

The Pointer

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Black Culture Week

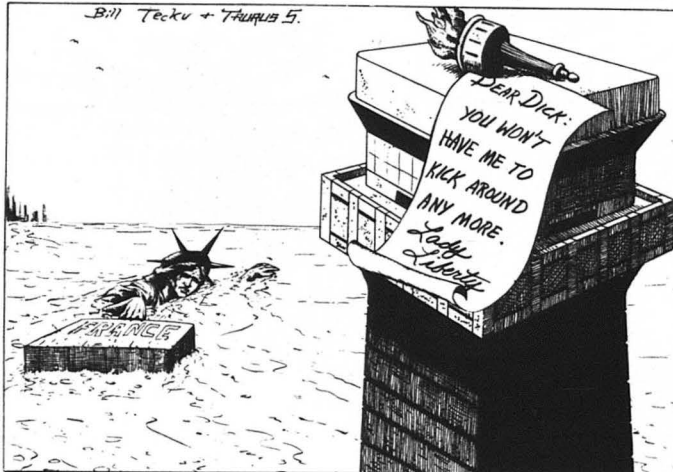
Peace Haven

Documents

SERIES VIII, VOL. 16

UW-STEVENS POINT, FRIDAY, FEBRUARY 9, 1973

NO. 16



Bus Co-op Brings Service To University

The recently formed Stevens Point Bus Co-op is now offering transportation service to and from the university each day. The service will be available to students (and others) who live in the south, southeast and west sections of the city. For those who live on or near campus, bus service is available to the downtown area and the Shopko shopping center throughout the day. The far is 25 cents a ride or \$2.25 for a ten-ride ticket.

The Bus Co-op has been in operation since October, 1972 at which time it replaced the city bus service which the city had allowed to lapse in September of that year.

Two years ago, a privately owned bus line went out of business in Point. A referendum was subsequently passed which allowed the city to get into the bus business. After a lapse in service of eight months, the city transit began a four hour run each day.

The original plan called for the use by the city of a school bus for the 11-mile route. But the insurance company for the school threatened to cancel its insurance if any of the buses were used for the city. It became necessary to find another bus, and it was finally decided to use the one which had been used in the earlier bus service. It was hampered by frequent break downs and, because there is no "standby" bus, a disruption of service resulted.

In May, the Finance Committee recommended that service be continued but the Common Council voted to drop service at the end of the month. The citizens who wanted bus service circulated a petition requesting continued service. A hearing was set for July.

Roland Thurmaier, chemistry professor here, at this time, advertised an organizational meeting at his home for anyone interested in

forming a bus co-op. Out of this meeting, the Point Bus Co-op arose.

In spite of the presence at the hearing of 30 people to protest discontinuation of city bus service, the Public Service Committee granted the city permission to stop the bus line, effective in September.

In September, the Common Council accepted a proposal from the Co-op to run a 22 mile route in return for subsidy from the city of \$650.

The Co-op consisted at this time, of anyone interested in continuing bus service. Each original member bought at least one \$5 share, which supplied money for the buses and for the initial funding.

According to Thurmaier, the Co-op has an advantage over the city in that it serves the members of the Co-op. People who want the bus, use it. Therefore, Thurmaier explained, the Co-op tries to give the best possible service and to improve conditions as soon as any complaints are lodged. The city, he suggested, could be indifferent to the people who want the service because the Transit Committee wasn't that interested in improving service.

One disadvantage the Co-op must deal with, said Thurmaier, is its limited budget. Whereas the city has an adequate budget allocation and the necessary facilities, e.g., a heated bus garage, the Co-op, Thurmaier stated does not even have an office nor a telephone.

In the future, the Co-op would like to extend its services to include Friday night and Saturday, Thurmaier said. It is currently seeking an arrangement with the school board whereby the Co-op would transport junior and senior high school students to school, and is trying to determine if its service would benefit the sheltered workshop.

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Dreyfus Supports Athletics, Tenure In Public Address

by Carol Lohry Cartwright

Chancellor Lee Sherman Dreyfus came out supporting Athletics and Tenure in a speech given to Student Government last Sunday evening. Dreyfus also spoke on student recruitment and enrollment problems; and his future plans.

Dreyfus said the question of athletics is quite fluid within the university system. Under the current budget of the governor, the \$80,000 of state money out of our total university athletic cost of \$150,000 is in jeopardy. The idea is that this money should also come from student fees which already account for \$55,000 out of the \$150,000 total cost. The remaining \$15,000 is money taken in at the gate.

The reason behind removing state tax money from athletics is that athletics has no relationship to the educational process. But Dreyfus feels there is a relationship to those who participate and those spectators who gain a "sense of community" in team sports.

Dreyfus said he believes there is value at Eau Claire for instance, in having a nationally rated basketball team, that this has developed on their campus a sense of community. It has also been a fantastic recruiting tool according to Dreyfus, and as a result Eau Claire hasn't taken the drop in enrollment that we did.

Dreyfus said student government would have to decide whether athletics should survive and whether it can survive on a total basis, that he who goes through the gate supports the program. Coaches salaries would be based on whether or not the gate comes in.

But, Dreyfus said, this type of situation has impact on the nature of the institution and will pervert it. He added if this university does go to this type of program, it must be a total program with scholarships and the like.

Dreyfus feels, though this program is not right for the university and the current plan of obtaining money from three sources is the best plan. But, this idea may be upset with the next state budget, Dreyfus added.

Dreyfus was asked why the university needs athletics to sell the university to prospective students, why not promote the academic programs here. He replied that recruiting shouldn't be either-or. He said the average 17 or 18 year-old is not directed toward academic programs and he can't recruit on that basis. Dreyfus said he doesn't see athletics as the major pitch now but he would not go the other direction and cool off athletics either.

Dreyfus also defined intramurals as being apart from athletics. He said, "intramurals is a broad ranging physical activity program that is hopefully to touch every student on this campus." He said he felt the student body at Stevens Point is about as involved as any in the state. But intramurals is also in jeopardy with the new budget approach, according to Dreyfus, particularly in terms of physical facilities. The state feels that the program should no longer be chargeable to tax capital and students should pay directly for the intramural program they want.

The problem is, said Dreyfus,

that students don't have the money while they are students to pay for this program. Dreyfus argues that students will pay for this in their own taxes ten years from now on an after the fact basis.

As for tenure, Dreyfus stated he was pro-tenure but as he defines it; that is, enough security so that teachers can teach openly. He said this is the real essence of tenure.

The alternative to tenure, said Dreyfus, is that the chancellor would make decisions as to who would teach and who would not. And, Dreyfus said, he is not willing to give that power to himself. He said he can't pass judgments in other fields outside his own, that a teacher's colleagues are best able to make a recommendation as to who is to be hired and fired.

As to student involvement in tenure, Dreyfus said he was very opposed to formal student evaluation of faculty. He said he feels all students are not equal in intellectual judgment. He feels students already have a good deal of input in tenure and promotion judgments with some faculty.

Dreyfus also sees the students as transient. If they made the decisions they don't have to live with the consequences of that so feels students already have a good deal of input in tenure and promotion judgments with some faculty.

Dreyfus admitted there were problems with tenure. In the past the university was loose with it in order to hang on to teachers when the university was growing. Also he mentioned there was a problem as to how to motivate people to be better

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"Some Americans in official circles in Washington and also in Saigon, and some Westerners in Europe think that once the ceasefire agreement is signed by Washington and Hanoi, the war will disappear, not only in Vietnam but also in Cambodia and in Laos. I do not know what would happen in Laos but in my country I can assure you that the war will continue."

-Norodom Sihanouk

Black Culture Week: To Benefit Whites In Community

By Dan McGlynn

Editor's Note:

As Black Culture Week (Feb. 4-10 draws to a close, the Pointer has asked four Black members of the campus community for their views on several issues.

Students Maxime Brewer, Terry Harper (Black Student Coalition President) and Abaka (a foreign student from Ghana, West Africa), as well as Assistant PRIDE Director Jim Vance, were each asked to respond to three questions. Their answers to these questions are recorded below.

Pointer: What is the significance of Black Culture Week for white members of the university and local communities?

Brewer: I think, really, why we're having Black Culture Week in Stevens Point, the main reason, is because there haven't been that many Black students in Stevens Point as it is now. We want to show the community and the students what Black culture is all about.

Harper: That is the sole reason why we have our Black Culture Week. It's not for the Black students in the university, it's not so we can get our own entertainment in to please ourselves. What we try to do is bring in entertainment speakers and films that should be of benefit to the university and the community, because actually they were deprived, just as a lot of the Black students were, even in the cities, of Black culture. The only thing they have to go by is the stereotype of Blacks that they see on TV, and also what their parents tell them. Just like the people in the Central Wisconsin community, I think there are something like two or three Blacks, not families, but two or three Blacks that are residents of Portage County. With this, the only thing you have to go by about Blacks is TV, radio and what people tell you after they go to the ghettos or something like that, and stories get stretched and everything. But putting on our Black Culture Week, it gives them a chance to see just the way it really is, if they take the opportunities to do it.

Vance: We started Black Culture Week about two years ago. When I started school here in 1963, there weren't really that many Black students in the university system; in Stevens Point there were only about three or four of us. Since then we've really felt the need to encourage the community to help motivate a Black awareness, a Black environment, in the university-system, plus in the community of Stevens Point. I feel that, as Black students, we've contributed a lot towards this, and we've really received a lot of help from the community; this year I hope Black Culture Week is directed towards the community and the university itself here in Stevens Point. Hopefully, through an awareness of what Black culture really means, we can correct a lot of misunderstandings that the community has had towards Black awareness, plus identify some of the major points in Black awareness.

Abaka: Unlike the bigger cities, this community is a fairly small community that hasn't been exposed to minorities; all minorities really, not just Black. Through activities, Blacks or other minorities can really make the community feel their presence and their objectives-positive objectives. I think it's very good in this sense, that we don't have to be in this small community and just be aloof with whatever is going on. We are very ready to participate in every activity that will be beneficial to the community. Before we do that, I think there should be some recognition; all this I think, is basically what it's about, to make people aware of Black people really.

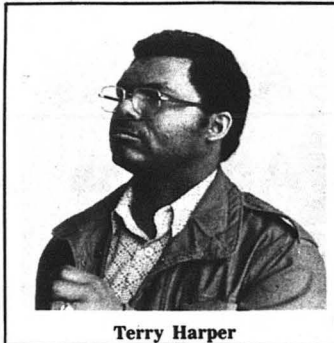
Pointer: What do you think creates and maintains racism in America?

Brewer: Well, I really think the big problem is there are so many different races. Say, for instance, there were only two, Black and white, there would still be a lot of conflict.

We're basically the same, but we live differently, we speak differently, our language is kind of different. But there's always going to be some criticism; where you have different people there's always going to be a conflict. When you have different races, or say, for instance, different colors of people,

you'll always have conflict, I think, because there's a difference. People tend to criticize when there's a difference; when somebody's different than they are, they tend to criticize and are prejudiced against them.

Harper: There's a word I didn't use to know anything about, it was new to me when I hit the university. I heard a lot about 'stereotype', but I never paid it much mind, because how could a Black stereotype, another Black, so I came up here and I found the real value for the word 'stereotype'. I do feel that that is the basis for racism; it's just that people aren't aware of different cultures. The only thing they can go by is TV, a perfect example is what I used to think of Native Americans, I used the old term "Indians" from TV. When I thought of "Indians", I couldn't help it, from what I'd seen on TV "Indian" reservations were dirty streets with bars and all raggedy cars; I just visualized them with bare chests. I've come to Stevens Point, they've got the PRIDE Office, that's not the way it is. The Native Americans have a beautiful culture, and it's really a great one. The Blacks have a beautiful culture, and it's really a great one. The whites have a culture, and everybody knows about the white culture, it's just right there. So the answer to the question is just 'stereotype', people not knowing about other people.



