



IRIS '71

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IRIS '71

War and Peace Issue

WAR AND PEACE . . . THE OPINIONS OF TWO VETERANS

BY BRIAN SHUMWAY

In war and in peace everyone has his opinion about the military and war. Many have never been in the military service and some never ask a veteran of the military how he feels, either because he knows of no one in the military but mainly perhaps because people feel that a military person has fixed ideas about the military and war.

Mike Bahn and Tom Van Drasek are students of WSU and both veterans. Here are some of the things they had to say about war and peace.

Tom and Mike both enlisted, and for the most part they felt that they did not get a "raw deal" from the recruiter, although Tom felt that the recruiter told them nothing in terms of what to expect as far as military life. Tom termed the recruiter as being "ambiguous about what to expect."

Both veterans were members of the Air Force. They felt that the basic training they went through was more of a mental discipline than physical. These vets were quick to point out that such was not the case of combat oriented branches of the service such as the Army or Marines, where emphasis is on action derived by direct order and to obey instantly. Basic training, the vets found, was more inconvenient than anything else. Basic training is more of a "common denominator" according to Mike Bahn, where everyone, by means of haircuts, uniform, and control of their lives, is placed on an equal basis.

Both vets felt that the schooling once they got out of basic training was adequate to very good. Mike was a Vietnamese translator-interpreter and spent over a year training in the field.

Tom Van Drasek felt that in a democratic manner there must be some relaxation of the strict discipline. Mike felt that strict discipline is a necessity for some people in the service, but for most this discipline is unnecessary.

Both Tom and Mike felt that the best experience they got out of the service was the chance to travel abroad. Mike was in Viet Nam and enjoyed talking to the Vietnamese peasants. Tom was stationed in Korea and enjoyed the chance to travel in that country. Tom said you may not see the best places or people at their best, but you do see new things. Tom and Mike could not think of a really bad experience in the service, but Mike related something that one of his friends said to him about their flying duty in the service. It's "hours of sheer boredom, moments of sheer terror." I remember a

friend of mine who was in Viet Nam and in the first 12 days of his stay he was rocketed and bombed 8 of those 12 days.

What about the war in Viet Nam? Tom felt that right now we should not be there and that the war in Southeast Asia is ridiculous. Tom also felt that in 1961 and in the present there were times when we could have helped in a limited way. Mike had the "gung-ho" spirit at first, but he said "this changed to a more mature insight of what was happening." Mike felt he didn't come back with many questions answered. He said that "on a tactical level the war is a gross insidious thing; neither side is right. We could have ended it long ago."

I asked both Tom and Mike if they had any trouble readjusting to civilian life once they were discharged. Tom had little trouble readjusting but Mike said he had some trouble. Mike said that the time span from Viet Nam to California was only a matter of hours and that the changing of primary groups, that is, military life to civilian life, was so abrupt that it took some readjustment.



I CAN REMEMBER A DAY

BY MARC VOLLRATH

Reflective thought is encouraged by trying and unpleasant situations. The following piece exemplifies this. It is emotion put into words, and an attempt for a silent voice to be heard by deaf ears. I CAN REMEMBER A DAY was written as a protest against ignorance, forced conscription, and senseless harassment. Its mood reflects the past while being firmly anchored, unwillingly, in the "present" which the United States Army had forced upon the writer. Its specific target was militarism and the master to which every soldier is a slave — the Army. After it was written, however, it could be seen quite clearly that it reflected our entire society as well.

A soldier is forced to wear the uniform of his country; a businessman, however, must wear the conventional suit and tie — the uniform his sphere of society dictates. While the voice of a soldier is only as loud as the rank he wears, likewise our society will not tolerate "waves" to be created by subordinates on the totem pole of civilian life. The military boasts generals and privates, while our society has rich and poor. Just as generals won't listen to privates, the rich of our social structure have no time for the poor. While generals control the war from behind a desk, the privates are dying on the battlefields, and while the rich men start the wars, and continue them, the poor men are forced to fight them. The comparisons could go on and on. Hopefully, someday they won't have to. If they do, we'll all have to pay for it.

I can remember a day
when I had clothes — my own
and a personality
and a character
What I wore
told what I might be
but now I have only clothes
and I'm hidden by them
I can't be me
but only what these clothes
make me
and I'm a fake
they may be my size
but they don't fit
I can't put my heart into them

I can remember a day
When I had a mind — my own
I used to think
but now that could only
get me into trouble
I used to ask questions
but now there's no one to answer them
or even to listen
and besides
a question shows you think
and now
that could only get me into trouble

I can remember a day
when I had a smile
but that frowned away
when they took my hair
and gave me these clothes
but, really —
is a smile that important?

I can remember a day
when I had hair

and didn't think about it
nor did anyone else
Then it was important
to develop what was inside my head
instead of worrying
about what was on top of it
I'm glad that's all changed
because it's so easy
to have your hair cut
and so difficult to think now
and besides
that could only get me into trouble

I can remember a day
when I used to question things
not to harm them
but to help them
not just to change things
but improve them
if I could
it's a relief
knowing I can't
because others do it for me
without thinking
or questioning
but they've worn these clothes
for so many years
they don't have to think
and have probably forgotten how to

I can remember a day
when I could think
and ask questions
and be myself
without worry
because I wasn't bad then
only myself
and now
I'm a fake.

DROP OUTS OR COP OUTS?

BY MARC VOLLRATH

With nary the sound of a single gunshot the cultural revolution began. It started as quietly as the sound of a growing hair follicle and a questioning thought. Bloodless in its conception, the growing pains are now being felt on the battlegrounds of our nation's campuses as educated individuals question the values of the uneducated and blind conservatives. Today, anyone who questions may be stereotyped a radical, and if his hair is long — a communist.

We are a society of communists. Why? Simply because many identify with this stereotyped individual — and because the "American Dream" of a status quo society is a nightmare. Some consider anything deviating from the "norm" as communist inspired. Governor Lester Maddox of Georgia even envisioned sex education in our schools as a "communist plot" to corrupt the morals of our youth.

Had the American revolution of 1776 occurred two hundred years later it, too, would probably have been blamed on communists. Today, millions of people flock to church to worship perhaps the greatest radical and revolutionary of all time — Jesus Christ, who, in his time was considered a visionary, operating under the aliases of "King of the Jews," "Son of God," and a few others. Today, His radical teachings of yesteryear are completely acceptable. That same man, however, would have a hard time landing a teaching job in Stevens Point without His name to fall back on, because of His shoulder length hair and beard. Certainly no self respecting parent would want their son or daughter attending a school with a freak like that teaching their kids! It is, indeed, surprising that the shoulder length locks of Christ weren't sheared off the wooden replicas of Him that bedeck our present day churches in order to make Him "fit in" with present day standards. Long hair was "in" when Christ taught His radical ideas. The world wasn't ready for Him — it crucified Him; but only for His ideas. Today, people are crucified, figuratively speaking, for both.

At Stevens Point, basically conservative place that it was, hair was short enough so as not to offend anyone driving a Ford four door sedan with a "Love it or Leave it" bumper sticker. Two years ago, though, something started to happen. The "jock" image, and the short hair that goes along with that "all American" look, was no longer the desired image to flaunt. The Vietnam fiasco and the billions of dollars being poured into it caused the educated American student to question the misdirected sense of values being employed by our government. The student saw billions of dollars sent to the moon, while back here on earth our own people were starving, and no black man was really free. He also saw that *no man* was really free as long as he was forced to fight in a war he believed to be wrong. He saw cigarettes proven to be the cause of cancer and heart disease, yet remain on the market, while at the same time marijuana, never having been proven harmful, remained illegal. He smoked it anyway, and was a criminal for it whether caught or not. The law no longer was his friend — to be respected, but his enemy — to resent. He even questioned the

existence of God. Wanting no part of the old American scene, he dropped out. Long hair was a good way to isolate himself from a straight society and, with it, he could identify as a member of the new one. He could raise the eyebrows of the older generation. He didn't look like them, and because of it was called a faggot. His ideas were new, and because they were not understood, feared.

Campus unrest became a normal occurrence. At first, peaceful demonstrations were the only occurrences. Like the "Freedom Riders" of the pre-Civil Rights era, however, they accomplished little but create a public awareness of "weirdos" protesting. To the conservative public it was regarded as "juvenile." Violence seemed the only answer. Soon the National Guard was on campus so frequently it probably could have audited classes had it wished to.

The "cause" of the questioning American student was greater in its interim than in its conception. The following had grown from handfuls to hordes. Its ideas, seemingly radical, were nothing more than the struggle to regain lost rights — the basis of our constitution, a document that has become idealistic in fact, rather than realistic. All across the country students fought for their beliefs — some even died.

These were, briefly, some of the reasons for long hair — to rebel against a society of misguided politicians who value a buck more than a human life; who think it's more important to discover the moon isn't really made of green cheese after all, when we still can't even communicate with our neighbors. To this cause people dropped out and grew their hair long. Sincerity started it; now conformity may ruin it.

Why? Because long hair is the "in" look and some people identify with the look rather than with the cause. Many actually oppose it. Unfortunately, the "new" society is just becoming the old one with a new look. Many who "drop out" of the old one by growing long hair still march off to "unholy wars" when their number comes up. Apathy can't be covered by long hair — only masked. A braless woman's chest may sag a few more inches, but if her mind isn't free she's still the same girl who wore the twelve dollar Playtex long line. Rejecting a two hundred dollar Hart-Schaftner & Marx suit for Grundy bell bottoms is only a start. If the person that wears them isn't doing it for any other purpose than identification, he's still, in reality, wearing that suit.

A long haired, money hungry freak playing the role of a social drop out can fool a great many people. Rock Fest promoters, for example, grasped for the fast buck by pushing "bread" hungry rock groups at an unsuspecting or uncaring public.

Who are the real people under that long hair? There are no programs — so we can't tell who are the actors. The truth is only inside of us — each of us. If we are real we know it, and if we're fakes, we're only kidding ourselves.

THE DRAFT

BY MARY MAHER

The draft is a means of involuntary conscription, dedicated to the principle that all young men are created equal. The draft is the law and because it is the law it is a strictly enforced system, endowing every young man at the age of nineteen with a lottery number. The draft allows for only certain exemptions and regulates the use of these very closely.

On the other hand, the draft is a complex mass of confusion, confounding even the brightest interpreters of the law, and subject to periodic change and revision. There are deferments and exceptions, which sometimes are one and the same, and there are certain things you must be cautious about if applying for a new classification, particularly a CO.

Consequently many people subject to the draft between the ages of nineteen and twenty-six are not adequately informed on their rights under the Selective Service Act of 1967. There are draft counselors qualified to assist in alleviating some of the misunderstanding and calculated to assist you in your own interest, more so than your local Selective Service office. With this in mind, check your knowledge and determine if you need help.

When a young man turns eighteen, he is expected to register at his local draft board within five days after his birthday. He fills out a simple address form and is done until several months later, when he receives in the mail a "Classification Questionnaire" which is form 100. Now the difficulties begin. He must fill this out accurately for it is on the basis of this form that he is classified when he reaches nineteen. Here he must specify marital status, give information on his family and occupation, and, also, if he hasn't already filed for the status, claim he is a conscientious objector. He will receive additional forms in the mail pertaining to any claims such as this.

In the calendar year following the calendar year he turns eighteen, the young man is in his year of "vulnerability." He becomes part of the lottery in the year he turns nineteen and is top priority starting the next January. If his number does not come up during that first year he then goes into second priority in the second year. If he is still not called up, he is given a third year priority and so on until

he reaches his twenty-sixth birthday. After the first year, there is little chance that he will be called up unless the planes start flying over Pittsburgh.

If you haven't done a double-take already, congratulations. The priority business that came with the lottery system is merely a newer means of confusing the already confused "orderliness" of the draft. Not only that, but about the middle of the year when a lot of II-S deferments ran out, those with a number that is on the borderline can take a second breath since the draft board picks up every month at the loss of deferments, particularly in June. If a young man has a deferment for his first year, his year of vulnerability is postponed until that deferment runs out.

The use of deferments or exemptions, where certain omissions are made in cases concerning specific difficulties for the young man who is otherwise eligible, is an aspect of the draft that borders on a science. If you understand it well enough, it might be possible to claim any one of them with complete honesty since this is one of the more "shades of gray" features of the sometimes indiscriminate nature of the system.

Some deferments have been abolished with the coming of the lottery, but if you claimed certain deferments before April 23 of 1970, they stand until expiration. These are the Fatherhood and Occupational deferments, III-A and II-A classifications, respectively. That is, with the III-A, if the local board has been notified of a child, born or conceived before April 23, 1970, and that child is or will be a dependent, the registrant may have a legal deferment, providing he has not filed for or received a student deferment after June 30, 1967. With the II-A, a request for exemption for necessary employment, if it was requested before April 23, 1970, the deferment is given at the discretion of the draft board.

The student deferment, II-S, is of interest to many in the university situation, but there has also been a clamping down on the issuance of these. The young man must meet certain requirements in order to attain as well as retain the deferment throughout the duration of his studies. The applicant must be under the age of twenty-four. He must fill out form 104, which is a request for an Undergraduate Student deferment, and the school he is attending must complete form

109, a Student Certificate. In addition, he must be a full-time student making satisfactory progress toward graduation. There is some misunderstanding over who determines what is satisfactory progress and some guys have been hassled by their draft boards concerning this when it is actually the school that has the right to decide. It is illegal for the draft board to take that responsibility. The hitch with this and all deferments is that when it is ended, your year of vulnerability begins and you are given an "extended liability" which makes you technically eligible until age thirty-five.

Another deferment which is similar to the II-S deferment is the I-S. This covers two different academic situations. If a young man is under twenty years of age and is attending high school full time, he is given this classification to protect him from the draft. The other possibility is a deferment until the end of the school year for an undergraduate who has been called for induction before the end of the academic year. It only defers for one year and may not be renewed.

Other deferments possible are I-Y, which is a physical or mental deferment; II-C, an agricultural deferment which depends also on the April 23rd deadline; IV-B, which exempts government officials; an alien deferment, IV-C; deferment for a student of the ministry, IV-D; IV-F, not qualified for any service; and V-A, too old to serve.

These are all classifications that are alternatives to a I-A classification, and should be looked into with the aid of a draft counselor since it will otherwise result in ultimate confusion.

The other possible "deferments" that have seen some use of late are the two forms of the conscientious objector classifications I-A-O or I-O. Out of the total 22,168,782 current registrants, 28,188 have CO status. It has become a popular business and subsequently a difficult and of course confusing process.

First of all, the CO's stand is that he feels war is wrong, for religious or non-religious reasons. The basis for his acceptance is his sincerity. The CO is not a draft dodger since he does alternate service of some kind. Therefore the CO status is actually not a deferment but a recognized objection to war and an unwillingness to kill.

A CO cannot be selective about the wars he would fight and in his appearance before the board, he is

tested on this with such questions as, "Do you think Israel should defend itself?", "If a nation suffers unprovoked attack, should it not defend itself?", "Should we let the communists suppress the Vietnamese people?"

In filing for the status, the young man must fill out a special form 150 for conscientious objectors which requires written justification of his belief and references of people who will give information concerning the nature of his religious training and beliefs. It is wise to seek the assistance of a draft counselor in applying for the CO status, since there is much involved here and unless a young man knows his rights and choices, there could be a mix-up that might result in an unnecessary prison sentence or a hitch in the Army.

The registrant may file for a personal appearance but must do so within 30 days of the mailing of his classification. This time period cannot be extended except in cases where a courtesy transfer may be made to a more conveniently located draft board.

The careful manipulating of a personal appearance to appeal a classification is all important. The registrant should review any other appearance he's made to sight difficulties encountered. He should look over and be familiar with all of the forms and information previously received from his draft board. He should know his story and his rights. This is his chance to change the board's decision and present any new material pertinent to his claim.

It is a must for all registrants, for their own safety and regardless of the status or claim, to maintain copies of everything sent to the local board and everything received from them. Every statement should be in writing and all appearances should be objectively recorded afterwards. The draft board should always be notified of any changes that might occur affecting status. If a registrant qualifies for any other deferment, this will be considered before an I-O classification.

There are two separate forms of CO classification which allow for increased variety in the draft system. The I-O is one most people are aware of. It allows for alternate service in civilian work which means hospitals or other non-profit organizations or government work. It must be a continuous 24 month job, with exceptions. The I-A-O classification is given when the specifications for appeal require only that no weapons be used. This is a CO available for noncombatant duty only. He spends his two years

in the military but is assigned to medical tasks such as a medic in a combat unit. He is trained as vigorously as an I-A, but is not required to pick up a gun. The balance of his training takes place at the Medical Training Center, Fort Sam Houston, Texas.

Finally, it is necessary when giving or receiving information about the draft to realize the nature of its flexibility. Certain laws make it impossible for all facts to remain in effect continually and it is conceivable that any of it could be outdated at any time. For instance, by the time this is published, CO's with an I-O classification may be in for three years instead of two.

The draft is a difficult system to fight and for those who wish to do so or for those who merely wish to know more about what to expect, several books are very helpful. The Central Committee for Conscientious

Objectors puts out the *Handbook for Conscientious Objectors*, edited by Arlo Tatum, which explains much more thoroughly what has been delved into here.

Tatum also puts out, with Joseph S. Tuchinsky, a *Guide to the Draft*, explaining in plain English all the essential aspects of the draft.

Both these publications and other valuable services are available at the Stevens Point Draft Information Service at 1125 Fremont. Reverend Richard Steffen will assist interested young men who find it applicable to have assistance and advice on the draft.

So don't believe everything heard through the grapevine. Turn to sources that are reliable in interpreting the draft. It's a system that has no equal in confusion or in the consequences to a young man's life. Use it with caution.

SELECTIVE SERVICE SYSTEM

Form approved. Budget Bureau No. 33-R102.13.

CLASSIFICATION QUESTIONNAIRE



DATE QUESTIONNAIRE RECEIVED AT LOCAL BOARD

Date of Mailing

COMPLETE AND RETURN BEFORE

1. Name of Registrant (First) (Middle) (Last)			2. Selective Service No.	
3. Mailing address (Number and street, city, county and State, and Zip code)				

(The above items, except the date received back at local board, are to be filled in at the local board before the questionnaire is mailed.)

INSTRUCTIONS

The law requires you to fill out and return this questionnaire on or before the date shown to the right above in order that your local board will have information to enable it to classify you. A notice of your classification will be mailed to you. When a question or statement in any series does not apply, enter "DOES NOT APPLY," or "NONE," otherwise complete all series.

The law also requires you to notify your local board in writing, within ten days after it occurs, of (1) every change in your address, physical condition and occupational, marital, family, dependency and military status, and (2) any other fact which might change your classification.

Fill out with typewriter or print in ink.

.....
Member, Executive Secretary, or Clerk of local board

STATEMENTS OF THE REGISTRANT
Confidential as Prescribed in the Selective Service Regulations
Series I.—IDENTIFICATION

1. Name (Last) (First) (Middle)				2. Date of birth	
3. Other names used (If none, enter "None")				4. Place of birth	
5. (a) Color eyes		(b) Color hair	(c) Height	(d) Weight	6. Citizen or subject of (country)
7. If naturalized citizen, give date, place, court of jurisdiction and naturalization number					
8. Current mailing address					
(Number and street or R.F.D. route)		(City, town, or village)		(County)	(State) (Zip code)
9. Telephone No. (If none, enter "None")			10. Social Security No. (If none, enter "None")		
11. Name and address of person other than a member of my household who will always know my address					
(Name)			(Address)		

SSS Form 100 (Revised 6-8-67) Supplies of previous printings shall be used until exhausted.

HISTORY OF ROTC AT WSU-SP

BY SANDY HEMAUER

A Reserve Officers Training Corps (ROTC) was initiated on the WSU-SP campus in the fall semester, 1968. As stated in the 1968 catalog, "WSU-SP and the United States Army will jointly offer military training leading to a commission as an officer in the Regular Army or the reserve components of the Army."

The ROTC program has been under consideration for this campus since February 2, 1966, when Dr. Kurt R. Schmeller, Assistant to the President, inquired of Robert S. McNamara, Secretary of Defense, regarding the establishment of a ROTC program here. At that time only one such program existed in the WSU system which was an Air Force ROTC unit at Superior, initiated in 1947.

From Schmeller, the matter was handed to Acting President Haferbecker, May 23, 1967. At this time Colonel John R. McLean, Professor of Military Science at UW-Madison and ROTC coordinator for the Fifth Army indicated an interest in opening up additional units on WSU campuses. Acting on this request, Haferbecker on May 26 wrote to the Commanding General of the Fifth Army stating in part "We know that the students generally in the Wisconsin State Universities would like to see such programs established on several of our campuses."

Further information and an application was received. The Academic Council at WSU-SP voted on June 19, 1967, 12 in favor, 2 opposed, to support the application of the university for a ROTC unit here in the fall of 1969.

At a regular faculty meeting on October 5, 1967, Haferbecker reported on the application for ROTC. A motion that the faculty recommend withdrawal of the application by the Acting President was discussed at length. The motion was defeated, however, by a vote of 93 to 68.

On November 24, 1967, notice was received from the Secretary of the Army, Stanley R. Resor, that WSU-SP had been selected as a senior ROTC unit. Enrollment was to begin for the fall semester, 1968.

On January 30, 1968, Haferbecker appointed 6 faculty members and 1 student senate representative to a Special ROTC Curriculum Committee. This committee held several open meetings between February 12 and March 27. On April 5, 1968, the committee submitted its recommendations to the Faculty Curriculum Committee which approved the ROTC curriculum proposals on April 17. Copies of the proposals were distributed to the entire faculty.

The ROTC curriculum was considered by the

faculty at its regular meeting of May 2, 1968. After extended discussion, the curriculum was approved by a vote of 67 to 52.

The ROTC curriculum was offered concurrently with regular undergraduate courses in the fall, 1968. The curriculum provided a course of military training consisting of two years basic and two years advanced study. As stated in the 1968 catalog: "The training is designed to prepare students to enter their military service in a leadership capacity as commissioned officers and to lay the foundation for future Army leaders in time of emergency."

During the advanced course the cadets receive an allowance of \$50.00 per month. During a six-week advanced summer camp period the cadet is paid \$208.00 per month, based on one-half the pay received by a 2nd lieutenant. A student may apply during his sophomore year for the advanced course. A six-week basic summer camp previous to the junior year satisfies the two-year basic course requirement for those who are not enrolled in ROTC during the freshman and sophomore years. Cadets who complete the ROTC program receive 16 ROTC credits applicable toward a degree.

In the fall of 1968 the Military Science Department had four faculty members. ROTC enrollment at the beginning of the semester was approximately 200 freshmen in the basic course and 14 in the advanced course. Approximately 125 freshmen remained at the close of the semester. Eleven seniors comprised the first ROTC graduating class in spring, 1970.

In the fall semester, 1970, the ROTC program enrolled approximately 140 freshmen and retained a total of approximately 65 upperclassmen. Four faculty members remained. No major changes have been made in the program since its initiation.

ROTC also offers extra-curricular activities to its members, the largest organizations being the Pershing Rifles and the Rangers. ROTC also sponsors a Military Ball each spring.

Currently, ROTC senior units exist on approximately 279 United States campuses. Approximately 750 junior units are in operation at the high school level. ROTC enrollment at the college level has generally declined over the nation during the last few years. However, possible increases are in sight with proposals to raise the ROTC scholarship quota and to double the monthly allowance to \$100.00.

Lee Sherman Dreyfus, WSU-SP President, currently represents the Fifth Army on the Army Advisory Panel on ROTC Affairs to which he was appointed in October, 1969.

MILITARISTIC AND PACIFISTIC . . . IRRATIONAL?

BY LAURA THILL

CATHIE MORTENSON

NANCY CORDY

War is a game people have been playing since time began. At first, war was recognized as a survival game. One individual possessed a necessity which another individual wanted. The result was a fight to acquire a desired object — at any and all expense.

Next, war became a game of "you have it and I want it." War then progressed to a game of corporate interest and business ethics.

The contemporary position which war maintains may appear precarious but the inevitability of war still exists and will continue to exist until human beings adopt a more satisfactory method of solving their disputes.

The guidelines for the war game are not structured by the gun and bomb or knife and blood format. War involves any dispute, psychological or physical, between two human beings.

In an attempt to present several divergent views on war and peace, or militarism versus pacifism on this campus, interviews were conducted with Lt. Col. Neil O'Keefe of the Military Science Department; James Missey of the English Department; and David Wrone of the History Department. The interviews were conducted separately to avoid rhetorical debate.

The general format of the questions presented to the three men were essentially the same. Changes occurred only where a question was not applicable to the particular interviewee.

IRIS: What made you choose the military as a career?

O'KEEFE: Having entered the service as an ROTC

graduate, I found that the responsibilities given to me as a commissioned officer were challenging and the positions held, interesting and rewarding. Military life appealed to me in most all respects. Therefore, based upon actual experience, I chose to make the service my career. Although pay and other benefits are not as great as found in many other professional fields, they are adequate. One particularly attractive aspect, of course, is the opportunity to travel and meet other people from different lands and cultures. There is also a sense of pride and satisfaction that one feels in serving our country, which is much the same as that realized by teachers, doctors, politicians and other similar vocations. The past 19 years on active service have been most gratifying and satisfying, and, because of these and many other favorable qualities, I would certainly select the same profession again, given the opportunity to do so.

IRIS: What incident or incidents caused you to follow pacifism?

MISSEY: I suppose I was first turned on to pacifism when, as a freshman in college, I was rather active in the Methodist Church. I met a number of people in that context, both students and ministers, who favorably impressed me by the qualities of their lives; and so I was in a sense forced to examine their beliefs and to reevaluate my own skepticism concerning pacifism. I should add that, though I was first introduced to pacifism within Christianity, I do not believe the doctrine of nonviolence (which I tend to use interchangeably with pacifism) is confined to that religion: indeed, I no longer call myself a Christian.



O'Keefe receives petition during ROTC protest held March 24, 1971



IRIS: Where did your interest in the irrational originate?

WRONE: My development of awareness of the question of peace and war gradually emerged out of scholarly pursuits on the source of the irrational in modern society.

IRIS: What is your opinion of the current "peace movement"? Do you think it is effective?

MISSEY: The peace movement, of course, is a mixed bag: some parts of what many people think to be the peace movement are not anti-war but anti-imperialist. In any case, I do not support those elements of the anti-war movement which condone violence, for violence doesn't stop violence but only extends its area. Nor do I support the moderate wing of the movement, which believes in petitioning and writing letters of the government and in electing so-called peace candidates to office. People need to take a much more active control of their lives, including the making of peace. Hence, what I do support is vigorous, nonviolent direct action, like draft resistance, war-tax resistance, fasting, strikes, boycotts, and nonviolent obstruction of violence.

As to whether I think the peace movement has been effective, it's very difficult to say. On the one hand, the Indochina War has not been stopped, but on the other hand the War might've been greatly escalated on both sides if there had not been a strong peace movement in this country to check our government. (The movement's ability to restrain the war-making of our government has indirectly been a brake on the other side.)

But the questions of effectiveness are ultimately not the right questions, even though some of the things I said in the preceding paragraph may imply that I think effectiveness is an important consideration. One can never know what the consequences of an act will be, so that whether to commit the act

must be determined in terms of its intrinsic rightness or wrongness rather than in terms of what its effects will be.

WRONE: I group the peace movement with the military and feel it is possessed of precisely similar principles that would require lengthy discussion for a full understanding of the point. To my mind, the peace movement with its historical antecedents largely accounts for the continued existence of war. In addition to a failure to be well read, peace advocates center in false questions such as the role of the individual in society, the crude emoting over men and incidents and the worship of their ideas like a revealed religion. Their (peace advocates) definition of peace is false and what they seek and call peace is not peace. But, if one's heart and mind are suffused with the cause, all criticism must be mistaken, they aver.

O'KEEFE: The question is very broad. The divergent views of the many people who are, in varying degrees, associated with the peace movement are often complex and frequently contradictory. We must be very circumspect about generalizations. My guess is, however, that for every "member" who is sincere, informed and motivated by the highest ideals, there is a corrupt counterpart whose motives are false, deceitful or even sinister. Are they effective? To the extent that their agitation makes us think, invites self-examination, makes us review our positions, there is a great deal of good done. But "they" should do the same. I have no doubt that the movement, on occasion, has harmed the "public interest" of the United States and the so-called "Free World." Constructive criticism should be their goal.

IRIS: What is your opinion of U.S. involvement in Southeast Asia?

WRONE: America is in Southeast Asia to impose an American empire and develop a bastion from which to continue a twenty-five year old attack upon Red China. "Democracy" and "freedom" are hollow dogma to allow the intellectuals and liberals to apologize

for the attack and a method of brain-washing the American public. Needless to state, we do not require an empire to maintain a decent American life; we need one to maintain a military machine to attack China. I also "feel" the thrust of Jim Garrison's book, *Heritage of Stone*, is sound: Military-business groups murdered John Kennedy because he was stopping the American military and withdrawing us (America) from Southeast Asia.

O'KEEFE: The answer to the question of whether we should have intervened in Viet Nam or not will be discussed, debated and argued for many years to come. I'm sure certain decisions made by Presidents Eisenhower, Kennedy and Johnson would have been different if it were possible to view the entire situation in retrospect. No matter what has taken place in the past, I do think now is the time for the United States to disengage.

MISSEY: It's wrong.

IRIS: Do you favor the troop withdrawal as an effective means of ending the war? Why or why not?

O'KEEFE: I believe President Nixon's timetable will end, or all but end, U.S. ground participation in Viet Nam. This plan is rational, feasible and desirable. Accordingly, by June, 1972, only a relatively small number of American troops will remain and the burden of self-defense will be properly borne by South Vietnamese troops. We have bought them time, and I feel history will bear this out. Hopefully, the North Vietnamese will be reluctant to deal with a strengthened South and will seek negotiation.

WRONE: I view this question differently than the militant and social pacifists. I would neither fight nor pull out. I would change the present organizational structure in Viet Nam from one for war to one for genuine peace. I would pump \$100 billion into Viet Nam and move in a million more men and make that distant area, when we finished, the finest place to live on the face of the earth. And, it would be Viet Nam for the Vietnamese. I would use unemployed engineers, technicians, craftsmen and scientists, sustained by the military supply systems to build good, true and extremely beautiful roads, homes, hospitals, libraries, parks and so forth. We, as a nation, have the capacity to do this. Certainly we have the idealism. This would help remove the guilt upon the nation's conscience caused by that bitter conflict. You note I did not mention the educational system of Viet Nam. I would leave that entirely to the Vietnamese as we have no one in America capable to advise them or to assist them in building a good system.

MISSEY: I believe we should immediately and unconditionally withdraw from Indochina because it would be morally right to do so. As to whether or not our withdrawal would end the war, I cannot say with absolute certainty; though I'm pretty certain that it would.

Ideally, the decision to withdraw should be made by the men in the



field, who should, rather than waiting for orders on high, lay down their arms and embrace the Indochinese as friends rather than fight them as enemies.

IRIS: What are your opinions of the proposed volunteer armed forces? Do you think it will professionalize and/or improve our armed forces?

