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N







I am human, and nothing can be of indifference to me.

Terence



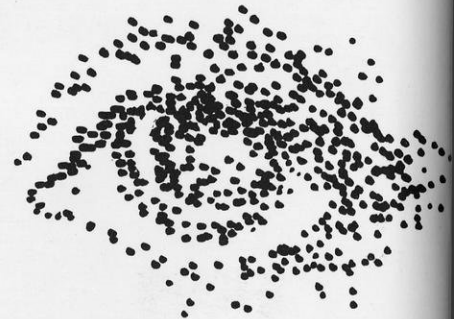
WISCONSIN ART PORTFOLIO

BADGER

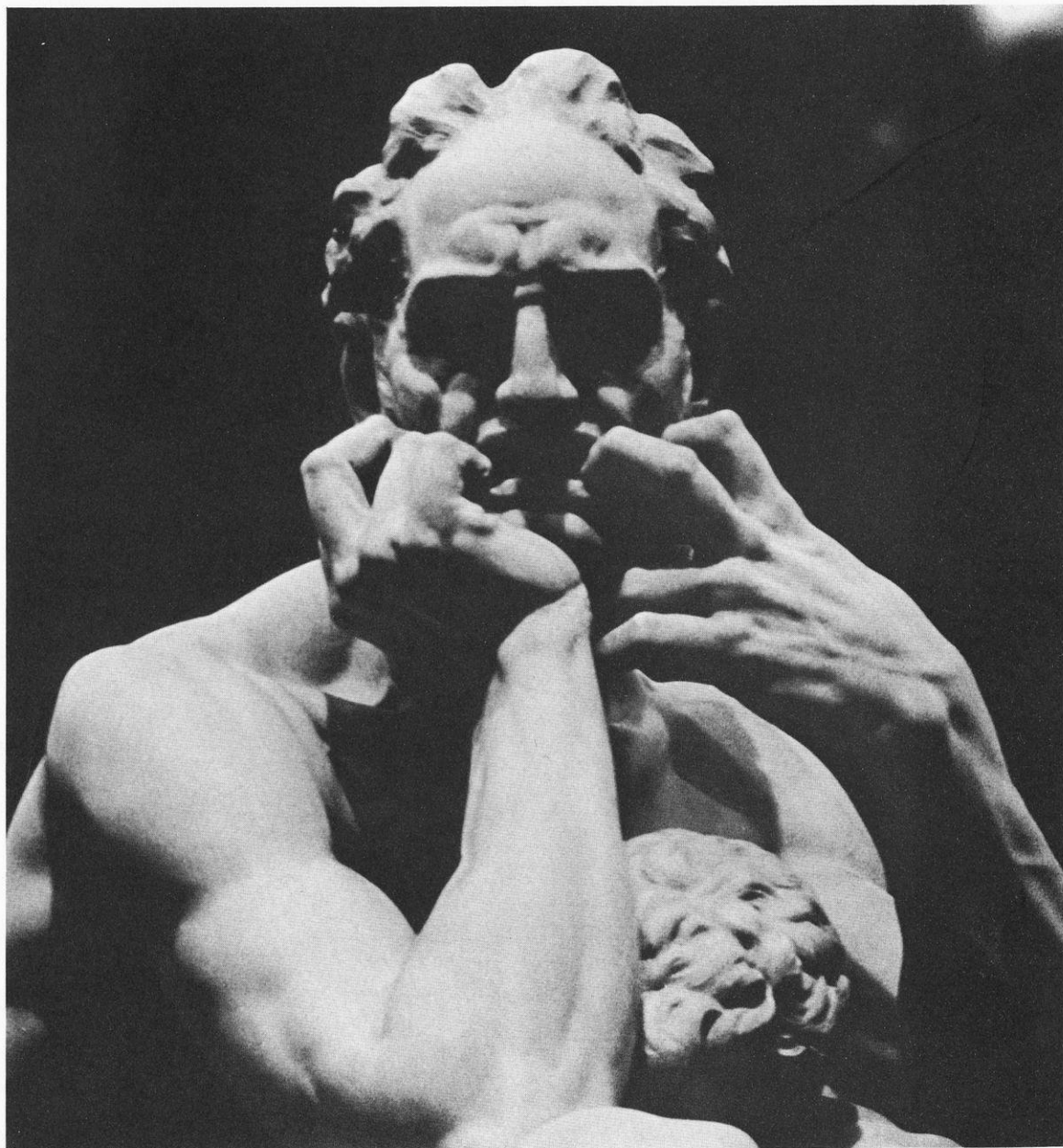
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University Of Wisconsin

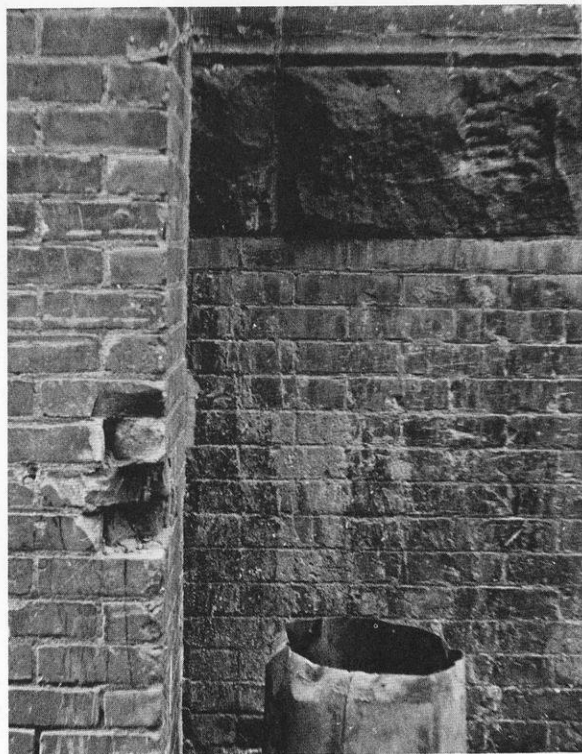
MADISON



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STUDENT PUBLICATION



For Lenny

the man told the truth, the mean and honest truth.
Now who ever heard of getting busted for honesty?
but, it seems that when the truth isn't pretty,
when it makes some people uncomfortable,
when it breaks the venetian blinds on the bathroom window,
and lights up the OCCUPIED sign on the outside of the building,
then it must be stopped.

And so, a new fear:

The Honesty Bust.

a new maxim:

Honesty is the best policy within the bounds of respectability.

so we learn from another's mistake.

the man never learned it's smarter to sell out.

he never learned that a little compromise goes a long way.

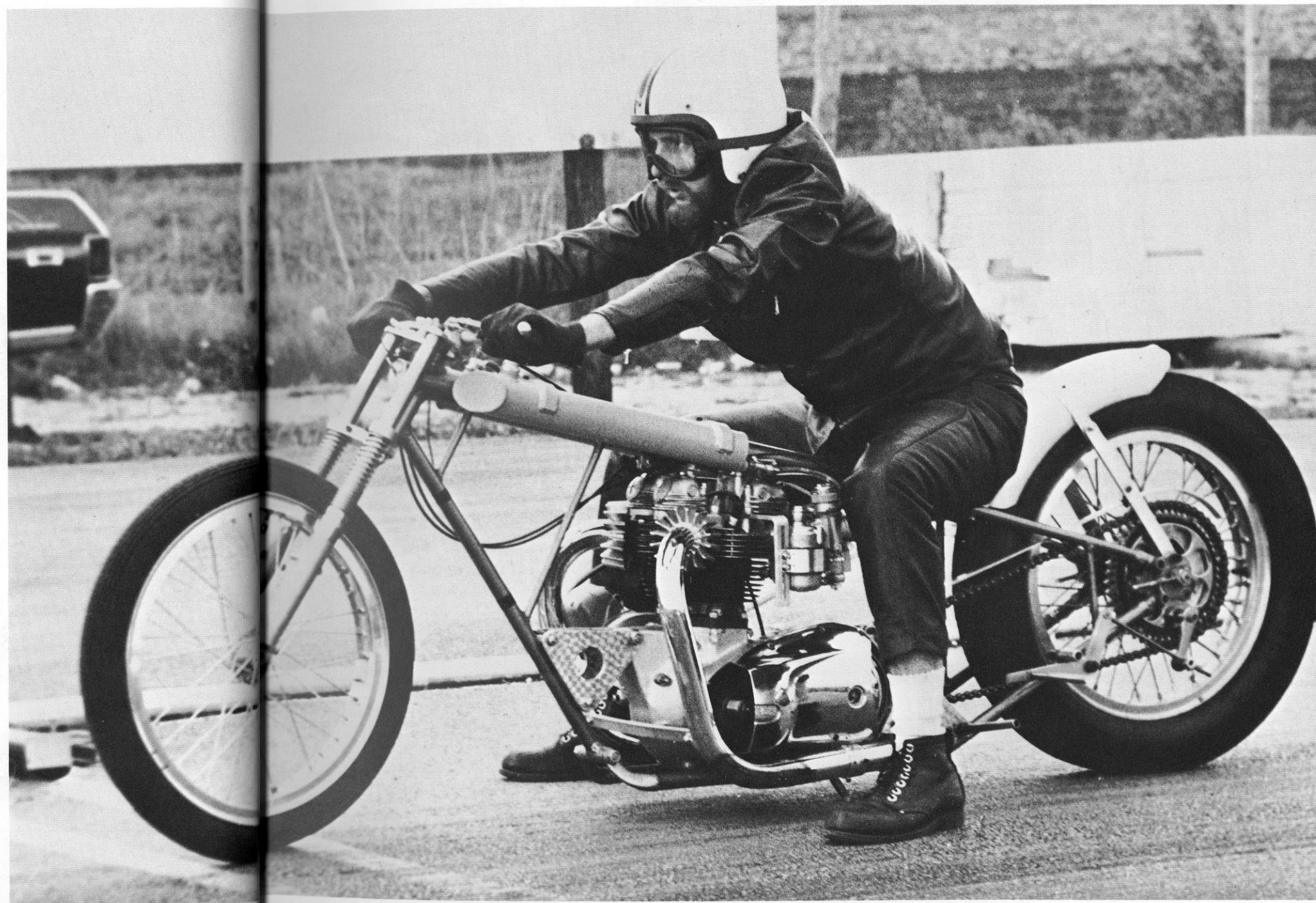
he couldn't get it through his head,

that if he shrouded the truth, even just a little bit,

he'd be left alone.

the man was a fool.

but, the man was a man.





*We are all plastic, animated creatures
Being driven to a plastic, animated death
Because there aren't enough REAL things
to go around*



**good
government
in country
and city**

... guaranteed to raise a smile



photos by allen swerdlowe

*It's wonderful to be here,
It's certainly a thrill.*





*Cellophane flowers of yellow and green,
Towering over your head
Everyone smiles as you drift past the flowers,
That grow so incredibly high,
Climb in the back with your head in the clouds,
And you're gone.*



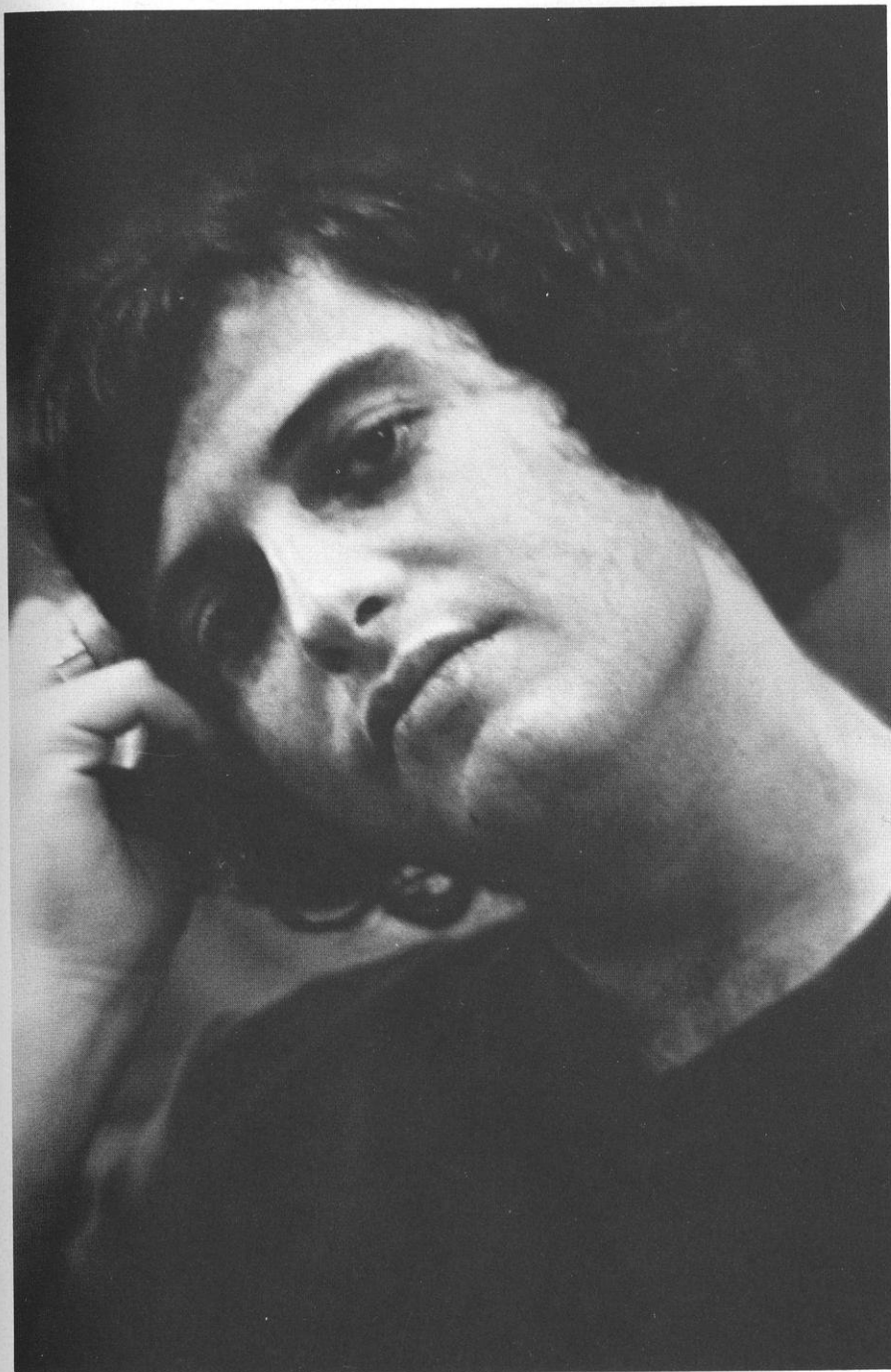
*When you've seen beyond yourself—
then you may find, peace of mind is waiting there—
And the time will come when you see we're all one,
and life flows on within you and without you.*

*Everybody knows there's nothing doing
Everything is closed it's like a ruin
Everyone you see is half asleep
And you're on your own you're in the street
I've got nothing to say but it's O.K.
Good morning, good morning, good.*



*Found my way upstairs and had a smoke,
Somebody spoke and I went into a dream.*





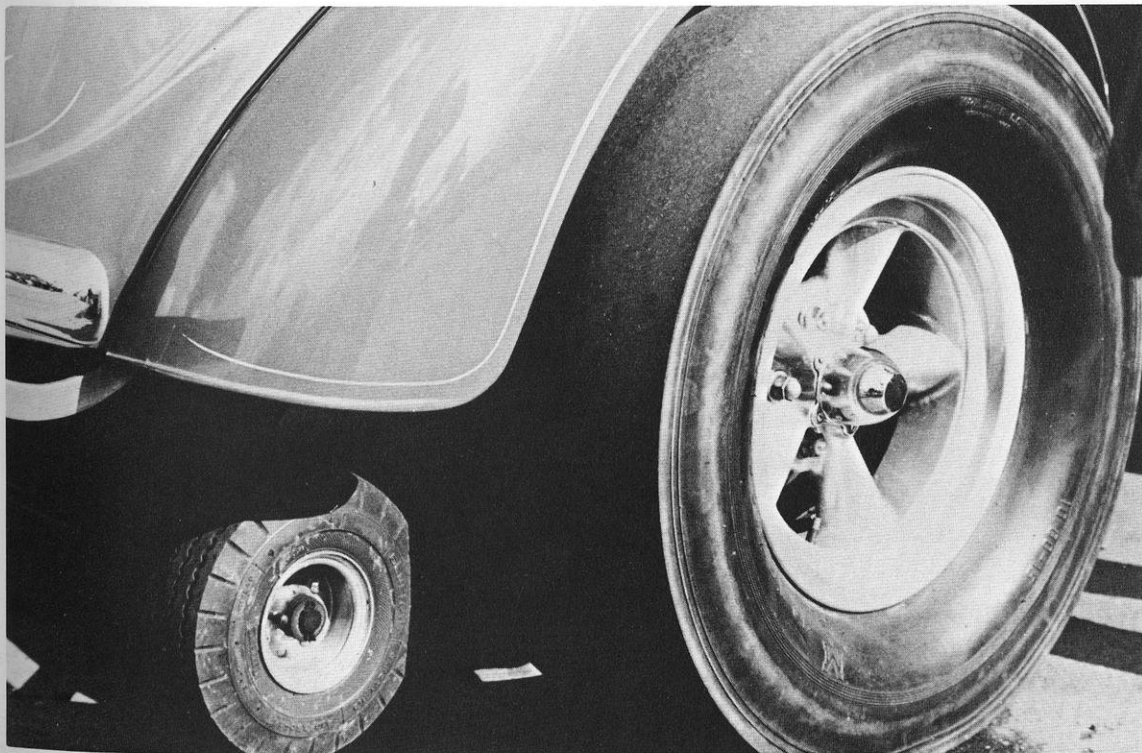
*I read the news today oh boy
About a lucky man who made the grade
And through the news was rather sad
Well I just had to laugh
I saw the photograph*



I'D LOVE TO TURN YOU ON

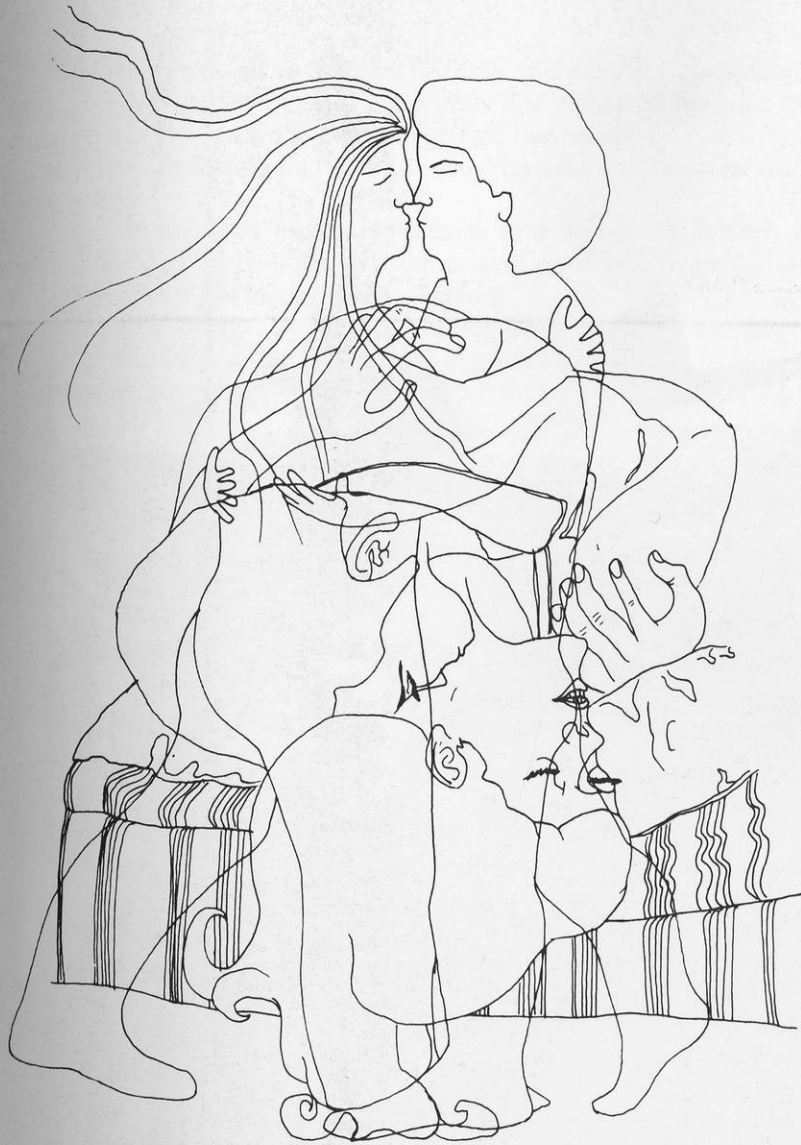




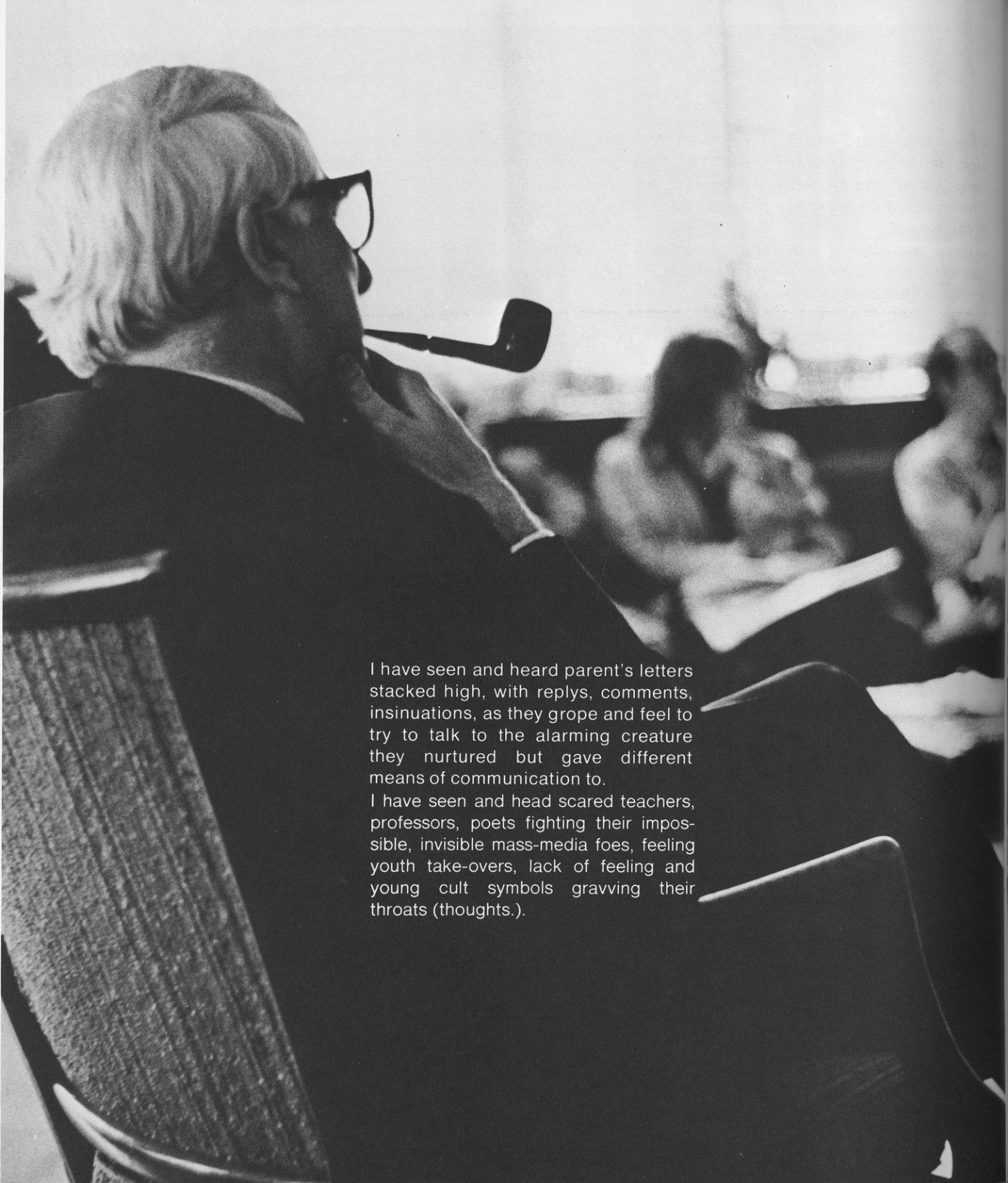


I have seen the college students
stand around and talk of drugs:
darvon, tea, LSD—
shoo-ba shoo-ba . . .





And gotten the stare from Sally's eye of social understanding, involvement, her acknowledgement as Richard and Betty (my first love) walked by. I have seen the movies and heard the crowds laugh and heard them hiss, and yell at one another, and walked around outside after them all. I have been on campus, in school, at home, camp, abroad, involved and excluded myself to sit out this dance and find who had made out my dance card anyway.



I have seen and heard parent's letters stacked high, with replies, comments, insinuations, as they grope and feel to try to talk to the alarming creature they nurtured but gave different means of communication to.

I have seen and heard scared teachers, professors, poets fighting their impossible, invisible mass-media foes, feeling youth take-overs, lack of feeling and young cult symbols gravving their throats (thoughts.).

I have seen Buddhists sit in the midst of this and miss it. I have seen my sister
sigh her life's long sigh of relief, like your last urination as your bladder re-
leases when you die, when she got a rock on her hand.

I have heard a beckoning call and see into the future of the now disentangling
arrangements.

I have seen boats with motors and sails and stereo equipment and many
cameras and liquor and drugs and paper and pens and even my few friends,
so far, all jumbled together by electric mixers.

I have seen the rising sun in N.Y. harbor paris madison montauk denmark
holland and london and the setting light in so many bodies.

I have thought much on why and found no conclusions to be seen right now.



I have read Ginsberg, Ferlinghetti,
Dostoevsky, Kafka, Conrad, Joyce,
Mann and man, write and live myself
too.

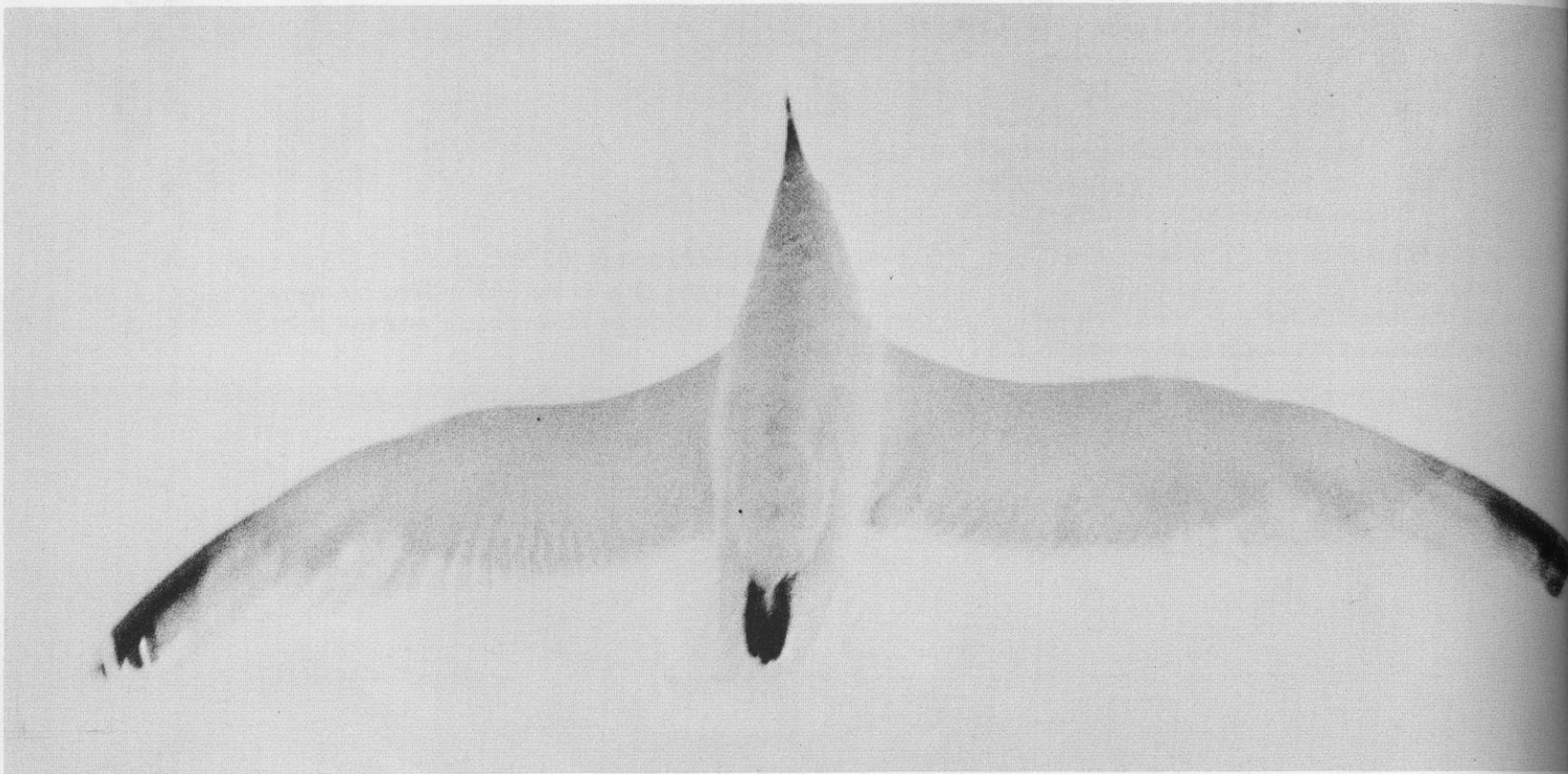
I've been skeptical of words thought
history the conception revolution and
solution philosophy biology psychol-
ogy and don't want to be a skeptic too
much more.

I've had my grandmother die and
spoken to my grandfather's changed
soul ever since.



I've seen the relics of the 100's teens 20's 30's 40's 50's 60's 70's 80's 90's and of '68 '69 '70 '71 '72 '73 and too many relics. I've heard giggling girls on the sidewalk and seen crying girls in life and walked by many times all the thoughts I've ever seen. I've written numbers of words and words by other people and words by other people about the words they've written and I've had lots of words.



