Dreyfus Supports Athletics, Tenure In Public Address

by Carol Lohr 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 $50,000 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 responsibility to the educational process. But Dreyfus feels there is a relationship to those who participate and those spectators who own 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 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, however, 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 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 judgment 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 or 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 at 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 cont. to p. 10
Black Culture Week:
To Benefit Whites In Community

By Dan McIgallon

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, Abaka (an African student) and Pointer PRIDE Director President Dan McIgallon were 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, 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 in larger cities. I think it's a community problem and the students what Black culture is all about.

Harper: That's 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 will 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 the ghetto 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.

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 one 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 itself here.

Abaka: Unlike the bigger cities, this community is a fairly small community that hasn't been exposed to minorities; all minorities pretty much, 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're really ready to participate in any activity that will be beneficial to the community. Before we do that, I think there should be some recognition; all this think is, 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 conflict; 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 there be a 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.

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 anying. I think it's a 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 where it all starts. I think in an expect that the person that 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 universities 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 haven't been subjected to. We try 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 people attitudes and not make us prejudiced. 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 teacher didn't, and I'm 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, you're wrong." I get kind of mad because he's trying to tell me something without me knowing about it, 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 of Black person, I think it's our job to learn anything anyway. If you 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 history, you're being treated bad as a race. So yes, I could answer that question, education can help the white man, it can help everybody.
Investigation Hampered

When a newspaper begins a critical in­
vestigation, people in high places often begin
to itch. Such was the case apparently with
Winthrop Difford, top advisor on the seven­
semester-in-Britain, when he discovered that
the faculty member was looking into charges against
that program.

On February 23, 1973 at approximately 5 p.m.
Difford called Dave Jurgella, one of the students
interviewed on the overseas program, to ask if
he could have a word with him. Jurgella had
heard about the interview with Poitier feature editor,
by Al Jenkins.

Jrgella, who was covering the story, Jurgella said that Difford had referred to
the student known as "Miss K." (see feature, "Editor-in-Chief", which had been
heard was to be interviewed; according to
Jurgella, Difford said, "I hope that she will not
be hurt in the future."); Jurgella went on to say that Difford
Jurgella, and he wanted Jurgella’s opinion on how the
article on the program would be written.

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 rea to ‘K.”

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 that 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
Poitier with news bias, in regard to the ar­
ticle done on ROTT, but, he added, “I don’t
warrant an investigation by the newspaper.
To determine the nature of the problems the
Poitier 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 one to mid-twenty.
In brief, the Poitier’s observations, the
Poitier interviewed the advisors for the seventh semester, Winthrop
Diford, dean of the Graduate College and
Richard Schneider of the art faculty.

The remainder of the article deals with the obser­
vations of those participants and remarks by
Pauline Isaacson.

International Programs learn about the student but, according to
Isaacson, the student has a chance to assess the
program. Interviews are not begun ducted by those who have been on the over­
see 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 they want from the
International Programs, she explained, is geared toward “orientation” without
achievement of too much orientation. The orientation process is composed of
meetings and written material distributed in the first
semester preceding a given trip. Isaacson
stated that prior to the first program for Britain, some students gave her
valuables in assisting the structure of the program.
Isaacson stated the students conducted a survey which turned up a base
figure roughh, it cost roughly $300 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
they can take extra money with which to
purchase Christmas gifts.

Isaacson stated in regard to the choice of faculty members as advisors for a
given semester, “a major problem is what the students will take.” Two faculty
members accompany each group and, though the faculty member takes his
family, faculty families on the site “add a dimension. There’s an element of home.”
International Programs can spend the
time of many students that may go on a given trip to 30 or 40.
There are two reasons: space limitations and the high student-teacher ratio.

Investigation Urged

Once overseas the students and faculty
spend roughly three months at the Peace
Haven but and the remaining time on tour of
the European continent. The continent tour is,
on some semester taken at the beginning of
the semester; during other semester 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 approach the next term is
predicted that problems had arisen during that
semester. These problems, they maintained, warranted investigation by the newspaper.

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vations of those participants and remarks by
Pauline Isaacson.

cont. p. 6
Documents: Information On Almost Every Subject

By Carol Lobry Cartwright

There is a place on campus where one can find information on almost every subject, and many students probably are not aware it exists. It is the Documents Services 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.