Terry Harper

Vance: From my home community in Beloit, Wisconsin, I can give thanks to my parents, because we really weren't bugged with Black identity or anything, I think it's concern that has just developed. In my neighborhood, racism really wasn't a part of my daily life, but when I ventured beyond my neighborhood I faced quite a few problems. I feel that it's created through not being aware of what some of the problems are; I feel right now that a lot of it is stereotype. I think a lot of opinions have changed, but (some) people haven't been subjected to those types of changes yet.

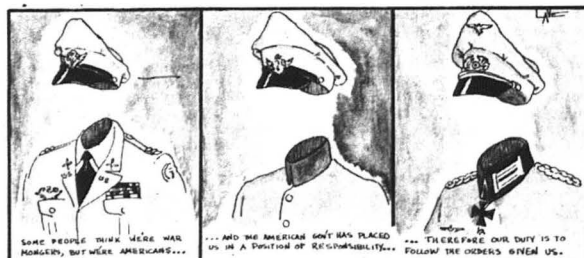
Abaka: This really is an old question in that it is just the acceptance of somebody who, by appearance, looks different. But if you come down to the essence of a person, of a man, really it doesn't matter. I think it's all facial. I look at you and you're white, I look at

another person and he's white, you can accept each other. You look at somebody who's white, and you know you're white, you can accept him. You look at yourself, you're white, you look at me, I'm Black, you see some difference. That basic difference can really corrupt the mind, and that's basically what it's all about. You might even expect that the person who is Black can probably behave different than you because he is of a different color.

Pointer: What can the university do to solve the problem of racism?

Brewer: I can't speak for the university, I can only speak for myself. Here in Stevens Point I don't think we have a problem compared to the other universities, I really don't. Basically, everybody that I meet here that isn't my color, that isn't my race, they're friendly people, they're curious, they want to know about me, they're interested in me. And it's a lot of fun; I really love meeting other people, maybe it's my curiosity. I like it here, school-wise; socially it's not too cool, but I can deal with it while I'm here. It's not that bad though, I don't think we really have a problem here in Stevens Point. I think university programs like PRIDE and all of that help a lot because, as you know, we get tutors through them, and what else could you ask for. If you've got a problem, all you have to do is call them up and say "Hey, I need a tutor for History or English." Your first year in college you don't know what it's all about, you don't know how to study; there are just so many things that you have to get adjusted to and learn about the campus. At PRIDE Office, you can go over there and ask for help and you get it. What else could you ask for; I think it's really a big help. I think education can change peoples attitudes in the long run. I'm taking History 212 now, and it deals with American History, but at the beginning it's talking about the Reconstruction period. I did a research paper on this in high school, and I found out a lot of things that my instructor, trying to teach me now, doesn't know. As soon as I come out with my opinion, and my facts and my statistics, he tends to say "Well no, you're wrong". I get kind of mad because he's trying to tell me something about what I know about, and it bothers me to even think that a white man is trying to teach Black History anyway. Which is only my opinion, but the way I feel, how can you, as a white man, tell a Black person about Black people. It doesn't sound logical at all, you have to say so yourself. I couldn't tell you how to be white because I've never been white before; I've never been rich before either, but that's a different thing. But education does help; it helps the ignorance of some people who generalize and say "Well, all Black people are this way, so I don't want to deal with them, and they're all ignorant and they can't learn anything anyway." But I think education will help them deal with the problem logically; they can be rational about it and try to get a little knowledge about how we feel. How we feel about all these years, going through all this oppression, and just being treated bad as a race. So yes, I could answer that question, education can help the white man, it can help everybody.

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Semester In Britain

All Is Not Peaceful In Peace Haven

by Al Jenkins

Whenever students and faculty embark on UW-SP's Semester-in-Britain program they should look forward to the unexpected. Whatever the program offers, it is a far cry from a night at the Yacht Club or the security of an inner office in Old Main. The *Pointer* examines the Semester-in-Britain program from a general overview and from the standpoint of critical observations offered by students recently returned from the overseas tour.

The first Semester-in-Britain was realized in the fall of 1969 when the first group of (then) WSU-SP students and faculty arrived at Peace Haven in the London suburb of Acton. Peace Haven is a dwelling in Acton, a suburb lying in the western area of London. It is owned and operated by the International Friendship League, which, according to Pauline Isaacson, director of UW-SP's International Programs is a "non-profit, philanthropic organization." Specific information on the nature of the League was not available in Isaacson's office but in an interview Isaacson outlined this university's connection to the League.

On the nature of the property arrangement at Peace Haven, Isaacson stated UW-SP has no property holding at all, but continued, "It is as if you would rent rooms in a hotel and payment is on a weekly rate." The university is essentially renting or purchasing a service from the League, but it is doing so in such a way that, according to Isaacson, there is "absolutely no contract." By this hotel arrangement, the International Programs office simply calls ahead reservations on the Peace Haven dwelling for the semester in question. Isaacson noted that though regular hotels have periods, in which business is at a lull, the nature of the League's service is such that, should this university decide not to take Peace Haven for a given semester, it would quite likely be rented immediately by another institution. "We could rent at the Hilton Hotel, if we could afford it and thought it was desirable. But we think neither, as far as that goes," she explained.

Peace Haven is under the management of Mr. P. O'Nath; in Britain his title is that of "warden." Isaacson, could not supply O'Nath's first name, stating she probably had it on record somewhere and that he always signed his correspondence, "P— O'Nath." According to Isaacson, "He is the selected and designated representative of the International Friendship League." She was unable to supply any information as to O'Nath's academic or employment background, but noted, "I would say he is a cultivated and educated man; my understanding is that he was a successful businessman." Isaacson stated O'Nath was expected to return to business two years ago because his managerial position was not "lucrative," but she said he chose to stay because of his dedication to the League and

its principles. As in the case of other organizational details on the League, Isaacson had no idea of O'Nath's salary, saying that information would be in the League's own records, as in the case of any hotel.

Money Factor

Throughout the interview, Isaacson emphasized that money for the program is a factor in all considerations, since the program has limited funds. She could not, however, supply an approximate annual budget figure for the program: "I couldn't because it involves so many different things."

She did, however, conclude, that approximately \$800 to \$1000 was required for conducting one semester in Britain; This includes things such as supplies and contractual services. British faculty connected to the program cost between \$1800 and \$2400 per semester, according to Isaacson. Faculty members from this university who act as advisors on the trips are paid as usual by their own departments. Isaacson explained the department sees an advantage in having one of its members participate in the program. As she describes the arrangement, "We receive that faculty member on loan." Isaacson's salary is not all allocated into International Programs; half of it is charged to the Communication Department, of which she is a member. Of the \$21,000 which she gives as an approximate salary figure, about \$10,500 is connected to International Programs (which includes summer programs and a Puerto Rican program), and to her work with the Faculty Seminar and International Studies here on campus.

When asked if maintenance costs for the Peace Haven dwelling are a factor Isaacson replied that this was, again, entirely the responsibility of the League. She knows she said that Peace Haven is an old house and that repairs are necessary but said O'Nath is in charge of such matters. Most American schools do not have their own overseas installations, she noted, because of complications with employees, insurance, diplomatic red tape, and so on. Stanford University, however, has recently taken over the estate of the Astor family, having moved out of their first installation in a castle 100 miles north of London. Isaacson described the Stanford project as "monumental."

Isaacson stated that 90 out of 100 students who come in to apply for the program have heard about it from those who have been to Peace Haven. Other sources are newspaper articles and announcements put out by her office, as she explained, "We really don't have money for advertising." Potential applicants are required to obtain references from various sources. After the student has submitted references, he is asked to participate in a series of four interviews in which



The Peace Haven dwelling in Acton, London. The lower left window is that of the library; the lower right is that of the lounge. Student rooms are on the second floor.

International Programs learns about the student but, more important, according to Isaacson, the student has a chance to assess the program. Interviews are usually conducted by those who have been on the overseas program.

Regarding orientation prior to departure, Isaacson stated she assumes each individual student and faculty member has gone through a period of "acquaintance and adjustment" before applying and that each person has thought about what the trip overseas means. International Programs, she explained, is geared toward "over-orientation" without actually giving too much orientation. The orientation process is composed of meetings and written material distributed throughout the semester preceding a given trip. Isaacson noted that prior to the first program for Britain, some students who had signed up gave her valuable assistance in structuring the program and that such students have continued to help. For example, to determine how much money students should take for personal expenses, Isaacson and students conducted a survey which turned up a base figure of roughly \$34-35 per month, that is, roughly \$200 for any given semester, as a figure that would allow for extras. She noted, however, that students who travel during the first semester spend more than those who go during the second; this she attributes to the fact that many take extra money with which to purchase Christmas gifts.

Isaacson stated further, in regard to the choice of faculty members as advisors for a given semester, "a major determinate is what the students want to take." Two faculty members accompany each group and, though the faculty member may choose not to take his family, faculty families on the site "add a dimension." There's an element of home." International Programs limits the number of students that may go on a given trip to 38 to 40. There are two reasons for this: space limitations and the high student-teacher ratio.

Investigation urged

Once overseas the students and faculty spend roughly three months at the Peace Haven site and the remaining time on tour of the European continent. The continent tour is, on some semesters, taken at the beginning of the semester; during other semesters it is the concluding part of the program. In any case, the greatest portion of the semester is spent at Peace Haven, where the students participate in classroom activity and in tours around the British Isles.

Following the seventh Semester-in-Britain students approached the *Pointer* and stated that problems had arisen during that semester. These problems, they maintained, warranted investigation by the newspaper. To determine the nature of the problems the *Pointer* interviewed a sample of six of the students that were lodged at Peace Haven during the first semester of this academic year. The sample included three male and three female students, ranging in age from early to mid-twenties. After recording their observations, the *Pointer* interviewed the advisors for the seventh semester, Winthrop Difford, dean of the Graduate College and Richard Schneider of the art faculty. The remainder of the article deals with the observations of those participants and remarks by Pauline Isaacson.

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Investigation Hampered

When a newspaper begins a critical investigation, people in high places often begin to itch. Such was the case apparently with Winthrop Difford, top advisor on the seventh Semester-in-Britain, when he discovered that the *Pointer* was looking into charges against that program.

On January 23, 1973 at approximately 5 p.m. Difford called Dave Jurgella, one of the students interviewed on the overseas program, roughly one hour later Jurgella reported the conversation to *Pointer* feature editor, Al Jenkins, who was covering the story. Jurgella said that Difford had referred to the student known as "Mis K." (see feature on Semester-in-Britain), whom he had heard was to be interviewed; according to Jurgella, Difford said, "I hope that she will not say anything that will hurt her in the future." Jurgella went on to say that Difford charged the *Pointer* with biased reporting and he wanted Jurgella's opinion on how the article on the program would be written.

To find out Difford's reply, Jenkins presented him with Jurgella's information during the course of the interview on the seventh semester in Peace Haven. Difford admitted the remark in regard to "K." but added, "I am very concerned that students realize that while some are very eager to

make charges and accusations and so forth, that the more you dig into this, sometimes names and places and events have to be brought out and this could have serious effect on a student's future. I am not sure that all students are aware of that type of thing. An immediate goal might be served at the moment and they get their satisfaction out of that but not realizing what it could do to individuals concerned. I have the same feeling about this whole investigation that you are conducting."

Difford admitted also to charging the *Pointer* with news bias, in regard to the article done on ROTC, but, he added, "I don't read the *Pointer* regularly. I don't have the opportunity to." Difford denied that his call to Jurgella was an interference with the reporting of the news or the free flow of information; his concern, he said, was that the article would not be biased. When told that upon hearing of the call to Jurgella, "K." had called Jenkins and requested that part of her interview be deleted, Difford replied, "As far as hurting a student in any way, I have never done that in my life." He concluded by saying that he does not think that the charges on the seventh semester should reflect on the whole program.

Documents: Information On Almost Every Subject

By Carol Lohry Cartwright

There is a place on this campus where one can find information on almost every subject, and many students probably are not aware it exists. It is a room tucked away in the basement of the Learning Resources Center which contains hundreds of thousands of Federal and State publications as well as publications from non-government sources.