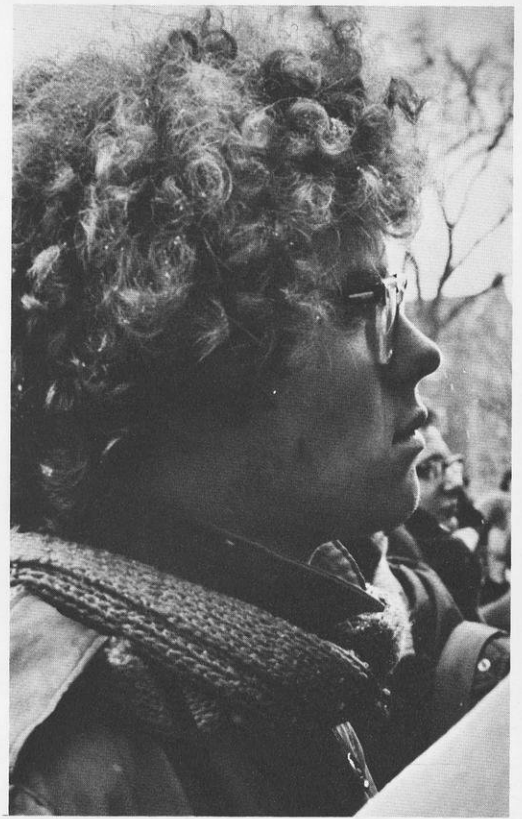


I've had bodies of knowledge and sense and some flesh and touched all the right places in a youth too young to know them and look doubtfully at going through them all too many more times.

I've used the telephone to talk to a girl who's leaving school for home she left with hepatitis we talked on the nature of things. I've heard lots of things but they weren't written and I've written lots of things but they weren't heard.

I have read the cataclysms in the wind and see this as eternity. I look forward to the biblical end but don't see Moses as a savior. I have heard the college students stand around and talk of drugs;
darvon, tea, LSD
shoo-ba shoo-ba
hoo-wa hoo
da bi do di dum bum
do daddle daddle do pa
do wa pa da





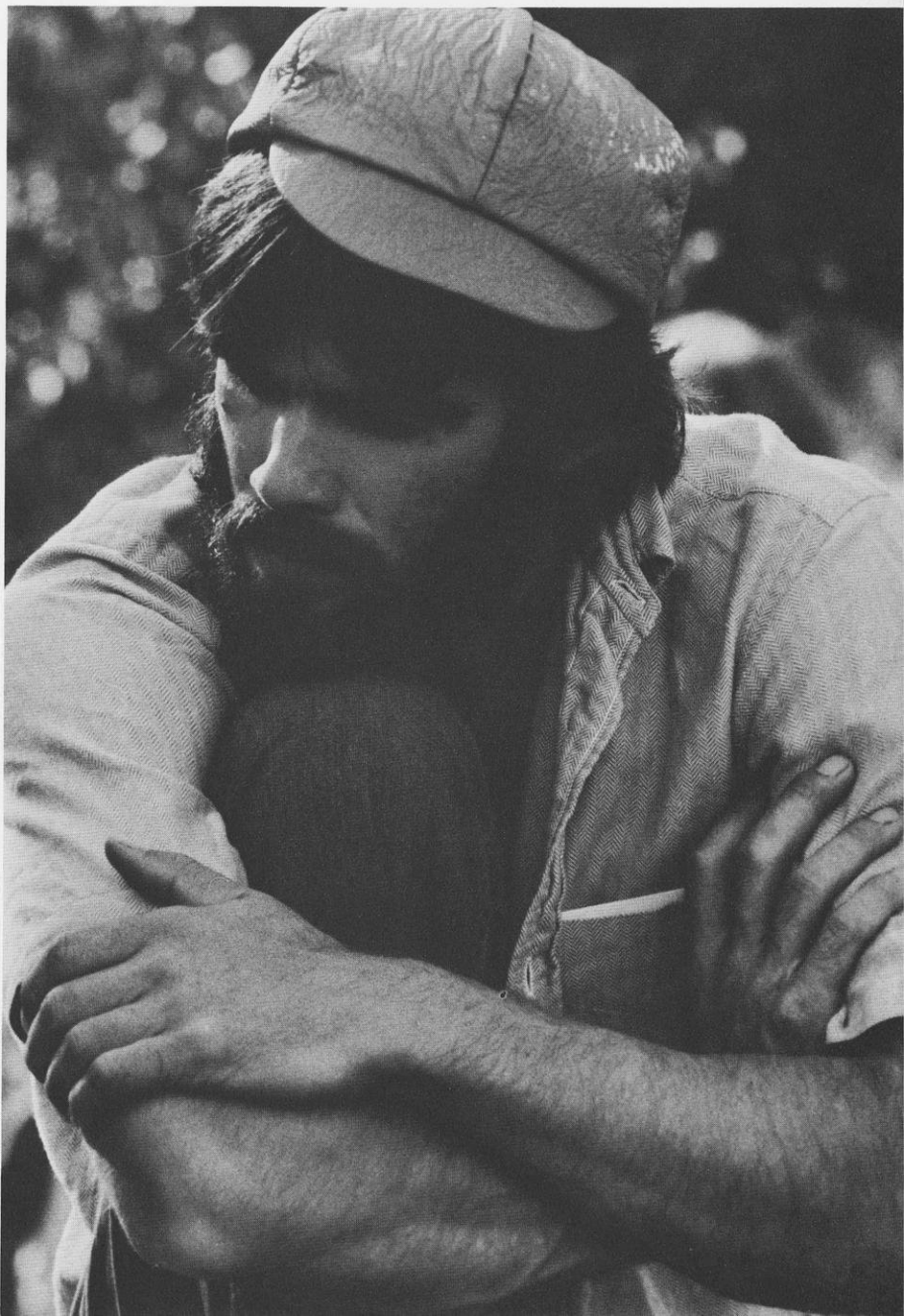
What future can possibly proceed
from a roomful of these
young gangsters in boots and jeans?
such as my friends. All disguised as toughs,
but also loving and sexy, as beaded and bedecked
with love. With peace and freedom.
And, in Berkeley, with bullets.

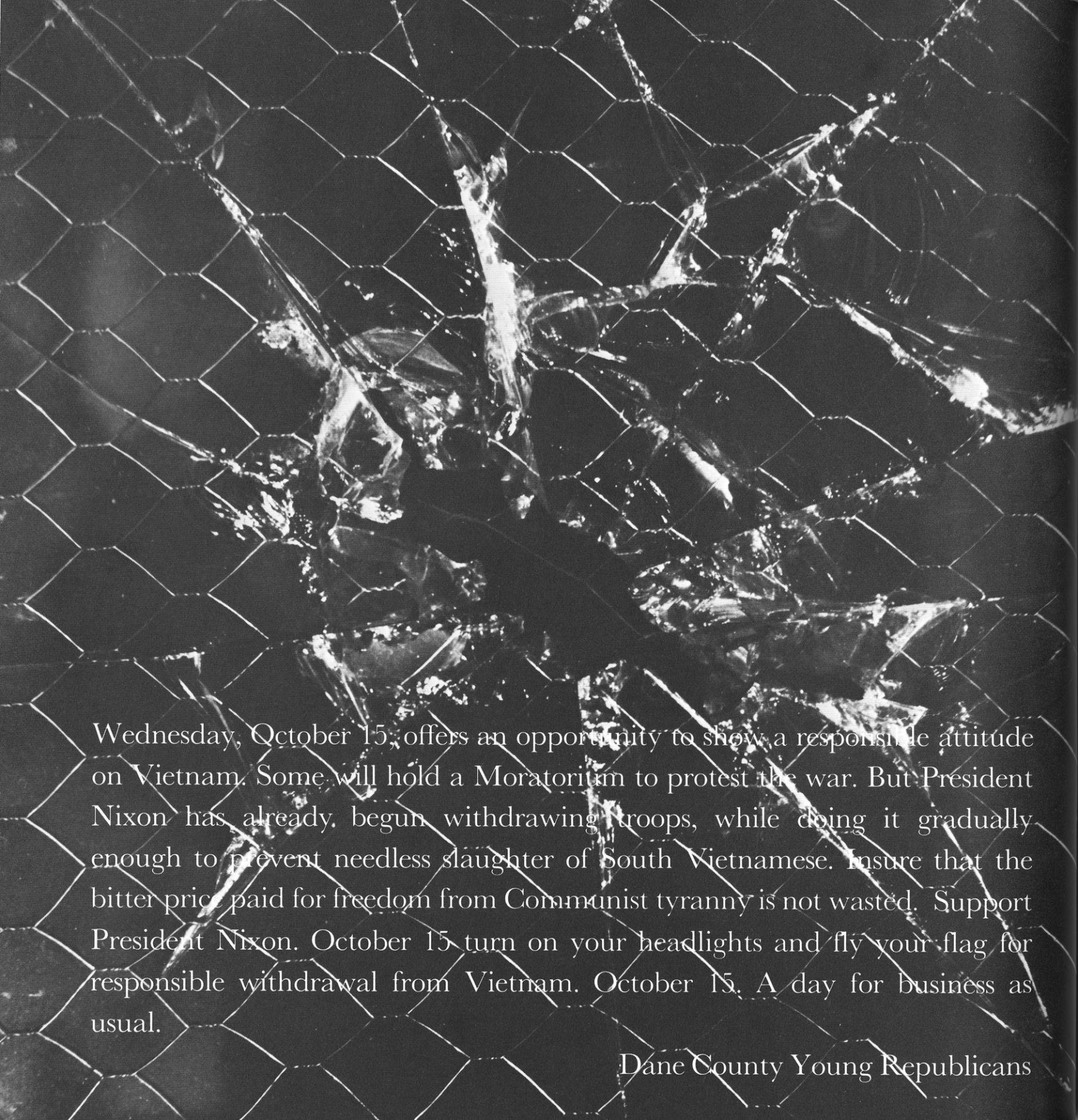
The problem becomes
how to contrive children
out of this lean and sexy chick who hates
her one lovely ounce of baby fat.

The young, waiting for judgements,
and the old, waiting to be released.

The narcs, perched like vultures
around the edges of our world.

And the alumni
prowling and laughing in packs like jackals
who think that *they* are the visitors at this zoo.





Wednesday, October 15, offers an opportunity to show a responsible attitude on Vietnam. Some will hold a Moratorium to protest the war. But President Nixon has already begun withdrawing troops, while doing it gradually enough to prevent needless slaughter of South Vietnamese. Insure that the bitter price paid for freedom from Communist tyranny is not wasted. Support President Nixon. October 15 turn on your headlights and fly your flag for responsible withdrawal from Vietnam. October 15. A day for business as usual.

Dane County Young Republicans

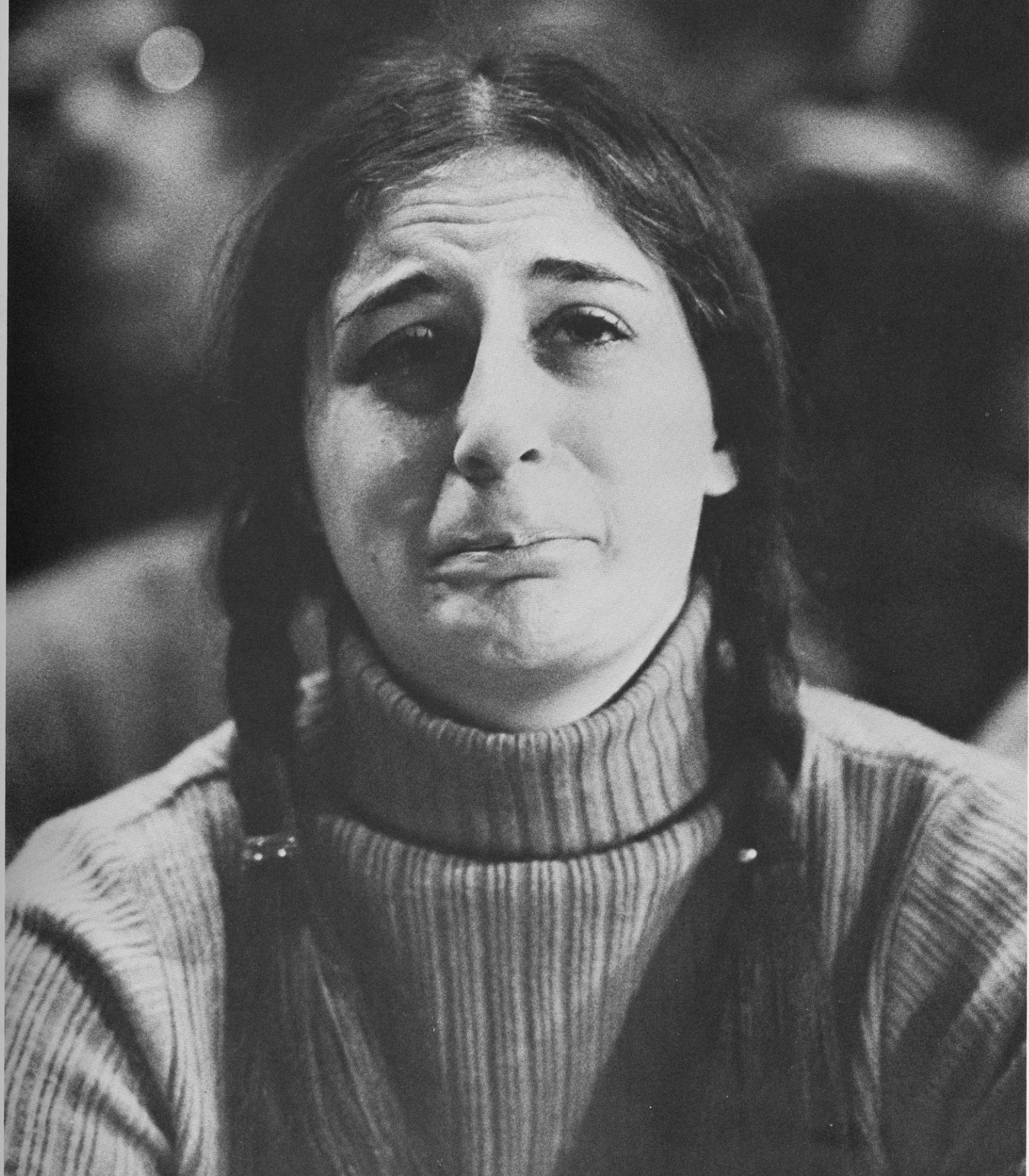
Tell me lies
Mr. President

Tell me lies

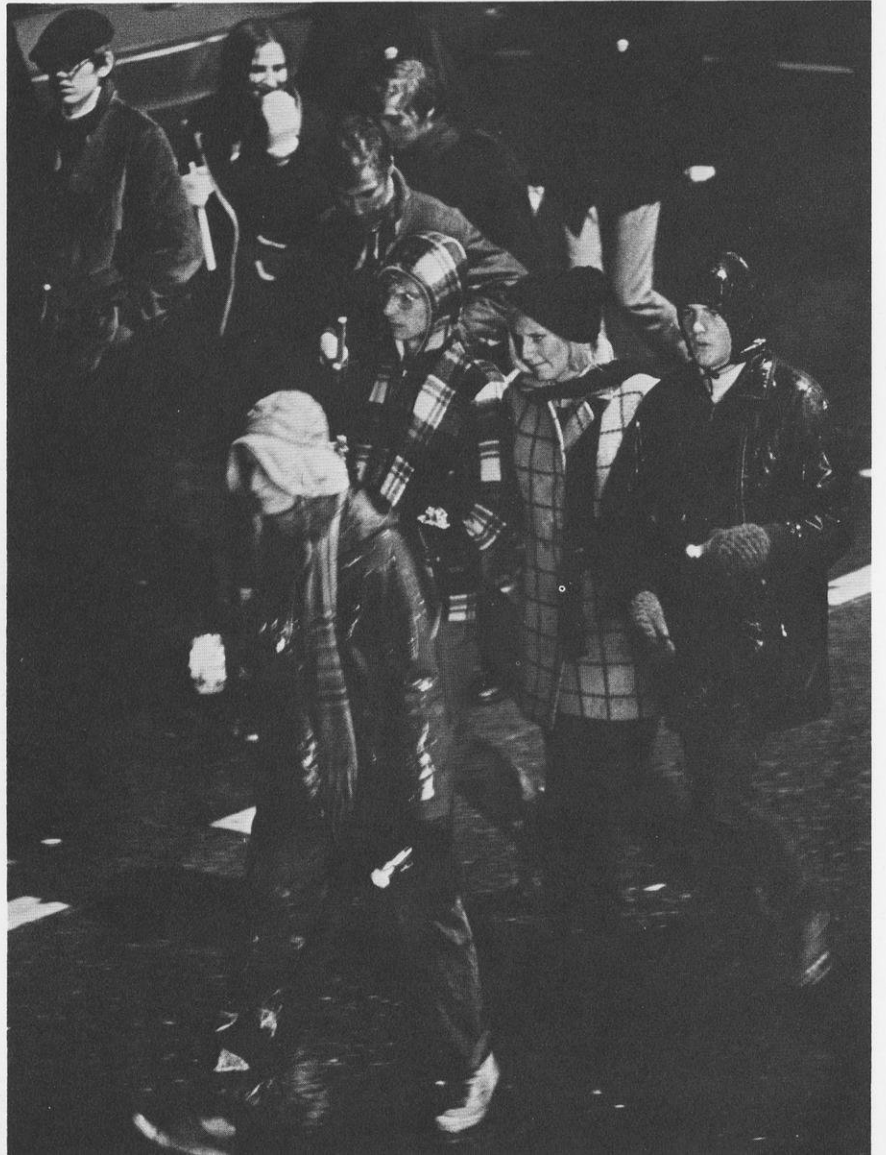
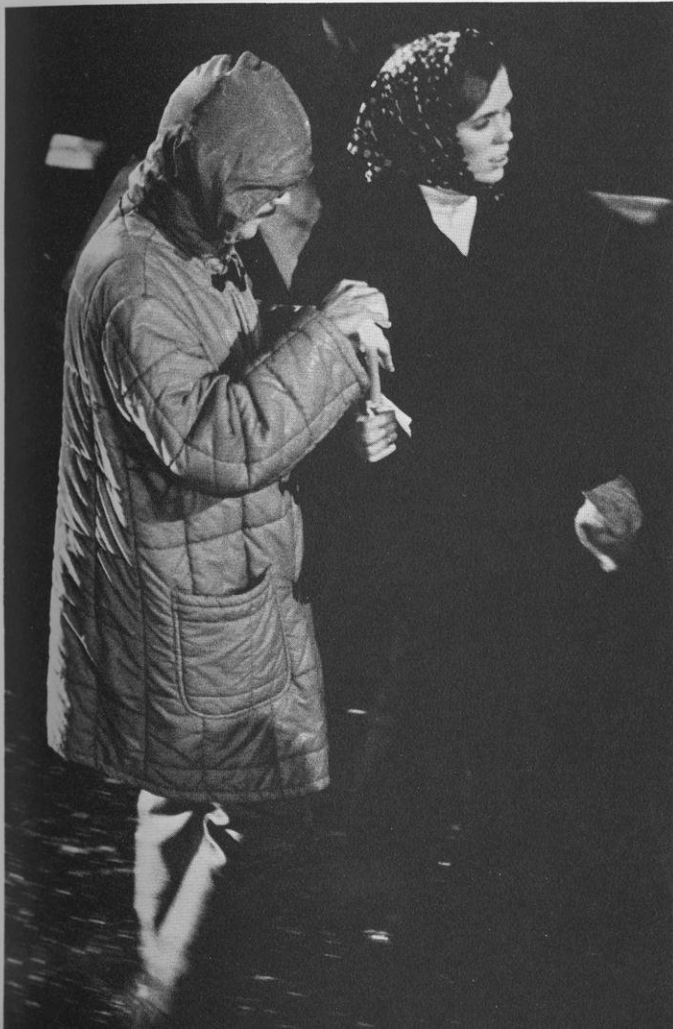


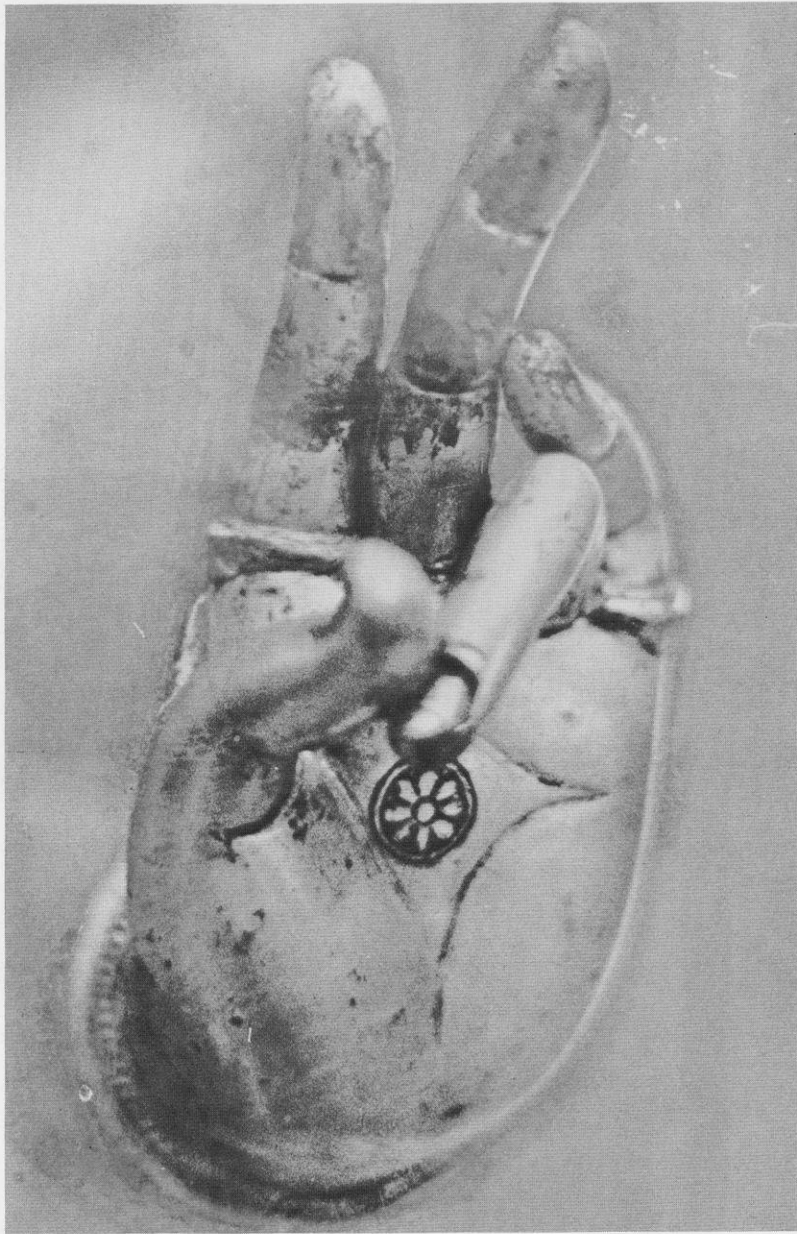
TO BE AGAINST
THE WAR IN
VIETNAM
AND TO DO
NOTHING
ABOUT IT IS
INDEFENSIBLE
WORK FOR PEACE
OCT. 15







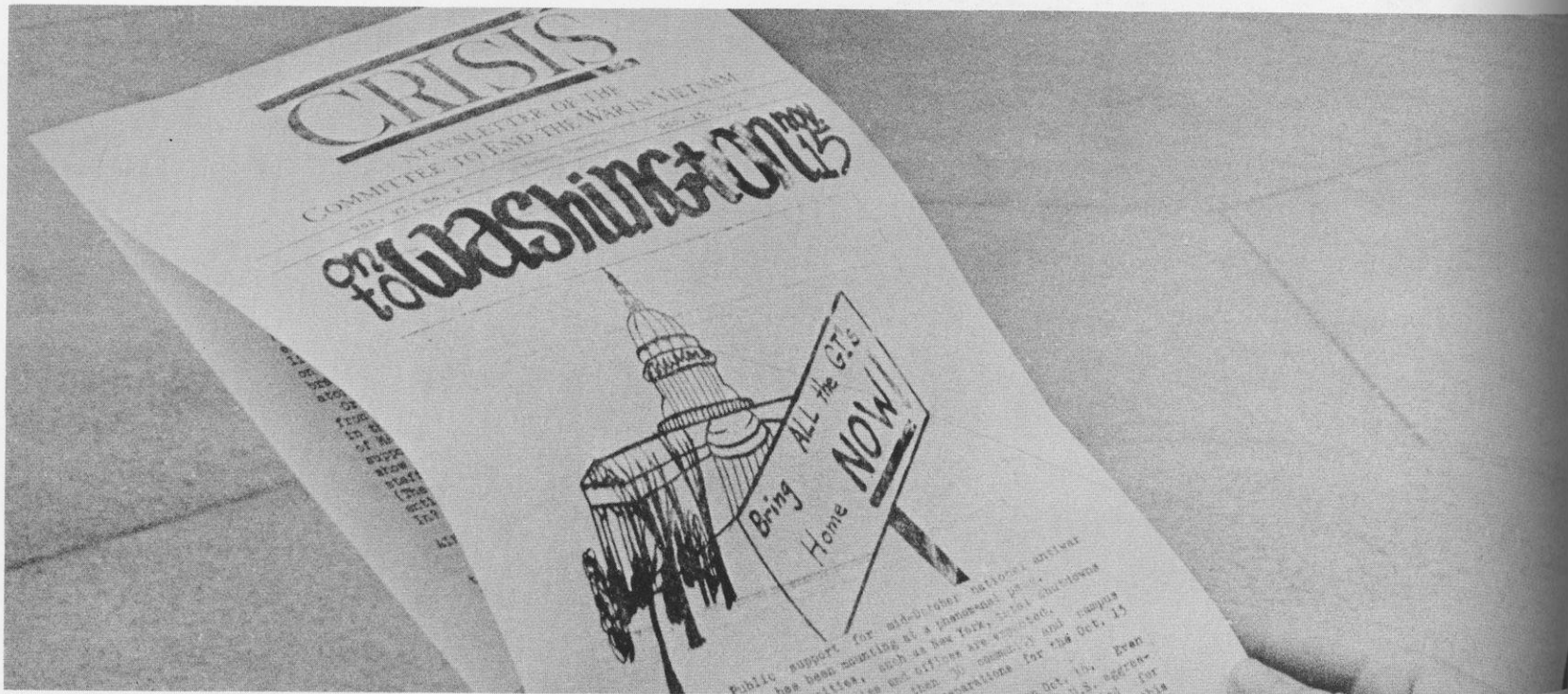


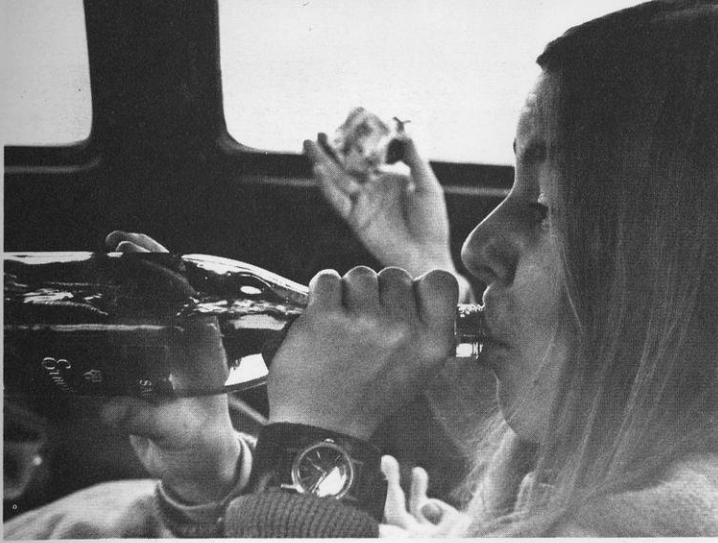


O day of darkness! What evil spirit moved our minds when for the sake of an earthly kingdom we came to this field of battle ready to kill our own people.

Bhagavad Geta









Song For November 15

The cry of the people
Marching death on the pavement
Fall on muffled ears

The roar of the engine
Rolling wheels on the turnpike
Scream a tune of fear

The heat of the finger
Writing songs on the window
Draws a basic blue

The flies in the White House
Playing rock on the cobwebs
Dance a pas du tout

Long grown strings of
Big strong chords of
People winding
Puppets singing

Fall in love kiss wooden lips
Tips of fingers meet smooth glass

Like ice
Splinter melt return



**There
was a
silent
majority
behind
Hitler, too!**





What is actually wrong with President Nixon speaking softly and carrying a loud Vice President?

RITA BOSCIA

Tuckahoe, N.Y.

Sir: Blake Hampton's Nov. 14 cover of Spiro T. Householder is just what we need for repapering our L.B.J. dartboard.

WARREN PHILLIPS

Pleasantville, N.Y.

Whose Fault?

Sir: I spent 24 cramped hours riding on a bus to Washington, D.C., because I believed in peace [Nov. 21]. I stumbled for four miles on feet I couldn't feel in the cold after midnight. My hands were numb but I kept my candle burning, and I shouted the name of one dead soldier into the glare of the arc lights outside the White House. I cried, because no matter how loudly I shouted his name or how well I sheltered the candle flame, nothing could restore this soldier to life. In the silence at the Capitol, I returned the soldier to his coffin and blew out the candle. Men speeding by in cars shouted "Communists!" and the soldiers behind the windows of the munitions building laughed and mocked my peace sign.

We spoke for peace, but no one seemed to listen. Is it any wonder that some of us drop out of society, disillusioned with a democracy that exists only in name? Whose fault will it be when some of us turn to violence for the next Moratorium?

SUSAN WOLF

Clayton, Mo.

Sir: These so-called peace demonstrators who are shouting "Ho, Ho, Ho Chi Minh!" should surely be given a chance to go to North Viet Nam. I favor chartering a ship and loading the darlings on, bag and baggage. I'll donate a dollar toward the charter, and I suspect that there would be millions who would be willing to do the same. There is nothing like making for their happiness, and ours too.

MRS. E. J. DALBEY

Portland, Ore.

Sir: It strikes me as ironic—perhaps even appropriate—that driving with headlights on during the day on Nov. 15 meant either that you supported Nixon's policy or that you were in a funeral procession.

JAMES R. SAKLAD

Boston

Shoo-Fly

Sir: In "What Makes a City Great?" [Nov. 14] you certainly went out of your way to romanticize the vile, the smelly, the noisy, the contaminated and ugly, an accomplishment at which our whole artsy culture is most successful, a culture that is quite appropriately, centralized in New York City.

Skipping the romance and regarding it more objectively, a "Great City" is simply a great mess that is in love with itself; a great mess composed of a multitude of primitive forms of consciousness who are naturally attracted to gore, egoistic grandeur and gross excitement. It is no wonder that some people feel inclined to put down the hierarchy of this culture, commonly known as the intelligentsia, that sings and swarms around such pomp and pollution like flies around a cowpie.

CHARLES BOLTE

Aspen, Colo.

Sir: All the "great" cities mentioned symbolize selfishness and greed. Once their hey-

days pass, they produce nostalgia, but admirers shift their love elsewhere.