Documents Services

Known as Documents Services, it, however, contains more than one 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 employees of government, university, or faculty.

Documents Services contains over 200,000 federal publications and receives approximately an additional 25,000 each year. Fish said he doesn't have 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 government publications, both old and current. It obtains United Nations Documents Services and has had every United Nations yearbook since 1946. Documents Services also obtains microfilm publications from the National Archives, with materials from other non-government sources, such as 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 University, Historical Society. Because of this, Documents Services serves as 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, Marquette, Marinette, Menominee, Oneida, 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 use, while still retaining custody and control of the manuscripts and archives.

As an information service almost on 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 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 a numerous materials about forestry, pesticides, soils, foreign agriculture, animal husbandry, natural hazards, coal resources, parks, fish, wildlife and environmental problems.

Many of the materials in Documents Services deal with educational subjects, 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 influenza information on local Wisconsin Indians on microfilm. Fish 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 overload 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 government documents to find out about ancestors or items of local history. Fish said the students 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, is just starting to get a budget for the first time. In recent years Fish, had to request money from a LRC committee when he wanted more space for Documents Services. But this year he has been granted $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 newspaper, which is typical of the material he usually purchases.

Fish feels of the university in the old WSU system, Stevens Point has one of the larger and 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. But 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.

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

Although the proposal was widely practiced in this area, few people were able to take advantage of it due to the short time it had been granted. There is also a need for people to audit present university classes, extended education of all the people in Wisconsin. They are a group that has been neglected in receiving benefits.

She also feels that the communication gap could be bridged; "Young adults and elderly adults 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 that would be offered are those 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.

Farlow feels that we "owe it to the many senior citizens who through their taxes, they have been contributed to the higher education of all the people in Wisconsin. They are a group that has been neglected in receiving benefits." She also feels that the communication gap could be bridged; "Young adults and elderly adults 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 that would be offered are those 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.
Harper: The main thing is to get more minority classes, or watch what happens to Black students. Just like the social minorities class, the social minorities class is right for a lot of people, especially if they have minority problems. And I really think, if you really can't conduct that class, you might want to rethink that one. And 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 important part too.

Abaka: There is basically an institutional discrimination, which is one 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, there was an ad in the paper, so I followed the ad and called. His wife answered the phone and said to come 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 these problems. Then I think that there is 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, as students not being satisfied with their surroundings, so I feel that this is a very important part too.

Books should be central to the lives of all students. Through reading students can get a better idea of the world and can learn 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.

Book Review

"Dark Africa" Myth Shattered

MAXINE BREWER AND JIM VANCE

Basil Davidson's THE LOST CITIES OF AFRICA

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Maxine Brewer and Jim Vance


Basil Davidson has undoubtedly incurred the enmity of some of his critics, for his argument, as presented here, is in direct opposition to the conventional view of Africa and its relation to civilization. I must confess that I have never been too critical of Africa characterized by a dynamic and syncretic culture. I have felt that the continent and its indigenous peoples had produced a blend of culture and civilization that was distinctively African. Why then this apparently healthy, developing culture declined in the face of 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 perhaps the best overview of these. 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.

Basil Davidson

THE LOST CITIES OF AFRICA (Cambridge University Press, 1969)

Basil Davidson has unabashedly incurred the enmity of some of his critics, for his argument, as presented here, is in direct opposition to the conventional view of Africa and its relation to civilization. I must confess that I have never been too critical of Africa characterized by a dynamic and syncretic culture. I have felt that the continent and its indigenous peoples had produced a blend of culture and civilization that was distinctively African. Why then this apparently healthy, developing culture declined in the face of 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 perhaps the best overview of these.

Wanted: Book Reviews!
Space Limitations At Peace Haven

cont. from page 3

During her interview Pauline Naasd, a Peace Haven student, cited "space limitations" as a determining factor in the desire to leave.

"On the whole theducive to study," John Young and teachers have left text—livable."

Hammen, a twenty-year-old junior, concurred that the space limitations at Peace Haven was "totally a bad setting for overcrowding", and held that there was "no real requests for study while we were teaching. They

problems caused by the number of people that had to use the library at the dwelling and at the residence required repairs and study. Hammern cited a paper that was known as "Miss K.", he said, the following account: "After many things, just working like English people and spent some

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

Dreyfus Suggests "Limited" Tenure

Said from page 1

Books and other reading material at Peace Haven, Shirley Wasti explained that the space limitations at the dwelling came in regard to the situation. She added that the space limits might not be what students are accustomed to, but by and large the space was managed to be a fairly well.

