

"It is not the reporters' responsibility to misrepresent the facts, that is, to 'balance'

the Pointer

the news with 'good' and 'bad', so that the facts --the truth-- will not appear so condemning."

James Aronson
Packaging The News

SERIES VIII, VOL. 15

UW-STEVENS POINT, FRIDAY, MAY 5, 1972

NO. 27



Special Comment

UW-SP Not Racist?

BSC Comment

Letter to the Siasefi Editor:

I was once told that your organization was a very straight one, filled with university leadership and that it excelled in high performance "academic-wise" within your organization. But after reading your articles in the "Disappointer" I realized that your members were anonymously speaking.

I believe that your organization has reached the turning point. The skating through the union, degrading of women and other infant behavior of this sort which you have practiced were laughed at and accepted by some students, but your recent "Disappointer" was no laugh on the part of the black students.

In the past, you have degraded black students on this campus by your performance

of "Sesame Street" on the union lawn. Our culturally deprived white students here viewed the performance as from very good to funny. We did not retaliate, but we filed the situation among ourselves.

Black Students on this campus are tired of your bull shit prejudiced jokes, and your constant re-enforcement of the stereotypical attitudes which are laying down beliefs for the students on this campus.

We are tired of your humor, tired of the damn, white liberalistic attitude which you practice. Sub-intellectuals and fellow students of "Siasefi organization," we have played your game before and are pissed poor tired of your practices. We are tired of trying to be competitive, and informative with the majority. Yet, some of you are still making jokes.

Dave Marie
Black Student Coalition

AIRO Comment

To the Editor of the Disappointer.

After having read several articles pertaining to Native Americans in your publication entitled "Disappointer" we request that we receive a formal apology concerning your remarks because of the racist content and also the disrespectful manner in which you refer to our people.

AIRO
(American Indians Resisting Ostracism)
Gary Kmiecik - Sioux
Charles Wheelock - Oneida
Ron DePerry - Chippewa

Editor's Note:

When asked whether or not the "Disappointer" material on campus minorities was racist, a Siasefi, selling that "publication" in front of the union, stated, "Racist? No, it's not racist; we just don't like niggers." From the evidence it seems that the Siasefis don't 'like' Native American or Oriental peoples either. We suggest that Chancellor Dreyfus re-convene his taskforce on racism to get the Siasefis' testimony on "niggers," and anyone else they don't like due to the color of skin. We would further suggest to the Chancellor that his 'boys' (that, of course, will be 'boys') are ruining his carefully - constructed public relations image of a Fourteenth Amendment Campus.

Poli. Sci. Reacts

By Carol Cartwright

Reporter's Note: See the following article by Dick Maslowski, President of the Political Science Association and member of the committee which prepared the evaluations. He gives his opinion of the situation described in the news article.

Last week the Pointer printed the Political Science faculty evaluations done by four students in the Political Science Association. These evaluations were a summary of what students said on questionnaires handed out in Political Science classes, according to the students who composed the evaluations. But some faculty members have criticized the evaluations as being an inaccurate representation of the data.

Two of the students who compiled and wrote the evaluations, Dick Maslowski and Donna Jahnke, stated that they thought the evaluations were fair and honest and reflected what most students said on their questionnaires. Maslowski said that the evaluation summaries included comments which appeared most often on the questionnaires.

The three faculty members the Pointer talked with were of the opposite opinion. Mary Lou Robinson, who received a negative evaluation from the committee, said she didn't feel her evaluation reflected what the students said on the questionnaires. She said the evaluation of the course as disorganized is the only criticism which is relevant to the questionnaire.

Robinson was especially upset that the word "quack" was used in her evaluation. Maslowski, who personally wrote her evaluation, stated that the word was used to describe her teaching ability because some students had asked on their questionnaires if she was really a teacher. But Robinson feels the word also reflects on her ability as an attorney, and she says the comment has hurt her professionally.

Robinson said she is disappointed in Maslowski because she feels the questionnaires don't reflect the student opinion and that the evaluation was a personal insult to her from Dick. She stated that she had Dick in a course before this semester and what he wrote in the evaluation summary was almost verbatim from what he wrote personally on his questionnaire that semester.

Maslowski said he has nothing personal against Robinson and his own opinion in no way reflected the summary he wrote.

Robinson also complained that the language Maslowski used was "disgusting." She said that the summary could have been written in a much fairer and

much less offensive fashion and perhaps would have been more effective.

Donna Jahnke mentioned that Robinson indicated in a class that she was considering a lawsuit against Dick because she feels his comments have hurt her career. Robinson claims that this is one of the things she thought of as a lawyer reacting to the situation. But she said she doesn't know what would be accomplished by it now. She said she is genuinely concerned that Dick doesn't recognize libel and slander as applying to him. She said that now she doesn't feel anything besides trying to be a better teacher if she teaches again and not to let this blow discourage any future career interests.

Maslowski claims that he had no intention of libeling Robinson and did not use the term "quack" with any intention of slandering her. He said he was only describing her teaching ability, which is not her major profession.

Albert Kudsi-Zadeh, another member of the faculty who received a negative evaluation, said that he did not find the evaluation fair or accurate. He feels it also does not reflect the data gathered in the questionnaires.

Kudsi-Zadeh has gone over the student questionnaires and said they do not agree completely with the evaluation. He said he did expect the class would be called disorganized because it is not his method to go from one point to another statically or stick to an outline. He says he is more informal and he thinks this is a better way of teaching.

He stated that there were as many positive points on the questionnaires as there were negative ones, yet the evaluation came out all-negative. He said that only one student mentioned that he rambled, yet the evaluation included this as what most students said.

When asked why the evaluation came out negative when he felt it did not reflect the student data, Kudsi-Zadeh said that the committee may have read the questionnaires too fast and did not analyze the answers accurately or that there was a personal factor involved. He stated that if the committee's intention was to "debunk" a teacher, they should have done it on better evidence than this. He said only one of his sections of 14 persons was tested and he doesn't feel that it was therefore an accurate representation of his students. He said he asked the committee to also test his other section but they haven't and he plans on doing it himself.

Political Science department chairman, Mark Cates, who received a positive evaluation from the committee, also thinks the evaluations were not all accurate. He said that, in cont. to page 15.

New Pointer Editor Chosen

Gary Rutkowski, current Assistant Editor of the Pointer was named Editor of the 1972-73 Pointer by the Publications Board last Friday, April 28.

The board, made up of faculty, Student Senate representatives and Pointer staff representatives, chose Rutkowski after interviewing both him and the other candidate, Dave Gneiser, a former staff member of the Pointer.

Rutkowski will take over his duties in June from Al Jenkins who has been editor for the past year.



The Soviet Trip: "Russians Really Are Humans"

A group of students from this university had the rare opportunity of spending their spring recess in communist Russia. The students, 21 in number, took part in the fourth consecutive Easter vacation trip offered jointly by the Universities of Wisconsin. As prerequisite to the Soviet visit Stevens Point students registered in the new Soviet Seminars 297 and 397. Dr. John P. Zawadsky, Chairman of the Philosophy Department, designed these seminars as comprehensive studies of both the Soviet Union and East Central Europe, and was also present on the trip. The itinerary included 5½ days in Leningrad, 3½ days in Tbilisi, 3½ days in Minsk and 3½ days in Moscow.

The Pointer, interested in the opinions formed by the participating students during their stay behind the iron curtain, held separate interviews with three of the student travelers. The following is a composite of the interviews held with UW-SP students, Rita Bablitch, Tim Siebert, and Rhonda Hoernke.



Rhonda Hoernke

Hoernke: Pretty warmly. I was afraid that when they found out we were Americans they would have a 'Back, you capitalist dogs' attitude but they didn't at all. They were very interested in our lives and asked us questions about ourselves."

Pointer: What ideas of institutions, that you observed in Russia, do you think could be applied for the betterment of American society?

Bablitch: "I don't know. I didn't like Socialism that much. Socialism contributed to lower costs for public transportation and although the state took care of them, I don't think the people were happy."

Siebert: "The mass transportation system, free medical care, free schooling and a thing they call the Pioneer Palace, which is kind of a combination of our YMCA, Boy Scouts, Girl Scouts and church organizations all rolled into one and used as a supplement to their educational system. I think those four, especially the free medical."

Hoernke: They had an excellent mass transportation system. In Moscow, a city of seven million, there were very few cars on the streets. The metro system, the subway and the street cars and buses were so efficient that they took care of seven million people. They also seem to have a system of honesty. When you're riding the subways and all of these things there is no one there to collect tickets. They trusted you to pay and I might add the rates were very cheap, about five or six cents a ride, as compared to 35 cents in a city like New York, U.S.A."

Pointer: Did you note, during your stay in Russia any blatant oppression or widespread popular discontent with the government?

Rita Bablitch: "Yes, the university students didn't say anything about it, but some of the kids on the streets did. They worked on our sympathies, saying how oppressed they were and how they couldn't get all of these good things they wanted. What they wanted were our jeans and shirts and other things they couldn't get."

Tim Siebert: "Blatant? No. I really didn't. I think you could detect that things were going on behind the scenes, but there wasn't anything blatant about it."

Rhonda Hoernke: "No, not to my knowledge."

Pointer: How restricted were your movements?

Bablitch: "In the cities we could travel anywhere we liked. Most of us took part in all of the tours. But when you wanted to go outside of the city, like Dr. Zawadsky wanted to visit the place his father was born in, travel was more restricted. Dr. Zawadsky underwent two investigations only to find that the city no longer existed. I don't think he would have gotten an internal visa anyway."

Siebert: "There were none."

Hoernke: "They weren't restricted at all. We were surprised because we thought we would be told not to take a lot of photographs but no mention was made of this at all. There was one time when a person took a picture at an airport when the Russian authorities removed the film from his camera, but even then they didn't say anything more."

Pointer: How were you received by the Russian people?

Bablitch: "Really good, they were happy to have us there."

Siebert: "As a curiosity, when you walked down the street you were always stared at. If you made a point of talking to them, and could get over the language barrier, they were friendly and would go out of their way to help you. But otherwise you were just kind of a curiosity."

Pointer: Briefly, what is your opinion of U.S. foreign policy toward the U.S.S.R. now that you've been there?

Bablitch: "Mostly our policy toward them has been one of reaction. They build up their armaments and we react by building up ours. I don't think we have anything to be afraid of. What I saw of Russian consumer products had little quality and Americans wouldn't want it. But since they do have money and don't spend it on consumer goods, they must be spending it on their military. We didn't see it but it must be strong, the money has to be some place. We might have to fear them militarily, and personally I would like us to keep up with them because I wouldn't want that type of situation here."

Siebert: "I think you have to put out of your mind the picture that has come through since the early 50's. The propaganda overplays so much that it takes time to alter your perspectives on the thing. This is not to say there is some truth to it, but not to the extent that the propaganda one hears would have you believe."

Hoernke: "That the Russians are not the 'ogres' that you always hear about. I think we are too suspicious of them."

Pointer: Would you care to offer a concluding comment?

Bablitch: "Yes, the trip made me appreciate America more."

Siebert: "Just that everyone should if possible go on one of these trips, in order to readjust their perspectives and realize that the Russians really are human. I realize that it is expensive (\$525.00) but it's a fantastic experience."

Hoernke: "I enjoyed the trip tremendously and if anyone can get the money to go I think it's worth it. It's fantastic and I'd love to go back."

Pay On The Way

Student paychecks are expected to be available for issuance on Friday, May 12.



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Tim Siebert

Special Report

The Concentration Of Power In The University

by Ellie Peterson

Who controls this place? Where and how are decisions made? Obviously, the answer lies with the administration. The Pointer took a closer look at the administrative structure of this university, and at the men who have become key administrators.

As can be seen from the accompanying chart, the administrative structure is comprised of three areas: Business, Academic, and Student Affairs. Each of these areas is headed by an Assistant Chancellor (Leon Bell, Gordon Haferbecker, and David Coker), not to be confused with the two Assistants to the Chancellor, John Ellery and William Vickerstaff. These men, with Chancellor Dreyfus, form the nucleus of the UW-Stevens Point power structure.

The administration works through a multitude of committees and councils, but the majority of these are narrowly limited in their concerns. Ad hoc groups can also be formed for specific decision-making, e.g., how to handle the refunds necessitated by Nixon's economic measures.

The administration's influence is also manifested in these committees through the power of appointment. In 1971-72, the Chancellor's office made 22 appointments to 17 standing committees.

Two groups form the key to the administration: the informal Administrative Council and the structured Budget Advisory Committee.

The Administrative Council has been called "the Chancellor's staff meeting" and "Dreyfus' kitchen cabinet." It consists of the Chancellor, his two Assistants, and the three Assistant Chancellors. The primary purpose of this group is an informal discussion of current issues and problems. Haferbecker terms it "an important communication mechanism" as Dreyfus uses it to inform his administrators of recent meetings of the Chancellors' Council and the Board of Regents. Projects are examined and assignments made for further study. Bell states that the Administrative Council "really works over issues, but not in particular detail." The AC is usually scheduled for Monday mornings, but does not meet when Dreyfus is out of town, as he frequently is.

In September of 1971, the Pointer asked that the Administrative Council meetings be made public information. Following is Chancellor Dreyfus' reply in part, to editor Al Jenkins:

"You had asked whether or not two reporters could sit in at the administrative staff meetings which I call irregularly in my office with the three vice presidents and my two administrative assistants. I decline the presence of anyone in those meetings, since they are relatively unstructured and, in my opinion, unhampered and unfettered by any other presence than those staff members immediately reporting to me.

"I think there is really nothing to be served by the reporting of all of the subjects which come under discussion in this staff meeting. Clearly, there is nothing which can come out of it that affects the implementation of policy on this campus which would not become public policy when and if a decision was made. These people serve as advisors to me in helping me to implement the policies given by the Board of Regents or recommendations to me by the student governing body or the faculty governing body.

"You have questioned whether or not this meeting of my administrative staff is not covered by Section 14.90 of the State Statutes. This section involves the Wisconsin Anti-Secrecy Law. According to the Attorney General's opinion, dated December 10, 1968, by then Attorney General Bronson LaFollette, in response to a question by the editor-in-chief of the Pointer, there are two criteria for determining whether or not Section 14.90 applies to a particular body.

"One of those criteria is the question, 'Does it perform functions by taking formal actions as a body at meetings?' My staff meeting does not perform functions by taking formal actions as a body. We do not take a vote; we do not have a structural and procedural order by way of constitution; we do not keep any minutes as an on-going body. Since there are no formal actions by this group as a body, it clearly does not come under the Anti-Secrecy Laws of the state. As a matter of fact, if it did, I suspect every meeting of any unit anywhere by an administrator with his advisory staff would suddenly become open meetings.

"Please understand, however, that I am not and do not practice law. I am giving you my

opinion of the Attorney General's position on this matter. It is always your prerogative to claim that my meetings with my administrative staff do constitute the meeting of a public body and to request an opinion of the Attorney General as to that legal status. Only he can really provide you with an opinion and only the court can provide you with a final answer on the legal status. Until such time as a court can provide you with a final answer on the legal status. Until such time as a court would make such a determination, I will continue to meet with my administrative assistants on a non-public basis."

Jenkins did not pursue the matter through the Attorney General's Office and the courts for lack of time.

According to Bell, "the Budget Advisory Committee formalizes what the Administrative Council discusses." The BAC is a formal committee, with an agenda and regular voting procedure. Minutes are kept

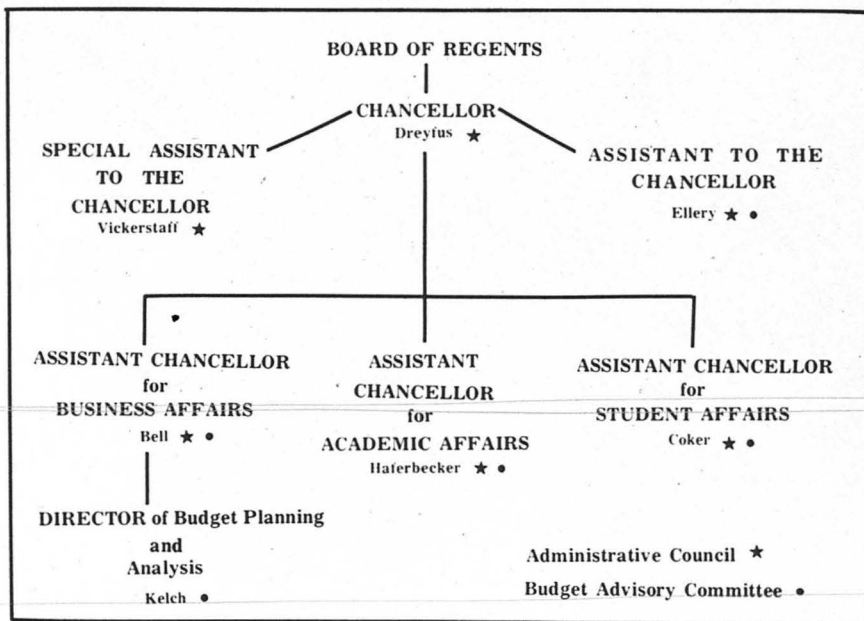
balance in the total administration of the university."

The Chancellor's Advisory Council which theoretically provides more divergent input, consisting of Faculty, Academic Council and Student Affairs Council chairmen, SPAWSUF president and one appointment, in addition to key administrators, is inactive.

The distinction between Ellery's position as Assistant to the Chancellor and Vickerstaff's as Special Assistant to the Chancellor is unclear to many. Vickerstaff explains that Ellery handles all academic matters while he is responsible for non-academic matters, e.g., community relations.

Vickerstaff views the three Assistant Chancellors as "extensions of the Chancellor's office."

"Comparatively speaking, we at this university probably have a more informal structure than most in that we have definite line responsibility in the three Assistant



by Paul Kelch, nonvoting secretary. As Director of Budget Planning and Analysis, Kelch also gathers facts and figures for BAC assimilation. (Kelch is also advisor to the student government Finance and Allocations Committee, budgeting student activities monies.)

The BAC meets approximately twice a month and is outlined in the Faculty Handbook:

The Budget Advisory Committee (BAC) is an administrative committee reporting to the University Chancellor. Membership consists of the Assistant to the Chancellor, the Assistant Chancellors and the Director of Budget Planning and Analysis. The purpose of this committee is to make recommendations to the University Chancellor for the most effective allocation of all University resources, regardless of source, i.e., personnel, facilities, funds, equipment and materials.

Coker characterizes the BAC as being "collaborative, not competitive," in that each of the three Assistant Chancellors develop their own area budget but then work together to finalize the budget, instead of each submitting their own request to the Chancellor which could result in each being played against the middle. In effect, the BAC reviews the entire budgetary process for the university.

In Vickerstaff's words, "the heart of the administration is the Administrative Council and the Budget Advisory Committee...as you can see, they're overlapping committees." He explained that he and Dreyfus refrain from sitting on the BAC as they are responsible for approving or vetoing that group's recommendations. Bell deems this system favorable because "We're trying to seek

Chancellors.

"I think the administrative structure is very flexible; people can get an answer." He also noted that the administration tries to make as many local decisions as necessary, without referring everything to the Regents.