More than Documents

Known as Documents Services, it, however, contains more than what we would consider merely documentary material. Most of the materials in Documents Services are government publications similar to what is put out by private publishing houses. There are hard and soft bound books, pamphlets, single sheets, and microfilm.

Depository Open To Public

Documents Services obtains its materials from many sources. The largest source is the Federal Government. According to Arthur Fish, Director, Documents Services is a Depository for federal government publications. This means that he receives certain classes of publications free from the government and these publications, although owned by the federal government, are on permanent loan to Documents Services. Being a Depository also means that materials are available to everybody, not just students or faculty.

Documents Services contains over 200,000 federal publications and receives approximately an additional 25,000 each year. Fish said he doesn't get all of the classes of federal publications available but does get about 95 per cent of them. Among these publications are a number of old materials from the 19th century. Of particular pride to Documents Services is that fact that they have Court Reports from 1750 to the present.

Documents Services is also a Depository for Wisconsin State publications, both old and current. It obtains United Nations Documents and has on microfilm every United Nations yearbook since 1946. Documents Services also obtains microfilm publications from the National Archives, materials from other non-government sources and houses the university collection of rare books.

Area Research Center

One important aspect of Documents Services to the Stevens Point area is that it is an Area Research Center of the Wisconsin State Historical Society. Because of this, Documents Services has a private manuscript collection and an archive of local government records. These materials include records and papers of individuals, businesses, churches, and institutions of 13 counties in central and northern Wisconsin; Adams, Forest, Juneau, Langlade, Lincoln, Marathon, Marquette, Oneida, Portage, Vilas, Waupaca, Waushara, and Wood. The archives of the cities, towns, villages, and school districts in these counties are part of the Area Research Center collection. Also part of the Area Research Center are the university archives.

UW-SP is one of many Area Research Centers in the state, all located on college campuses. The Historical Society's main purpose in establishing Area Research Centers is to get regional materials back to their area of origin, where they are more likely to get extensive use, while still retaining custody and control of the manuscripts and archives.

As an information source on almost every subject, Documents Services has a large variety of materials. If you're interested in federal legislation, Documents Services has a complete set of the Congressional Record from 1789 to the present. Also kept on file are all the new bills introduced into the current session of congress.

If Natural Resources or the Environment is your interest, Documents Services has numerous materials about forestry, pesticides, soils, foreign agriculture, agricultural handbooks, mines, geology, land resources, parks, fish, wildlife and environmental problems.

Many of the materials in Documents Services deal with social welfare, such as: public health reports; housing reports; civil rights publications; publications about women and materials about crime and prisons.

Documents Services also has materials from other departments and bureaus of the federal and state government and has information on local Wisconsin Indians on microfilm. Fish stated he was particularly proud of the vast amount of census information Documents Services has.

But, before the student rushes down to Documents Services expecting all the information on a given subject to be thrown in his lap, Fish suggests he first check out books and periodicals on the subject. He explained he doesn't want to oversell government publications as they may only be one possible source of information among many other sources.

Of the students who use Documents Services' materials, Fish remarked that the largest number are students involved in Natural Resources. But, he added, some students from every academic area use the materials there.

Fish feels Documents Services is very valuable to the university community because of the quantity of materials it has. He feels, however, that many students do not take advantage of the materials available and he would like to see the Service developed by both the university community and the community of Stevens Point.

Of the few people in the community outside of the university who use Documents Service,

most come for information that is a part of the Area Research Center. They generally want to look at local records and documents to find out about ancestors or items of local history. Fish said some people also come to look at current bills or laws and a few professional and business persons make use of the materials.

Granted Budget

Documents Services, as one department within the public service area of the Learning Resources Center, has been granted a budget for the first time. In recent years Fish, had to request money from a LRC committee when he wanted to purchase something for Documents Services. But this year he has been granted about \$10,000 with which he may make the purchases he chooses.

Fish said most of the money is spent for microfilm and non-government publications such as United Nations Documents. Last year, he purchased the complete file of the Wisconsin Territorial papers on microfilm, which is typical of the material he usually purchases.

Fish feels of the universities in the old WSU system, Stevens Point has one of the larger and more complete Documents centers. He noted, of course, that Madison and Milwaukee have the most complete centers for any kind of documents.

Free University For Elderly

It's an age to assert yourself.

Groups are being formed every day to push their interests. One of the latest groups to start pushing for legislation is the senior citizens. Just before school started, the UW Board of Regents approved a proposal allowing persons age 65 and older to attend classes without being required to pay tuition costs.

There are certain conditions that the proposal requires. The elderly students will not earn credits; space must be available in the class; the faculty member teaching the class must approve; they must pay any special class or laboratory charges other than the normal fee and anyone who takes a no-credit audit class may not change to a credit basis during the term of the class.

Although the proposal was widely publicized in this area, few people were able to take advantage of it due to the short notice. Two senior citizens

enrolled this semester and three more inquired but their course selections were filled. A larger turn out is expected next year.

Some of the disadvantages to the senior citizens is they are allowed to audit only one class a semester. It is too time consuming for some to come to the university three or four times a week for one class. Although night classes meet only once or twice a week, some elderly people prefer not to go out at night.

The advantage to those senior citizens who have the time, is even if they are on a limited budget, they can still attend classes. According to Barbara Farlow, counselor for the senior citizens, those who have inquired about courses so far are those who have had previous professional education and who believe that education is a life-long process. They are people who have kept up with the issues and want to continue to do so.

Farlow feels that we "owe it to the senior citizens. Through their taxes, they have been contributing to the higher education of all the people in Wisconsin. They are a group that has been neglected in receiving benefits."

She also felt that the communication gap could be bridged; "Young adults and senior citizens can learn from each other. They have valuable experiences and years to share."

Besides allowing senior citizens to audit present university classes, extended services would like to develop special courses especially for the elderly. Some of the courses they have requested are diets for the elderly, and money management. According to Farlow, there is also a need for courses in consumer education because the elderly often have a limited budget and are targets for people selling quack products.

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Black Culture Week, Cont.

Harper: The main thing is to get more minority classes, or whatever, into the curriculum. Just like the social minorities class; the social minorities class is really out of sight for people, especially if they have minorities in the class. If you have a whole class, and no minority students in it, not even Jewish or Polish for instance, you really can't conduct that class. But if you could have a class where you had maybe two Native Americans and two Blacks in there, you're going to have input to this class. The other students that are white, they're a minority in some respect too, but chances are they can link up to the white race, they have some tie, most of the time skin color, that can tie them in. Just like a Scottish person in the United States is a minority, yet still they're considered white. So they're definitely going to gain something from this minority class, but if you get a whole bunch of whites in a classroom and they're trying to talk "What is this minority problem?", it is a problem to them, they don't anyone to tell them that it's not a problem. It's not a problem, it's reality; it's something that you created. I guess you could sort of say it started out a long time ago when the white man got the slaves and everything; it was just like he had gotten a dog, a pet, but it was pet that would work for him. So he doesn't consider that dog a problem; the problem comes up when he finds out that it isn't a pet, this is a human being capable of the same things he's capable of. And then it gets to be a problem because his position is in jeopardy. That's when it comes up to be a problem; it's a problem to him, it's not a problem to me. Another thing that helps is the Black Culture Week that we're putting on. Now we're going to get more support from the university this year than we did last year, and last year was better than the year before. This year is going to be better than last year. We're getting out to the departments, and we have several teachers who are going to be having their classes go to these events, even making out journals of these events. I must admit myself that I've gone to different types of programs, and I was forced into it by the teacher, but once I got there I said 'Man, I never would have come here if it wasn't for the teacher', and it was worth it. That's the way our programs are set up. Like the movie *Nothing But A Man*, we didn't go back to the slave ships, we got a movie you could see on TV or in a theater. The kids are going to enjoy it, but when they walk out they're going to have learned something. They're going to find out what Black Culture Week is about, they're going to find what Black culture is about, they're going to find out what it's like, they're going to find out about the stereotypes. There are 52 weeks in a year, they give us one week, and now they're even thinking about lumping them all together. They wanted to have International Week, Native American Week, and Black Culture Week all lumped up in one, so they could have 51, and they'd give us all one week. That's not cool; they've already got us in the schoolbooks and everything, they've got us there. They might have a couple

of classes; any students that take those classes come out with a different outlook on Blacks, they come out with a different outlook on minorities. And one of the best things this university can do to help, is to get more courses. A perfect example, which you might think is something really far-fetched, I would really like to take a foreign language course in Swahili, which is an African language. Sometime this semester I'm going to check into it; I'll go to summer school somewhere else if I can get credit for taking Swahili or any African language. I could care less about German or Spanish; if I had to choose I'd take Spanish because it's a minority language and I can deal with Spanish people in the United States, but I would rather take something like Swahili or any African language. More courses would be one of the biggest things to help.

Vance: I think the university has done a lot of things. I think there's a lot of programs; there's a big push now for minority programs in the university state systems. I feel there's been a lot done, but I think the main problem now is that we've been willing to admit that there is a minority problem, but at the same time we've come up with solutions to the problem, but we really haven't had a chance work with them. I think we have to be very patient in solving these

problems; I think that there's a lot taking effect here. I feel also the university has to work very closely with the community too, because the university has its own social-academic part, but when you venture into the community a lot of problems can force academic failure, such as students not being satisfied with their surroundings, so I feel that this is a very

are giving all the assistance they can give, and it opens up more avenues for the Black people to show their talent academically and culturally to be accepted. If it comes to the point where you have real good evidence that a person is discriminating against you because you're Black, they should have some settlement where you could go in and say

there were two people living there already and they were all very nice. The landlord seemed a bit skeptical, I sensed it. They requested that we pay a deposit the next day, which we agreed readily to do. We went home, and just about five minutes after I got home there was a phone call. This lady was saying 'Oh, I'm sorry, we decided we're not letting the place out anymore because my husband says the daughter is coming home very soon and she's going to take up a place'. I was astonished. So I thanked her, and called a friend of mine, who is white, and asked him to call and say he was looking for a place, and then call me back tell me what they said. So he called the number, and they told him to come on right over and see the place. That was after they told me they couldn't let it out to me anymore. This is a plain instance...he wanted a higher deposit, first they said \$50, then the man said \$70, and that we should pay it right away. Incidentally I knew one of the guys moving out, so I was talking to him later, he told me plainly that that was it. A problem like this should be reported to the university and action should be taken. Not action in the sense that they should fight tooth and nail to get the place; if they don't want to let out the place, then they shouldn't but it shouldn't be on the basis of race. It's pure racism in this sense. The university can do very well by giving the students chances to report cases. Because we are here going to school, we need places to live and all that, and many times you find it very hard to get a place to live.



Maxine Brewer and Jim Vance

important part too.

Abaka: There is basically an institutional discrimination, where, through channels, people are discriminated against, opportunities are denied. But I think the university is really trying to level it out, institutionally, to bring the level up, and if they do that the individuals will be aware. Now, they can do more by giving more chances to minorities to expose themselves giving them the opportunities to function. Like this Black Week, for instance, the Black Students

this and the university could straighten it out. You don't have to overlook an everyday thing. An instance was in the fall of '71. I wanted to move from a house, and I went to check with a prospective landlord. In the first place, there was an ad in the paper, so I followed the ad and called. His wife answered the phone and said to come on over and see the house, so I went with my other roommate who is also Black. We went to this place, and the wife was pleased, she showed us all of the place;

Book Review

"Dark Africa" Myth Shattered

THE LOST CITIES OF AFRICA. Basil Davidson. Boston: Little, Brown, and Co., 1959.

Basil Davidson has undoubtedly incurred the enmity of many historians, for his argument, as presented here, stands over and against the conventional view of Africa and its relation to civilization. Under the conventional interpretation, Africa has no past distinctly its own. It is the "Dark Continent," primitive and generally savage, it is incapable of developing or even contributing to a dynamic civilization or culture. Were it not for the arrival of the Europeans, Africans would still be living in chaos and stagnation.