O'KEEFE: The Army has been directed to move full speed towards a modern volunteer Army. This will not happen overnight. In order to achieve this goal, the Army will have to make drastic increases in regular enlistments, re-enlistments and the number of volunteers in the Army reserves and National Guard. A three-fold program has been initiated recently, that of improving professionalism, service attractiveness and public esteem. It is evident that effective efforts which will help us achieve a volunteer Army will have to include good pay, good benefits, good housing, good morale and public respect. There are many things we will need if we are to reach our goal, but none of these needs is more important than the support of the American people. Regardless of changes made within the Army, our goals will not be met unless we receive support from the Administration, the Congress, news media, civic, business, education and religious leaders, and the general public. To those who say the Army is dreaming the impossible dream when talking about an all-volunteer Army, I say, this is our quest, and we invite your help as we move towards this goal. As long as the President and Congress expressly desire an all-volunteer Army, then I feel maximum effort should be made to achieve this objective.

MISSEY: I'm opposed to an armed forces, volunteer or otherwise. If violence is wrong, it doesn't become right simply because someone has volunteered to commit it or take part in it. I don't believe that the state, however, which rests on violence, (armed forces, police, jails, and so forth.) can make the decision to do away with armed forces: I believe that decision must be made by individuals by their refusal to co-

operate with militarism in any form.

As to whether a volunteer system would professionalize the armed forces, I can't say. I don't think it would improve the armed forces, however. For how can you improve that which is basically wrong? If something is wrong, you should try to eliminate it (through non-cooperation, not through violence), not improve it so as to make the wrong thing more palatable.

WRONE: Never have I thought about it.

IRIS: How do you feel about students wearing issued clothing, such as field jackets, jump boots, etc., even though they have no military affiliation and might, in fact, be opposed to the military?

MISSEY: Let people wear what they want to. What counts is not what they wear but how they act.

WRONE: This is looking at force again. If the clothes fit, are clean and the students find them useful for watching telly, drinking, playing pool and study, they ought wear them. Actually, the military ought to provide free to all college students properly fitting shoes, study clothes, and dental, medical and laundry facilities. Military men are experts in this field of supply and could do a handsome job of maintaining young men and women who are often from impoverished families or inadequate financial background.

O'KEEFE: Although in certain instances it tends to degrade a uniform we are all proud to wear, it is obviously nothing but today's fad. All societies go through change and each generation does its thing. I am not overly concerned personally, but I would rather not see a situation where a definite attempt is made to debase the uniform or parts thereof.

(Three questions concerning the New Army were directed to O'Keefe

which were not presented to Missey or Wrone. We feel that these questions are important to O'Keefe's position and should be included here.)

IRIS: What, if any, long range advantages, other than in the military, do you think an ROTC graduate has over a non-ROTC graduate?

O'KEEFE: I feel the ROTC officer's total military experience is definitely applicable to a civilian career. During his tour on active duty he has developed a working knowledge of leadership, personal management, accountability and general business practice. The ROTC graduate has assignments, while in the military, of increased responsibilities, a chance to exercise judgment and make sound decisions. All these assets will benefit the individual upon his return to a civilian profession, no matter what it may be. The experience acquired in just two years of active military service is a significant factor to any future employer requiring an individual possessing managerial and supervisory attributes.

IRIS: How do you feel about the relaxed standards of military life, i.e., beer in the barracks, longer hair, and elimination of reveille, etc.?

O'KEEFE: We live in a changing world; our society is constantly changing. The armed forces should reflect this change. A great deal of study and thought have gone into this area, and most military personnel will agree with the changes made in terms of style, elimination of unproductive work and barracks conditions. I will never agree to relax necessary discipline, and I do not believe we have done so. Don't forget, the Army is committed to establishing an all-volunteer Army at the President's directions. At this point in time, given the enormous changes in society, culture, style, etc., it certainly seems appropriate to review current policies.

IRIS: In connection with this, do you feel that the military is doing this because of pressure from civilian and student protest or do you think that the decision came completely from the Defense Department?

O'KEEFE: As I stated, the armed forces should reflect the society they represent. How much pressure civilian and student protest has had would be hard to determine. As I mentioned above, in going to an all-volunteer Army, a review must be made of all policies affecting personnel, and those that no longer serve any rational purpose should be changed. This is what the Department of Defense has done, and, consequently, personnel policies have been changed and I'm sure others now under study will be changed in the future.

(The purpose of this article was not meant to slant student opinion for or against any of these men or their views presented by the questions addressed to them. We feel that all of their opinions are important and relevant and should all have equal consideration in solving current problems. We also wish to emphasize the views presented are only three alternatives of the extremes of thought of the war and peace issue on this campus.)

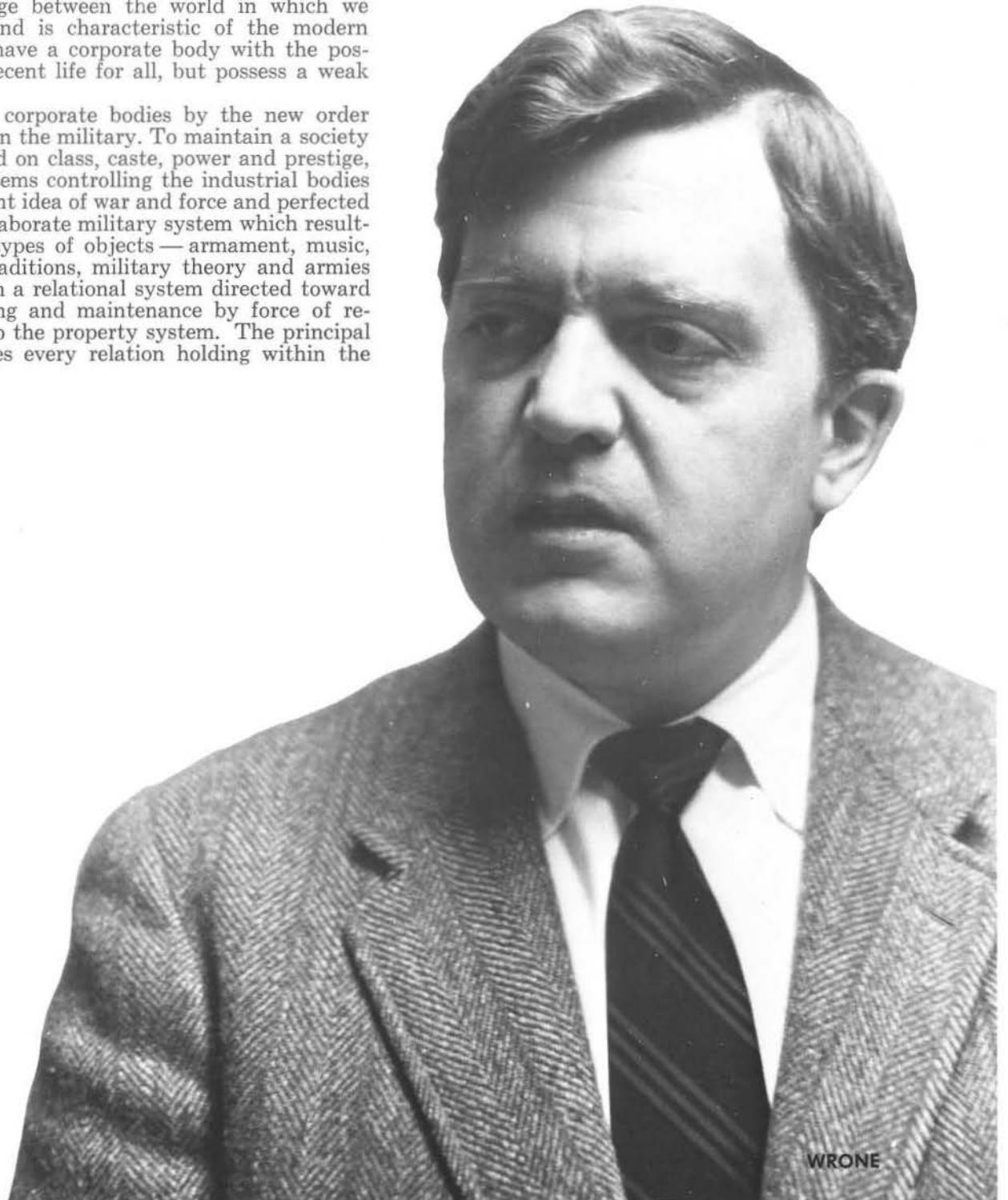
REFLECTIONS ON THE STUDENT AND PEACE

BY DAVID R. WRONE

EDITOR'S NOTE: David R. Wrone, a professor of History at WSU-Stevens Point, reflects in this essay on the issue of the student and the semantics of war and peace. For the student to understand all that war and peace involves, he must devote time and maintain a realistic approach to the issues, then take a stand, according to Wrone.

A unique aspect of the modern era has been the emergence of highly organized corporate bodies. As these corporate bodies have grown, modern thought has moved in a different manner. The philosophical and other thought systems have drawn away from the objective realities and developed abstract concepts. A cleavage between the world in which we live and the mind is characteristic of the modern era. We today have a corporate body with the possibilities for a decent life for all, but possess a weak mind.

One of the corporate bodies by the new order of things has been the military. To maintain a society of privilege based on class, caste, power and prestige, the political systems controlling the industrial bodies utilized an ancient idea of war and force and perfected it highly. The elaborate military system which resulted includes all types of objects — armament, music, medals, rank, traditions, military theory and armies — constructed in a relational system directed toward the end of killing and maintenance by force of restricted access to the property system. The principal of force regulates every relation holding within the



vast system and gives purpose to its aim or end. Citizens moved into this established system of military relations, became an integral part, sustained its principles and values, and then departed. Long after an individual has left, the corporate body remains intact, vital, and continues to act, having an existence quite apart from any person. The overwhelming mass of men who participated in and who are presently participants are good men and possess a high degree of integrity. They are, however, sustained by and have their vital existence in the military system; they incorporate and embody its principles even to death. They and all their public duties are military in nature. From time to time in the brief history of America, the good qualities of these men have issued in noble acts and the military institution has served during peace time as an instrument of genuine reform — for example, J. Pershing in the Moros Islands in 1906 and S. Butler in Haiti in 1916. But the elements mix, in corporate bodies as well as in men, and each instance of military reform of society draws out of and fuses with other vital cultural principles — as with Pershing's use of medicine, agriculture, and town planning.

Today, as so often in the past, the decent qualities within military men are submerged and suborned by the system of relations in which they must stand as military men and in which they have their being. The principles of privilege impede their participation in the Good and tend to thwart the issuance of a genuine cultural act. Military men are not, however, fully responsible for the moralless, or amoral, situation in which they knowingly or unknowingly find themselves. The abstract thought systems of the intellectual sustain the core postulates of the military system. While we could mention the aspects of several theories and positions in most fields of scholarly endeavor that do this, we shall mention only an example from history.

A great dogma exists in the cultural sphere that war has been a creative force in modern American history. The dogma holds that force and military systems have been a necessary quality in the emergence and greatness of American life. Despite the acceptance of this belief by the dominant schools of thought, there is not a fact to support the apologia. In no manner, shape, or form did any American war create a positive factor, serve a human end, or contribute to our genuine vitality as a free and thriving nation. This statement includes the

180 invasions of small countries, 3,000 Indian fights, and the British, Mexican, Russian, Spanish, Japanese, Cuban, German, Korean, and Vietnam wars. It would also include the 5,000 instances of force against American labor. The Civil War, for example, did not free the slaves and World War II had little to do with the suppression of the Nazi doctrine. Obviously, in a severely truncated argument of the nature of this reflection, we can only suggest the general line of approach that is elaborated more fully elsewhere. Our great national vitality comes despite the wars and the use of force, not because of it, and the abstract scholarly dogma merely provides solace and dignity and apologia for the military system. The appeal of the military system to history for its validity is an appeal to myth.

In addition to the dogma of history, the cleavage between modern thought and corporeity of modern life is seen in pacifist thought. An examination of the vast literature on pacifism reveals the abstract and contradictory nature of their thought, leading pacifists to ends other than the ones they ardently aspire to. Most pacifists seldom define what is meant by peace, and those few who do frequently add little. Precisely what is this peace they seek in concrete terms of the world? Peradventure, it is a more profound concept than pacifists have thought it to be. Modern advocates of disputes largely connect with a negative definition of peace, at least this thought dominates the literature. Characteristic elements of the definition seem to lie in the feeling that peace centers mainly in persons, that it is a state of mind and that it requires exemplars and magic to obtain.

Pacifists attempt to achieve peace by converting the mental states of men from military to peace. They must somehow find a way to get into the minds of men in order to cause or activate the peaceful qualities there. This is achieved first of all through magic — the use of paper with writing (a petition) presented to people to change their minds; the use of symbolism, such as a sign waved in front of people's eyes to get into their mental states; walking around objects several times (picket). They also use special potions, formulae, and activity to get into minds — such as fasting, where their hungry belly becomes the means of access to another person's mind. Of course, the fallacy is the presupposition of the existence of the mind as subjective. Fail-

ing in the use of magic, their activities largely center on removing or eliminating persons within the military system as the only certain way to get peace. But the corporate system sustains its active life apart from the people comprising it. Further, the persons they wish to remove, on close examination, turn out to be rather decent people caught by a system. Also, if they do knock out the bad guy or devil, like LBJ, they get another one in his place, like Nixon, and the war(s) go on.

The pacifists appear to be accomplishing little, for the wars go on and the decay within the nation appears to be increasing. Many have an adamant position that one must act, give personal testament as to the true nature of his or her mental state. But this overlooks a basic fact. People in the final analysis do not act; only institutions act. They show little awareness of the nature of a cultural act. Of course, they raise a lot of dust; and it is certainly not the point of these desultory comments that pacifists cannot raise a lot of dust, but they cannot stop war or achieve peace.

The military system and the dominant group of pacifists, it seems to me, have basic things in common. They both use a form of force to achieve their ends. The military use of force is obvious. The pacifists use force in the negation of the person in the military position. The denial of the human quality is precisely similar to the military's use of force to reduce people to inert atoms by refusing them relational access to the Good. On this end, and on many other issues, the pacifists seem to hold to force as a principle to use to deny the validity of force in modern society.

What strikes the observer of the current peace scene is the great stirring within the student bodies toward a, as yet undefined, peaceful world. There are great tasks to be accomplished but they all require arduous, genuine scholarship and hard study to achieve. Only a tiny handful of men and women presently are at work. Students have a splendid opportunity (denied to a system of force) to develop intellectual inquiry into the great problems of a peaceful world. All our old myths and dogmas have to be re-examined to provide a realistic base for the future; all the terms such as peace, war and action have to be clearly defined and their meanings made concrete in the lives of men. The true pacifist is a scholar.

Miss Stevens Point Pageant

BY PAULA TORGESON

On March 27, 1971, the community of Stevens Point watched as ten university coeds competed for the title of Miss Stevens Point. The pageant, held in WSU-Main Auditorium, was highlighted by colorful staging and the vitality of the University Players as they provided three musical arrangements involving the theme "Magic Carousel." Miss Sharon Singstock, Miss Wisconsin 1965, performed the duties of Mistress of Ceremonies.

The audience, composed of families, friends, and well-wishers of the contestants, viewed the finalists in evening gowns and bathing suits. It also delighted in the enthusiasm exhibited by the contestants as each performed her particular talent presentation. Dancing, singing, and floor routines were all part of the pageantry.

Finally, more than a month of lengthy rehearsals and unselfish endeavor on the part of the Stevens Point Jaycees and other civic organizations culminated that night when the judges chose Miss Patti Jacobs as the new Miss Stevens Point. She is a freshman from Wauwatosa, majoring in drama. Patti sang and danced to the tune "On A Clear Day" for her talent presentation.



The ten finalists pose in front of the judges during the Evening Gown competition. They are from left to right: Dottie Howlett, Judy Caldwell, Shawn Granger, Nancy Schmidt, Christine Johnson, R. Candie Erickson, Sue Anderson, Patti Jacobs, Shirley Badke and Miriam Olson.



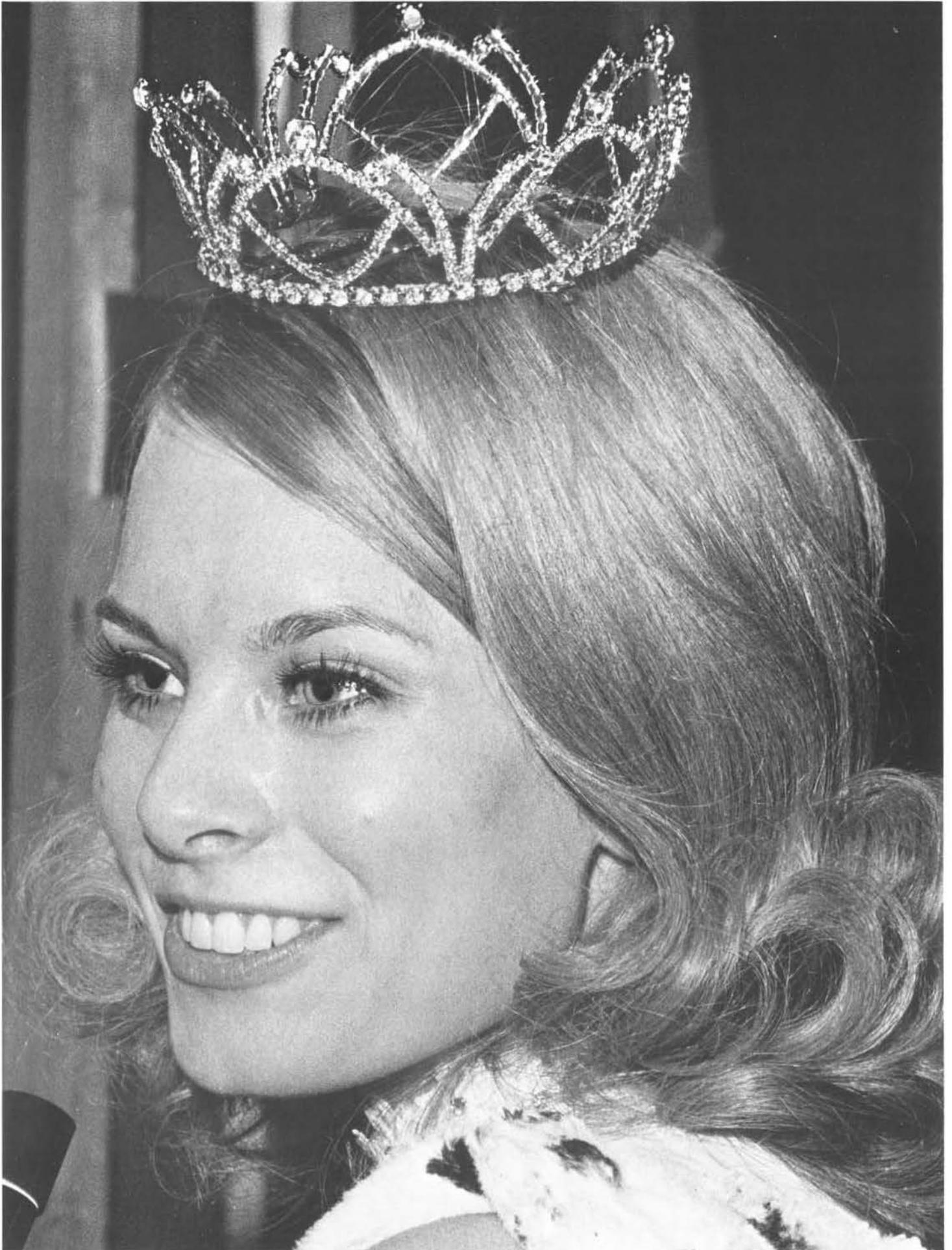
Shawn Granger, first runner-up in the pageant, entertains the audience with a lively folk dance to the song "Zorba the Greek."



Patti Jacobs, along with the other finalists, parades in swim suit for the judges.



Only memories are left for Sandra Kay Peotter as she relinquishes to Patti Jacobs her crown and position as official Hostess of Stevens Point.



PATTI JACOBS

Miss Stevens Point, 1971



The Magic Flute presented by the Music and Drama Departments was directed by Ronald Combs.

Adding to the delight of the opera was the fact that the leading roles were doubly cast.

LEADING PERFORMANCES

Papageno, a bird catcher	<i>Robert Heitzinger</i> <i>Thomas Lambries</i>
Tamino, an Egyptian Prince	<i>Daniel Kane</i> <i>Steven Tillman</i>
Pamina, daughter of the Queen of the Night	<i>Lana Gonske</i> <i>Lorraine Van Hoorn</i>
The Queen of the Night	<i>Patricia Pattow</i> <i>Areys Liebenow</i>
Sarastro, Priest of Isis and Osiris	<i>Bruce Mobright</i>
Monostatos, a Moor, servant of Sarastro	<i>John Strassburg</i>
Papagena	<i>Laura Hansen</i>

ARTS AND LECTURES





The colorful and exciting Siberian Singers and Dancers, directed by Yuri Yurovsky made an appearance this year at the university. The company of one hundred includes an entire dance ensemble, a brilliant chorus, an orchestra of "bayan" accordions and balalaikas, and unique comic bear-actors.

The audience enjoyed their version of an American cowboy ballad "Bury Me Not on the Lone Prairie," along with the Russian and Siberian folk songs, dances and love songs.





Viewed with mixed reactions by the audience was the quite unusual Meredith Monk and the House. The program explained: "The house is a group of artists, actors, dancers, and a scientist who are committed to performance as a means of expression and as a means of personal and hopefully, social evolution. Our work is full of remembered things and dreamed things and felt things and things that aren't seen and things that are seen outside and things that are only seen inside. There are things which we don't know about each other."



The Lark was the first play to be presented in the new Warren Jenkins Theater. It was directed by Robert Baruch.

Notable performers included:

Joan: Nancy Hosman

Warwick: Bill Bartell

Cauchon: Ed Smith

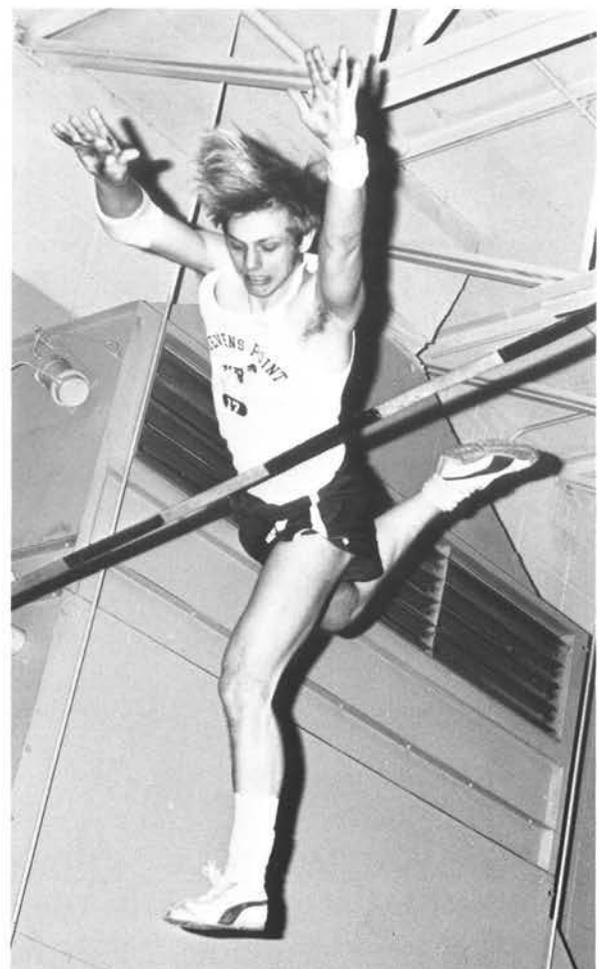
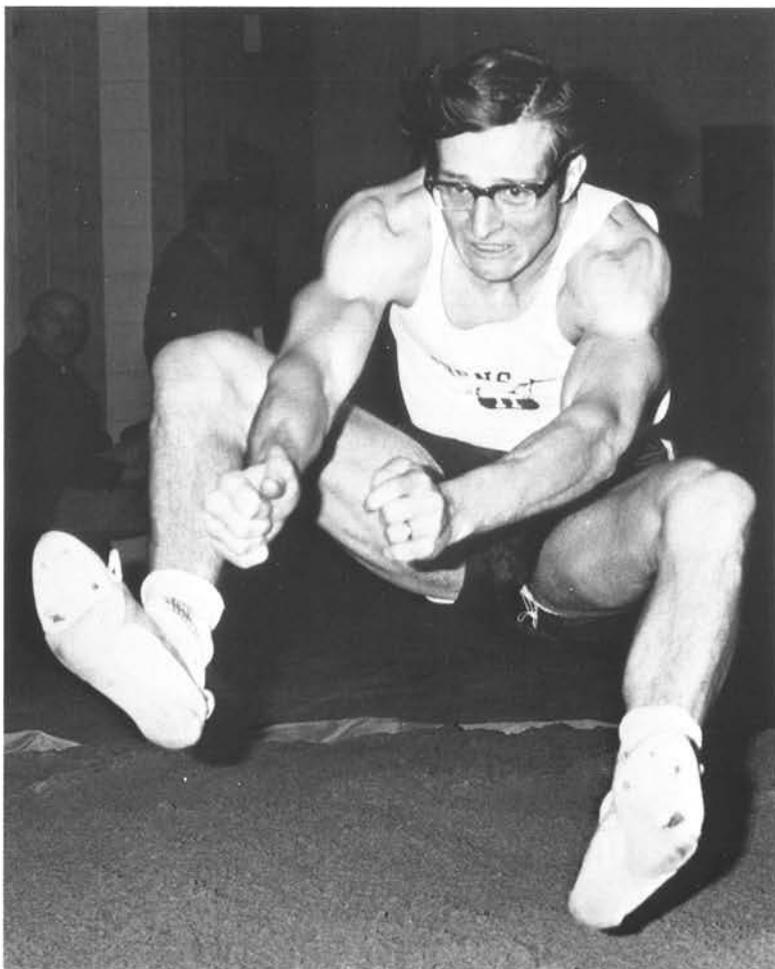
The Promoter: Elliott Keener

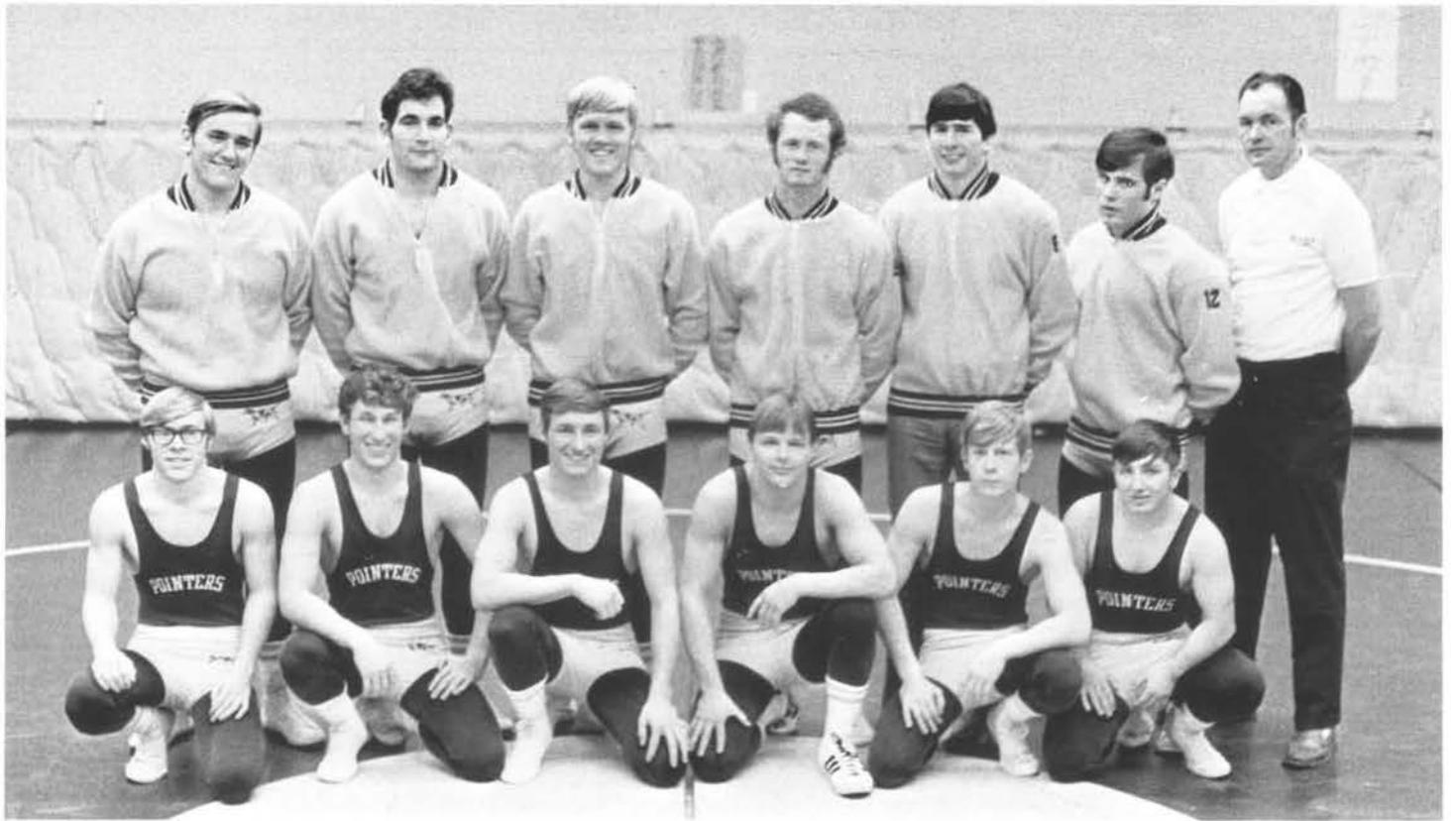
The Inquisitor: Chuck Lowry

Brother Ladvenu: Ross Safford

Charles, the Dauphin: Jack Guzman







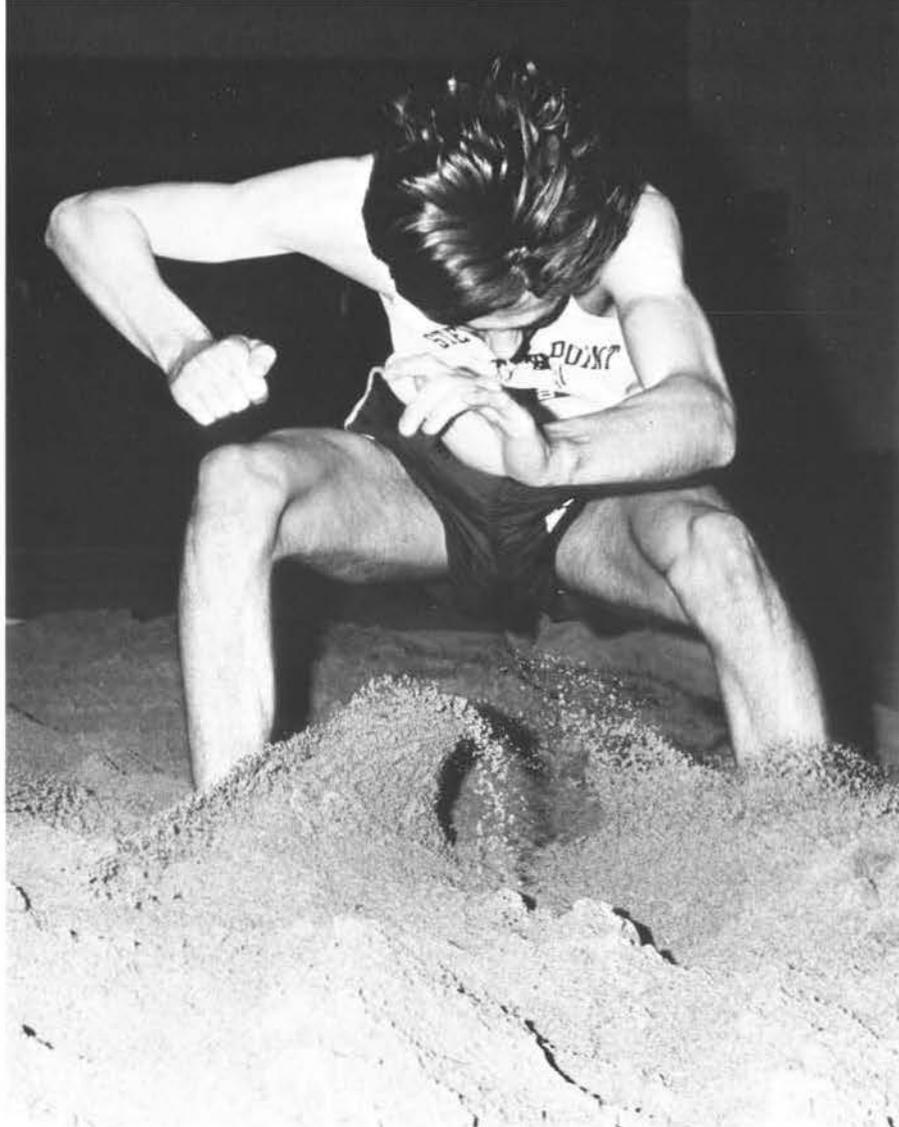
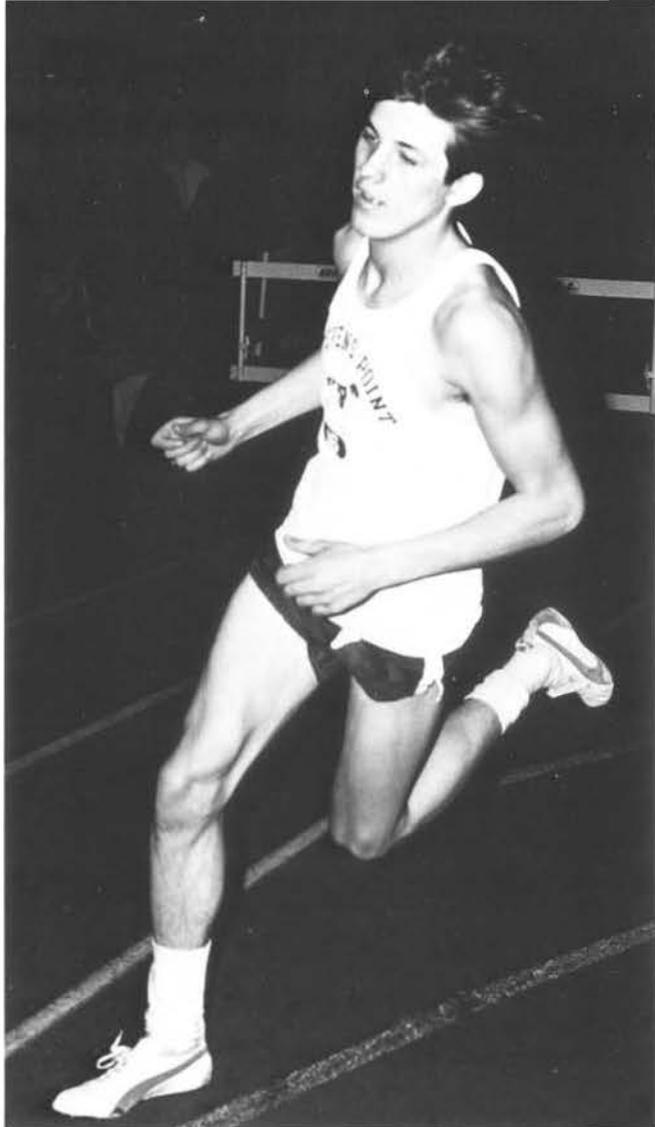
STEVENS POINT WRESTLING TEAM

Front Row — Ron Campbell, Dale Hodkiewicz, Tim Hodkiewicz, Erich Opperman, Dirk Sorenson, Ron Johnson.
 Back row — Al Jankowski, Dave Garber, Jim Nostad, Jim Younger, Roger Suhr, Russ Bentley, Coach Wayne Gorell.