Vickerstaff states his belief that "good administration is based on the personality of the people involved in it." Dreyfus concurs, and as he feels the key to a university is the classroom. "I require every administrator who has an academic appointment to teach." Dreyfus himself teaches "Evolution of American Media." Ellery, also a communication person, instructs "Media Law." Haferbecker teaches "Labor Problems" and "Social Insurance" for Economics and Coker instructs "Psychology of Adjustment."

Each of the three Assistant Chancellors is responsible for his specific area and secondary power structures are formed, comprised of the Directors of various offices in the case of Business Affairs and Student Affairs, or the Deans and Directors of Academic Affairs.

Coker calls the total administration an "open administration system," in contrast to a closed one in which people would not feel free to disagree. In any vertical power organization, policy can flow up or down. Coker views truly open channels as a goal and explains that he would prefer to see policy flow up rather than down. Bell asserts that minor recommendations flow up as more knowledgeable people are closer to the actual work but that long range programs and plans flow down.

All of the key administrators agree that Dreyfus is a firm believer in delegated authority. According to the Chancellor: "I feel no necessity for knowing every decision

cont. to page 4

Power Continued

made or for ultimately making it. Decision-making should be done at the highest concentration of information."

It is Dreyfus' policy that decisions reaching his office are only those which can't be made elsewhere due to a conflict or where there is no clear path and the decision becomes the lesser of two bad choices.

The Chancellor is philosophical about this generous delegation of authority: "mistakes do happen but delegation has got to be spelled trust." He theorizes that if one doesn't trust a subordinate, why keep him?

Dreyfus prefers a long-range view of decision-making: "To me, nothing's important unless it's going to be important in twenty years."



Lee Sherman Dreyfus

Chancellor
\$31,500

Education:

1949 B.A. in Speech from U.W. - Madison
1952 M.A. in Speech from U.W. - Madison
1957 Ph.D. in Speech from U.W. - Madison
doctoral thesis: "Persuasion Techniques Used in Congress"

Military:

enlisted in U. S. Navy, 1944
discharged as Petty Officer 2nd class, Electronics Technician,
presently chairman of the U.S. Army Reserve Officer Training Corps (ROTC)

Advisory Panel. This panel of 15, essentially educators, advises the Department of Army on curriculum and other ROTC matters

Community:

board member of numerous civic and charitable organizations, including:

--St. Michael's Hospital
--Citizens' National Bank, an involvement Dreyfus calls "an econ. course I couldn't have bought." The board formulates policy and considers specific loan decisions on community projects.

Dreyfus receives \$1,500 annually for his board membership.

--WSPT Sentry Broadcasting, receiving \$100 annually, Dreyfus attributes his involvement here to his broadcasting background, working primarily with the policies and ethics of WSPT.

--member of Stevens Point Country Club

National:

On a national level, Dreyfus serves as chief of Mission for Higher Education in South Vietnam and is chairman of the Government Relations Committee for the American Association of State Colleges and Universities.

He participated in the AT&T "think tank" from 1964 to 1969.

Previous to Point:

Dreyfus became Chancellor in 1967. He was a professor of Speech and Radio-Television at UW-Madison.



John Blaise Ellery

Assistant to the Chancellor
\$22,750

Education:

1948 B.A. in English and French from Hamilton College in Hamilton, N. Y.

1950 M.A. in English and Statistics from University of Colorado

1954 Ph.D. in Speech and Latin from the University of Wisconsin

M.A. thesis: "The Influence of Public Opinion Polls on Individual Opinion"

doctoral dissertation: "The Collected Speeches of John Stuart Mill, with Introduction and Notes."

Military:

--1938 - 1945, served as Ensign in the U.S. Merchant Marine Reserve, then as Staff Sergeant in the Army. Ellery attended college under PL 16, which provides rehabilitation training for wounded and received civilian conversion in 1948.

--Honorary Admissions Counselor, United States Naval Academy

--Member of the American Military Institute

--member of the United States Naval Institute, concerned with research, writing, and naval developments

Community:

--Works as a Consultant in Communication Systems, involving talks and seminars for telephone companies, radio and TV stations, and publishers. When Ellery came to Stevens Point in 1968, he was giving approximately 32 speeches a year but has cut that down to about six a year, involving himself only in those which are "particularly interesting."

--Member of Stevens Point Country Club

Previous to Point:

--Ellery headed the English Department and served as Acting Dean of Education for a national university in Sierra Leone, in West Africa, 1966-68. He worked through USAID-OES-NUC.

--From 1961 to 1966, he was English Department Chairman at East Tennessee State University.



Wm. B. Vickerstaff

Special Assistant to the Chancellor
\$17,500

Education:

1956 B.S. in Economics and Business Administration from Cornell College

Military:

1951-54 Air Force, discharged as Technical Sergeant

Community:

--Executive Secretary of UW-Stevens Point Foundation, Inc.

--President of Stevens Point Industrial Development Commission and Foundation, which work to "improve the business climate in Point," and have secured financing for

several small industries.

--Director of Sentry Fund, Inc., a mutual fund of Sentry Insurance which makes it possible for the investor to buy stock and have equity in a number of stocks, taking advantage of expert advice and spreading the risk. Vickerstaff receives \$50 per meeting; the group meets four times a year.

--Member of the Transportation Commission of Stevens Point

--Active in Chamber of Commerce

--Member of Stevens Point Country Club

Previous to Point:

Vickerstaff joined the administration in 1966. From 1964 to 1966, he had been a stock broker at a Milwaukee brokerage house. During his 1959-64 period with Sentry Insurance, he was instrumental in setting up the administration and the data processing unit.



Paul Kelch

Director of Budget Planning and Analysis
\$18,430

Education:

1939 B.S. in Business and Education from Sul Ross State College, Texas

1940 M.A. in Education and Economics from Sul Ross State College, Texas.

M.A. thesis: "The Transient Child: An Educational and Social Problem"

Kelch has accumulated numerous additional credits through military courses and has done graduate study at Princeton, Indiana and Butler Universities

Military:

--enlisted 1941

--Retired as Lieutenant Colonel, U.S. Army Finance Corps, 1963. As a retired officer, Kelch draws a retirement salary and is subject to emergency recall.

--Kelch serves as guest lecturer in the ROTC program on the subject of the Finance Corps.

Community:

--Chairman of Peace Campus Center steering committee

Previous to Point:

--After his Army retirement and before joining the Stevens Point faculty in 1965 as an Assistant Professor in Economics and Business, Kelch was an Assistant Professor and Director of the Computer Center at Sul Ross State College in Alpine, Texas.



David L. Coker

Assistant Chancellor for Student Affairs
\$21,000

Education:

1959 B.S. in Chemistry and Physics from Western Illinois University

1961 M.A. in Counseling from State University of Iowa

1966 Ed. D. in Counseling-Higher Education from Indiana University

doctoral dissertation: "The diversity of Student Characteristics Among Campuses."

cont. to page 17

Pointer Podium

*"In view of the fact that 18-year-olds are now legal adults,
what is your opinion of the organization and regulation of the dorms?"*



Kathy DuChateau. 321 Baldwin Hall. Soph. 20.
"I feel that the university feels that they should have these regulations so that they'd have somebody living in the dorms. But, if I was just coming in to school, I'd rather live off-campus. If I didn't have to live in the dorms I'd probably live off campus."

Elizabeth Peters. 441 Thompson. Soph. 20.
"I think that some of the regulations are outdated in that they should be changed. Some of the restrictions are not for adults. They are treating lots of the residents like they're still children, like they're at home."



Linda Sturm. Cloister. Soph. 20.
"Kids have their own viewpoint on what they want to do and they shouldn't be forced to live in a dorm. In a way I think Freshmen should live in a dorm because they get to know a lot of people in a dorm. The regulations are all right because they aren't that strict."



Ann Kasen. 315 Thompson. Fresh. 18.
"I think the dorms should be made a little bit more adult-like as far as having alcoholic beverages, etc. If we're adults we should be able to live more like one."



Blaise Andreski. 310 Burroughs Hall. Fresh. 19.
"In my view the dorms seem to be run pretty good. The law that Freshmen and Sophomores have to live in dorms, I think, should be changed. Drinking should be allowed in dorms; it's just part of life."

Dan Hanson. 416 Pray Hall. Fresh. 18.
"I don't think that kids should have to live in the dorms if they don't want to and if their roommate agrees that they want beer, etc. in their room, then they should be able to."



Jane Gorder. 309 Delzell. Jun. 22.
"I think they should allow alcohol as long as they can drink it now at 18. I'm 22 and if they let the Freshmen and Sophomores off-campus, I'll have a harder time finding a place to live."



Dave Bernander. 311 Watson Hall. Soph. 19.
"The fact that students have to be 21 or a Junior to move off campus, to me that's a hoax. They should let kids come in and live off-campus right away for one thing. I don't know why they're trying to keep kids away from the dorms?"



Deana Ohman. 128 Delzell Hall. Fresh. 19.
"I still think that we need regulations cause there has to be some organization or everyone is just going to do anything they want. Now that they changed the law they should change the rules like liquor laws in the dorms because they can have it anywhere else. I think they're old enough to have it in the dorms."

Mary Scheder. Cloister. Soph. 20.
"If students want to live off-campus I think they should be able to. If they're allowed to do everything else adults can do I don't see how come the schools have the right to say that they have to live in the dorms."



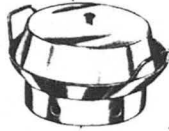
Mike Benish. 447 Smith Hall. Soph. 20.
"Since you're paying the amount of money you are paying I think that first of all dorms aren't worth it and as far as adulthood goes, I think it's not legitimate to treat the students as children while they're legitimate adults."



Bob Hofmann. 201 Hyer Hall. Soph. 19.
"The way they have it set up now is pretty ridiculous. They ought to open up everything, drinking, visitation, etc., because it doesn't make any sense for someone living in the dorms who can't drink in his room."

Kathy's Kitchen

Chinese Stir-Fry Cooking



As I write this column here in my kitchen having just finished untangling some articles concerning industrial wage differentials—in my other life I am an economist—I do not yet know whether the decision has been made—whether *The Pointer* will continue, or be supplanted by some innocuous Rag as a result of some very tawdry, distasteful maneuvering.

I won't be surprised, I guess, to find that the *Pointer* (as presently constituted) is no more. It has always been clear in this country that our exalted freedom of speech has consisted of precisely the freedom to say anything you want in support of the status quo. And in this way our corrupt institutions have gathered about them their aura of legitimacy. But if a newspaper should question its assigned role, if it should refuse to participate in this gentlemanly game of giving legitimacy to institutions, for example colleges, by publishing their self-serving pronouncements as intelligent analysis, and their self-serving activities as news—refuse, as the *Pointer* has done, and you risk banishment (ejection from the game, as it were).

I hope the *Pointer* continues. It is extraordinary—imaginative in concept, refreshing in scope.

The *Pointer's* editorial policies have permitted me to explore varying formats for a recipe column, and I have moved in my concern from sharing with you tastes I simply enjoy, to a greater concern with nutrition (I recall fondly the column last year entitled "Down with Del Monte"). I have begun developing, along with my historian-husband, a recipe column which will combine some extensive political analysis with recipes from the appropriate region of the world—to be called "Political Cookery." I hope there is a *Pointer* to send those columns to next year.

Editor's Note: Thank you, Kathy

Chinese Stir-Fry Cooking

Let me now introduce you to this marvelous cooking style—for it has many fine attributes. The tastes are forthright and fresh, the food retains maximum nutritional content, the high proportion of vegetables to meat results in quite inexpensive meals, AND you only need 1 skillet. What more could you want? Read the recipes through carefully before you try them. You'll need to have all the food properly prepared—measured and sliced—before you begin the frying process.

A Simple Stir-fry for Two

This is a not a very authentic version, but it can easily introduce you to the technique and the taste.

Heat 2 T vegetable oil in a large skillet until very hot. Add $\frac{1}{2}$ to one-third pound very thinly sliced meat—chicken, pork, beef. Or you can use diced fish, or shrimp. Stir until browned. Keep heat high, and stir constantly. It will take a few minutes.

Then stir in:

- 1 small onion, thinly sliced
- $\frac{1}{2}$ t garlic powder
- $\frac{1}{2}$ t ginger powder
- $\frac{1}{2}$ t salt

Cook and stir 1 to 2 minutes. Then add 2 to 3 C chopped Chinese cabbage (or any green vegetable) and one-third can water chestnuts, drained and chopped. (Store the rest covered with fresh water in the refrigerator; they keep only a couple days.) Cook and stir over high heat until crisply cooked—2 or 3 minutes.

Then add a mixture of: 2 T soy sauce

- 1 T sherry
- $\frac{1}{2}$ t sugar

Stir fry until sauce is heated. Then serve with rice, white or brown.

Chinese Stir-Fry

This is the more authentic version—the meats are appropriately marinated, and are cooked after the vegetables. To prepare this properly you'll need a Chinese wok (cooking pan—pictured); they're available at many department stores now, though an always reliable source is Mr. Chong's International House of Foods in Madison. You can also use a skillet, but in this case cook only $\frac{1}{2}$ of the recipe at a time. Serves 3-4, depending on how many vegetables you add.

Marinate 1 pound thinly-sliced meat or fish for $\frac{1}{2}$ hour at room temperature in the appropriate marinade:

white meat marinade

- (for chicken breast, fish, shrimp)
- 1 t salt
- 2 T dry white wine
- 1 T cornstarch
- 2 egg whites, unbeaten

dark meat marinade

- (for beef, pork, chicken legs)
- 4 T soy sauce
- 2 T sherry
- 2 T cornstarch
- 1 t sugar
- Heat a wok until quite hot, and add 2 T vegetable oil. Stir into the oil:
- 1 clove garlic, finely minced
- 1 slice fresh ginger, finely minced
- 1 medium onion, finely sliced
- Then add: 2 to 4 cups sliced green vegetable (Chinese cabbage, broccoli, green pepper, green beans—single or in any combination)
- 1 cup total, in any combination, of sliced water chestnuts, sliced mushrooms, sliced bamboo shoots.

Stir-fry with a spatula (keep the fire very high and constantly) until vegetables are crisply cooked. Remove from wok.

Wipe wok clean with paper towels, add 3 T oil and heat. Then stir-fry meat until cooked. (Add a dash of salt to the oil before adding meat.) It will take 3-4 minutes. STIR CONSTANTLY to keep meat from sticking or burning.

Replace vegetables in wok, along with the following sauce:

- 2 T soy sauce
- 1 t sugar
- 1 T white wine or sherry
- $\frac{1}{2}$ t salt
- 1 t cornstarch
- 2 T chicken broth

Stir until heated through and well mixed. Serve with white or brown rice.

Some Preparation Tips

In order to get those thin slices of meat, freeze your meat first. Then, using a very sharp knife, slice away.

If you can find a piece of fresh ginger root, you can keep it by cutting off the bark-like skin and putting the rest into a small bottle. Cover it with sherry and it will keep a long time.

To have the 2 T of chicken broth on hand for the second recipe: make up a pot of broth or bouillon and freeze it in an ice cube tray. Take out the cubes, put them in a plastic bag, and return to the freezer. You have little portions of broth whenever you need them.

Assembly Nominates 6 For Teaching Award

Student Assembly met Wednesday, April 26, in regular session. Assembly nominations for the Excellence in Teaching Award were made:

James Bowles, Natural Resources

Abraham Chapman, English
Clifford Morrison, History
Richard Sanders, Geography
David Wrona, History

John Zawadsky, Philosophy

Nominations for this award are made by student government and by each academic department. Selection is the result of balloting by former recipients of the award, all nominees for the award, administration representatives and student government.

Student Assembly passed the following resolution concerning WISPIRG:

WHEREAS:

The Wisconsin Public Interest Research Group materials have been examined and approved by the Organization Recognition Committee.

BE IT RESOLVED:

that the Wisconsin Public Interest Research Group be granted formal recognition as a

student group by the Student Assembly with the stipulation that any developments regarding funding be reported to the Student Activities Office.

Student Assembly unanimously approved the student activities monies budget, as Student Senate did Monday, April 24. The budget now must be approved by Chancellor Dreyfus and the Board of Regents.

Senate Election Finals

Student Senate Elections were held on May 1st. Officers for next year are:

Joe La Fleur—President
Bob Linzmeier—Vice-President
Susan Perry—Treasurer

Election results are available in the Student Senate Office and the ballots are on file in the Student Activities Office.

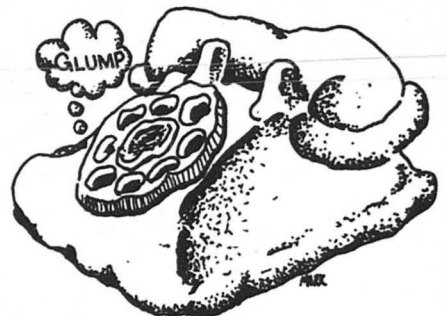
Applications are now being accepted

for the 1972-73 POINTER staff ;

reporters and tech crew;

experience is helpful

but not required.



Call or stop by the POINTER office,

346-5270

Chancellor Dreyfus' Public Schedule

Editors Note: The Pointer earlier this year contacted the Chancellor's office requesting a copy of his public schedule. On April 24th the Pointer received the following comment and schedule from Chancellor Dreyfus.

It is difficult to indicate always when I am specifically representing the university and when I am giving my time to the community which supports our institution. In a real sense, I cannot divorce myself from the university and therefore I am always representing it or attempting to develop or enhance its reputation. The following is the list of those kinds of appointments for this semester as you requested.

JANUARY

- Jan. 17-Return from Vietnam mission-plus one day in Bangkok
22 preparatory to establishing a university program there next fall.
25 Tues.-All day & eve-Oshkosh-CATV Hearing
26 Wed.-noon-Uw-SP Foundation Meeting
26 Wed-9-11 PM-WSPT-Nightingale on University
27 Thurs.-aft.-Green Bay-CATV Hearing
27 Thurs-8 PM-"statewide telelecture on church school teaching.
28 Fri.-morn.-Neenah-High School address
31 Mon.-noon-Portage-Service Club Address
31 Mon. eve.-Black Student Coalition Rap Session.