Davidson provides a firm counter to this argument. He carefully outlines the historical evidence, the archaeological material and the writings of Arab scholars, which prove the conventional view of Africa to be false. Instead of a savage and destructive land we find a vital and developing civilization in pre-European Africa. We find a civilization in contact with Asia, the Mediterranean, and the Arabs through a highly developed and flourishing system of trade routes—trade routes which stretched along the African coasts and across the Sahara. Such is indicative of a culture which has moved beyond narrow tribal interests towards a more corporate city-state organization. Furthermore, we find a culture

which is skilled in the smelting and working of iron and gold, and equally skilled in working with stone and ceramics. The ruins of its manufacturing and trading communities give evidence to this. In the end, argues Davidson, we find an Africa characterized by a dynamic and syncretic culture: a culture that took from many sources but produced a blend that was distinctly African.

Why then did this apparently healthy, developing culture decline? Davidson points to several factors: the quirk of nature which turned the Sahara region from a fertile, habitable area to a wasteland; the arrival of Europeans; and the slave trade. Davidson gives primary emphasis to the latter two. While the Sahara was a formidable barrier, isolating central Africa from the Mediterranean region, it was not impassable. Further, the

Sahara did not block the growth of coastal trade and contact. African civilization could not survive however, the effects of European arrival and the slave trade. Europeans came seeking control of trade routes and goods. In the process, they sacked and conquered coastal cities, broke the trade links between the coast and the interior, as well as with the rest of the world, and used firearms to foster dynastic wars and rivalries. Along with this came the growth of the slave trade and its unbelievable cruelty and destruction. Together their brutality and use of force destroyed the basic social ties and institutions of African society. Thus, African people "who were confident and prosperous, and strong in their own evolving civilization," were brought down to misery and chaos.

Wanted: Book Reviews!

Books should be central to the lives of all students. Through reading students can get a better idea of the world and can strive to clarify ideas. Books offer the kind of knowledge that cannot be found in newspapers or magazines where in-depth searching is obviously limited by space requirements. The visual media by virtue of its superficiality cannot allow for intense study. Books, therefore, are essential.

The Pointer understands that one of the key tasks of any newspaper, along with critical reporting and thinking, is to provide in-

formation on books that have significance for human affairs. This is a task that a newspaper staff, especially on a university campus, cannot and should not try to fulfill on its own. In light of this, the Pointer asks the cooperation of students and faculty members in reviewing important books. If you have a review of a book that you consider to be of significance, bring it to the Pointer office on the second floor of the University Center or call 346-5270. The deadline for any given publication is Monday noon

The Editors



Space Limitations At Peace Haven

cont. from page 3

During her interview Pauline Isaacson had cited "space limitations" as a determining factor in the number of students that would embark for a given semester. All six of the student interviewed pointed to "overcrowding" as a significant problem at the Peace Haven dwelling, though all six noted that they had been forewarned as to these conditions. Carol Murry, a 21-year-old senior, stated that, "Peace Haven was very crowded and very small," but added that this is to be expected with that many people (46) and that a similar problem exists here in the dormitories. Murry said, however, in spite of this and other problems, the Semester-in-Britain is a "worthwhile program" and she would go again if given the chance. One who was not as satisfied with the close quarters at Peace Haven was Dave Jurgella, a graduate student. According to Jurgella, "Peace Haven is totally a bad setting for academic growth or study.

When you fit about forty people in there it is like a menagerie." The accommodations in at least one instance provides for eight students in one room and says Jurgella, "It really isn't conducive to study." John Young Eagle, a 20-year-old junior, agreed, "On the whole the house was rather small for the large number we sent over there." Young Eagle pointed out that, in the case of the men, there were two rooms between thirteen people, and said, "I don't think people can function when they have to room with seven." He agreed that they knew what to expect at Peace Haven but held that there was room for improvement. Gary Hammen, a twenty-year-old junior, concurred that the students were advised in advance regarding the space limitations concluding, "It was livable."

"There's no question but what Peace Haven can accommodate the people," Winthrop Difford said in regard to the situation. He added that the space available might not be what students are accustomed to, but by and large, they accepted it. He concluded, "In seven semesters I think students managed to do fairly well." Richard Schneider, the second advisor, held that he had expected much less at Peace Haven and added, "I was quite pleased." He pointed out, however, that he and his wife had a room to themselves. Only the Diffords and two students had comparable accommodations at the site. Schneider explained, "The rooms, I don't think, were an ample place to study." On the other hand, he remarked, "had the rooms been better housekept, they would not have had the feeling of overcrowding."

Shirley Wasti, a 21-year-old senior, noted although the rooms were "quite crowded" the fact that no one carried much baggage served to compensate for this.

Noisy repairs

The problem of cramped quarters at Peace Haven extended to the public rooms, in particular the library and the lounge. The library at the house is a small one that has grown with the program as students and teachers have left text-

books and other reading material at Peace Haven. Shirley Wasti explained that the adequacy of the book collection depended on the courses that students were taking. Difford state "All efforts are made to make material available," and, according to Schneider, "There were not any real requests for books to be added in and there

was money available, so as far as I can see, there wasn't any real concern." The central issue for the students, however, was not the adequacy of materials for all agreed the proximity of the Acton and other London libraries compensated for the lacking at Peace Haven. Student complaints were directed at the

problems caused by the number of people that had to use the library at the dwelling and at the noisy repairs that interfered with studying. Hammen cited a particular instance of the latter problem: "I remember a time when I was in the library studying; there were six of us. They came and took the door off while we were studying. They

unhinged it, took it, scraped the bottom and put it back on. The whole thing took about an hour and a half. There were three men in there taking it apart. You can't do much studying that way."

Murry confirmed that the repairs were quite noisy but reasoned that at the time it was done was the only time to do it. She stated, "It was bad in some respects but we also survived." Schneider gathered that, in England, "Sunday is just as much a working day as any other day" and agreed with Difford that the necessity of building improvements required the repairs be made. Jurgella, on the other hand, charged, "All the time we were there, there was hardly ever a peaceful time."

Friction results

With the close living conditions at the dwelling came friction between some of the students and the advisors. The Pointer spoke to one female student, who wishes to remain anonymous. She shall be known as "Miss K.," she gave the following account: "After coming to Acton, I met some English people and spent some

cont. to p. 10



The lounge at Peace Haven, according to students, is one of the areas affected by overcrowding

Dreyfus Suggests "Limited" Tenure

cont. from page 1

teachers. Students are now in a position to break tenure, Dreyfus said, but what will be lost by losing tenure, even though it has been abused, in terms of academic freedom, would be an ultimate loss to the students to follow.

Dreyfus mentioned the possibility that a limited tenure situation could be tried where a teacher would have tenure for eight years or so and after that time would be reviewed. This would continue as long as the teacher was at the university.

Another topic Dreyfus discussed was student recruitment. Many people have seen the recent television commercials advertising the university. Dreyfus said the commercials cost \$3200, none of which was tax money. They have appeared on every television station in the state except one and also in Chicago, Minneapolis, and Duluth.

Dreyfus said the reason behind the commercials was to have some way of getting the university's name in front of high school students and

counselors to try and offset the sliding enrollment.

Dreyfus said he wants to keep the enrollment in the 8500 to 9000 range. He said that he can't continue to make budget cuts without cutting programs. While the university grew, Dreyfus said we were able to build new programs such as the overseas program, paper-pulp program and the communication arts program.

Dreyfus said he has created two positions to help stave off a reduction of the university to 5500 students. One position is total recruitment and Monte Charles was hired to fill this along with his coaching duties. The other position is a development position to move the image of the university and

to get enough contracts to bring the university money from other sources than the taxpayers of the state.

Dreyfus feels that bigger enrollments will come back as the pressure on students not being able to obtain the money for college, is relieved. He mentioned that one way to help enrollments is to freeze freshmen class sizes, a move that central university administration is not willing to make. This would mean that the freshman class size at a university would be frozen at a certain number and students would not be accepted over that number. This would force students to go other universities, not just universities where the current bad is.

Dreyfus said one cannot allow complete caprice at the student choice to go to any school he may want to go anytime he wants. He said the universities cannot be building buildings just because it becomes a fad to go a certain school.

As to his future, Dreyfus said that he plans to stay with his job but at some time in the future he would like to return to full-time teaching here. He said he likes the town, faculty, students and plans to stay here and not return to Madison as had been his original plans. Dreyfus did not rule out the possibility of taking a job for the federal government. He said if the right spot or interesting thing opened up in Washington, he would take it.

Classified Ads

For Sale: Oldsmobile Dynamic 88. Good working condition. Reasonably priced. Call 715-445-3208 after 6:00 p.m.

For sale: Used ski boots Lange Competition, size 11, and Hochland, size 8. Excellent condition & reasonable. Call 344-8944 or 341-5905

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UNIVERSITY INSURANCE CENTER

U.W. Students Enjoy Soviet Tour

Editor's Note: This semester the Pointer is fortunate to be receiving material from the Novosti Press Agency in the Union of Soviet Socialist Republics. Novosti is a non-government news agency sponsored by the Soviet Journalists Union, the Soviet Writers Union, the Union of Soviet Societies of Friendship and Cultural Relations with Foreign Countries and the Society for the Dissemination of Political and Scientific Knowledge.

We hope the material from Novosti will serve to give our readers a wider view of the world.



A group of 32 students from the University of Wisconsin: future actors, directors and critics—were in the Soviet Union between Jan. 12 and 25. They toured a number of socialist countries—the USSR, the German Democratic Republic, Poland—with the aim of learning about the theatrical life. During their stay in the USSR the guests attended 12 different shows. Below, Novosti Press Agency correspondent, Igor Zakharov, who met the guests from Wisconsin, describes some of their impressions of the USSR.

"I saw it with my own eyes. Otherwise, I would never believe that people in the USSR esteem culture so highly. All the theaters are overcrowded, there is not a single vacant seat," said Barbara Lanier, a future critic.

During their stay in the USSR the students from Wisconsin visited Moscow and Leningrad. In the Soviet capital, they saw the ballets Swan Lake and Giselle at the Bolshoi Theater as well as Russian and Soviet plays—the stage adaptation of Dostoyevsky's Crime and Punishment, the play Extraordinary Ambassador about Alexandra Kollontai, the first Soviet woman ambassador to Sweden by the Tur brothers and the satirical comedy Bathhouse by Vladimir Mayakovsky, a prominent Soviet poet.

While in Moscow, they also saw a performance of the puppet theater for adults, a play at the gypsy theater, Roman. They attended rehearsals at the young people's theater, Sovremennik, met the actors from the theater in Taganka, which recently produced Yevgeni Yevtushenko's poetical play Under the Skin of the Statue of Liberty based on his impressions of his visit to the USA last year. In Leningrad they watched a stage version of Antoine de Saint Exupery's fairy tale The Little Prince and a play by Eugene O'Neill.

Professor Robert Erwing, who came with the students, said the majority of Soviet actors are on a much higher professional level than their American colleagues because they work in permanent theater companies. They do not have to

worry about how long their company is going to exist. They seek to disclose the inner world of their hero, rather than impress the public. They interpret their characters psychologically rather than literally, stressed Professor Erwing. What adds to the Soviet actors' success is that they work for years in one single troupe and know their partners very well, he said. Soviet actors can afford to rehearse a play for three or

even four months, and not two or three weeks as is usually the case in the United States. Thus, it is easy to understand why Soviet actors are so skillful and popular, added Professor Erwing.

Besides visiting theaters, the American students met with leading Soviet theatrical personalities. At the Moscow Friendship House, various prominent Soviet actors and producers: Oleg Yefremov; Yuri Zavadsky; Victory Komissarzhevsky; Galina Volchek; Oleg Tabakov; Vladimir Vasilyev and others came to meet the American students. They told the American guests about their work, their plans for the future and their understanding of the role the theater plays in a modern world. Then the students and professionals divided up into interest groups which, as Professor Paul Mann, the leader of the group said, taught the students as much as 12 months' worth of lectures and seminars at the university.

Summer Semester Abroad Offered

for study, experimentation and research. Estimated cost for the trip is \$625, including tuition for the six-credit course. Return date is Aug. 23.