Richard Schneider, the second advisor, held that he had expected much less at Peace Haven and added, "I was quite pleased. I pointed out, however, that he and his wife had a room to themselves. Only the Diffords and two students had comparable accommodations at the time. 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, but you had the feeling of overcrowding."

Shirley Wasti, a twenty-one-year-old senior, noted the room size at Peace Haven, and added the fact that no one carried much baggage, served to compensate for this.

Noise 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 number of students and teachers have left text—
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 USSR Association 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 22 students from the University of Wisconsin visited the USSR 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 students 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 Dostoevsky's Crime and Punishment, the play Extraordinary Ambassador about Alexander Kolchak, the first Soviet woman ambassador to Sweden by the Tar brothers and the satirical comedy Bathhouse by Vladimir Mayakovsky, a prominent Soviet poet.

In Moscow, they also saw a performance of the puppet theater for adults, a play at the gypsy theater, Roman. They attended rehearsals at young people's theater, Sovremennik, met the actors from the theater in Taganka, which recently produced Yevgeny Yevtushenko's poetic play Under the Skies 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 not difficult to understand why Soviet actors are so skillful and popular, added Professor Erwing.

Besides visiting theaters, the American students met with leading Soviet theatrical personalites. At the Moscow Friendship House they saw various prominent Soviet actors and producers: Oleg Yefremov; Yuri Zavadsky; Victorya 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.

International Programs is offering three programs overseas this summer: Germany, England, and India. Applications for April, 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 25 departure date. The group will be led by Robert Engelhard of the Natural Resources department who will study certain conditions in the Rhin-Elbe area and Dusseldorf. They will then proceed to southern Germany where they will visit the Hofburg in Munich and the hornberg Castle in the Black Forest area. The castle is owned by Baden-Wurttemberg for study, experimentation and research. Estimated cost for the trip is $605, including tuition for the six-week course.

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.

Tourists will return to the states not later than 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 travel to Leister Schools, considered by some to be the most advanced in Europe. A pre­ session will be held before departure on June 15 and the group will return to the states of England. Estimated cost of the six credit tour is $700.

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 countries of Western Europe. The six credit course has an estimated cost of $1065. 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.

**Summer Semester Abroad Offered**

**International Programs** is offering three programs overseas this summer: Germany, England, and India. Applications for April 1, and interested students are urged by Pauline Isaacson, director of International Programs, to apply early.

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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 to create various programs known generally as the "Great Society" or the "War on Poverty." Out of it emerged VISTA, the Job Corps, 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-in effect, double. Seven cuts are planned for education and housing programs. The rationale for all of this 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 brought up. 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 realize 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 children. 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 pitance 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 problem gives me little insight into our society and how our universities are failing, if they cannot be forced 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 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

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. There does not have to be personally invited to attend a "rush" function, although invitations are extended in this way. Various activities are also evidenced on our campus in the form of posters. These invitations are sent from any sorority to you.

As an open-minded, knowledgeable individual, please do not let a group's function 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 Ball. Although sponsored by Panhellenic Council, this dance is open to the entire campus. Women are encouraged to attend the "semi" as this is an opportunity for the university to get together in a formal manner. One rarely has a chance to socialize with their own sex. 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

Dear Mr. Miller,

I received your January 30 in requesting a change of History 379 and courses were placed on some basis. As a result, classes, staff, faculty, parents, alumnus, and students are invited to participate. 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 Kilmsmith
President of Alpha Phi
Delta Sigma Chapter

To be a, requires the student, does not lie that this is a full academic buildup. "Internat" of a "non-pro" is a possibility. It is merely possible, a manager what is and a "fellow poison from any. The point is that university organization should be that of a university employee be said to dwell in families of semester stability. The overall real message of student to wear is that all others? What of how on question of "cope" or (Bear in mind...)

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

Paul Rep

To the Editor:

Dear Mr. Miller,

I received your January 30 in requesting a change of History 379 and courses were placed on some basis. As a result, classes, staff, faculty, parents, alumnus, and students are invited to participate. 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.