FEBRUARY

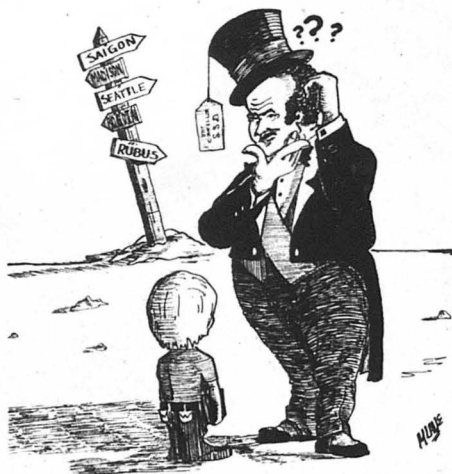
- Feb. 1 Tues.-all day- Eau Claire-CATV Hearing.
2 Wed.-noon-City government coordination meeting
2 "eve.-Lake Geneva-Wisconsin Bankers Convention address
4 Fri.-noon-State Regional Planning Meeting
5 Sat.-eve.-Milwaukee Charity Ball
7 Mon.-eve.-Mid-Wisconsin Personnel Association address
8 Tues.-all day-Madison-State Building Commission
9 Wed.-noon-Winnebagos Children's Home-Board of Directors (here)
9 Wed.-eve.-Appleton civic group address
10 Thurs.-aft.-Madison-Regents
10 Thurs. eve.-Madison - Regents
11 Fri.-all day-Madison-Regents
11 Fri. noon-WHA radio address
11 Fri. eve.-Alumni social affair
12 Sat.-morn.-Campus Preview-Oriental
13 Sun.-eve.-Rep. O'Konski's dinner on campus
14 Mon.-all day-Staff meeting with Pres. Weaver
15 Tues.-all day-Staff
15 Tues.-all day-CATV Hearing in La Crosse
16 Wed.-noon-Milwaukee Service Clubs address
17 Thurs.-all day-Milwaukee-CATV Hearing
18 Fri.-all day-Milwaukee-CATV Hearing
19 Sat.-morn.-WWSP Interview
21 Mon.-noon-Colby-CESA Agency address
24 Thurs.-aft.-Madison-Council of Chancellors
27 Sun.-all day-Racine Parkside CATV Hearing
29 Tues.-all day-Madison CATV Hearings

MARCH

- Mar. 1 Wed.-all day-Madison CATV Hearings
2 Thurs.-eve.-St. Michael's Hospital Board Meeting
3 Fri.-noon-Cent. Wis. Educ. Assoc.-address-Wausau
7 Tues.-morn.-Prairie Chicken Society financial meeting
8 Wed.-eve.-Madison-UW Student Engineering Society-address
9 Thurs.-all day-Madison-Council of Chancellors
10 Fri.-all day-Madison Council of day-Madison-Regents meeting
13 Mon.-eve.-Eau Claire-Sengstock Foundation meeting
16 Thurs.-eve.-Sheboygan-Annual Ch. of Commerce address
17 Fri.-morn.-Milwaukee-Black Ministers' Meeting-recruiting
17 Fri.-eve.-Natural Resources Annual Dinner
18 Sat.-eve.-Pershing Rifles Banquet address
19 Sun.-all day-North Central Commission meeting-Chicago
20 Mon.-all day-North Central Commission meeting-Chicago
22 Wed.-aft.-State Dept. of Administration meeting
23 Thurs.-eve.-Milwaukee-Laird Testimonial Dinner

APRIL

- Apr. 4 Tues.-noon-Regents Minorities panel meeting
5 Wed.-noon-Congressman Obey Luncheon
6 Thurs.-all day-Regents Meeting-Madison
7 Fri.-morn.-Tomah-West Wis. Educ. Assoc.-address
9 Sun.-aft.-COPS Bldg. Dedication
10 Mon.-noon-Green Bay Service Club address
10 Mon.-eve.-St. Michael's Hospital Board meeting
11 Tues.-noon-ROTC luncheon for Gen. Wagstaff
12 Wed.-noon-Society of American Foresters accreditation meeting



"Classroom Center?"

- 13 Thurs.-aft.-H.S. Media Teachers Workshop address
13 Thurs.-eve.-YMCA Trustees meeting
13 Thurs.-eve.-Burroughs Hall student session
14 Fri.-morn.-Madison-Budget Planning meeting
15 Sat.-morn.-Campus Preview orientation
15 Sat.-aft.-Tomah-Student Council Convocation address
16 Sun.-aft.-Stevens Point High School dedication
18 Tues.-eve.-Steiner Hall student session
19 Wed.-all day-North Central Commission meeting
20 Thurs.-all day-North Central Commission meeting
22 Sat.-eve.-International College of Dentistry address
23 Sun.-all day-Black student recruiting meeting
24 Mon.-morn.-Racine Horlick High School-student address
24 Mon.-eve.-Weyauwega seniors banquet address
Apr. 25 Tues.-eve.-Madison-civic group address
27 Thurs.-all day-Madison-Council of Chancellors
28 Fri.-aft.-Native American Program
28 Fri.-eve.-WWSP Annual Banquet-address

MAY

- May 2-Tues.-Fri.-New Mexico University-North Central Accreditation Team
4-Fri.-all day-Madison-Regents' meeting
5
6 Sat.-morn.-Wisconsin Academy of Arts & Sciences-address
6 Sat.-noon-Wisconsin Arts Council-address
8 Mon.-noon-Antigo civic group address
9 Tues.-eve.-Milwaukee-Educational group address
11 Thurs.-noon-Wausau-Civic group address
13 Sat.-aft.-Sauk City AAUW address
21 Sun.-eve.-Economic Clergy Conference-dinner-address
23 Tues.-eve.-Wautoma Chamber of Commerce address
25 Thurs.-all day-Madison-Council of Chancellors
28 Sun.-aft.-Manitowoc High School commencement address

JUNE

- June 2-Fri.-morn.-Rice Lake Voc.-Tech. School of Commencement address
4 Sun.-aft.-Crivitz High School Commencement address
5 Mon.-eve.-Columbus High School Commencement address
8 Thurs.-eve.-Oak Creek High School Commencement address
9 Fri.-all day-Madison-Regents' Meeting

I teach a course Wednesday mornings from 8:45 to 10:35. When I am off campus, I teach by means of the two-way telelecture equipment. My desk work is done during the remaining evening and week end periods since my daily schedule is generally filled with persons wishing to see me. On occasion I will use a student assistant driver, thus allowing me to work in the back seat of my car which is equipped with an intensity lamp.

Books And Ideas

Not Just Another Book On The 'Cold War'

The Limits of Power: The World and United States Foreign Policy, 1945-1954 By Joyce and Gabriel Kolko. New York: Harper & Row, Inc., 1972. 716 pages

Reviewed by James M. Bowen

The Limits of Power is a detailed history of United States foreign policy during the crucial post World War II decade. This is not just another book on the "Cold War" as the authors consider United States-Soviet diplomacy within a global context and as one of the many problems confronting America's leaders during this period. The authors separate as well as interrelate the problems of Russia, the Far Eastern crises, Anglo-American rivalry, the integration of Germany and Japan into the Western bloc, the revolution in much of the world, the arms race and crises in military strategy and planning. They argue that "The so-called 'Cold War'...was far less the confrontation of the United States with Russia than American expansion into the entire world—a world the Soviet Union neither controlled nor created" (p. 31).

The authors argue that "Essentially, the United States'

aim was to restructure the world so that American business could trade, operate, and profit without restriction everywhere" (p. 2). Despite its liberal rhetoric the United States ended the war with a vision of an American-dominated ideal world economic order with world capitalism a unified system instead of autonomous rivals. They illustrate how America's pursuit of its economic foreign policy clashed with economic and social forces throughout the world and resulted in conflict, war, repression, and ever-increasing violence.

The Second World War shattered the prewar structures of power and order in all of Europe and much of Asia and the result was widespread hunger, pain, and chaos. Violence, uprising, and civil war in societies everywhere characterized the vast upheaval that threatened the United States desired world economic reorganization. "American business could operate only in a world composed of politically reliable and stable capitalist nations, and with free access to essential raw materials" (p. 2). Thus, the United States committed itself to an active foreign policy of restoring traditional

ruling classes and forces of stability and maintaining the status quo. It believed that its international economic organizations and the United Nations would be sufficient means for the attainment of its goals, but its economic foreign policy also necessitated carrying out numerous interventions to quell revolution and repress economic and social change.

By the fall of 1946, the United States had given up on integrating Eastern Europe into a capitalist trading sphere but the Marshall Plan revealed that the United States still aimed to reorient the western capitalist states. In the autumn of 1946, American leaders decided to create a permanent fleet in the Mediterranean to prevent Greece from falling to leftist Greek forces and also to support the rightist forces in Turkey. The United States sought to penetrate and assimilate Britain's former economic power and it was especially interested in Middle East oil for American oil companies.

From November 1946 onward the Republican Party dominated Congress and the resulting budget-conscious Congress was a constant source of tension with the Truman

Administration. Truman's Administration designated Russian and Communist Parties as America's enemy and used a Red Scare and crisis atmosphere to secure its economic aims. Crusades in the name of anti-communism were used to persuade Congress to vote the desired money for the Truman Doctrine and the Marshall Plan.

The Russians, however, had given up on revolution a long time ago and pursued an essentially cautious and conservative line after World War II. The Soviets were an inhibiting influence on leftist forces in Western Europe and advised Communist party leaders to work along strictly parliamentary lines. They made repeated offers to negotiate important issues with the United States but the Americans saw no place in its integrated Western capitalist alliance for the Soviets. Rather, the United States pursued a policy of containing both Russian influence and leftist forces in Europe. The integration of the bulk of Germany into the Western Alliance of capitalist nations as well as the rearmament of West Germany served American designs of stopping socialism in Germany and setting up a bulwark

against Communist Russia.

The Far Eastern Crises reveal the major weaknesses in the American attempts to control the world and repress social change. Its policy of violence, repression, and the support to traditional regimes in Greece, China, South Korea, and Vietnam made those regimes more self-confidently corrupt and violent which resulted in generating their own resistance and revolutionary movements. The authors see the "undiminished world movement toward the left" as being the "hallmark of this century" and think that America's attempt to intervene in this historical process is futile.

American aid and active support to the corrupt gangster government of Chiang Kai-shek only compounded the miseries of the Chinese people and increased the strength of the Chinese Communist forces under Mao Tse Tung. The corrupt and repressive policies of the ruling elite of the Kuomintang Government made the Chinese revolution possible and inevitable. The United States gave massive economic aid to the corrupt Kuomintang Government and American troops remained in China until

cont. to page 9

Attack On Political 'Realism'

Swomley, John, M., Jr. "American Empire: the Political Ethics of Twentieth-Century Conquest." New York: MacMillan Co., 1970. 244p.

By Al Jenkins

Central to the argument in *American Empire* is Swomley's attack on political 'realism,' the justification for modern American foreign policy. In a well-documented presentation the author assails the popular myths on US foreign policy (the "surprise" attack on Pearl Harbor, the 'failure' of appeasement, the 'free world,' and so forth) and argues for political idealism in shaping new policy. A problem enters, however, in that Swomley is not clear on what is meant by 'idealism.' Swomley's base for action or "social change" is human need; again, he is not clear on what is meant by this. "Human need" is defined indirectly, though, when the author states that his position is that of a "personalist," which is to say that, like Kant, Swomley places all value in the 'person.' Again we do not know what he means but it becomes clear as the reader continues that Swomley's position is steadfastly subjective, certainly relativist. There are surely problems with the Swomley position; two can be suggested as illustrations. First, Swomley stands against 'national interest' as the fundamental principle upon which foreign policy ought to be based yet he holds to nationalism in his discussion of how to formulate foreign policy. Secondly, Swomley is forthright in his attack on private interest as a basis for action but he maintains

an ethical position founded in Christian individualism.

Swomley is sustained by his critical approach to Cold War policy. The implication is that a critical approach advances further thinking about problems; criticism, he states, has a revolutionary quality. Foreign policy, to restate his position, "must be based on the dynamics of social change." He is very critical of the Church for its reactionary stand on dissenters and its support of 'Christian realism.' For Swomley, there is no 'just war,' or war as a preventive, or war as the 'lesser of two evils.' Further, the Christian realists, in maintaining such arguments are "theological apologists for American foreign policy and the domestic phenomenon we call the American way of life." Swomley further ties in liberalism, showing that the liberal must support war to maintain "the greatest happiness of the greatest number," which translates as "status quo."

Swomley's solution to the foreign policy dilemma lies in the idea of 'liberation,' the idea of 'making men free.' A problem though, is that he uses freedom in the negative sense and does not clarify how the change must be instituted. The three 'oughts' he presents ("...the prevention of war, the promotion of world-wide economic health, and the development of a genuine world community...") are not developed broadly. In the end, *American Empire*, though sharply critical, argues subjective (people-based) idealism that may strike the reader as being a trifle otherworldly.

The Critical Press An Introductory Bibliography

An examination of the contemporary American press reveals that the journalistic profession, while offering quantity and variety in the news, has lost a quality that once served as its hallmark. By and large, critical journalism has disappeared from the American newspaper scene. The American public no longer receives vital news but half-truths and insignificant information. The 'watchdog of the public' has grown old and toothless, or, more correctly, is being kept by his corporate master: private interest. In the past, Americans could point to a small corps of fighting reporters, who did not hesitate to report the news or call into question powerful leaders or sacred institutions. These critical reporters constituted the vital segment of the American press, the segment that sought to really keep the public informed.

Though it certainly would be difficult to point to a 'cause,' the disappearance of the critical journalist is nearly an accomplished fact in America today. Their writings, however, will survive their passing. It is the intent of this bibliography to bring together an introduction to those works that are quite crucial to the understanding of basic American problems

BOOKS

Aronson, James. *The Press and the Cold War*. Indianapolis: Bobbs-Merrill, 1970. 308p.

The Booklist (May 1, 1971) describes Aronson's work as "clearly polemical yet full documented." Aronson, founder and former editor of the *National Guardian*, "outlines the relationship of the press to the critical events and influential personalities of the recent past...The emphasis throughout is placed on instances when the press failed to alert the public to crises that Aronson believed to be vital...Closing chapters touch on freedom and responsibility in journalism and cite recent examples of alternative publications..." Bibliographical references are included.

Aronson, James. *Packaging the News*. New York: International Publishers, 1971. 106 p.

The attacks by the Nixon administration on the news media provide the foundation for Aronson's sharply critical survey of the press, radio, and television. With adequate documentation and a selected reading list included, this concise work examines the key problems of the modern media in relation to growing government power. Though an admitted radical, Aronson maintains his objective position throughout, arguing that the press must be a news entity first, a political entity second.

Chafee, Zechariah, Jr. *Free Speech in the United States*. Cambridge, Mass.: Harvard University Press, 1941. 566 p.

cont. to page 9

'Cold War'

Critical Press Cont.

Cont.

mid 1949. When it became obvious that Chiang could not defeat the Communists, the United States shifted its plans for an anchor in the Pacific to Japan and reintegrated that country into the Western Alliance of capitalist nations.

One of the most blatant examples of American violent repression of civil liberties is the conduct of the American Military Government (AMG) during its occupation of South Korea. The AMG imposed its concept of a laissez-faire capitalist state on an undeveloped agrarian economy

which created vast chaos in the South Korean economy. The AMG used the Japanese trained policeman to aid the American occupation as well as the political ambitions of the Right. The resulting desperate economic misery of the Korean masses was due to the wage controls, pressures on the peasants, spiraling inflation and police terrorism.

"By the spring of 1946, an AMG opinion poll in Seoul revealed that 49 per cent of the people preferred the Japanese occupation to the compounded miseries of their 'liberation' by the United States" (p. 290). Finally, the economic misery drove the Koreans into open resistance to the American supported extreme Right regime of Syngman Rhee. In 1946, over 300,000 workers left their jobs in a general strike which resulted in brutal police suppression. After the American Military Government declared martial law and used United States troops to arrest strikers more than 100,000 students walked out in support of the workers. "In the reign of terror that followed, United States troops arrested large numbers, killing many in the process...In the thirty-five years of Japanese tyranny, there was no precedent for such repression" (p. 291). The authors also state that "By the end of 1946, therefore, the United States had fostered in its zone in Korea the development of a regime as ruthless and oppressive as any to emerge in the postwar period," (p. 292).

By 1954, The United States' seemingly decisive military supremacy of the 1940's was lost and "the nuclear bomb was largely irrelevant to counter-revolutionary wars against peasants and land armies" (p. 716). The United States failed to learn from its failure to control social and economic revolution, as in China, and embarked upon more interventions and escalations which have culminated in the Vietnam War. It was during the first postwar decade that America's futile attempt to contain and reconstruct the world according to American business needs set the stage for what became a perpetual international crisis. Americans are still living with the consequences and aspirations of that period and the world still suffers from its violence and terror.

R.N. Baldwin in *Saturday Review of Literature* (Nov. 8, '41) says, "Professor Chafee's style is so free of technicalities as to be almost journalistic, and is often spicy and witty...The volume is not only an indispensable reference book on free speech, but a tract for the times." complete with appendices and bibliographical note, this work by the Harvard professor of law updates his 1920 work on free speech that served as an authority for lawyer and layman. *Book Review Digest*, 1941

DeCaux, Len. *Labor Radical: From the Wobblies to CIO*. Boston: Beacon Press, 1970. 557 p.

In what he designates as a "personal history" DeCaux, an old-time labor reporter and former editor of *CIO News*, gives an overview of the labor movement from World War I to the Sixties with a marked emphasis on John L. Lewis and the rise of CIO in the Thirties. Though, at times, too 'personal' in his approach to labor leadership, DeCaux presents a clear picture of the decline of IWW, the Depression, the Communists, business unions, and the red-baiting that knocked out radical labor after World War II.

Greene, Felix. *A Curtian of Ignorance: How the American Public Has Been Misinformed about China*. Garden City, New York: Doubleday and Co., 1964. 332 p. map. illus.

What the average American knows about Communist China is far outweighed by the lies, distortions, and hysterical speculation fed to him by the American press since 1949. As a BBC correspondent often in the United States and three times in China, Greene has presented a highly-documented argument showing that irresponsible news coverage has affected our public opinion and foreign policy in regard to China. As Greene states it, "Our greatest problem in dealing with China is not China, but our ideas about China." That our ideas are confused, argues Greene, may be traced to the press and the government.

Seldes, George. *Freedom of the Press*. New York: Bobbs-Merrill, 1935. 364p.

With merciless documentation this well-known American journalist looks at the press between the world wars, demonstrating that good journalism becomes perverted by the power of advertisers and other big business interests. Complete with appendix and bibliography, Seldes' work has a message for all generations: The press, an institution of the public welfare, cannot be corrupted by private interest and still remain 'free'. Seldes argues, "We have had a very few liberal, fearless newspapers, but we have never had a free press."

Seldes, George. *Lords of the Press*. New York, J. Messner, Inc., 1938. 408p.

The *Saturday Review of Literature* says, "Mr. Seldes begins with a chapter called 'The House of Lords,' an unflattering analysis of the American Newspaper Publishers Association. There follow twenty-one chapters sketching publishers or owners of chains and press associations, again largely unfavorable. Then comes an examination of foreign and Washington correspondents, equally hostile to the publishers, and finally a brief third group of chapters seeking to provide constructive suggestions." *Book Review Digest*, 1938

Seldes, George. *Never Tired of Protesting*. New York: Lyle Stuart, Inc., 1968. 275p.

"A writer whose major concern has been freedom of the press and who was cofounder and editor of the weekly newsletter *In fact* goes back over some of his experiences in unveiling injustice and news distortion. The founding and closing of *In fact*, the manipulation of the news by drug companies, the unknown ramifications of the Birch Society, and the policy of *Reader's Digest* of planting articles to be repeated in itself are a few of the situations that Seldes sometimes stridently but always sincerely calls to the reader's attention..." *The Booklist* (Nov. 1, '68)

Spivak, John L. *A Man in His Time*. New York: Horizon Press, 1967. 466p.