Twenty-five persons will have the opportunity to visit schools of various educational levels and to consult with British educational authorities. There will also be opportunity for members of the group, led by Irene Gray of the Geseell Institute, to select schools of related interest. After ten days in the London vicinity, they will go north to Leicester, Stratford-on-Avon, and then to Edinburgh. The return trip to England will be via the East Coast and plans are to stop at stop at schools of particular interest. According to Isaacson, Gray has been in England previously and is familiar with the Leister Schools, considered

by some to be the most advanced in Europe. A pre-session will be held before departure on June 18 and the group will return to the states on July 25. Estimated cost of the six credit tour is \$700.

The geography program will be at Goiana, a university city in the interior of Brazil. Located in the state of Goias, this city of 20,000 is west of the capital, Brasilia.

The program as planned by Marshall Parry, of the Geography Department, includes visits to other points of interest, including stops in some of the highly developed metropolitan areas. The six credit course has an estimated cost of \$1095. That figure will be reduced if joint travel arrangements can be made with other schools.

Free Classifieds

The Pointer will offer students free classified advertising this semester. This service will take the place of previous advertising guidelines stipulating a charge of \$1.00 per column inch for student classifieds. Under new guidelines, the classified section is made available free of charge to students currently registered at this university. A limit of three column inches per ad will be maintained so we will be able to publish all ads received without jeopardizing non-advertisement material. We invite you to use this service following these guidelines:

All ads must be submitted to the Pointer Ad Manager no later than Monday, 12:00.

All ads must be clearly stated, neatly typed and accompanied by the student's name.

Classified ads in excess of three column inches will be run at the former \$1.00 per inch rate.

All non-student classifieds will also be run at the former rates.

International Programs is offering three programs overseas this summer: Germany, England, and Britain. The deadline for applications is Apr. 1, and interested students are urged by Pauline Isaacson, director of International Programs, to apply early.

The trip to Germany is limited to 40 people and will concern itself with environmental study. Some preparatory work will precede the July 23 departure date. The group will be led by Robert Engelhard of the Natural Resources department and will study certain conditions in the Rhur-Rhine area around Dusseldorf. They will then proceed to southern Germany to Hornberg Castle in the Black Forest area. The castle is owned by Baden-Wurttemberg

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Editorials

The Values Of Capitalism

Nixon's move to destroy or seriously curtail social programs designed to alleviate poverty, poor health care, inadequate education, etc. brings to mind a central question facing American society. Is capitalism in any way adequate in meeting human needs? Does a capitalist society properly feed, clothe, and house its citizens?

In the 1960's liberal capitalism in America made a deliberate attempt to eradicate many of the country's social problems, such as poverty, urban decay, unemployment, and inequality in education. The effect was embodied in various programs known generally as the "Great Society" or the "War on Poverty." Out of it emerged VISTA, the Job Corps, and community action programs, all designed to help the poor and disadvantaged "help themselves" out of their plight. Along with this went urban renewal projects, Medicare, Head Start, loans to students from poor families, food stamps, hot lunch programs, and loans to poor schools. The effort failed. Despite the good intentions of all involved there was no significant redistribution of wealth, no improvement in health care or education, and no rebuilding of urban slums.

For the most part, the programs lacked the means and ideas necessary to make them effective. While some programs were not clearly thought out, there was never enough money nor materials to fully implement any of them. Cities were supposed to rebuild slums on \$300,000. All too often the urban renewal that was undertaken merely left thousands of poor families homeless while business moved in with stores and apartments completely inaccessible to them. Or, people were trained for jobs but the training was often for mindless work at a bare subsistence wage. Undoubtedly, the efforts of the liberal capitalists made survival more comfortable for a few of America's downtrodden citizens. But merely providing school lunches for starving children is not enough. Those children must have good schools to go to, clothes to wear and books to read, decent homes and cities to live in and parents with work that builds and maintains them, not destroys them. They must have assurance that they will have a genuine opportunity to achieve a good life.

Today we find right-wing capitalism in control. It refuses to allow even the mild social reforms of its

liberal counterpart to continue. Virtually every social program in America is being eliminated or seriously weakened. The Office of Economic Opportunity and its community action programs have been wiped out. Along with them go programs for urban renewal, model cities, and public service jobs. Medicare payments by the elderly will increase twofold. Severe cuts are planned for education and housing programs. The rationale for it all is that the United States cannot "afford" to spend money on social programs. The morality of letting people starve or rot in a slum is seldom broached. It is merely a question of profit and to a business-dominated government it is not profitable to meet the basic human needs of the country's citizens. Yet, it is "economical" to spend \$79 billion for weapons of war. How is this possible?

One can only conclude that capitalism is an utter failure in fulfilling human needs. Whether it is liberal or right-wing is but a matter of degree: the latter is merely harsher and quicker in killing its victims. The basic principle of capitalism is "maximize your profits" and its basic methods are force and fraud. A society based on these principles does not operate for the common good of all its citizens in any sphere of life, whatsoever. One need only look at the United States to relize the veracity of this. Out perverse value system places private profit and advantage over meeting human needs. The richest nation on earth cannot even feed its citizens. We must beg for money to provide medical care and food and clothing for many Americans. We must beg for money to seek a cure for cancer and to build libraries. And we are expected to feel humble and grateful for the pittance business "charitably" doles out.

How is it that the wealthiest nation in the world cannot meet the human needs of its citizens? How do we solve this problem? It is obviously an immense problem requiring serious thought. Yet this presumes intelligence and ideas about the world and our universities are failing, if they cannot be said to have failed already. Professors have no idea of the problems facing the world and how to solve them. The institution which should with the world and the direction life is taking has turned its back on the world. Many professors have become mere apologists for the ongoing system. Others drift off into mysticism, spending most of their time contemplating their "spirit." Both tell students to "learn" to accept and live in a corrupt society. The stark and tragic fact remains that we have the material means necessary to make this world a virtual paradise, but we do not have the wisdom. It is increasingly doubtful that we ever will. For

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Letters



What A Rush

To the Editor:

In our contemporary society many times words are used which are not fully understood. On our campus, one of these words is "rush." It is a word that has been used in the past when its meaning was clear. Its use is still lingering on but

unfortunately its meaning has taken on an unclear, fear laden, apprehensive connotation.

The word "rush" is an open invitation to college women to attend a function of a particular sorority. The purpose of the function is to give insight about the sorority to interested college women. One does not have to be personally invited to attend a "rush" function, although invitations are extended in this way. Various sorority invitations are also evidenced on our campus in the form of posters. These invitations are meant for YOU.

As open-minded, knowledgeable individuals, please do not let a great learning and living experience slip through your fingers because of hearsay or false impressions. Sororities have changed with the times. Are you open-minded and individualistic enough to

find out for yourself? Sororities believe they have something to offer college women. We are looking forward to meeting you.

A few words are also in order concerning the University Semi-Formal Feb. 17. Although sponsored by Panhellenic Council, this dance is open to the entire campus. The sorority members of the Council see it as an opportunity for the university to get together informally. One rarely has a chance to attend a function such as this where administration, staff, faculty, parents, alumnae, and students are invited. On behalf of the Council, I strongly encourage everyone of the university to take advantage of this opportunity to get to know each other better.

Terri Klismith
President of Alpha Phi
Delta Sigma Chapter

Paul Rep

To the Editor:
Dear Mr. Marie:

I received your January 30 in requested a change History 380. I thank you for your to respond to your

We have not courses in Black History 379 and courses were prepared for a distinguished scholar, Dr. Franklin, who was in this department in 1969. Both the course description

The current these courses, William Paul, are aware of the need

society turn for direction and ideas
versities have failed?

Britannia!

e, we have examined, both generally
ular instance, the Semester-in-Britain
his university. In considering the idea
udents to Europe for a semester of
st conclude, generally, that the idea, if
d thoughtfully carried through to
essentially sound. That a student be
and understand the larger meaning of
a decent thing for which to work. We
wever, that this university's overseas
ritain is not the embodiment of such a

ent, in the fullest sense of the term,
r and stability in the life surrounding
rom what we can infer, Peace Haven
those qualities. First, it is incredible
ersity could place students, carrying
e loads, in a set of circumstances
hotel and expect them to be good
understand little is known here of the
Friendship League" except that it is
philanthropic organization." That it
entioned organization is entirely
as it is equally possible that it is
ness venture. What do we know of the
Peace Haven, Mr. P— O'Nath? From
told he is "educated and cultivated"
r businessman." It would seem this
enough to completely disqualify him
nection to an educational institution.
it is not clearly implied, is that the
placing students in the hands of an
and, incidentally, in the hands of a
hich the university knows little. The
es not even know the academic and
background of the manager of the
hich students, faculty, and faculty
be housed for the better part of a
here, then, are the assurances of
ssary to the life of the student?

dwinding at the Peace Haven dwelling is
station of the problem. How can a
rly and peacefully pursue scholarship
in a small dwelling with over forty
ould point out that it is not a question
is about the circumstances nor is it a
e ability of the individual student to
just" to less than decent conditions.
that the people of Hanoi have learned

to "adjust" to a life under the rain of bombs.)
Survival, then, is not the question. Rather, the
question is one of a properly planned overseas
program, with all aspects intelligently supervised
by the university.

A related point is one which connects to the most
cherished of American ideals: individualism. In
America, the student spends his entire life being told
that he is and should strive to be "an individual;" it
is an idea the university spends millions to inculcate
into students. It is the reactionary idea that the
"rights of the individual" supersede any and all
considerations. The refutation of this notion is itself
a larger argument, but let it merely be said here
that it is precisely this individualism which aids the
subverting of the overseas program. What happens
to the individualistically-minded student, who
travels to Europe on such a tour and finds that he
cannot (and, incidentally, should not) be granted the
privilege to assert that individualism over all
concerns? It is precisely this problem, related to
those already mentioned, that necessarily gives rise
to the personal animosities and disagreements, such
as those which occurred between students and
advisors during the seventh Semester-in-Britain. It
would, of course, be ridiculous to place the blame on
an advisor as an "evil man;" devils are found only
in Christian and other ancient mythologies. Rather,
when an advisor makes an overbearing, perhaps
wrong, decision, it is because he is placed in an
irrational situation, an overcrowded, unsure set of
concrete relationships.

It is also this false doctrine of individualism which
produces the fallacy that "people," as biological-
psychological beings, are central to the un-
derstanding of civilization and culture. "People"
are only as good or bad, interesting or dull, as the
world in which they live. To understand "people"
you must first understand that world. If we are to
understand the British people we must understand
Shakespeare, the development of the empire,
Parliament, that is, we must know British in-
stitutions. Compared to the task implied here,
analyzing psychological vibrations is an activity of
little consequence.

Indeed, building an overseas study program is an
admirable undertaking; for it provides the student
with an idea of the world beyond provincial
America. But the program must have a scholarly
quality! To leave such an undertaking in the clumsy
hands of business (which would as soon place
students in a clap-trap hotel as in a decent
dwelling—which Peace Haven easily could be) is
certainly an incredible error.

courses from time to time. And,
in fact, Professor Paul had
already proposed to our
Departmental Curriculum
Committee, changes both in
name and description of these
two courses. His proposed
name change for the courses is
Afro-American History. Although the academic
machinery for curricular
changes is, of necessity,
somewhat slow, it is my belief
that these changes will be ap-
proved by the Department and
by the University Curriculum
Committee in time for the Fall
semester. Until such changes
have been officially approved,
however, they must continue to
be listed in both the Time Table
and the Catalog as currently
described.

I would be happy to discuss
the proposed changes with you
if you should desire to pursue

this matter further.

Sincerely yours,
Justus F. Paul, Chairman
Department of History

Soda Pop Prices Go Up

The price of canned soda in
the vending machines on
campus has been increased
from 15 cents to 20 cents ef-
fective January 14, 1973. The
reason for the decision to make
the increase is simply that the
canned soda portion of the
vending program is losing
money. An informal opinion
from the Wage and Price office,
indicates that the price increase
is legal under Phase 2 of
Economic Controls for the
following reasons:

1) the cost price ration
(average cost per can of 16
cents - selling price of 20 cents)
is within guidelines.