There is a better test for greatness. Does the city symbolize unselfish spiritual ideas? Does it do so regardless of the activity within? Do men shed tears when they enter it? After 4,000 years, are men still willing to die to hold on to it?

By this test there has been only one great city: Jerusalem.

JOSEPH A. REIF

Ramat-ban, Israel

Sir: New York's so-called greatness is an inadvertent, unforeseen happening of millions of people backing into an increasingly wasteful fight for sheer survival. Yes, New York is exciting, but it is far too hard on the nervous system of the human being to be considered for greatness. Its excitement eventually destroys the finer sensibilities of its inhabitants.

We may gain some perspective from Frank Lloyd Wright's statement: "To some of our people, exaggeration will always mean greatness—because they know 'no better grandeur.'"

VERNON D. SWABACK

Scottsdale, Ariz.

Sir: I swear by the fallen Nelson's pillar that the bloody cejit who wrote the Essay on great cities never had a pint in a Dublin pub.

SEAN D'ARCY

Cape Town, South Africa

Without Question or Thanks

Sir: After reading your article, "The New Feminists: Revolt Against 'Sexism'" [Nov. 21], I have this to say to the WITCHES: What next? After taking and taking and taking, since the end of the Victorian era, the fruits of the labors of your enemy without question and often without thanks, you are now going to relieve him of the gift of his manhood? This is not, in my opinion, the action of a real woman or, for that matter, a real person. Everyone must stand up for their rights, but they don't make asses of themselves while doing it.

Besides, I think women would make perfectly lousy firemen.

(MRS.) ANNE B. O'NEILL

Owings Mills, Md.

Sir: I am a 22-year-old divorcee (no children), and am actively pursuing a career. The idea that women who graduated in the mid-1950s are the only women preferring families and homes is a gross misconception. I have no desire to free myself from men's "tyranny" in exchange for my individual "rights" as a woman. It is my personal belief that one's full potential as a woman is only realized through the respect or love of a man—and not in the company of frustrated women whose only problem is their inability to find that love or respect.

KIM PAYNE

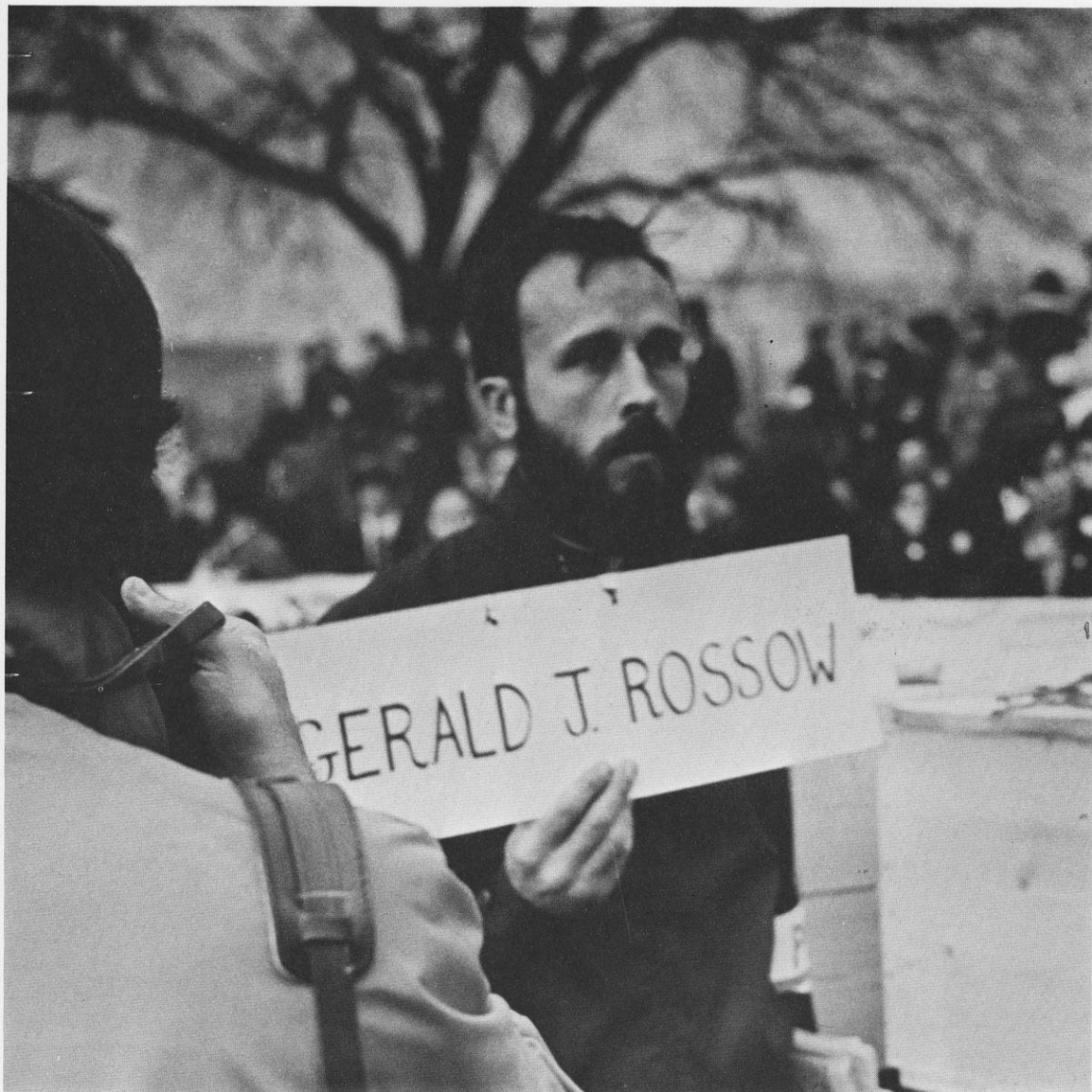
Lawndale, Calif.

Sir: Why not leave "male" and "female" where they belong—as modifiers of the noun human being? Once we realize we don't have to be more of a woman for him to be more of a man, but more of a person so he can be more of a person, our problems will be solved. Also, pornography doesn't degrade woman—it degrades mankind.

SALOMEA L. SCHWEDA

Milwaukee

Address Letters to TIME, TIME & LIFE Building, Rockefeller Center, New York, N.Y. 10020.







*Let us dedicate ourselves
to what the Greeks wrote
so many years ago;*

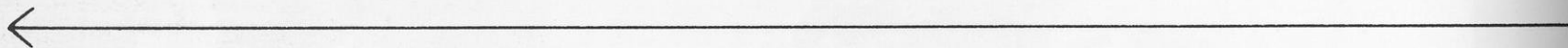
*To tame the savageness of man
and to make gentle the
life of this world.*

Robert Kennedy



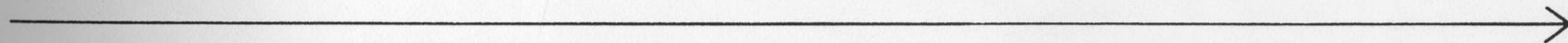
LEFT

and where to?

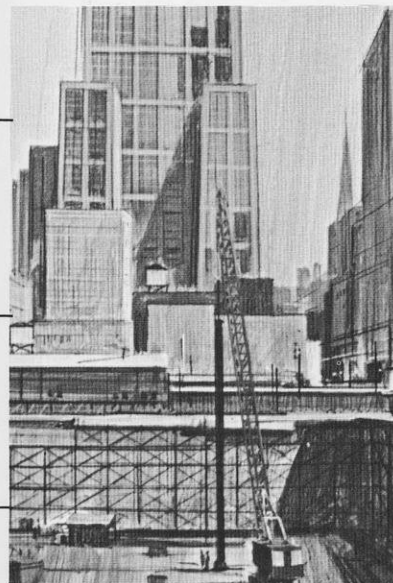
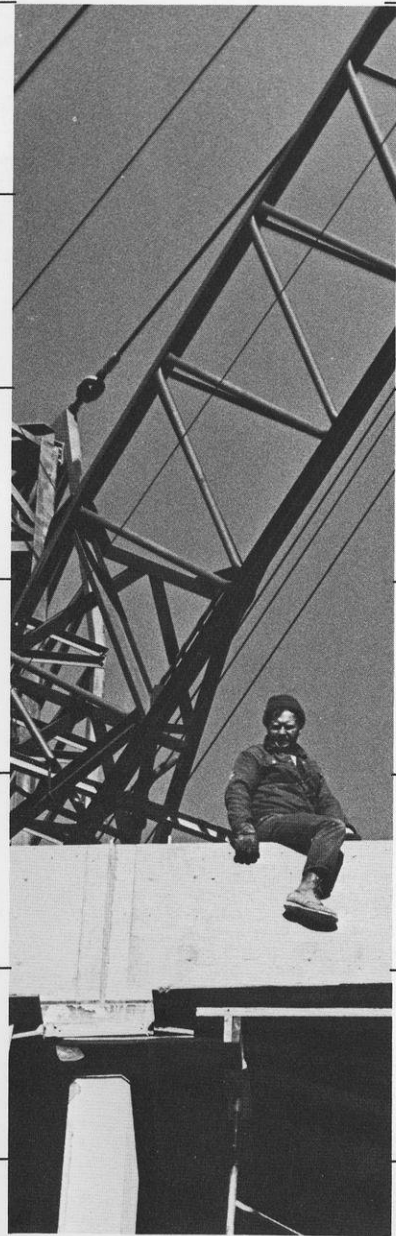


RIGHT

and is it?



... and n'er the twain shall meet.



Management

Data Processing

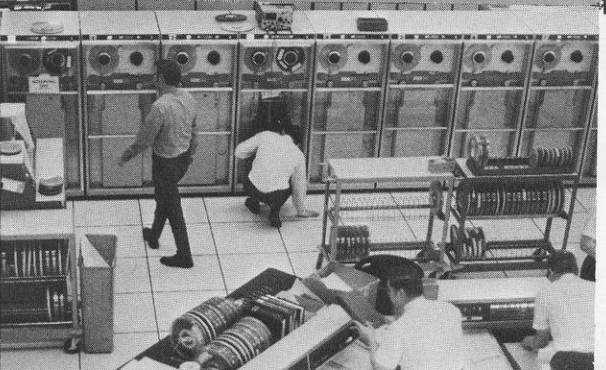
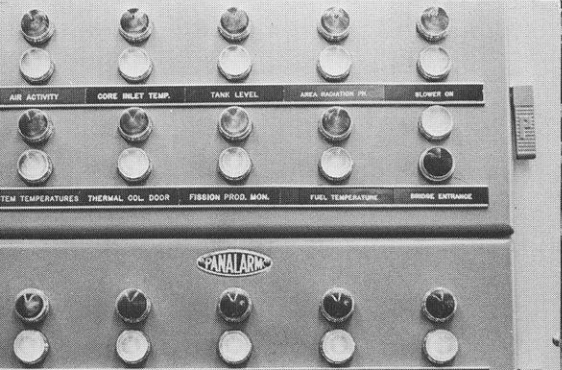
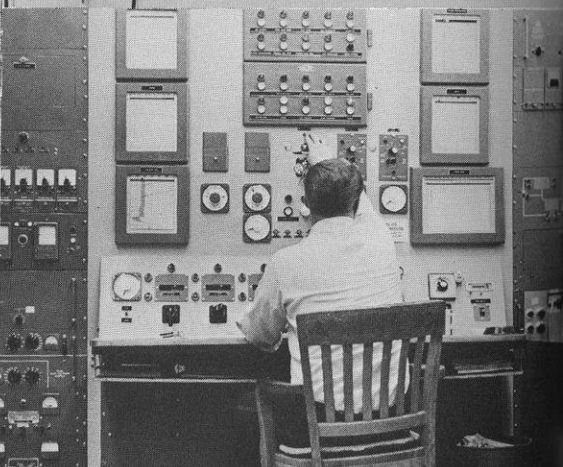
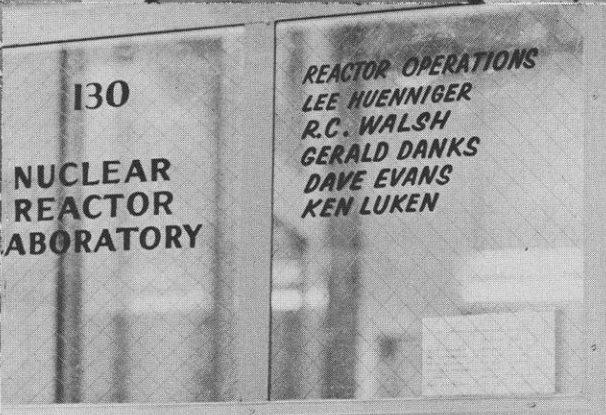
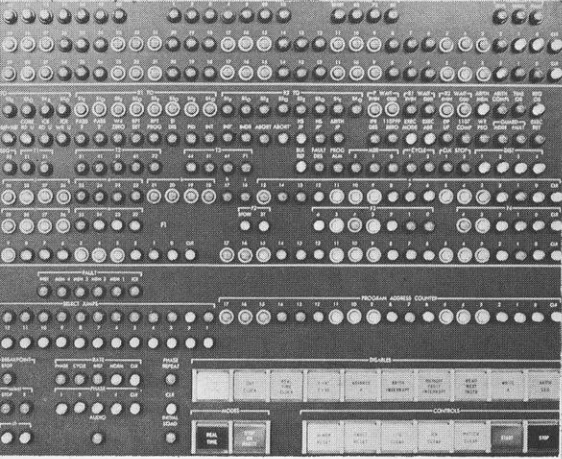
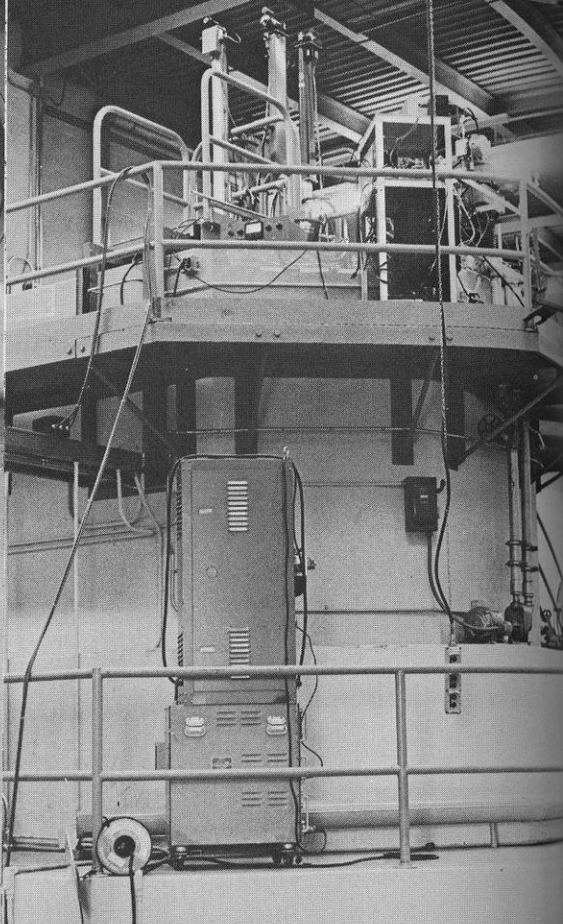
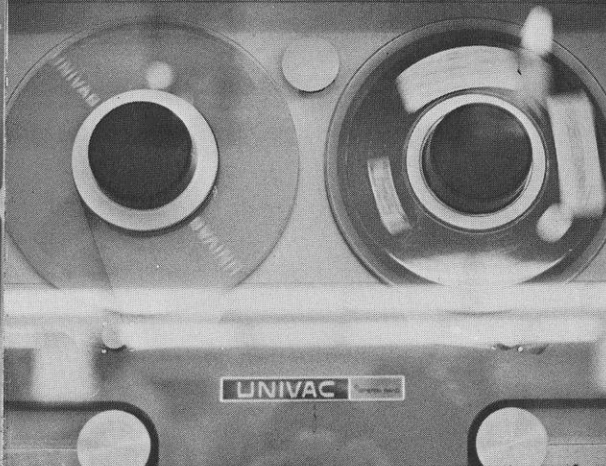
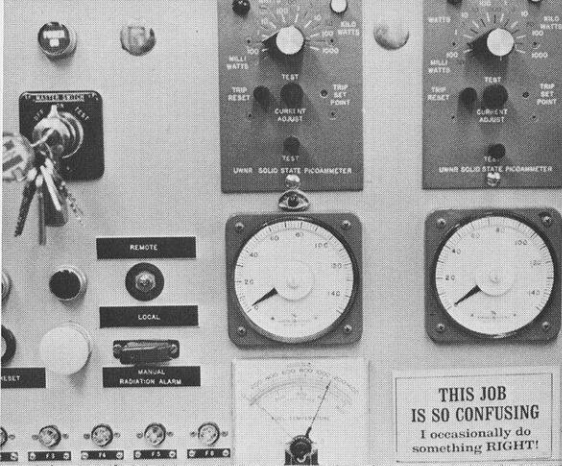
Management Trainee

Distribution & Production Planning

Distribution Management

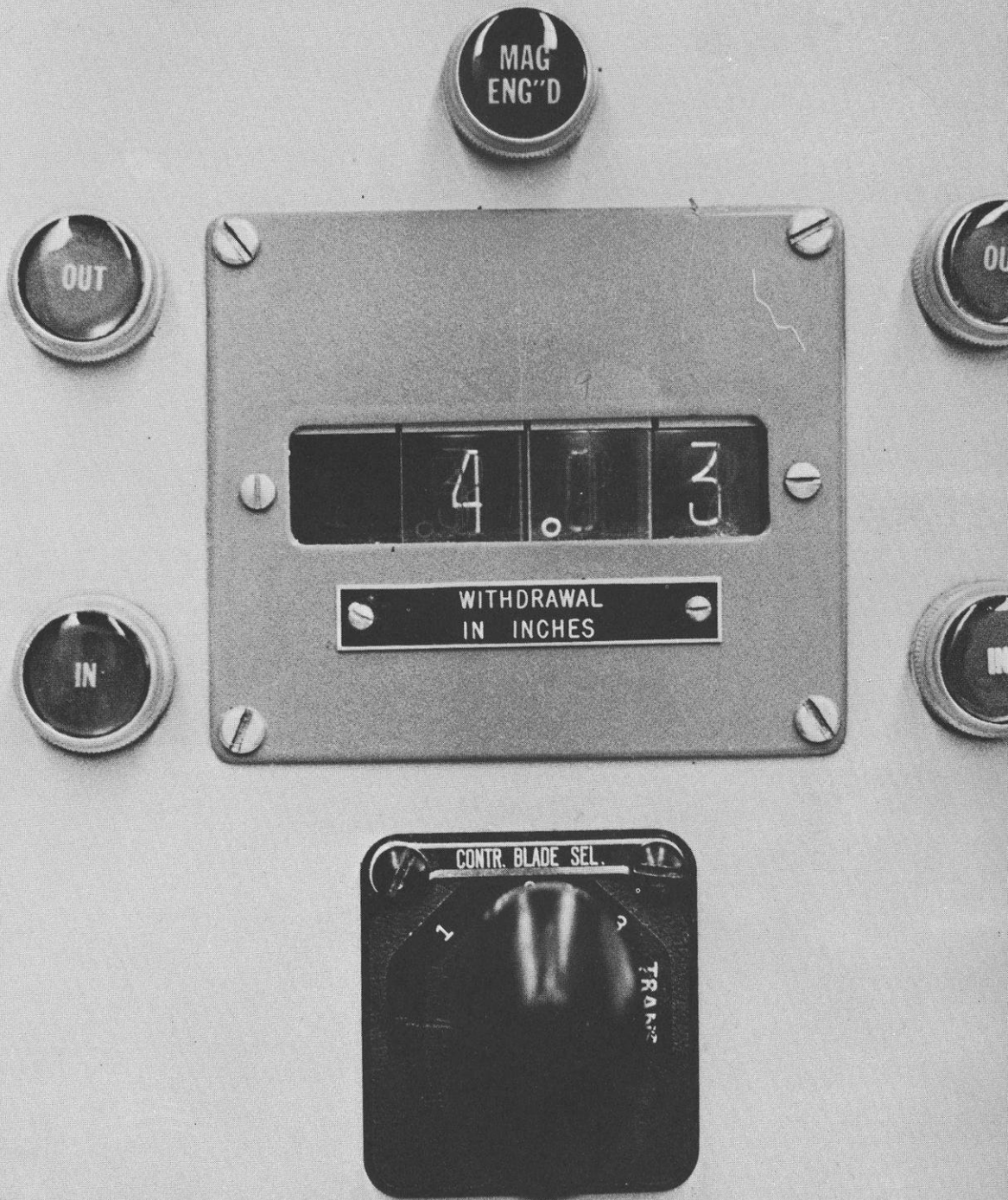
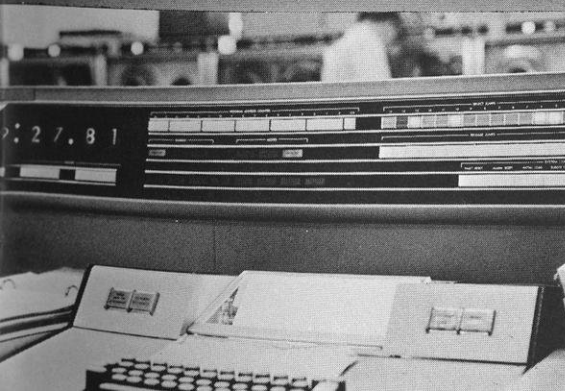
Research







UNIVAC
1108 DATA PROCESSING SYSTEM

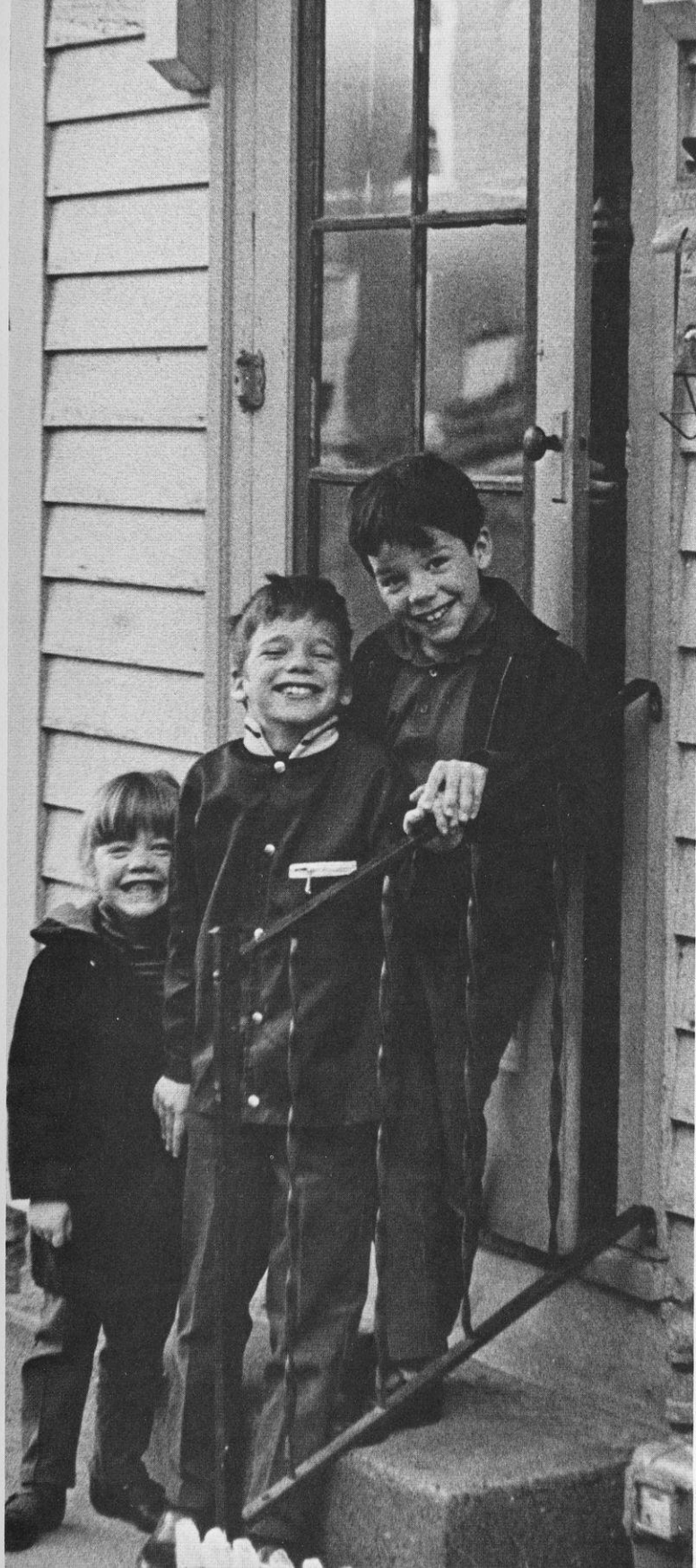


**what's
ahead**









As I trip along the warped tiled sidewalks of my mind,
I slip on warm muddy sentiment
And slide on dry-iced tears
To wet the green blades of doubt
On the way to making another decision.





In the normal realm of student life one finds many areas of conflict between student activists. RYM I (the Weathermen,) RYM II, YAF, PLP, YSA, and SDS are all fairly standard acronyms among today's students. Perhaps foremost among the academic problems of these groups is the need to communicate with alien and often hostile administrations and faculty bodies, for within these latter groups lies the power of control: control of course structure and content, control of the hiring and firing of instructors, and control of academic policy.

What is often overlooked in the student—administration—faculty conflict is the breach of opinions formed within the administration and faculty itself. Students tend to lump all of these “alien” beings into a mass and force a struggle of superiority between themselves and the “unified” alliance between the administration and the faculty.

It is the purpose of this article to show that there is a wide range of opinions concerning some very fundamental questions within the mass of administration and faculty.

The three educators interviewed in this article are all prominent in the 1969-1970 academic year for various reasons: Colonel Meserow, the director of the Air Force ROTC program, has become prominent this year as the entire ROTC program has been called into question; Professor David Siff of the English Department, who has done extensive research on the Army Math Research Center, was thrust into prominence when his contract was not routinely renewed for the 1970-1971 school year; and finally, and as it seems, always, Chancellor H. Edwin Young, who is always in the limelight of popularity, or notoriety, depending upon the side one takes in any of the conflicts that arise on campus.

Within the confines of this article these men will, through the use of interviews where each was asked similar questions, be confronting each other. What ensues is the result of those interviews. I have tried to provide an open forum for each of these educators to “dig his own grave” or present his logical position. The outcome, of course, depends upon the views of the reader.

Tom Woll

Badger: First of all, let me begin by asking for your views on education in general: what is education and what should it be?

Young: I think it (education) ought to do a number of things: it ought to make people aware of society's past . . . , it ought to prepare people for living both as citizens and making some contribution to society, and incidentally . . . make them their own living; and very important, it ought to instill in people a love of learning for its own sake. I think we have over-emphasized the individual value of higher education; it ought to make people aware of the problems that society has . . .

Meserow: As I see education, particularly higher education at the university level, the purpose is to prepare an individual to be an effective human being in adult life, both in terms of giving him broad perceptions so that he can adjust to society . . . and to give him . . . a vocational, professional capability so he can earn a good living . . . and maybe do something to effect change.

Siff: . . . in reality . . . at this university . . . the educational system . . . gets people on track to specific occupations, careers, in the society that the society needs in order to keep going. Therefore there's a question hovering over the question what is education, that is, who does it serve? The answer to me is that it serves those who control and manipulate this society and by that I mean the corporations that run this country, its satellites, the government, the military and so forth. What I think education should be . . . is a means of serving the people in the broadest possible sense. I think in each of the different (academic) disciplines the absence of service to the people will be . . . found and on the contrary, the service to those who rule the society . . . will be there instead.

Badger: What should your role as a teacher be within the process of education, and what role should the student have?

Siff: I think that so long as education serves the needs of those who control this society for the advantage of the few against the needs of the many, that the role of the student . . . and the teacher is going to have to be an adversary one . . . I think that it is absolutely essential for us to understand exactly how our education traps us into a very specific operating . . . social system that

works on the lives of people in this country and around the world.

Badger: Is there any chance of (students) allying with the teachers?

Siff: Yes, . . . within the educational system . . . students and teachers arrive at similar understandings of the way things operate and they find themselves naturally together on issues . . . Intellectually the demand is there . . . objectively the need is there, so in that sense I don't see the school as a totally negative, totally alienated thing.

Col. M: Well, (the student's role) is not only to receive it (education) with an open mind, but in our program . . . the big thrust of what we do is education in terms of student participation. The first two years . . . there is some participation and dialogue but it's somewhat limited. In the junior year, however, there is a great deal of student involvement . . . with the idea of getting students involved in both the teaching and the learning process.

Badger: In other words, you want the student to be an integral part of your program.

Meserow: Yes, not only an open mind, but a critically open mind and a participating one; and, freedom to challenge.

Badger: What should education do for the student and the teacher—instill a joy of learning for its own sake?

Young: Yes, and (permit) the appreciation of other people's learning, that is history, culture. I think the teacher, unless he has some of these qualities himself . . . can (not) be a very good teacher. I would think a man who doesn't get excited about what he's doing is almost a prisoner if he's trying to teach for a living, and he ought not to be doing it.

Badger: What role should the administration play within the educational process? What role does it play?

Young: Well, in a way the Chancellor is a kind of housekeeper: His job is to find the resources, to encourage standards and selection of people and their retention. His job is to encourage new ideas and to help find money for innovations . . . He spends a lot of time worrying about new buildings, space for people, finding money . . . kind of a housekeeper . . . People who talk about these things say that the top administrators should pro-

vide academic leadership . . . part of that is making clear that this is an academic enterprise standing for freedom of speech, freedom of thought, defending the academic processes, and trying to gain support for it from all sources.

Badger: What effect does the administration have on your department?

Meserow: This summer, for example, an *ad hoc* committee was appointed by Vice-President Clodius to study both the organizational structure of ROTC and its placement within the university faculty structure, as well as the qualitative relevancy of our curriculum, and whether or not certain aspects of our curriculum . . . could not in fact be integrated with the regularly taught faculty courses either on a participatory basis or on a substitute basis. Some rather sweeping recommendations have been made. If some of these recommendations, or all of them, and I very much favor some of them, can be implemented, this could become a model for the whole ROTC program right across the board, affecting Army, Navy, and Air Force.

Badger: Professor Siff, I was going to ask next what your perception of the role of the administration is within the educational process, but I take it that you would say that the administration is the obvious leader of this control, this channeling process that you have been talking about.

Siff: Sure. I think that the way in which universities grow almost predicates that university administrations will be friendly with the leaders of business, government, and so forth. The problem of getting money for the university is largely dependent on being able to elicit funds from the government, particularly the Defense Department, from private industry, and so forth. In other words, the administrations, given the reality of what a university is within a particular society, understand what it is they have to do . . . The only thing is, their best interests coincide with those who manipulate and control the society and don't coincide with the great majority of people whose lives are oppressed by the controllers of society.