John L. Spivak is an American journalist of no little fame. This autobiographical work looks at America and Europe between the two world wars, reporting and analyzing red scares, labor unrest, government corruption, racism, American fascism and economic turmoil. While giving a critical report of these crucial years, Spivak also includes a shrewd "how to do it" for reporters and, at one point notes, "...no reporter can be truly objective, no matter how honestly he tried." The theme running throughout the book is that of the Bill of Rights.

Spivak, John L. *America Faces the Barricades*. New York: Covici-Friede Publishers, 1935. 287p.

This study of America by one of America's top journalists

exposes the failure of the New Deal in providing for the welfare of the general public. Long out of print, Spivak's book, the result of an eighteen-month survey of the economic conditions of the American people, serves as an example of sharp, critical reporting. Spivak's conclusion is that the New Deal worked—for the rich; and that the burden of 'recovery' fell onto the poorest strata of the American population.

Steffens, Lincoln. *The Autobiography of Lincoln Steffens*. New York: Harcourt, Brace and Co., 1931. 873p. illus.

Steffens' autobiography is a beautifully-written classic of American literature and a detailed account of corruption and reform in early twentieth-century America. Written by one of the foremost of the "muckrakers," the book covers the American and European scene from the 1890's to the Roaring Twenties, taking a critical look at reform politics and American radicalism set against a background of big business control. A reading of Steffens places the events of fifty years later into clearer perspective and reveals the principles of cracking good journalism.

Steffens, Lincoln. *The Shame of the Cities*. New York: Peter Smith, 1948. 306 p.

Originally written in 1904 as a series of articles for *McClure's Magazine* and later reprinted in book form, this work stands as a classic example of the work of the American muckrakers. Steffens examines political corruption in St. Louis, Minneapolis, Pittsburgh, Philadelphia, Chicago, and New York. Steffens' stated purpose is "to sound for the civic pride of an apparently shameless citizenship;" and, he concludes, "...these articles, if they have proved nothing else, have demonstrated beyond doubt that we can stand the truth...."

Stone, I.F. *In a Time of Torment*. New York: Randon House, 1967. 448p.

In 1972 I.F. Stone remains one of the few radical journalists and perhaps, until the closing of his *Bi-Weekly* in January, 1972, one of America's only "independent" journalists. This collection of Stone's writings covers the broad field of political issues during the 1960's, including the Vietnam War, the Black Revolution, the young Left, the old Right, Latin America, and Red China. Stone's critical commentary stands at the forefront of social change, in its reliance on facts and recognition of the need for intelligence in the world.

Articles

Lippmann, Walter, and Charles Merz. "A Test of the News," supp. to *New Republic* Vol. XXIII No. 296 (Aug. 4, 1920) 42p.

As George Seldes points out in *Freedom of the Press* the Lippmann-Merz investigation is a case-study in news distortion. The *New York Times* reports from Russia, following the Revolution, were, as the "test" reveals, rife with falsehood and speculation printed as fact. The *Times* was selected for the study because of its prominence among American newspapers. Seldes quotes Lenin: "I read the *New York Times*...regularly. Through the *New York Times* I keep track of the atrocities, the assassinations, and the new revolutions in Russia. Otherwise I could not know where to find them."

Stone, I.F. "Notes on Closing, But Not in Farewell," *I.F. Stone's Bi-Weekly*, XIX (Dec. 1971), pp. 1-4

For nineteen years of a 50 year career in journalism, I.F. Stone wrote and published his "independent" Washington-based *Weekly* (later *Bi-Weekly*). This last issue presents "An Autobiographical Fragment" of Stone's life and times and explains how the *Weekly* survived McCarthyism and the Cold War to become an influential and critical journalistic enterprise.

A Report

Chicago. University. Press. *A Free and Responsible Press: A general report on mass communication: newspapers, radio, motion pictures, magazines, and books by the Commission on Freedom of the Press*. Chicago: University of Chicago Press, 1947. supp. to *Fortune* (April, 1947) 21p.

In *Packaging the News* James Aronson speaks of the Hutchins Commission Report as the "most pertinent and comprehensive report about the modern press." The report, issued by non-leftist, 'establishment' lawyers, industrialists, and university experts, found the press to be failing in its public service. Aronson notes that when the report was released the press reacted in classic fashion and confirmed the commission's findings by attacking the report. The report serves to enlighten its readers as to the principles on which 'freedom of the press' is based.

-Written and compiled by
James A. Jenkins April, 1972

EDITORIALS

A University Not A Boot Camp

Reserve Officer Training Corps (ROTC) has been in existence at the UW-Stevens Point campus since September 1968. At first, students debated the existence of ROTC on a university campus; now, students are beginning to accept its legitimacy. Soon, if we are not wary, students and faculty will leave ROTC unquestioned, and come to accept it as a vital and necessary part of higher educational institutions.

The Pointer believes that the existence of ROTC on our campus must be continuously scrutinized. In order to allow ROTC representatives to give their side of the controversy the Pointer decided to write a feature on ROTC. Unfortunately, we were unable to do so because of a lack of cooperation on the part of the army. So that the university community can fully understand this lack of cooperation, the Pointer would like to briefly relate what happened.

On Friday, April 21, the Pointer called Lt. Colonel Neil O'Keefe to make an appointment for an interview. Lt. Col. O'Keefe at first suggested that we delay our feature until next year because he was too busy during the week of April 24-28 to grant us an interview. Upon further prodding by the Pointer O'Keefe also suggested that the Pointer was critical of the army and that we hadn't treated them fairly throughout the year. After assurances that our feature would be objective O'Keefe agreed to try to answer our written questions in writing. The Pointer agreed to this plan and submitted the following questions on Monday, April 24:

1. How large is your department?
 - a. Budget
 - 1) Book allotment
 - 2) Salaries
 - 3) Equipment
 - b. Number of students and faculty
2. Qualifications of faculty
 - a. Number of Ph.D's, masters, bachelors degrees and where they received the degrees.
 - b. Combat experience of faculty members
 - c. Rank.
3. How much do you pay students for becoming ROTC candidates?
4. Do you think history, political science, philosophy, biology, natural resource majors et al, should also get paid the same amount of money by the Federal government for going to a university? Why or why not?
5. How long has ROTC been on this university?
6. What is the function and purpose of a university?

7. How do you justify the existence of ROTC on a university campus?

8. How do you think world peace will ever come about?

9. What role do you, as a member of the Army, have in helping bring world peace?

10. How many men have you killed? If so, how? If not, do you think you could do it?

On Thursday, April 27 the Pointer visited Lt. Col. O'Keefe's office to pick up the answers. Before long Lt. Col. O'Keefe told us that he hadn't gotten around to the questions because he had been too busy during the week. The Pointer then asked the Colonel if he could have the answers by Friday, April 28 and he said no. During the course of the conversation Lt. Col. O'Keefe also admitted that he did not like the "kind" of questions the Pointer had chosen to ask. The Pointer then expressed its regrets for not being able to present the army's side of the controversy, and exited from the office.

Although we do not have both sides of the issue represented in the Pointer (through no fault of our own), we feel that we have license to offer criticism of ROTC. It is our opinion that the existence of the army on a campus endangers the function and the spirit of a university. We believe that this threatening menace must be quickly expelled from every university in the United States before it is allowed to gain legitimacy. If it becomes entrenched it will threaten the existence of the human values which universities are supposed to foster.

We most emphatically demand that every vestige of the army be removed from this campus immediately. We make this demand for the following reasons:

1. Universities should exist to pursue truth not to provide training grounds for soliders.
2. Professors should have free and critical minds so that they may encourage their students to have free and critical minds. No student should be subjected to an authoritarian chain-of-command mind such as the army provides. It may be catching.
3. Universities should work to develop plans for the human use of resources. The army uses resources to develop more efficient means of murder and slaughter.
4. Universities should exist for the betterment of all of mankind. The army exists for selfish national interests.

It is apparent to us that the existence of the army on a university campus can only threaten the idea of a university. As a community of professors and students it is our responsibility to define and clarify the reasons for a university and, if necessary, to weed out all the corrupting elements.



White America, Listen

To the Editor:

The folly of this institution of higher education and of those entities labeled students and so-called professors was made very obvious and real during the recently concluded Native American Days held on this campus. This campus and administration are guilty of impersonating human beings with rational minds and desires to learn. This campus is guilty of malpractice by its instructors. The student body on this campus have lived most of their lives in finite, comfortable worlds—they live in a lie. These worlds still be shattered by the truth very soon and the people themselves will be shattered. This truth was obvious during Native American Days.

The immaturity of the students and the unprofessionalism of the professors of this university if projected to this stolen country called the United States, cast a very dim outlook for the future, if change doesn't come soon. Those human beings who attended are now stronger and have more of an understanding of our people and the change of the future.

Traditionally over a long period of time we have done our part in attempting to help White America. Now is a time when natural resources are disappearing never to return again. It is difficult to believe that any culture could be so anthropocentric that the disappearance of whole species of animals and birds could occur without visible alarm. The Native people are also a natural resource and probably what the white people need to survive now. They could be the last chance and probably the conscience of the people left here.

What's left of us and how poor we are, and how much we've lost, we still are trying. Trying to help you—ungrateful, white America of double standards and hypocrisy. It behooves the people who surround us to also help us, to show them that they are wrong to put them in possession of the truth, to have them listen and they have to listen, now. People—it's for the good of everyone and the individual in particular.

This is the essence of our words—survival of the Native people and all people. It's up to all of us to do it, to work and it's not easy. Frustration will come yet never be so discouraged to quit. Maybe you won't see it, but you have to worry about your children and grandchildren and when they look back at you, they can say, he was right.

Iroquois
Oneida Nation
Turtle Clan

Chas Wheelock

Student Foundation Works For 'Common Good?'

The Student Foundation, in its most recent business venture "for the benefit of the university," has taken up the occupation of peddling life insurance. Regardless of the individual student's feelings on life insurance, the Student Foundation techniques for packaging the plan are certainly questionable.

The "much needed life insurance protection" chosen and endorsed by the Student Foundation was sent to the parents of students on this campus. The private corporation's plan was mailed in envelopes bearing a Student Senate return address. The head on the form letter inside read, "Student Foundation,

Wisconsin State University-Stevens Point, Student Senate Offices." The letter referred to the private Foundation as "the University Student Foundation." The letter, clearly designed to enhance the monetary gain of both the Globe Insurance Company and the Student Foundation, ended, "We hope you will take advantage of this and other Student Foundation programs." It was signed, "Raymond L. McMillion, President." It might be pointed out that McMillion is president of both the Student Foundation and the Student Senate. No mention was

cont. next page

Editorials Continued

given to determine in which capacity he endorsed the insurance plan.

The conclusion may be drawn from this communique that the Student Foundation is using the guise of the Student Senate and university affiliation to present a more credible sales pitch for life insurance. The packaging of the private corporation's insurance plan in the envelope of a public institution is clearly a deceptive if not fraudulent act. The Student Foundation, which claims to owe its allegiance to all the students of this university, appears little more than a private interest corporation. The Student Foundation rhetoric is filled with cries for "student unity" and the "common good" but its actions in this matter fall far short of any such realization.

At the beginning of the semester the Office of Student Affairs raised the issue of a private corporation using the university name to sell its product, i.e., "final exam care packages" (see Pointer Jan. 28, 1972). We ask, what is the essential difference in the case of the Foundation and what is the office of Student Affairs doing about this matter?

More Letters

Sorry You Missed It

To the Editor:

I am very sorry with the turnout for Native American Days last week. We in AIRO presented you with a wealth of opportunities for learning about the history of Native Americans, the present-day situation of Native Americans and the chance to meet, get to know and talk to us as fellow students. We were all willing to meet you and take the time to share with you our heritage. The few people who did come gained an insight to a people and a culture unique in this world. We worked hard to present this and I am proud to be a member of an organization with such a vital concern for their people, environment and culture. We all learned and appreciated this past week. I'm sorry you missed it.

Lucy Johns

Take A Look At The World

To the Editor:

It has come to my attention that many people on this campus do not care what is going on in this world. Last week was Native American Days on campus. The number of people that came to the events were not very great. This I feel shows how much people on this campus really want to learn. As you know, every day of our lives is a day to learn. Just going to classes doesn't mean you cannot learn outside of your classroom. So, if you are here just to learn in the classroom, then I feel sorry for you. For many Native American People a new day means a new way, a new way of learning about Mother Earth. So, every day is a new day and I hope one day that you realize this. For, if you do not begin to realize this you might as well stay away from the human race. This institution is here for learning and I hope you take advantage of this.

The main reason for Native American days on campus was to make you students aware of what has happened to the Native American people in the state of Wisconsin. One night we had Menominee come to the campus to let you know the way they are being treated in our great state of Wisconsin. And you dare to

cerning 1972 commencement and examinations. There have been three faculty actions related to commencement this year. At the December 2, 1971, faculty meeting the faculty approved exempting graduating seniors from final examinations that occurred after the commencement. This action was for December only. At the February 3, 1972, faculty meeting the faculty approved Wednesday, May 17, as the commencement date. At the March 2, 1972, faculty meeting the faculty changed the commencement date back to the one originally scheduled, Sunday, May 14.

This last action was recommended to the faculty by the Commencement Committee, the Student Affairs Committee, and the Student Senate. Included in the recommendation was the understanding that all graduating seniors would meet the examination schedule as presently established. I am enclosing a copy of the Student Affairs Council recommendation of February 25, 1972.

The policy that was finally adopted is a student-faculty compromise that doesn't satisfy everyone but that seemed to the faculty and to the students to have fewer disadvantages than any other policy. Apparently the students felt that requiring seniors to take exams after commencement would not be as bad as having a midweek commencement.

Thus, you can see that requiring seniors to take exams after their commencement, I am carrying out the request of the Student Senate, the Student Affairs Council and the faculty. I have copies of the various faculty actions if you would like to look at them. I will also be willing to talk to you about the matter, but I see no prospect of any change in the policy as now established.

Sincerely,

Gordon Haferbecker
Assistant Chancellor for Academic Affairs
Enc.

cc: Chancellor Dreyfus
F. Leafgren

Boo To Review

Recently, the amount of paper and ink expended on the campus rag-Pointer-controversy has been enough to make any decent ecologist despair. Further, the issue seems to be relatively clear at this point, and needs little further reiteration: Does the Pointer or the Rag do a better job as campus newspaper.

In the last issue of the Pointer there appeared a review of Cyrano de Bergerac. There also appeared a review in the Rag. If the two are examined, a surprising difference is found. The Rag's review is somewhat longer, but gives a very good understanding of what to expect. The reviewer concerns himself with costuming, scenery, lighting, sound, directing, and acting. He shows an understanding of the paly, of the players, of the people involved; in short, what a good review needs. He takes no unfair digs, and offers support for every opinion.

The Pointer reviewer does very little, if any of the above. He does not mention of the technical aspects (including the director's name, Robert Baruch), he is more concerned with the condition of his posterior; he makes unreferenced statements (which gaily costumed characters does he mean?), and his comments about both the length of the

performance and the part of Roxanne indicate that he did not even read the play (he is supposed to give an opinion of whether we represented it correctly!).

From one who put a lot of sweat, blood (I cut myself in the scene shop) and time into Cyrano, I ask for a more responsible discussion of the work I, and others, did. If this is an indication of the levels of journalism of both the Pointer and the Rag, there should be no question; the Rag is obviously the better paper.

Sincerely,

Steven L. Newton

More Boo To Review

To the Editor:

This letter is in reference to the review of Cyrano de Bergerac which appeared in last week's Pointer. I had the opportunity to see Cyrano this weekend and found it totally enjoyable—even without a pillow.

It is my opinion that Mr. Magestro needs a good course in drama history. If he had any concept of the time period in which this play was written, he would realize that the spirit of the theater of the time called for "rainbows prancing across the stage." Furthermore, I would suggest that in the future Mr. Magestro read a play before attempting to review it. This would make it possible to avoid such obviously unprofessional comments as "...that is the way Roxane might be intended to be...."

The worlds of Alexander Pope come to mind when reading Mr. Magestro's review: "But you who seek to give and merit fame, And justly bear a critic's noble name, -Be sure yourself and your own reach to know, -How far your genius, taste, and learning go: -Launch not beyond your depth, but be discreet, -And mark that point where sense and dullness meet."

In conclusion I would like to suggest then that either Mr. Magestro revise his critique style or find someone else to take over this important job.

Respectfully,
Robert Barrington

Who Depicted Who?

To the Editor:

The recent struggle for control of the monies which normally went to publish the campus weekly, the Pointer, has been resolved. The final vote in favor of the present format was largely the result of the effective arguments on the part of the Pointer staff. In the process, the Pointer has also been quite effective in depicting the Student Foundation as some sort of Administrative Business bogey man. This is hardly the case when one examines the major achievement of the Student Foundation this year. It would do well for those who make sarcastic cracks about "Pelton's Pals" etc. to ask themselves who provided the first free lawyer to represent student interests in landlord disputes, drug busts, and even legal hassles with local businesses or U.W.-Stevens Point itself.

The Student Foundation enters the 1972-73 academic year with new officers and personnel, and with only as much promise of continuing legal aid and other new student services as student support will warrant. If the Pointer now covers some of the positive accomplishments of the

Student Foundation (which does not preclude critical examination), they will prove themselves a better paper for it.

Name withheld Upon Request

What Is 'Bad' News?

To the Editor:

Since I was the 1964 provocator, who raised Cain with the late Don Mullen concerning the lack of differing opinions in The Pointer, I feel it is only proper to add my opinions to this issue.

William H. Clements, in the Apr. 21 issue, says that a newspaper should be "responsible and objective." Ergo, according to Clements' later conclusion, a newspaper should give the readers what the readers want, whatever this means.

Clements' attitude reflects a misunderstanding that is now prevalent in the U. concerning the news media and news itself. Newspapers do not make bad or irresponsible news; a reporter covers events, and then interprets these events for a public harried by personal problems, some of which include car and house payments, taking the children to the doctor, and just generally living from day to day. Since I have put in time as a working journalist on a Wisconsin daily, the problem is well understood by me.

To general dissatisfaction with larger and more encompassing problems of institutions, towns and cities, and countries. Therefore, we like to say newspapers are bad if they write bad news.

However, a newspaper should never seek to meet the capricious whims of its readers; it should inform and instruct its community. It should also entertain; it can stimulate.

A newspaper need not be the voice of any student body or administration or personality or dogma. It must, however, make checks on any administration using public money.

I am now communications teacher at the Wisconsin State Prison. Part of my task is being adviser to the prison's monthly newspaper, the "Waupun World."

Convicted felons, it appears, have more freedom than Clements would lend to his students. The warden might feel uncomfortable with some articles and editorials seeking penal reform, but the warden wants enlightened communications to continue at the institution he administers.

Naturally, all publications are open for libel and slander. Perhaps I am wrong, but I can't remember the day The Pointer has had any of these legal problems. Has Clements' concept of responsibility blown up into the fantasy stage?

Moreover, Clements' remarks prompt me to compare them to those of Squealer in Orwell's Animal Farm. Do we say anything to fit the occasion, even if it is near-truth?