2) the 20 cent price of vended
canned soda on campus is
consistent with the price in the
general Central Wisconsin area.

We regret the increase,
however, we can no longer
absorb the cost increases over
the last five years.

Specific questions concerning
the price increase of the
Campus Vending Program can
be directed to Bud Steiner at the
University Center, Ext. 5121.

Sincerely,

Oliver "Bud" Steiner,
Assistant Director
University Center

Tristram Coffin's



Washington Watch

What is There to Hide? - At the very least, as the Post reported
October 10: "FBI agents have established that the Watergate
bugging incident stemmed from a massive campaign of political
spying and sabotage conducted on behalf of President Nixon's re-
election and directed by officials of the White House and the
Committee for the Re-election of the President." Other
possibilities are:

"A band of hired killers, thieves, agents provocateur and dirty
trick artists were hidden in a layer of CIA and used by the Ad-
ministration for private political plots. The Chicago SunTimes said
(December 12): "A fake passport produced by the CIA for former
White House consultant E Howard Hunt Jr. was being carried by
one of the suspects at the time of the Watergate break-in, in-
vestigators have disclosed. The passport made out in the name of
'Edward Hamilton' reportedly was found on Frank Sturgis when
he was arrested at the Democratic national headquarters in June." The
paper pointed out that CIA takes away passports and all other
"cover" identification when an employee leaves the agency.

Two CIA practices were used in the Watergate affair, passing
funds through a foreign bank account to hide its source, and pay-
offs in \$100 bills. The Washington Star-News stated (December 12)
that when Hunt's wife was killed in a plane crash she carried
\$10,000 in \$100 bills. "An initial comparison of serial numbers of the
\$100 bills found in Mrs. Hunt's purse with bills given Bernard
Barker...show at least one bill from the same Series F as the
money that Barker withdrew from his Florida bank before the
break-in."

All the Watergate defendants were, at one time, associated with
the CIA. Hunt was in charge of the Bay of Pigs invasion for CIA,
according to investigator Richard E. Sprague. James an anti-
Castro Cuban paramilitary outfit. Barker set up the invasion bases
according to investigator Richard E. Sprague. James W. McCord,
Jr. was a liaison between CIA and Combatientes, and anti-Castro
Cuban paramilitary outfit. Barker set up the invasion bases
in Guatemala and Nicaragua. Frank Sturgis, alias Frank Angelo
Fiorelli, was described by the Times (June 28) as "a gun runner, a
pilot, another sometime employee of CIA." Eugenio R. Martinez
"is reported to have infiltrated Cuba thirty to forty times in the last
few years for the CIA." Virgilio R. Gonzales, alias Raoul Boyd, is
"a former CIA agent active in the Bay of Pigs affair, and a
member of Combatientes," according to Sprague. The Times says
Cuban exiles recruited in Miami for Nixon re-election campaign
operations believed "they were working for the Central In-
telligence Agency." (June 28)

Nixon and the Watergate Plot - There is a fear, apparently, that
the investigators will open up the President's own links with what
the Miami Herald calls "the Casablanca of the Caribbean." The
New York Times said (June 27), "Miami contains a large but
declining concentration of spies, ex-spies, gangsters, soldiers of
fortune and refugee dictators." This inter-weaving of CIA agents,
Cuban emigres, hired thugs, adventurers and organized crime is
mixed up in political intrigues and "plots involving cocaine and
heroin or arms smuggling," the Times stated. This community has
been closely identified by outside investigators with the
assassination of President John Kennedy.

Nixon was brought in contact with this community through two
friends, former Senator George Smathers of Florida, and Bebe
Rebozo, an American born of Cuban parents. Parade describes
him as "Nixon's good friend and real estate associate." Two of the
Watergate defendants, Barker and Martinez are officers of real
estate firms with which Rebozo did business. Columnist Jack
Anderson suggests Barker was more than a mere business
associate of Rebozo; the latter helped finance some of Barker's
ventures "as a personal favor," Anderson writes.

Rebozo had business and political ties with the Batista (pre
Castro) regime in Cuba, and Nixon visited Havana with him and
his friends. In 1955, Vice President Nixon called on President
Batista at his palace and pinned an award on him. When Castro
came to power in 1959, Nixon, as a member of the National
Security Council and close friend of CIA Director Allen Dulles,
pushed for his overthrow. Out of this came the Bay of Pigs
operation with Cuban emigres. It seems probable that key per-
sonnel, as Barker and Martinez, were recommended by Rebozo.

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British People "Really Good"

cont. from page 6

time with them. After getting to know them, I went into their areas of London and spent some evenings and some nights out. I didn't tell people where I was because I didn't feel it was any of their business. And I felt that, being 23 years old, I was able to take care of myself." She referred to a "contract" that the students signed before they departed; this document stated if they were to engage in independent travel, they were to leave a name and address of where they were to be reached. She continued, "Following being gone for about two days, I came back and one of the advisors of the group asked to talk to me. When I went in to talk to him (Difford), he handed me one of the contracts and asked me if I had signed it. I said, 'Yes,' and he said, 'You realize that you have broken the contract.' I said, 'Yes.' He said, 'Your personal life is your business but you did sign this contract and you didn't tell us where you were. We were really worried about you. Also, you have missed some classes.' I missed one afternoon of classes because I had lost my passport and I was trying to find it. Another day I was sick. Those are the only classes that I had missed so far."

"After this he told me if I did this again my parents would be notified and I would be separated from the program. So, I said I would think about it. That evening I went back into London (this is probably the reason I was put on restriction). I was going to come back but I was unable to because of the hour and because of lack of transportation."

"The next afternoon I got a call from my parents, telling me they had been notified that I was spending nights out and some information about what I was doing was given them also. I don't know where they got the information as to my associates. The next day they asked to talk to me again. I had a meeting with all four advisors (the Schneiders and the Diffords) and they gave me a contract to sign limiting me to a 10 o'clock curfew and also limiting me from any independent travel."

"K." stated that Difford was "very polite" about the matter and said that the action was based on his obligation as head



W. C. Difford

of the program. She said Schneider told her on one occasion his wife was very upset and it was her fault. She continued, "After that he said if I broke any rules again that he would personally pack my bags."

In spite of these problems, "K." has no regrets about how she did things and thinks she learned considerably. She added, "I hope that in future

groups students won't be afraid to go out on their own and get away from the American group and find out how really good British people are."

The incident involving "Miss K." was one outstanding example of what some of the students interviewed thought to be undue interference on the part of the advisors. Jurgella stated that Difford's way of handling problems was "pretty diplomatic" but that Schneider was "pretty authoritarian." Murry agreed that Schneider was authoritarian but added it was "just his way of doing things." As Shirley Wasti saw the matter, "He has an aggressive personality so I'm sure that makes him seem authoritarian." Both Hammen and Young Eagle agreed to Jurgella's charge but Young Eagle, in stating that the charge was not fair to Schneider, remarked, "he was kind of that way because I think he felt the need to be."

Unruffled by the charges, Schneider explained, "I don't quite know where personal and public lives separate. When you are a member of forty-six persons in a foreign country it's difficult to say which is which...I may have said some things like this, yes, and I figure that I had some responsibilities to make some comments. Bear in mind, however, that I also would make positive comments too. There were times on certain occasions, it was sort of like dress-up day and we had an extremely handsome-looking group...I think if you look at the British people and the way they dress and the way they act, that gives you a bit of a standard in

the country, which may not be the way you act at Little Joe's or wherever you go here."

He added, "If your individual behavior becomes that important then I think you might well act as an individual but not saddle us with these responsibilities." Difford agreed, stating that in that situation you can't allow every one to do what he wants to do. On the charges of "diplomatic" and "authoritarian" he offered no comment.



Richard Schneider

Mandatory tours

Other complaints arose over the visitations rules at Peace Haven, which allow no inter-room visitation between men and women, and over the mandatory Monday tours to places in England and Scotland. Regarding visitation, Hammen and Jurgella both considered the rules to be too strict and, as Jurgella noted, the visitation regulations were broken. The tours conducted by Safari Tours, with which International Programs has had arrangements since 1969, were a mandatory part of the program. Schneider explained that a 50-passenger bus was pre-scheduled to places he considered to be of "universal interest" and since the tours

were to be part of the study, their mandatory nature was justified. Difford, noting that the tours were well-coordinated with the courses, maintained that "we always would accept a reasonable excuse." He said that each excuse was considered and judged on an individual basis.

Shirley Wasti asserted that "our group did not have a chance to select what places we wanted to go. If we would have had a choice in the matter I think they would have been more beneficial. I guess other

cont. to p. 12

Bus Co-op Cont.

cont. from page 1

The Co-op would also like to increase its service to the university. Thurmaier stated, "We could be of service to the students. We aren't ripping them off. Half the cost of their ride is being subsidized by the city."

Bus routes and schedules are available at the City News Stand and in Thurmaier's office, 140 Science Building.



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Natural Resources Holds Banquet

The College of Natural Resources here is planning the Second Annual College of Natural Resources Recognition Banquet to be held Saturday, Feb. 17, 1973 at 6:30 p.m. in the Wisconsin Room of the University Center. The theme of the Banquet will be "Environmental Quality in Wisconsin" with Attorney General Robert Warren as the guest speaker. The menu includes venison and fowl, and there will be a reception after the Banquet including refreshments.

This Banquet is designed to bring together students, faculty, citizens interested in our environment, and leaders in the field of conservation and environmental affairs. The

purpose of the Banquet is to recognize outstanding participants; twenty awards and scholarships will be presented. Banquet tickets are \$2.75 (students) and \$4.00 (adults). Tickets are available at: the College of Natural Resources Office, Nelson Hall 123; the Information Desk, University Center and the Alumni Office, Main 256.

Phi Alpha Theta To Meet

Phi Alpha Theta will meet Tuesday Feb. 13, at 7:30 p.m. in the Garland room of the University Center. A short business meeting will follow the program. Members should try to attend.

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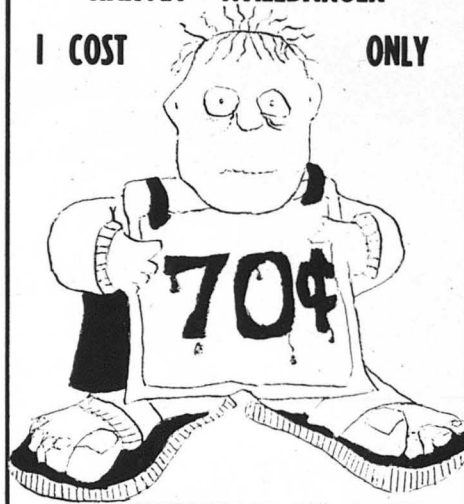
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Art History Peace Favorite Haven

cont. from page 10

groups are doing this but our group didn't." In spite of this criticism, Wasti said she enjoyed most of the tours. Similarly, Carol Murry said, "It was worthwhile to go." Hammen disagreed, "I thought it was kind of a farce." He argued that it was hard to pick a trip that interested everyone and maintained that independent weekend travel was hindered by the mandatory tours.

A rumor that has grown with Peace Haven is that the program there is "easy on grades" but, though all six students had heard the rumor, they did not place much stock in it. Opinions varied on the quality of courses and instructors. For example, most of the six had little good to say about the Shakespeare course or its instructor. Young Eagle, an English major, said he learned nothing from the course. On the other hand, the art history course connected to the Tate Art Gallery was judged by those who took it to be outstanding. As a student in the class, Schneider was highly impressed with professor Bradbury, the instructor, referring to him as "overwhelmingly great."

Regarding the criticisms and complaints of the students, Pauline Isaacson stated generally that since she had, at the time of her interview, not found time to fully evaluate the seventh semester program, she would withhold comment. She did, however, promise a

thorough investigation of the problems raised: "I'm going to look into this, because I would like to know. I think it would be a point of concern." She further noted that she hoped the students would bring their charges to her. Following her evaluation, she said, "I would be very willing to talk about it with a good deal of candor."

