps, charmed by Innsbruck and dazzled by Paris. Your place on the Pan Am. jet can be assured by a \$100 deposit.

75th Anniversary Publication Nears Completion ...

Less than four months remain be-

fore the history of WSU at Stevens Point will be off the presses.

Author Ellen Specht captures the color and excitement of the institution as it developed from Normal school to University, but captures it in today's contemporary style.

The publication is included in membership dues. For non-members the price will be \$2.50 per copy. Send your check and we will rush you your copy as soon as it is ready. Distribution is set for May 3.

This is a must publication for every student, alum, faculty member, friend of the University and historian.

Anniversary Climax set for May 3 ...

The 75th anniversary committee is working closely with Chairman Orland Radke and myself as coordinator, and we have set Saturday, May 3, as the official date for the University's 75th birthday party. Plans will be announced later, but put the date on your calendar.

Alumni Association Forms Clubs throughout Wisconsin ...

Merrill, Antigo and Rhinelander have had their first area banquets and five others are scheduled this spring.

At Merrill, area alumni met at the Lincoln House on November 17, for cocktails, dinner and program. President Lee Sherman Dreyfus spoke about the University and told the alums how their support could foster a greater University.

To the more than fifty Pointers there, your director pointed out the need for Alumni support through Association membership and stressed the role the alumni club plays to help the University at the local level. Entertainment was by the University Swing Choir directed by Prof. Kenyard Smith.

The Merrill club committee consists of Jim Stoltenberg, Otto Bacher, Stanley "Snuffy" Smith and Allan Malm.

Antigo's loyal alums braved a snow storm to attend the banquet at the Riverview Country Club on December 2. Forty-two attended from the area; were treated to the usual superb performance by the University Swing Choir, a rousing speech by President Dreyfus and a fine dinner.

Heading up the Antigo club will be Don Aucutt, Pete Marsh and Dennis Schmidtke and Edna McNown.

A similar banquet was held at Rhinelander's Claridge Motor Inn, December 17, and other banquets are set for Wausau, January 28, and for Green Bay, Medford, Milwaukee, Madison, Chicago and Stevens Point in the coming months.

With these banquets the Association will demonstrate its desire to reach out to serve alumni. After each area banquet an alumni club will be developed, with help from this office.

Each club will be challenged to work for the University at the local level as well as to develop significant programs to serve its own group. Clubs can help area students with scholarships & loans. The key to club success will be the interest and enthusiasm of local alums. Knowing and spreading the word about the University as it is today is a project for every club.

The University, through the Alumni Office, will help form clubs in Wisconsin and elsewhere and will inform Pointers of the needs, achievements and problems that confront the University. Our growing University needs the friendship and support of its alumni.

Membership Campaign Gains Momentum ...

The success of the Alumni Association will depend on the number of alumni committed to the work of the Association and interested enough to become active members.

For the past few years many alums joined the Association to assure themselves of its publications. Now with the expanding services and increased publications more people are joining, with initial response extremely encouraging. We have over 25 life members and 61 new annual members for a total Association membership, with renewals, of over 400.

As your director, I strongly urge every loyal alum to help support the Association and the University. Your membership assures you of six publications a year, special reports, a "Pointer" pin, a decal, and a membership card. Do join now!



**WE
SAW
YOU
THERE**



Several hundred alums dropped by the Ramada Inn during Milwaukee Teachers convention to greet friends and chat with President Lee Sherman Dreyfus, Alumni Director Rick Frederick and others who came from the University for the reunion. By next year we hope to have a Milwaukee club to help host the affair.

Photos — Left to Right, Top to Bottom.

1. Pres Dreyfus, right, and Rick Frederick, center, bring Donald Nice up to date on WSU

2. Edwin and Mary Ann Heuer greet the Bill Claytons

3. Laurie Peters, Bill Vickerstaff and Ross Papke

4. Mr. and Mrs. Richard Lorenzen were there

5. Norm Dorn visits with Rick's wife, Judith, as she registers new association members

6. Elda Schrader & Prof Robert S. Lewis

7. Pres. Dreyfus introduced his mother Mrs. Clare Dreyfus, a long time member of the Milwaukee School Board

8. At times the room was jammed as old friends met and caught up on the news

9. Senator Wm. C. Hansen - Prof. Emeritus Norman E. Knutzen & Laurin P. Gordon

10. William Young and Roger Schoenberger eye the refreshment table

11. Len Abrahamson and Clark Anderson sat down to relax and chat



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