Also Mark Cates takes the academic cop-out, saying The Pointer is not the voice of the students. Assuredly, it might not be.

The point? Are Clements and Cates bifurcating the issue into this is good, or this is bad? This is hardly a justifiable stance for educators to take. Controversy should be welcomed. Dissenting thought might provoke thought, or is this still unwelcome by the administrators at Stevens Point?

Sincerely,
George J. Smullen

cont. to p. 17

Symposium: Menominee Termination

- The Struggle To Reverse Another Governmental Method Of Attempted Genocide Of The Native American People (Human Beings)

Editor's Comment:

Monday, April 24, marked the beginning of Native American Days on the UW-Stevens Point campus. The event, sponsored by AIRO (American Indians Resisting Ostracism), provided a look at many of the factors surrounding the lives of today's Native American. The combination of speakers, motion pictures, singers, and dancers provided those who attended with a fascinating and informative series of events.

The Pointer, with the assistance of AIRO submits the following report as a summary of the week. We hope it will provide those unable to attend certain events with a suitable summary. We also hope it can serve as an incentive for better attendance during the next such event.

Termination and restoration are terms that have little meaning to most people. To the Menominee Indians of Wisconsin they are words that describe a current catastrophe and hopeful future survival.

A symposium was held Thursday and Friday evenings of Native American Days in regard to the question of Menominee termination. During these two sessions all aspects of the question were looked into and discussed by the panel members.

Thursday Evening

The panel members of the Thursday evening session were Ms. Ada Deer - Chairman of the Board of Trustees for

Menominee Enterprises, and member of the Menominee Tribe; Dr. Joseph Preloznik - legal council for DRUMS (Determination of Rights and Unity of Menominee Stockholders), and former Director of Judicare (legal services for economically disadvantage people); Ms. Carol Dodge - member of DRUMS, member of the Menominee Tribe, member of the Board of Trustees for Menominee Enterprises, and Wisconsin Indian Teacher Corps Supervisor; and Dr. James Neuman - Professor of Natural Resources at UW-Stevens Point.

Deer

Ms. Deer spoke on the history leading up to termination of the Menominee Indians. She defined termination as "the withdrawal of all Federal supervision of the Menominees." Before termination the Menominees were considered a Tribe living on a reservation. They ran their own schools, hospital and so forth. Additional services were bought from surrounding counties. They were given supervision and aid from the government.

She went on to say that the 50's was a period when termination as a philosophy was beginning to come forth. The Menominees had just won a \$8½ million dollar suit against the government and they requested their payment per capita—\$1,500 per person in the Tribe. The government was willing to go along with this request until the bill went to the Senate. Senator Watkins from Utah, for many unknown reasons, stated that if they were to get their money they were to get termination also.

The people of the tribe were told what termination would mean, but in terms that made little sense. They agreed and termination took place in 1961. Menominee was now a county, and as Miss Deer stated, "was financially unfit as a county."

Schools closed, the hospital closed, TB rates went up and so forth. The people realized that the only answer would be restoration to their previous status, and they organized DRUMS to accomplish this.

Preloznik

Mr. Preloznik spoke on several legal problems that followed termination. Being in the financial state they were in, the Menominees needed financial resources. Thus, the selling of the land started to take place. The problems began when the First Wisconsin Trust Company out of Milwaukee got themselves too many votes in the Menominee's affairs. Their acquisition of these votes was a long and complicated procedure, but in essence, it completely bypassed the Menominees.

There was also the problem of the Menominees losing their identity as Indians. According to termination policy all children born after 1954 were no longer considered Indians.

Mr. Preloznik stated that the Menominees are now in a situation that involves three legal problems. First, the attempt of the Menominees to regain control of the voting for their affairs. Secondly, they want to stop the land sales. Thirdly, they want to restore their Indian and reservation status. He felt that the legal system was usually unresponsive to these types of situations "because it requires some radical changes."

Dodge

Ms. Dodge spoke of the effects of termination on the Menominee children. As she stated, one of the worst things about termination is that "they don't know who they are."

Before termination the Menominees had control over their schooling. After ter-

mination the children were sent to Shawano for their education.

Ms. Dodge stated that there are reports out of the school that the Indian children are subjected to verbal abuse by both some of the students and some of the faculty. It has gotten to the point that drop outs are the rule, not the exception.

According to Ms. Dodge, it has been proven that the education of the children was better when the Menominees had control of it. Restoration would put them back in this situation.

Neuman

Professor Neuman arrived late because of a conflict, but spoke briefly on the forest as a financial resource for the Menominees. According to his studies the forest could not support the county, no matter who lived on it. He felt restoration would have to be the answer.

Friday Evening

Friday night's session of the symposium continued with the problem of Menominee termination. The speakers were Mr. James White - President of DRUMS, and member of the Menominee Tribe; and Ms. Lucy Covington - Vice President of Affiliated Tribes of Northwest Indians, Chairman of the Committee for Indian Rights of the Colville Tribe, and Secretary of the Colville Business Council.

Mr. White went on to discuss the termination situation and the organization of DRUMS. He stated that the organization did not get legal support and it was on Menominees.

Mr. White stated that DRUMS are to stop the termination of the Menominees and restore them to the status of Indians. He stated that the termination as the Menominees do it is the States."

Ms. Covington is a member of the Colville Tribe in the state of Washington. She was experiencing termination as the Menominees.

Ms. Covington said that she meant to help her people one person at a time. Her dedication was to help the government to support an Indian sanatorium in any way Menominees today.

After both sessions opened to question time. Aspects were further discussed and the audience left quite satisfied with the Menominees now.

It was emphasized that support they can give can write his Congress support the Menominee movement. Mr. Ra the symposium and those who attended



Reflections On Native American Days

By Bob Lattin

Native American Days have come and gone, ending with a performance by the Hayward Drum Dancers last Sunday. The Pointer interviewed Chas. Wheelock, coordinator for the week's activities, about the purpose and effects of the Native American Days program.

Wheelock was asked what the program was trying to accomplish, what the purpose of Native American Days was. "The purpose was," he stated, "to create some sort of awareness in white America about the native American people, an awareness on why their actions are the way they are, and their attitudes. We wanted to help white America better understand the Native American mind, and we wanted to enlighten white America on our philosophies, our ideas on justice, our ideas on democracy. We wanted to create a relationship between the two groups, instead of the gap that exists now." Wheelock added that the program was set up for the benefit of the people, to try and help define just how the Native American feels on a variety of subjects.

Wheelock was then asked if the Native American Days accomplished their goal, and he replied, "No, they didn't. There were just not enough people at the activities. The people just didn't think we were serious, I guess, or maybe they were just too damn immature to realize the whole thing; which I would say the case would be with this particular campus. We didn't accomplish our goals for a number of reasons, I'd say. First of all, possibly it was our fault for not advertising enough, or for not making clear what we were doing. Or, it was the other people's fault, the people we were trying to teach, to help, and that's what it is, help. It's

their fault because they didn't have the interest. Like on this bar and the female, that the kids give a damn about around them."

Wheelock went on to say that at the various activities, at the Bellacourte, national 100 students showed up, and they were faculty members, aggravating. "When people involved, consider this, because the our benefit. We were understanding so that something big, people Wheelock stated that people worked on set

"I am extremely added, "and very an Iroquois, we say that I weakness, and lack of now I am angry, and moment. But, I will be people know of my an; are going to do some to change the way the these people living in little balls, they won't change happens. With angry Natives, shocked, they're going what is this, why are and they won't even, re trying to tell them v People should listen v they should listen sometimes, not just v

ays: A Summary

Comment

Bellacourte On American Indian Movement

By Gary Kmiecik



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Clyde Bellacourte was born on the White Earth Indian Reservation in northern Minnesota and belongs to the Mississippi band of the Minnesota Chippewa tribe. His educational experience began at the White Earth Public School and ended in second grade when he was expelled for refusing to believe that his people were "heathens" and "savages." He was then transferred to St. Benedict's Mission School, which was run by the Catholic Church, and at the age of nine was also kicked out of this school. There were no other schools available and, thus, Clyde Bellacourte was sent to the Red Wing State Training School. There was no talk of probation at Juvenile Court, or of a transfer to a Bureau of Indian Affairs school. Instead, he was handcuffed to a white man who was being sent to Stillwater State Prison for rape and transferred to Red Wing State Training School. This happened in 1949 when Clyde Bellacourte was only nine years of age. He left Stillwater State Prison in 1964 after serving 14½ years of his life in nearly every correctional institution in the state of Minnesota. Despite the fact that he never received an education past the sixth grade, he read a lot and talked to Indian people about life. When he left Stillwater State Prison in 1964, he was determined to do something to upgrade the conditions under which Indian people are forced to live.

At this point he visited every one of the eighteen Indian organizations around Minneapolis and found something drastically wrong with each one of these so-called Indian organizations. He found that every one was controlled by the United States government, the BIA, White Indian experts, or Christian people. He found that every time a resolution was passed regarding Indian people there always seemed to be a majority of white people passing these resolutions.

After several years of being frustrated with these do-nothing organizations, he and several other Native American people decided a new organization was necessary—one that would be totally committed toward Indian people and which would have only Indian people on its board of directors. A meeting of all interested Indian people of the Twin Cities area was called in July of 1968 and this meeting was called the Coalition of Concerned Indian Americans. A month after they became incorporated, Indian people were asked to name this new organization, and two Indian women said that since they were aiming to do this and aiming to do that, it should be called AIM - American Indian Movement. There are now 32 chapters of AIM and it is considered one of the fastest growing movements in the U.S.

AIM has been labelled a very militant organization, but their only weapon has been the truth. They have been called militant because they went after the three basic enemies of Indian people - Christianity, Education and the Bureau of Indian Affairs. Today, AIM is probably the only organization in the United States that hasn't received a single "white" cent of federal money. They have been funded through the church where they have been successful in changing attitudes toward Indian people.

There are three other national Indian organizations in America. One is 29 years old and called the National Congress of American Indians. Another is the National Indian Youth Council. The third one is the National Tribal Chairman's Association representing only nine tribes. Due to the efforts of AIM, these

organizations are now beginning to totally represent the Indian people. A coalition meeting of the four major organizations was called for and held in Washington D.C. It was called the Coalition of Original Indians and Natives for Self-Determination. This has become the political arm of the Native Americans.



"You have violated Mother Earth..."

AIM is considered militant because they point out the "truth" when they tell you that every treaty the American Indian ever made with the US government has been violated and is still being violated today. That the Bureau of Indian Affairs is not looking out for the best interests of the Native Americans. That the national gross annual income for American Indians is \$1500 a year, while the poverty level is set at \$4500 a year. That three Indian children die within the first month, for every white child that is born in the US and lives. That Indian housing is 87 per cent substandard and of this 87 per cent, 72 per cent is without plumbing or running water. That the high school dropout rate for Indians in this country is 65 per cent and in some

areas is 100 per cent. That Indian people live to be 42.5 nationally, and that for the Navho Indian on the reservation in Arizona, the gross annual income is \$500 per year. Despite all these problems, American Indians are still the fastest growing minority in the world today.

Indian people got along pretty well before 1492. They didn't have penal institutions, old age homes, diphtheria, small pox, alcohol, syphilis, or gonorrhea. So how did Christianity save the Indian people? And what of the Ten Commandments that were forced down Indian people's throats while being broken at the same time? "Thou shalt not kill" and just 56 years after 1492, forty tribes were completely wiped off the face of the earth. The first elder of the Methodist Church, a minister by the name of Colonel Chivington passed out medals of honor to his men for wiping out 284 women and children at Wounded Knee. "Thou shalt not steal" and through 289 treaties everything the white man

has today has been stolen from the Indian. The American Indian Movement says that in sight of these facts, "we (Indian people) are the landlords of this country. You have violated Mother Earth and it is the end of the month. Your rent is due and we are here to collect. We gave you freedom of religion, and the whole North American continent, and still you aren't satisfied."

The American Indian Movement was influential in forcing an investigation of conditions in Gordon, Nebraska. They discovered that a deputy sheriff by the name of John Paul was good at picking up 14, 15, and 16 year old Indian girls and raping them in front of Indian prisoners. John Paul was not only suspended, but nowhere in sight when AIM arrived in Gordon, Nebraska.

AIM discovered that the Minnesota Council of Churches was successful in soliciting ten million dollars in six years to upgrade the conditions of thirty-three thousand Minnesota yet no more than thirty eight thousand a year was spent within this department, and that in 1968, the five people worked in this department had a total of eight months of vacation between them. Today Indian people control this board and established priorities on where to spend their money. This was made possible through AIM's one billion dollar lawsuit against the Minnesota Council of Churches. Similar conditions were found in the Lutheran Church and the other 32 denominations which offer "a total of 33 different ways to get to heaven."

One of AIM's greatest successes was to put three thousand, five hundred dollars into the Haskell Institute in Lawrence, Kansas, and to get seven major denominations to match this amount, in the Donner Foundation in New York. This fund amounted to fifty-six thousand dollars. That is all the BIA had to do to change Haskell Institute into a Junior College, where Indian people can come out with an education. But AIM had to do it instead of the Bureau which is set aside to help Indian people.

The prophecies of all Indian people are known to be alive and coming true. That there were four colors here on Mother Earth, that there would be two comings of the white man, that Indian people would suffer because of their values of sharing, that this suffering would last for four generations, that the buffalo would disappear, that the sun could not see the fish in the water (pollution), that the deer would run and hide (a Chippewa prophecy and in 1972, for the first time there will be no state wide deer hunting season for there are no deer), that the prophecies told of a black cloud that would cover Mother Earth and cause unrest (Black people rioting, looting, and burning), that churches would split and divide, that the eagle would be attacked. And finally that the Sioux would gather their traditional enemies (Chippewa) in their arms. Today, everything in connection with AIM is happening in the Dakotas and Minnesota. The national coordinator of AIM is Russell Means War, a Sioux, elected by 56 tribes within AIM and the national director is a Chippewa, Clyde Bellacourte. And they have gathered each other in their arms, and the prophecies are coming true. Every major tribe in the United States is now behind the American Indian Movement, and the sacred hoop Black Elk spoke of is now complete. Indian people are leading today and we all must follow!

A Weekend With The Trippers or, Flyin' Down The Flambeau

'Stranger Than Fiction'

By Bob "Whitewater" Lattin

On the weekend of April 21, the UAB Trippers travelled to northern Wisconsin to canoe the south fork of the Flambeau River. The Pointer, thinking that the student community might be interested in the nature of such trips, sent this reporter along with the Trippers to get an "in-depth" look at the organization in action.

The departure time was set at 4:00 p.m., and, if you will remember, at 4:00 p.m. it was snowing like crazy. Things looked dismal, and I had some doubts (hopes) as to whether the Trippers would be dedicated enough to attempt a canoe trip in the midst of a raging blizzard. They were.

Promptly at 6:00 p.m., three carloads of students set off for the north woods, with this reporter in the first car. We made it all the way to Mosinee before something went wrong. The third car, which was towing most of the canoes, came to a sudden halt when someone noticed that the canoe trailer was not riding on its wheels but, rather, on its side. The last two cars were forced to stop, collect the canoes and return to Point for another trailer.

Meanwhile, back in the first car, we pressed on to the north country, unaware of the events taking place behind us. On the other side of Wausau, we noticed the absence of the other two cars. We turned back and began to look for them, but our search, alas, was futile. I suggested that maybe they got smart and turned back, but was informed that "...the Trippers don't turn back for nothin'." After a brief wait, we decided to continue north alone and hope that the others would meet us at the campsite.

During the three-hour ride to the campsite, the snow increased to blizzard proportions and the car was filled with hopeful mumbles ("I think it's stopping now" and "I'm going bananas") and hysterical laughter from the back seat.

We arrived at the appointed meeting place, Big Bear Lodge, at approximately 11:30 and

began the long wait for the other two cars. It should be explained that the lodge gets its name from a huge plaster statue of a black bear, complete with 12 inch fangs, which guards the entrance to the establishment. After waiting for about 45 minutes, a fellow adventurer and I felt the need to "take a walk." We got out of the car and, in the blowing snow, began to walk down the road. About ten feet from the car, my companion let loose a frantic scream and pointed behind us. I turned to see a 20 ft. bear closing in on us, and joined him in his verbal protest. It was, of course, only the statue, but it really looked like...well...you had to be there to understand the whole thing.

We returned to the car to wait and convinced ourselves that the others were not going to show up until the next morning. We began to settle down and were just dropping off to sleep when the rest of the group showed up at about 1:30. We travelled to the campsite and, with much good-natured groaning and whimpering, began to set up camp. After a refreshing supper of cheeseburgers and limp potato chips, we retired for the night at about 4:30 in the morning.

A few hours later, I awoke to find myself floating around the tent and was informed that "it must leak or something." A few of us got up to start the fire, as we were not very good swimmers, and found that it was still snowing—but not very hard.

As we began to prepare a hearty breakfast of cheeseburgers and limper

potato chips, an ugly rumor found its way to our ears: we were still going canoeing. And we did, too.

We set off for the south fork of the Flambeau River at about ten o'clock, amid glowing reports of huge rapids, shattered canoes and narrow escapes. The group of hard-core Trippers, referred to hereafter as the "wierdos," seemed to think that the prospect of tipping over in the freezing water was "exciting," though a group of us thought that the "wierdos" were "crazy."

We arrived at our starting point on the Elk River, about a half mile above the Flambeau. The Elk was, I had been assured, a rather tranquil little river, but I had been lied to. As we pulled into sight of the "tranquil stream," the "wierdos" let loose an excited yell and the rest of us normal people began to weep softly.

It seemed that the spring flood had turned the Elk into a raging torrent, complete with a ripping current and three-foot standing waves. "The wierdos" thought that this was "really neat," and leaped from the cars—hugging each other and laughing. I really didn't find the situation amusing.

After much bribing and cajoling, the "wierdos" coaxed us out of the cars, and we began to unload the canoes.

Just before we pushed off into the stream, Paul Morstad, head "wierdo," gave us a little pep talk. "When you fall in," he said, "that water is going to sap your strength. The line attached to the back of the canoe is for you to grab on to when you fall

in; it is called a drag line. When you fall in, don't worry about grabbing the canoe or the paddles or anything, just get to shore."

At the close of his little speech, Morstad signalled the first canoe to begin. I was in the second canoe, along with one of the "wierdos," Mark Davis. We pushed off into the current, following the first canoe, and I immediately knew something bad was going to happen.

The first canoe moved about two hundred yards down the stream, and promptly capsized. We decided to "help them out," and flashed to the rescue, missing their canoe by a good 20 feet, and running into the opposite shore. Thinking fast, I grabbed an over-hanging tree branch, and somehow, managed to stop us without turning us over. We were, however, in a most distressing position. I noticed that I was facing upstream, when I was supposed to be facing downstream. But Mark cleared up the mystery by shouting, "We're backwards." There we were, rocks to the left of us, waves to the right of us, backwards in the raging Elk river. We decided that the only way we were going to get out of this was to "turn around real fast," as Mark put it. Paul was right, that water really saps your strength.