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The current, these courses, William Paul, an aware of the o
Britannia!

e, we have examined, both generally "University of America," the Semester-in-Britain is university. In considering the idea of students to Europe for a semester of it conclude, generally, that the idea, if essentially sound. That a student be and understand the larger meaning of a "decent thing for which to work. We never, that this university's overseas ritan is not the embodiment of such a student, in the fullest sense of the term, and stability in the life surrounding from what we can infer. Peace Haven those qualities. First, it is incredible that good understand little is known here of the "Friendship League" except that it is philanthropic organization." That it organized is entirely as it is equally possible that it is less venture. What do we know of the Peace Haven, Mr. P.-O'Nath? From old he is "educated and cultivated" a "businessman." It would seem this enough to completely disqualify him to an educational institution. It is not clearly implied, that is the placing students in the hands of an and, incidentally, in the hands of a which the university knows little. The is not even known the academic and background of the manager of the which students, faculty, and faculty be housed for the better part of a there, then, are the assurances of hear that the students are living at the Peace Haven dwelling is situation of the problem. How can a Cold peacefully pursue scholarship in a small dwelling with over fortyould point hotel and expect them to be good quality. You must first understand what world they live in. 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 Parliament, that is, we must know British institutions. 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 of its own. 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.

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 average student feels his life is 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 individually-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-headed, decision, it is because he is placed in an irrational situation, an overcrowded, unsafe 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 understanding 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 Parliament, that is, we must know British institutions. Compared to the task implied here, analyzing psychological vibrations is an activity of little consequence.

courses from time to time. And, in fact, Professor Paul had already proposed to the Student Departmental Curriculum Committee, changes both in name and description of these two courses. His proposed nomenclature change for the course is Afro-American History. Although he claims that his academic Salinity of curricular changes is, of necessity, inevitable, he is the first to admit that these changes will be approved by the Department and by the Student Departmental Curriculum Committee in time for the Fall 1973 offering. However, these changes have been officially approved, however, they must continue to be listed in both the Student Catalog 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 effective January 14, 1973. The reason for the decision to make the increase is simply that the canned soda portion of the Campus Vending Program is losing money. An informal opinion from the Wage and Price Office, that the individual price increase is legal under Phase 2 of Economic Controls for the following reasons:

1) the cost price ration (annual increase of 20 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 increase over the last five years.

Specific questions concerning the increase should be directed to the Campus Vending Program can be directed to Bud Steiner at the University Center, Ext. 5211.

Sincerely,

Oliver "Bud" Steiner, Manager

University Center
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 21 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 not return the contract signed, 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 upset. I was upset because it was dark, 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 Difford was "very polite" about the matter and said that the action was based on his obligation as head 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.

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

British People "Really Good"

Friday, February 9, 1973

Bus Co-op Cont.

cont. from page 1

The Co-op would also like to increase its service to the university. Thurmaner 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 but you could ask in Thurmaner's office, 160 Science Building.

REGISTER FOR FREE PRIZES

- 18" color TV
- transistor radio
- bicycles
- footballs autographed by Clarence Williams of the Green Bay Packers
- free gift certificates
- and many more prizes

FRIDAY ONLY:

SANDY'S GRAND OPENING
FRIDAY, SATURDAY, SUNDAY FEB. 9, 10, 11

CLARENCE WILLIAMS, defensive end of the Green Bay Packers will be in our dining room from 2-4 p.m. and 6-8 p.m. STOP BY; meet Clarence and pick up a free autographed picture.

SANDY'S DRIVE-IN RESTAURANT, 617 DIVISION
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 foul, 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.

SANDWICHES
JUNIOR AND SENIOR
SAUSAGE — MEATBALL — ITALIAN BEEF
BILL'S PIZZA
DOWNTOWN STEVENS POINT
844-9557 or 844-9577
DELIVERY SERVICE

Why Pay More?
Eleven years of serving University students. 100% Pure Chopped Beef Hamburgers, Golden Brown French Fries, and Ice Cold Drinks make us your favorite spot if you're interested in saving money.

Robby's
welcomes you like a guest
the drive-in with the money saving menu!

New Talent being sought for UAB Student Coffeehouse
Open to all UW-SP students
Applications are on U.A.B. office door.
Deadline: February 23, 4:00 P.M.
Auditions will be set up for Feb. 26 and 27.