STEVENS POINT GYMNASIUM TEAM

(Left to right) Paul De Chant, Mark Sidler, Craig Hagen, Tom Henninger, Craig Peters, Larry De Pons, Ken Von Arx, John Pitsch, Coach Curt Reams.



TRACK TEAM

First row

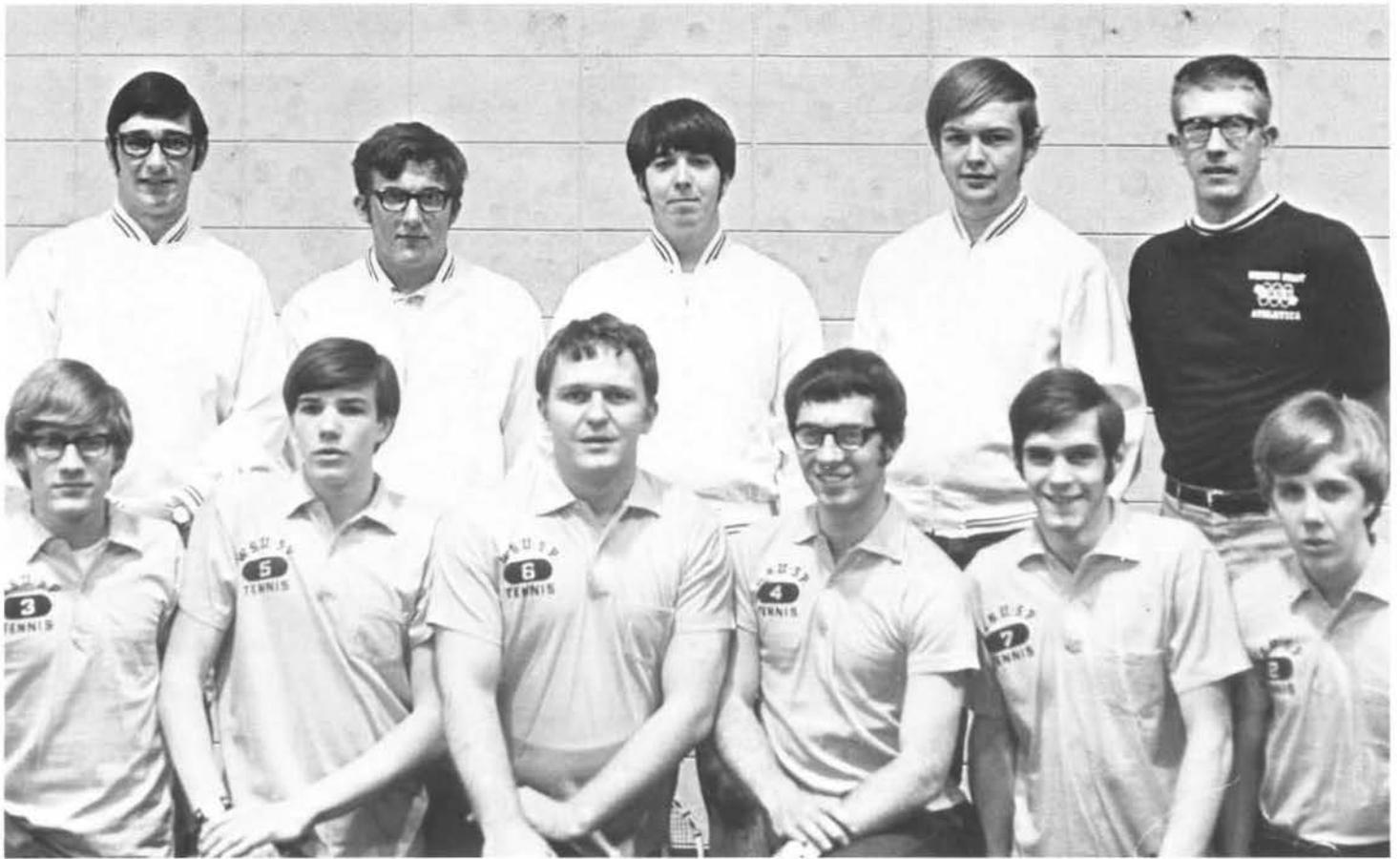
Doug Riske, Gary Fitzgerald, Don Zorn, Don Hetzel, Jim Pasch, Jeff Forslund, Charlie Upthagrove, Don Shimon, Rod Christianson, Jim Lehman.

Second row

Lee Patzer, Gunnar Rasmussen, John Hugo, Norm Knauf, Kurt Urban, Dave Meyer, Don Knaack, Ray Morrell, Paul Haus, Mark Kenfield.

Third row

Coach Larry Clinton, Tom McKay, Jim Notstad, Don Trzebiatowski, John Wollner, Bob Wundrock, Steve Norlin, John Tassler, Tom Lubner, Jerry Piering, Gary Bork, Norm Hodgson, Mike Walczak, Charlie Brah.



STEVENS POINT TENNIS TEAM

Front row — Ken Pooch, Greg Anderson, Doug Johnson, John Burbey, Bill Seining, Tim Blessing.
 Back row — Carl Frounfelker, Bruce Trimble, John Borley, Leroy Kibble, Coach Jerry Gotham.



STEVENS POINT SWIMMING TEAM

Front row — Wayne Anderson, Ken Zwickey, Jeff Busse, Tom Rozga, Steve Wehrley, Bob Schwengel.
 Back row — Bob Maass, Mark Kausalik, Bill Mehlenbeck, Bruce Norgaard, Coach Lynn Blair.



BASEBALL TEAM

First Row

M. Farmer, J. Bird, H. Eckert, B. Manel, R. Wing, D. Caruso, P. Robbins, D. Urumink.

Second Row

W. Christianson, G. Stevenson, B. Henning, S. Druckrey, S. Groeschel, T. Ritzenthaler, B. Reichert, R. Mattison.

Third Row

L. Hetzel (Mgr.), J. Lafleur, J. Olsen, D. Peters, B. Hamilton, B. Prothero, J. Kvalheim, M. Le Pine, J. Clark (Coach).





POSEIDON'S AQUA PROWLERS

First row

Jack Turner, Lee Echola.

Second row

Paul Naragon, Craig Hagen, Kevin Buckmaster, Chris Mueller, Rich Carroll.

Third row

Rick Borree, Don Hetzel, George Van Zeeland, Art Hoerres, Steve Wheeler, Bruce Becker.

Fourth row

John Kozial, Mike Wrzinski, Jim Knickmeyer, Bill Richards, Jay Van Langen, Lyman Echola, Noel Ryder.

Fifth row

Dan Davis, Dave McDowell, Douglas Shy, Sam Schwartz, Mark Bujanovich, Vern Piela, Greg Meyer, Pat Anderson, Sharon Wilz, Patricia Quincey.

Sixth row

Phil Ninneman, Joe Lehman, Jim Jarmuz, Jim Drake, John Nevins, Steve Hubner, Enamil Garboone, Robert Ackevt, Bob Peasley, Peter Hahn, Peggy Harris, Laurie Bendrick, Michelle Kopacz.

Seventh row

Mark Kenyon, Hans Hanson, Mike Wrzinski, Tom Vande Zande, Gary Lutterbie, Ron Dorn.

ORGANIZATIONS

(Note: All campus organizations were contacted by letter requesting appointment for IRIS photographers. All organizations responding are included in this issue.)



Religion tends to speak the language of the heart, which is the language of friends, lovers, children, and parents.
— E. S. Ames

INTER-VARSITY CHRISTIAN FELLOWSHIP

First row

Vance Hewuse, John Leum, Sandy Czczuga, Betty Stedman, Linda Kroll, Thom Plaski, Allison Mueller, Dean Kruger, John Walser, Theresa Summerton.

Second row

Bill Pardee, Rick Thomas, Jill Price, Sue Summerton, Anne Handschke, Linda Carlson, Judy Broeking, Carol Croker, Gary Kellner, John Putz, Ed Marquart.

Third row

Ron Kersten, Ken Diehn, Rick Alcocer, Bob Hess, Sue Tallman, Laura Purnell, Pat Ritchie.

SPANISH CLUB

First row

Kathy Potthaff, Susan Hrouda, Wayne Martin, Casey Sullivan, Michael M. Meighan, John Baumgart, Brenda Adams, Voula Matsoukas.

Second row

Barb Mach, Sue Bloom, Cynthia Nepper, Vicki Johnson, Kathy King, Lois Beecham, Vasso Matsoukas, Candace Swetz, Laurie Volk, Katy Perry, Sue Deloughery, Jil Shamblee.

Third row

Jose Rodriguez, Karen Roth, Warren R. Lensmire, Sue Hellestad, Melvin Bloom.

Every language is a temple, in which the soul of those who speak it is enshrined.

— O. W. Holmes





*UNIVERSITY
CHRISTIAN
MOVEMENT
STAFF*

left to right:
Fr. Brockman; Margaret Elsen, S.S.N.D.; Rev. Steffen; Pastor Schneider.
seated
Mrs. Betty Kurtzweil, secretary.



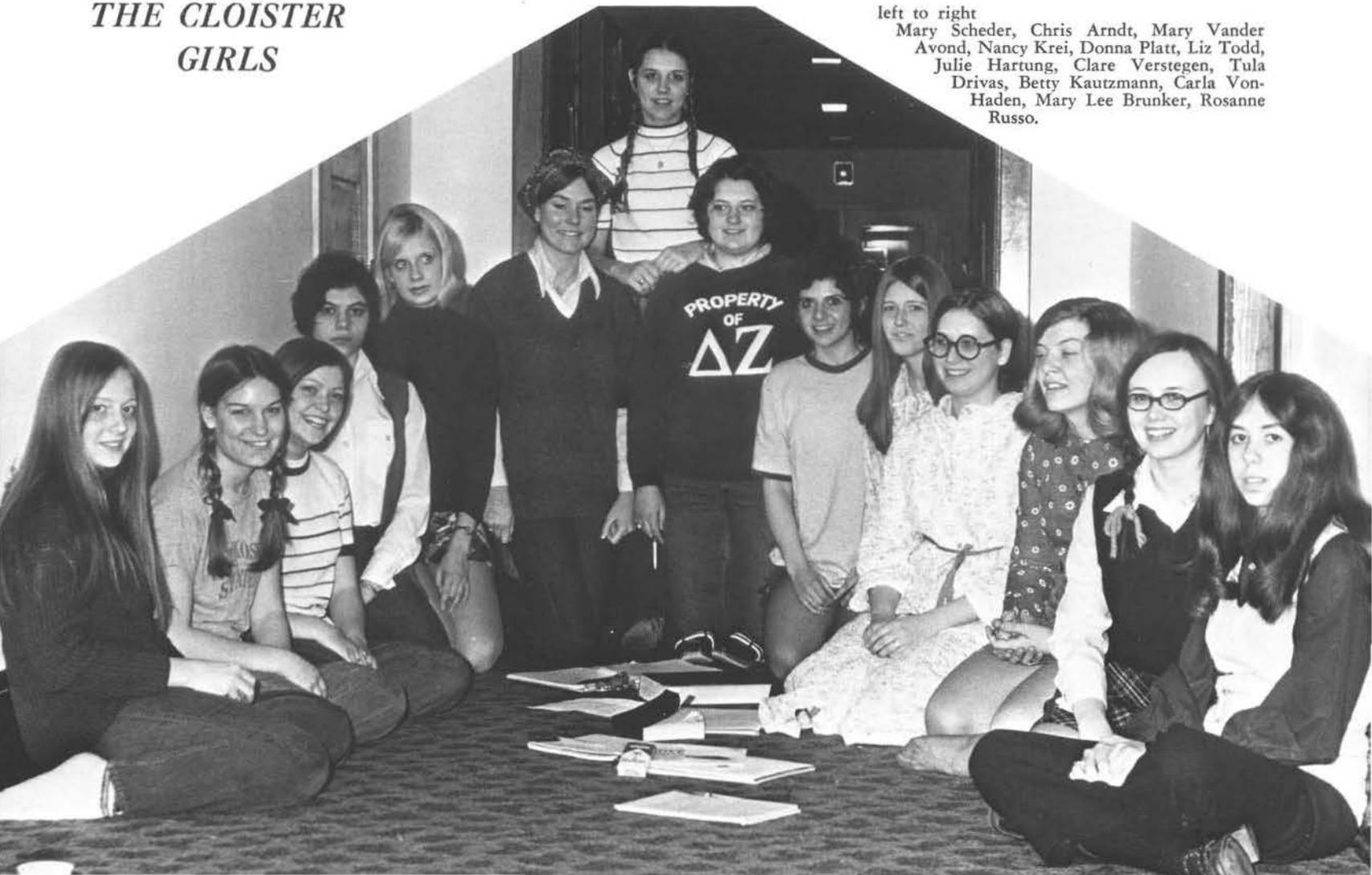


HOME ECONOMICS CLUB - EXECUTIVE COUNCIL

left to right
 Charlene Quinn, Karen Wilbourn, Diane Gundrum, Kathy
 Braunschweig, Darlene Hansen, Karen Regel, Cathy Hill.

**THE CLOISTER
 GIRLS**

left to right
 Mary Scheder, Chris Arndt, Mary Vander
 Avond, Nancy Krei, Donna Platt, Liz Todd,
 Julie Hartung, Clare Verstegen, Tula
 Drivas, Betty Kautzmann, Carla Von-
 Haden, Mary Lee Brunker, Rosanne
 Russo.





**PHI SIGMA
EPSILON
FRATERNITY**

First row

Denny Reno, Steve Hartel, Paul Miller, Jim Fisher, Rick DeFauw.

Second row

Gregg Schmeisser, Jim Zastrow, Jim Younger, Mike Jacobs.

Third row

Mark Smolen, Birdie Neuberg, Bill Hembrook, Jeff Ehhardt, Steve Foss, Tim Murray, John Petersen, John Waller, Daryll Hawley, Dave Wood.

BLACK STUDENT COALITION

Front row

Dave Marie, Mary Green, Brenda Lee, Ella Jackson, William Burnett.

Back row

Jim Vance, Al Carrington, Norman Rixter, Tom Newton, Paul Wagabaza, George Lee, George Hightower.





YOUNG REPUBLICANS

left to right

Paul Sommers, Liz Timbal, Nancy Tess, Jeanne Marquardt, Linda Hanneman, Kris Hansen, Mary Sharpe, Steve Loehr, Larry Urli.

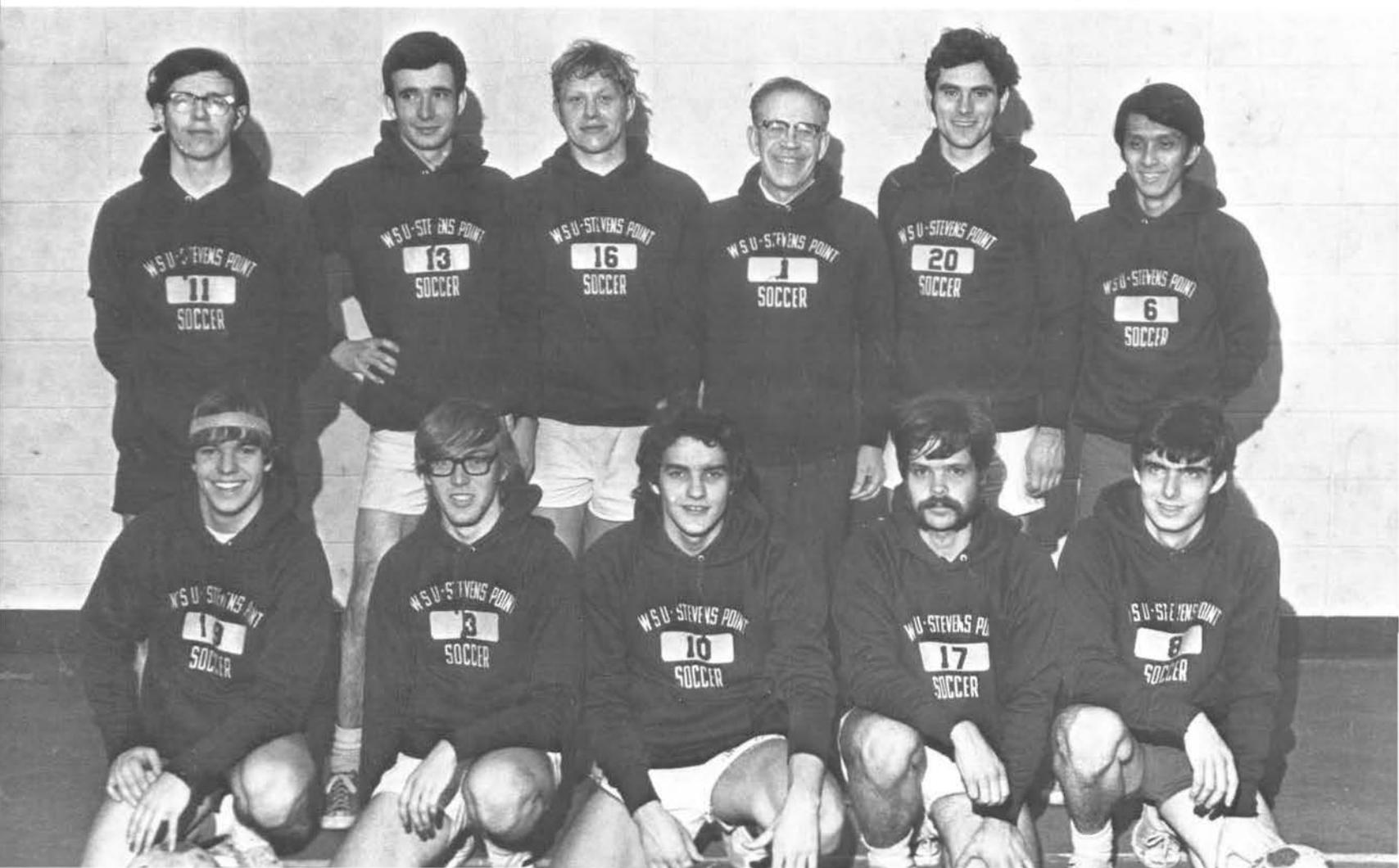
SOCCKER CLUB

Front row

John Nelson, Dick Schwalbe, Scott Gilmore, Bob Jansen, Tim Muench.

Back row

Pete Webel, Lee Sortorory, Dewey Schwalenberg, Peter Kroner, Frank Druecke, Danny Siau.





***STUDENT AFFILIATE CHAPTER
OF THE AMERICAN CHEMICAL SOCIETY***

left to right

C. M. Lang, James Ohlsen, Michael Pagel, Fred Yulga, Kenneth Weeks, Larry Ristow.

SOIL CONSERVATION SOCIETY

Front row

Skip Martinkovic, Jonathan Knight, Michael Flitter.

Back row

Steve Frings, Kim Kidney, Byron Shaw.





WSUS

left to right

Jim Wieser, Art Vesdecchia, Craig King, Andy Nelson, Phil Esche, F. Gerald Fritz, Jim Shepard, Miles Knuteson, Dave Zelzer, Jake.

FACTS:

WSUS-FM started on the air broadcasting in September of 1968.

WSUS-FM was Collegiate Station of the Year for a seven state area from February 1970-February 1971.

WSUS-FM has had stories in the Milwaukee Sentinel, Milwaukee Journal, and a lot of other state newspapers. Many radio and TV stations carried stories on Trivia and the Radio Telethon.

WSUS-FM works in conjunction with Teltron Cable TV on special programs such as complete coverage of elections and a daily news, weather, and sports show.

WSUS-FM has a staff of about 35 students. General Manager is F. Gerald Fritz, who is the faculty advisor. Station Manager is Lynn Davis and Program Director is Tim Donovan.

WSUS-FM is a ten-watt non-commercial educational radio station according to the FCC and operates in accord with FCC regulations.

WSUS-FM offers the campus and community of Stevens Point an alternate choice in radio listening. "We offer what no other station in the area offers."

WSUS DEPARTMENT HEADS

left to right

James Weiser, Continuity Director; F. Gerald Fritz, General Manager; Lynn Davis, Station Manager; Jim Shepard, News Director; Betty Eckart, Publicity Director; Phil Esche, Sports Director; Len Tomcek, Announcer.



SENIORS



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Abraham*



*Carol
Adamczak*



*Ellen
Ahlers*



*Dennis
Ahonen*



*Kay
Alvey*



*Roberta
Amacher*



*Kay
Anderson*



*Marvin
Anderson*



*Robyn
Anderson*



*Susan C.
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Arnold*



*Susan
Arnold*



*Louis E.
Austin*



*Linda
Bailey*



*Cheryl
Bahr*



*Barbara
Banks*



*Marjorie
Banks*



*Bonnie
Barborich*



*Patricia
Barger*



*James
Barnes*



*Gaylon
Barz*



*Randal
Bassuener*



*Fran
Bauer*



*James
Bauer*



*Lucy
Bean*



*Robert
Bearden*



*Carl
Becker*



*Richard
Becker*



*Sharon
Bedora*



*Lawrence
Benish*



*Monica
Berg*



*Georgia
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Betz*



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Birk*



*Roger
Blakewell*



*Robert
Blas*



*Susan
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Carol Duncan



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William Ebert



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Ann Egenhoejer



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PEACE STUDIES CURRICULUM

BY LINDA BLISS

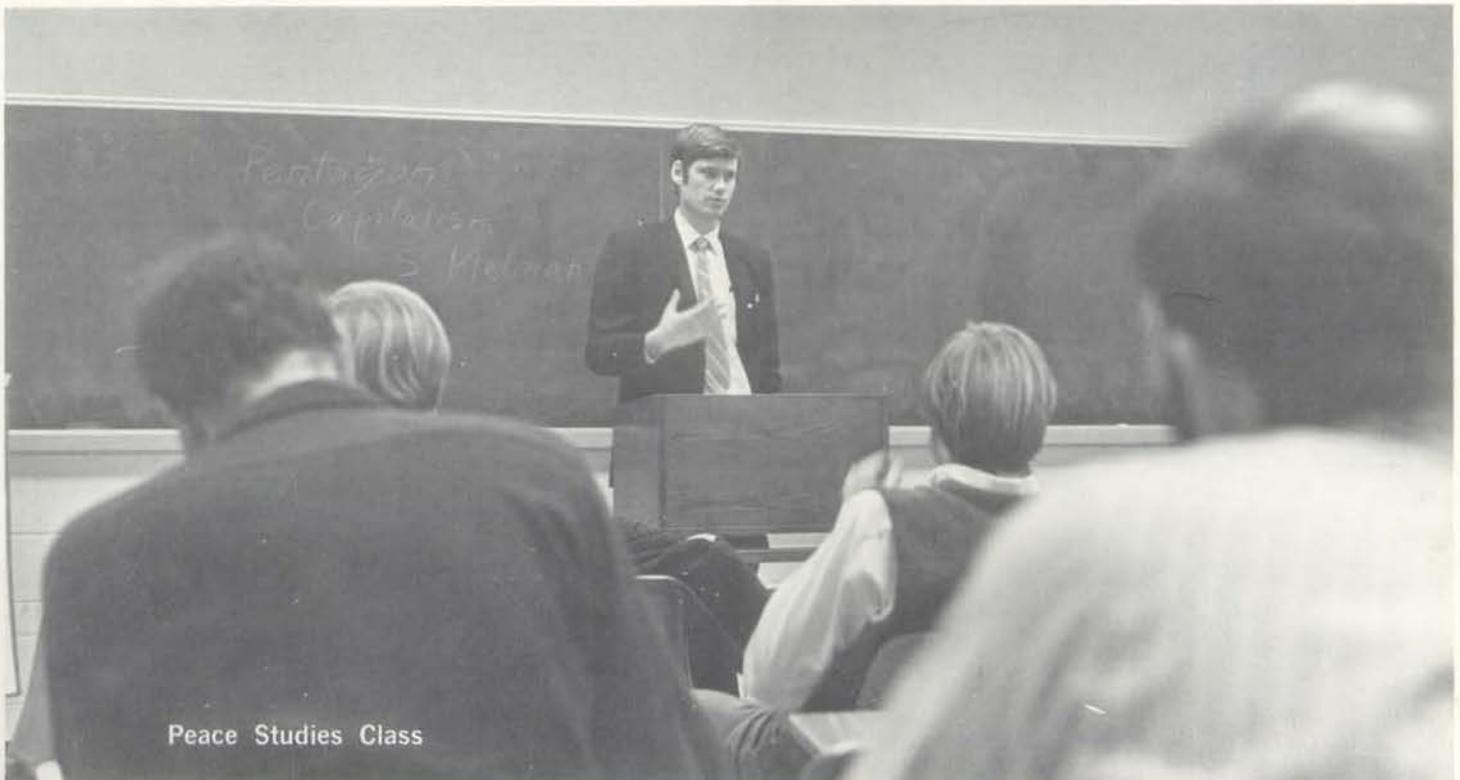
Does man's change from a vegetarian to a carnivorous animal make him aggressive? Is aggressive behavior learned? Does the upper class rule, and are thus the instigators of war? What role does the media play in condoning violence? Do the young follow their parents' political beliefs? Is there really a "military mind"? How strong is nationalism? If any, or all, of these questions intrigue you, satisfactory answers may be found in any one of the three new courses added to the curriculum for the spring semester 1970-71 on a subject very pertinent to all of us: Peace.

The courses were designed to find alternatives to violence and war, along with analyzing economic, political, social, psychological, and biological forces which result in violent behavior. In order to meet these goals in the three-credit Peace Studies 10, instructors from different social sciences were employed. Each met with the class for a maximum of two weeks. The list of lecturers included Robert Coppinger: Anthropology; Charles Garth: Sociology; Donald Dietrich and William Skelton: History; Dennis Elsenrath: Psychology; Mukul Asher: Economics; William Kelly: Communications; and John Morser: Political Science. Peace Studies 1 and 100 (taken on pass-fail and for one credit) consisted not only of guest lecturers from the faculty and administra-

tion, but also films and other media.

Since the program first won approval in January, things were unclear as to overall objectives and goals. A bigger budget and more courses, six altogether, are on the agenda for the fall semester. Charles Rumsey of the History department, who is coordinating Peace Studies 10, stated that the planning committee hoped to cover all material pertaining to the War and Peace issue that was not handled in other departments closely related; such as sociology and political science. This would enable the student to obtain a complete picture. Learning and becoming informed in a college course is a huge factor toward steps for peace. Community action would not be advisable, insofar as he sees antagonistic feelings toward students already in a small town like Stevens Point.

According to Albert Siegel in *Violence and Aggression Are Not Inevitable*, physical force and interpersonal abuse are rarely used by educated, competent, and capable individuals. Thus, an educated public, free from despair and incompetence, would be able to take steps toward a world for peace. If you are interested in becoming one of the "informed," think about one of the six courses in Peace being offered next semester.



Peace Studies Class

ENTERTAINMENT FOR WSU

IRIS '71

PLAYBOY . . .