I remember being soaked in the stomach by a hidden stump, and watching our canoe float by, with Mark hanging on the drag line, a professional to the last. All attempts to convince the "wierdos" that I was merely conducting an "in-depth"



Aiiiiiiiiiiii!!!!

analysis of the progress of the Walley run failed miserably, and I retired to the car and my bottle of Cold Bear.

To make a long story short, about four out of nine canoes made it to the end. The rest capsized, were swamped, or the crews muntined.

I spent Saturday night in the back of one of the cars, perhaps the only wise decision I made all week. We awoke to find that it had snowed again the night before, leaving about four inches on the ground.

Sunday morning, the group split up into two teams: one designated as a "canoe rescue group," and the other as "camp breakers." I went along with the canoe rescue group, whose purpose was to collect the swamped canoes left lying along the Flambeau the day before. We found my canoe wedged under some brush, about a half mile from the put-in point, and, despite my protests, retrieved the damned thing.

We left for Point at about three thirty, and the ride home was uneventful, except for a brief stop at Harmsen's Tap.

Sigging back and weekend now

Sitting back and thinking of that weekend now, I realized that if I had it to do all over again, I would have stayed home. Actually, it was quite an unusual experience. If any of you people out there enjoy being outside, camping, canoeing, rock climbing, hiking or whatever, then the Trippers are the ideal organization for you. Though the activities are almost finished for this year, check with the campus calendar, or the UAB office for a schedule of trips, times and costs.



Letters Continued

Abortion--Obsessed Groups Attacked

To the Editor:

Since there is no scientific data indicating that legalized abortion will significantly lower the rate of population growth, it appears that population-control groups are directly motivated by their emotions.

Even the payoff of bureaucratic rank and "new spacious offices" would not seem sufficient to furnish the fervor demonstrated by abortion-obsessed organizations. It seems quite possible that individual members are striving to abort something from their own minds. Perhaps it is their own personal guilt which they would really like to kill.

Sincerely yours,
Joseph B. Harris

The Best Of IF Stone

What A Little Lanolin D Can Do For That War In Vietnam

September 21, 1964

We sat in our TV the evening of September 10 on the beginning of a new ABC series called *Letters from Vietnam* about "The Daring American." The program, if not the war, seemed to be self-sustaining. It was sponsored by Purex, the cleanser with the woman's touch; Instant Fels, with that built-in fabric softener; Trend, with the tiny suds, so much better than the big bubbles; and Sweetheart Soap, which makes elegance affordable today. Part of the hour long program permitted us to listen in as a U.S. Army lieutenant talked into a dictaphone for his absent wife those "letters from Vietnam" which gave the program its name. Part of the program permitted us to sit in on battle scenes which lived up to the advance billing, "Specially mounted cameras on combat helicopters take you into battle, show you what it's like to come within a hair of being shot down on a rescue mission." It's a new sensation in warfare to know that you're going into battle with TV cameras trained on you for the folks back home, and if you're wounded the whole country will see it, unless you have the misfortune of being hit during the commercial.

It was nice to be assured that our soldiers don't take the war as personal. The lieutenant explained to his wife on the dictaphone that to our fighting men the Viet Cong are "vermin, they're not

human, so you don't worry about it as you shoot them up." The finer feelings, like the finer hands in washing with Purex, are not calloused. In another memorable scene we could watch a village being shot up from the air. The announcer explained, "the VC got his back a thousand fold—a return designed to make VC even more unpopular in the countryside." Without this explanation, shooting up a whole village because we suspected a few guerrillas were hidden in it might be regarded as making us a little unpopular in the countryside, too. "We may sometimes kill women and children inadvertently," the lieutenant wrote his wife that night, "but never on purpose." Then he added what seemed to us a dangerous thought, that he supposed the VC have a family, too. A later sequence, to demonstrate his kindly feelings, showed the lieutenant visiting an orphanage in Saigon. As the orphans waved good-bye, the painful scene merged into a happy commercial, with American children playing about their mother, her hands protected against dryness by Gentle Fels soap, which contains Lanolin D, "nature's own skin conditioner to make your work easier." We hope the Vietnamese war can be kept going until this series is completed. It shows how smoothly a war can be fought, with a little Lanolin D.

The war may not be going as well as we would like it from a military point of view, but with this series we have hit our stride when it comes to merchandising it. The war is at last being packaged properly, and it's the package which makes the sale. The U.S. Army has achieved a break-through.

Poor Reception For Poli. Sci. Evaluation

By Dick Maslowski, Pres. P.S.A.

There are numerous descriptions and definitions of what a university ought to be. The simplest description has the university defined as a school of knowledge of every kind, consisting of teachers and students from every quarter. Many things are required to complete and satisfy this description, the most important pre-requisite being that the university must offer a genuine place for the communication and circulation of free thought.

There does not appear to be anything unreasonable in this idea, nor would it seem improbable or unreasonable for students to offer praise and/or criticism to their instructors about their courses for the sole purpose of improvement. After all, an important aspect of the university is to offer a mutual education between students and faculty. This education can only be achieved through an open line of communication between the parties concerned.

Assuming this to be true, the Political Science Association decided early last fall to evaluate their department for the following reasons: 1) it was thought that an evaluation of the faculty was needed in order to improve teaching techniques and course presentations within the department; 2) it was also thought that an evaluation would prove to be helpful for students deciding on what, if any, Political Science courses would be the most relevant and interesting for them in the future; and 3) it was hoped that through our example other student organizations within various other academic

departments would follow suit.

A seven member committee proceeded to devise a student opinion questionnaire which was to be used in the evaluation of every upper division political science course. The committee sought and received limited assistance from Mr. Orland Radke, director of Extended Services. The questionnaire was approved by Dr. Mark Cates, advisor to the Political Science Association and Chairman of the Political Science Department.

Most courses offered first semester were evaluated in early December. There were no complaints or suggestions offered by the faculty in regard to the questionnaire. The action was duplicated second semester using the same questionnaire. Again, there were no complaints or suggestions offered by the faculty.

The questionnaires from both semesters (approx. 400) were evaluated and summarized by a four member committee. The summaries were printed by course number and by the instructor teaching that particular course. The format, structure, and outline of the evaluation was duplicated from the SLATE, a publication from the University of California — Berkeley. This publication was made available to us by two Political Science instructors, Ms. Nancy Snider and Mr. John Morser.

Because of an oversight, students completing the questionnaires were not given the opportunity to evaluate the department as a whole. The committee, therefore, thought it advisable to write the evaluation of the department

based on their own experiences, the completed questionnaires, and other student opinions. The final copy of the department evaluation followed closely the evaluation of the Political Science Department at Berkeley as found in the SLATE. The committee saw numerous similarities between the two departments and therefore decided to use the structure, format, and outline of the SLATE evaluation.

The entire completed evaluation was given to Dr. Cates for his approval before printing. There were no objections to the course evaluations. Dr. Cates expressed the feeling that the department evaluation was too critical, but he would not try to persuade the committee to change their opinions.

The evaluation was not changed and 500 copies were distributed to students in Political Science classes as well as to the Political Science faculty.

The response to the evaluation has been traumatic. It was well received by most students. It effectively put into words their feelings concerning the courses, instructors and the department. Its acceptance by the faculty has been generally mixed. Several instructors were critical of the evaluation's clerical errors. (For example, the evaluation listed Mr. Canfield as teaching PS. 101 and Mr. Morser teaching PS. 495 — neither of them teach the particular course.) Several instructors now claim the questionnaire was biased, weak, and negative in form. Most instructors have dismissed the department evaluation as being unfair, too

negative and plagiaristic. They have refused to even consider the possibility that their department, like the Political Science Department at Berkeley, is indeed "unprovable, complacent, and impersonal." The department evaluation was similar to Berkeley's because it was very relevant to this campus and to this department. There was no attempt to cover or to hide our source of reference as charged by some faculty. The department's response to the course evaluations has been generally one of indifference. One positive reaction was from Mr. Richard Christofferson who expressed an interest in discussing the evaluation with the committee. This single expression of interest was what the committee had hoped would be the reaction of all the instructors. One instructor has completely rejected the evaluation calling it a personal "vendetta" between herself and the president of the Political Science Association. The committee deeply regrets the reaction, but this defensiveness would seem to verify the evaluation results as written by the students. The questionnaires completed by the students in class are now in the hands of the respective instructors.

Day after day the student listens to the instructors ideas and opinions; we do not believe it was too much to ask that they (the faculty) listen to student reaction to their ideas, their lectures, and their personalities.

We hope the faculty have not refused to allow themselves to learn and improve from the suggestions of their students. Seemingly the loser in this

experiment will remain the student. He will continue "not to question the instructors ideas", if that instructor has reacted negatively to that students questionnaire. The student will continue to memorize and regurgitate his instructors lectures if that is all they are worth to the individual instructor. The student will continue to follow a rigid syllabus in those courses where the instructor is not interested in student learning and interests. Most courses will remain general — in short, probably nothing will change.

The evaluation has seemingly failed in its attempt to complete and to satisfy the educational pursuits of students in a university atmosphere. It has failed in its attempt to show the Political Science Department that improvement is needed. It has failed in its attempt to gain more faculty interest and involvement in student affairs. Finally, the evaluation has failed to make the department more responsive to the group it should be the most responsive to: The students. Our apologies to the students who filled out the questionnaires for raising false hopes.

What the evaluation has succeeded in doing is to show the entire university community the little effect or relevancy student opinion has in an average academic department. The faculty in some cases have clearly demonstrated a type of conduct not expected from professionals in their field. We only ask the instructors to reconsider student input and make improvement where such is needed.

Poli. Sci. Continued

general, their statements were not backed up by data. Cates stated that some evaluations turned out fair and others didn't. When asked why he thought this happened, Cates said that it was lack of expertise on the part of the committee.

All the faculty members said that they had taken the evaluations seriously, although some members of the committee think they haven't. Robinson said that she has learned some things from it and she hopes that it is done again and that the summaries be responsive to the questionnaires. She feels she gained a good deal from the questionnaires but doesn't feel she received anything more than debunking from the evaluation.

Robinson further stated that the evaluation hurt her in what people who don't know her think about her with the evaluation as their only criteria for judgment; in what people in the community will think about her ability as a lawyer and a teacher; and it has undermined any confidence she had that she could work with students in any capacity.

Kudsi-Zadeh said that he has been receptive to the points made on the evaluation that he feels are valid. He said he will pay more attention to organization.

Cates said that he felt the faculty has seriously considered the evaluations. He stated that one of the things that has come out of the evaluations is that it

shows a need for a course on the methods and scope of Political Science.

Cates said that his department was the only one which had the evaluations published and that this helps make the point of the evaluations stronger. He said that it is important to hear the students opinions, that learning is a two-way street.

Cates considered the evaluations a good idea and he said that he hopes they continue.

He said he would like to see other departments publish their evaluations (Some departments have evaluations, but do not publish them).

In regards to the comment that the faculty did not help the committee with the evaluations, Cates said that the faculty cooperated with the students in that they let them into their classes to hand out the questionnaires, and he said that he personally cooperated with the committee.

The faculty had some suggestions for improvements in the evaluations. Cates said he thought the questionnaires could have been more sophisticated, perhaps have had questions which rated teachers on a scale. Kudsi-Zadeh said he would like to see more care in making the comments and that any remarks that are made should be supported by data.

Robinson said that a quantitative response should be put behind each question asked with

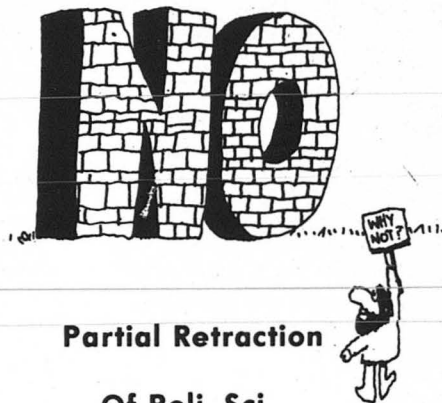
no attempt to evaluate. She also suggested that the number of questions answered should be put on the questionnaire.

Robinson and Kudsi-Zadeh also had some comments about the remarks Maslowski made of the department as a whole in the beginning of the evaluations. Maslowski has stated that he did follow the comments from the Berkeley Slate because he felt they were also relevant to the situation here. Kudsi-Zadeh disagrees; he feels that the comments were not relevant here. He said that the remarks were not accurate from what is said about most of the teachers in the evaluations. The opening comment about the department was negative, while the evaluations of most of the teachers were positive, according to Kudsi-Zadeh.

Robinson said that Maslowski could have written something more responsive and true of this department.

The committee feels it has been fair and accurate in its evaluations and has invited the faculty to respond. Robinson and Kudsi-Zadeh both feel the committee has been avoiding the faculty. Jahneke and Maslowski stated that they have urged the faculty to talk with the committee.

The committee met with the Political Science faculty Wednesday but information was not available at press time.



Partial Retraction

Of Poli. Sci.

Evaluation

In the Political Science Department evaluation there was an implication, furthered by me, on the professional competency of Ms. Mary Lou Robinson. The statement, alluding to this implication is found in the evaluation of Political Science 313.

The usage of the word "quack" was not intended to question or to imply anything concerning Ms. Robinson as an attorney at law or as a person.

The damage it has done, and might do in the future, is very unfortunate and unfair.

1. Richard Maslowski, therefore, as the president of the Political Science Association and the writer of the P.S. 313 course evaluation, retract in part my previous written statement. The word "quack" and any other reference to Ms. Mary Lou Robinson as a person is retracted as unfair and outside the questionnaires students' wrote.

Four Original

People

By John Wrenn

Oh how sweet it was.
Marshall McLuhan once said that art is what you can get away with. Well, we've gotten away with saying that everything displayed in the Edna Carlesten gallery is art, crafts, yes...art, I have my doubts.

Technically everything displayed appeared near impeccable. Anderson's prints were virtually flawless as was his jewelry. Kulick's wall hangings, jewelry, etc. were ah...ah...yes, very nice maybe leaning a slight bit towards sweet Trowbridge's paintings. Well, they were hung in a real swell place and, yes, I guess, they were real nice, too. All of Slowik's work was pleasant; his drawings had very much impact and were even quite exciting.

The question that now arises



Reviewed

is, what do we call art, what is design and what is craft what do we put on a pedestal, and what falls along the wayside as another well-crafted item that says nothing? When can we see a fresh idea by original people, as the title of the show tried to tell us, instead of slightly altered works that are found in example art books from the past.

The stench of total stagnation can be blown away, but not by constantly reproducing the same boredom that permeates the atmosphere here at UW-SP. Let's draw the line between crafts and art, between reproduction and actual, honest, self-contained production. McLuhan's statement may be true, but I sincerely believe that we can get away with something a lot better than what has been displayed in the past.

15-Meal Plan

The following is an interview conducted by the Business Affairs Committee of the Student Senate with Mr. John Hutchinson of the University Food Service. Following is a paraphrase of the interview:

Question: Can a student loan his meal ticket to another student if he cannot eat lunch?

Answer: No, because the student who cannot eat lunch due to either classes straight through the lunch hour or work or any other reason, can get a pass to eat late or he can get a refund on the meals he misses.

Question: What is the amount of misses allowed for meal?

Answer: Last year the average was 65 percent present making 35 percent misses. (NOTE: That's less than two-thirds of the meals eaten) Cost of three meals a day is \$2.04 with the food service getting \$1.56 and the rest going for the school for maintenance. We are 7th in cost, making six schools higher than us. Incidentally, our cost has remained the same for the past three years and it looks like it will be the same for another.

Question: What about a 15-meal plan instead of the current 21 plan?

Answer: Looking at Platteville's set up: for 20 meals \$245, 15 meals \$220, and 10 meals \$200. The difference between 10 and 20 meals is only \$45 a semester. In Stevens Point, 21 meals per week cost \$235 a semester (\$10 less than Platteville's 20 meal plan). The cost of a 15 meal plan would not be

Considered

too much less than the 21 meal plan. The cost of a 15 meal plan would be more expensive in the sense that attendance would be higher.

Question: If the university agrees to a 15 meal plan or any other, would the food service go along with the plan?

Answer: We're here to work for the university, so if they agree, so will we. In fact, we are already looking into other meal plans.

This is a listing of several calculations using some of the figures obtained from Mr. Hutchinson. This is only tentative and its primary use is for comparison.

-\$235 present cost for two-thirds of meals

-if all meals were taken an additional \$82.25 would be added for a total of \$317.25

-\$19.83 per week for 16 weeks \$2.83 per day for all meals \$.94 meal for all meals with \$317.25 as base

-Presently \$2.09 per day or \$7.0 per meal \$14.63 per week for 16 weeks \$-3.71 per week for maintenance \$10.92 per week for the food service for meals

-15 meal plan—no misses \$14.10 per week \$225.60 at \$9.4 per meal for 16 weeks

-10 meal plan—no misses \$150 per semester at \$9.4 per meal for 16 weeks \$9.40 per week

At UW-Platteville

-10 Meal plan \$200 per 16 weeks \$12.50 per week (5 day week) \$2.50 per day \$1.25 per meal (2 meals per day)

-15 meal plan \$220 per semester \$13.75 per week using 16 weeks \$.92 per meal

-20 meal plan \$245 per semester \$15.31 per week using 16 weeks \$.77 per meal Amount of misses not known

Respectfully submitted by
Mary Bores
Business Affairs Committee
Student Senate
Joe La Fleur, Chairman

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 April 15, 1972. Figures in parentheses are for the week April 8-15. Killed: 45,703 (12); "Non-combat" deaths: 10,132 (6); Wounded: 302,915 (63); Missing, captured: 1546.

AMERICAN LEGION CLUB LOUNGE

Fish Fry every Friday 4:30-9:00 pm

Carry-Outs Available

344-2100

109 Clark Street

Power Still Continued

Military

--Classified as 3A, married with dependents

Community:

--Frequently addresses groups in capacity of Counselor on subject of interpersonal relationships
--Member of Stevens Point Country Club

Previous to Point:

--Before coming to Point in 1966, Coker worked with the Indiana University Counseling Service. He became Director of the Counseling Center here and was appointed Professor of Psychology.

--Coker was named Assistant Chancellor for Student Affairs in August, 1971.



Leon E. Bell, Jr.

Assistant Chancellor for Business Affairs
\$23,280

Education:

1935 B.S. in Chemistry from Virginia Military Institute
attended several Air Force sponsored education programs throughout service

Military:

--Retired Air Force Colonel-As a retired officer, Bell receives retirement pay and is subject to recall in the event of a national emergency

Community:

--Treasurer of UW-Stevens Point Foundation, Inc.

--Elected to County Board of Supervisors from Ward 1. Bell receives \$16 per meeting and believes he "helps to represent the university to the Board." He serves on the Finance Committee, the Airport Committee and the Health and Education Committee.

--Bell is also on the Board of Directors of the Shelter Workshop and the private Portage County Day Care Center.

Previous to Point:

--Bell became a UW-Stevens Point administrator in 1963. He had commanded an Air Force Reserve Sector, managing and administering five subordinate Groups and fourteen Squadrons.