Badger: Then you've already established that the whole academic community is intricately involved, whether they know it or not, with politics. . . . Should this be the case?

Siff: . . . I think that in a healthy society, and by that I mean specifically a socialist society, . . . that a university should serve more than private interests. Let's put it this way: private interests in a healthy or socialist world are inseparable from social interests. Social reality and private reality at that point are one and the same. So I would think that education for its own sake at that point simply becomes an abstraction. . . . Knowledge is something that is both theoretical and applied at the same time. There's no division between thought and action.

Young: My own view (about this question) is that the role is for the individual to be involved (in politics) as an individual. I don't think that in my role as Chancellor I should participate in a political role; I don't think a faculty member's classroom should be used to organize a political party. I do think that students, however, ought to be discussing the issues and operations of the political system so that they, when they participate, can do it better and with better judgment. But I don't think that we can commit the university . . . to any particular political philosophy. Now this is in contrast to some people who want us to be action-based, to go out and save the world through a political philosophy. We can't do that.

Meserow: As a professional regular officer in the United States Air Force, I am enjoined officially from taking any particular view and communicating that view to my students. On the other hand, as a private citizen and a voter and a taxpayer I have every right to my own private opinion and to my own political views . . .

Badger: Is it possible that you can separate yourself as a private citizen and as a teacher?

Young: It is very difficult, but a man should take great care in doing that. . . . (I)t's been done for a long time.

Meserow: It's possible, but it's very difficult. I don't see how anyone, whether he wears a uniform or mufti, can effectively split himself down the middle into Dr. Jeckyl and Mr. Hyde without some of his private views slopping over a little bit. . . . But it can be done and to the extent that it's possible, I have done just that.

Badger: How do you perceive the relation of the so-called "hierarchy" of the regents, legislature, and

governor to the university? Does it hinder the university or is it beneficial to it?

Meserow: Well, there's bound to be some antipathy to the student body and its great distance from the regents. But I think it's certainly a fair observation . . . that the regents, the administration, the legislature are basically sincere in wanting to make the University of Wisconsin as fine a higher educational institution as they can. . . . There's bound to be friction and antipathy in that process. According to . . . President Harrington, the university has been hurt by some of the seemingly punitive allocations made by the legislature. . . . I would hope that that's not the case, because in terms of perpetuating the fine image the University of Wisconsin has, and their demonstrable contribution to research and social studies and the physical sciences, we must continue to have more money.

Young: . . . Obviously every organization is influenced by all its parts. Our regents are conscious, since they're appointed by the governor, elected by the state, and have to go to the legislature to get money. . . . (I)t depends on how you're influenced and how you guard your freedom. You know the charge is made that educators, people like myself, don't communicate with students. Sometimes it isn't that we don't communicate, it's that we don't agree always. . . . (T)he way I test people . . . is, is he doing what he thinks is best for the university. If I thought a regent was making some personal gain or playing politics with the university, I'd be very unhappy about him. But if he decides . . . that a particular policy, after he studies it, is the best for the university, I think we have to respect that.

Siff: Again I think that the question is a political one, that is, who is represented by this hierarchy. If you wind up saying the people that's one thing, but I don't think that's the case. I think the hierarchy clearly represents the monied interests of this state and the country. . . . I don't think that the majority of the people of this state or country are at all represented by this hierarchy. So consequently, the effect on the university is that those policies, those values, those needs, that are of interest to the controllers are built into the educational process.

Badger: Does the city of Madison, that is, the mayor,

city council, and even the police force, have any effect on the university? If so, what affects do you perceive?

Young: Yes, there are many interchanges. We have a lot of dealings with the city; we are using a lot of the resources of the city: streets, fire protection. . . . We have joint projects such as the Zoo Project; we have a regular, organized City-University Coordinating Committee that meets once a month; I have lunch with the Mayor maybe every six weeks . . .; both the county sheriff's office and the city police have jurisdiction over the campus any time they choose to use it. . . . These are all issues. Our smokestacks pollute the city . . .; we take property off the tax roles and we provide large numbers of taxpayers in the form of students who pay rent and so on. We are the biggest industry in the city, and I would not be immodest to say probably more than anything else, this university made Madison and shaped it. . . . But they don't have any legal thing to say about our educational policy.

Meserow: I think that they do have an effect on the university. I think that it's patently evident from some of the releases I've read in the local media. The city police force has been called into campus when Chief Hanson has been unable to contain a situation and has needed reinforcement. The Mifflin Street thing last May was a terrible thing in terms of the antipathy that resulted as a fall-out from that in the attitude of the city and the citizens towards the student body *per se*. . . . I think Mayor Dyke's attempt to form a committee to get out and get facts, get opinions, and try to establish a fence-mending environment was a good thing.

Siff: I think city policy affects the university. . . . City policy very clearly represents monied interests, for example, the . . . real estate people. And so consequently, what you have in student housing areas is a policy, sanctioned by the city on behalf of the real estate people, to create high-rise housing, which for the student is going to mean poorer living accommodations; that is, more crowded living accommodations at higher rents. I don't think that the traditional conflict between "town and gown" is ultimately a serious thing because the interests converge. There's a great deal of justified resent-

ment, not just within the city of Madison . . . from ordinary people towards the university as a kind of center of elitism, cultural snobbism, and so forth, and in some ways . . . the different city administrations act accordingly. But I think the response is not publicly on behalf of people who really are oppressed by the actual impact of elitism on their lives, namely, control.

Badger: What effects do you think the presence of the Madison Police Force would have on the campus if it takes over the duties of the Protection and Security Force?

Young: This depends on what the police does and how. . . . I would assume that if the legislature required us to contract with the Madison Police, the Madison Police would make every effort to train people and do the kind of thing that they ought to do. After all, they want to succeed too. My experience with policemen . . . is that they're like everyone else, they want to be liked, they want to get along with people. They're not looking for trouble. Now you find exceptions in police forces, you find exceptions among students. Most students don't want trouble with the police. . . .

You take Mifflin Street. How many students hit policemen? I don't know, some did . . . there weren't very many, I'm sure. I would work very hard if we have to go in this direction, which I am opposing, to influence the police and their relation with the students, and I'd work hard with the students to try to get them to do likewise—we'll just have to live with it.

Meserow: My personal view is that it would be unfortunate, primarily because I think Chief Hanson has a much more sensitive understanding of student desires, student personalities, certain student behavior, than perhaps the city police would. I think in time that this could be resolved through more dialogue between students and city police and it's already been attempted to some extent. (B)ut I certainly think that the chancellor ought to have his own needs within the environment that can best be understood by Chief Hanson and his people.

Siff: Well, . . . it flows logically out of the need to keep the rowdies down, that is, to enforce the interests of those who run the university . . . (T)here's a conflict here because I think that ultimately the whole process of liberal education is built on a



facade, that is, the facade of humanism, the facade of intellectual independence and what not. Underneath it, or behind the facade are the truer and more deadly interests of the university which often get manifested in the things like riot control techniques, advances in computer technology that are applied not only to aiding people in business offices, but also in helping the Green Berets ... select 30-50,000 inhabitants from Vietnamese villages to be destroyed during the course of the year. The coming of the Madison Police to the campus represents simply a more naked show of those interests which already control the university. And so in terms of who runs the university, in some ways it's logical that they should now be here. In terms of the liberal facade of the university ... it's disaster.

Badger: Do you think that the University of Wisconsin provides a good opportunity to learn in a sound academic environment?

Young: I suppose it varies greatly with the student. ... (S)ome students don't take advantage (of the educational opportunities). There are other people for whom this is a great place. There are some who seem to get lost here every year. I suppose it depends partly upon whether a student thinks through with an adviser ... what he wants to do, or whether he's taking a course because everybody is taking it. ... So it's got great potential. ... If you talk about it abstractly, do we have books? Yes ... do we have distinguished professors? Yes we do, but students have to elect their courses. Do we have good teaching assistants? We do. So, as every institution has, it offers many things. Most of the people that miss the benefits should go through the university twice, the first time to find the way. ... If there's any danger it's the large number of students ... who fall into the conventional pattern of doing what everybody is doing. ... The opportunity is here to have a great education.

Meserow: I think it provides an excellent opportunity to learn. Again, a part of this is a function of individual motivation. ... (I)f (a student) really wants to get involved in dialogue with faculty, in the main that opportunity is provided. And again I suppose

it's a question of individual professors. Some of them are great teachers and seek out and enjoy student-professor dialogue and relationships. Others may be, because of personality or heavy research involvement, rather distant and cold. In other words, we have all kinds of personalities in the academic community just as we do in the student body.

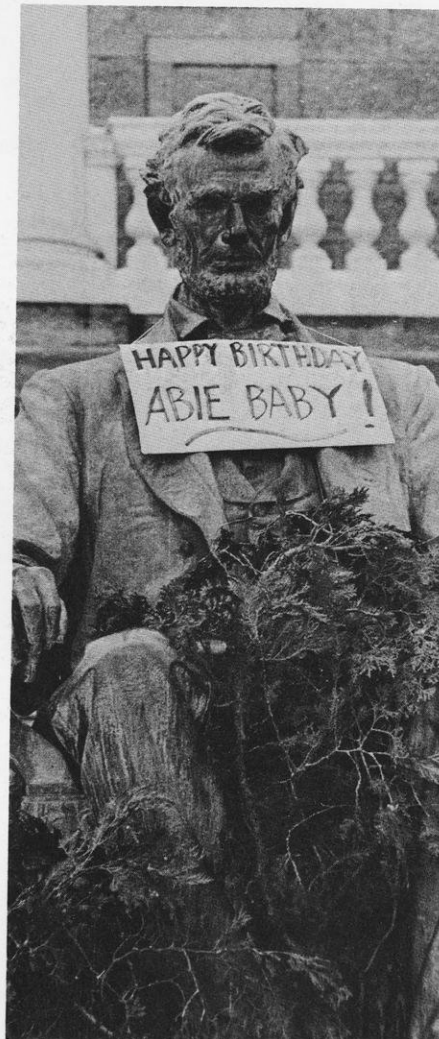
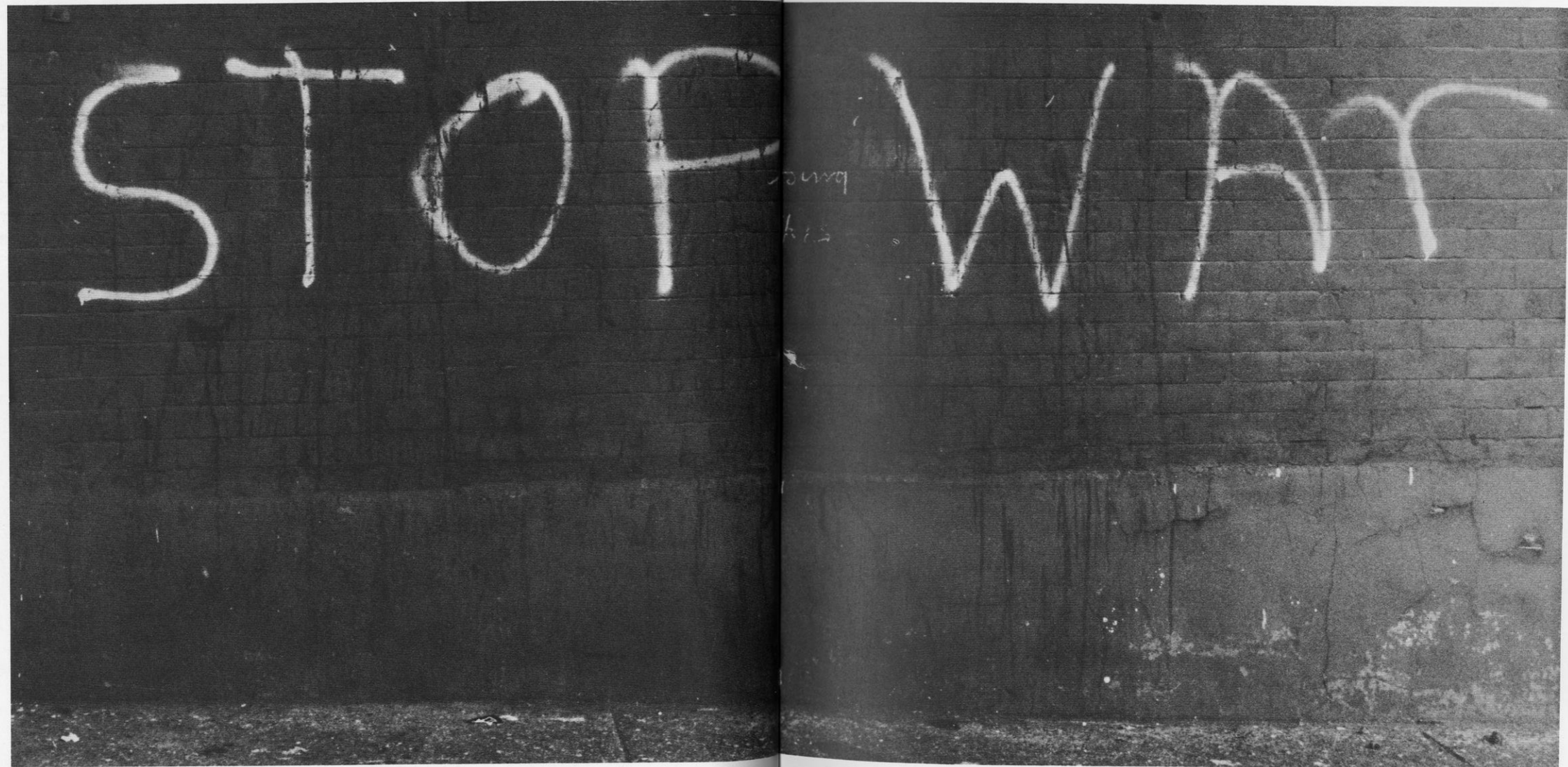
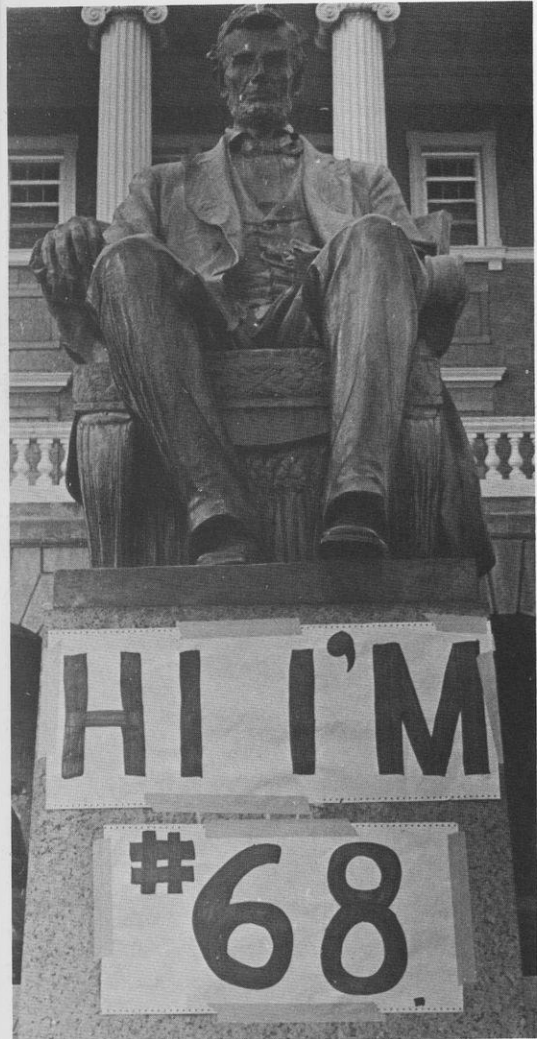
Siff: Absolutely. It presents in a very concentrated form the realities that have been hurting people for a long time. I think it exemplified the society, and in that sense it's sound. But it exemplified sickness ... that is not conducive to people's mental, moral, economic health.

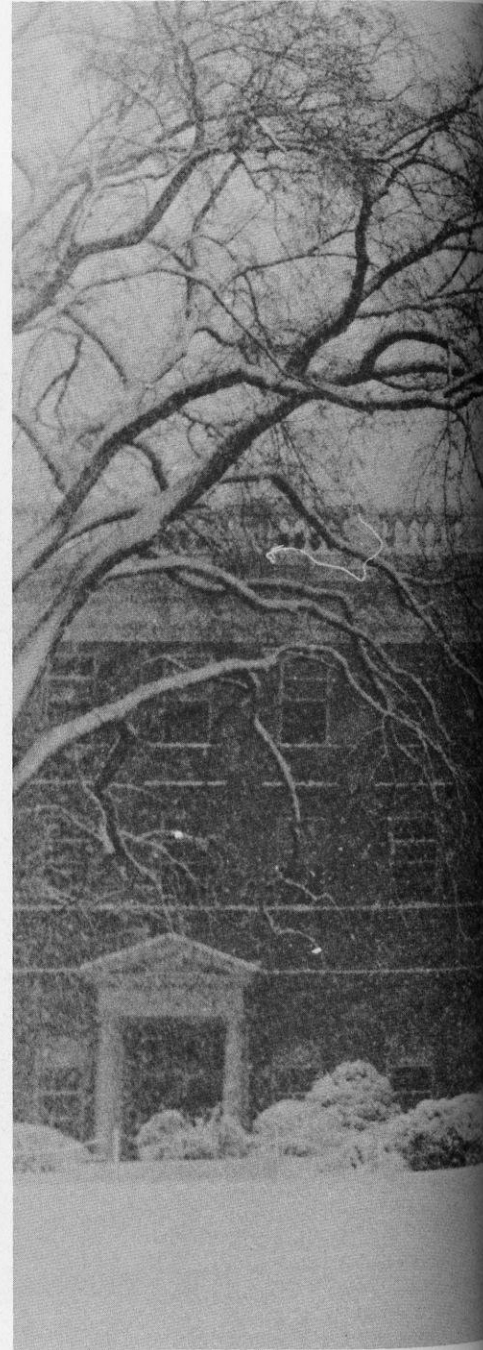
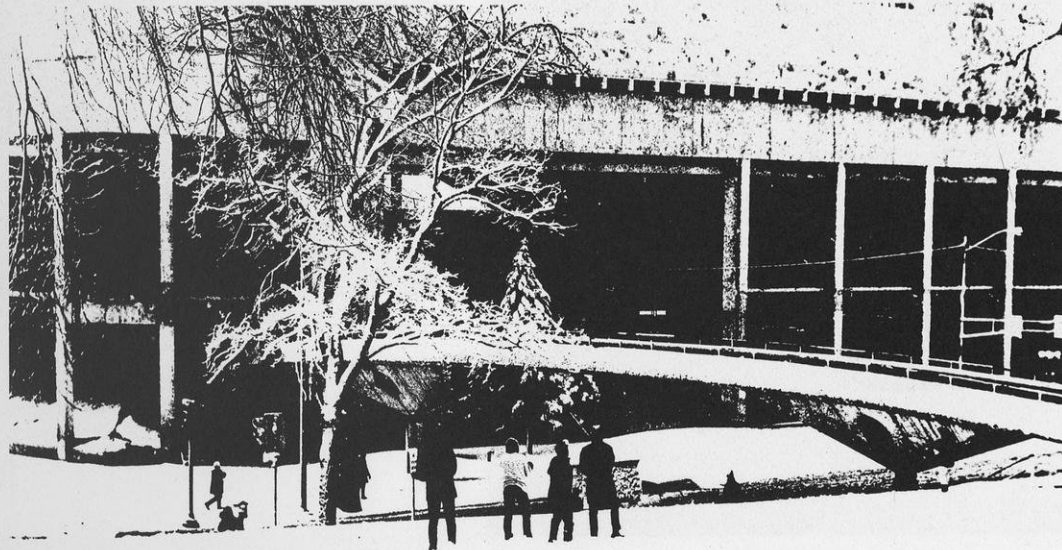
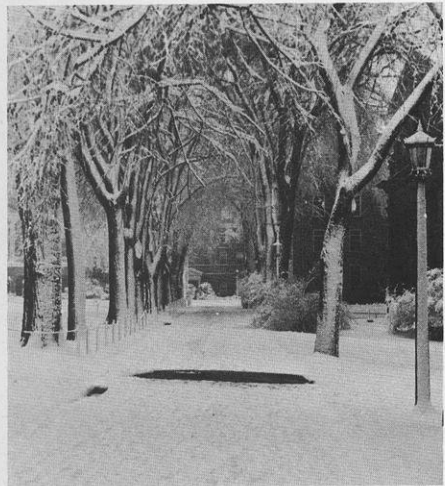
Badger: What goals do you perceive for the future of education?

Young: ... in a general way. ... I would say to help prepare people to build a better society. ... (W)e have to concern ourselves ... with disadvantaged, with urban problems, with environmental problems. ... We've got a lot of people and we've got to push them, particularly, I want to take advantage and exploit, in the best sense, this deep idealism of students who really want to make a better world. ... This is the kind of thing we ought to be doing. But we also have to prepare them ... to know themselves ... and I hope education can help them find themselves. ... (T)he university ought to be helping to build a better world.

Meserow: The goals of the university are to provide an increasingly greater array of professional degree objectives. ... My hope is that the thrust of the university will be a lot more professional degree opportunities and that it will continue to grow both in physical plant as well as faculty and student body.

Siff: Well, to teach people how to take power by themselves; it does that. If an adversary role within the educational system helps people understand that decisions of their masters are not to be trusted, are not to be finally accepted, then it'll be a good thing. People learn from that that they must make the university, town, state, country, for themselves. (I) suppose the educational process in that manner will work.

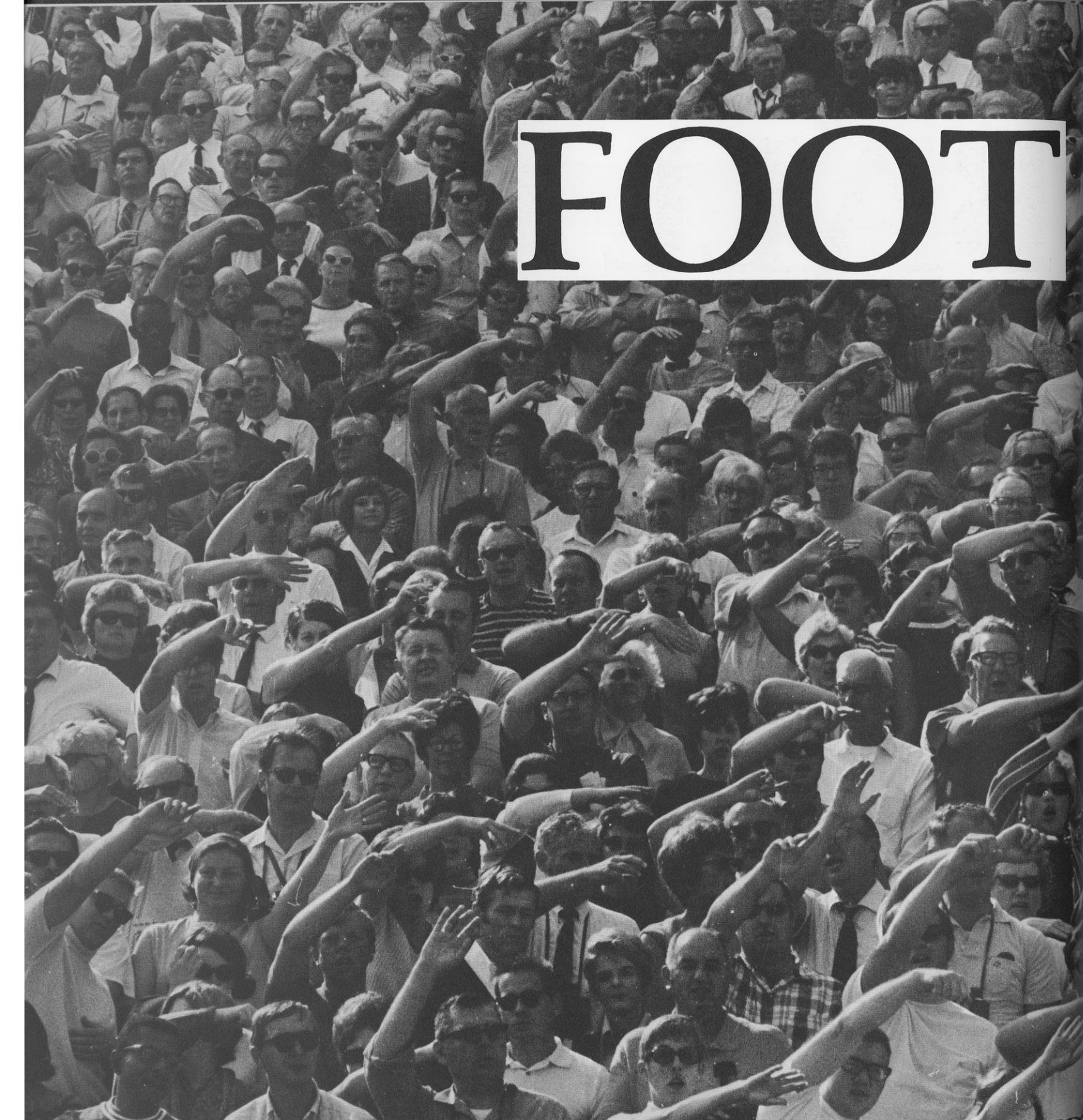




Today is so very beautiful,
I mean it all,
I see the radiant orange trees
And water light reflecting
And the air is in my body,
My body's on the earth
It's fine, I love it—
Ride and ride on bicycle
through paths with trees and
Round the lake
And out to play today
The little doggies run.
All that is, is now—
Can't entertain another thought,
Thoughtless on the ground I lie
And see the planes blend into birds
And touch the reeds around me
Touch the air
And empathize with the presence of now ...
Home and watch the T.V. set,
Can you believe it,
Can you understand,
The Packers—Rams ballet is on
And the performance is supreme.
The agility and form
And thought and understanding
With which they move
Moves me deeply,
And I see it as another reflection
Of the presence that's outside—
The patterns and the beauty
The completely confident and attentive
Being and eminence
That is today.