Purpose

To get a general opinion, the Pointer asked the six students and two faculty advisors what they thought was the purpose of a semester in another country and if they thought that purpose was properly fulfilled during the seventh Semester-in-Britain. Overall the students and advisors agreed that the purpose was to give them a better understanding of different forms of culture and civilization. "Miss K." thought it was important "to make them (the students) feel that America is not the only country in the world." She added, however, that in her case she did not think the purpose was full realized: "I was trying to get to know English people. I met a lot of English people on my own... Because I was not allowed independent travel I could not see the rest of England. There was always a great deal of emphasis put on seeing plays and going to operas. This isn't what a country is all about. It's about the people in it. If you are supposed to be with Americans at all times then you can't learn what it's like to live in Britain. Carol Murry, who was quite

satisfied with the program, stated, "There were bad things about the trip, there were things to complain about, but now that I'm home I don't want to remember those. I want to remember the good times and the wonderful experience I had." She concluded, "I hate to have any type of response come from other people who were disappointed with this program, to see that it failed. If it failed, they were the ones that failed, not the program. What you put into something is what you get out of it."

Shirley Wasti, commenting that she does not think that most

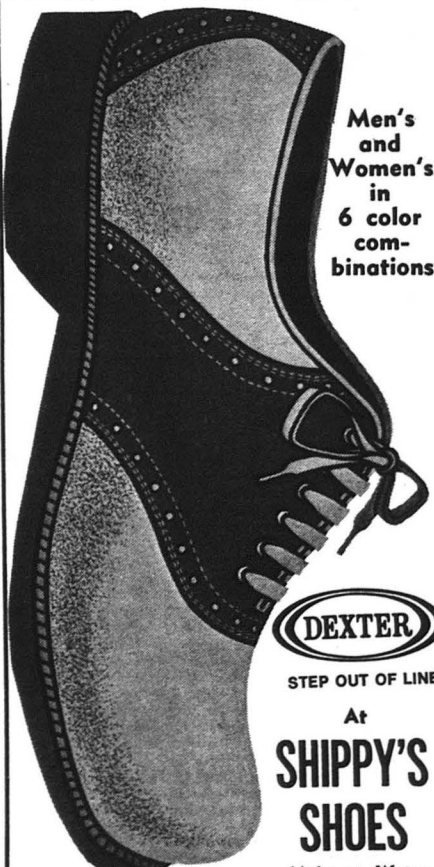
of those on the trip had given enough thought to what it means to go overseas as a student, maintained that it "really depended on each individual on whether they felt they got everything out of the program that they should have." Both Young Eagle and Hammen were generally pleased with the program; Hammen noted, "We learned quite a bit, I am sure." Jurgella concluded, "I think the idea of giving a taste of Europe to the students was fulfilled. But, as far as dealing with people, especially in England with the natives, I feel especially in England with the natives, I feel it fell flat."

In Difford's opinion the program was "definitely a maturing process," and, in like manner, Schneider pointed out, "I think I have grown a goodly amount." Schneider stated that he saw room for improvement in the program and added, "I wondered at times why some of the students came or wanted to go. They could have done what they were doing here and saved all that travel and expense because I don't think they took advantage of the continent or of England to the degree they might have. Some of the students claimed they could meet people at the local pub. You can meet people at Papa Joe's."

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On The Road With The Army

Fourteen UW-SP students have received invitations from the Department of the Army to go to Europe. Fortunately, it won't involve military strategy as the Defense people will rely more heavily upon their thespian and singing abilities than upon their military capabilities.

The USO, in a joint program with the Department of the Army, is sponsoring several tours during the year for student entertainment groups to various places around the

world. On the basis of past performance quality, this university has been selected as one of the schools invited to be on a tour.

Seldon Faulkner of the Drama Dept., who is setting a USO tour for the third time, though he will not accompany the troupe this time, explained that schools apply to the American Theatre

Association. Of the hundred plus schools that applied this year, only ten were chosen for trips, and only three of those ten for European trips. Faulkner said the schools were selected on the basis of two audition tapes sent in of musicals that

the department performed and on the basis of recommendations of five theatre educators whom the applicant named as references familiar with the school's program.

Last December, tryouts were held and about 80 people auditioned. Faulkner refused to explain the criteria used to the Pointer stating he had expressed his basis for selection to all those auditioning. He did, however, add that the 14 chosen have to be able to perform in both the musical and variety shows because the size of the group is limited. He said three days of tryouts were held.

Managing the tour will be Frieda Bridgeman, of the Drama Department. According to preliminary indications, the stops will be in Belgium, Holland, Italy and Germany. The group will leave Mar. 7 and return May 11, although not all of this time will be spent performing. The USO allows a 10 day delay option that can be used by the group for free time. Transportation is provided for the tour members without charge and they are given a \$10 per day payment for the days they perform. Faulkner noted the trip isn't financed in any way by the university.

On the tour, the group will present Company a musical which will be presented in Stevens Point during mid-February, and Hooray For Love, a creation of the participants devoted to a medley of songs.

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Old Main Auditorium

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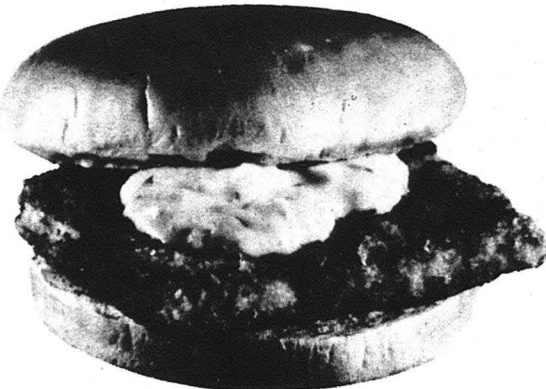
by Charles W. Ferris, C.S.B., of Minneapolis

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Campus Newsletter.....

Sunday, February 11

Newman University Parish: Saturday 4 and 6 p.m., Newman Chapel; Sunday 10 a.m. Newman Chapel and 11:15 a.m. and 6 p.m. Cloister Chapel; Weekday masses, Tuesday through Friday, 11:45 a.m. and 4:45 p.m. Newman Chapel; Confessions, Wednesday, 4 p.m., Newman Chapel.

Lutheran Student Community: Service with Eucharist Saturday 6 p.m. and Sunday 10:30 a.m., Peace Campus Center.

Planetarium Series: 3 p.m., Science Building. "Astronomy Enters the Modern World."

University Theatre: 8 p.m., Jenkins Theatre, Fine Arts Building. "Company," (musical comedy), directed by Dr. Seldon Faulkner.

Art Exhibition: Edna Carlsten Gallery, Fine Arts Building. Annual Art Faculty Exhibition now through March 3.

Monday, February 12

Wrestling: 4 p.m., Fieldhouse. Pointers vs. Mankato.

Women's Intramurals: 6-9 p.m., Fieldhouse. Open facilities for all women in swimming, gymnastics, racketball and basketball tournament participants. Bring your own swim suits and caps. Racketball courts by be reserved by phone or in person from 5:45 to 6:15—after that time, they will be posted. All women are encouraged to vote on the issue of girls on an extramural or inter-collegiate team participating in intramurals in that sport.

Bible Presentation: 7 p.m., Peace Campus center. Topic for discussion: Jesus: Jew or Greek.

Pointer Rifle and Pistol Club: 7:30 p.m., Entrance to Student Services Center off Fremont Street. Transportation provided to Whiting Range. Equipment provided. Expert instruction in marksmanship available.

University Theatre: 8 p.m., Jenkins Theatre, Fine Arts Building. "Company." College of Natural Resources Summer Camp Pre-Registration Meeting: 7:30 p.m. Old Main Auditorium. All CNR students planning to attend the 1973 summer camp must attend or contact the CNR office in R 123 Nelson by the time of the meeting.

Tuesday, February 13

University Film Society: 7 and 9:15 p.m., Auditorium, Main Building. "To Have and Have Not," starring Humphrey Bogart and Lauren Bacall.

Symphonic Wind Ensemble: 8 p.m., Michelsen Concert Hall, Fine Arts Building.

University Theatre: 8 p.m., Jenkins Theatre, Fine Arts Building. "Company."

Alpha Phi Valentine Get-Together Rush Party: Alpha Phi suite, Roach Hall Basement. For more information, call Denise, 344-9216 or Terri, 344-5488.

Wednesday, February 14

Day Long "Heart Day" Program: 9 a.m. to 9 p.m., University Center. Demonstrations, films, and discussions on minimizing the risk of heart disease will be featured. Students, faculty and general public invited to attend.

Instruction in Catholic Faith: 7 p.m., Newman House, 1125 Fremont St. Instruction class meets this evening.

University Theatre: 8 p.m., Jenkins Theatre, Fine Arts Building. "Company."

Thursday, February 15

International Film Series: "Shadows of Forgotten Ancestors." 7 p.m., Nicolet-Marquette Room, U.C. (NOTE: All succeeding films to be shown in Old Main Auditorium). Film series is sponsored by U.C.M.

Public Lecture: 8 p.m., Frank Lloyd Wright Lounge, U.C. Prof. Walter Drzewienieki will present a public lecture entitled "The Emergence of Polish Ethnic Awareness in American Cities." The History Department will host a reception for Dr. Drzewienieki following the address.

Student Flute Recital: 8 p.m., Michelsen Concert Hall, Fine Arts Building. Kaye Kronenberg.

University Theatre: 8 p.m., Jenkins Theatre, Fine Arts Building. "Company."

Friday, February 16

University Theatre: 8 p.m., Jenkins Theatre, Fine Arts Building. "Company."

Basketball: 8 p.m., Fieldhouse. Pointers vs. River Falls.

UW-SP NEWS

Defensive Driver Training Course: A defensive driver training course particularly for all interested students is scheduled for Wednesday and Thursday, Feb. 21 and 22, from 6:30 p.m. to 9:30 p.m. Staff and faculty who have not yet had the course may also participate. The class will be held Wednesday in Room 116 in the College of Professional Studies and Thursday in Room A121 of the Science Building. Pre-registration should be done by contacting the Office of Extended Services, Room 117 Main, ext. 3717.

Varsity Baseball Players: All male students interested in varsity baseball should contact Mr. Clark by Feb. 14. Important, because physical exams must be taken before March 1st.

Notify LRC if I.D. Card is Missing: The Learning Resources Center would like to remind students that they are responsible for all materials checked out on their I.D. card. If your I.D. card is lost, misplaced or stolen, please notify the Main Circulation Desk of the Learning Resources Center, ext. 2540.

Speech and Hearing Screenings: The Speech and Hearing Clinic has reserved the

following times to conduct speech and hearing screenings for applicants to the School of Education: Tuesday, March 6; Wednesday, March 14; and Thursday, April 26, from 7 to 9 p.m. in Room 038 COPS Building.

Applicants need not make an appointment for speech and hearing screenings. They need only to appear during the times reserved to complete this step of the admission process.

"Born in the Blaze" is the theme for International Youth Week 1973, sponsored by United Pentecostal Churches. Pentecostal fire is falling. It is the fastest growing (and most powerful) movement in the world. The birthday of the church was celebrated with fire from above (Acts 2:1-4); and 3000-plus sightseers who came to watch the blaze got their souls "singled"! Rev. James L. Bigelow, pastor of the local Pentecostal assembly, 3209 Center Street, invites the youth of UW-Stevens Point to old-fashioned Revival services at 7:30 p.m. nightly during Youth Week - February 11-16th. The speaker will be Evangelist Fred Shilts of Stanley, Wi.

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Intramurals Spotlight

By Jerry Long

The intramural basketball season continues into its fourth week and we are beginning to see certain trends forming. In weeks to come, we will report on these trends under the guise of a Top Ten poll. Assisting me will be intramurals staff members who officiate at the various games. In games featured this week:

1 North Smith defeated 4 North Smith, 48 to 36. Mark Rosecky scored 18 points in that game.

Gil Jheschki scored 13 points for 4 South Burroughs as South edged past 3 North Burroughs, 31 to 30.