AS THE IRIS SEES IT

THIS ISSUE
THE GIRLS OF WSU
WSU AFTER DARK
EXCLUSIVE INTERVIEW WITH RENEE DUBOS
RESULTS OF OPINION POLL
WINTER CARNIVAL



PLAYBOY



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IRIS '71

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WSU OPINION POLL



**SEX
AND
DRUGS**

Editor's note: The following results were derived from a poll conducted by the IRIS staff. This poll was available to all students for a period of one week, Jan. 13-20, and was handed out and collected at the University Center. This survey centered on responses dealing with sex and drugs, a subject of interest and immediate concern to people not only as students, but as members of a rapidly changing society. The total response to the poll was 892 students—approximately 10% of the WSU-Stevens Point population. This was broken down by sex, by class, and finally by age groups. Any statements made or conclusions drawn in this article relate to the results of the poll—a poll in which the only "right" or "wrong" answers are determined by the individual.

Are you a "typical" WSU student who responded to the opinion poll? If you are, you believe in premarital sex, are not a virgin and are unattached to any one individual. You have experienced sexual intercourse out of marriage more than four times, but with only one partner. Besides this, you more than likely practice birth control. The odds are that you are probably a Protestant. That doesn't mean much, however, because you don't attend church regularly anyway. You are also firm in your conviction that the Catholic Church is

all wet in its stand on birth control. You feel that grass should be legalized and chances are you have smoked it. Hard drugs rate two big goose eggs in your book — you've never tried them and want them outlawed so no one else will, either. Your biggest bitch about WSU-SP is its overcrowdedness.

The above "typical student" was the prodigy of a combination of all the results from both men and women polled. A typical freshman girl, according to the poll, was anything but "typical" of the "typical" student. Though she might secretly condone premarital intercourse, almost 70% of the time she'll be a virgin. A senior girl on the other hand was much more in favor of premarital intercourse and the chances that she was a virgin dropped to about 30%. The sophomore and junior women showed an evolution leading toward more sexual leniency as they approached the senior level. However, of those girls who had experienced sexual intercourse at all, 85% had experienced it more than 4 times, 10% had experienced it 2-3 times, with the remaining 5% being the one timers.

Sexual intercourse, based on a partnership principle, found a wide variation in the contractors employed. 66% of the male population polled had experienced intercourse with four or more partners.

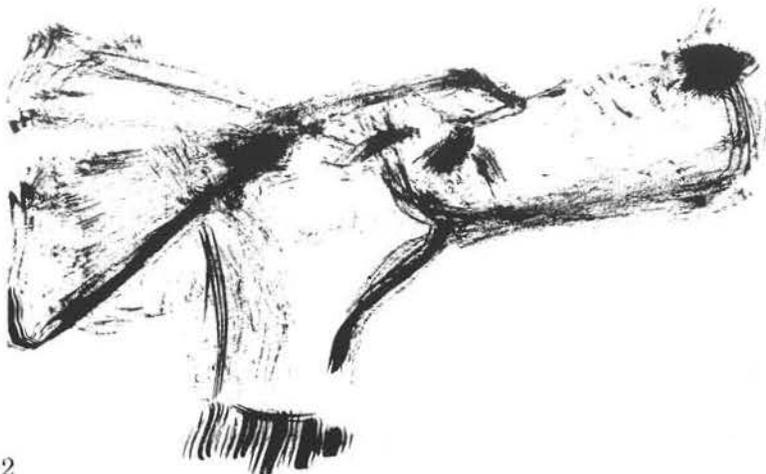
The female segment of the campus population polled was not near-

ly as free in dispensing its favors as was the male. If a girl was under 21 the odds were 2-3 that she had had sexual intercourse with more than one partner. Of those 21 and older, however, the balance switched. Girls of that age group who completed the poll showed a marked increase in the percentages. 40% of those who had sexual intercourse at all had shared it with at least four or more partners.

Point's freshmen men, as expected, proved to be the least "promiscuous" male class on campus. Freshmen 20 and below tallied 40.3% virgins, while of freshmen men 21 years of age and older, 33% were virgins. Sophomore men under 21 totaled 37% virgins, while those chaste individuals over the legal liquor age dropped in number to 12%. A total of 33% of junior males reported being virgins, while only 18% of the senior men fell into this class.

Interest in religion, according to those who took the poll, would make Mother Superior wince. Approximately 60% of students under 21 no longer attend church regularly, while of those students over 21, 72% found organized religion uninteresting enough to stay away from regular attendance. Approximately 8% of those students polled admitted being atheists, while another 9% stated that they were agnostics.

Birth control, as dictated by the



Roman Catholic Church, permits only the use of the rhythm method of birth control or complete abstinence. On this stand the students of WSU were in agreement that this is an outdated and unreal policy. 94.8% of those students taking the poll were in agreement that the Catholic Church is wrong for taking the stand it does—a stand which is the fuse in the population bomb.

Marijuana, the weed with its roots in hell, seemed to be closer to heaven than to hades to a majority of the student population. 65% of all students polled favored its legalization, while approximately 53% of those students surveyed had already used it. Males were the more avid smokers, with 64% having admitted using it. Females seemed to be the more hesitant users, for only about 42% of them admitted having smoked any. Ironically, though, the women were more approving of its legalization than were the men. 68% of the girls thought the law should keep off the grass, while 65% of the men felt that way.

Hard drugs were strongly frowned upon by the majority of the student population. Only about 8% of all students felt that illegal hard drugs should be legalized. According to the poll, though, almost twice that amount stated they had tried hard drugs.

58% of males under 21 said they

resented present day drug laws. Only about 40% of all men over 21, however, felt the same resentment. 33% of all girls, regardless of age, felt resentment for law enforcement because of existing drug laws.

Finally, about 68% of the males reported being unattached. Nearly 60% of the female population of WSU-SP claimed that they were unattached, too. Junior men under 21 years of age proved to be the most "unattached" portion of the campus population, with 88% claiming no binding ties to any one girl. By the time a junior man turned 21, however, it seemed more than likely his free and fancy days were behind him as only 40% remained unspoken for.

Apparently a lot of freshmen girls must have returned high school rings to their original owners, for they remained the freest of the fair sex with almost 65% claiming no allegiance to one particular male.

Sophomore girls showed almost the same figures regarding availability for dates. But by the time a girl had reached her junior year the odds that love had not left its imprint on her heart were about even. By her senior year she was either desperate or involved, with only 1 in 3 left to be dated or hustled. The remaining majority were either married, engaged, pinned or spoken for in some way, shape, or form.

The complaints the students had about WSU-SP, according to the

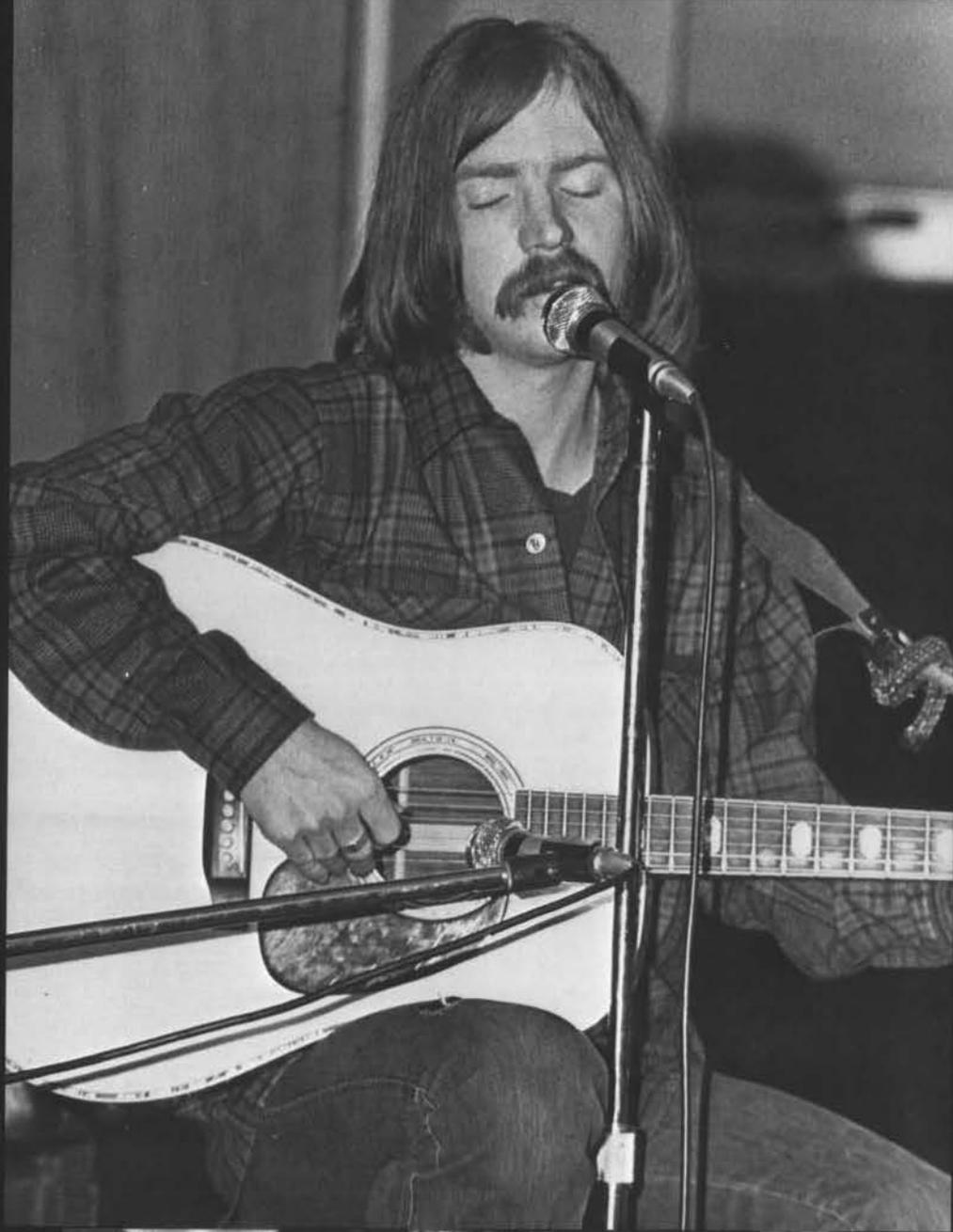


poll, were somewhat diversified. The general grievance, however, was the overcrowded condition that now exists on the campus. On-campus parking of cars also fit into that category and received a large number of complaints.

A large number of students felt that too many faculty members were apathetic in numerous areas. This lack of involvement was at least partially responsible for the high rate of apathy among students regarding such things as overpopulation, the war, campus functions, and academics in general.

Some students also felt that the new format of the *Iris* was not desirable to them and should be changed back to a regular yearbook style. A large number also felt that the *Pointer* was not worthy of being the campus newspaper any longer. The reasons given were that it considers things which are campus oriented as being irrelevant to students. Students felt that world news was best covered in regular daily newspapers and that the *Pointer* should stick closer to the campus rather than try and interpret what is happening around the world.

Other interesting complaints appearing in the poll were: there aren't enough trees on campus, there were no response areas for homosexuals on the poll, and that too much red tape exists in the University system.



WSU

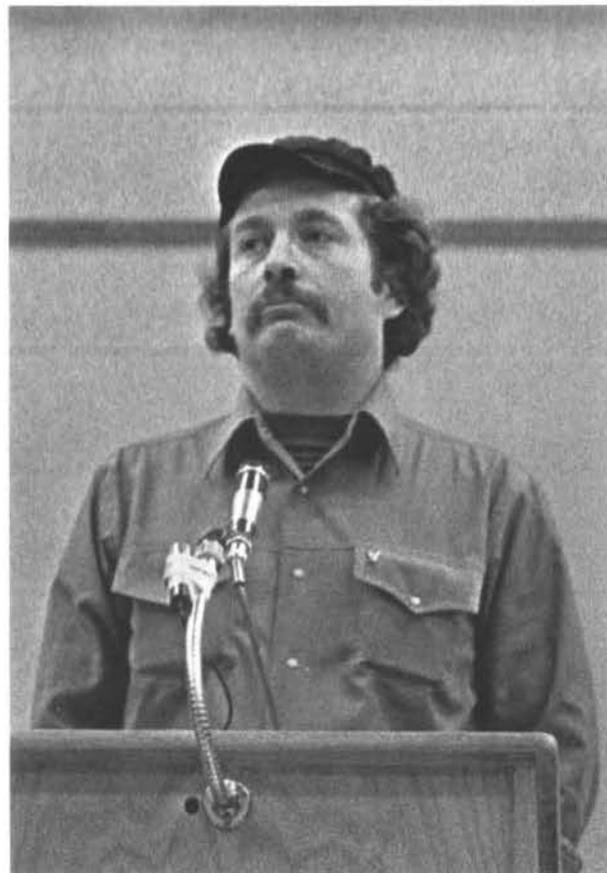




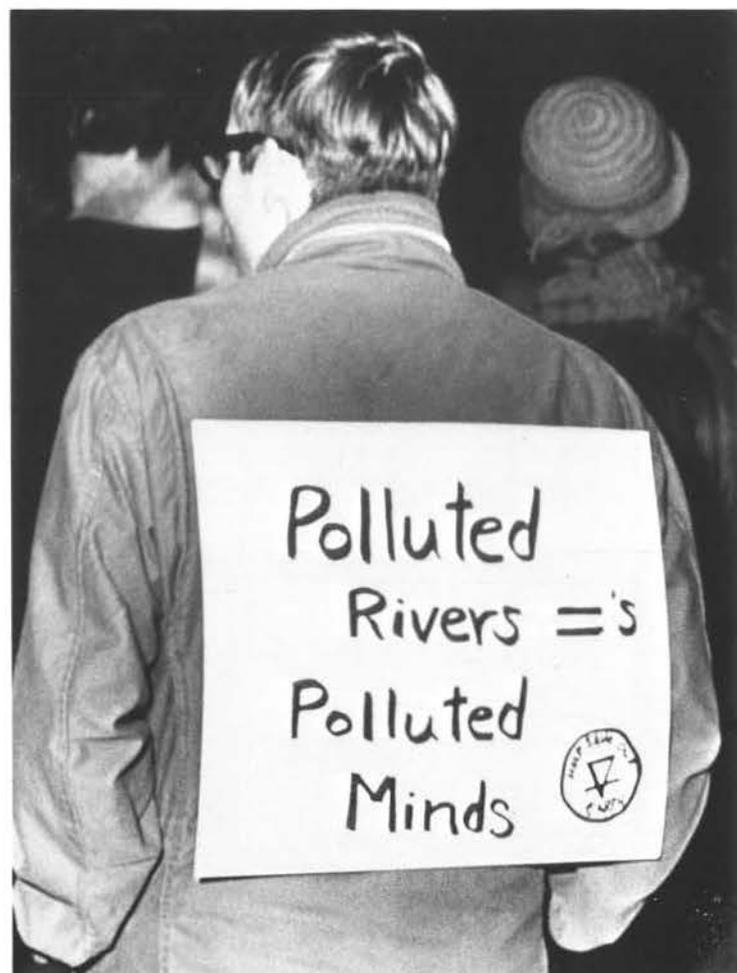
after dark



The day never seems long enough for any of us to do all he or she wishes. All of us borrow time from the night and the darkness it brings. Some relish the darkness because it hides them. Others seek its solitude and peace for quiet and rest. A few revel in the activity and bustle of dorm living after the day is done, while most seem to need the extra hours of the night to put the mind to learning. Yet all night people seem to seek the bright lights and noise of other places, at least occasionally. Night finds them at bars, coffee houses, restaurants; attending parties, concerts, lectures; involved in raps, or eyeing the opposite sex. Here is how the camera of the *Iris* viewed each of us in our many night lives, for WSU-SP and its students are not the same in the daylight as they are — AFTER DARK . . . "Hello darkness my old friend, I've come to talk with you again . . ."

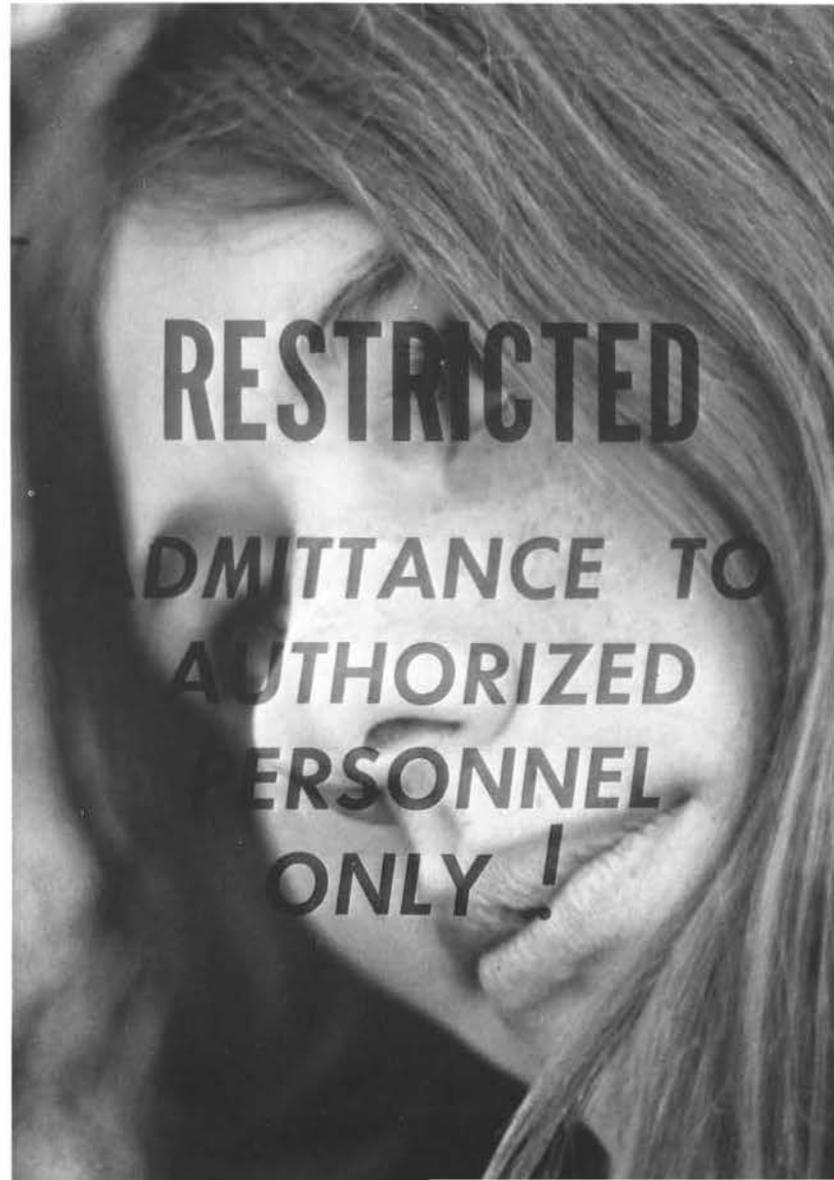


Some people talk,
Others listen,
Still others act.





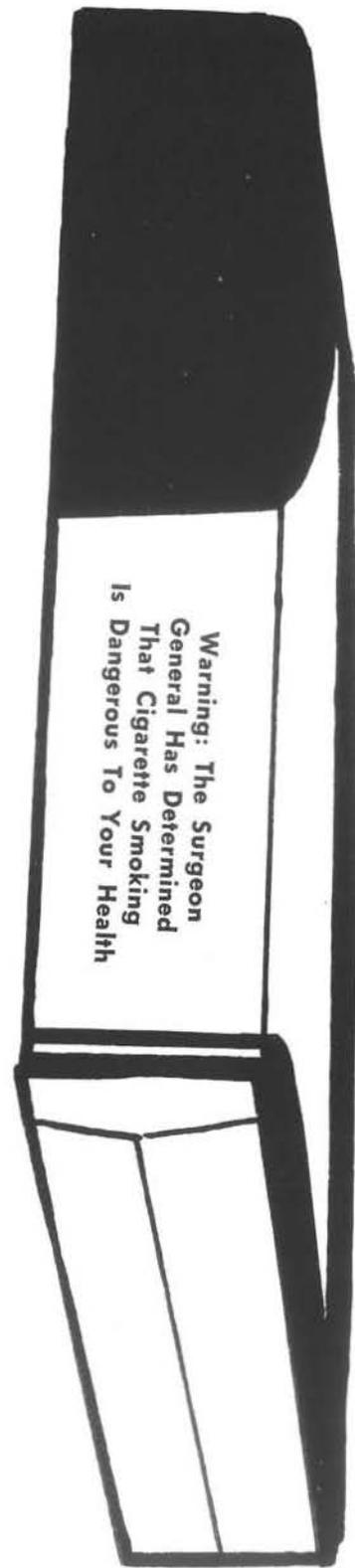
Man has his will, but woman has her way.



**RESTRICTED
ADMITTANCE TO
AUTHORIZED
PERSONNEL
ONLY!**



"Panama Red" is not always a commie living in the canal zone and a nickel bag isn't necessarily a piggy bank.



**Warning: The Surgeon
General Has Determined
That Cigarette Smoking
Is Dangerous To Your Health**

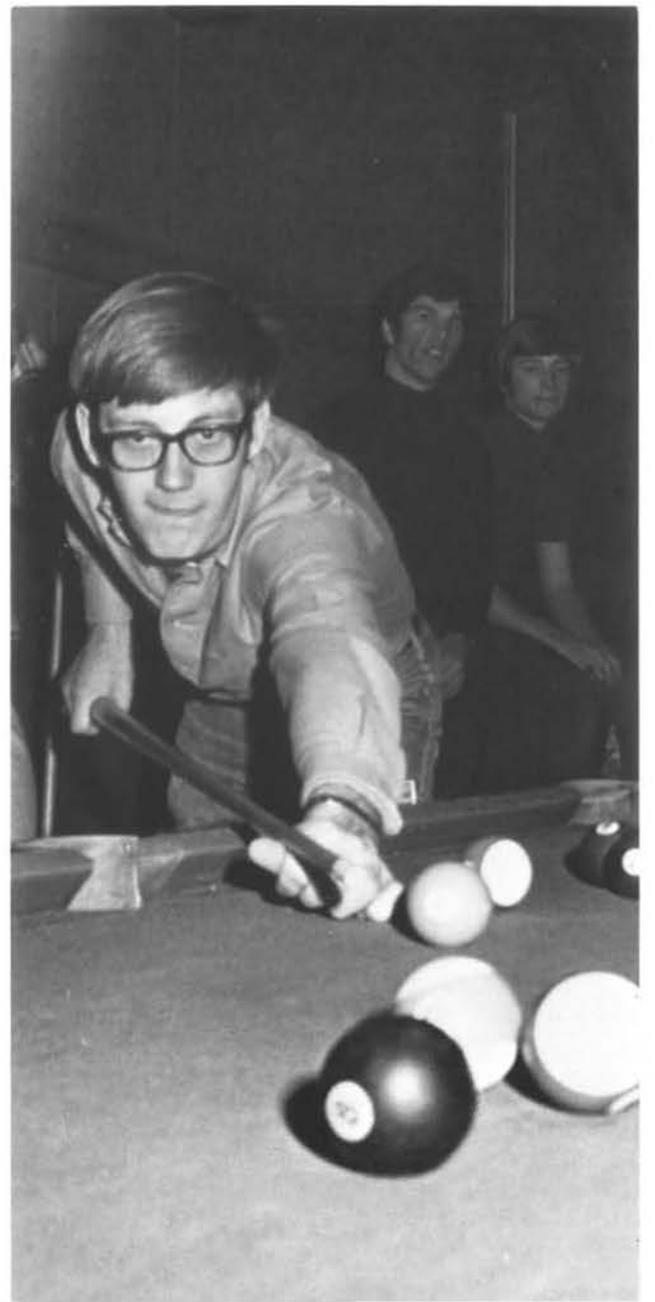


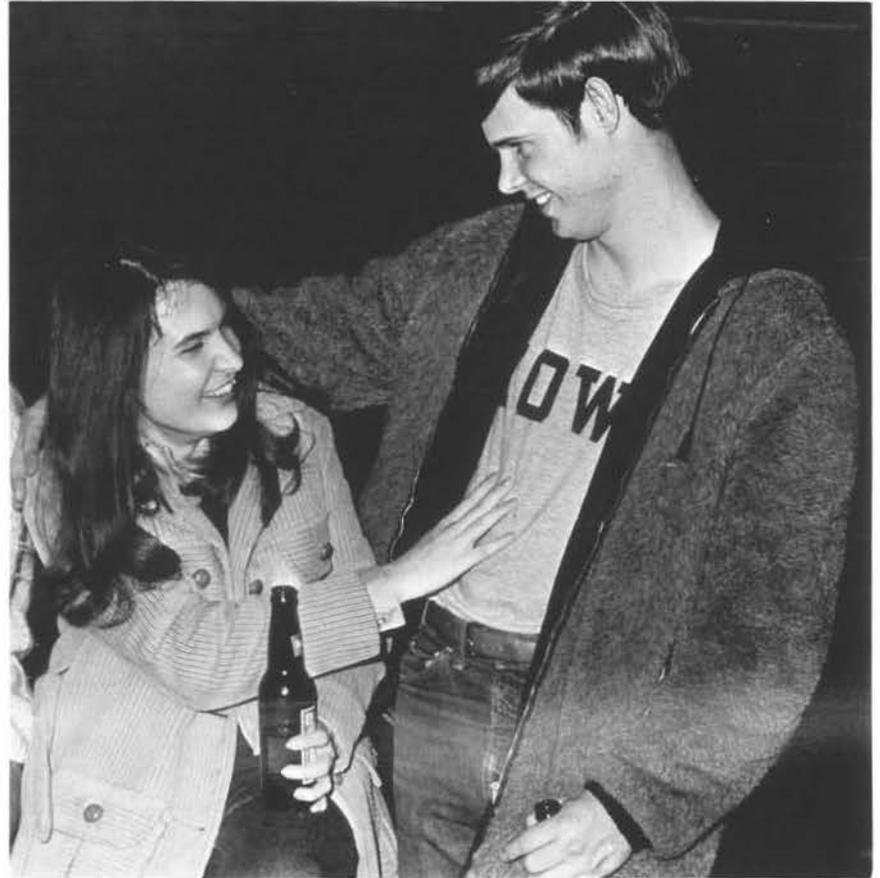
PENALTY FOR SIMPLE POSSESSION OF MARIJUANA (FIRST OFFENSE)

ALABAMA	5-20 years and may be fined up to \$20,000	MONTANA	Up to 5 years in the state prison
ALASKA	Up to 1 year and/or up to \$1,000	NEBRASKA	7 days in jail and the offender must complete an educative course on drugs (for possession of less than 8 ounces or less than 25 marijuana cigarettes)
ARIZONA	Up to 1 year in the county jail or up to \$1,000 or 1 to 10 years in the state prison, at the discretion of the court	NEVADA	1-6 years and up to \$2,000
ARKANSAS	2-5 years and up to \$2,000	NEW HAMPSHIRE	Up to 1 year and/or up to \$500 (for possession of less than 1 pound)
CALIFORNIA	1-10 years in the state prison or up to 1 year in the county jail	NEW JERSEY	2-15 years and up to \$2,000
COLORADO	2-15 years and up to \$10,000	NEW MEXICO	Up to 1 year and/or up to \$1,000 (for possession of 1 ounce or less)
CONNECTICUT	Up to 1 year and/or up to \$1,000 or up to 3 years in the house of correction, at the discretion of the court	NEW YORK	Up to 1 year (for possession of up to ¼ ounce)
DELAWARE	Up to 2 years and up to \$500	NORTH CAROLINA	Up to 2 years and may be fined at the court's discretion (for possession of 1 gram or less)
DISTRICT OF COLUMBIA	Up to 1 year and/or \$100-\$1,000	NORTH DAKOTA	Up to 6 months in county jail or up to 2 years in the penitentiary and/or up to \$2,000
FLORIDA	Up to 5 years and/or up to \$5,000	OHIO	2-15 years and up to \$10,000 (the same penalty applies to having carnal knowledge of someone under the influence of marijuana)
GEORGIA	2-5 years and up to \$2,000	OKLAHOMA	Up to 7 years and/or up to \$5,000
HAWAII	Up to 5 years	OREGON	Up to 1 year in the county jail or up to 10 years in the state penitentiary and/or up to \$5,000
IDAHO	Up to 10 years	PENNSYLVANIA	2-5 years and up to \$2,000
ILLINOIS	Up to 1 year and/or up to \$1,500 (for possession of less than 2.5 grams)	RHODE ISLAND	Up to 15 years and up to \$10,000
INDIANA	2-10 years and up to \$1,000	SOUTH CAROLINA	Up to 2 years and/or up to \$2,000
IOWA	Up to 6 months and/or up to \$1,000	SOUTH DAKOTA	Up to 1 year and/or up to \$500 (for possession of 1 ounce or less)
KANSAS	Up to 1 year	TENNESSEE	2-5 years and up to \$500
KENTUCKY	2-10 years and up to \$20,000	TEXAS	2 years to life
LOUISIANA	1 year and/or \$500	UTAH	Not less than 6 months
MAINE	Up to 11 months and up to \$1,000	VERMONT	Up to 6 months and/or up to \$500
MARYLAND	2-5 years and up to \$1,000	VIRGINIA	Up to 12 months and/or up to \$1,000
MASSACHUSETTS	Up to 2½ years in jail or house of correction or up to 3½ years in the state prison or up to \$1,000	WASHINGTON	Up to 6 months and/or up to \$500
MICHIGAN	Up to 10 years and up to \$5,000	WEST VIRGINIA	2-5 years and up to \$1,000
MINNESOTA	5-20 years and up to \$10,000	WISCONSIN	Up to 1 year and/or up to \$500
MISSISSIPPI	2-5 years and up to \$2,000	WYOMING	Up to 6 months in jail and up to \$1,000
MISSOURI	6 months to 1 year in the county jail or up to 20 years in the state correctional institution, at the discretion of the court		



Trying to score in the old ballgame.





I came, I saw, I conquered.



IRIS INTERVIEW: DR. RENE DUBOS

a candid conversation with the world renowned ecologist, presidential advisor, and author of the pulitzer prize winning book "so human an animal".

Combining historical perspective with professional laboratory experience, Dr. Rene Dubos speaks of the most crucial problems of our time.

The world renowned ecologist and winner of the Pulitzer Prize spoke on the Wisconsin State University — Stevens Point campus on February 11, 1971. The topic of his presentation was "The Quality of Life: Can Man Construct a Better Environment?"

The French born Dr. Dubos has long been a citizen of the United States, and left his birth place in his early twenties. He earned his Doctorial Degree at Rutgers University and has worked at Rockefeller University besides being a faculty

member of the Harvard University Medical School. Dr. Dubos also served as president of the Scientists Institute for Public Information until 1969 and still continues to serve on the board. Dr. Dubos presently is Professor of Environmental Biomedicine at Rockefeller University in New York City. He is also a member of the Citizen's Advisory Committee on Environmental Quality to President Nixon.

Dr. Dubos was the first person to demonstrate the feasibility of obtaining germ-fighting drugs from microbes over 20 years ago and can truly be considered a pioneer in the development of antibiotics.

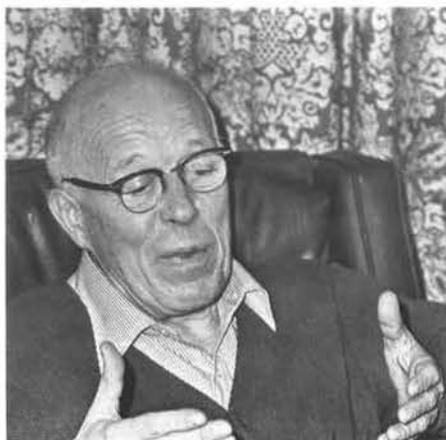
He has received many awards for sci-

entific research, some of which are: The Lasker Award in Public Health, The American Medical Association Award, and The Arches of Science Award of the Pacific Science Center.