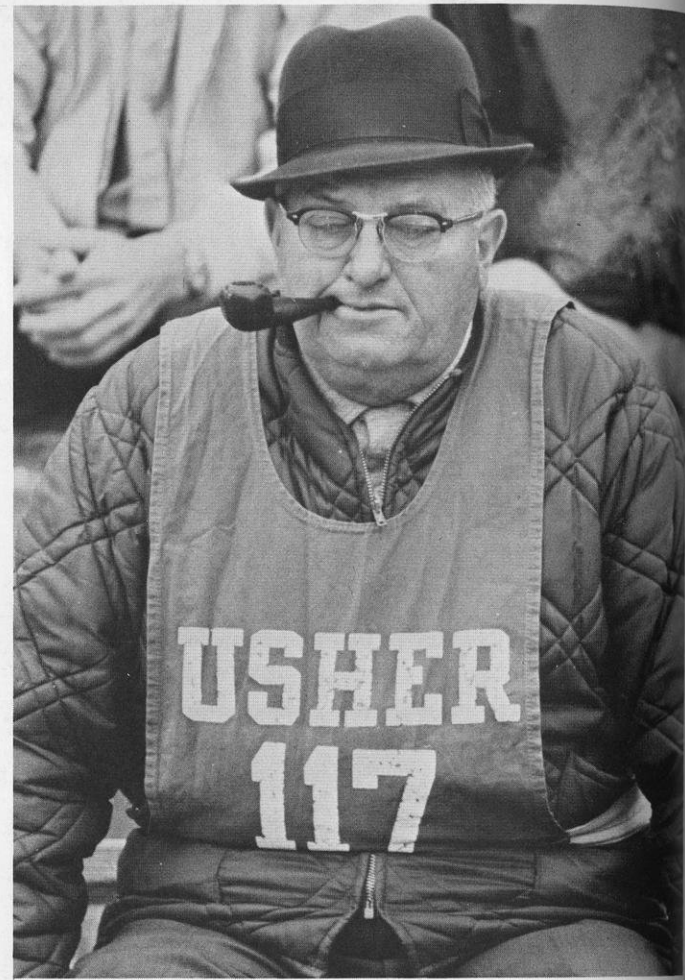




FOOT

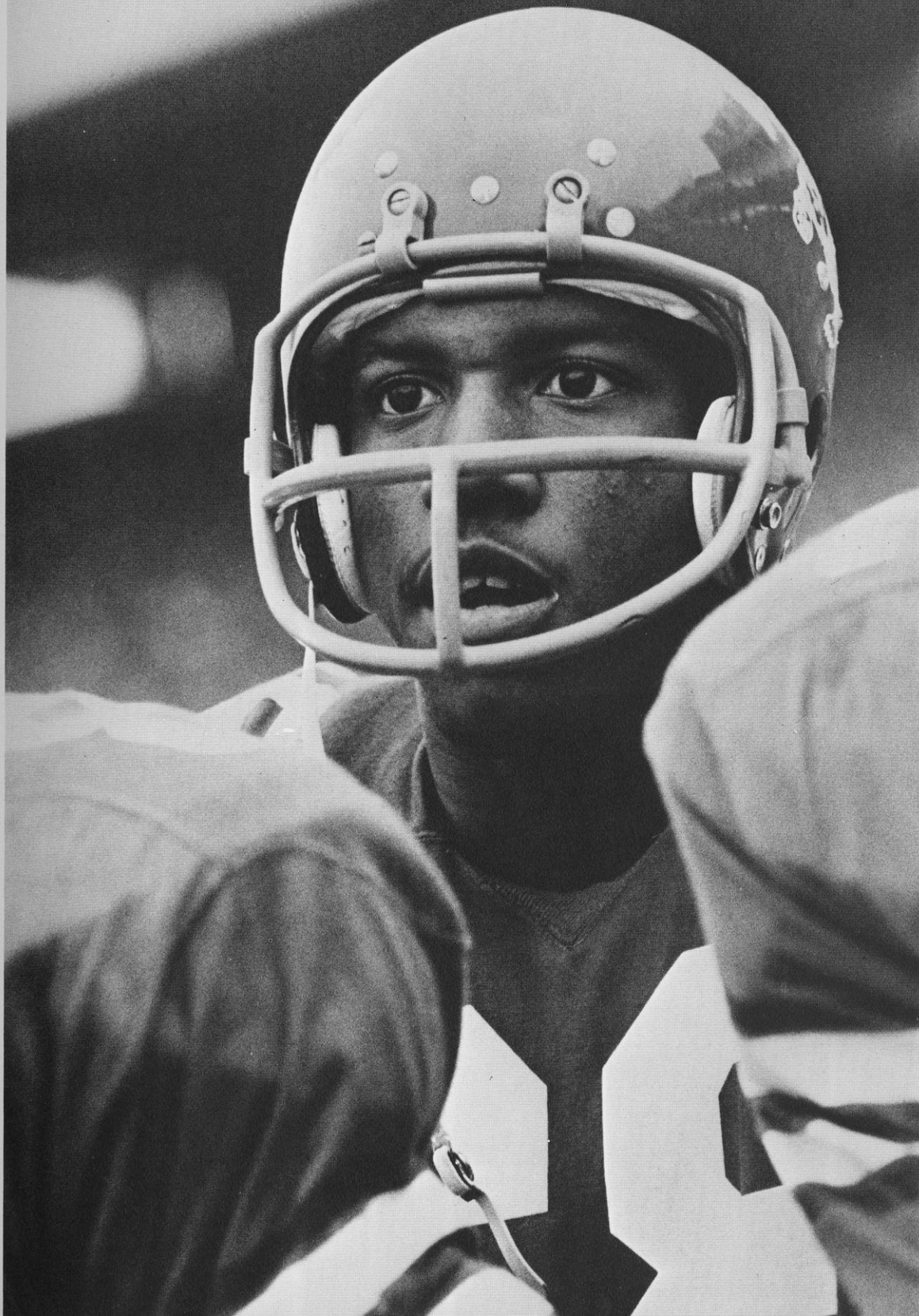
BALL

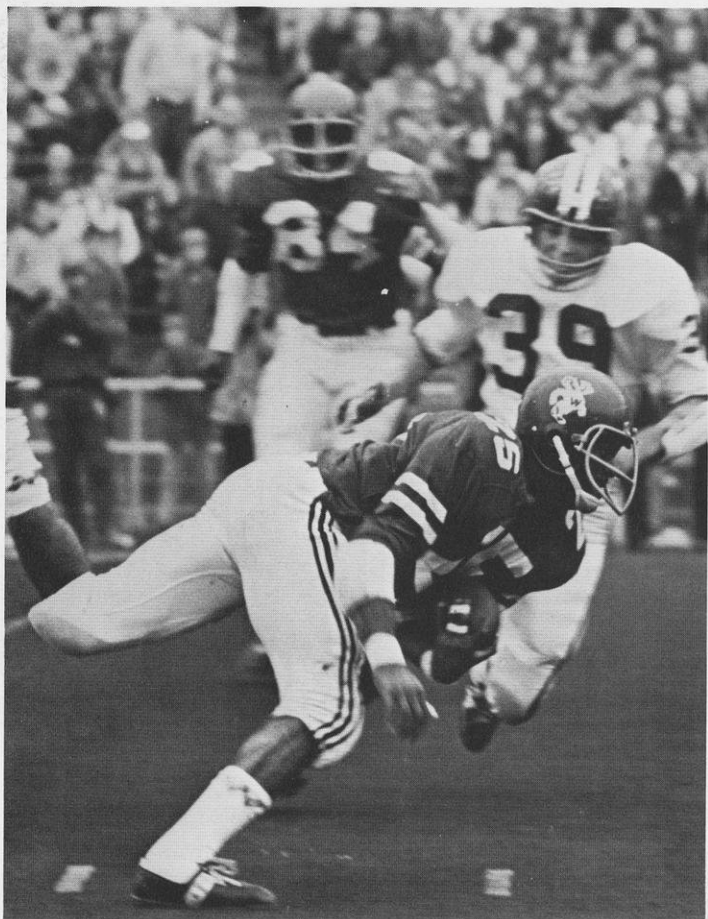




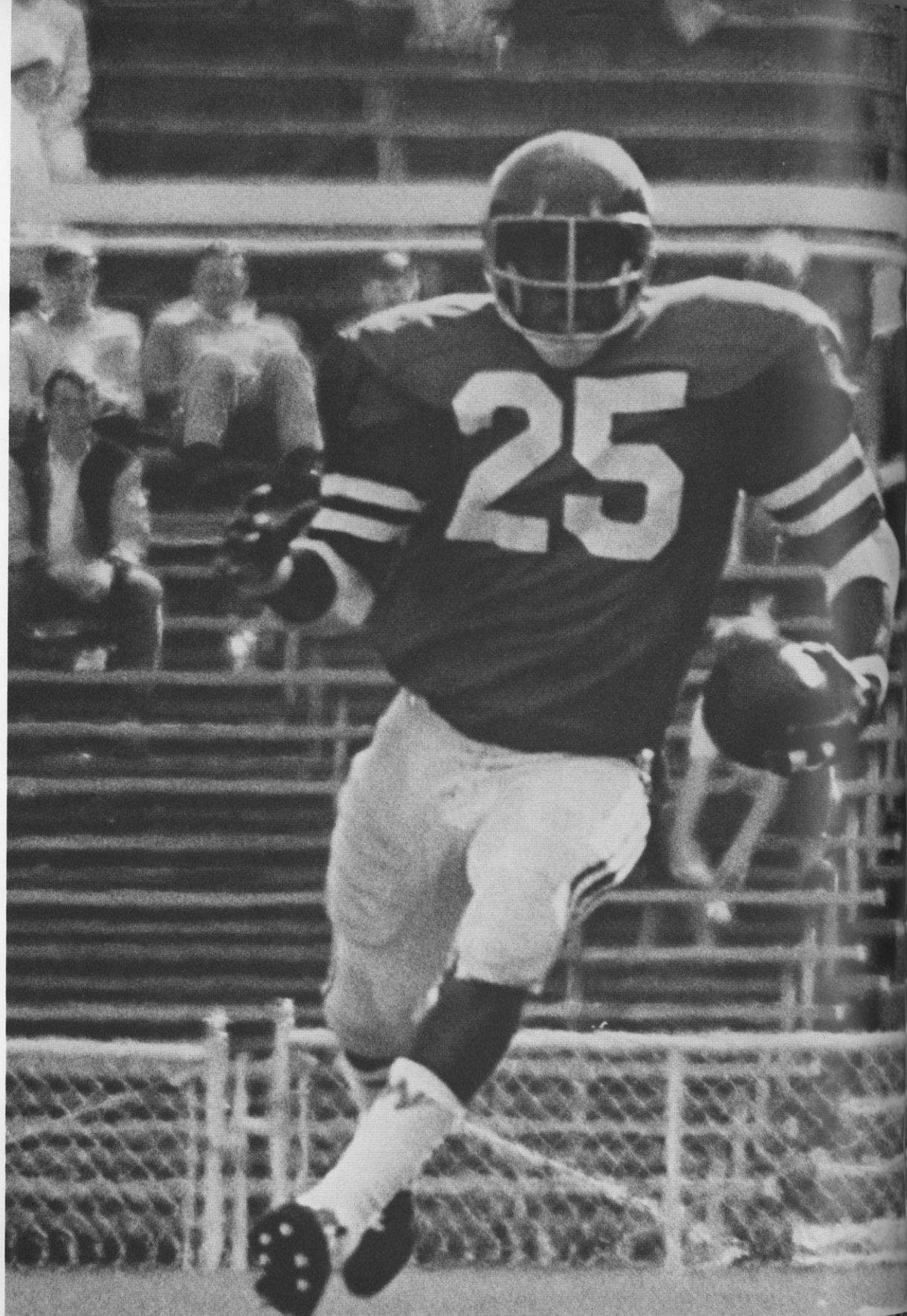


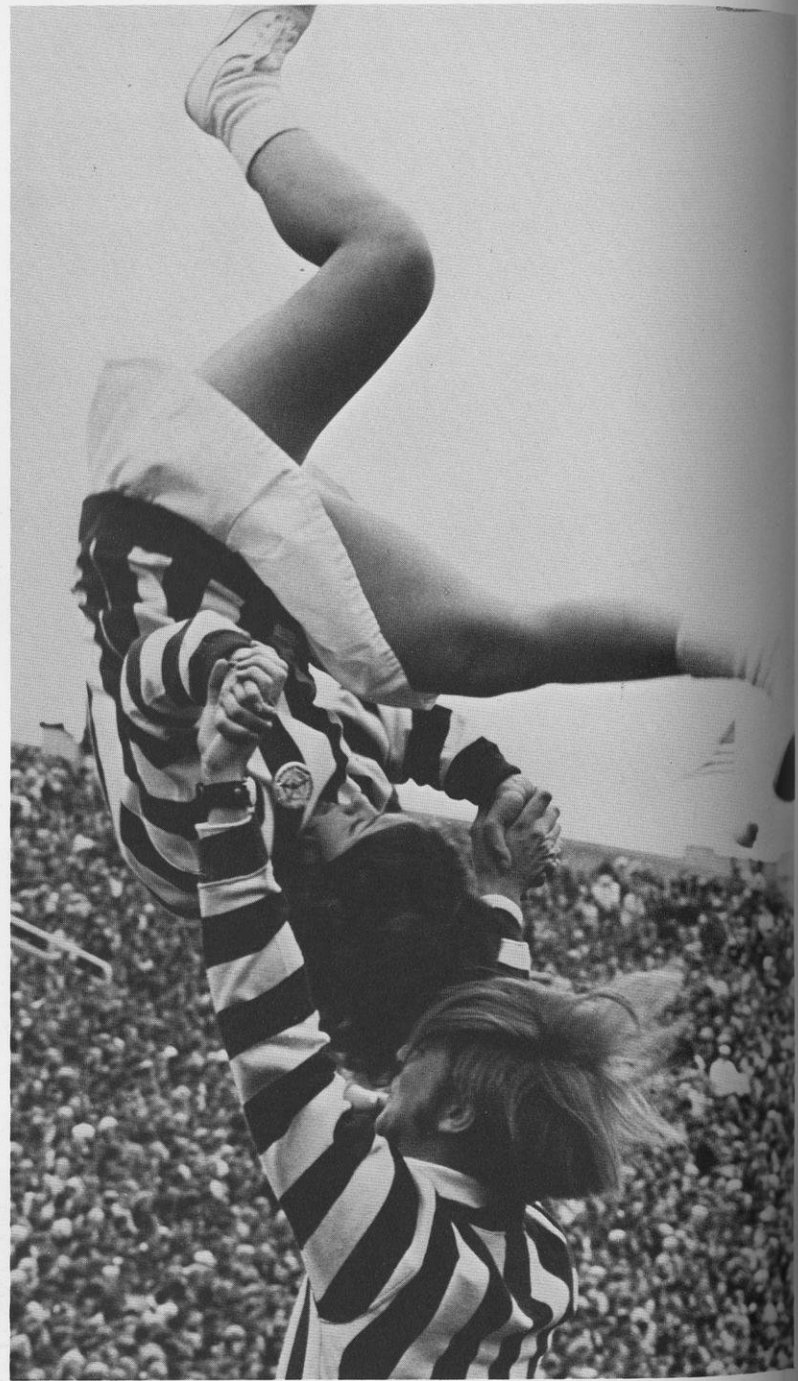








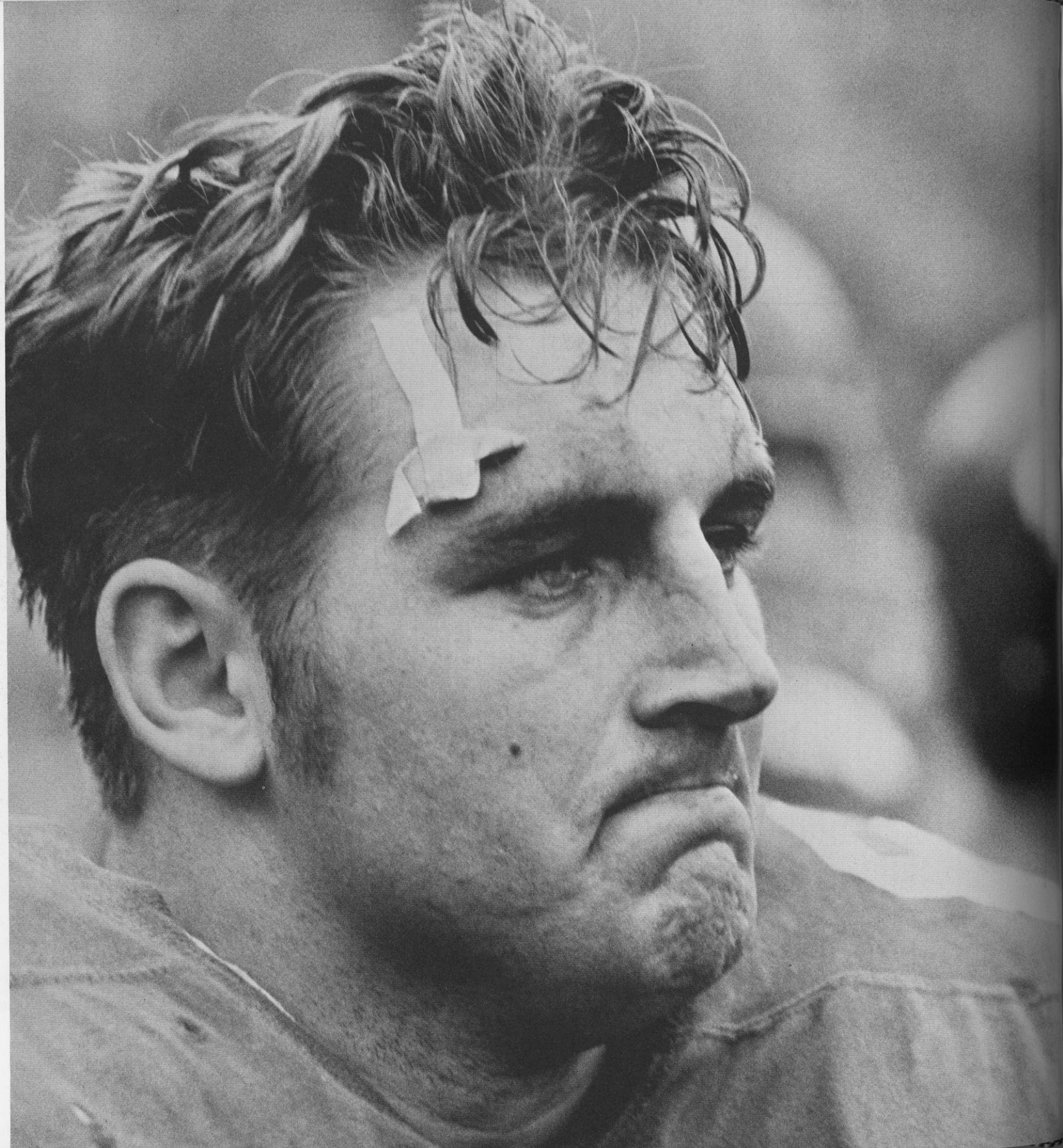






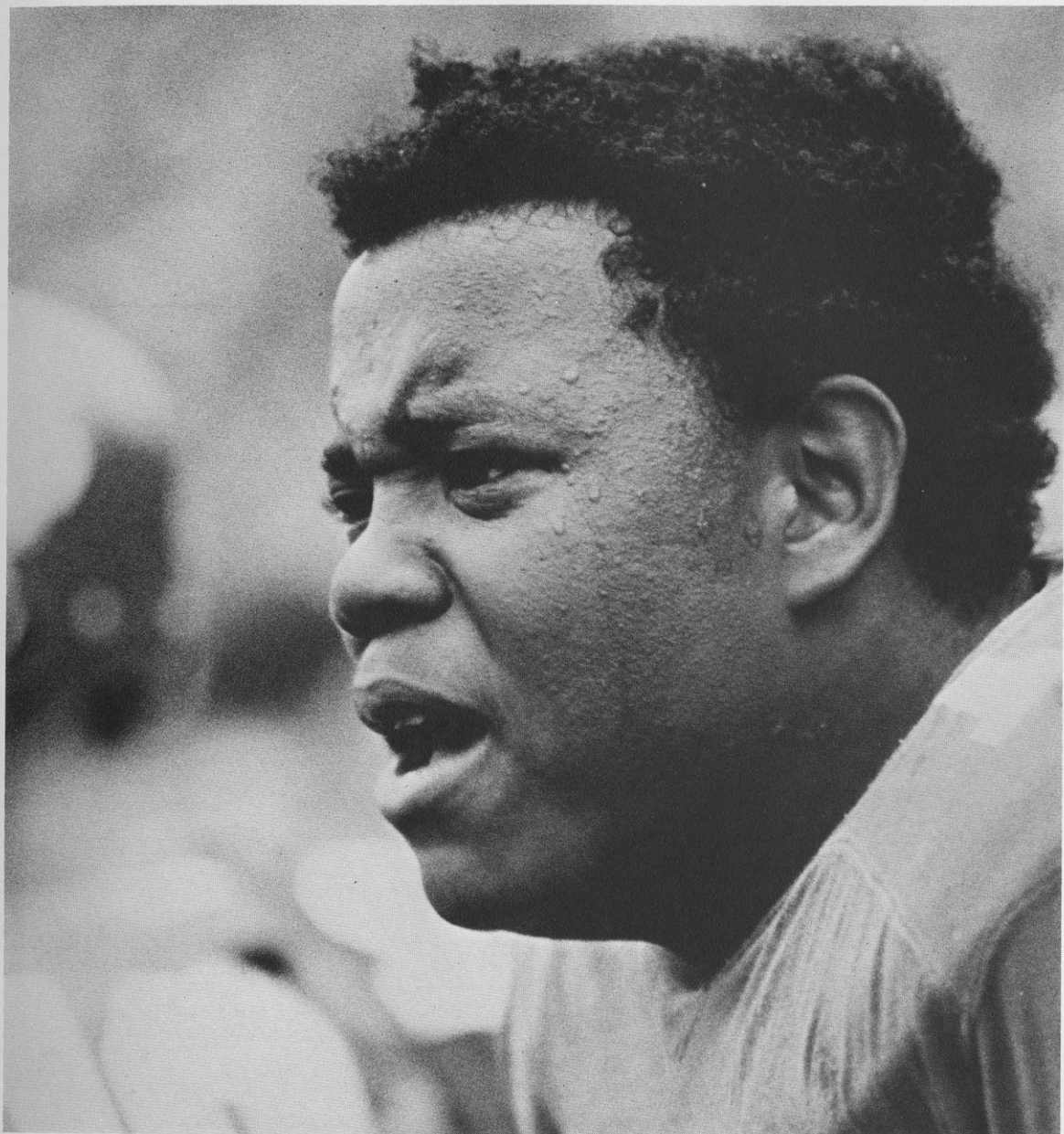






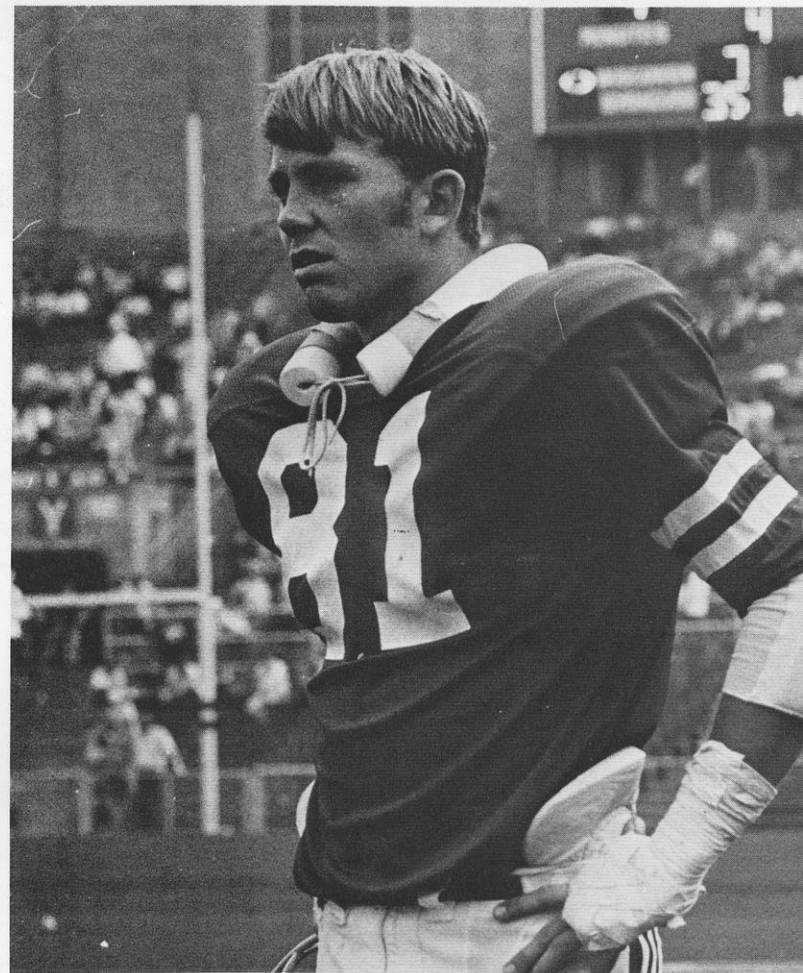
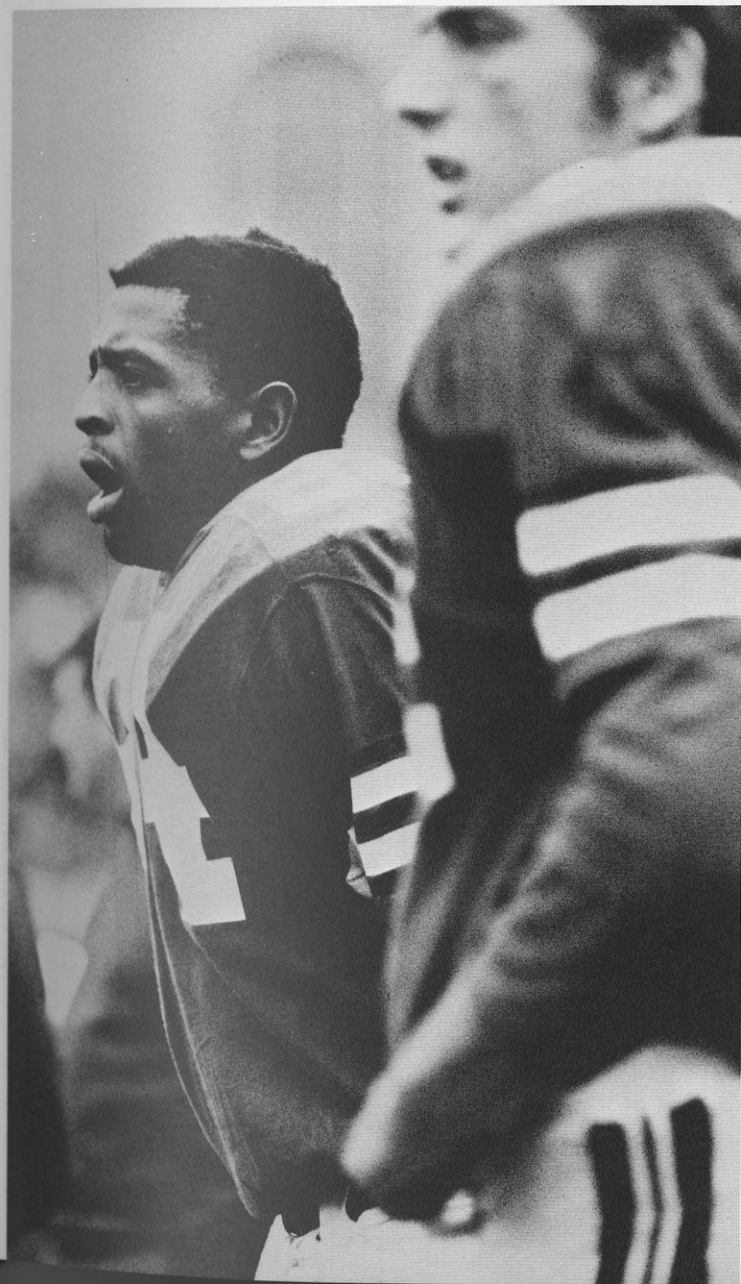
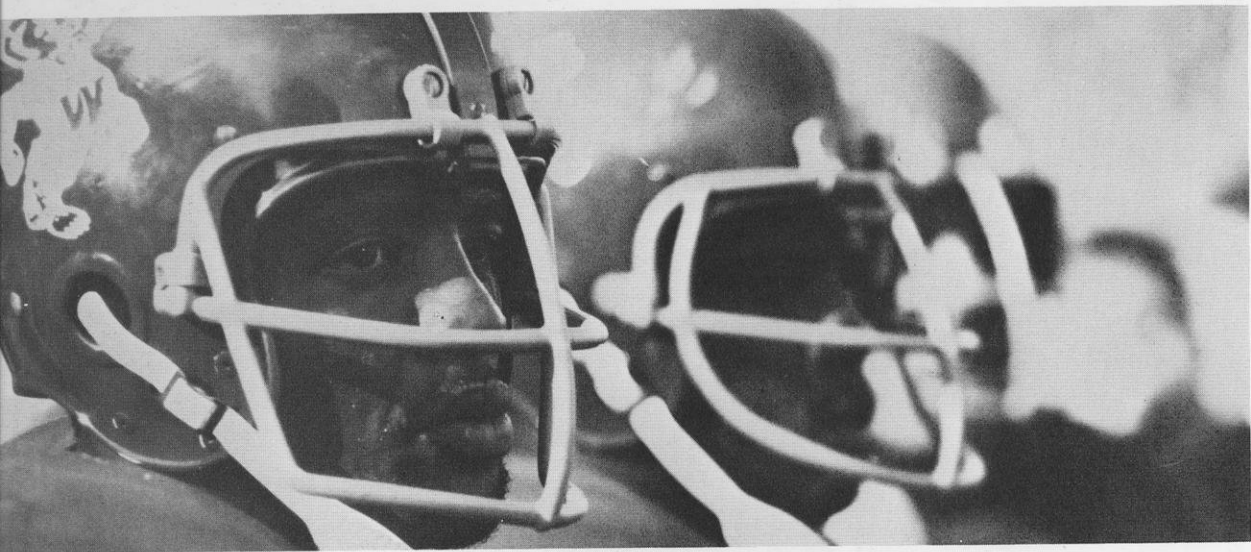