The Black Student Coalition, one of the favorites in the Student Organization League, rolled over APO, 61 to 33. Jerry Roebuck sank 28 points for BSC.

2 East Watson had little trouble with 4 East Watson as they coasted to a 48 to 26 victory.

Steve Trauger scored 16 points for 1 East Hansen to lead East to a 43 to 34 victory over 2 South Hansen.

Rus Saari and Tom Berg scored 20 points apiece to account for 40 of 5 Easy Pieces' 56 points over the Reefers. The Reefers scored 36 points in that game.

The Lance Links rolled over the Liver Warts behind Bruce Peacock's 29 points. The final score was 76 to 47.

Undeated Taxi Squad served notice that they are not to be lightly regarded in the race for the Independents' Championship. The Squad chalked up a convincing thrashing of Sow Haven, 62 to 31. Mike Lynott again was the leading scorer with 16 points.

The Vets displayed a balanced attack as they dropped Siasafi, 46 to 28. Ted Rathert and Bob Schiffbauer scored 12 points each while Mike Lubenue picked off 10 in that game.

You can't say they didn't try. A 43 point deficit won't set any records, but it will get you the weekly loser's award. This week's award goes to those forsaken, forgotten, furtive failures; that faulty five: Fibonacci. The Townies tried to make the point spread even larger, but had to settle for a 67 to 24 thumping of their hapless opponents. As I said, they tried.

The Marquette Stars played like those other Marquette stars and smothered F.O.K., 65 to 24. Tom Jensen and Jim Fieber scored 14 points each for the Stars.

1 West Watson humbled 4 North Watson, 57 to 19. Mike Tuss of West led all scorers with 18 points in his credit.

2 North Burroughs whipped 1 South Burroughs, 51 to 31, behind the sharpshooting of Fran Winter. Winter scored 22 points.

4 West Knutzen slipped past 4 East Knutzen 41 to 37. Kurt Kluge, of West, scored 11 points in that game.

Gluteus Maximus continued its winning ways as they trampled the Marauders, 73 to 41. Gary Koy led Maximus with 26 points.

4 South Smith steamrolled 3 North Smith, 56 to 23. Bob Hildebrandt netted 17 points for South.

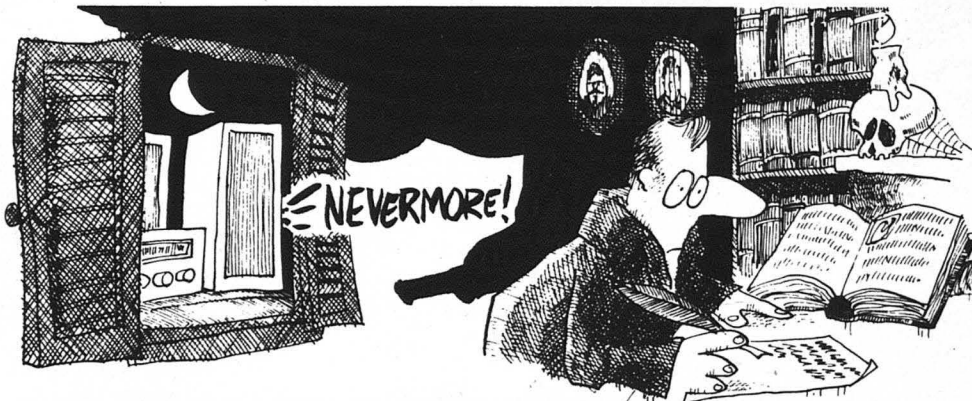
3 South Burroughs defeated 2 South Burroughs in the lowest scoring game of the week. Dan Fosdick scored 19 points leading 3 South to a 30 to 28 decision.

Women's Intramurals
There will be an Archery

Clinic Feb 19 at 7 p.m. in the annex. The clinic is open to all girls. Both faculty and student coaches will be available to coach all levels of competence. All necessary equipment will be supplied.

Attention

There will be a meeting on Monday, Feb. 12 at 7:30 p.m. in the LaFollette Lounge (U.C.) for any persons interested in working with the Lettuce Boycott.



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BSR 310X Record Changer Base/Dust Cover	80.00	39.95
Scotch Magnetic Recording Tape 150 1800' x 1/4" 1 mil Polyester	5.55	1.50
203 - 1800' x 1/4" Dyna Range	6.65	2.20
Kenwood KS 505P Compact Stereo System	319.95	219.95

PRODUCT	LIST	MADNESS
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Shure M91E Magnetic Cartridge	49.95	16.95
Fisher Model 390T - 140 Watt AM/FM Stereo Receiver	349.95	279.95
C-60 Cassette Recording Tape, 3-pak	5.99	1.49
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Whitewater Stops Pointer Comeback, 87-75

By Larry Gilman and Tim Sullivan

The UW-Stevens Point Pointers gave it the old college try in their game against Whitewater Wednesday, but a Pointer victory simply wasn't in the cards. Actually, several university basketball teams have been trying to stop Whitewater lately, but beating the mighty Warhawks on the court is not the easiest thing to do. The Pointers quickly discovered the reason why Whitewater is making a serious bid for the conference championship. At the end of the first half, the scoreboard showed Whitewater in front by 16 points.

In the first half of the game played in Quandt Gym, it looked like the visiting Warhawks were intent upon blowing the Pointers off the court. Whitewater went into a swarming 1-2-2 zone defense, and Point lost the ball 17 times without getting a single shot away.

The Warhawks, meanwhile, were having a picnic on the boards. Whitewater's Bob Stone and the Grimes brothers, Larry and Gary, were grabbing almost every rebound in sight. Shooting also seemed to come easy for Whitewater, as the visitors rang the bell on 17 of 31 shots from the field, while adding 10 out of 13 free throws. The Pointers weren't nearly as accurate, hitting on only 11 of 30.

The second half was an entirely different affair. The intermission gave Point ample time to regroup, and the Pointer guns came out blasting. During the first ten minutes of the second half, Point outscored Whitewater 25-16. Baskets by Mike Stansell, Bruce Weinkauff, and Matt Smith moved Point within six. Fearful that the Pointer comeback was not about to stop, Warhawk Coach Eli Crogan quickly called a key timeout.

Crogan's strategy was successful, as Whitewater's Tom Van DeBogart immediately came through with six big points. With seven minutes remaining, Whitewater again had a comfortable double-figure lead.

Pointer Coach Bob Krueger lauded his team's fine play in the second half. He said, "We had much better movement in the second half and, as a result, we were able to take better shots. Our penetration was a lot better against their zone, we started going to the boards more, and became more aggressive in rebounding."

Krueger also added that both Stansell and Weinkauff had played a great game.

Point's overall offensive attack was very balanced, with Stansell leading the way with 18 points. Weinkauff poured in 13; Smith and Cal Kuphall chipped in with 11, and Dave Haka

added 10.

Point out-rebounded Whitewater 36-25, with most of the boards coming in the second half. Stansell led all rebounders with 14.

Whitewater's win was their 12th in a row, while the Pointers went down for the eighth straight time. The loss dropped the Pointers to an overall 4-12 record.

Pointers Outshoot Platteville: 74-62

By Larry Gilman and Tim Sullivan

The Pointer varsity basketball team began a one game winning streak last Saturday by thrashing the Platteville Pioneers, 74-62, on the cork court of Quandt Gym. Prior to this victory, the Pointers had not won since Dec. 28. The win boosted Stevens Point's conference record to 2-7, while the overall mark is 5-12 on the season.

The Pointers proved their great second half effort against mighty Whitewater one game earlier was no fluke as the troops, under Head Coach Bob Krueger, came out roaring against Platteville. Pointer guards Cal Kuphall and Bruce Weinkauff broke the game wide open in the first half by scoring 24 points between them. The Pointers poured in 15 of 29 shots from the field for an impressive 51 per cent. They added 12 out of 14 from the free throw line for almost 86 per cent, which just about doubles Wilt Chamberlain's career average.

Coach Krueger was also pleased with his team's defense. He noted, "Our defense was the big thing. We pressured them into errors and forced them to take bad shots. They weren't able to play the style of game they like."

Krueger added, "We've managed to outscore our opponents in one half of most of our games this season. Tonight, though, we got enough of a lead in the first half."

Point's fun began after a Pioneer basket narrowed the Pointer lead to 14-10. Forwards Dave Haka and Mike Stansell unleashed a flurry of quick passes to the moving Pointer guards, and before Platteville knew what was happening, the

Pointers had scored 11 unanswered points to take a commanding 25-10 lead.

The Pointers' biggest lead of the first half was 19 points, when the score was 34-15 with four minutes remaining.

The referees quite clearly demonstrated what the whistle was invented for, as they took the opportunity to detect a total of 50 fouls. Platteville was judged guilty on 30 of the contact mistakes.

Kuphall led both teams in scoring with 20 points, connecting on seven of 12 shots from the floor and adding 6 for 6 from the penalty line. Weinkauff pumped in 16 points, and Haka and Mike Stansell added 11 and 9 respectively. Stansell led the Pointers in rebounds with nine, and Les Gruner grabbed another eight.

P.E.M.M. Basketball Sportsday

P.E.M.M. Basketball Sportsday is scheduled here for Saturday, Feb. 10 from 8:15 a.m. to 4:00 p.m.

The schedule of events for the day is as follows:

9:00-11:00 Clinic for students and clinic for coaches and instructors.

11:00-12:00 Women's Univ. Basketball Game—Stout vs. Point—;

12:00-1:00 Lunch

1:00-4:00 Basketball games.

Area high schools will be competing against each other in the exuberant sport of basketball. The freshmen, who are sponsoring the Sportsday, along with the other P.E.M.M. members invite the public to watch them play.

Stump The Sports Stars

By Hank Kimball, Wheat Carlson, and Tim Sullivan

J. Johnson (sophomore): Who are the best dunkers in the National Basketball Association?"

Pointer: "Almost all of the pros are capably of dunking, including most of the Philadelphia '76'ers. The number one stuffer is Wilt 'the Big Dipper' Chamberlain of the Lakers. Wilt's shooting range is roughly anywhere from one inch to three feet from the basket. Wilt's at his dunking best when he misses his first few finger-rolls, which he invented when it became apparent that his fade-away jumper had faded away permanently.

"If you like flashy dunks, the Suns' Connie Hawkins will show you a few. Hawkins has about ten different varieties of dunks, but his favorite is the one where he hangs in the air flying from the right side, gives a fake or two, and then jams it through

the left side of the rim before orbiting over the backboard.

"Gus Johnson, when healthy, was notorious for the strongest dunks. Gus averaged about two broken rims and backboards a year, and his greatest moment was when he brought down two backboards in one game.

"Other common stuffers include Jabbar of Milwaukee, Detroit's Bob Lanier, and Clifford Ray of Chicago. Philadelphia's Freddie Carter, guard, will dunk it every time if given the chance. Golden State's Cazzie Russell seems to have given up on the shot, ever since he missed one once and lost the game."

Hal Hefti (Vet): "What was the Pittsburgh Pirates' lineup in the 1960 World Series?"

Pointer: Don Hoak (3rd base); Dick Groat (shortstop); Bill Mazeroski (2nd); Dick Stuart and Rocky Nelson (1st); Roberto Clemente (right field); Bill Virdon (center); and Bob

Skinner or Gino Cimoli in left. Hal Smith and Smokey Burgess did the catching, while pitchers included Vern Law, Bob Friend, and Elroy Face.

Dave Kopperud (freshman): How many major leaguers have batted .400?"

Pointer: "Only one. Ed Delahanty did it in 1896. Several others, however, have hit over .400, including Ted Williams and Ty Cobb."

A few readers have noticed that the Pointer annually sets aside some time to analyze the various professional sports broadcasters and columnists. The Pointer feels there are quite a few of the readers around here who have their own feelings toward the men on the mikes. Is there anyone whom you would like to single out?

Let us know. We'll be happy to print your observations, either good or bad, concerning the professional sports announcers.