It's the Place to Live in "73"
2 Bedrooms — 2 Baths
Completely carpeted and furnished
All utilities paid
Everyone has his own desk
Heated Pool
Laundry facilities and Ping-Pong tables
Close to Campus
Security Lock System with Voice Intercom
Reduced Summer Rates!

The Village
301 N. Michigan
341-2120
Model Open
Art History Peace
Favorite Haven

cont. from page 10
groups are doing this but our
group didn't."
In spite of this
criticism, Watts said she
enjoyed most of the tours.
Similarly, Carol Murray 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 in-
dependent 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 in-
structors. 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 out-
standing. Overall the students
and advisors agreed that the
purpose was to give them a
better understanding of dif-
ferent forms of culture and
civilization. "Miss K." thought
it was important "to make them
(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 fully realized:
"I was trying to get to know
English culture. I met a lot of
English people on my own...
Because I was not allowed in-
dependent 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 Murray, 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
her with flowers on
her with flowers on
the native. I feel especially in
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.

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.
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 theatrical 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 these 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 Howdy For Love, a creation of the participants devoted to a medley of songs.

Second Street Gym Mill

Elmer Fuddpuckers
Rapid Rabbit
1338 2nd Street

SECOND STREET GYM MILL

There is a divine power that supports and heals mankind. Prayer can be relied on to restore and to maintain health and well-being.

Hear the free, public Christian Science lecture entitled:
"THE SPIRITUAL BASIS OF HEALTH"
by Charles W. Ferris, C.S.B., of Minneapolis
On TUESDAY, FEB. 13 at 8 P.M.
In the Odd Fellows Temple, 2854 Church St.
Care provided for small children, under the auspices of First Church of Christ, Scientist.

Entertainment
Every Friday & Saturday
Whiting Motor Hotel

"LOVE MEANS NEVER HAVING TO SAY YOU'RE SORRY," but it does mean that you must send a Valentine on Valentine's Day, Wednesday, February 14th:

- a beautiful selection of Valentine's greetings with today's messages.
- Russell Stover's Valentine candies beautifully wrapped.
- 'Love Bugs' $1.25.
- Olde Tower sealing wax sets with seals of 'Hearts', 'Love', 'Flowers', etc.
- Luscious red heart-shaped candies with waves of creamy white frosting, $2.00.
- Valentine mobiles.
- Love books, Hollie Hobbie plates, love statues, music boxes
- beautiful scented candles and lavish candle rings.
- and on, and on, and on

Happy Valentine's Day from
Westenberger's Gift Store
Downtown, Main at Strong's
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. Chester Chapel. Weekday masses, Tuesday through Friday, 11:15 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 Camen Cen ter.

Plaetarium Series: 3 p.m., Science Building. "Astronomy Enter s the Modern World."

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

Department will host a reception for Dr. Zewienieki will presen t a public lecture in -

Pre-registration should be done by contacting the Office of Extended Services. Room 117 Main, ext. 397.

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

World."

THE ORTHOEDS

- JEANS - JEANS - JEANS - JEANS

ERZINGER'S

Alley Kat Shop

Tom Kat Shop

SEMI-ANNUAL JEAN TRADE-IN SALE

ONE WEEK ONLY

Bring in Any Pair of Your OLD JEANS
(ANY CONDITION)

AND RECEIVE

$2.00 off on A NEW PAIR OF JEANS

Sale Starts Fri., Feb. 9 - Ends Sat., Feb. 17

*ALL FAIR TRADE ITEMS EXCLUDED

JEANS - JEANS - JEANS - JEANS
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 intramural staff members who officiate at the various games. In games featured this week:

1. North Smith defeated 4 North Smith, 46 to 31. Mark Rosecky scored 18 points in that game.

2. 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.

3. West Knute defeated South Smith, 41 to 22. Bob Hildebrandt netted 17 points for South.

Gill Jneshki 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, 41 to 23. Jerry Roebeck 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 45 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 chucked up a convincing thrashing of Bow Hansen 40 to 31, 56 to 13. Lynott and Hildebrandt netted 17 points each for the winning Taxi line.