Dr. Dubos, besides being a premier scientist, ranks as an outstanding author as well. So Human an Animal won him the Pulitzer Prize in 1969. His latest literary piece is Reason Awake. Other works to his credit include Man Adapting, The Unseen World, The Dreams of Reason, The Touch of Life, Pasteur and Modern Science, and Mirage of Health. The following interview with the congenial Dr. Dubos was conducted shortly before his lecture.



"Practically all adults are committed, so to speak. They are more or less prisoners of their lives."



"If pollution is to be solved, and I believe it can, it has to be by the Federal Government establishing ceilings with regard to how much pollution is to be permitted discharged into the air and water."



"I am convinced that it is through the freshness of apprehension of the total situation by young people, that our society will acquire a new kind of vision."

IRIS: Dr. Dubos, what was your capacity on the President's Advisory Council?

DUBOS: As a matter of fact, I became involved in this program because in the New York area I did try to mobilize public opinion by speaking about some very practical problems of the environmental situation in that area, especially the lead poisoning. Though that does not concern this area very much, perhaps you know that in many of our large cities, such as New York, Chicago, and St. Louis, there is an enormous problem of lead poisoning in the poorer sections of the cities where children eat the lead paint and where the number of children affected is tremendous. I was heavily involved in this and, in fact, did organize in New York a sort of international conference on lead poisoning which had tremendous impact. One of my satisfactions is that two weeks ago President Nixon decided to put aside 30 or 50 million dollars for the lead control program.

IRIS: Were you involved in the environmental teach-ins last year?

DUBOS: Not only was I involved, but much of it started from my laboratory. There's a young fellow who was working on his Ph.D. with me and was extremely involved in teaching in the eastern part of the country, especially in the New York area. So, from the beginning I was involved in the program through him. Over a week's time, I traveled across the country, from campuses in Maine all the way to southern California and spoke at least twenty times during that week. In addition to completing that part of the story, I thought it would be interesting that on the *Today Show* I was the first on the program to speak on the teach-in.

IRIS: Do you think the teach-in was successful and do you think it provided any motivation?

DUBOS: I think success was achieved, not in practical results, but in sensitizing American public opinion. Very few people before had sensed what it was about. There is no doubt that the teach-in did make people aware of facts on pollution, but more importantly, that there were lots of people concerned with it. I think this has been the largest practical result — to make the public at large, the mass media, and then the government aware of the tremendous amount of people who were worried and disturbed. I also think many politicians decided that it was wise to move into this program.

IRIS: Do you think that as a result of your teach-ins people became more involved? Also, do you think that it's being carried over or is it dying out?

DUBOS: If you asked me this question two years ago I would have been pessimistic. I would have said, and I did say at the time, that part of what was going to happen was that there would be a great excitement and a great deal of

interest and then people would get tired of it. I think what has happened is just the opposite. What has happened is that, as a result of the teach-in the concern for the problems of the environment has spread from the college population to other populations. In fact, I suspect it's now stronger in the high schools than in the colleges and it's beginning to spread into the grade schools. I see the movement gaining strength from the fact that younger people are involved. Something else has also happened — mainly that industrialists have become aware of the fact that this is an important problem. Some of them, I believe, have become concerned for good reasons, because they are good citizens and, like everyone else, wish the country to be a better place. Then there are others who have become concerned simply because it is essential to create a decent image for business. The fact is that now there are many industrialists who have become concerned as a result of those two movements of diffusion, starting from the college population, certainly, then spreading to the high school and the grade school and spreading into the business community. I think now the movement is in for good.

IRIS: You stated in your book, *So Human An Animal*, that you felt the youth population — the movement with the youth, their protests and rebellion — was necessary for the society if it was going to further itself at all.

DUBOS: I absolutely felt that way.

IRIS: And you feel now, that this is the case with the environmental idea?

DUBOS: I feel even more strongly so. First, I have been involved in this for some 15 years now. I have been a well-known scientist for about 30 years and have spoken to all sorts of adult groups. I know many groups of adults are interested in what I say, but I also know that it does not make much of a difference. Practically all adults are committed, so to speak. They are more or less prisoners of their lives. They have little freedom of motion, and because of that, whatever their good intentions are they cannot do much. Whereas young people are not yet prisoners of their lives or at least much less so. Younger, people, because they are not yet completely involved in the social structure as it functions now, can at least try to visualize something better. Moreover, they can try to visualize something better in terms of their direct apprehension of the qualities that there could be in life. They have not yet lost that sense. I am honestly convinced that it is done because they are young. You see, I wrote it long before I had any hope of reaching a young audience. I am convinced that it is through the freshness of apprehension of the total situation by young people that our society will acquire a new kind of vision.

IRIS: Doctor, do you feel the mass media are helping to bring out this ecological problem? Is there anything else that the mass media could do?

DUBOS: Well, my views about the mass media are not simple. I am not too happy about it. On several occasions over television, on some of the most famous networks, I have talked about the environmental problem and have seen some of my friends in the movement talking about environmental problems; and I do know that some of the leaders of the mass media, some of the most famous people in television, are really honestly concerned. But then what happens? Here I have seen myself, as well as Margaret Mead or other people who have shared programs with myself, talk about some problems of pollution or environment or quality of life. We talk for about three or four minutes, then the commercial comes on. Time and time again I have seen that the commercial is absolutely contrary to what we are pleading for. Some way or another the mass media doesn't have enough freedom to be very effective. For example, the three minute talk about the good cause and then after that the tremendous impact of advertising for something which defeats the purpose for which we are talking. I am not as hopeful as I used to be about the mass media. Unless we find a way that educational television can develop more appeal for the general public and can convey the message without spoiling it by advertising for the very products that are destroying the environment, there is little hope for it.

IRIS: We know that the ecological problem and the quest for quality in life is world wide. Can you tell us what some of the other countries around the globe are doing about these problems?

DUBOS: As a matter of fact, I know only of the movements within this country very clearly. It started in this country about four or five years ago. Some of us were in it before, but in practice of course, it started here because the situation was more acute here. The other country in which there has been a great deal of action is Sweden. They've begun government controlled policies to attempt to control many forms of pollution. In England, also, a great deal has been done. Now, in Japan there has been talk, but I have not seen any action whatever. I haven't seen any kind of action in other parts of the world that I have visited. This year I saw a beginning of interest in France, but still no kind of action. To summarize, I would say that this country, despite a great deal of talk, has seen little action. In Sweden there is, I believe, more action and better planned action. In England, there have been very few spectacular achievements. I really don't think very much has happened in the

rest of the world.

IRIS: Do you feel that the Protestant ethic, which helped develop this country, has now helped to destroy it?

DUBOS: It just so happens that I'm writing a book on that topic. I happen to be in complete disagreement with what is being said about it. I cannot give you a complete statement of the problem, but let me try to summarize it. Some six years ago Lyn White, a professor of history at the University of California in Los Angeles, published a paper called the "Historic Roots of the Ecology Classes." It is a paper in which he defends this view in a most interesting manner. He states his defense in view of the Judeo-Christian traditions; by having made man dominion over nature as stated in the Bible, has been responsible for the development of technology and for the lack of respect for nature. Because man was given the dominion over nature, man had the moral right to do whatever he wanted. He goes on to say that this Judeo-Christian tradition expresses itself greatest in the countries under the influence of the Protestant churches which generally have been the most effective in developing technology. That's the general theme. At first sight this appears to be right. There is no doubt that a sense of dominion over nature is part of the creed of the Judeo-Christian countries and that technological development resulted—even reached it highest development—in the countries of Protestant religion. However, if you look at history a little closer you will find that the grossest mismanagement of nature and the worst destructions of the natural environment have occurred in countries which have never been under the influence of the Judeo-Christian tradition. For example, all the deserts of central Asia were all caused by deforestation and by over-grazing, which happened long before the Bible was written. All the Cedars of Lebanon, perhaps the most beautiful trees that ever existed, were destroyed by the Mesopotamian kings and by the Roman emperors about three thousand years ago. All the deserts of Mexico were created by the Aztecs by deforestation and by over-grazing their animals. There are countless examples where gross mismanagement of nature appeared in countries which have had absolutely nothing to do with the Judeo-Christian tradition. Then, on the positive side, there is the fact that the best management of nature has occurred in some of the countries of Judeo-Christian tradition. The best land management has occurred in that part of northern Europe where Benedictine Monks, during the early Medieval times, transformed the forests into cultivated land and managed it so well that this land has been under continuous cultivation for 1,500 years now and is still one of the most fertile lands in the

world. If you want to look at the positive side of the Judeo-Christian tradition regarding nature, the most exquisite and influential expression of man's respect for nature comes from Francis of Assisi who certainly is a very good representative of the Judeo-Christian tradition. Finally, the first concrete scientific formulation of land ethic, to use the expression of Aldo Leopold—to discover, to formulate an ecological doctrine, almost a doctrine of conscience of man's behavior towards nature—has all occurred during the past 50 years in the countries of Judeo-Christian tradition. In summary—the development of technology, as well as the mismanagement of the forests—this is true of many countries of Judeo-Christian tradition and especially of Protestant tradition—has caused all sorts of damage. But even more damage has been caused in countries that we have developed more completely during recent years.

IRIS: We have all heard many figures as to life expectancy of the world as we know it—an estimated 30 years. In your own estimation, how accurate are these figures of doom?

DUBOS: I must admit that if it were true that we would continue to develop the kind of technology we have now and to manage it in the thoughtless manner we are now; then I suspect that within 40 years we will have done irreversible damage, and in this sense, those who prophesize doom before the end of the century have some justification. It seems very clear to me, however, that we have reached a turning point. All over the technological world, an acute awareness of the danger has developed during the past 5 or 10 years. What strikes me as much more interesting than just reciting the disasters that have happened, and the disaster that could happen, is to point to a number of situations where the trend has been reversed. Within a very few years one has found it possible to stop the destruction of nature and to create conditions which are returning the world to a better state.

IRIS: Do you feel that it's possible to take our present technological knowledge and reverse the way we are using it; and if so, how are we going to do it?

DUBOS: It will be a very complicated answer and I won't pretend to give all the details. I am convinced that it is possible. There are good examples showing in certain places that it has been done. One example is London, the largest city in the world and much larger than any city in this country, where in 15 years it has completely reversed the trend of pollution of the air and water. If it can be done in London, a city which is certainly not as wealthy as we are, it can be done here once we decide to do it. Furthermore, there is, as I mentioned before, an acute development

among some of the great business leaders—an awareness that something must be done. I admit very little has been done, but I think the reason is because Congress has not yet been very effective in pressing legislation in this field. There has been a lot of talk, but little action in the direction of legislation. For example, the day when Congress passes laws that make it illegal to pollute water through the paper-pulp industry, I have no doubt that the paper industry in this city will find ways of not polluting the streams. They cannot do it in your state now because if they try to do it, it will increase their cost of production and if it is not national legislation, the increased cost here would place the local products in a bad situation, on the national market competitively. If it becomes a national law, however, then industry will have to find ways of doing it.

IRIS: Being aware of President Nixon's Revenue Sharing Plan, do you think money is going to be a big help, and what does the administration really plan on doing?

DUBOS: Since I have not read any newspapers now for two weeks, I am completely out of touch with things, but let me give you my personal philosophy about this. You must realize, of course, that I am not a politician or an economist, thus I look at this problem almost from the outside with whatever scientific training I have. My opinion is that these problems are not going to be solved by the federal government spending money to purify the environment. If the problem is to be solved, and I believe it can, it has to be by the federal government establishing ceilings with regard to the amount of pollutants permitted to be discharged into the air and water. The federal government must demand that industry not discharge more than a certain level of pollution and if so, the industry will be fined or put out of existence. As soon as this is done, I'm convinced that industry will find ways of not discharging pollutants into the environment. I don't believe purification of environment can happen by federal or state government spending. Rather, it must be done through strict legislation that makes it absolutely illegal to pollute the environment. I have an enormous amount of hope about this. I have a boundless confidence that when one is compelled to do something, one does it. If you were to say today that nobody is allowed to release sulphur dioxide into the air or water, you can be sure that the chemists would find ways of trapping the sulphur and exhaust, to re-cycle it and then reuse it. It would be a little more expensive during the first 3-5 years, but after that, the re-cycling process would be converted into an economically profitable operation.



Located on the banks of the Wisconsin River lies a sleepy town called Stevens Point. The community's major industry is a University that calls Stevens Point its home, and the biggest asset of that University is its bumper crop of luscious lovelies that call it home —



She may be as pretty as a picture and look as soft and tender as a rose petal, but don't let her looks fool you. She can hold her own in the daily fight that even the strongest male may sheepishly drift away from—the fight to graduate.

She's strong enough to carve up a cat cadaver, and patient enough to listen to a two hour lecture on the Malthusian theory of overpopulation — and stay awake. Her intelligence keeps her on top of the curves — curves other than her own, while her warm smile can invigorate even the dullest classroom.

She may drink "Bud" or even "Point." Perhaps the most potent sip she may take might be a "coke." But what would a night out on the town be like without her? When she's around it's "instant atmosphere" and fun. When she's not, most of the guys probably aren't either. She may think she's only a face in the crowd, but to an admiring male in the mob, she's *the* face in the crowd, and a pretty one at that.

The Girl of WSU is all this and much more. She can bust the curve or break a heart. She can make a day or break that, too. Because she is a woman she is unpredictable. And because she is a woman she is something special. Come with us now on a pictorial sojourn with some, but definitely not all, of the bundles of joy that grace our campus and our lives — The Girls of WSU.



If a playboy were seated between this perky pair, he wouldn't know which way to turn. The Shebesta sisters, hailing from Brookfield, show here that Batman and Robin are not the only dynamic duo.

Both brunette Rene and her blonde haired sister Deniese are education majors, and each has reigned as a beauty queen at least once.

Individually, each is the kind of girl you'd like to have live next door. Together, their warmth and charm is doubled.





A cold and snowy night to set the mood, a crackling fire for atmosphere, and a pretty girl to warm it up. This, and a glass of wine, perhaps, is all that is necessary to warm the heart of even the most frigid male. The one radiating all the warmth here is Miss Debi Miller. She is a junior from Wausau majoring in Home Economics. She was WSU homecoming queen in 1969 and is on the Deans list.



Twenty year old Miss Mary Hundley is sugar and spice and all kinds of nice. Here she's being careful not to fall in because sugar dissolves in water. The junior from Milwaukee is much more than just a pretty face, though. She's a member of the Deans list and Alpha Sigma Alpha Sorority. After graduation she plans on teaching kindergarten.



This pretty WSU coed, Miss Cheri Dallmann, is a sophomore from Reedsburg. She's majoring in Speech Pathology and Audiology and played the part of Little Bo Peep at Storybook Gardens in the Dells. A second runner up in the 1970 Miss Stevens Point contest, she's a gorgeous sight indeed. Any red blooded American boy can appreciate beauty when he sees it. If he's single he can hope, and if he's married, engaged or going steady, the fact that he's on a "diet" does not impair his ability to look at the "menu."



Poolside, Kathy Krummel shows off some of the reasons she was chosen Homecoming Queen last fall at WSU. She is a five foot four inch brown eyed, brown haired Psychology major from Menchallville.

Whether she can swim or not, Kathy would still make the beach much more interesting and her reflection in the water would probably draw a few friendly sharks.

Kathy is active in ZPG, and has a sincere interest in nature and people. Her future plans are to teach Psych in high school.

Here Miss Christine Riekema, a pretty nineteen year old freshman from the Cloister, proves that a picture is worth a thousand words. Her warm personality also proves that beauty is not only skin deep. Chris is from Mason City, Iowa and majors in Sociology. Swimming, art and skiing are the things that turn her on.

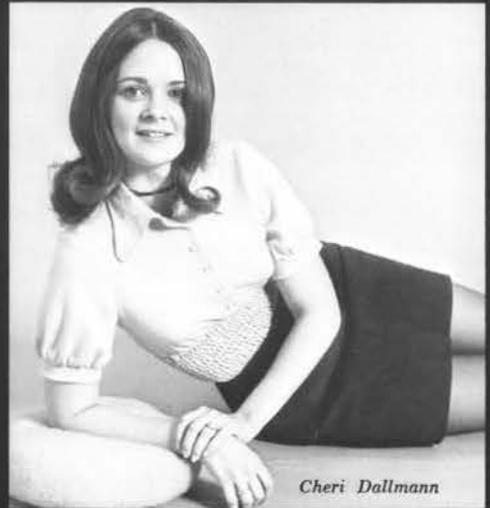




Debi Miller



Mary Hundley



Cheri Dallmann





Christine Riekens



The Girls of WSU come in all shapes and sizes. This delightful arrangement of femininity is Miss Rene Lasalette. "La," to her friends, was Miss Reedsburg to everyone in 1969. The five foot four inch green eyed brunette is majoring in Primary Education. She was Little Red Riding Hood at Storybook Gardens in the Dells and resides in Thompson Hall. Her plans for the future include marriage and teaching.

Here Miss Kathie Chop ("Chopper," to her friends), a sophomore from Wauwatosa, is captured on film while lost in thought. Kathie is majoring in Business and Fashion merchandising, is a student assistant at Schmeeckle Hall and is a member of Delta Zeta Sorority. The five foot seven inch brown eyed brunette hopes that someday people will be able to live together in peace. Right on!



Kathie Chop



Christine Riekens

This lovely coed has a personality to match her smile, and only they can match the sparkle of her platinum blonde hair and flash of her blue eyes. She's lovely Miss Karla Pfeiffer, a senior from Crandon. Karla, majoring in Physical Education, is in great shape, indeed. Any season will find her on skis as she is an avid water and snow skier. After graduation, Karla hopes to go into either teaching or physical therapy.





Just because Miss Sandy Krause is wearing a black hat, don't think for one minute that she's a villain. This vivacious five foot six inch, blue eyed blonde is one of WSU's best. Sandy has a smile as warm as her personality. The junior from Hamburg is majoring in Business Education and in her free time enjoys skiing, traveling, sewing and going to Joe's. Honors to her credit include being elected President of Hyer Hall and Pray-Sims Sweetheart. Her future plans call for a career in teaching, which leads us to wonder — why didn't they make teachers like that when we were in high school?!







IRIS PLAYMATE



Her hair is jet black. Parted in the middle, it softly cascades down to, and beyond, her shoulders. Her face reminds you of a girl you were once introduced to, and the reason you remembered it is because, like a cameo, it endures. Her green eyes are not unlike the eyes of any other attractive girl — their size magnified through your own. Her eyes, however, are unique. Through her pretty eyes *her* individual life has been observed; a life that is unlike the lives of other girls her age in many ways. The girl behind these eyes is the attractive Miss Marsha Pawelka, who does fantastic things with the five feet seven inches allotted her.

Marsha, whose hometown is Greenfield, dreams of someday becoming a school teacher at the primary grade level. Some of the things that she has already accomplished, however, are still dreams to other girls. The black haired beauty at one time called the Playboy Club's "Bunny Hutch" at Lake Geneva home. She worked there as a bunny one summer before turning in her bunny ears and replacing them with books and class work. Her "Bunny Hutch" now is the confines of WSU's Schmeackle Hall, and it is plain to see that the Playboy Club's loss was, indeed, WSU's gain.

The pretty coed is a sophomore majoring in Primary Education. She has a wide variety of interests, some of which are quite unusual. Though many people enjoy dancing, few of them know the first thing about Hawaiian or Tahitian dance. Marsha, on the other hand, has been swaying her hips and talking with her hands for many years. Twelve years of lessons have taught her enough so that with her Polynesian black hair flowing down her back, she could be mistaken for a native when she puts on a grass skirt.

Her other interests are a bit more conventional. Summertime will find her in, on or around the water. An accomplished swimmer, she finds it most exhilarating to indulge in Wisconsin's many lakes, rivers and streams. Water skiing is another thing that turns Marsha on. Next winter she hopes to take up snow skiing. So sure of the fact that she will like it, Marsha has already purchased a brand new pair of Head skis. She will be content to wait for next winter, however, as she is now anxious to do some water skiing again.

When asked what she thinks is the most important thing that anyone can do, her reply was, "Just keep working at whatever you want to succeed in, or whatever you believe in, and never, ever give up." She hopes to carry this philosophy into the classroom as



While males at WSU spend quite a bit of time "checking out" the female segment of the campus population, Marsha Pawelka checks out a couple of things on her own. In the upper left hand photo she critiques art work at the Fine Arts building. In the picture above, she examines the dentistry of a dinosaur. At the left, Marsha is on her way to class, where, it might be observed, she adds sparkle to even the dullest course. (It must be difficult for her to cut a class — an instructor would certainly notice if she weren't there.) In the picture below, Marsha is "booking it." It's her philosophy that if you want something you have to work hard to achieve it and never let discouragement stand in your way. Study and hard work will lead her to her life's ambition of being a teacher.



WSU'S PARTY JOKES

An attractive young lady was having difficulty keeping her skirt down about her shapely legs while hitchhiking in front of Old Main. She was aware of a man watching her discomfort with considerable interest and she addressed him in an irritated voice:

"It's obvious, sir, that you are not a gentleman!"

With appreciation in his voice, the man replied, "It's obvious that you're not either."

—o—

The WSU-SP sociology department has come up with the significant statistic that the average number of times a coed says no to temptation is once weakly.

—o—



A lovely transfer student from Georgia we know is such a slow talker that by the time she gets through assuring a friend of ours that she wasn't that kind of a girl, she was.

—o—

"There is no need for me to make a personal dorm call," the doctor of the health center told the worried caller. "I've checked the roommate's file. He isn't sick at all — he just thinks he's ill."

A week later, the doctor phoned back to make sure that his diagnosis had been correct. "How's your roommate today?" he asked.

"Worse," came the reply. "Now he thinks he's dead."

—o—

Then there was the couple who was enjoying each other's company behind a locked door during dorm visitation. Suddenly a brick came crashing through the window, flew across the room and hit the girl directly in the chest — breaking three of his fingers.

A particularly flat chested girl went to a doctor's office hoping to get some professional advice which might increase the size of her nearly nonexistent bustline. Upon seeing the doctor, she threw open her blouse and exclaimed: "Doctor! What can I do about this?"

The doctor very professionally stated, "Have you tried any Clearasil?"

—o—



"To me," said the student of a well known English professor, "he's a pain in the neck."

"Strange," said a fellow classmate, "I had a much lower opinion of him."

—o—



A playboy is a guy who never Mrs. one.



This model coed is Patti Jacobs. She hails from Wauwatosa and from the looks of it, the Wisconsin winters haven't done her any harm. She's majoring in Dance and Drama and plans to teach dance when she graduates. The five foot five inch, blue-eyed blonde is a freshman. Patti has held the honor of Wauwatosa Junior Miss and excelled in talent at the State pageant.





The little "peasant" from Manawa is Marsha Lindsay, a sophomore majoring in Communication. She's five one with dark hair and brown eyes, likes outdoor sports, and is interested in the mass media or public relations. She is a member of the *Iris* staff and enjoys music, travel and reading, not to mention cooking. She has been given the Highest Honors award for academic achievement.



If Nancy Strampe is lost in the woods she certainly makes it look interesting. She's a junior from Madison majoring in Communication. Besides being a jumprope champ, Nancy, five six with blue eyes and blonde hair, was a member of the National Honor Society in high school and enjoys music. She plans on a career in Mass Communications.





Representing the blondes of WSU, Miss Denise Shebesta does a terrific single. The former "Miss Brookfield Square" likes to spend her spare time sewing, cooking, and — you guessed it, modeling. Interested in Elementary Education, her ambition is to finish school.

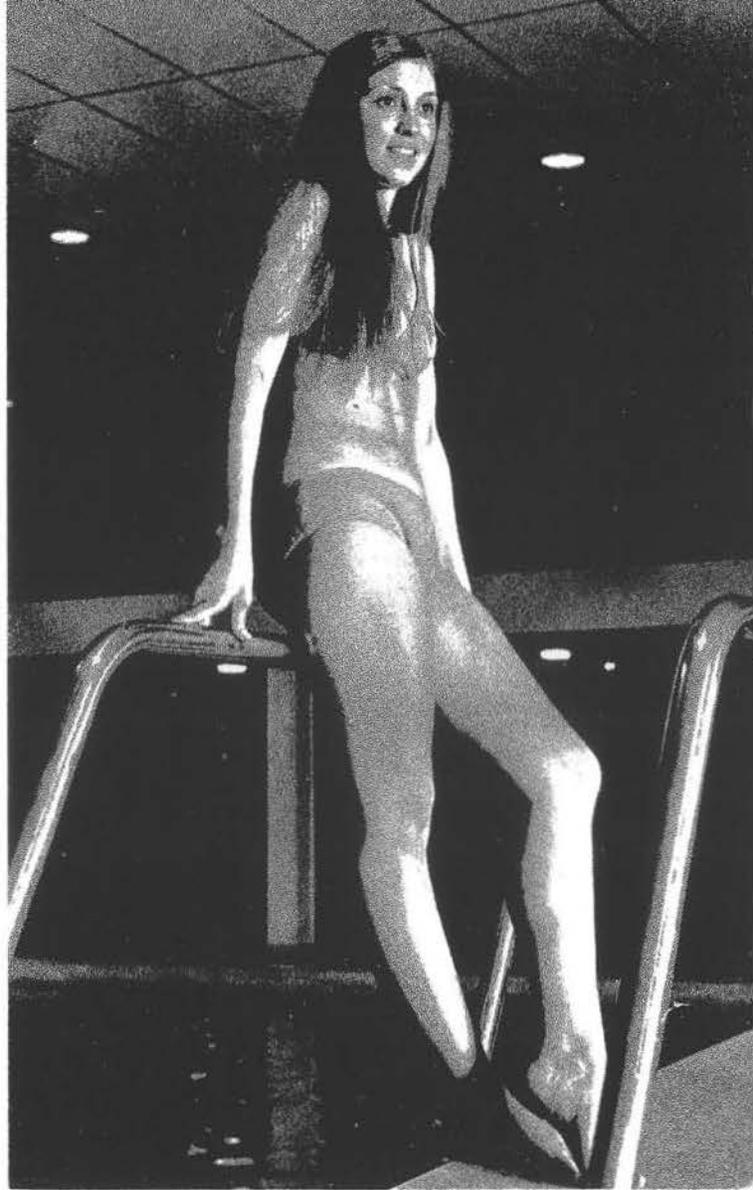




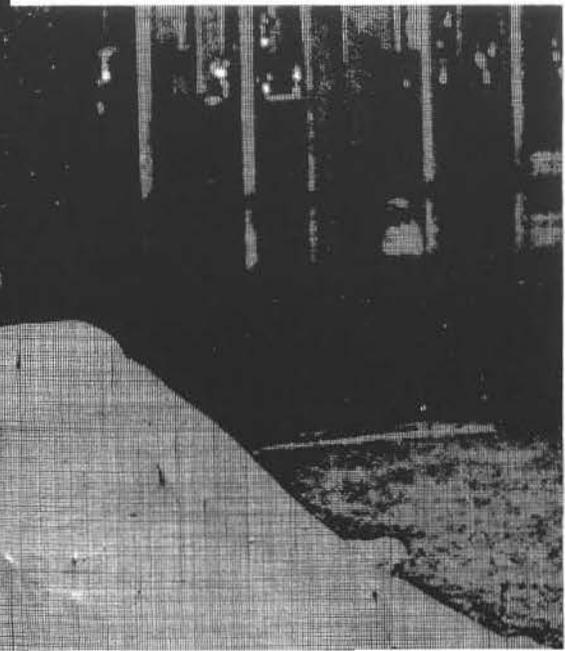
Silhouetted against the Stevens Point sky, or posing prettily on a stool, Miss Renee Shebesta makes an excellent study in graceful beauty. The busy senior has produced and directed the Miss Stevens Point pageant for the past three years, and has also appeared in it herself. She has been a member of the University Activities Board, WSU Players and has been a member of the Delzell Hall Council. After graduation she will become a June bride.



No self-respecting playboy could resist a walk with this "babe in the woods." She is Shawn Granger from New London and a finalist in the Miss Stevens Point pageant. Shawn, a 21 year old junior majoring in Speech Pathology and Audiology, has a multitude of interests from jazz to golf. She's a five foot, six inch brown-eyed brunette.



Contemplating a graceful dive is Denise LaLeike, one of our beautiful WSU bathing beauties and a Stevens Point native. She is five feet, eight inches tall, has brown eyes and light brown hair and is interested in skiing and swimming. Denise is a sophomore majoring in French, but from the looks of it body English would suffice.





Marsha Lindsay

If she hasn't already captivated you, just look into her eyes. She is Louise Zdroik, a Stevens Point native and Home Economics major at WSU. The blue-eyed blonde stands five three and enjoys outdoor activities including hiking and camping. Louise, a senior, is an open-minded girl hoping to secure a job in environmental planning and design.



A soft rug, a crackling fire and a warm smile is particularly enticing when it revolves around Anne Egenhoefer. The Primary Education major from Stevens Point has light brown hair, blue eyes and is five seven. Anne is an ardent water skier and enjoys sewing in her spare time. A member of Alpha Sigma Alpha, she plans a career in teaching.



If she could talk to the animals, Laurie Klein could probably tell them some beautiful things. She is a sophomore from Rockfield and enjoys long walks, dance and flute playing. Laurie is five six, has hazel eyes and ash blonde hair. She is a Drama major and for the future she plans "just to live." What more can one ask?



This sparkling smile is brought to you through the courtesy of Laura Rose, a freshman from Fond du Lac. She is interested in winter sports, swimming and music. Laura is five five, has brown hair, and is a major in Home Economics. She plans to be a fashion merchandiser and wants to travel around the world.





This lovely Miss is Karen Przekurat, a junior majoring in Psychology. She's a native of Stevens Point, and is five foot two with eyes of green and brown hair. True to her friendly nature, Karen's plans for the future include work with emotionally disturbed children.

Maybe this alluring child of the forest has seen something she likes, or better yet, something that likes her. Marijean Nelson is five four, and has green eyes and brown hair. She's a sophomore from Berlin majoring in Physical Education and plans to teach dance when she graduates. Marijean is a former high school Homecoming Queen and cheerleading captain, whose interests include water skiing and swimming; a true summer girl.

With a glow on her face, Susan Petit has that faraway look that is entrancing to so many. Susan hails from Appleton and is a junior majoring in Art. She seems to have a thing for canoeing, since the five foot three, green-eyed blonde took first place in the 1970 annual "Sig Ep" canoe race. Her interests also include camping, hiking and photography and she is treasurer of Theta Phi Alpha. For the future, Susan plans on just growing young.





"Splendor in the Grass" is more than just the name of a movie — here, it might refer to pretty Miss Jeanette Kelch, a senior from Stevens Point. Jeanette is a five foot three inch grey-eyed blonde who is majoring in Primary Education. In 1969 she was the Delta Sigma Phi sweetheart, and is a member of Alpha Sigma Alpha sorority. She has been on the Deans Honor List since entering WSU, and has served as Special Events Chairman for UAB. Her future plans call for kindergarten research and, hopefully, a masters degree in child development. A June wedding is nearing for Jeanette, to the man she met while she was an orientation leader.



Perching prettily on a stool, WSU freshman Sharon Hamburg, Reedsburg, smiles enticingly at the camera. She's an Elementary Education major planning on teaching or counselling in the future. Sharon is a five foot seven blonde and has hazel eyes. She spends some of her time as wing representative, and her leisure time sewing, crocheting and watching movies and television. Dancing is one of her interests. For readers with interests of their own, Sharon plans eventually to get married.