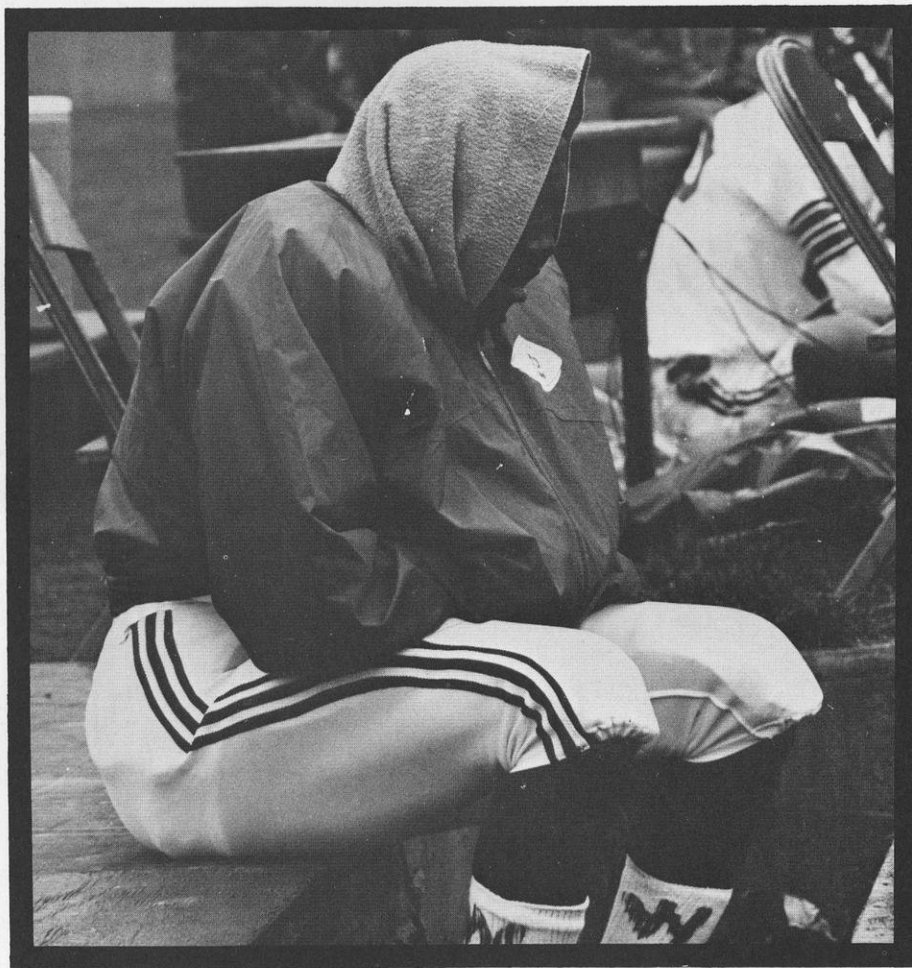


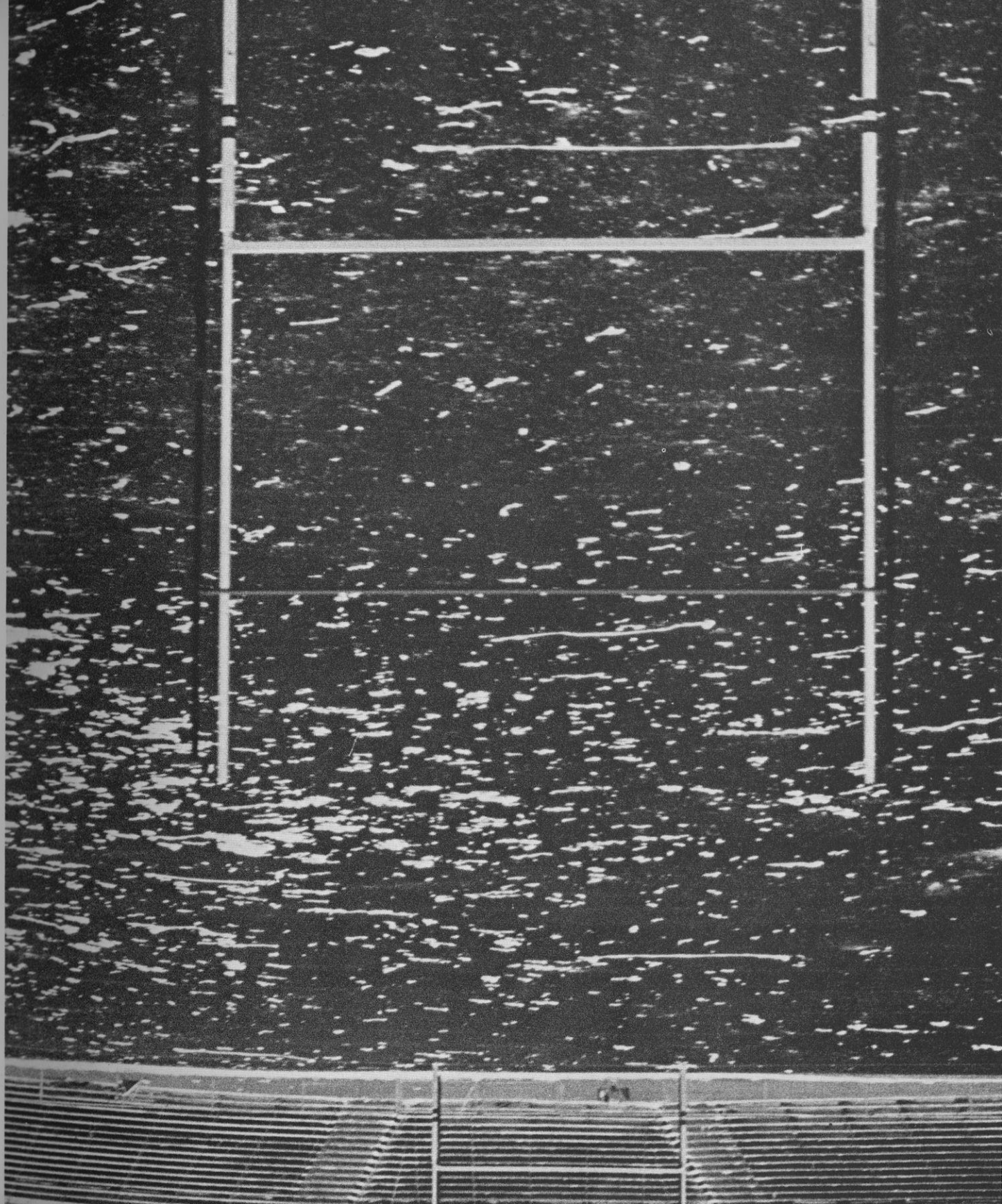








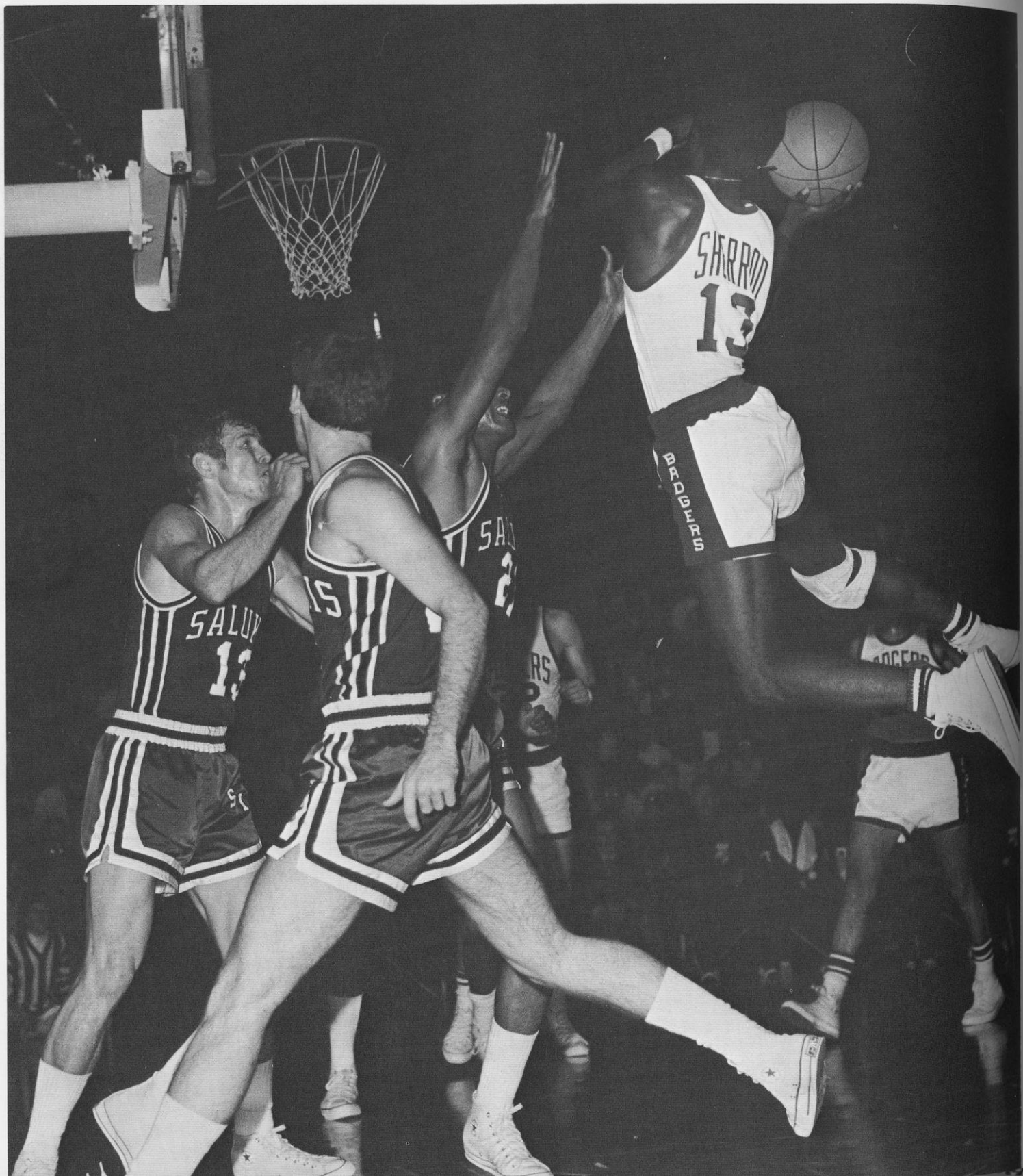


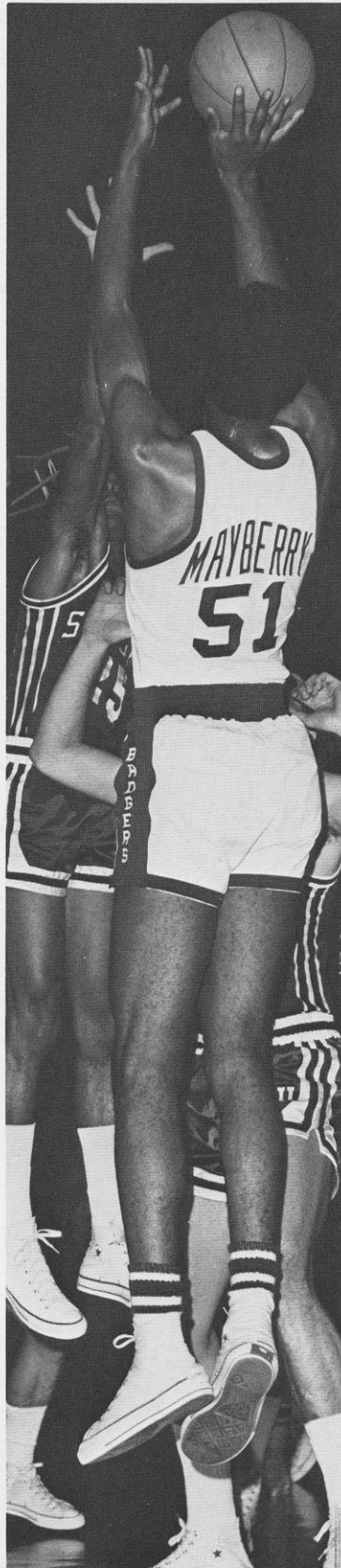
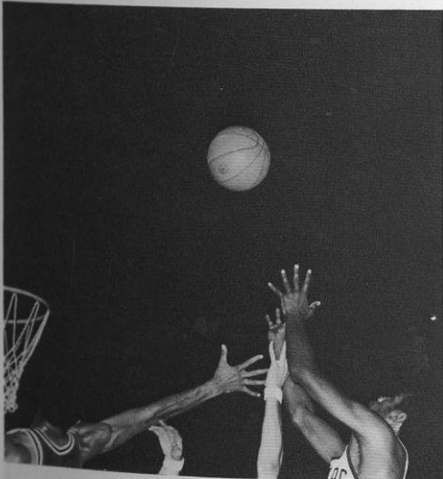
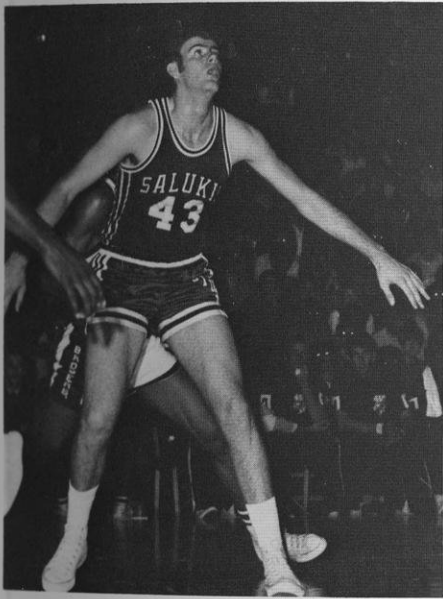


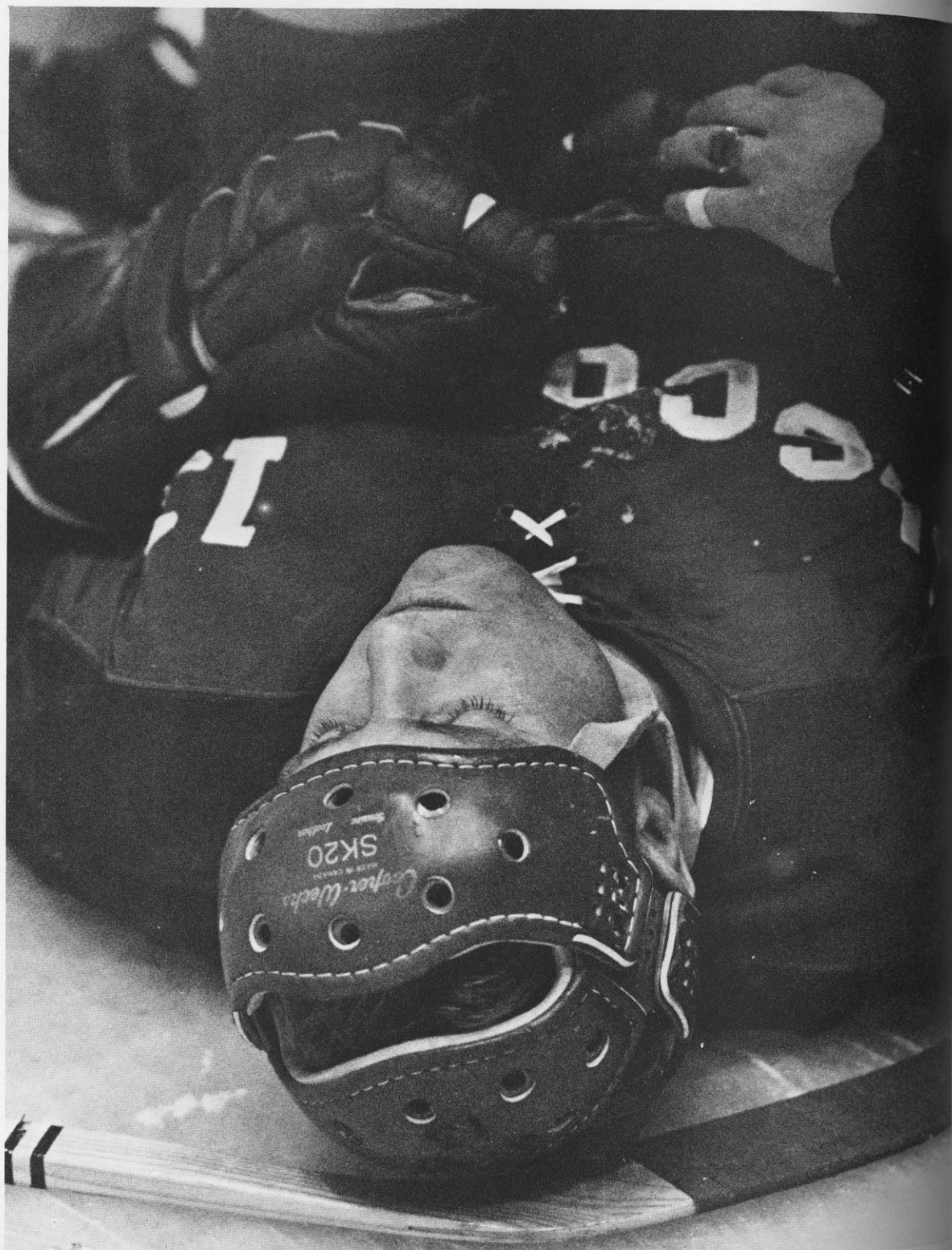




BILL COSBY
HOMECOMING





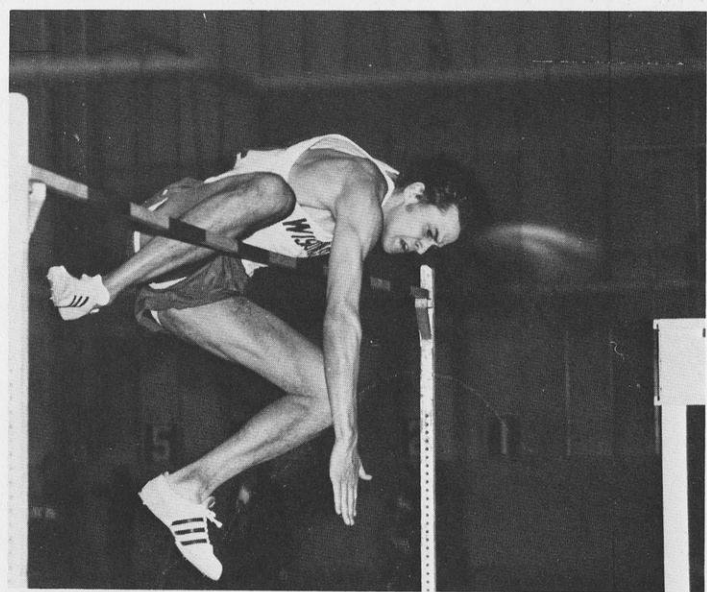
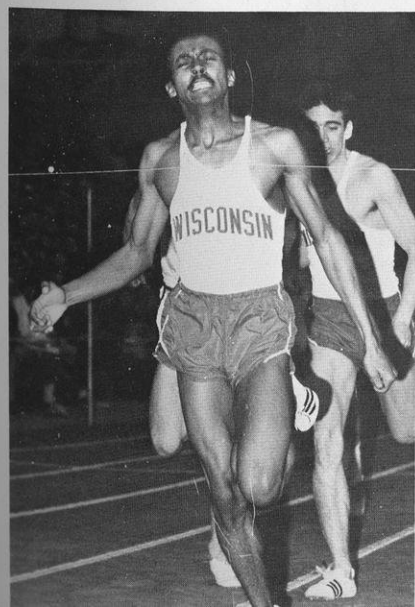
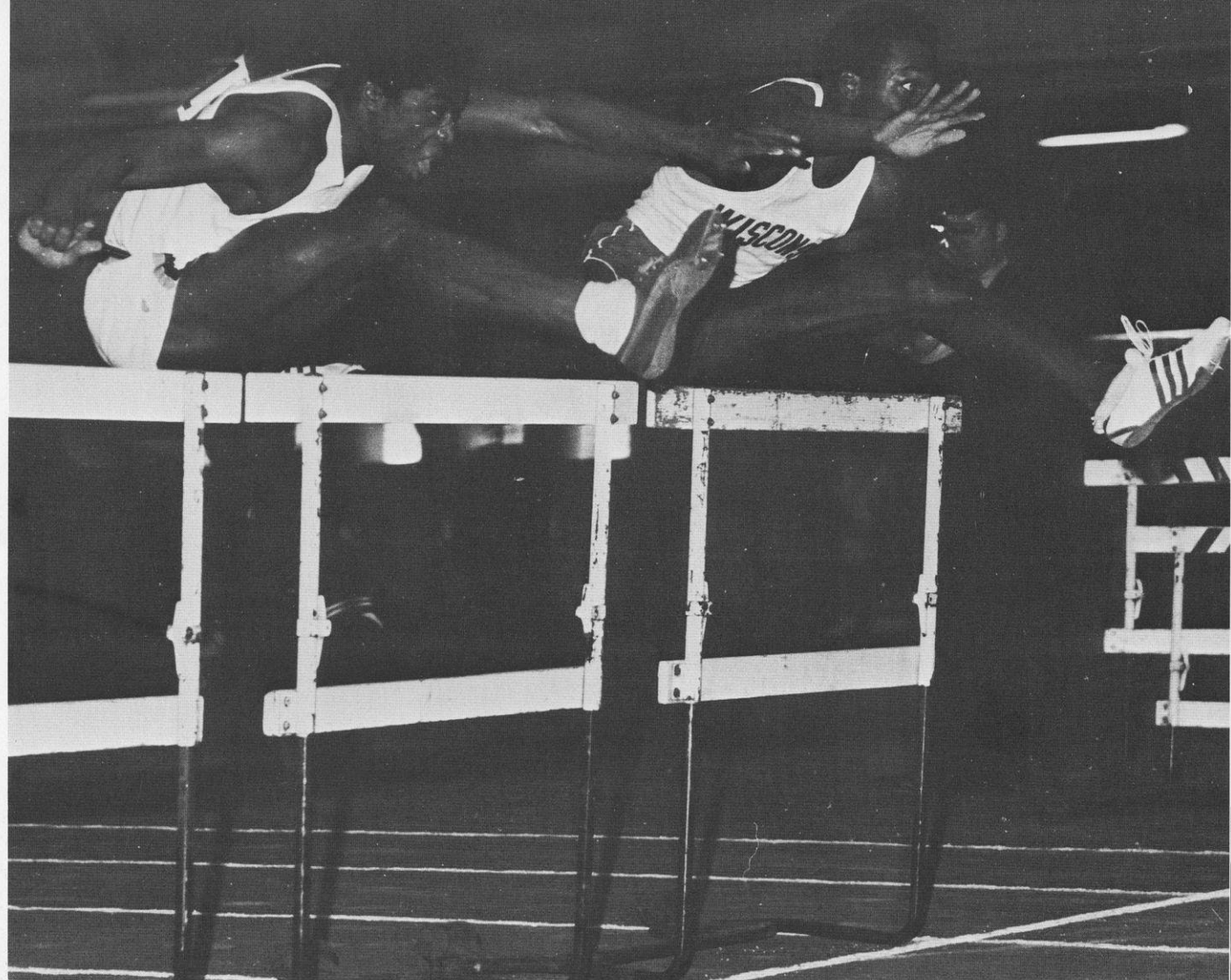
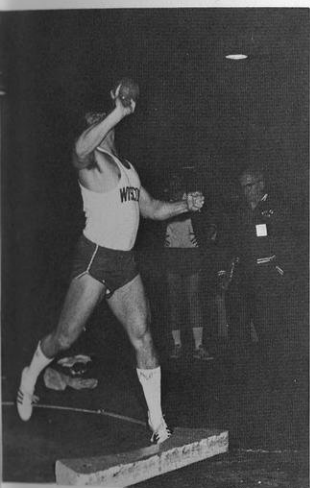


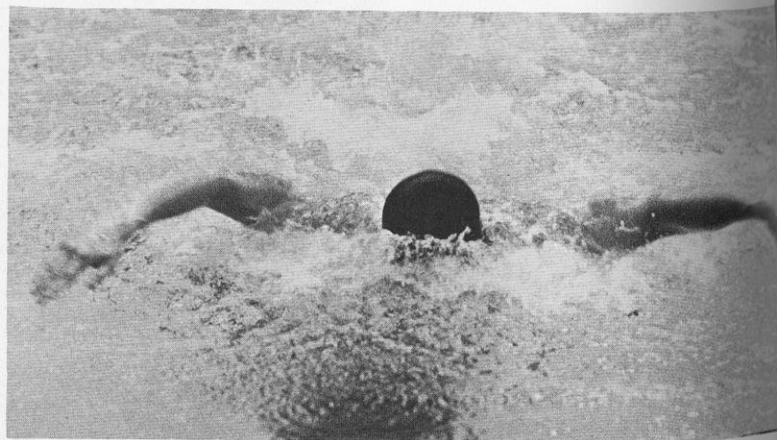
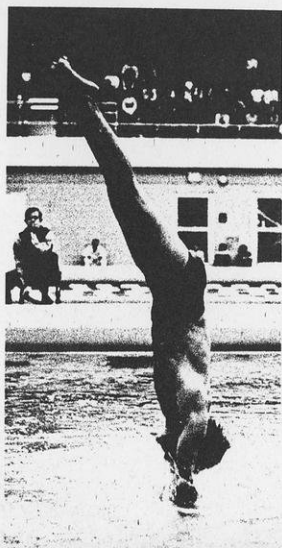
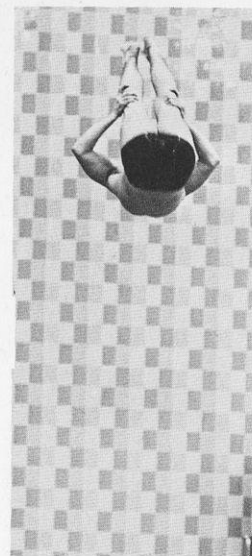


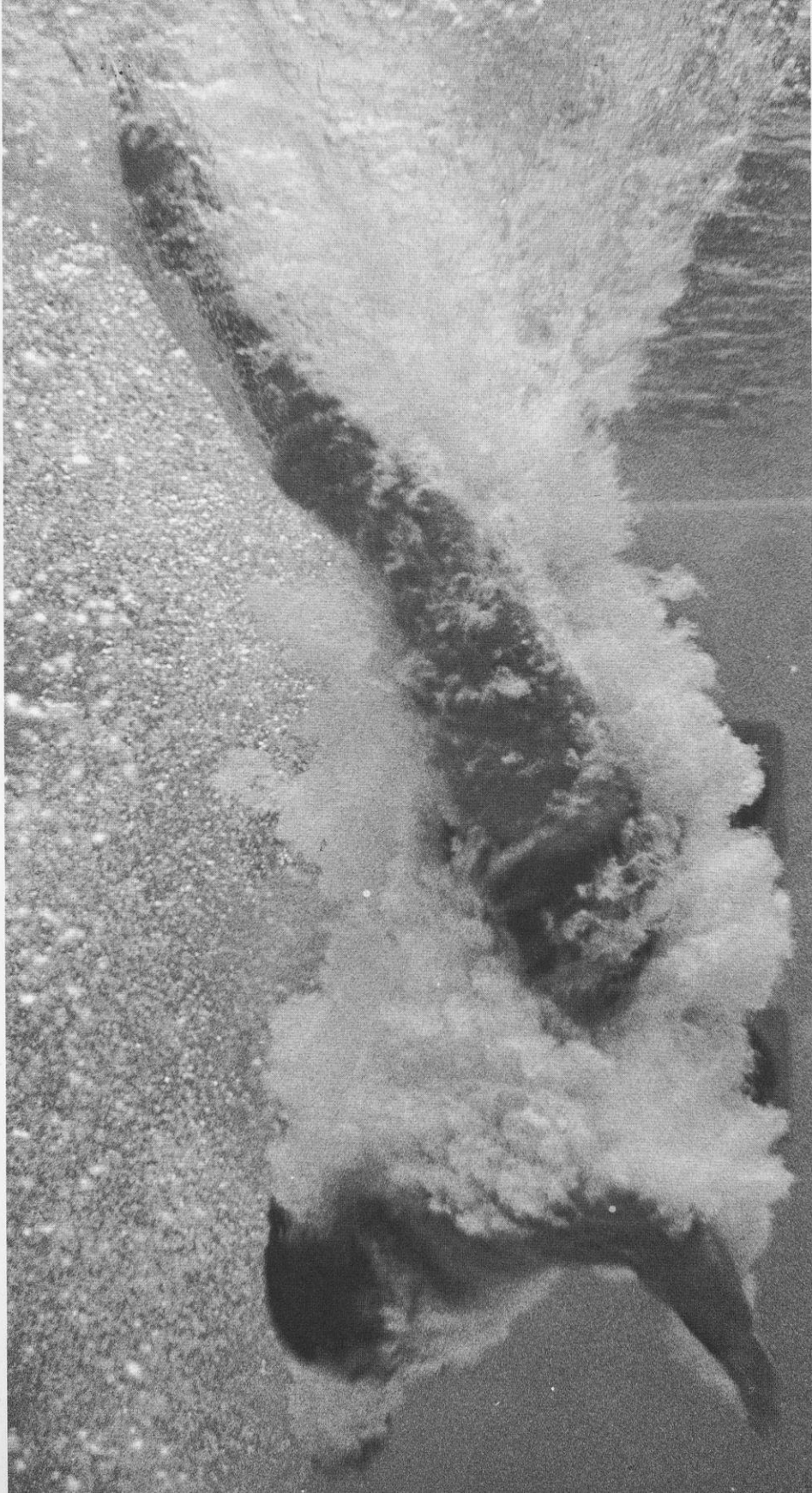




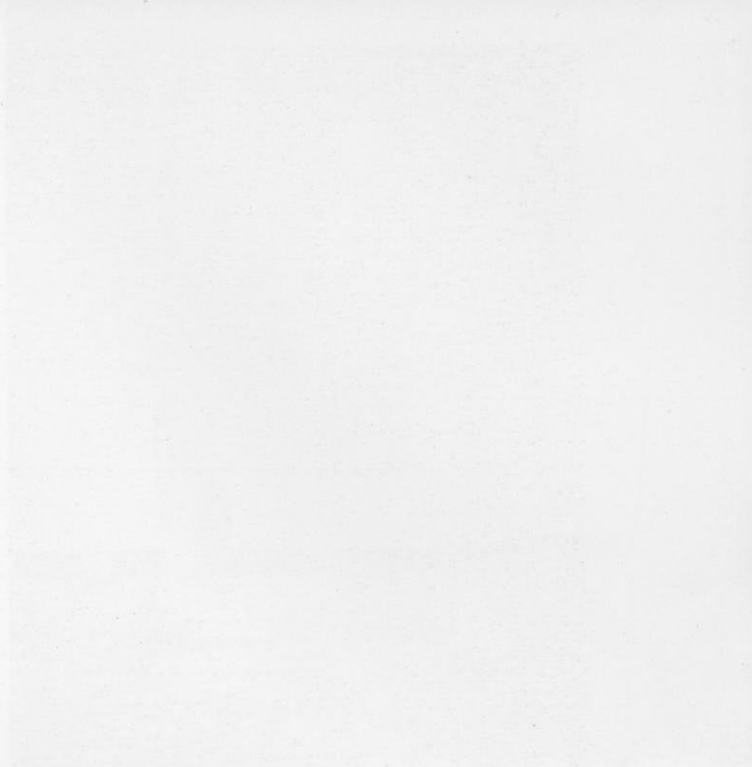
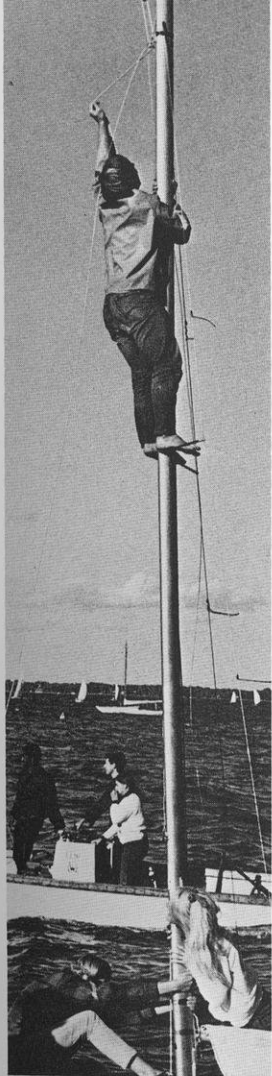