Gordon Haferbecker

Assistant Chancellor for Academic Affairs

Education

1939 B.Ed. in English from Stevens Point
1942 M.A. in Education from Northwestern
1952 Ph.D. in Economics from UW-Madison
doctoral thesis: "Wisconsin Labor Laws"

Military:

None

Community:

--Board of Directors of First Federal Savings and Loan
--Rotary Club

--Haferbecker has also been appointed a fact finder and arbitrator by the Wisconsin Employment Relations Commission to act in labor-management government disputes. The Commission administers state labor relations laws, through the State Labor Board.

The 6-8 disputes Haferbecker is involved in annually each require a one day hearing plus time to write the recommendations. As much as possible of this is accomplished on weekends or during vacation

More Letters

Parking Violation Psychosis

To the Editor:

This letter is basically concerned with a parking violation which occurred on March 7th and which the Parking Appeals Board just made its final decision on. A professional photographer had parked in front of our dorm on the sidewalk in order to bring his equipment inside. He was ticketed and I took it upon myself to appeal what I felt was an unjust ticket. So, I filled out the required appeal form and had to wait until April 18th to appear before the board. The letter telling me to appear stated two given times. I chose 7 o'clock in the evening and needless to say the meeting didn't start until twenty to eight.

The board asked me if I had any new evidence to present which might influence their final decision but, being no Perry Mason, I had not uncovered any. Then, I was told to diagram the violation on a chalkboard, due to the fact that I had mentioned there was a university van backed up to our rear door for three hours that same night and which, to my knowledge, had not been ticketed. Mr. Hiram Krebs said this was somewhat unusual

since that particular van belonged to the physical plant, had only two sets of keys of which he had one and probably shouldn't have been in use. But I assume this fact wasn't that important and my appeal was denied. The dorm will pay for the ticket which incidentally becomes ten dollars if not paid within ten days.

So, my major point of conclusion is that the Parking Appeals Board is farcical and that Protection and Security is obsessed with a parking violation psychosis. I would suggest they create a new board, one which scrutinizes the competence of themselves and investigate their employees' ability to get stuck in university elevators, just to cite one of many possible examples.

Ed Bonnie
RA - Watson Hall



periods. Haferbecker receives \$150 per hearing day and \$100 per day spent in writing recommendations.

Haferbecker views this work as vital in keeping him up to date in the labor relations field. He instructs courses on labor problems and social insurance for the Economics Department, in addition to a graduate course

in Home Economics, Family Economics.

Previous to Point

--Haferbecker joined the Stevens Point faculty in 1956. From 1946 to 1956 he was a Professor of Economics at UW-Milwaukee and Associate Dean of the College of Letters and Science there.

Summer Jobs, 1972

General Picture

As was the case last summer, the job picture is not bright particularly in an university community. The big factor, undoubtedly, is the general economic slow down as evidenced by the high rate of unemployment. One suggestion--students should seek jobs in their home towns and not remain in Stevens Point on the assumption they will find full time summer employment here. In this community, there are simply too many students for too few jobs.

Financial Aid Applicants-- College Work Study Program

Students who have submitted their financial aid application by March 1, 1972, and indicated they would like summer employment under the College Work Study Program will receive a financial aid proposal with the type of aid awarded them sometime between May 1 and May 15. Those students whose financial aid award includes Work Study should check with the Financial Aids Office the week of May 15-19 for possible job placement. By that time, this office will know the vacancies that exist on the campus and in Stevens Point. All applicants should be aware of several facts:

1) There are not adequate College Work Study funds to cover all financial aid applicants who wanted summer part-time employment while attending summer school. Because of limited employment opportunities, therefore, some students who were awarded summer jobs will have to be switched to a loan.

2) Full time College Work Study jobs in Stevens Point and at the university are almost non-existent.

3) Opportunities to work in

your home town are more remunerative than campus jobs because often room and board is furnished by parents. Students should, consequently, accept home town employment over employment in the Stevens Point area.

Other University Employment

Regular Work Program-- Students who have not completed their financial aid application by March 1, or who are not eligible for the College Work Study Program, may secure summer employment by checking with their major department for possible employment under the Regular Work Program. Monies available for this program, it should be pointed out, are extremely limited.

Sage Foods-- Students desiring summer work in the university food services should make application to Sage Foods, Room 1, University Center. As of April 25, some vacancies still exist.

Stevens Point and Non-university Employment

Student Employment File-- Reserve Room-- Learning Resources Center-- A summer employment file containing brochures and bulletins on summer jobs with camps, resorts, and other seasonal activities is on two hour reserve in the Reserve Room, Learning Resources Center.

Wisconsin State Employment Service, First Federal Building, 2nd Floor, 1305 Main Street, Stevens Point, WI 54481-- The State Employment Service lists summer jobs pertaining to both the Stevens Point area and after May 1, the resort area of Northern Wisconsin. Check with their employment counselor for possible openings.

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DR. TONI HAGEN
Director
United Nations Relief

For more information, please contact:

- Student World Concerns**
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- U.S. National Student Association**
2115 S St. NW, Washington, D.C. 20008
(202) 387-5100
- Student National Education Association**
1201 16th St. NW, Washington, D.C. 20036
(202) 833-5526
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Meaning Of AIM

Things won't ever quite be the same again—and that's what the American Indian Movement is all about.

They are respected by many and hated by some—but they are never ignored.

They are the shock troops of Indian Sovereignty.

They intend to raise questions in the minds of all—questions which have gone to sleep in the minds of Indians and non-Indians alike.

From the outside, AIM people are tough people. They had to be. AIM was born out of the dark violence of police brutality and the voiceless despair of injustice in the courts of Minneapolis. AIM was born because a few knew that it was enough—enough to endure for themselves and all others like them who were people without power or rights. AIM people have known the insides of jails, the long wait, the "no appeal" of the courts for Indians because many of them were there.

The AIM idea spread rapidly into the Great Lakes cities because other Indians knew the power of local Indian police watchmen, of local legal aid, of a "place to stay" where you could hold up your head and joke.

And from the inside, AIM people are cleansing themselves. Many have returned to the old religions of their tribes, away from the confused notions of a society which have made them slaves of their own unguided lives. AIM is first a spiritual movement, a religious rebirth, and then a rebirth of Indian dignity. AIM succeeds

because it has beliefs to act on. AIM is attempting to connect the realities of the past with the promise of tomorrow.

They are people in a hurry because they know the dignity of a person can be finally broken or snuffed by despair and a belt in a cell in a city jail. They know the deepest hopes of the old people could die with them. They know that "the Indian way" is not tolerated in America because it is not acknowledged as a decent way to be.

Sovereignty, land and culture cannot endure if a people is not left in peace.

AIM is then a new warrior class of this century, bound by the bond of the drum, who vote with their bodies instead of their mouths. Their business is hope.

By: Kills Straight
Oglala Sioux
Pine Ridge, South Dakota

Brown's Works Accepted

By John Anderson

Larry K. Brown, Instructor of art at UW-SP, has had works accepted for two national art competitions.

He currently is showing a drawing in the 15th Annual Drawing and Print Exhibition at the University of North Dakota, Grand Forks, and is to display a drawing at the 18th Annual Drawing and Small Sculpture Show at Ball State University, Muncie, which opens in May.

Brown also had two suspended latex wall pieces accepted into the 57th Annual Wisconsin Painters and Sculptors Exhibition to be held at UW-Milwaukee art galleries. The Milwaukee exhibition will run through May.

Upward Bound Begins June 18

By John Anderson

About 80 Native American youth, mostly from the northern half of the state, will participate in a fifth annual Upward Bound Project June 18 to July 29 here.

The Department of Health, Education and Welfare granted the institution federal aid surpassing \$75,000 to conduct a fifth annual summer educational and cultural experience for members of Indian communities.

With a pricetag attached to services, personnel and services to be provided by UW-SP, the total Upward Bound budget will surpass \$111,000.

Jack Messing, director of the campus' Programs recognizing Individual Determination through Education (PRIDE), said his division will begin recruiting a special staff soon. Many of the faculty members come from high schools in Indian communities.

The participating students will be Chippewas from Sawyer County, Lac du Flambeau and Red Cliff; Winnebago from the Black River Falls, Wisconsin Rapids and Wisconsin Dells areas; Oneidas from the Green Bay area; Menominees from the Shawano area; Stockbridge-Muncie from Bowler; and Potawatomi, from Forest County.

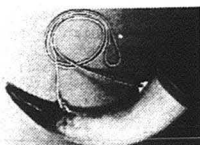
Missing said 65 of the high school students will attend for the regular six week period. However, an additional 15 will be in a "bridge summer program" in which they will

begin taking college courses and begin easing into the college routine.

While on campus, the youth will reside in dormitories and take their courses and hold their activities in the academic buildings and university centers.

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Objectives Of The American Indian Movement



We the Concerned Indian Americans, residents of the Minneapolis area, Organize to Upgrade the Conditions in which the urban Indian lives, and to improve the image of the urban Indian.

We the Concerned Indian Americans, to be known as the American Indian Movement (A.I.M.) residents of the Minneapolis and greater Minneapolis area, do hereby adopt the following goals.

Our main objective is to solicit and broaden opportunities for the Indian in order that we may enjoy his full rights as a citizen of these United States.

SHORT RANGE OBJECTIVES

- Establish a program to better the Indian housing problem.
- Establish a program directed toward Indian youth.
- Establish a positive program for employment of Indian Americans.
- Establish a program to educate industry in the area of Indian culture and its effect on the Indian.
- Establish a program to improve the communications between the Indian and the community.

LONG RANGE OBJECTIVES

- To generate unification within the Indian people.
- To inform all Indian Americans of community and local affairs.
- To encourage Indian Americans to become active in community affairs.
- To bring the economic status of Indian Americans up to that of the general community.

A.I.M. READING LIST

Red Cloud by Ed Mc Gaa.
Man's Rise To Civilization by Peter Farb.
Indian Affairs, Laws and Treaties by Charles J. Kappler.

"An Even Chance" by NAACP Legal Defense Fund and Harvard Center, for Law and Education.

Indian American Issues by NCP-News Community Press, Inc. 3210 Gwen St. N.W. Wash., DC 20007.

Bury My Heart At Wounded Knee by Dee Brown.

I Have Spoken by Virginia Irving Armstrong.
Nobody Loves A Drunken Indian by Clari Huffaker.

Stay Away by Dan Cushman.

The Tortured Americans by Robert Burnette.
Red Power by Alvin Josephy.

When Buffalo Ran by George Bird Grinnel.
Concentration Camps by Carlos Embury.

House made of Dawn by N. Scott Momaday.
Warriors of the Rainbow by Johnson and Willoya.

Indian In America's Past by Jack Forges.
America Needs Indians by Iktoni.

American Indian Medicines by Virgil Vogel.
The Legal Conscience by Felix Cohen (Yale Press).

The Long Death by Ralph K. Andrist
Federal Indian Law by Association of American Indian Affairs.

The Indian: America's Unfinished Business by William A. Broby and Sophie D. Aberie.
Our Brother's Keeper: The Indian in White America by Edgar S. Cahn.

When Legends Die by Hal Borland.
The Indians of the Americas by John Collier.
The Indians of the Americas by John Collier.

We Talk you Listen by Vine Deloria, Jr.
Custer Died For Your Sins by Vine Deloria, Jr.

Century of Dishonor by Helen Hunt Jackson.
Black Elk Speaks by John Neihardt.

The Gospel of the Redman by Ernest Thompson Seton & Julia Seton.
The New Indians by Stan Steiner.

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The Best of John Anderson

Students Recieve Evjue Scholarships

By John Anderson

Five upperclassmen at UW-SP have received \$100 scholarships from a Madison foundation honoring the memory of William T. Evjue, longtime crusading journalist in the state who headed the daily Capital Times.

The awards were given on the basis of leadership, campus achievement and service. The Evjue Foundation provides monies for annual recognition of Stevens Point collegians.

Recipients this year are: Art Alliston, Wisconsin Rapids; Ursula Berger, Lowell; Shawn Granger, New London; Ronald May, Brookfield; and Barbara Roenz, Manawa.

Alliston has been listed in Who's Who Among Students in American Colleges and Universities, represented his alma mater at the National Student Association Conference in 1969 and the American College Health Association Meeting in 1970, was a tutor for area Native American children, orientation leader for incoming UW-SP freshmen, officer on the University Activities Board, Residence Hall Council and Student Senate.

Miss Berger, also a Who's Who honoree and orientation leader, has been on the senate and a residence hall staff, was student representative for the UW-SP Alumni Association and

for the advisory committee to the dean of letters and science.

Miss Granger, who served as Miss Stevens Point, has been in dance organizations, residence hall and campus government offices, and student publication staffs. She was a cheerleader two years, tutor for underprivileged children and a Who's Who winner.

Mau, a former orientation leader, Who's Who winner and student government participant, has been involved in the Newman Club, University Activities Board, Young Democrats and tutoring program.

Miss Roenz has contributed through her involvement in sorority programs, in such roles as member of the Panhellenic Council, president of Theta Phi Alpha, affiliate of the Associated Women's Students. She also has been on the dean's advisory council and is listed in Who's Who.

Will Landscape Garfield School Site

By John Anderson

To assure a park-like border for its new parking lot, currently under development on the old

Garfield School site, administrators at UW-SP announced today they are reducing the number of proposed spaces for cars and designating more area for grass, trees and shrubs.

The school, which faced Clark Street, has been removed and surfacing and landscaping of the site will begin soon.

But first, the controversial part of the project must be finished: removal of 22 large elm trees.

Leon Bell, Assistant to the Chancellor for Business Affairs, said his staff assigned the College of Natural Resources to test the trees for dutch elm disease. The results were that each tree was affected by the blight—some were in more advanced stages than others.

Bell believes research will soothe attitudes of some concerned students, faculty and members of the local community who offered complaints about clearing the school site of the stately elms.

The Assistant Chancellor noted that research results weren't entirely surprising to his staff because they had been aware of earlier cuttings in the lot by the city of 12 diseased trees. On the nearby Steiner Residence Hall lot, the university has been forced to remove about six elms.

A sampling results within the Garfield lot, which included checks on trees showing no sign of the blight yet were found to be in early stages of it, might point out a greater dutch elm problem in Stevens Point than is generally believed.

Nevertheless, the lot also has two ash and two maples, both

sturdy and healthy, and the parking development will necessitate removal of only one of the maples.

Bell said the university originally planned to have 165 parking spaces in the lot, but students in Steiner Hall offered some objections. The youths noted that under that proposal, there would be 30 feet of lawn separating the back side of their building with the park, thus not enough area for recreation. Bell then received approval from the State Building Commission to extend the lawn another 38 feet which allowed for the preservation of three existing hardwoods but reduced the number of parking spaces to 144.

An extensive transplanting operation will go into effect on the borders of the lot through the placement of a variety of young trees all at least three inches in diameter.

The Garfield site was needed to replace a lot being absorbed by a scheduled expansion of the University Center, Bell said, and to serve residents of Steiner Hall.

Rusch New U.A.B. Head

By John Anderson

Karl Rusch, who is completing his second year at UW-SP as a political science major, has been named the 1972-73

president of the UW-SP Activities Board which is responsible for scheduling most of the major entertainment attractions on campus. Karl is from Sheboygan.

The activities board administers a budget in excess of \$75,000 annually for such events as concerts, films, speakers, campus festivals and other variations of programming.

Serving with Karl are: August Buch III, vice president; Jane Schumann, secretary; Gary Fakler, treasurer; Rodney Smith, coffeehouse; Richard Gorbette, special events; also Nancy Krei, performing arts; John Krueger, cinema arts; David Drapes, pop films; Eric Westenberger, audio visual; Daniel Rodzwell, fine arts; Jerome Goldsmith, games; Michael Gleisberg, publicity; also, Sue Steiner, tours; Gregory Brotz, homecoming-winter carnival-spring event; Nancy Nielsen, trippers; David Wheeler, property; Larry DePons, public relations.

The first and only annual Monroe St. SELLOUT

will begin at noon on Saturday, May 6, at 1826 Monroe St. Clothing, records, books, odds, ends, and others.

The Student Senate is now accepting applications for the positions of Student Comptroller, Assistant Student Comptroller and 2 office secretaries.

Contact: Ray McMillin
Joe La Fleur
Sue Perry

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Registration: May 8, 9, & 10 in Room 223 Main, Office of Extended Services. (For further information, call ext. 3717)

Classes will meet a minimum of 3 hours per day either from 8 am to 11 am or from 9 am to 12 noon. Lab courses will have additional hours.

Course offerings that are tentatively planned are as follows: (A minimum of 20 students are necessary to constitute a class. A definite decision relative to the courses to be offered will be made on May 11 after registration is completed.)

Astronomy 100—Unveiling the Universe. 3 credits. This course is designed to help students become familiar with the universe in which they live. It is designed for non-science majors and fulfills general science requirements.

Biology 205—Animal Behavior. 3 credits. A comparative approach to the study of animal behavior; description, classification, analysis, and evolution of behavioral patterns of vertebrates, with emphasis on social behavior and underlying mechanisms. Two hours lecture, three hours laboratory per week; individual term project. Nominal pro-rate charge for field trip expenses.

Communications 352-552—Media History of Film. 3 credits.

Dance 227—Workshop: Ballet Technique. 2 credits (two weeks).

Drama Workshop 129—The Audience. 3 credits. Study of Theatrical Techniques as they are used to manipulate audience response; investigation of what an audience ought to look for in production; explanation of the

role of director, actor and scenic designer.

Economics 200—General Economics. 3 credits.

Economics 323—Consumer and Cooperative Economics. 2 credits.

Education 380—Principles of Education. 3 credits.

Education 381—Educational Psychology. 3 credits.

Geography 300—Africa. 3 credits.

Geology 100—Geology and Man. 3 credits. The origin and distribution of earth materials as related to human activity.

Two hours lecture, two hours laboratory work per week; field trips. This course may be used in partial fulfillment of Part B of the Natural Science requirement of the general degree requirements. (B.2 in the College of Education.)

Philosophy 280—Environmental Ethics. 3 credits. Examination of the philosophical, religious and scientific concepts and values which have structured human attitudes toward the natural environment. Alternative concepts and values will be explored.

Physical Education 101—Beginning Tennis. 1 credit (two weeks)

Political Science 101—American National Government. 3 credits.

Political Science 301—Politics and the Environment. 3 credits.

Psychology 200—General Psychology. 3 credits.

Sociology 360—Introduction to the Field of Social Welfare. 3 credits.

Sociology 230—Criminology. 3 credits.

Music 381—Music in the Elementary School. 3 credits.

Music 100—Appreciation and History of Music. 3 cr.

Humanities xxx—Two Cultures Controversy. 3 credits. (Pending approval.)

Relationships between science and humanity in a contemporary civilization.



Warning On Excess Credits

Students are reminded that credit loads of 18, 19 or more credits require special approval by the dean of their college (see page 53, catalog).

Credit loads are checked during the semester and students are required to drop unapproved excess credits. In Letters and Science, Dean Woodka has recently required 27 students to drop courses in excess of a normal load in cases where the dean had not granted approval. The other colleges are also doing this.

The Board of Regents requires that each university report and justify exception to the normal load.