No matter where she goes or the Girl of WSU is always being



Mary Maves is a beautiful product of Stevens Point. She is a sophomore in Geography and plans to try for a government job in that field. She's active in the Trippers, a member of the Alpha Sigma Alpha sorority and was on the UAB Homecoming Committee. Mary is five foot five with blue eyes and light brown hair. She has a unique hobby, rock hunting, and also enjoys rock climbing and skiing.

Valerie Lau hails from Shorewood, Wisconsin. She is a five foot eight blonde with blue-green eyes. While attending WSU, Val has run for Homecoming Queen in 1969 and was a candidate for Winter Carnival Queen this past winter. She is a senior majoring in Home Economics and plans to go into merchandising. A member of Alpha Sigma Alpha, she spends some of her spare time skiing, reading and playing the piano.

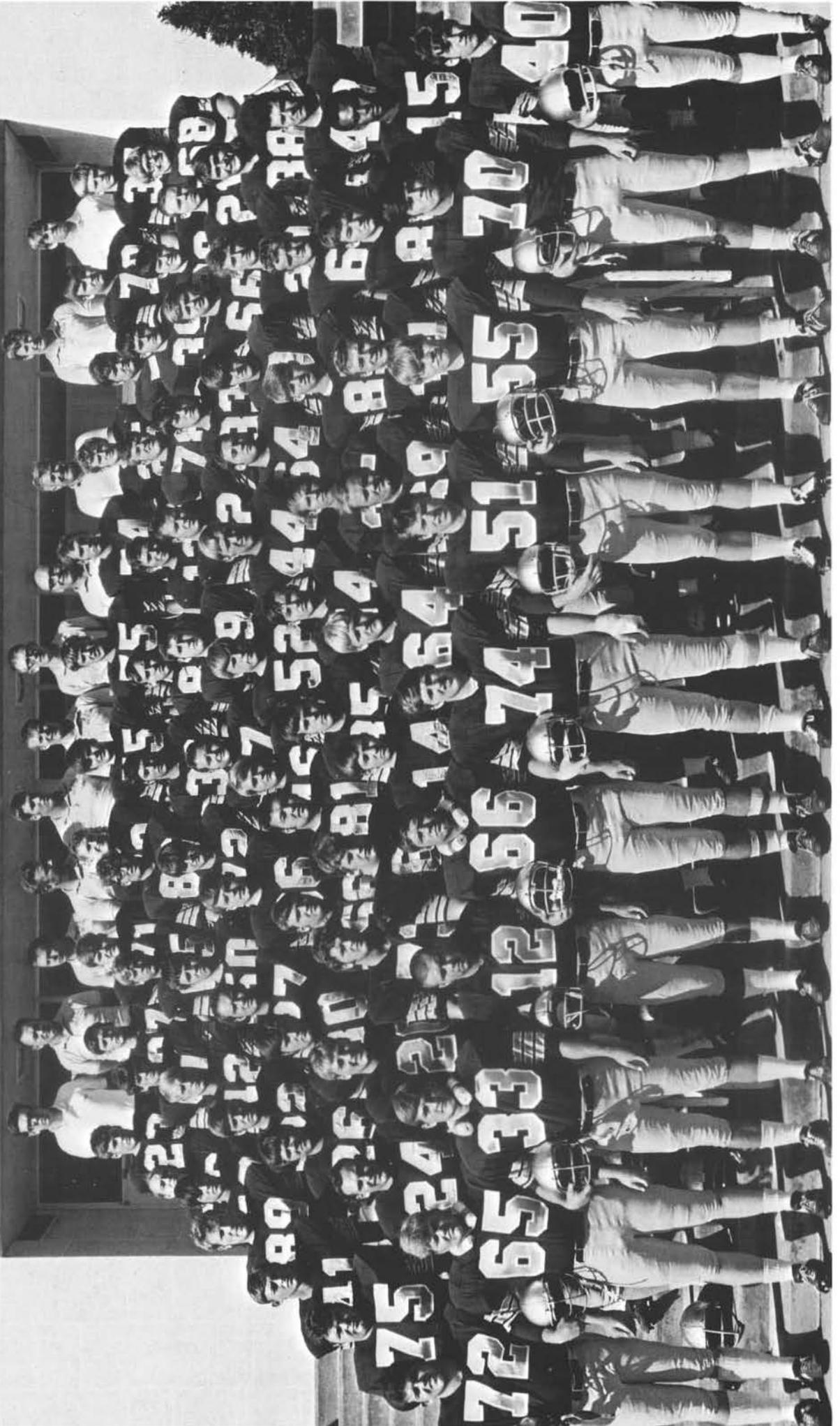


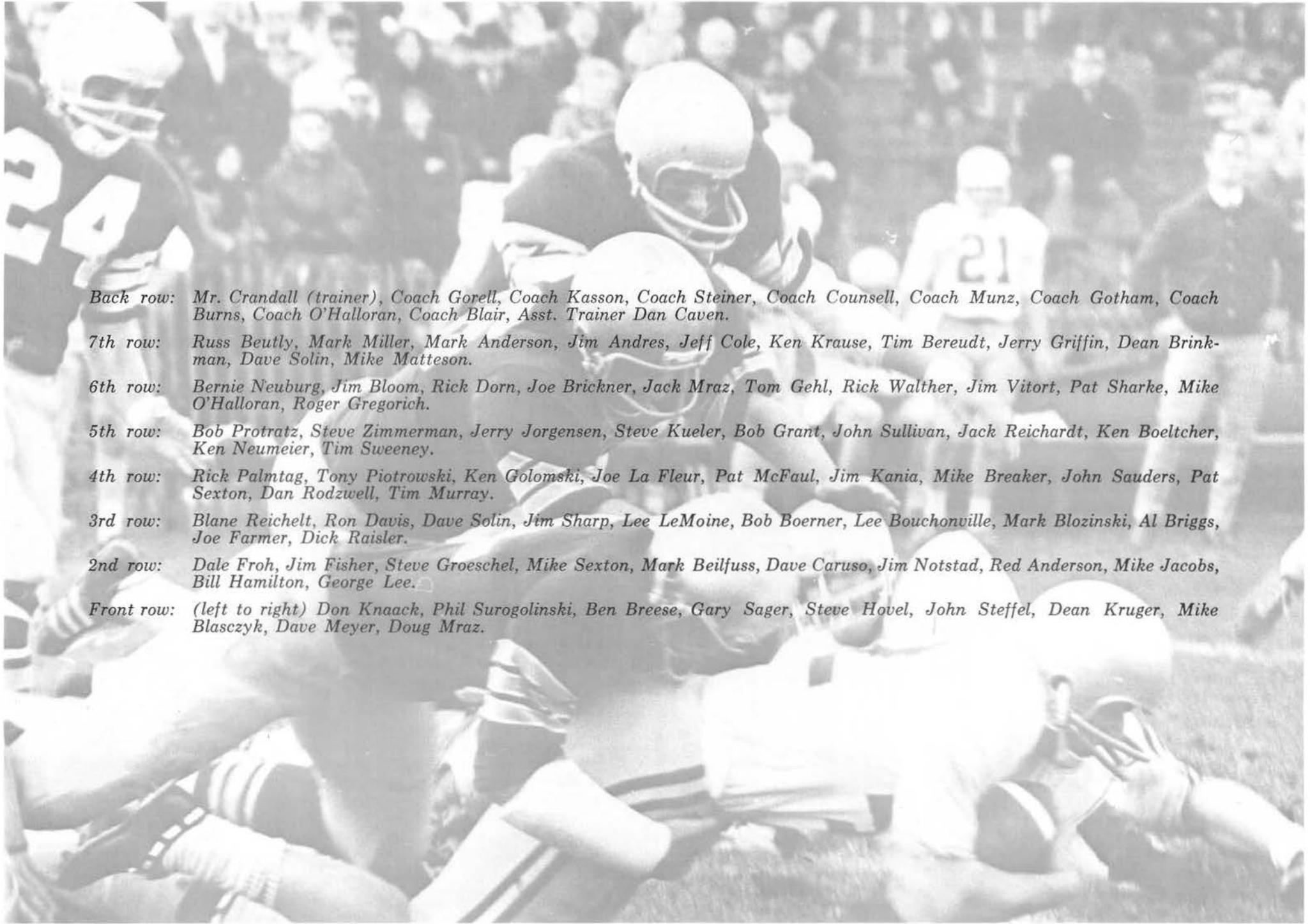
what she does
watched by someone who cares.

This fetching young Miss is Mary Lou Ley. A Drama major intent upon a stage career, Mary Lou hails from Marshfield. The five foot four junior has dark brown hair and blue eyes. She has participated in numerous drama productions and is choreographer of the swing choir. Her efforts have gained her membership in Who's Who in American Colleges and the Players.



SPORTS





Back row: Mr. Crandall (trainer), Coach Gorell, Coach Kasson, Coach Steiner, Coach Counsell, Coach Munz, Coach Gotham, Coach Burns, Coach O'Halloran, Coach Blair, Asst. Trainer Dan Caven.

7th row: Russ Beutly, Mark Miller, Mark Anderson, Jim Andres, Jeff Cole, Ken Krause, Tim Bereudt, Jerry Griffin, Dean Brinkman, Dave Solin, Mike Matteson.

6th row: Bernie Neuburg, Jim Bloom, Rick Dorn, Joe Brickner, Jack Mraz, Tom Gehl, Rick Walther, Jim Vitort, Pat Sharke, Mike O'Halloran, Roger Gregorich.

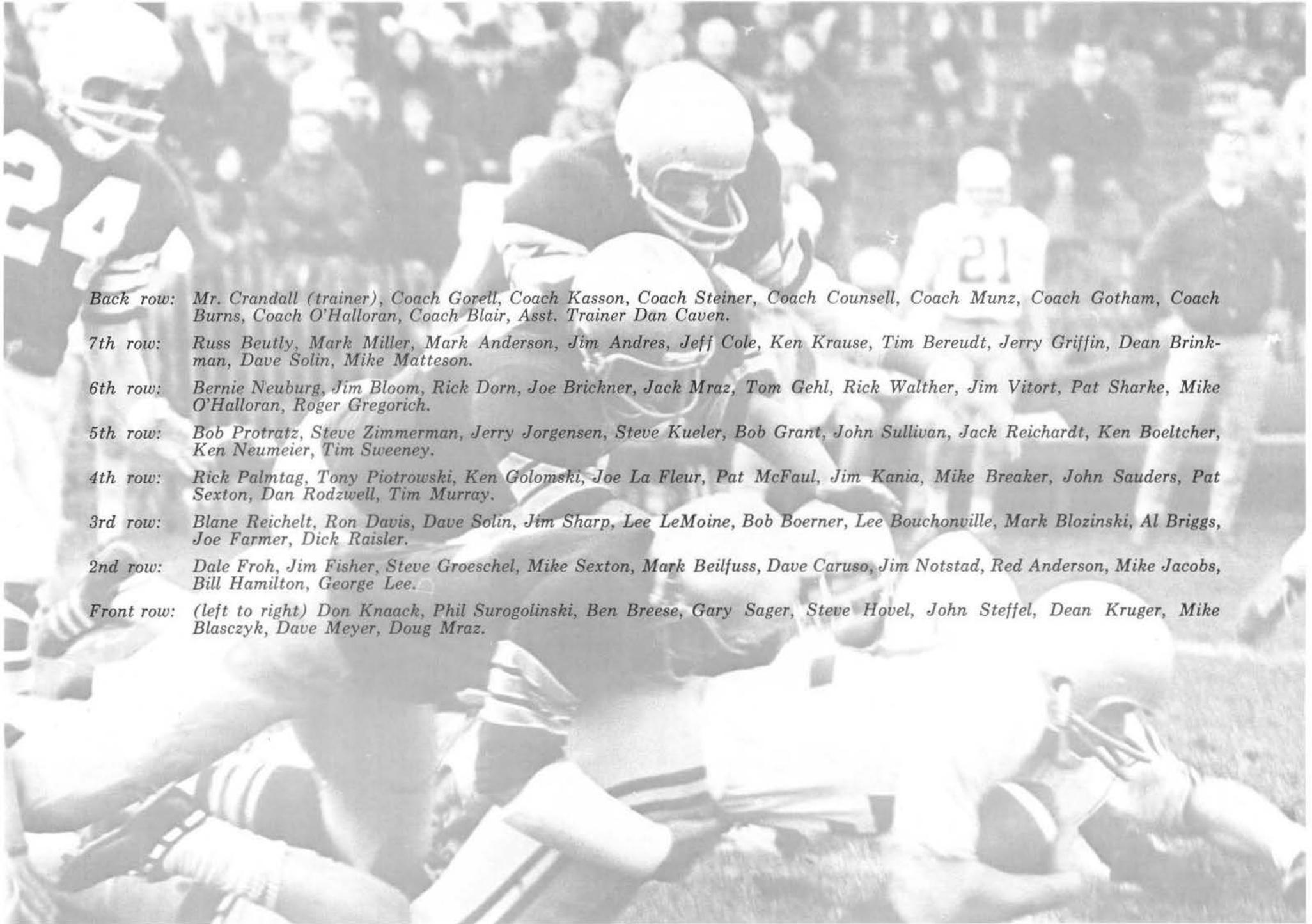
5th row: Bob Protratz, Steve Zimmerman, Jerry Jorgensen, Steve Kueler, Bob Grant, John Sullivan, Jack Reichardt, Ken Boeltcher, Ken Neumeier, Tim Sweeney.

4th row: Rick Palmtag, Tony Piotrowski, Ken Golomski, Joe La Fleur, Pat McFaul, Jim Kania, Mike Breaker, John Sauders, Pat Sexton, Dan Rodzwell, Tim Murray.

3rd row: Blane Reichelt, Ron Davis, Dave Solin, Jim Sharp, Lee LeMoine, Bob Boerner, Lee Bouchonville, Mark Blozinski, Al Briggs, Joe Farmer, Dick Raisler.

2nd row: Dale Froh, Jim Fisher, Steve Groeschel, Mike Sexton, Mark Beilfuss, Dave Caruso, Jim Notstad, Red Anderson, Mike Jacobs, Bill Hamilton, George Lee.

Front row: (left to right) Don Knaack, Phil Surogolinski, Ben Breese, Gary Sager, Steve Hovel, John Steffel, Dean Kruger, Mike Blasczyk, Dave Meyer, Doug Mraz.



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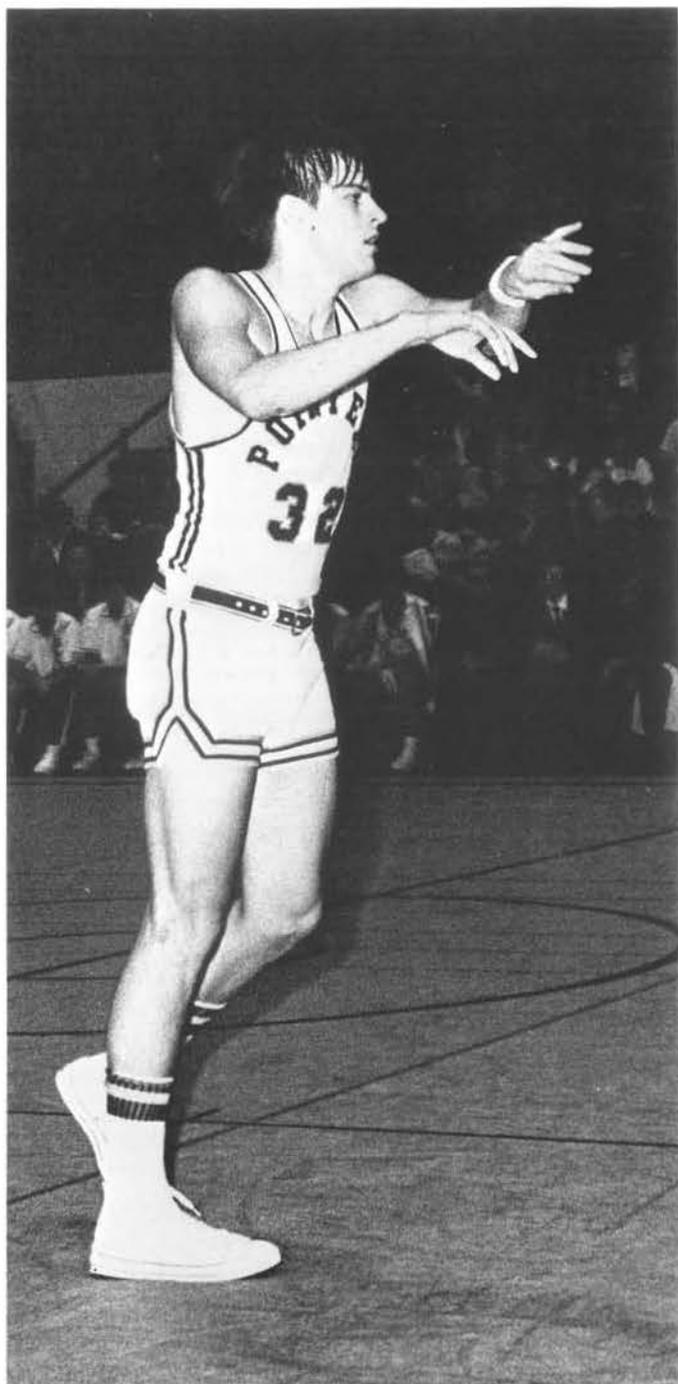
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It's been said that lightning never strikes the same place twice. At Stevens Point, however, this doesn't apply. The lightning of the Ritzenthaler family has struck here four times. Now, with the rainbow at an end, the pot of gold plainly in sight was little brother Tom.

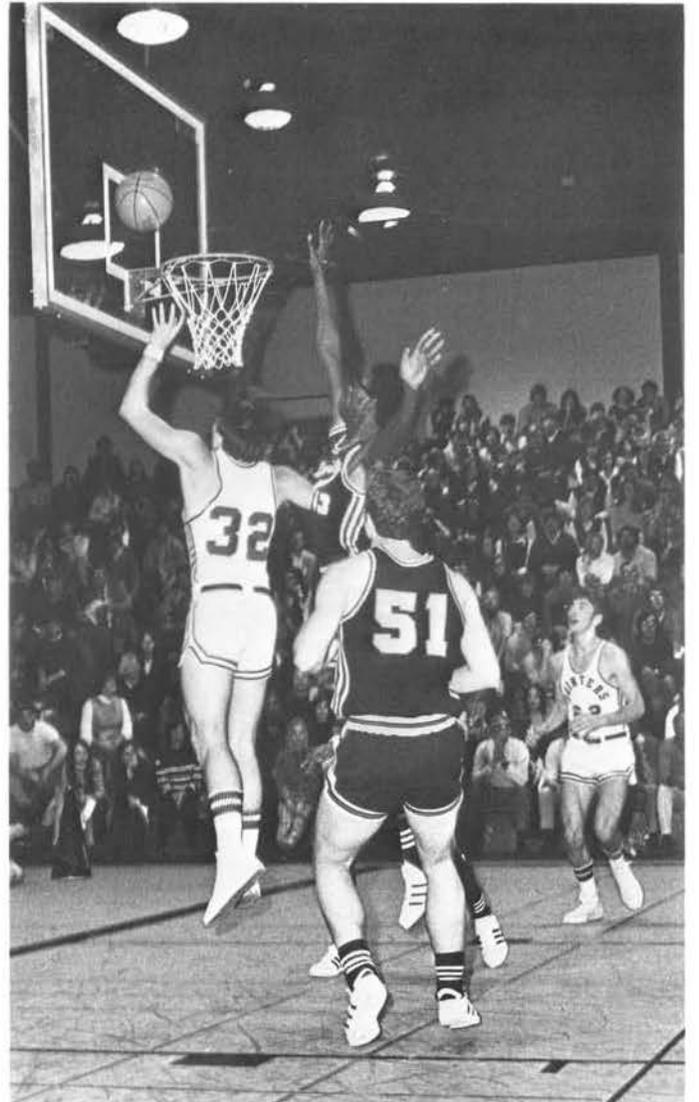
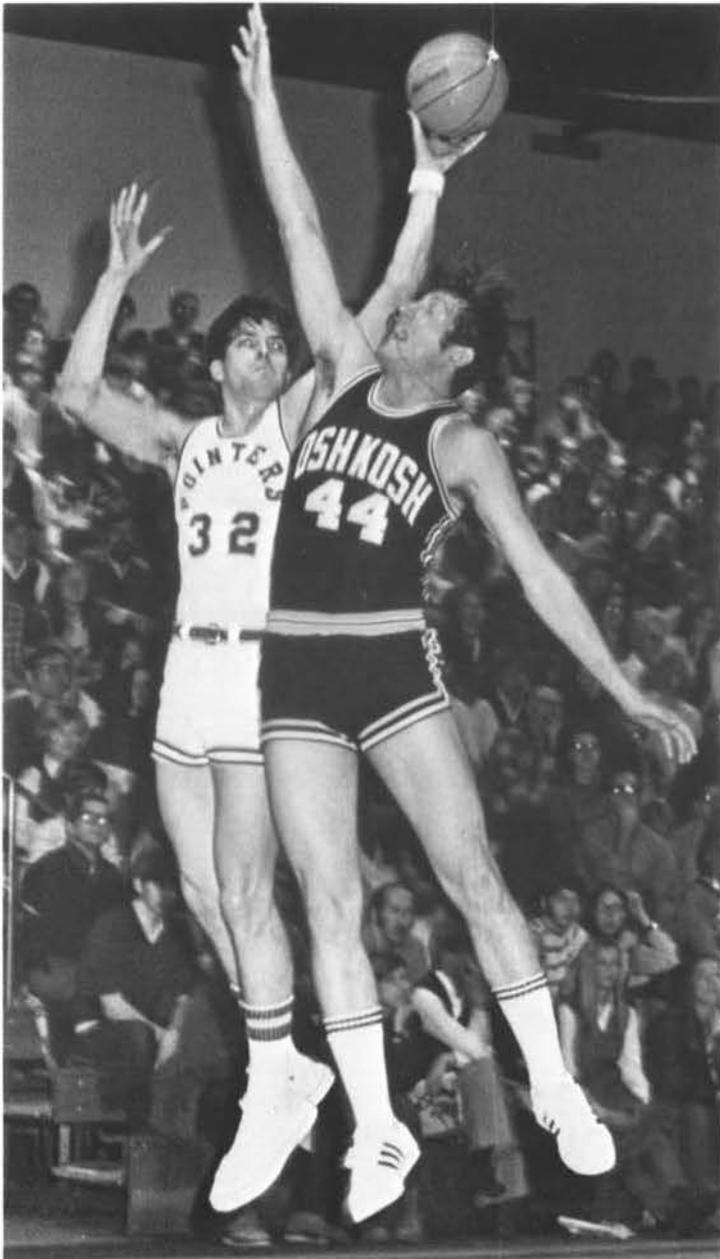
POINT'S TOM TERRIFIC

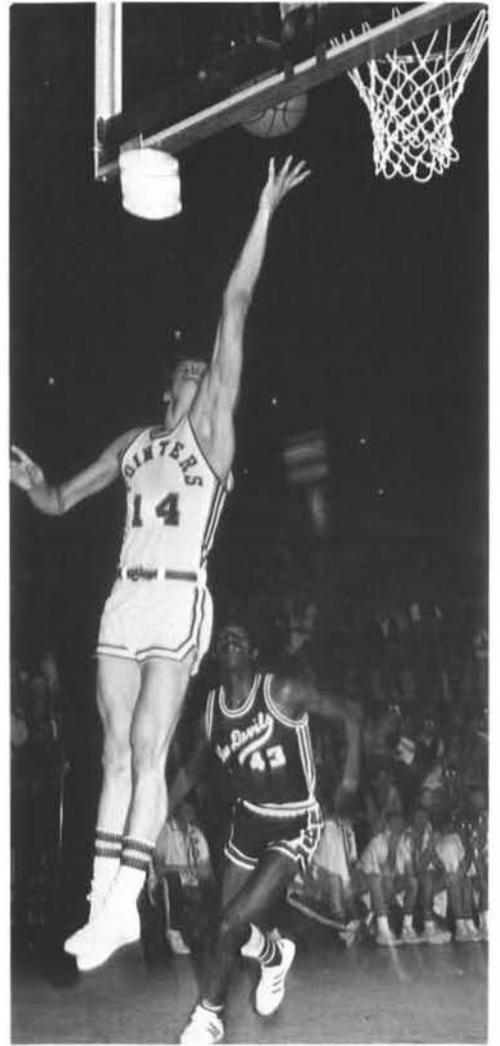
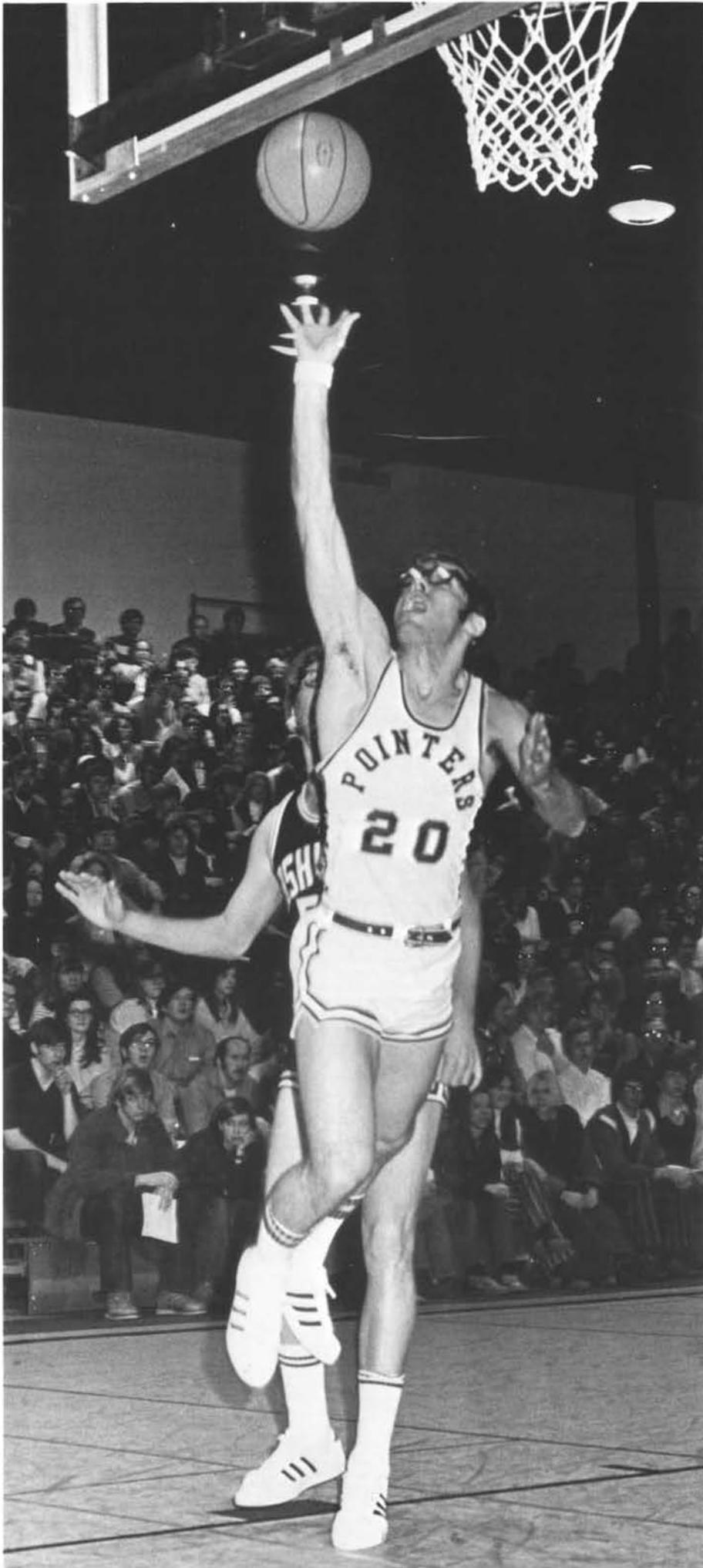


Memories, nostalgia and the end of an era. That, in a nutshell, was what Saturday, February 20, 1971 was. On that night the Ritzenthaler family from Baraboo accepted a well deserved ovation as the curtain closed on Point's brightest stars. Dick, Chuck and Ken Ritzenthaler took their final bows in seasons past and left behind memories and accomplishments that will never be forgotten. That night also climaxed a career always to be remembered with a record not soon to be topped, as little brother Tom played his last game as a Pointer in front of a home crowd.

Tom Ritzenthaler was something else. He was one of the most feared competitors in the WSUC from the moment he donned the Pointer togs. He had three tough acts to follow—his brothers, all of whom were outstanding. Collectively, his brothers had accounted for 1,591 points. Individually Tom matched all three. He set a new Point career scoring record with 1,550 points. He set the single season scoring mark of 577 points during the 1970-71 campaign. He also holds the record for the most field goals attempted and made during a single season.

To say he was outstanding would be trite. To say he was great would be better. To say he was a Ritzenthaler speaks for itself, and to say that he was the best of all the Ritzenthalers is the highest compliment he could be paid.