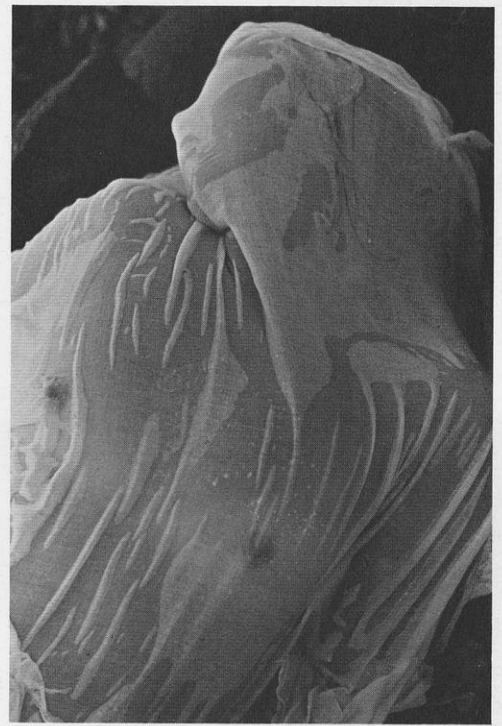


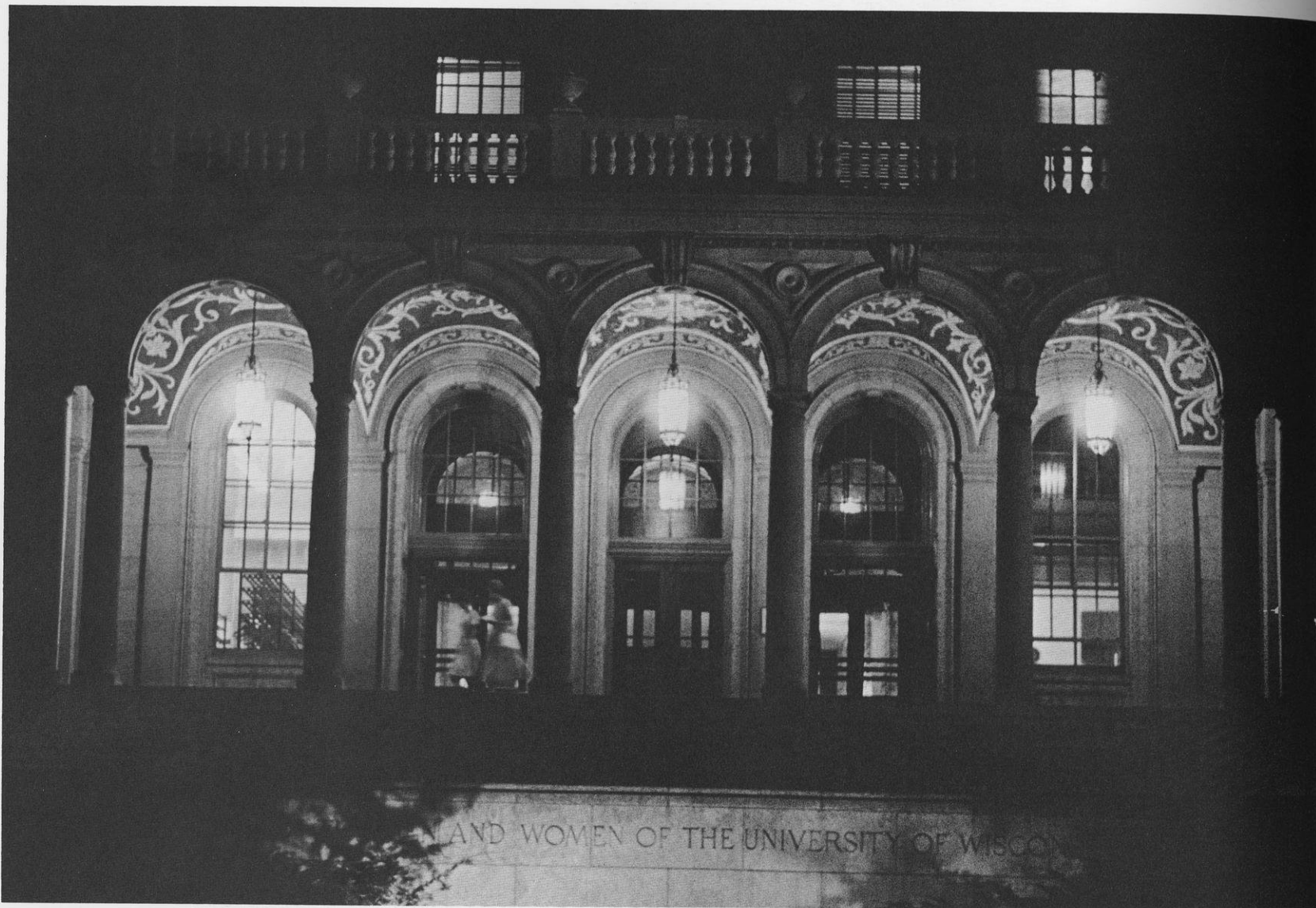












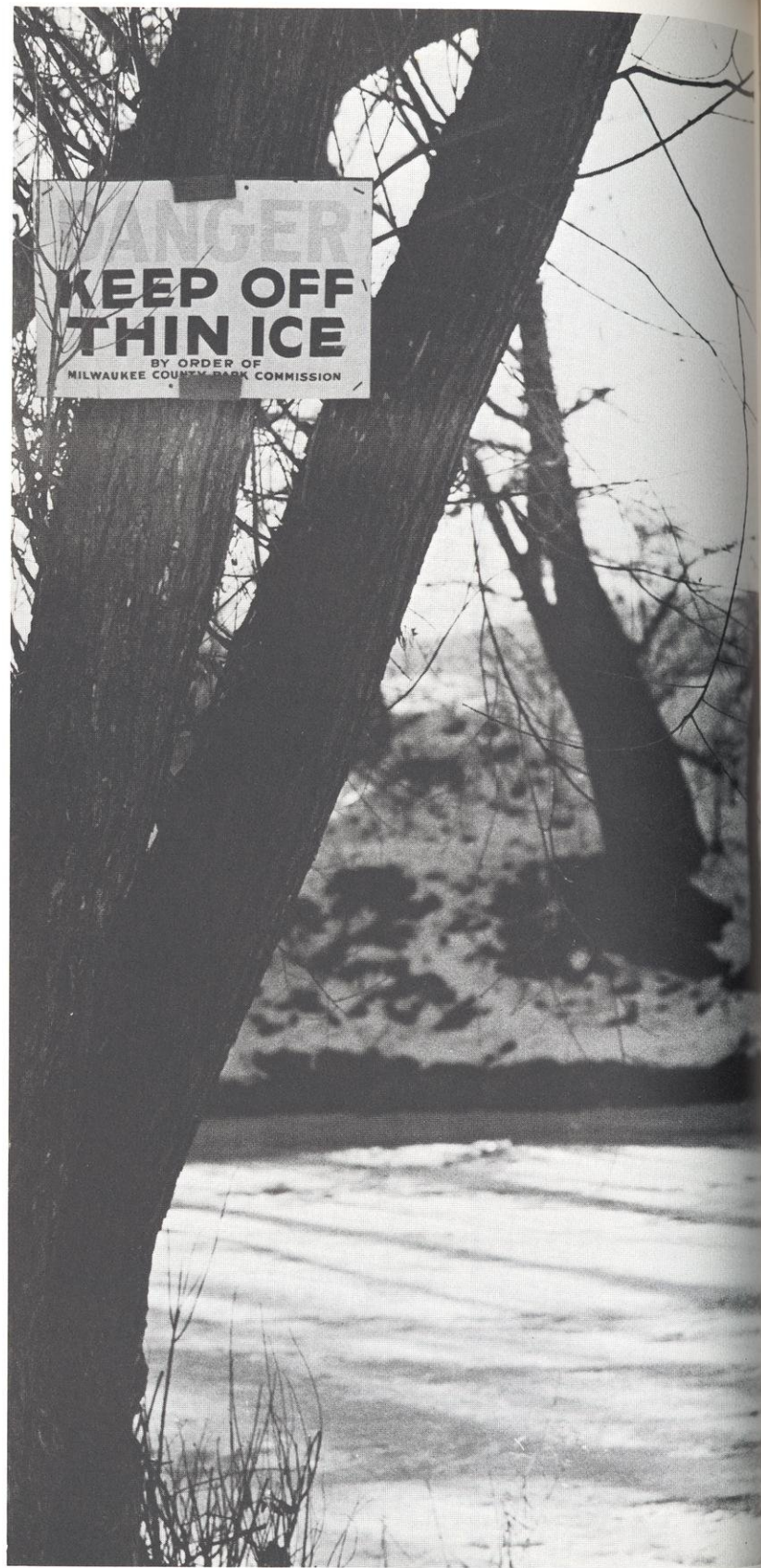
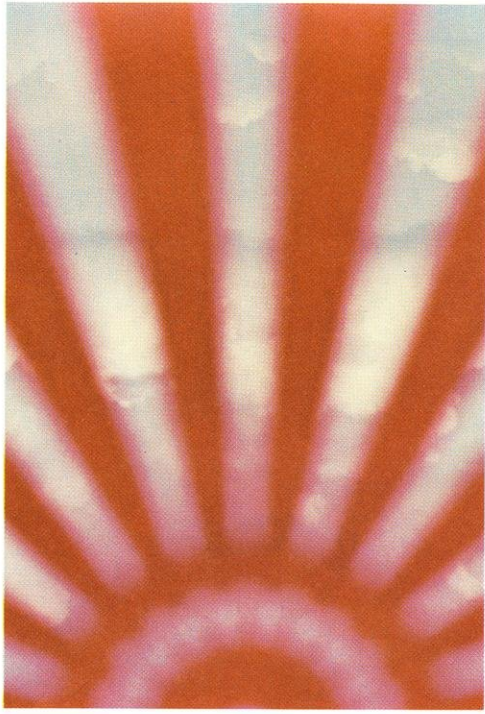




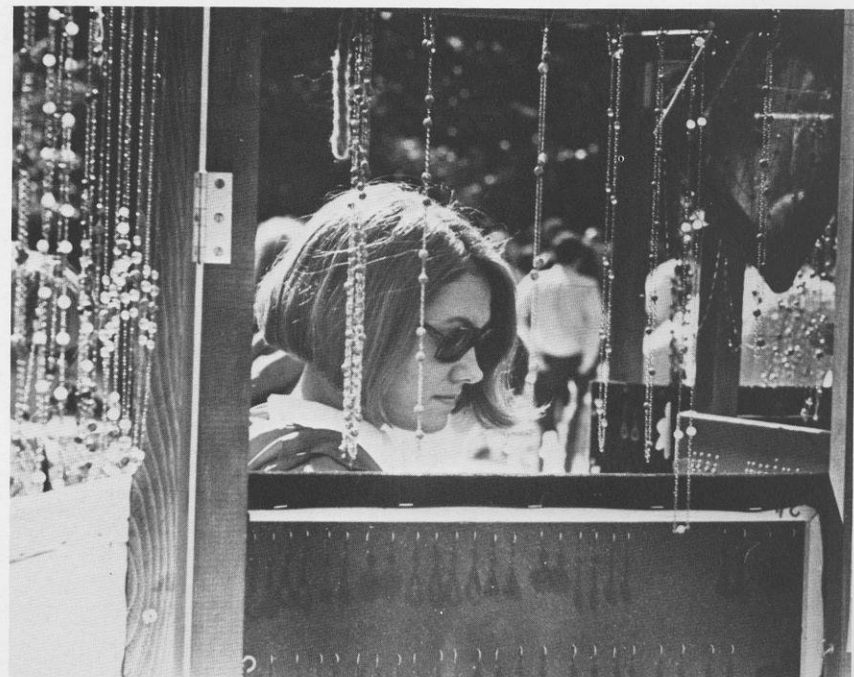
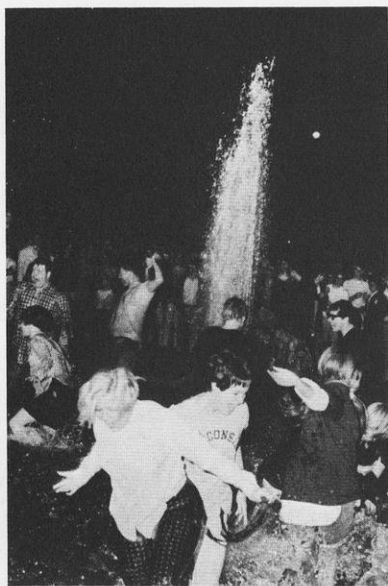




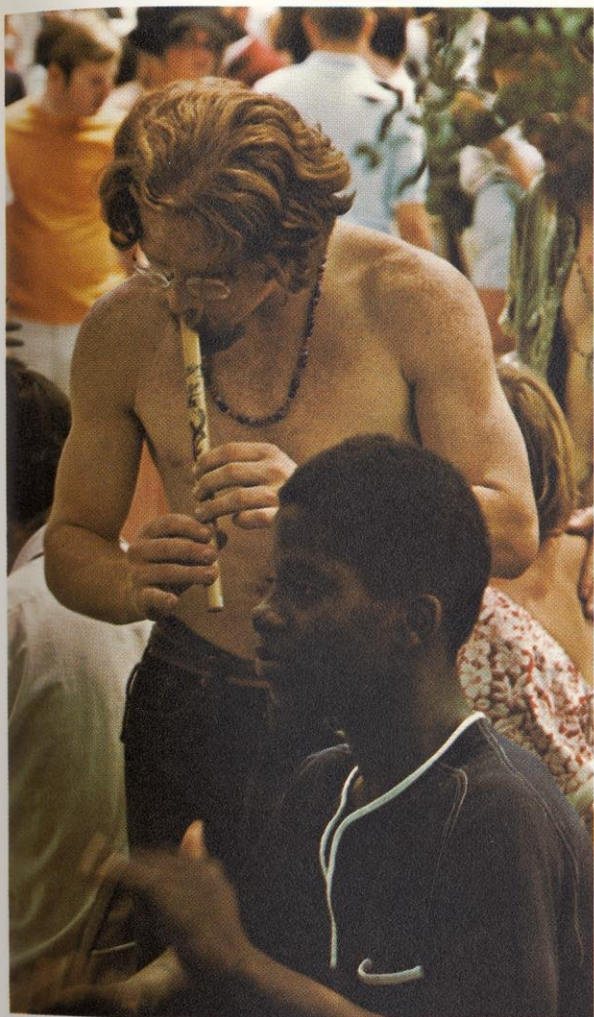




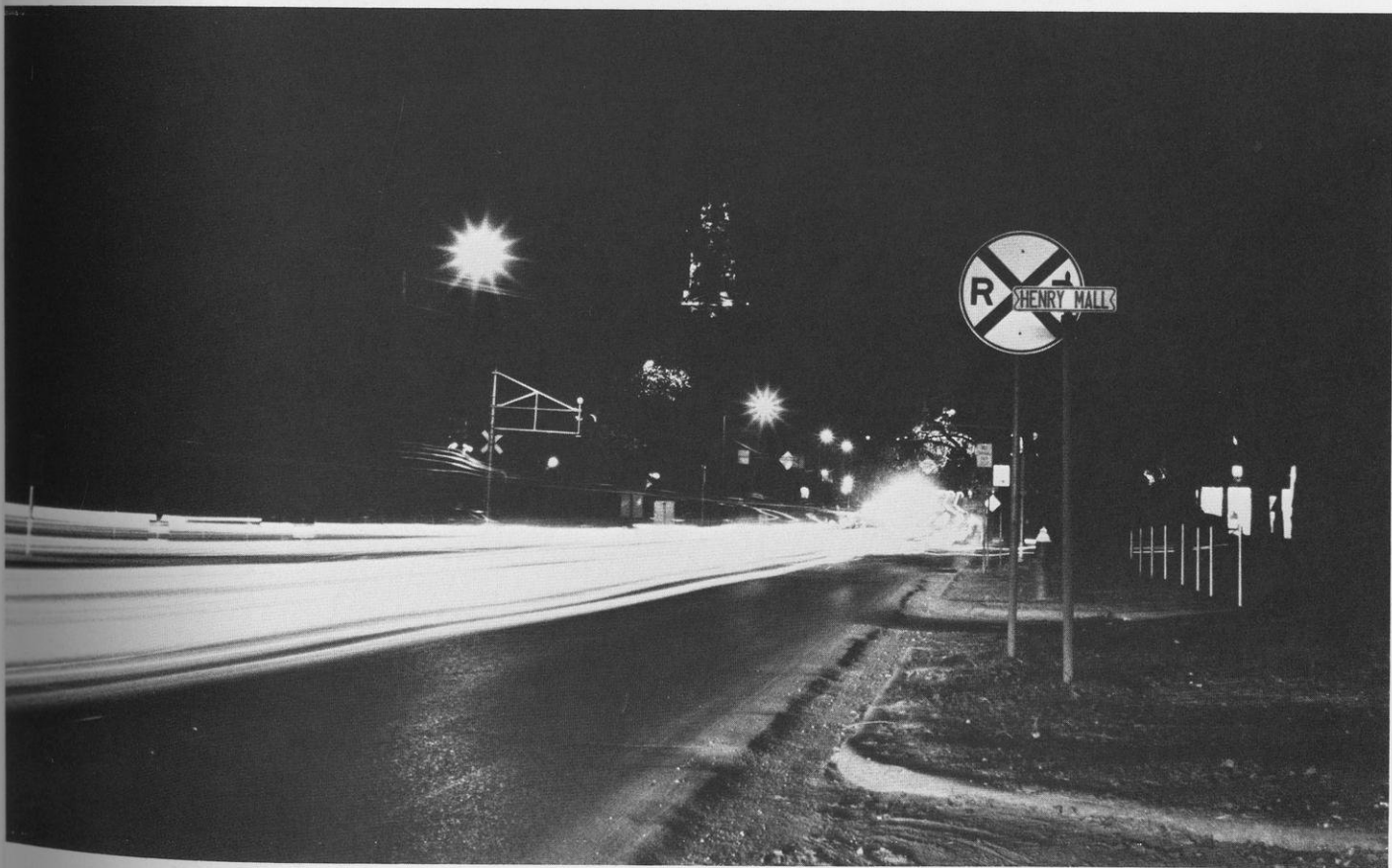
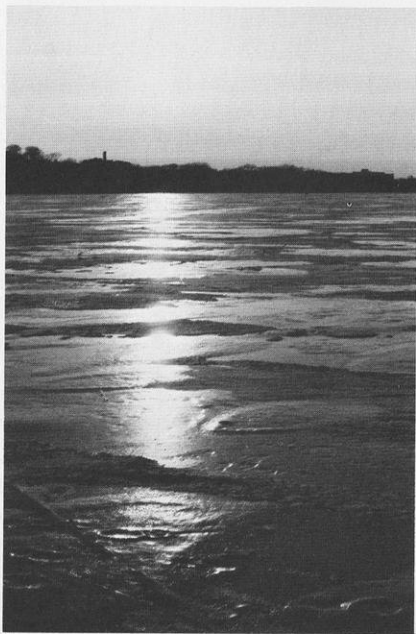
















"Coors"

Artist's Proof

Hollyanne Buisson







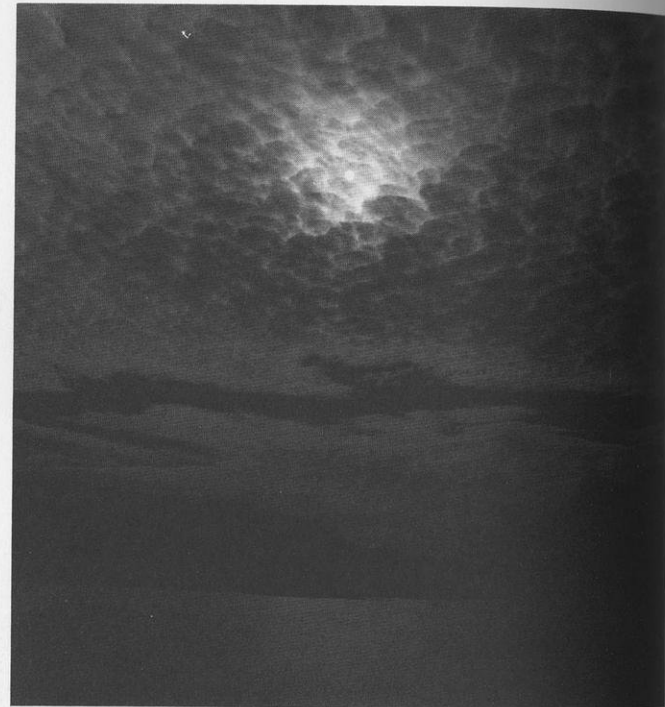
Coincidence into Fear

At what time! At what time!
In the window-slapping storm,
Towards four I was
Wondering of the wet-streaked wall,
And then touching: tempted by moisture
I put five fingers to the wall;
An autograph of incident.

A childhood horrified by the hour,
And wristwatch discipline,
And an untimed storm:
Two tortures so far apart,
But manipulated by coincidence,
Mended together
With the thread of a childmind.

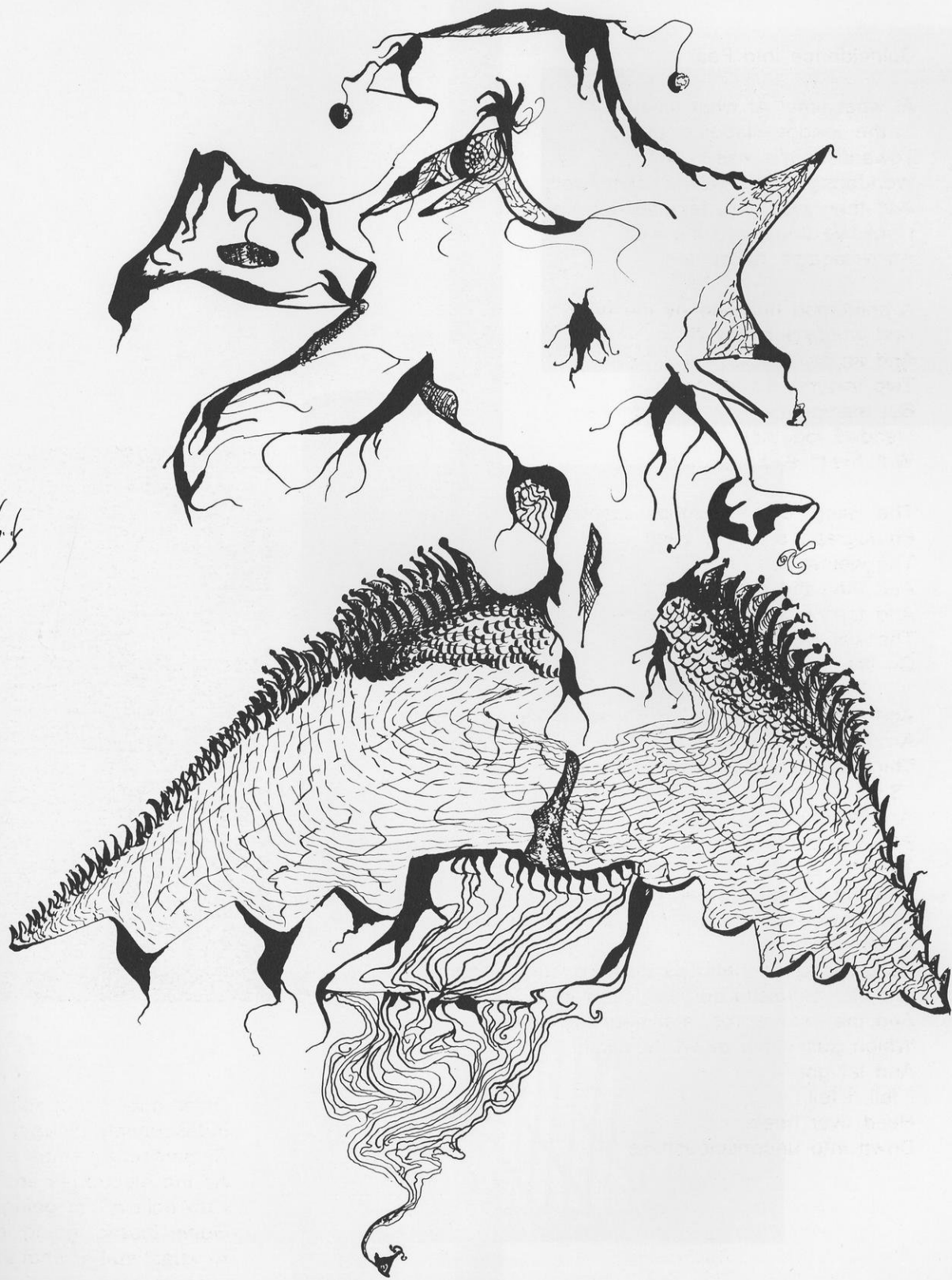
The rising roots of clouds flashed;
Photographed by my eyes
The wetcapped fingers,
And then the dark room
And then my lobes recording
The wet cappistol ricocheting
On the glass target:

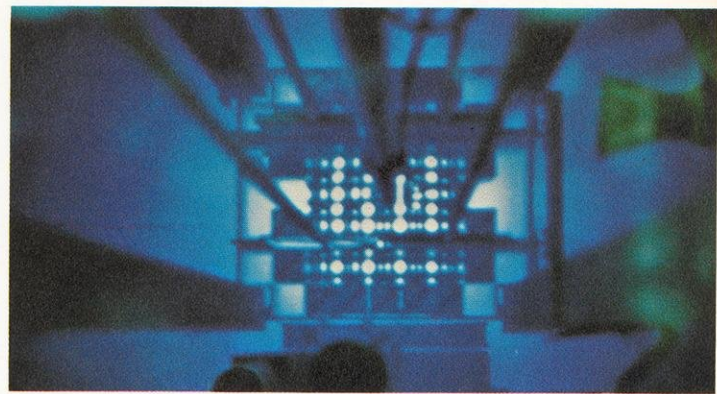
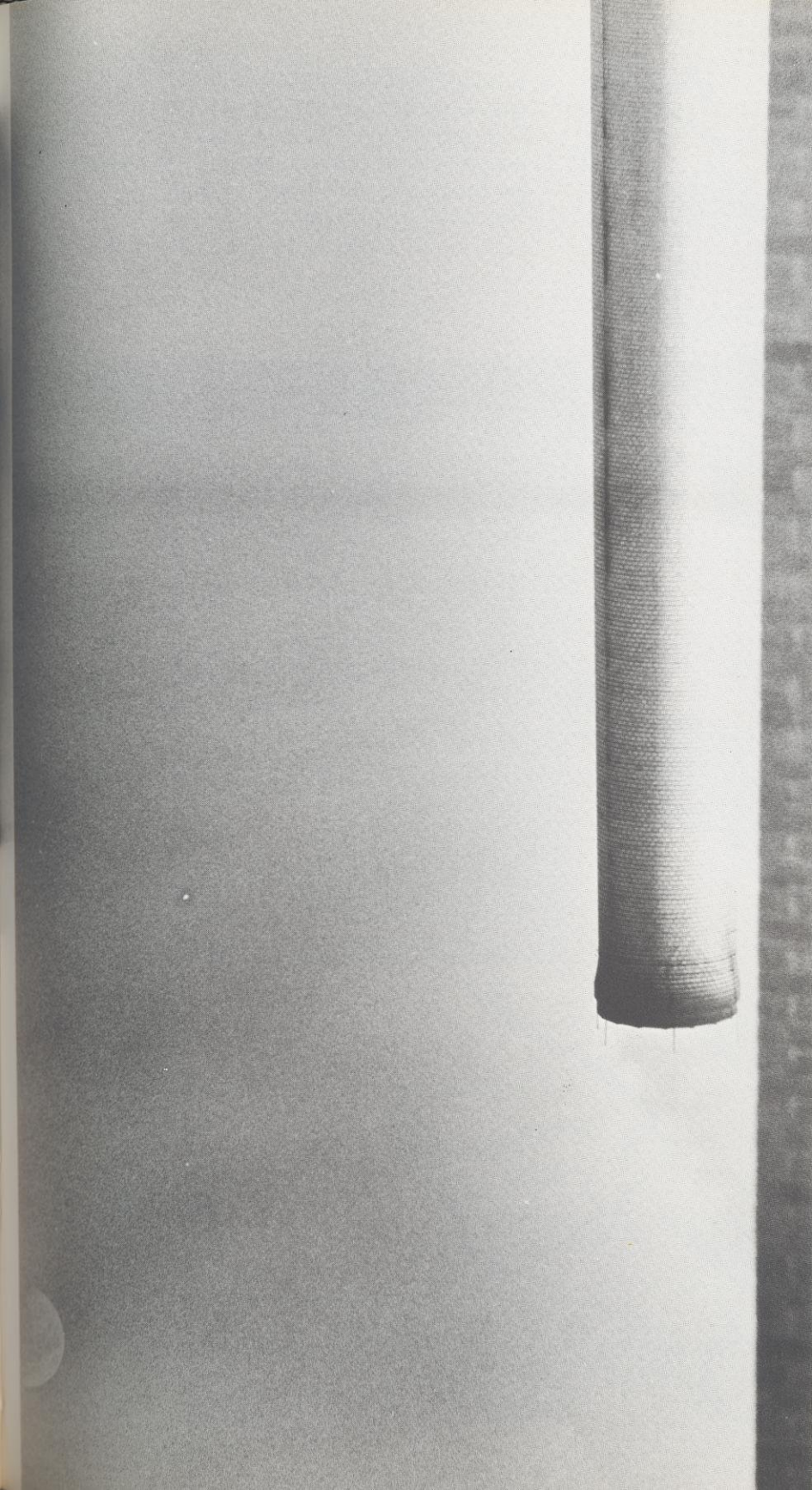
And the window bleeding its same transparence,
And then quickly blocked by an opaque parent
Thigh pumping the stairs shouting,
"Shut windows"
And then turning upstairs,
Past my frame of mind,
To the framework with water woodworking in,
And the wet bedspread and knees,
And powerful arms stopping the rectangular leak.
A fuse had gone.
He grasped my hand as the flash came again,
And the cappistol sounds followed by cannons of thunder,
And the loud words, a temper let loose,
Which pulled me down the stairs,
And let go!
I fell, I fell,
Head over heels
Down into unconsciousness.

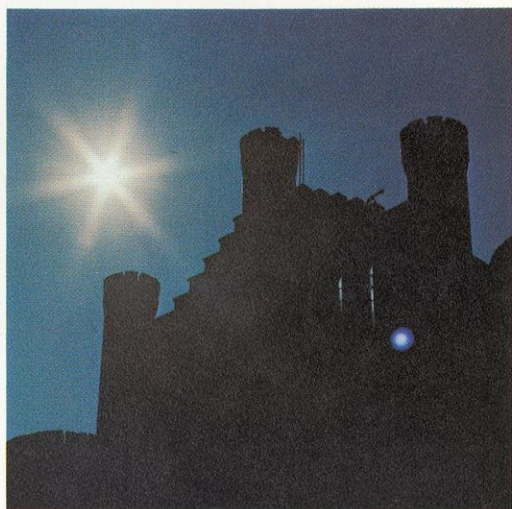


Older now, I feel something back there,
Indescribably though;
Remembering some sort of pain
As the electrodes are taped to my scalp.
I do believe I'm going insane,
Going insane, going insane.
At what time! At what time!

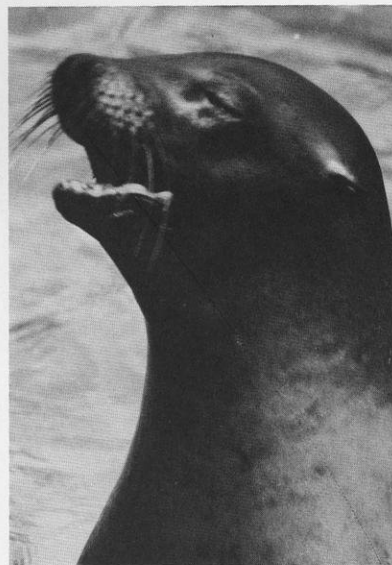
W. J.