The Vets displayed a balanced attack as they dropped Siasfet, 46 to 28. Ted Rathert and Bob Schilfbauer scored 12 points each while Mike Lubenick 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 these forsaken, forgotten, furtive failures; that faulty five: Fishnutt. The Townies tried to make the point scored 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., 46 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 Turc of West led all scorers with 18 points to 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.

Glutens Maximum continued its winning ways as they trampled the Marauders, 73 to 41. Gary Roy led Maximum with 26 points.

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

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.

Friday, February 9, 1973

24 HOURS OF MADHOUSE STEREO PRICES

THURSDAY 12 P.M.-12 A.M. FEB. 15

PRODUCT LIST MADNESS
BSR 510 Recorder Change $64.50 $35.00
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Koss HV 1 Stereo Headphones 39.95 29.95

FRIDAY 12 P.M.-12 A.M. FEB. 16

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Fisher Model 390T - 140 Watt AM/FM Stereo Receiver 349.95 279.95
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LOTS OF INSTORE SPECIALS
HOURS: MON. - FRI. 12 - 9 PM; SAT. 9 - 6 PM
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 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 21-16. Baskets by Mike Stansell, Bruce Weinkauf, and Matt Smith moved Point within six. Fearful that the Point comeback was not about to stop, Warhawk Coach Elzi Crogan quickly called a key timeout.

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

Point Coach Bob Krugger 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."

Krugger also added that both Stansell and Weinkauf had played a great game.

Point's overall offensive attack was very balanced, with Stansell leading the way with 18 points. Weinkauf poured in 13; Smith and Cal Kuphalf 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.

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 5-7, 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 Krugger, came on strong against Platteville. Pointer guards Cal Kuphalf and Bruce Weinkauf broke the game wide open in the first half by scoring 21 points between them. The Pointers poured in 15 of 29 shots from the field for an impressive .51 percent. They added 12 out of 14 from the free throw line for almost 86 percent, which just about doubles Witt Chamberlain's career average.

Coach Krugger 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."

Krugger 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. Fortwards 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 12 points in the final 2:30 of the first half and were leading 22-10 at the half.

Poitners Outshoot Platteville: 74-62

Pointers had scored 11 unan- swered points to take a com­ manding 22-10 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. Kuphalf led both teams in scoring with 26 points, con­ necting on seven of 12 shots from the floor and adding six of 10 from the penalty line. Weinkauf pumped in 16 points, and Haka and Mike Stansell added 11 and 9 respectively. Stansell led the Pointers in rebounds with 14, and Les Gruner grabbed another eight.

The Pointers started off strong in the second half. Haka hit a 10-foot jumper to give the team a 25-17 lead with 14 minutes remaining. Point took the lead to 40-23 with 11 minutes left, and eventually built the margin to 62-36 with 7:44 remaining in the game.

The Pointers outscored the Pioneers 46-36 in the second half.

The Pointers outscored their opponents 37-31 in the second half.

The Pointers had 11 three-pointers in the game, led by Haka with 4.

The Pointers had 30 assists in the game, led by Stansell with 6.

The Pointers had 19 turnovers in the game, led by Stansell with 5.

The Pointers had 23 rebounds in the game, led by Stansell with 8.

The Pointers had 21 field goals in the game, led by Stansell with 7.

The Pointers had 14 fouls in the game, led by Weinkauf with 4.

The Pointers had 8 blocks in the game, led by Haka with 2.

The Pointers had 7 steals in the game, led by Stansell with 2.

The Pointers had 13 assists in the game, led by Stansell with 6.

The Pointers had 27 rebounds in the game, led by Stansell with 8.

The Pointers had 24 turnovers in the game, led by Stansell with 6.

The Pointers had 20 field goals in the game, led by Stansell with 7.

The Pointers had 11 fouls in the game, led by Weinkauf with 4.

The Pointers had 6 blocks in the game, led by Haka with 2.

The Pointers had 6 steals in the game, led by Stansell with 2.

The Pointers had 13 assists in the game, led by Stansell with 6.

The Pointers had 27 rebounds in the game, led by Stansell with 8.

The Pointers had 24 turnovers in the game, led by Stansell with 6.

The Pointers had 20 field goals in the game, led by Stansell with 7.

The Pointers had 11 fouls in the game, led by Weinkauf with 4.

The Pointers had 6 blocks in the game, led by Haka with 2.

The Pointers had 6 steals in the game, led by Stansell with 2.