Theta Phi Alpha

After having completed the activities of Help Week, four pledges were initiated into the sorority last Sunday. The four new active members are Pam Andrews, Pat Beaurain, Ann

Erickson, and Kathy Hunt. Betty Wachal, a pledge from first semester, was also initiated.

The sisters of Theta Phi Alpha competed in a football game with their sisters of Alpha Sigma Alpha last Thursday and won 6-0.

The brothers of Tau Kappa Epsilon supported and coached the Theta Phis. Special thanks is extended to the head coach, Jerry Blomberg, and his assistants, Bob Linzmeier and Don Walker. A fine game was played and much appreciation goes out to the sisters of Alpha Sigma Alpha and their coach, Bertie Neuburg, a brother of Phi Sigma Epsilon.

Carol Hoesly announced her engagement to Scott Fuqua a couple weeks ago. The sisters had a surprise wedding shower for two alumni sisters, Claudia Litzau and Lyn Kober. They will be getting married this summer. Other weddings for the summer will include Linda Nyholm, Maria Handrich, Janet Kachur and Pam Andrews.

On Theta Phi Alpha Founder's Day Susan Pettit was presented with the Outstanding Girl award and the national Best Senior Service Award.

550's Clean Up

Members of the 550 Vets Club, the campus social organization for veterans of the armed services, participated in a trash pick-up last Wednesday. Forty five members of the club collected bottles, cans, and garbage in general from Maria Drive north to the Brat Barn and the Pour Haus on Reserve street.

The Vets picked up four 55 gallon drums full of aluminum cans, one drum full of bottles, and approximately a half-ton of

garbage.

The proceeds of the clean-up project were taken to the Stevens Point Recycling center.

The club announced that future activities are in the planning stage.

Housing No Problem

By John Anderson

Because the housing shortage at UW-SP is easing, at least for the time being, two large suppliers of living accommodations for collegians will discontinue their operations at the end of the academic term in May.

The Sisters of St. Joseph will close quarters in their provincial house on Maria Drive which they have rented during two consecutive years to upwards of 100 coeds. Residents called their quarters "The Cloister."

At the Whiting Motor Hotel in downtown Stevens Point, the management no longer will be in the student housing business either with the 50 bed facility it made available three years ago.

Melvin Karg, who handles off-campus housing affairs for UW-SP, commended both the hotel and the convent personnel for aiding the university during a time of severely tight housing throughout Stevens Point.

Even though the two facilities opened their doors to students, some young people seeking admittance to the campus were turned away for lack of accommodations.

The tide has turned, however, and with a drop off in new freshmen applications for next fall and development of living places specifically for students, the subject of housing no longer is a problem for the university, Karg said.



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Gridiron:

Wednesday, May 10, 7 a.m.—1 a.m.
Thursday, May 11, 7 a.m.—1 a.m.
Friday, May 12, 7 a.m.—1 a.m.
Saturday, May 13, Regular hours
Sunday, May 14, 11 a.m.—12 Midnight
Monday, May 15, 7 a.m.—1 a.m.
Tuesday, May 16, Regular hours
Wednesday, May 17, 7 a.m.—6 p.m.

Text Rental:

Saturday, May 13, 10 a.m.—5 p.m.
Sunday, May 14, Closed
Monday, May 15, 8 a.m.—5 p.m. and 6 p.m.—7 p.m.
Tuesday, May 16, 8 a.m.—5 p.m. and 6 p.m.—7 p.m.
Wednesday, May 17, 8 a.m.—6 p.m.

Games Room:

Wednesday, May 10, 9 a.m.—12 Midnight
Thursday, May 11, 9 a.m.—12 Midnight
Friday, May 12, 9 a.m.—12 Midnight
Saturday, May 13, Regular hours
Sunday, May 14, 12 Noon—11 p.m.
Monday, May 15, 9 a.m.—12 Midnight
Tuesday, May 16, Regular hours
Wednesday, May 17, 9 a.m.—6 p.m.

University Store

Regular hours

Food Service—Pinery

Regular hours

Food Service—Ala Carte

Wednesday, May 17, Closed

University Center Building

Wednesday, May 10, 7 a.m.—1 a.m.
Thursday, May 11, 7 a.m.—1 a.m.
Friday, May 12, 7 a.m.—1 a.m.
Saturday, May 13, Regular hours
Sunday, May 14, 10 a.m.—12 Midnight
Monday, May 15, 7 a.m.—1 a.m.
Tuesday, May 16, Regular hours
Wednesday, May 17, 7 a.m.—6 p.m.

Debot Residence Center

Debot Center Building:

Wednesday, May 10, 8 a.m.—1 a.m.
Thursday, May 11, 8 a.m.—1 a.m.
Friday, May 12, 8 a.m.—1 a.m.
Saturday, May 13, Regular hours
Sunday, May 14, 11 a.m.—1 a.m.
Monday, May 15, 8 a.m.—1 a.m.
Tuesday, May 16, Regular hours
Wednesday, May 17, 8 a.m.—2 p.m.

Attention: Registered Voters

All those students who have registered to vote in the city clerk's office and who do not plan to return to the university, please call the clerk's office, 344-6610, ext. 86, and cancel your voter registration. Voter files must be kept up to date by law. The clerk would therefore appreciate the cooperation of students who are not returning to the university.

Thanks From LRC

The Learning Resources Center thanks Dr. Alexandra B. Kaminska for the gift of her Doctoral dissertation, *Literary Confessions from 1215 through 1550*. It helped the LRC fulfill a request from New York University for material in comparative literature.



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Snack Bar:

Wednesday, May 10, 6 p.m.—1 a.m.
Thursday, May 11, 6 p.m.—1 a.m.
Friday, May 12, 6 p.m.—1 a.m.
Saturday, May 13, Regular hours
Sunday, May 14, 6 p.m.—1 a.m.
Monday, May 15, 6 p.m.—1 a.m.
Tuesday, May 16, Regular hours
Wednesday, May 17, Closed

Materials Center:

Wednesday, May 17, Closed

Food Service:

Wednesday, May 17, Breakfast and Lunch only. Dinner at University Center Pinery Dining

Allen Residence Center

Allen Center Building:

Wednesday, May 10, 8 a.m.—1 a.m.
Thursday, May 11, 8 a.m.—1 a.m.
Friday, May 12, 8 a.m.—1 a.m.
Saturday, May 13, Regular hours
Sunday, May 14, 11 a.m.—1 a.m.
Monday, May 15, 8 a.m.—1 a.m.
Tuesday, May 16, Regular hours

Wednesday, May 17, 8 a.m.—2 p.m.

Snack Bar:

Wednesday, May 10, 6 p.m.—1 a.m.
Thursday, May 11, 6 p.m.—1 a.m.
Friday, May 12, 6 p.m.—1 a.m.
Saturday, May 13, Regular hours
Sunday, May 14, 6 p.m.—1 a.m.
Monday, May 15, 6 p.m.—1 a.m.
Tuesday, May 16, Regular hours
Wednesday, May 17, Closed

Materials Center:

Wednesday, May 17, Closed

Food Service:

Wednesday, May 17, Breakfast and Lunch only. Dinner at University Center Pinery Dining

Wednesday Food Service at DeBot and Allen Centers may be subject to change due to attendance. You will be notified of any changes on Tuesday, May 16.

All days not listed for all Centers buildings and services will remain at normal hours.

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Pointers Choke In Stretch: Lose 5-4

If you were driving by Lookout Park late Saturday afternoon, you probably thought you saw the Chicago Cubs out there on the baseball diamond. The Cubs have a history of choking late in the game, and that's exactly what the Pointers did in the second game of their doubleheader with River Falls.

The Pointers jumped out to a comfortable 4-1 lead with an assortment of walks, stolen bases, passed balls, and singles by Greg Hauser and Don Vruwink.

The Pointers were racking Falcon pitcher Dave Olsen at will, which wasn't very surprising. Olsen's only outstanding performance Saturday was brushing his teeth in the Falcon dugout with a blue toothbrush.

The Pointers seemed to have the game wrapped up as the Falcons came to bat in the seventh. Suddenly, the Lookout Park basepaths became a circus as the Falcons began rotating around for big runs.

Pointer hurler Don Vruwink was working on a five-hitter, and seemed to have things under control when he struck out the lead off batter.

Then the parade started. Vruwink walked the next two batters, prompting Coach Jim Clark to bring in John Kvalheim. Kvalheim turned out to be Phil Regan in disguise.

Kvalheim retired the first batter he faced, but the Falcons refused to let Point off the hook. The next three hitters walked, and Kvalheim was excused when the following batter singled.

Denny Peters came in with the bases loaded and two out. Falcon shortstop Jim Zaher coaxed a walk, and River Falls led, 5-4.

Point was three up and three down in the last of the seventh.

The loss dropped Point's record to 3-1 in conference action.

John Pierce, a Stevens Point native, was the Falcon's winning pitcher, while Kvalheim was credited with the loss.

"It's one thing to be outthit by another ballclub," said the Pointer coach, "but it's something else when you give them six walks to win the game."

Clark added, "But then that's what the game is all about, because the same thing can happen to you and then it seems okay."



River Falls' Wildness Gives Pointers Victory

By Tim Sullivan

The Pointer baseball team won its eighth straight conference game at Lookout Park Saturday, as the invading River Falls Falcons pitchers found difficulty in locating the strike zone. The Pointers, under the coaching of Jim Clark and Ron Steiner, walked away with a 2-1 win.

Falcon ace Dave Zimmerman contributed heavily to the Pointer cause. In a pre-game interview, Zimmerman said, "I rely mainly on my fast ball and a wicked knuckler. Regardless

of the Pointers' record, I'm not afraid of their bats. Although my knuckler isn't as good as Phil Niekro's of the Braves, I can say that I haven't given up any homers this year yet. This windy Lookout Park should be tailor-made for my knuckler today."

Zimmerman proved to be an accurate prophet. No Pointer even came close to hitting a home run. In fact, not a single batter even got a measly single off Zimmerman.

However, this is not meant to condemn Point's batters or praise Zimmerman's pitching. You see, Zimmerman never threw anything close enough to the plate to hit. The wind breezing through Lookout Park scattered all of his pitches all over the place, although most of them were in the general direction of home plate.

Point's leadoff hitter, Greg Hauser, walked on four pitches. Pat Robbins and Gordy Stevenson did the same, although some say that Robbins almost swung once.

With the bases loaded, Lookout Park favorite Steve Groeschel also walked, thus driving in Hauser and driving out Zimmerman.

Terry Johnson relieved Zimmerman and got Jerry Bird to bounce to third. John Langlois, Falcon third baseman, threw to the plate for a force on Robbins.

cont. to page 23

Point 4th In Track And Field Relays

UW-SP regarded as tough challengers for a top ranking, settled for a disappointing fourth place finish in the fifth annual Wisconsin State University Conference Track and Field Relays here last Saturday.

La Crosse, which won three events and placed second in five others, bettered the eight other competing schools with a total of 110 points.

Other scores showed Stout with 89 1/2, Oshkosh 83, Stevens Point 78, Platteville 55 1/2, River Falls 52, Whitewater 50, Superior 77, and Eau Claire 2. "Our field events were strong," expressed Pointer coach Don Amiot, "but we just didn't run well all day."

Stevens Point captured three first-place finishes on the afternoon and all of them were in field competition.

"Our only firsts came in the shot put, and the triple and high jumps," said Amiot, "and that's not enough to win any kind of meet."

A relay squad of Dave Meyer, Kingston, Kurt Urban, North Fond du Lac, and Don Knaack, Appleton, snared top honors in the shot put with a total of 143-10.

That measurement broke the old record of 141-6 set by Stevens Point last year.

Bob Wundrock, Grafton, Steven Norlin, Wautoma, and Ron La Fond, Two Rivers, teamed for a 125-6 total in the triple jump, to win the event for the Pointers.

The high jump was also won by Stevens Point. Wundrock, Norlin, and Ray Morrell, Milwaukee, leaped 18-10, combined, to defeat all other participants.

The Pointer running coach described his team's sprinting and distance efforts. "We choked you might say," he stated, "in that we didn't run intelligently and didn't do a lot of things the way we have to."

Mental mistakes were evident by the Pointers throughout the afternoon, but the biggest one came in the 880 relay.

"We were leading going into the last handoff," told Amiot, "but then we didn't get a sprint through the exchange zone and we ended up fourth."

A team of Curt Getman, Monticello, Al Gamrath, Milwaukee, Paul Haus, S. Milwaukee, and Don Trzowski, Rosholt, broke the

old record of 10:30.4 in the distance medley by :03.4. That time wasn't good enough, because La Crosse ran the event in 10:26.8.

Stevens Point had another second place finish in running competition, and that was in the two mile relay. Trzebiatowski, Mike Freda, Stevens Point, Keith Foy, Sauk City, and Haus turned in a 8:07.0 time in that event.

"Trzebiatowski had a 40 minute rest after the distance medley," reported Amiot, "so I'm sure he was tired. But I thought the two freshmen, Freda and Foy, looked very good."

The Pointers' mile relay team of Lloyd Jones, Dousman, Jim

Pasch, Green Bay, Dennis Rinehart, Milwaukee, and Gary Bork, Green Bay, was beaten for the first time this season, when Stout nudged the Pointers out at the finish.

"They couldn't have beaten us by more than one or two tenths of a second," felt Amiot.

The Pointers are idle until the WSUC championships this Friday and Saturday on Stout's campus.

"I haven't seen Oshkosh and Stout run that good since the indoor season," declared Amiot, "and they really seemed hungry for a win."

He closed by saying, "I think that those two will be battling La Crosse next weekend, as well as us."

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Nobody makes malt liquor like Schlitz. Nobody.



I would like to take this opportunity to thank those who supported me, worked for me, and voted for me in the Student Senate's Presidential Election.

Thank You

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Pointer Victory Continued

Falcon catcher Gary Spear tried to get Bird at first, but the throw was late. Meanwhile, Gordy Stevenson had been running around during the action, and decided to head for home. John Page's relay back to Spear nailed the senior from Clintonville.

Point's next batter, Stu Druckery, singled Groeschel home for the Pointers' second run.

Point got just one more hit, a bunt single by Bird, in the remainder of the game.

The Falcon's only run came in the second, after one runner had been erased in a double play. Centerfielder Ken Boehm doubled down the rightfield line. Page drove him home with a single through the middle.

The Pointer pitcher, Dave Calteux, retired 16 of the next 17 hitters to maintain the lead. The only batter to reach first was Spear with a walk in the fifth.

The Pointers executed two double plays in the game, with Dave Caruso and Gordy Stevenson teaming up on one, and Stu Druckery, Caruso, and Stevenson combining for the other.

Calteux, the winning pitcher, allowed only 3 hits, duplicating Denny Bohm's performance the day before.

The Pointers only pounded out two hits, but Zimmerman's wildness kept them in the game.

The windstorm at Lookout Park obviously kept the hitting performances down.

Donovan New WWSP Manager

A communication major from Neehah, who has worked up from general office assignments and reporting to program director of WWSP, has been named as manager of the student radio station here.

Tim Donovan, now completing his junior year, is a 1969 graduate of Neenah High School.

During the past year, his major interest has been in special station affairs and among his achievements is the charity telethon in December that raised nearly \$6,000 for needy persons of Central Wisconsin.

Donovan succeeds Miss Lynn Davis, who will be graduating after four years of service to WWSP. She joined the staff in

the fall of 1968 at the time the station began broadcasting. She earned the distinction of being one of few members of her sex on a university or college campus in the country to hold a station managership.

Besides Donovan, other new staff leaders are Andy Nelson, as program director; John Godec, as production director and Nancy Haka, as news and sports director.

Other new staff members are Ann Galginitis, as public relations director; Betty Eckardt, as continuity director; and Rick Westenberger, as engineer.

Zemanek Wins History Award

By John Anderson
Ellen Zemanek, who has amassed a nearly straight A academic average during her

three years at UW-SP in the 1972 winner on campus of the Herbert R. Steiner History Award.

Miss Zemanek received the citation plus a \$50 check on the basis of scholarship in competition with history majors at the university. She is a 1969 graduate of Antigo High School.

A presentation ceremony was held recently in the office of Chancellor Lee S. Dreyfus. Dr. Justus Paul, chairman of history, represented his faculty.

The award memorializes a longtime campus administrator and history professor who died in the 1950's. A fund to sustain annual recognition for history students in Mr. Steiner's name was established by his family and friends. Atty. Don A. Olson, of Two Rivers, who was graduated from UW-SP in 1939 and was a close friend of Mr. Steiner, has added \$100 to the fund with a recent gift.

Last Chance To Enter Canoe Race

The Brothers of Sigma Phi Epsilon wish to invite you to participate in the 5th Annual Sig-Ep Canoe Race, to be held on Sunday, May 7, 1972. The course will be the same as last year, with the men's running from Jordan Park to Iverson on the Plover and women's running half of that distance. The rules will, likewise, be the same as last year.

Trophies will be given for First Overall, men's and women's, and First and Second Men's Fraternity, First and Second Men's Dorms, First Women's Sorority, First Women's Dorms. Canoe rental will be included in the entry fee which, due to inflation and an expanded program, will be raised to \$9.50 per canoe, \$4.50 per canoe if contestants supply their own canoe.

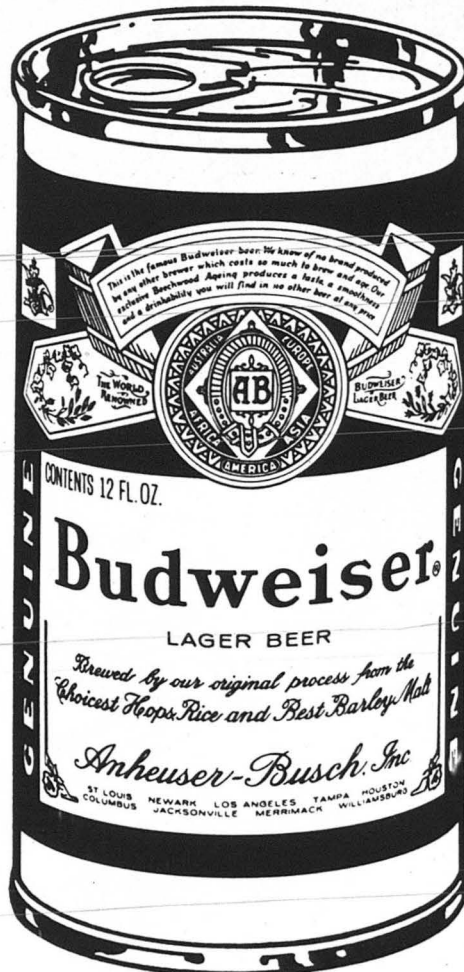
We hope to see an entry of three canoes per organization or Dorm, however, only the two best times will be considered.

We feel that this All Campus event is of benefit to our position as Greeks on this campus and does promote closer relationships between the individual organizations and dorms. We ask that each group entering appoint a chairman who will contact us for the specifics of the race.

Entry blanks are available at the information desk in the student union. Contestants will be contacted after filling out entry blanks.



T.G.I.B.



(Think about it)