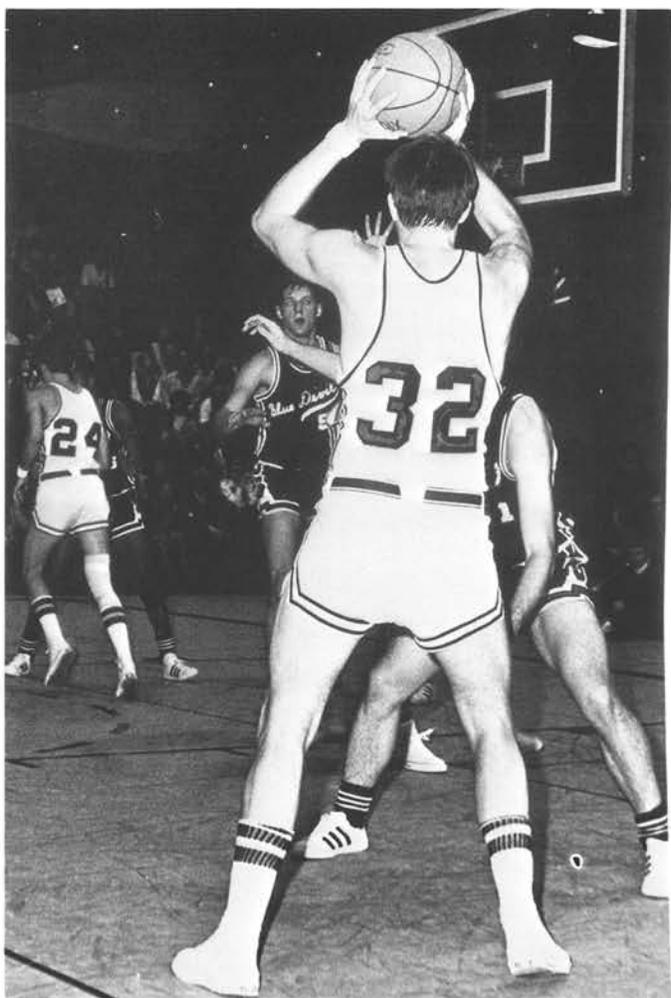






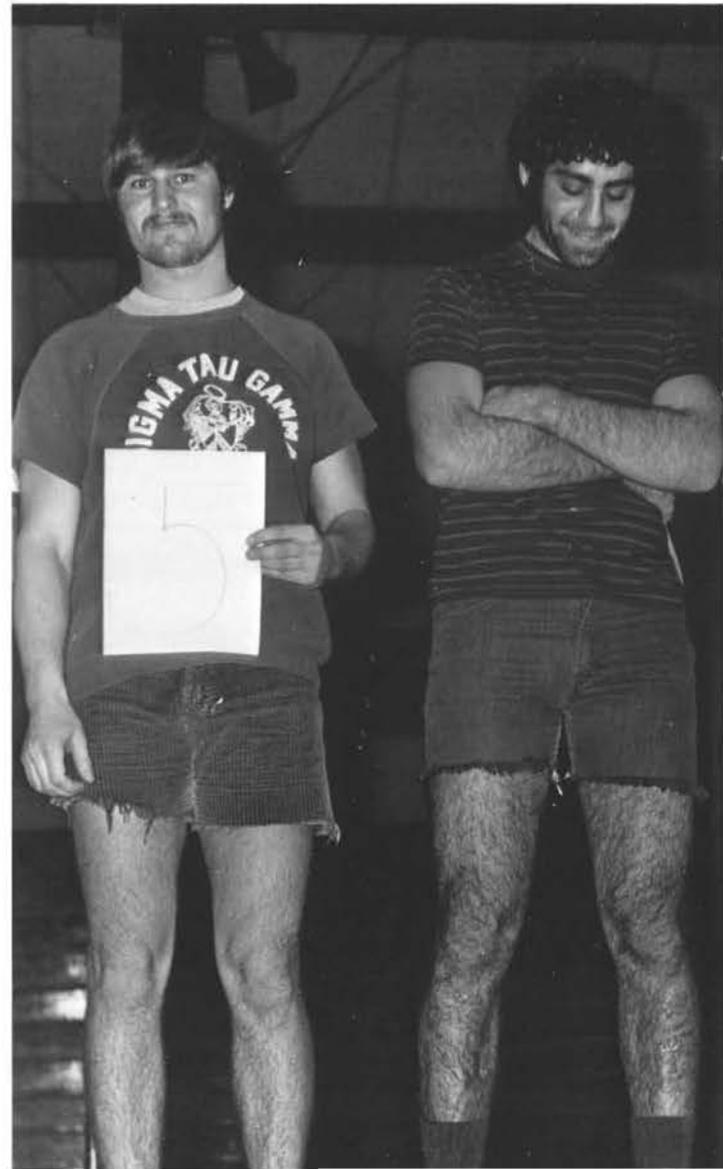
S C O R E S

SP 90	Carthage	81
SP 89	St. Mary's	74
SP 70	Platteville	62
SP 79	Oshkosh	73
SP 85	La Crosse	81
SP 67	Eau Claire	104
SP 84	Whitewater	55
SP 82	Georgia State	76
SP 88	Augusta College	77
SP 70	Wofford College	79
SP 59	River Falls (OT)	57
SP 62	Superior	58
SP 76	Stout	64
SP 82	St. Norbert	79
SP 76	Platteville	72
SP 67	Stout	72
SP 69	Eau Claire	80
SP 74	La Crosse (OT)	72
SP 98	River Falls	72
SP 77	Superior	68
SP 85	Oshkosh	49
SP 82	Whitewater	73





WINTER



CARNIVAL '71





With the traditional games, contests, ice sculptures and concert, this year's Winter Carnival again brought the usual protests against it along with a declining interest by a majority of the students. "Winter Fun-Ski" started the game as Winter Carnivals in years past, with a torch lighting ceremony. This year, however, there was no one around to see it lit. Ice sculptures lacked the quality of former years, participation in the games was uninspired, and the general atmosphere was one of "Who cares?"

"Winter Fun-Ski," which lasted from February 14-21, was dedicated to Mark Cates, associate professor of political science. This was a break in tradition. Formerly, only retired faculty members were recipients of this dedication.

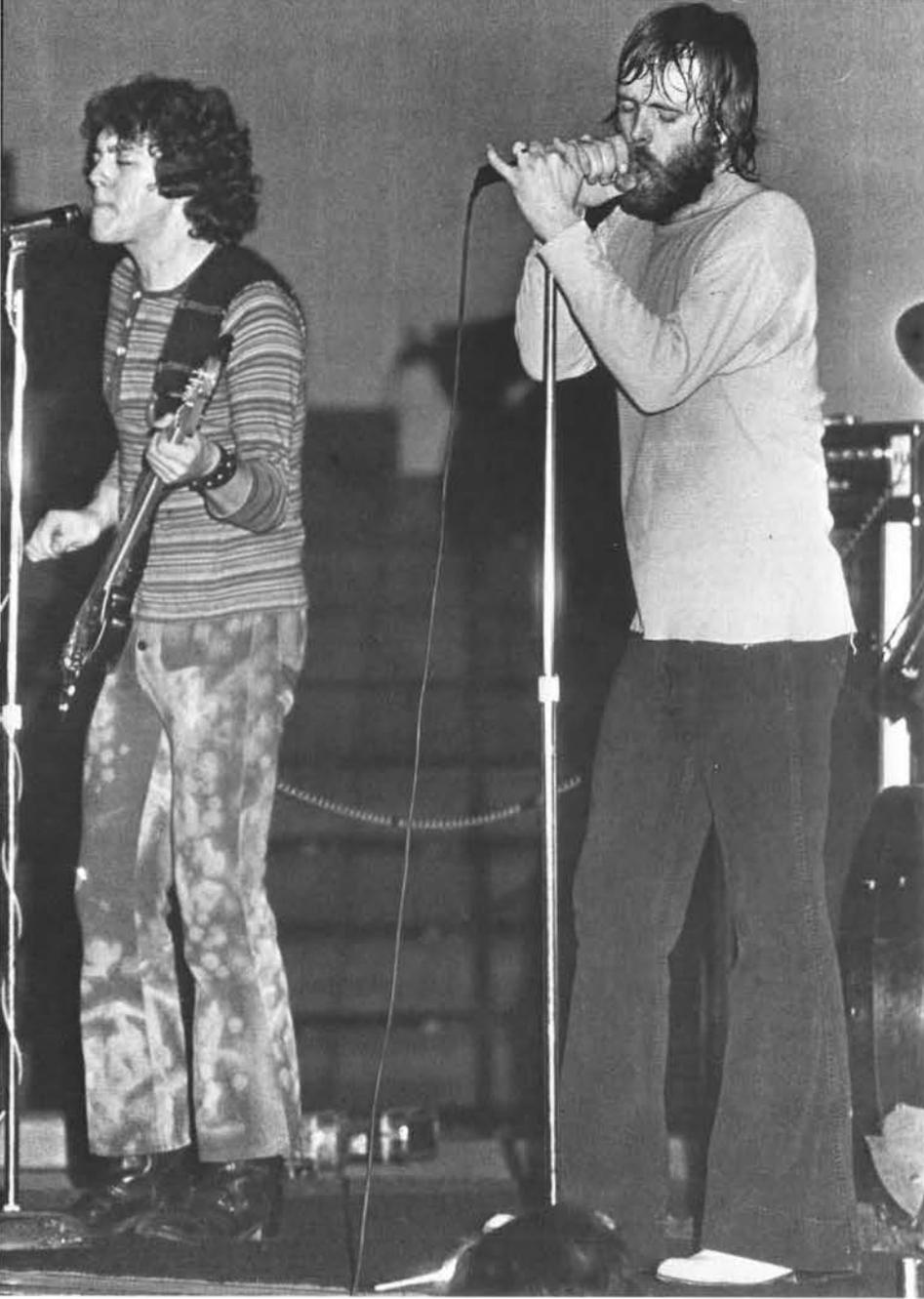
LaVon Johnson and Jeff Court, representing Watson Hall, won the popularity contest and reigned as King and Queen over the week-long event. Both LaVon and Jeff are from New London, Wis., and both are English majors. Linda Kelly and Gary Kane, representing Steiner Hall, were the runners up.

The men's overall winners were the Sig Taus, while Alpha Sigma Alpha walked off with the women's division trophy for the third consecutive year.

A well deserved tip of the hat goes to the men of Alpha Phi Omega who again, as in years past, served as judges, time keepers and counters for the games of Winter Carnival week.







John Denver

and
Crow
in
Concert



THE PLAYBOY ADVISOR

Overcrowdedness at WSU ten years ago might have meant a Friday night out at Joe's. Today, however, the situation exists everywhere on campus. It would be easier to find the ten dollar bill you lost three months ago at the Brat Barn, than to find a place to sit at noon in the Gridiron. It would also be easier to find someone who would give you a brand new car, than to find a place to park it. This overcrowdedness, both in and out of class, tends to breed an air of impersonalization and places more stress on the student as a number than as an individual. One can only pack so many sardines into a can, without enlarging it, before it ruptures. The time has come for a moratorium to be placed upon further enrollments at this particular university, and upheld, until WSU-SP has the facilities to accept more.

Apathy is the slow death that cripples the effectiveness of all organizations. It is the cancer that spreads, and if not stopped, will kill. WSU-SP is greatly affected by this disease, and without the proper medication — concern — it too will be dead. War rages and takes with it the lives of many people, all of whom are sacrificed to the God of money and power. A great too many Point students don't really care, unless they are unfortunate enough to have a low number in Nixon's draft lottery. But then the concern is only for one's own life and freedom, not the beauty of all life or freedom for everyone. The typical Point student finds a great deal of time to complain, but can't seem to fit involvement or constructiveness to remedy the situation into his schedule. Pollution doesn't really concern him, and if he sees it occurring around him, he'll more than likely cover his eyes so it will go away. He is anti-Greek, even though he knows nothing about Greek life and stereotypes each organization's members because he is apathetic to get to know them as individuals. He doesn't take any action on his own, but waits instead for someone else to do it. If what is done, however, is not to his liking he'll counter it with his only weapon — bitching. He'll spend the rest of his life complaining, but not doing. He'll always belittle but never contribute.

When institutions and the establishment gobble him up no one will notice — because they, too, are too apathetic to care about anything or anyone other than themselves. We are a group of followers. If apathy is not replaced with involvement soon — then there will be no one left to lead, or no one left even to care who does lead.

This year's IRIS has been the focal point of a great deal of controversy. Where is the hard cover yearbook? Students have asked that question over and over again. The answer lies in the apathy students have exhibited towards a yearbook over the past few years. In the first place, no one was interested in working on the staff. Usually, the "staff" consisted of only an editor or two who ended up putting out the entire book. Volunteers — if there were any at the beginning of the year — simply drifted off when real work was called for. And in the second place, only 50-60 per cent of the students were interested enough even to pick up their yearbook when it was finally done.

This is not unique to the Stevens Point campus. Yearbooks seem to be a dying institution on many other campuses, and have been commonly dropped elsewhere. It appears that the traditional "memory book" is becoming less relevant throughout the country. The situation here is only one example of a general trend.

The magazine style was an experiment in working with a more flexible format which had possibilities of evolving into something more closely attuned to events and activities as they occur at WSU-SP. In this respect, it was hoped to develop the yearbook somewhat along the lines of "thematic" magazines, each of which would treat a topic of current interest (such as the environment, WSU coeds, and war and peace) while still providing the traditional materials of yearbooks such as senior photos, sports, organizations, and activities.

The change to a magazine, however, meant conforming to antiquated State Printing codes which stated that the magazine could have no color reproductions. It also lim-

ited the magazine to a maximum of thirty-two pages plus cover. Because the publication carried the IRIS name, students immediately compared it to the hard cover yearbook. This was like comparing apples and oranges. A thirty-two page magazine, no matter how great the quality, will always come in a distant second when compared to a two-hundred-seventy-two page hard cover yearbook. The fact that the initial magazine was only one-third of the finished product was not even taken into consideration.

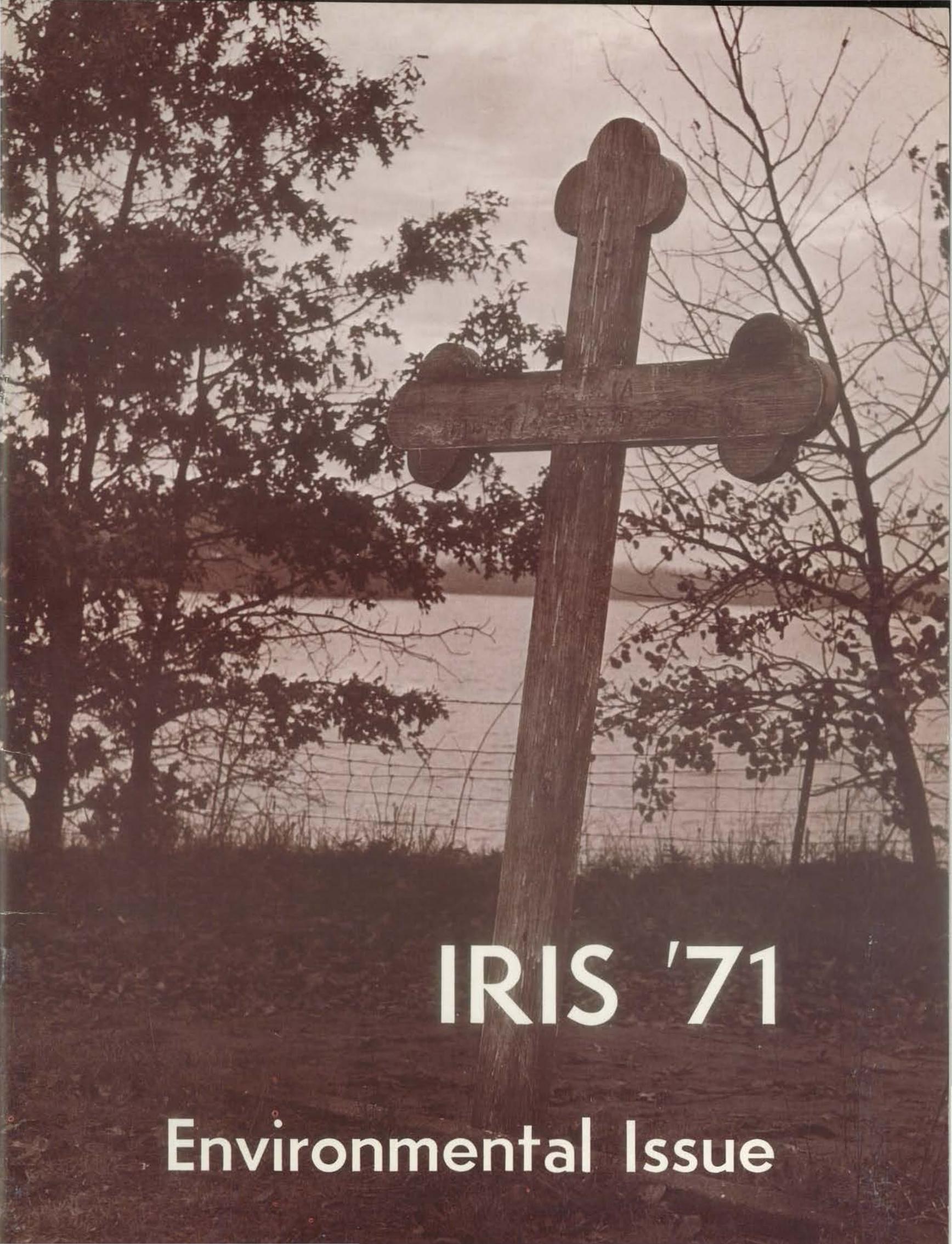
Since January 1, State Printing codes have been rewritten. Despite the fact that no color reproductions are allowed, the page limit no longer exists. The last two issues will be longer, and this seems to be the criterion a great many students use in evaluating quality. Due to the apparent public opinion against a magazine format, the format will be dropped. If another yearbook is produced at WSU, it probably will be a hardcover publication.

We on the IRIS staff respond to student opinion because we are students ourselves. We desire to bring you what you want. You pay for the IRIS. It is funded, at present, through the Student Activities fees you pay. What you want is what you should get. Now let's carry that a step further.

Your activities fees are your money. They pay for every basketball or football game you attend — or *do not* attend. They pay for every coffee house concert you hear or *do not* hear. They pay for WSUS — whether you listen to WSUS or not. If you want a yearbook, you can pick one up — but whether you do or not, you've still paid for it.

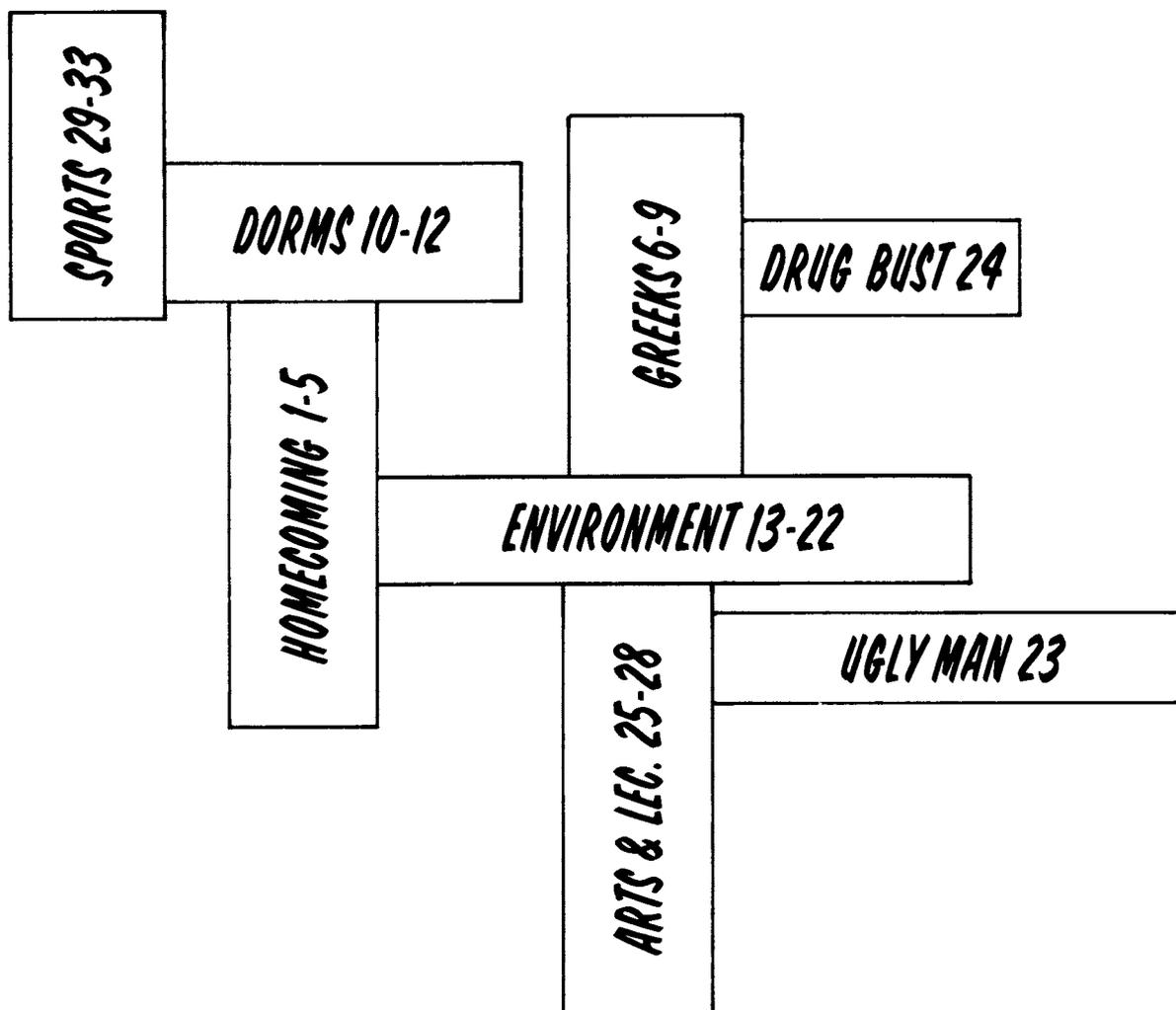
The Playboy Advisor, then, would like to say that, as a student who is paying activities fees, you should have a choice in how your money is being spent. You should ask the question: Do I want to pay for athletic events I don't attend, pay for a yearbook I don't want, and read a student newspaper I don't like? The questions concerning your activities fees are as boundless as your imagination. It's about time we start hearing some answers.





IRIS '71

Environmental Issue



STAFF

COORDINATING EDITORS:

Kathie Duff, Marc Vollrath

PHOTO EDITOR: Mike Bahn

THEME EDITOR:

Dave Crehore (Environment)

DESIGN/LAYOUT:

Sue Crevcoure, Pat Tylka

CONSULTING EDITOR:

Linda White

AREA EDITORS:

Homecoming: Sue Crevcoure

Arts & Lectures: Nancy Krei

Sports: Dick Hose

Greeks: Marc Vollrath

Dorms: Linda Bliss

Organizations: Sue Moushey

PHOTOGRAPHERS:

Daniel Perret Paul Renard

Bill Mitchell Dale Hutjens

Tom Kujawski Gary Carlton

Gary Schneider

In the environment and people all around us, change is the rule rather than the exception. Those who attended WSU-SP in previous years will see that change has also affected the *Iris*. The hard cover annual yearbook type of publication is being issued in magazine form this year. It is hoped that the increased flexibility resulting from this format will lend itself to closer coverage of important events on campus. Several issues are planned during the academic year. If the experiment is successful, the magazine will be continued. It depends upon you, the reading audience.

Each issue will deal with a theme of current interest. The first magazine examines the environment. Subsequent issues will look at other topics of the day. The staff hopes you will find the *Iris* interesting and informative.

OFFICE:

Debbie Holt

ADVISOR:

Bill Witt, Communication Dept.

Iris '71 Environmental Issue

Wisconsin State University-Stevens Point



'70 Homecoming

Photos by Daniel Perret



Photo by Daniel Perret

Queen

*Kathy
Krummel*

This year's selection of Homecoming Queen was a break with tradition. In previous years, a group of judges selected the queen from the finalists. This year the student body voted on the final selection. As their queen, they chose Kathy Krummel from Manchalville. She is a junior and represented Watson Hall. The court consisted of Jan Bast, a sophomore

from Menomonee Falls who represented Pray-Sims Hall; Pat Crotteau, a junior from Rudolph who represented Delzell Hall; Judy Manchek, a sophomore from West Allis who represented Smith Hall; and Janet Ubich, a sophomore from Milwaukee who represented Roach Hall.



Roach-Pray-Sims

*Alpha Sigma Alpha
Sigma Phi Epsilon*



Photos by Daniel Perret





Photos by Daniel Perret

Photo by Bill Mitchell



Glenn
Harbrough . . .



In
Concert . . .

GREEKS

We're all just people — enjoying other people. Life is but a collection of experiences and each person a separate experience. We have fun together, laugh together, drink together and feel bad together — but only because we are together.

Each Greek is an individual sharing part of his or her life with other individuals. It's a commune of experiences to be shared together. "People Together" partially, but not completely, sums up Greek life. A bond exists that not only draws, but unites. Though it is only a feeling it is stronger than the strongest rope, and because this feeling is radiated from people it is warmer than the sunlight.

We could all exist by ourselves, but existence is so drab when life can be so full if we have others to share it with.

On the campus of WSU-SP there are ten Greek social organizations. Six of these are fraternities and the remaining four, sororities. All are nationally affiliated. The oldest Greek social organization on this campus is Phi Sigma Epsilon which

received its charter as Kappa chapter in 1931. At present Guy Gibson is the chapter's adviser.

The men of Chi Delta Rho became Wisconsin Delta chapter of Sigma Phi Epsilon in 1952. This organization is under the guidance of Ron Hatchett. 1956 saw the chartering of two more nationals on the WSU scene. Psi Beta Psi and Kappa Lambda Mu became Alpha Sigma Alpha and Tau Kappa Epsilon, respectively. Mrs. Dan Leider provides the necessary guidance for the Gamma Beta chapter of the Alpha Sigs, while the Tekes of Epsilon Nu are under the advisership of the chairman of Arts and Lectures, Jack Cohan.

Zeta Chi chapter of Delta Zeta Sorority came into existence when the local, Tau Gamma Beta, was absorbed in 1963. Another local,

Omega Mu Chi, became national in 1964 as Alpha Phi Sorority. Today's Delta Sigma chapter of Alpha Phi is under the guidance of Mrs. Gordon Hansen.

Alpha Beta Rho became Sigma Tau Gamma Fraternity in 1965, the same year that Theta Delta Phi local became Sigma Pi national. The Sig Tau's Gamma Beta chapter is advised by John Norton, while Gamma Lambda chapter of Sigma Pi is under the guidance of Bob Busch.

The two newest nationals here at Point are Delta Sigma Phi Fraternity and Theta Phi Alpha Sorority. The Delta Sigs went national in 1968, while Psi Delta Psi of yesteryear became the Alpha Theta chapter of Theta Phi Alpha. Mrs. William Stielstra advises the Theta Phis.



"Where have you been all my life?"
Delta Zeta's Kathie Jung & Friend



"Everyone under 21 Smile"
Alpha Sigs tip a few



Well stacked Alpha Phi pledges



"Suffer Boys — Suffer"
Alpha Sigma Alpha's Rockettes

*People
All together
Meeting
Living
Sharing
And eventually
Leaving
Taking along
Only memories
Of what was
And leaving behind
Memories
Of themselves
Because of us
They're happier
And because of them
So are we.*



Birds of a feather flock together
Tekes Long, Hassler & Day



Delta Zeta tugs —
Stevie Pointer hesitates



GO POINTERS GO!

COME ON POINTERS!



FUN *With Everyone*

SERVICE *For Everyone*

RUSH

The opportunity for the independent to investigate Greek life and meet various Greeks. Held each semester, the Fraternities and Sororities at WSU-SP welcome and actively encourage all interested students to attend.

PLEDGE

The beginning. Once initiated as a pledge, the individual sees just what Greek life is all about. Close ties result in this 6-8 weeks of working together with other people. Harassment has all but vanished in most Greek organizations as scholarship, productivity, and personal involvement have replaced it. It's a period of fun and excitement. If the individual should discover that Greek life is not for him, he can depledge at any time.

INITIATION

The goal. Each pledge successfully completing the pledge period is admitted into the Greek organization. As an active member of a Fraternity or Sorority, the new initiate shares the same proud tradition of the Greek organization of which he is now a member. He will get out of it as much as he puts into it. He can develop any leadership qualities that may have gone unnoticed before. He is truly a part of a living, functioning body. He will have his share of fun, meet many new people, and will help other people who are not as fortunate as he.



Not everyone is adaptable to Greek life. Some people are anti-social while others feel it is unnecessary for them. Greek life is not even *necessary* for Greeks, either. A glass of beer is not a necessity, nor is fun, for that matter. Nothing in life is really necessary other than food, water and other basics. For most of us, though, this is not enough. If we are not anti-social, we crave other people. To some, friendship is as close an involvement with other people as is desired. To Greeks, friendship is not enough. They desire to share, be close to, and to help and cherish others. The Greek way of life may not be for everyone — but it is enriching for them.

Would you find it rewarding? Consider it.



Photo by Bill Mitchell

DORMS



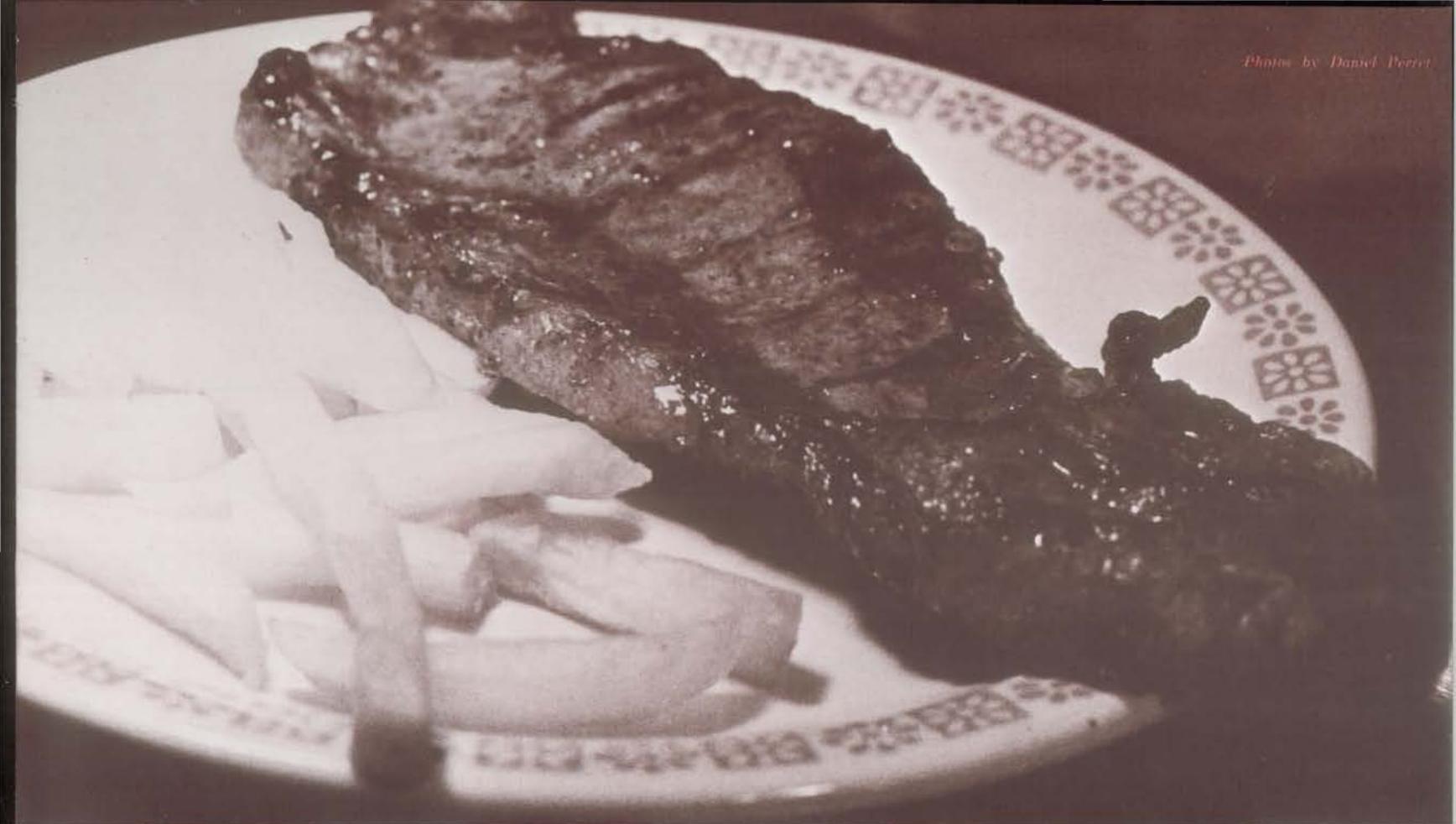




Photo by Daniel Perret

DORM LIFE means people, and people are to be lived with. It's like having a large group of brothers or sisters, each with their own virtues and hang-ups. The intellectual, wild 'one, athlete, lover, hi-fi nut, and the head, all find their place in "the dorm." Bull sessions, card games, shaving cream fights, and general carousing make up the intermission from studying. The room itself, decorated to fit personal tastes, is home.

Photo by Bill Mitchell





The Environment

What Has Happened?

What Has Happened?

BY DAVE CREHORE

What has happened to that beautiful, busy America that we all had so much faith in? No one seemed to worry about it yesterday. We were sure that the future could hold nothing better than the mammoth outpouring of goods in which we set such great store, and nothing worse than the vague, unthinkable threat of nuclear war.

John Kennedy recognized the fear of war that dwelt in the hearts of many during the 'Fifties and early 'Sixties. He called it a "Damoclean Sword." But the people of the present, from the aged to the yet-to-be-born, have three swords over their heads: a crushing, suffocating explosion of people, the slow but inexorable poisoning of man and his environment with the toxic products of our affluence, and the still vague but vastly more powerful threat of nuclear annihilation.

What happened to our country, and to the world? The answer is hard to take. *We* happened. We Americans, with our huge appetites for things, and our blindness to the damage that the production of those things was doing to the world. Americans, with the unshakable conviction that bigger, newer, and more imposing things were always better. Americans, with our suicidal belief in the unmitigated goodness of a bumper crop of babies.

The profligate, profiteering philosophy that we have clung to for so long has just begun to bear its true fruit: unbreathable air, unusable waters, unlimited ugliness, unbearable crowding. In the space of 250 years, we have managed to take possession of the richest, most beautiful, most livable expanse of land in the world and turn it into a wasteland.

It's not a wasteland, you say?

What else would you call a country in which your children will never be able to draw a breath of really fresh air, will never be able to indulge in the luxury of a safe drink of water from a woodland spring, will never be able to see the grandeur of Yellowstone or

Yosemite without reserving the privilege three years in advance?

And what else could you call the land of pushing and shoving, of noise and indifference and fear and regimentation in which your children will mature?

How could we have done it? How could we have let it happen? The answer, again, is hard to take.

We have been vain. We are guilty of the most colossal vanity in the history of man. We have dared to think that we were the masters of nature — that we could subdue it and consume it and bend it to our will forever without paying a price.

We think today, as did our great-grandfathers before us, that the resources of the land are limitless, that they exist solely to satisfy our greed and to make our lives comfortable.

We have allowed ourselves to become estranged from the land. We no longer feel, as did some of our more perceptive ancestors, that we are a part of it. Over the years we have grown contemptuous of the land, and now we treat it as though it were an expendable slave, to be worked hard until something better comes along. But nothing ever will.

We have a lot to learn, and a lot to do.

First, we must assume an attitude of humility, and begin to treat the earth with the respect due it. We are utterly dependent on the proper operation of natural systems so complex that the best minds are only beginning to understand them. Until we can fully grasp the effects of our civilization upon these systems, it will be necessary to realize that we are only a small part of the whole, and act accordingly.

Second, it is imperative that we discard the dream of perpetual economic and population growth. Economies that cannot function in a stable state are living on borrowed time and resources — and the same is true of human populations. We are already putting

an unbearable strain on the environment, and the breaking point is not far away. In the future, the quality of human life will continue to decrease as the number of people increases. Limiting and stabilizing populations, starting now, can be the only humane thing to do.

Third, we must see that the day when engineers, industrialists, and politicians are in sole charge of the environment comes to an end. The results of their simplistic, self-serving decisions are visible today in a ravaged land, contaminated air, and a thousand ruined rivers. They have violated the faith we had in them, and we can no longer trust them to act in the long-range interest of the people.

Fourth, and finally, we students must take up the challenge thrown to us by a sadly abused land and an unhappy people. If we want our children to enjoy long and fulfilling lives, we must live ours according to the rules imposed by nature.

A hundred years ago, men disputed the theory of evolution. Today we know that it is real and in continuous operation. It is within our power to make mankind the flower on the evolutionary tree. It is also within our power to prove that man is one of evolution's biggest mistakes.

In her wisdom, nature equipped man with a brain. Perhaps one of these days we will find out what it is for.



Photo by Dave Crehore

The University . . .

BY CATHI MORTENSON
AND RUTH GRANGER

It's a simple thing to point an accusing finger at industry for the pollution it creates. And it's easy to rise into a fine indignation over the pollution that government allows. But the establishment is not totally to blame for the mess our environment is in. You are just as much to blame as it is, if you thoughtlessly buy, consume, and discard its products without considering the effects of your actions.

Did you ever stop to think about what happens to your empty beverage cans, or to the aerosol cans you use every day? What about the food you throw away? Where does it go?

The most common answer to questions like these might be ". . . into the garbage can — and after that I don't worry about it." But there are people who have to worry about it: people who are responsible for garbage disposal and sewage treatment, people who manage our natural resources, and people who are concerned with the kind of conditions we will leave behind us.

The company that maintains the soft drink machines on campus estimates that we students buy approximately 70 cans of pop from each machine every day. There are 26 machines, and that means that there are something like 1800 cans to be disposed of daily.

But beverage cans are only a fraction of the garbage disposal problems we create. A survey taken in one of the residence halls revealed some startling statistics. Projecting the results of the survey to all the dorms on campus, it can be estimated that students currently possess:

15,165 aerosol cans
23,640 non-returnable containers
of all other kinds

Considering that the dormitories house only about one-third of the total enrollment, projected totals for the entire University population would be:

45,495 aerosol cans
70,920 other containers

None of these items can, at present, be recycled or reused. They have to be disposed of, and that is where the problems begin.

The city of Stevens Point picks up approximately 55 tons of garbage per week, from residences, small apartment buildings, and some businesses. Two commercial garbage disposal companies pick up an additional 73 tons, 35-40 of which come from the campus.

All of this material is trucked to the city dump, which is located on the flood plain of the Wisconsin River. The dump pollutes the river, and the city is under orders from the Department of Natural Resources to make a lot of expensive alterations which will abate the pollution.

But even when these changes are made, Stevens Point will continue to have solid waste disposal problems. At the present rate, the city uses up five to six acres of landfill site per year. Eventually the dump will be filled up and another location will have to be found. It is becoming increasingly difficult to find and purchase suitable landfill sites, since most landowners do not want dumps on or near their properties.

Every bit of unnecessary solid waste that the University produces serves to compound the city's problem, but in the long run the University will not have to share the costs of land acquisition and dump maintenance, since it pays no property taxes. Those 1800 pop cans thrown away every day become significant when viewed in this light.

... *As Polluter*

Sewage disposal is another local problem to which the University makes a sizable contribution. The existing Stevens Point treatment plant has a daily capacity of 1.7 million gallons. But the average daily load is 2.5 million gallons, of which 600,000 gallons come from the campus. The sewage in excess of capacity receives very little or no treatment and pollutes the river.

Stevens Point is in the process of planning an addition to its sewage treatment plant which will cost \$1.53 million. Hopefully, the addition will solve the pollution problem, but until it is built, every gallon of unnecessary sewage from the University will further pollute the long-suffering Wisconsin.

It would be difficult indeed to determine how many of the 600,000 gallons per day are "unnecessary," but two safe bets are wasted food and wasted water.

Everything which is not eaten at the food centers goes down what is fondly known as "Igor," the garbage disposal, and then makes its way to the treatment plant. That scoop of potatoes or dish of vegetables you throw away might not seem like much, but if you multiply it by the 3,000 people who are quite likely doing the same thing, and add in the food which is thrown away in the kitchens, the amount is staggering.

It might not seem likely that clean water can pollute the river, but when it is run through an overloaded treatment plant, it does just that. Sewage treatment is a time process, and the greater the rate of flow, the less time the plant has to clean up the sewage. Therefore, even clean, wasted water has the effect of pushing untreated sewage through the plant and into the river. Water which is left running in

drinking fountains, wash basins, or showers is a pollutant.

So you can see that the University and its students contribute considerably to local pollution problems. Solid waste and sewage are only two of the ways in which we pollute. Wasted electricity and the 125,000 sheets of high-quality paper which the Duplicating Department goes through in an average week add indirectly to our environmental mess.

"Handsome is as handsome does." If University students are as much in favor of cleaning up the environment as they say they are, they will give the following suggestions careful consideration:

1. **Don't buy pop** in metal cans or throw-away bottles.
2. **Use as few non-returnable containers** as possible. Boycott products which come in disposable cans, tubes, etc.
3. **Don't waste food.** Ask the food service employees to make up your plate the way you want it. They will be more than happy to comply, because the less food you waste the higher their profits will be.
4. **Don't waste water.** If you are not using it, shut it off.

To be sure, these suggestions only begin to get at the problem. They are a start, however, to a solution of the environmental difficulties which threaten us.

The question we must all ask ourselves is: "Am I concerned enough to reduce my impact on the environment, or am I willing to further degrade it for the sake of convenience?"

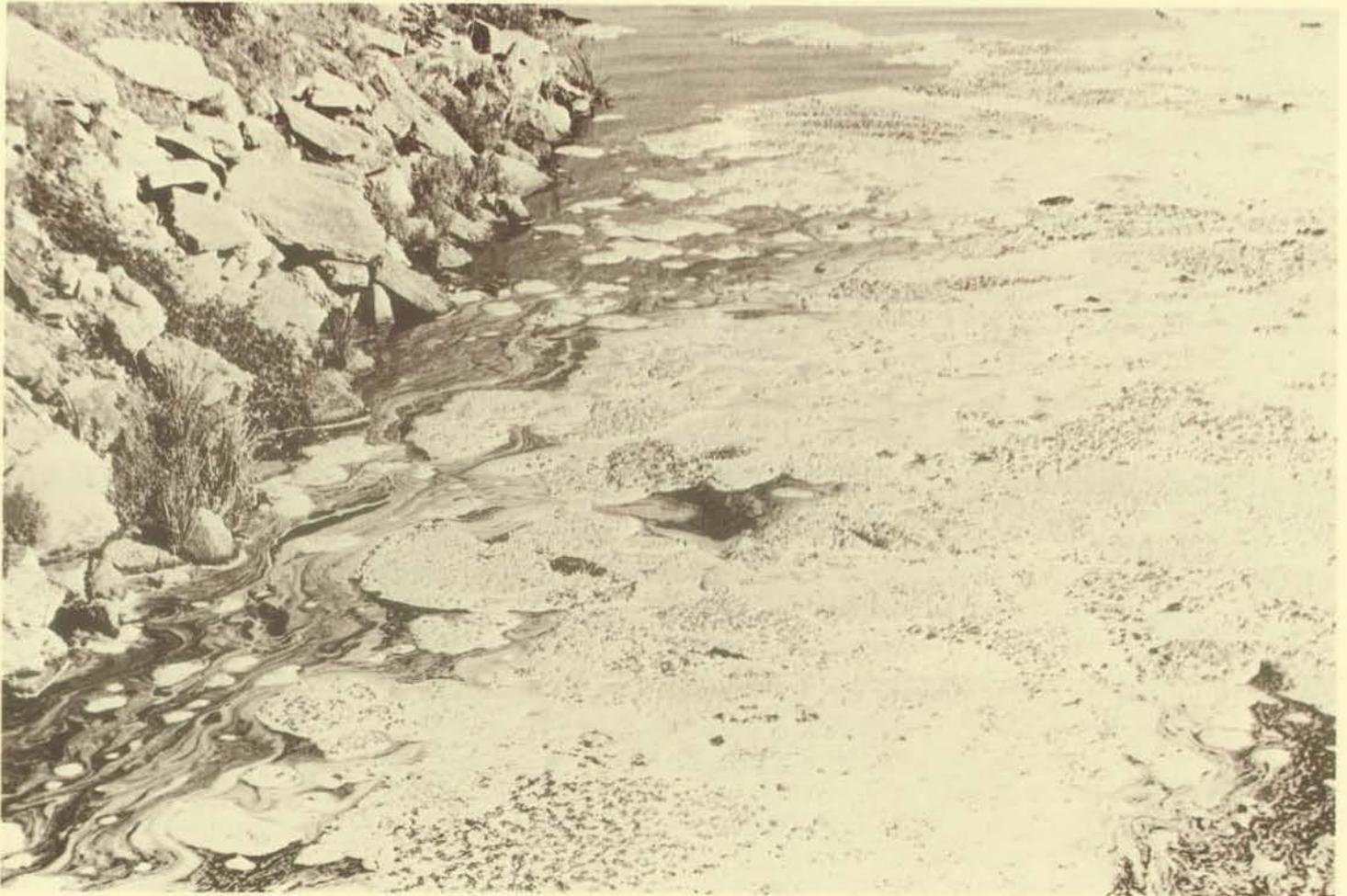


Photo by Bill Mitchell

The Wisconsin River Environment





"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect."

Aldo Leopold
Introduction to "*A Sand County Almanac*"

The Environment Within

BY SANDY HEMAUER

A college student spends more than 75 percent of his time each week outside the classroom. Because of this, campus facilities — particularly residence halls — are vital to a student's total educational experience. Does the atmosphere of the WSU-SP residence halls enhance or detract from the student's learning experience? Why do so many students willingly move off-campus?

These questions have been considered by the Departments of Campus Planning and Student Housing at WSU-SP. Both offices have expressed concern about the psychological effects residence halls have on students; they also agree that out-of-class life is an important part of the process of learning. They feel that residence hall complexes are characterized by an air of uniformity and sterility which can stifle individuality.

Fred Leafgren, Director of Student Housing, states that the existing complexes were designed and built to be inexpensive for the taxpayer and the student, resulting, for example, in the uniformity among the halls in the DeBot Complex. Leafgren believes that the architectural and behavioral sciences are merging, and that future residence halls should be designed to "fit the human condition."

Emphasis, a quarterly publication of the WSU-SP Alumni Association, devoted its Winter, 1970, issue to the campus environment. Raymond Specht, Campus Planner, submitted an article entitled "Let's Hold Out For The Individual," which stated in part that ". . . learning takes place in the mind of the student, no matter where he is on campus."

William Stielstra, Vice President for Student Affairs, wrote in the same publication of the atmosphere of "impersonality and anonymity" that existing residence halls create. The hundreds of identical rooms

filled with immovable furniture are unrealistic and bring about a loss of identity in the student.

Attempts are being made to personalize present facilities. Remodeling has been of particular interest. The basements of Delzell and Steiner Halls have been changed to offer the student more "living room." The Allen Center basement will be converted into a snack bar.

The division of residence halls into "wings" is another try at personalization. Groups of approximately 25 students live together and are encouraged to plan and participate in numerous wing activities. Some students, however, resent the conformity which results from identifying with these small groups.

Leafgren says that the next housing complex will consist of apartment-type residences. Kitchen facilities, movable furniture, and additional space are some of the major assets of this plan. The Program Statement for this future complex makes it clear that this sort of setting will be unlike existing rooms in which ". . . form and arrangement become redundant and they (students) begin to seek out other environments that are more stimulating to them."

In the proposed complex, students will be more comfortable and "at home" with university life. They will also be afforded experiences in home management, meal planning, and budgeting — all toward a more realistic and enriching environment.

Campus Organizations Promote Environmental Causes

BY LEON STRUNK

If you're concerned about the declining quality of our human environment, you'll want to do something about it. But the problems of pollution and overpopulation often seem too big for individuals to tackle.

Want to become part of the solution? The organizations described in this article provide a variety of ways in which you as a WSU-SP student can become personally and responsibly involved in the most important issues of the day.

ZPG

The Population Bomb is more than the title of a book. Because food production has not kept pace with population growth, it is a growing threat to everyone. On campus and throughout the country, Zero Population Growth is at work on the problem, dispensing information and proposing solutions.

Humanity faces danger on this hungry planet. You can help. For information about ZPG call Julie Cook, president of the campus chapter, at Ext. 396, Neale Hall.

CNRA

Water, wildlife, and the land are the concerns of the Citizen's Natural Resources Association of Wisconsin. Headed by Frederick Baumgartner of WSU-SP's College of Natural Resources, CNRA gets the facts on pollution problems, initiates public hearings, retains legal counsel, and seeks the enforcement of existing anti-pollution laws or the enactment of new legislation if necessary. The recent statewide ban on the use of DDT is in large part a result of the CNRA's efforts.

WRRC

The Wisconsin River Restoration Committee, a branch of CNRA, is working on specific pollution problems. George Becker, originator of the WRRC, has proposed a "Wisconsin River Sanitary Authority" which offers a dramatic and effective solution to the problems of industrial and municipal waste disposal.

The CNRA and WRRC would like more student participation. Contact Baumgartner at 339 Nelson Hall, or Becker at 241 Science Building.

NAT

Nu Alpha Tau is a student resource conservation society which is getting a fresh start on campus. Members of NAT were active in the April, 1970 Teach-In and have given talks and slide shows about ecology and natural resources at local high schools. Membership is open to all. For information, contact Peter Hahn at 716 Frederick Street, 344-0055, or James Newman, 337 Nelson Hall, Ext. 722.

SCSA

Another campus group that offers students a chance to do something about our abused world is the Soil Conservation Society of America. This organization seeks to orient students toward resource-related careers, and brings representatives of industry, soil scientists, and environmental specialists of all kinds to speak on campus.

Members of the SCSA are presently preparing a booklet that will help Portage County teachers present the problems of soil and water conservation to elementary students. An annual fee of three dollars entitles members to receive the *Journal of Soil and Water Conservation*. All WSU students are invited to participate. Interested persons may contact the SCSA president, Jon Knight, at 2148-A Madison Street, or Byron Shaw, advisor, at 314 Nelson Hall, Ext. 717.

SAVE LAKE SUPERIOR ASSOCIATION

The Save Lake Superior Association is a campus group engaged in efforts to save Lake Superior from the pollution which has so seriously damaged the lower Great Lakes. Participation by all interested students and faculty is welcomed. Contact the president, John Hjorth, 3701 Robert Place, 344-3498, for further information.

ENVIRONMENTAL COUNCIL

An outgrowth of last semester's Environmental Teach-In, the Environmental Council is made up of representatives from student organizations concerned with furthering the cause of conservation. The aims of the Environmental Council are to coordinate the activities of the member organizations, create an awareness of man's effects on his environment, and help solve the pollution problems of the state and the Stevens Point area in particular.

For information contact Peter Hahn, 716 Frederick Street, 344-0055, or Dale Lang, 32 University Village, 341-4643.



Photo by Bill Mitchell



The Ugly Man on Campus is more than just a look; it's an annual event. Each participating organization or dorm hoping to claim the UMOC as its own enters its most disgustingly made-up member. The event was sponsored by Alpha Phi Omega, the national service fraternity.

Each penny constituted one vote. Students contributed as much as they wished, and there was no limit to the number of times they could vote. All proceeds from the voting were used locally by the United Fund.

This year's Ugly Man on Campus winner was Dan "One Eye" Brehm, sponsored by the Siasefis. Their winning total of \$98 came primarily through the sale of beer signs at Little Joe's Drinking Establishment. Neale Hall topped other Dorm entrants with its total of \$27. This year's UMOC contest produced a grand total of \$255.31.

The Ugliest Man on Campus
"One Eye"

Photos by Mike Bahn



MAN ON

CAMPUS



Sign Sale — For Fun and Profit.
From Left — "Snake, C. J., Muscles, Wop, and Kubey."

On Wednesday, Sept. 16, 1970 Sheriff Nick Check and other well armed members of the Sheriff's Department surrounded a barn in the town of Sharon. The order to "move in" was given and their week-long stake out came to an end with the arrests of 21 year old Robert L. Pfeiffer and 22 year old Robert S. Pieczyk. Inside the barn was the cause of their arrest — \$25,000 worth of marijuana. This figure, set by Sheriff Check, was based on the present market value of the "grass."

With the State pressing for Pfeiffer's and Pieczyk's indictment on charges of illegal possession with intent to sell marijuana, a good defense was the only feasible solution short of a jailbreak. Unfortunately, good lawyers, ones that make sense at least, are high priced. The answer to this was a combination of rock groups, vocalists, and the unifying force — a realization that "this could happen to me."

The Gridiron was the scene of coffee houses set up to raise contributions for a defense fund. No admission was charged as even the musicians donated their services. Donations were the backbone of the defense fund. Student response was gratifying, but expected, as it was realized that we cannot turn our backs on our fellow men when someday we may need their help, ourselves.

BUSTED



Left — The grass is always greener on the other side.

Below — Pete Anderson (left) and Paul Bentzen (right) entertain at one of the coffee houses set up for the defense fund.





Photos by Mike Bahn



"Cabaret" Berlin, Germany 1929-1930 directed by Seldon Faulkner choreography by Marianne Fainstadt.

Clifford Bradshaw: H. Elliott Keener Fraulein Schneider: Donna E. Nowak
 Sally Bowles: Patricia A. Jacobs Herr Schultz: Edward H. Smith
 Master of Ceremonies: Jeffrey L. Heger Fraulein Kost: Judith A. Iris

"Rosencrantz and Guildenstern are Dead" first play of the WSU Theater '69-'70 season directed by Alice Peet.

Outstanding performances —

Rosencrantz: Dan Nolan Guildenstern: Elliott Keener The Player: Ed Smith



Arts and Lectures

Pointer Photo

The Utah Repertory Dance Theatre, in residence at WSU-SP for a short time, held seminars and special classes for drama classes and presented a lecture demonstration. The 12-member group from Salt Lake City climaxed their visit with a concert featuring the dances "For Betty" by Bill Evans, "Passengers" by Viola Farmer and "Steps of Silence" by Anna Sokolow. The repertory company was established at the University of Utah in 1966.





"The World of Gilbert and Sullivan" was presented to us by the performers of the D'Oyly Carte Opera Company of London. A baritone, tenor, bass, alto, and a soprano performed excerpts from various operas featuring much entertaining song and dialogue.

The Elizabethan theater was recreated by the production of "An Entertainment for Elizabeth" by the New York Pro Musica performers. The twenty-four artists presented a pageant of Renaissance dance, costume, poetry and music. The group was formed seventeen years ago with the expressed purpose of making a unique contribution to international music. Highlights of the program was the sacred music written and performed in Europe during the middle ages.



Photo by Christian Steiner



The Royal Uppsala University Chorus of Sweden was in concert at WSU-SP. The chorus consists of 80 male singers who tour Sweden annually. They were on their first North American tour. Twenty-two numbers were sung during the concert, each in a different language. The climax of the concert was the song without words, *Rondes*. The solo passage was the lighting of a cigarette by one of the members and his walking off stage.

Preservation Hall Jazz Band





SPORTS

Photos by Mike Bahn and Daniel Perret





FOOTBALL

SCORES

SP	0	PARSONS	22
SP	3	WHITEWATER	27
SP	13	ST. NORBERT	20
SP	7	LA CROSSE	7
SP	13	EAU CLAIRE	21
SP	7	SUPERIOR	22
SP	7	STOUT	9
SP	9	OSHKOSH	13
SP	30	RIVER FALLS	6
SP	3	PLATTEVILLE	23

FINAL STANDINGS

	W	L	T	Pts	OP	W	L	T	Pts	OP
Platteville	8	0	0	338	44	10	0	0	399	71
Whitewater	5	3	0	174	81	6	4	0	207	136
Eau Claire	5	3	0	147	153	6	4	0	160	201
Oshkosh	5	3	0	151	146	5	5	0	158	216
Superior	5	3	0	131	135	5	5	0	149	184
La Crosse	4	3	1	114	148	5	4	1	154	182
Stout	2	6	0	105	222	3	7	0	125	236
Stevens Point	1	6	1	79	128	1	8	1	92	170
River Falls	0	8	0	102	284	1	8	0	129	299

Coach Pat O'Halloran

Somewhere around Denver, Colorado, lives an old football coach named Hancock. He must have been a compassionate, thoughtful leader, for he took a young football player, seemingly destined to a life of knocking around his mountain homeland and, through encouragement and a scholarship, made it possible for him to go to college. Now his football player, who played offensive guard at Colorado State University, is thankful.

So thankful that he, too, wants to help young men find themselves. He is doing just that as head football coach at Stevens Point State University.

Although Coach Pat O'Halloran's Pointers completed a disappointing season, he's not pressing the panic button just yet. "I've been this route before," he said.

Before coming here two years ago, O'Halloran has led teams from losing seasons to championships at every school he's coached. "I've been very lucky," he said. "I've had the opportunity to be with teams that, at some point, have been in a championship. I've worked with some exceptional football players." His 79-45-3 overall record, though, suggests he's had exceptional teams, as well.

"There was no shortcut to altering the way things went this year," he remarked. "Lack of experience was the determining factor in all our games. Most members of our team are freshmen or sophomores. It seems that when you're losing, things just keep going wrong, and when you're winning, the opposite is true."

When asked what makes a team successful, O'Halloran replied, "Every winning team I've been with has had one thing in common — a really good attitude."

Considering Pat O'Halloran's positive attitude and excellent record, there is good reason for optimism about next year's football team.



Photo by Daniel Perret



A Sunny Day . . .



Photo by Daniel Perret

Makes a Difference





From Left — Coach Larry Clinton, John Schmidt, Charlie Brah, Ken Hynek, Paul Haus, Don Trzebiatowski, Don Hetzel, Charlie Uthagrove, Doug Riske.

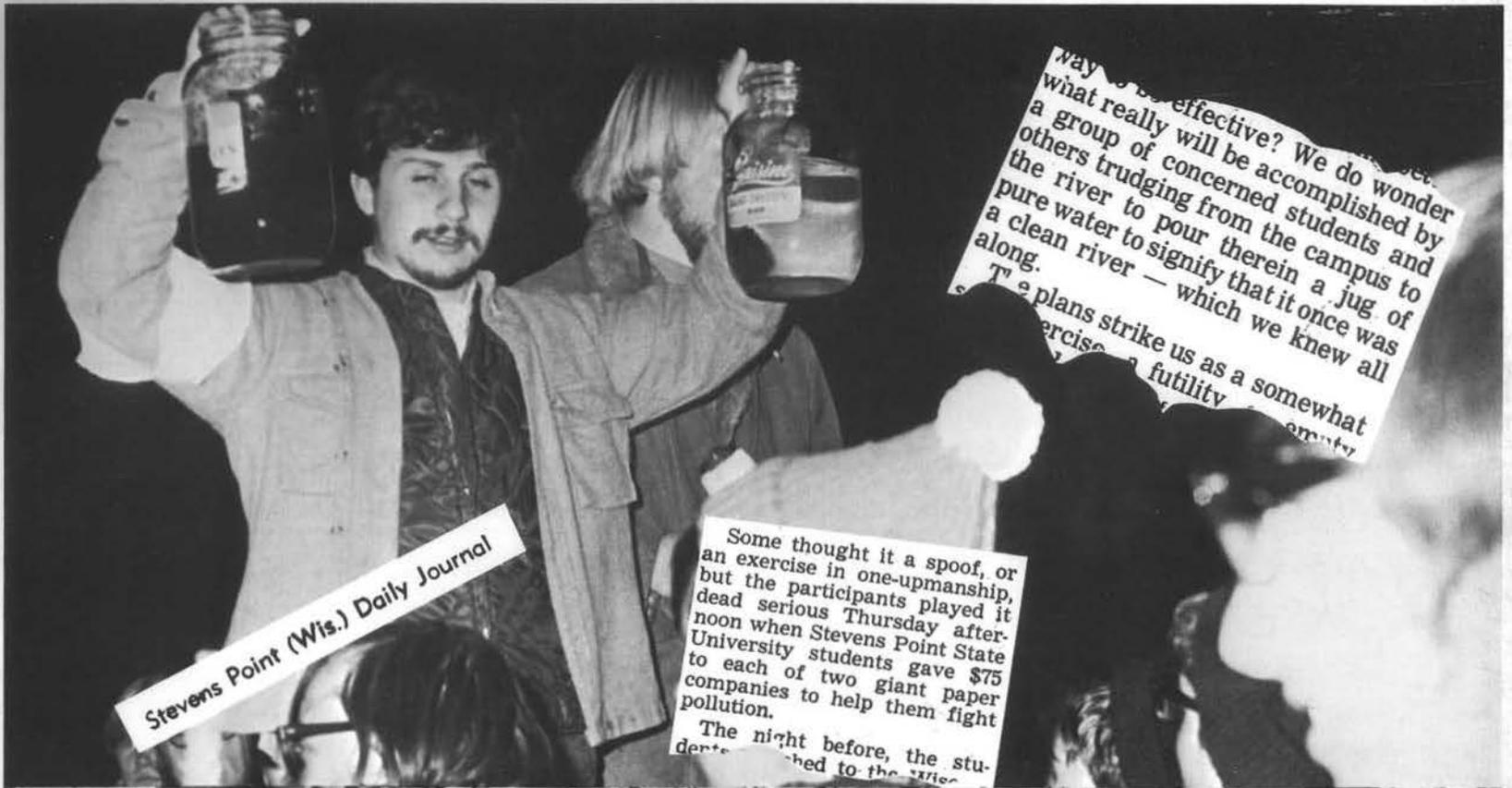
SEASON'S DUAL MEET RECORD

Sept. 22	..... Tie	..... 28	Stevens Point	..... 28	Whitewater
Sept. 22	..... Lost	..... 18	Stevens Point	..... 39	Carthage
Sept. 24	..... Won	..... 42	Stevens Point	..... 19	Winona
Sept. 26	..... Won	..... 35	Stevens Point	..... 24	UW Milwaukee
Sept. 26	..... Won	..... 35	Stevens Point	..... 25	Michigan Tech.
Sept. 26	..... Won	..... 50	Stevens Point	..... 15	UW Marathon
Oct. 3	..... Won	..... 44	Stevens Point	..... 19	River Falls
Oct. 3	..... Won	..... 39	Stevens Point	..... 20	Eau Claire
Oct. 17	..... Won	..... 38	Stevens Point	..... 21	Superior
Oct. 17	..... Won	..... 29	Stevens Point	..... 26	Stout
Oct. 24	..... Lost	..... 19	Stevens Point	..... 36	Whitewater
Oct. 24	..... Won	..... 41	Stevens Point	..... 20	Oshkosh
Oct. 31	..... Lost	..... 15	Stevens Point	..... 46	Platteville
Oct. 31	..... Lost	..... 19	Stevens Point	..... 36	La Crosse

FINAL TOURNAMENT STANDINGS

1.	PLATTEVILLE	..... 37
2.	WHITEWATER	..... 51
3.	LA CROSSE	..... 67
4.	RIVER FALLS	..... 131
5.	STEVENS POINT	..... 137
6.	OSHKOSH	..... 142
7.	SUPERIOR	..... 164
8.	STOUT	..... 213
9.	EAU CLAIRE	..... 231





Stevens Point (Wis.) Daily Journal

...way to be effective? We do wonder what really will be accomplished by a group of concerned students and others trudging from the campus to the river to pour therein a jug of pure water to signify that it once was a clean river — which we knew all along. The plans strike us as a somewhat exercise in futility.

Some thought it a spoof, or an exercise in one-upmanship, but the participants played it dead serious Thursday afternoon when Stevens Point State University students gave \$75 to each of two giant paper companies to help them fight pollution. The night before, the students had to the river.



Pollution Protested By Marchers
About 325 Stevens Point State University students marched two miles in nippy weather Wednesday night to protest Wisconsin River pollution. In a last minute attempt

THE MILWAUKEE JOURNAL
Students Plan Wisconsin River Pollution Protest
Stevens Point, Wis. — Students at Stevens Point State University plan a march to the Wisconsin River Wednesday night to dump in a jar of pure water as a symbolic protest of alleged pollution by paper mills along the river. The students



Special to The Sentinel
Stevens Point, Wis. — Students at Stevens Point State University will conduct a protest march Wednesday against alleged water pollution by paper mills along the Wisconsin River. The march will wind about one mile from the Student Center on campus to the river. March promoters said