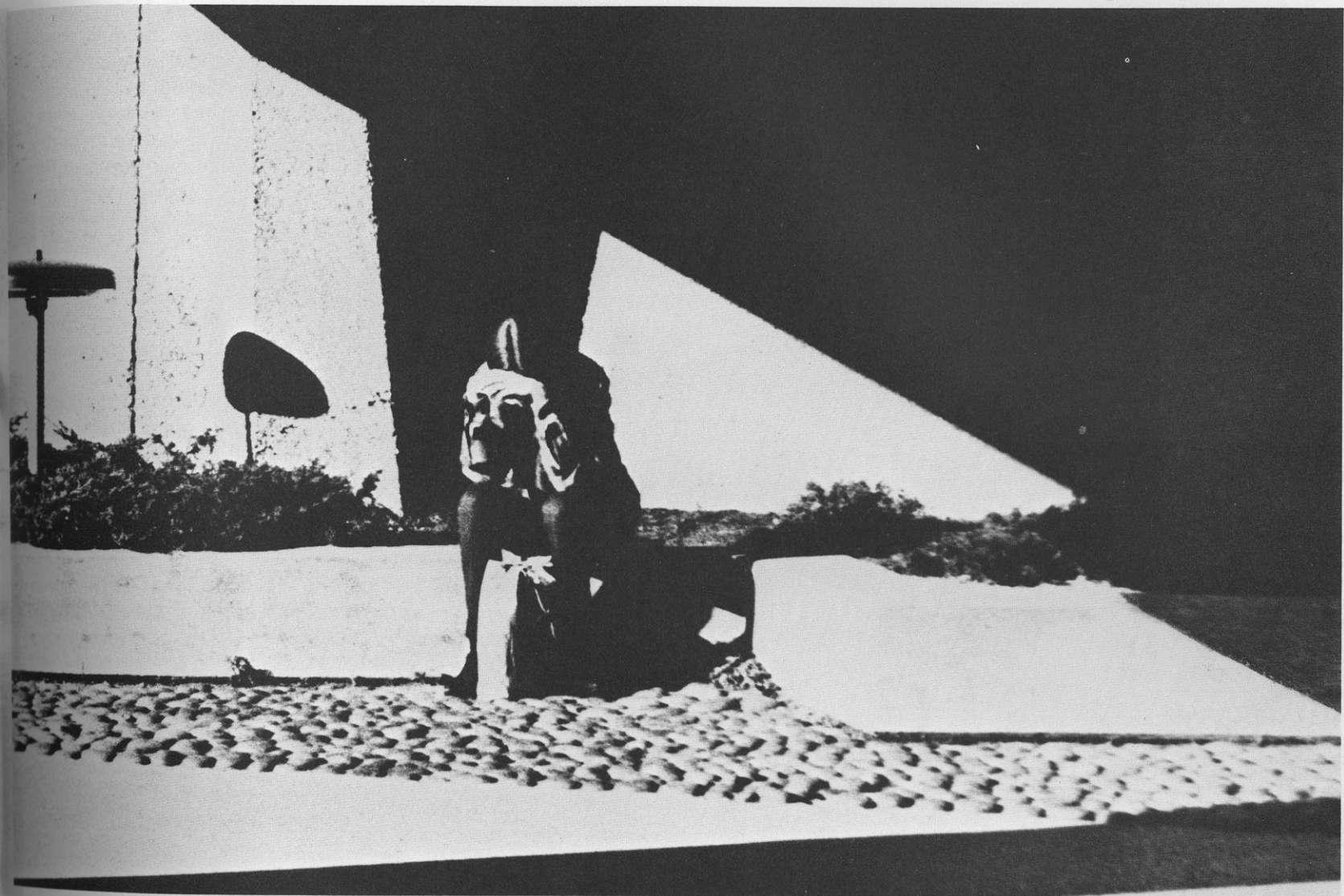












An unexamined life is not worth living.

Socrates

BEING BLACK

Being black is an experience that can never be fully expressed in words. It is a way of life unique to the black man and unique to those who find us different and mysterious.

Being black is going through grade school thinking that darkies in textbooks are something to laugh at, going to high school and finding that the majority of the white pals you had in your freshman year are no longer there in your sophomore year and the white boys you thought were so cool treat you like one of the fellas and not a female.

Being black is coming to college and realizing that the civil rights movement that you lead might have been where it was at but ain't no more. It's learning how to accept that growing up is hard and you often have setbacks. Mental, Academic and even that thing called love.

Being black is realizing that the individual is not important but the mass made of our people is. Individual gains such as a degree are only important if used to help those who didn't, and won't have a chance to be a college graduate, high school graduate . . .

Being black is getting high on the fact that you're black and it's where it's at . . .

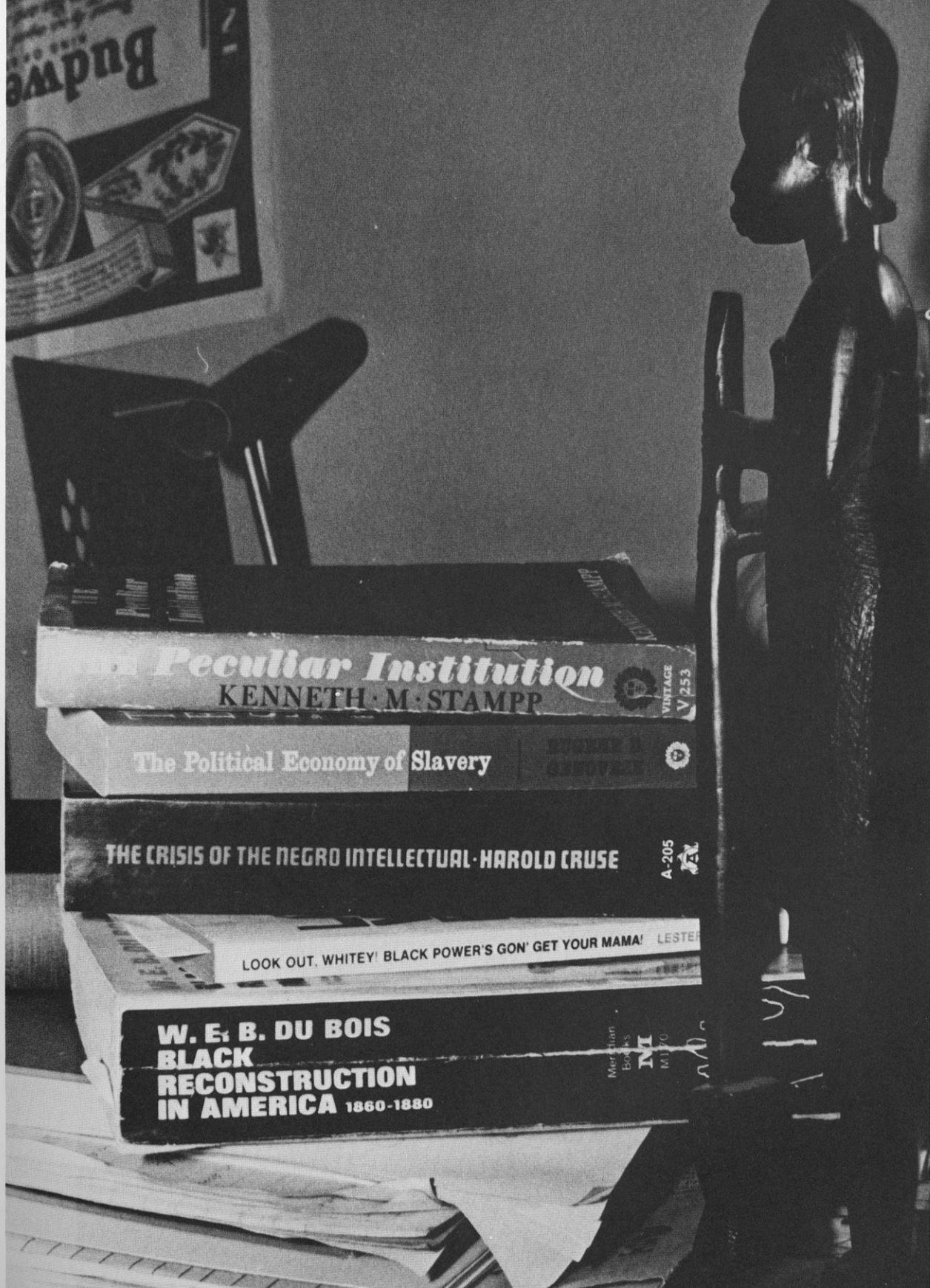
Even though the man tries to stop you every chance he can get. It's sometimes wondering what am I doing in college if the degree I have won't mean a . . . thing when I get out because I can only get as far as he will let me, wants me to—or is black power for real—can it conquer—can it be the means to my end—can I finally put the man down—can I can I can I—they say “watch out whitey black power gonna get your momma” be aware of black babies who are taught white is dirty and not black—God—if there is a God got a suntan that ain't going away—WOW—EE WATCH OUT—ENDS COMING FOR MASTER.

What do you think?

HUM

Charlene Harris





The Peculiar Institution
KENNETH M. STAMPP

VINTAGE
V-253

The Political Economy of Slavery

Meridian Books

THE CRISIS OF THE NEGRO INTELLECTUAL · HAROLD CRUSE

A-205

LOOK OUT, WHITEY! BLACK POWER'S GON' GET YOUR MAMA! LESTER

W. E. B. DU BOIS
BLACK
RECONSTRUCTION
IN AMERICA 1860-1880

Meridian
Books
M-170

WE SMOKIN

WE SMOKIN

Niggers Wearing Rags
Decked Out In Checks
Living In Leathers
Swimming In Suedes
Jiving The Honkies
Lying To Each Other
WE SMOKIN

SMOKIN

SMOKIN

Niggers Riding In Eldorados
With The Price Tags Still On
Niggers Intellectualizing The Wines
Tacking Paris London Rome Never
Georgia
Niggers In Furs Up They Ass
Hiding They Colored Cowardice
WE SMOKIN

SMOKIN

WE SMOKIN

Niggers Being Militant
But Only With Chairs
Niggers Rapping Black
To Go W/Grey White Gold
Niggers Digging Cleaver
But Only The Last Chapter
WE SMOKIN

SMOKIN

WE SMOKIN

SMOKIN

WE SMOKIN
Nigger Gon To Party
Sippin On The Scotch
Trying For Some Leg
Room Fulla Niggers
SMOKIN

SMOKIN

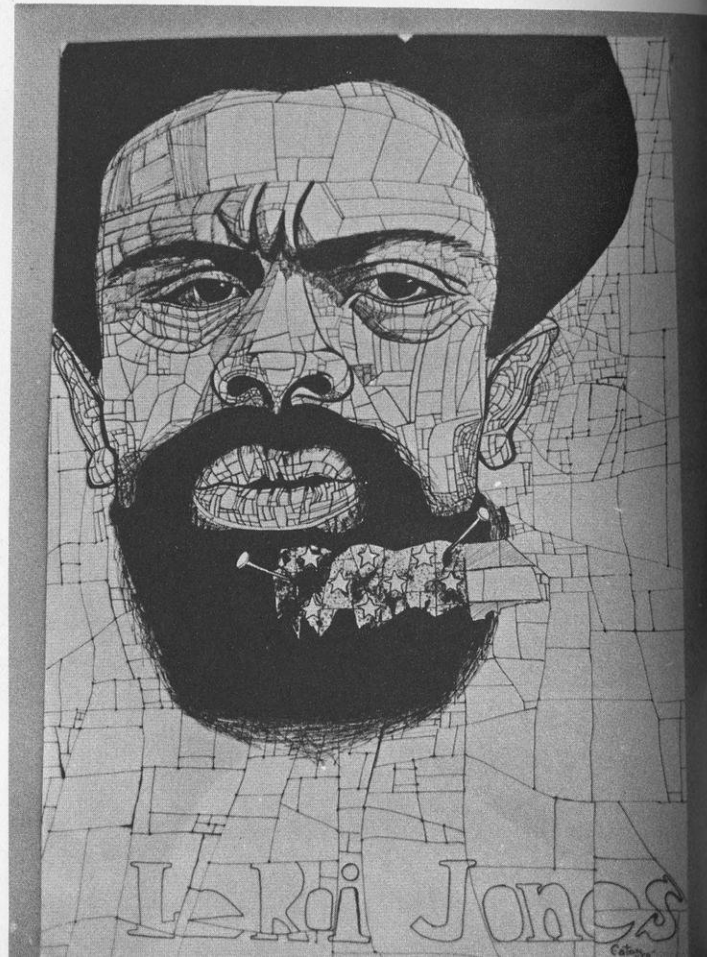
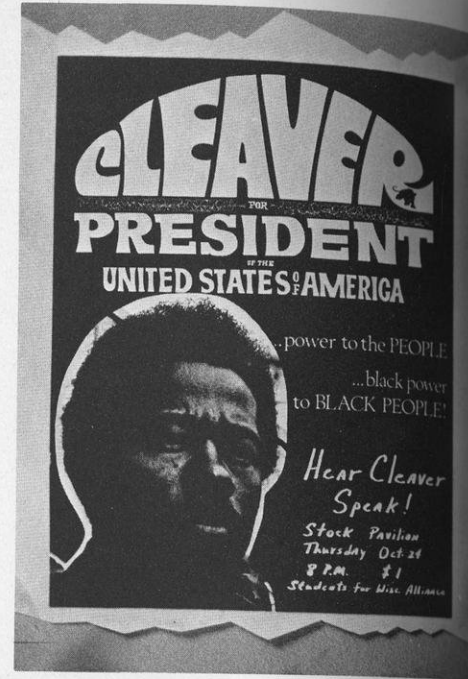
SMOKIN

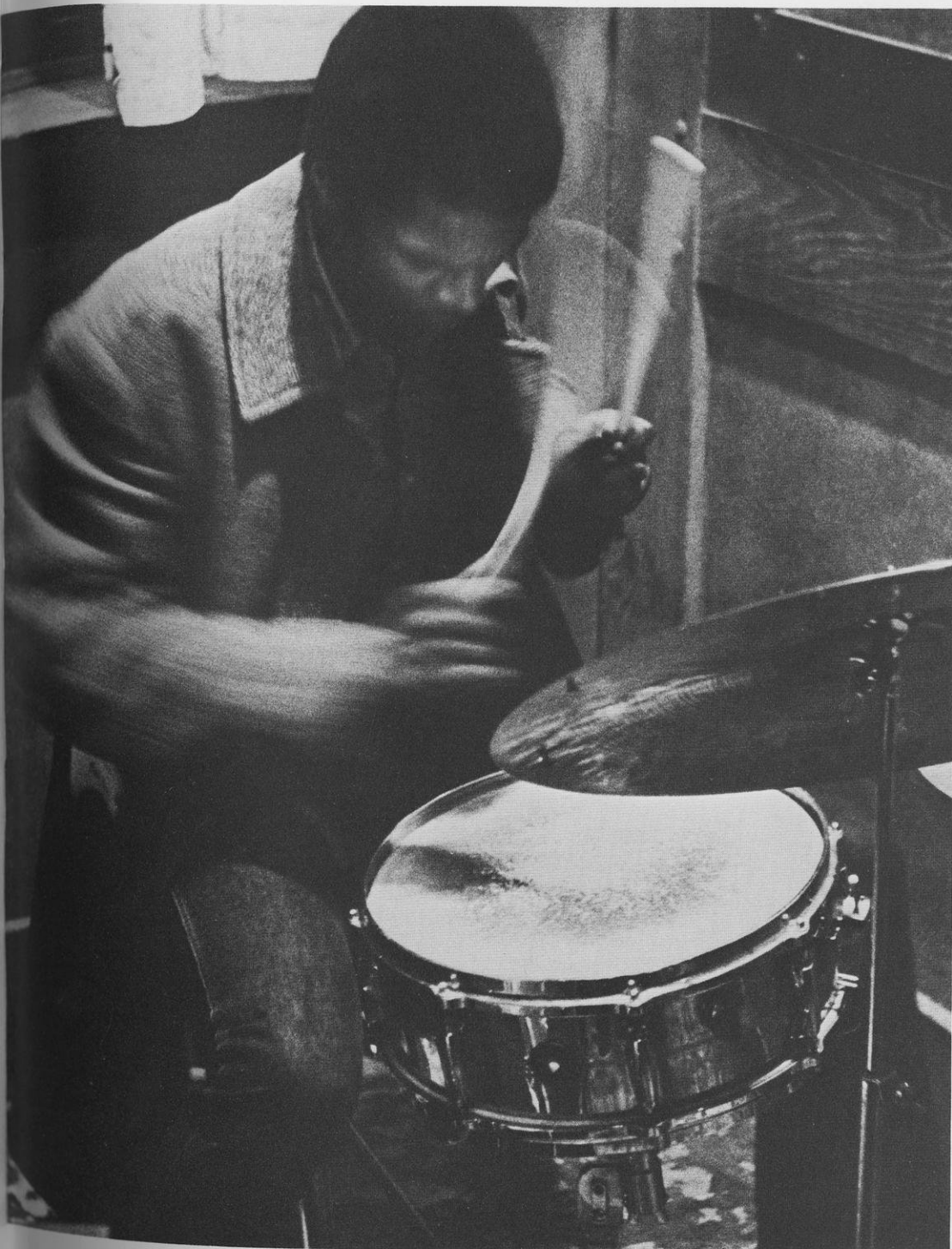
Nutin But Cigarettes
And Gittin Burnt
By They Own Ignorance

YEAH WE SMOKIN . . .

SMOKIN . . .

SMOKIN . . .





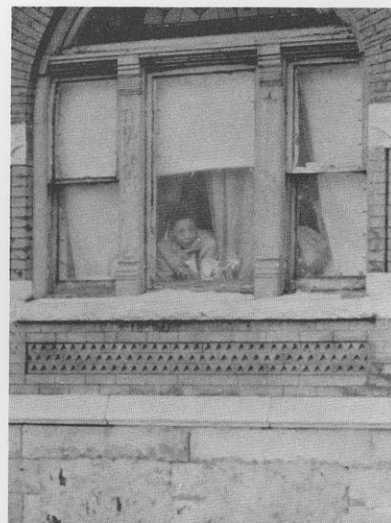
THERE'S A RUMOR

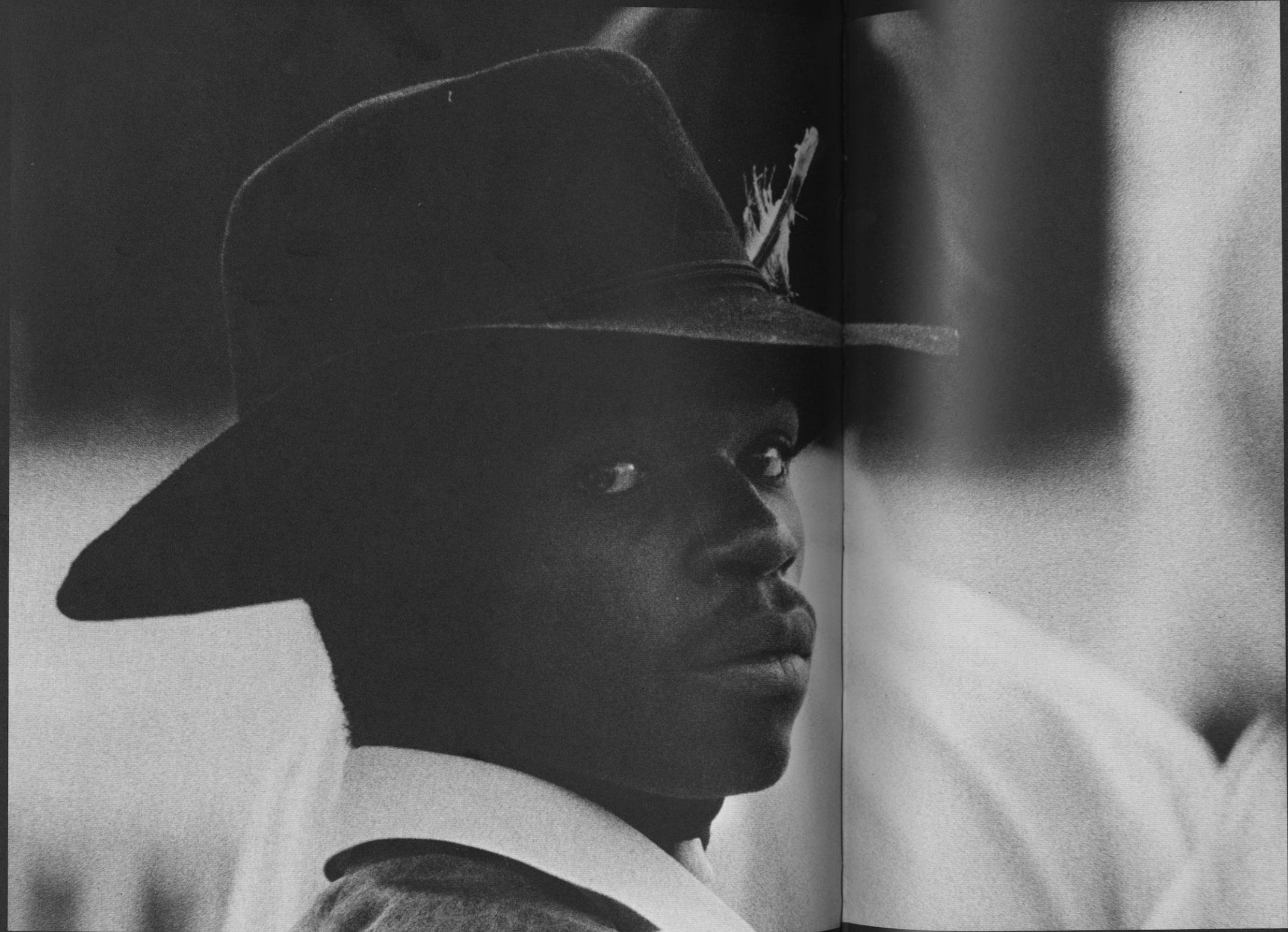
There's A Rumor Gone Round
That Black Is Beautiful

And If You've Ever Seen
A Brother Groovin'
Making Black Nigger Movements
And Gyrations Like Mr. Honkie
Cain't Even Dream Of Imitating
W/His Hair Startin A Foot
Above His Haid And Running
All Down His Face, Over His Chest
Looking Good Like A Nigger
Cain't Help But Look . . .

Or If You've Ever
Dug A Black/Queen—Elegant
And Easy W/Her 'Fro So Ane
It Beat The Sky
And Her Home Grown
Woman/Ly/Ness (The Kind Miss
Honkie Has
To Buy From Playtex)—
Hugging On Her Black/King/Nigger
As They Make Some Bad / Ass Music
Then To You
Black Is Most Definitely / Irrevocably
No Shit—Beautiful

But
If You Poor And All You Dig
From Your Tenement/Slum/Cage





JESUS IS WHITE

WHITE is BEAUTIFUL this I know,
For tells me so.
 the BIBLE
 said that GOD made man
in his own image,
 But if God is WHITE,
then who made ME?

I got troubles that nobody knows,
The Catholics say tell my FATHER,
but I couldn't find him.
I got a father—they call him
 GROPPI.
But they wouldn't let me
confess to him.

I looked over JORDAN but I saw no
promise land, all I saw were
 RATS,
 RATS everywhere,
and we ain't got no cats.

Jesse Jackson says BLACK is BEAU-
TIFUL
Hey JESSE, ain't you read
 THE BIBLE . . .
 said God
made man in his own image . . .
wouldn't it be something if God were
BLACK,
 is not
 evil.

It is as I am, and millions ARE. . . .
 STARVING.

People just don't have respect
for these days,
 RELIGION
 is for
 NON-CHRISTIANS.
cause Jesus saves
 JESUS SAVES
Jesus saves
 WHITE PEOPLE



i see my people
dancing to
minute jams
in bellbottoms
that will destruct
in five seconds
of
what's happenin
i see my people

i feel my people
wanting through fro's
curves navels
(and curves and navels)
in partyin' back
from tomorrow
in funky progress
i feel my people

i love my people
to the high sounds
that really shouldn't ainta be
blowing thru a soulhorn
in my barroom ear
i love my people



i dig my people
in the street walking
walking the street like mboya's spirit
before and after mboya
i dig my people

i sag my people
dyin'
a hip death
souls pasted under
afro tops that won't let
it pass
minds
black, beautiful and bored
in ego cement
i sag my people

i want my people
to breath as people
its time
i want my people.



WE. . . .

We

colored skin tap dancers singers
basket/Base/Foot Ball Players
Natural Headed Beardfaced
Fist in THE AIRED

We

once were slaves for long
Blondes W/Blue Eyes And
Money/Money To Buy Every/Any-
thing

Including/Especially Us
—Black People

We

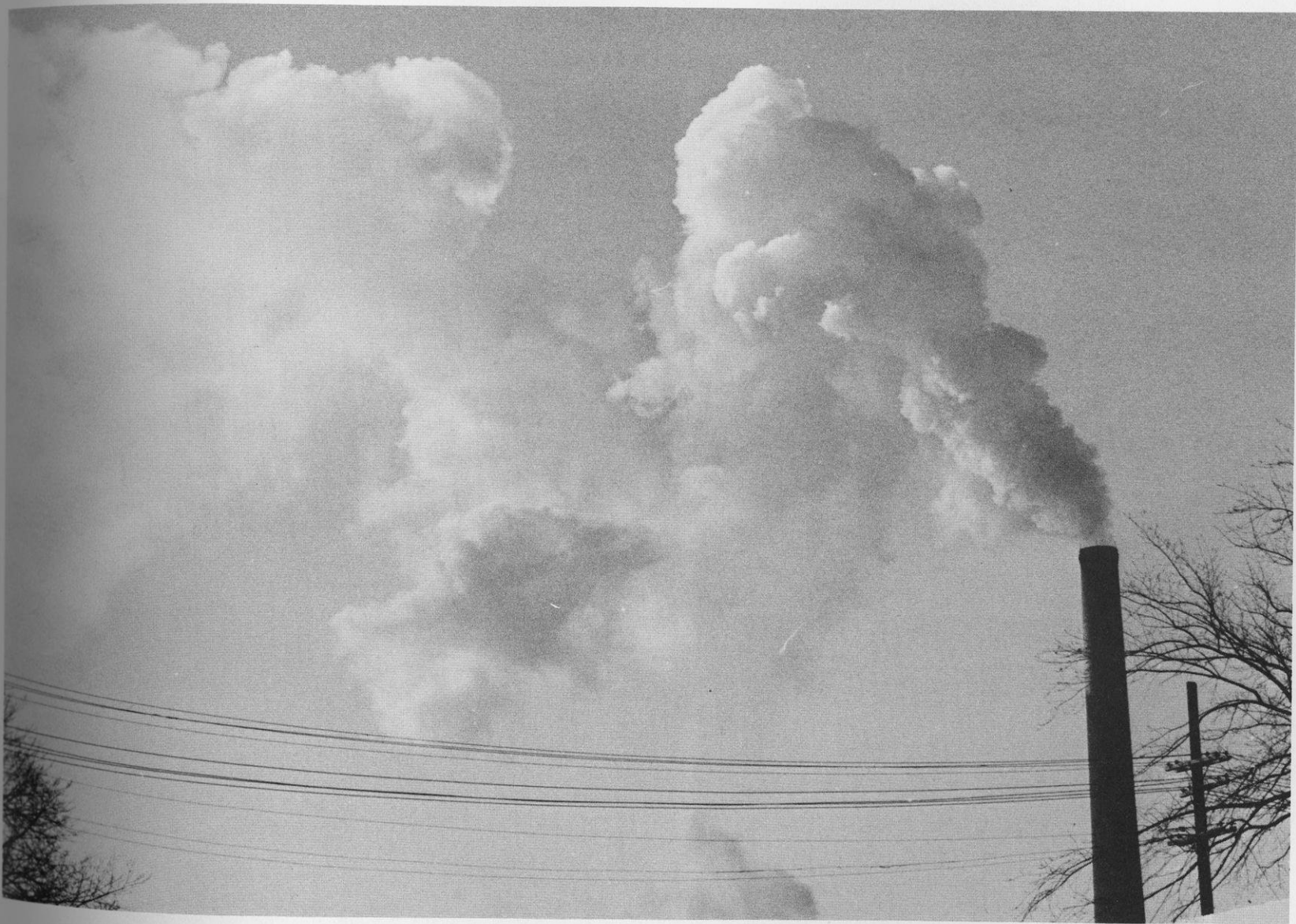
Like To Think We know All
About Mr. Honkie—All of Them
Yet Too Smart To Want To Know
Why Some People Can't Read
Alone Spell Black Power.
—Black People





Black Art on the up and up
Whitey can't pull us down
No More
No More
Never





... the day the University heating plant broke all pollution records

Freedom is a swirling stream
With knee-deep people and lapping deer,
As caressing currents cleanse feet and tongue,
With unpolluted animals suckling this planet's udder,
And man tasteful of it.

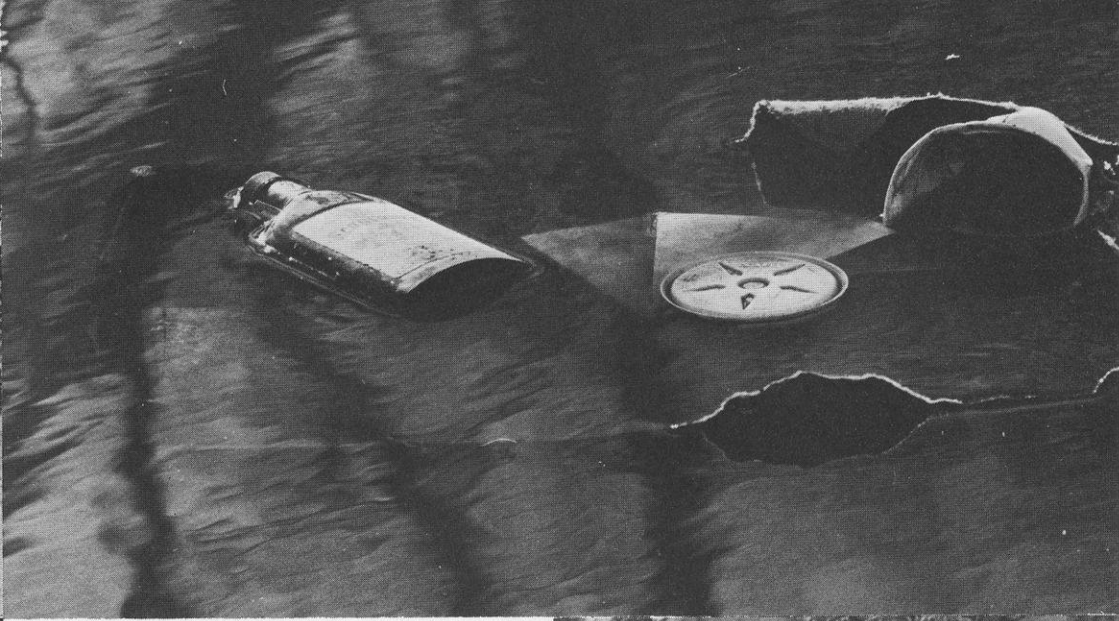


Freedom is an agrarian air,
With Emily and her insects,
As the wind inebriates quickly,
With cliché skies debauchée blue,
And factory dyes dead.



Freedom is a twisting birch
With climbing kids and neglected nest and egg,
As the trunk arches for swinging,
With dreamy minds hanging for their life,
And old age remembering way back when.



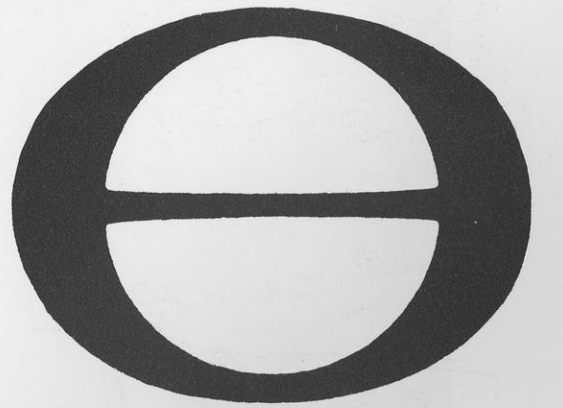


Freedom is man wasteless of himself,
With own lands and hands in order,
As Isaiah and Waste Land prophesize:
With acting now,
And not a Hieronymo killing yourself!



Freedom is a soluble sod,
With hayseed folk and manure in hand,
As the scent fertilizes the mind,
With every forty blackish pure,
And DDT soluble too.





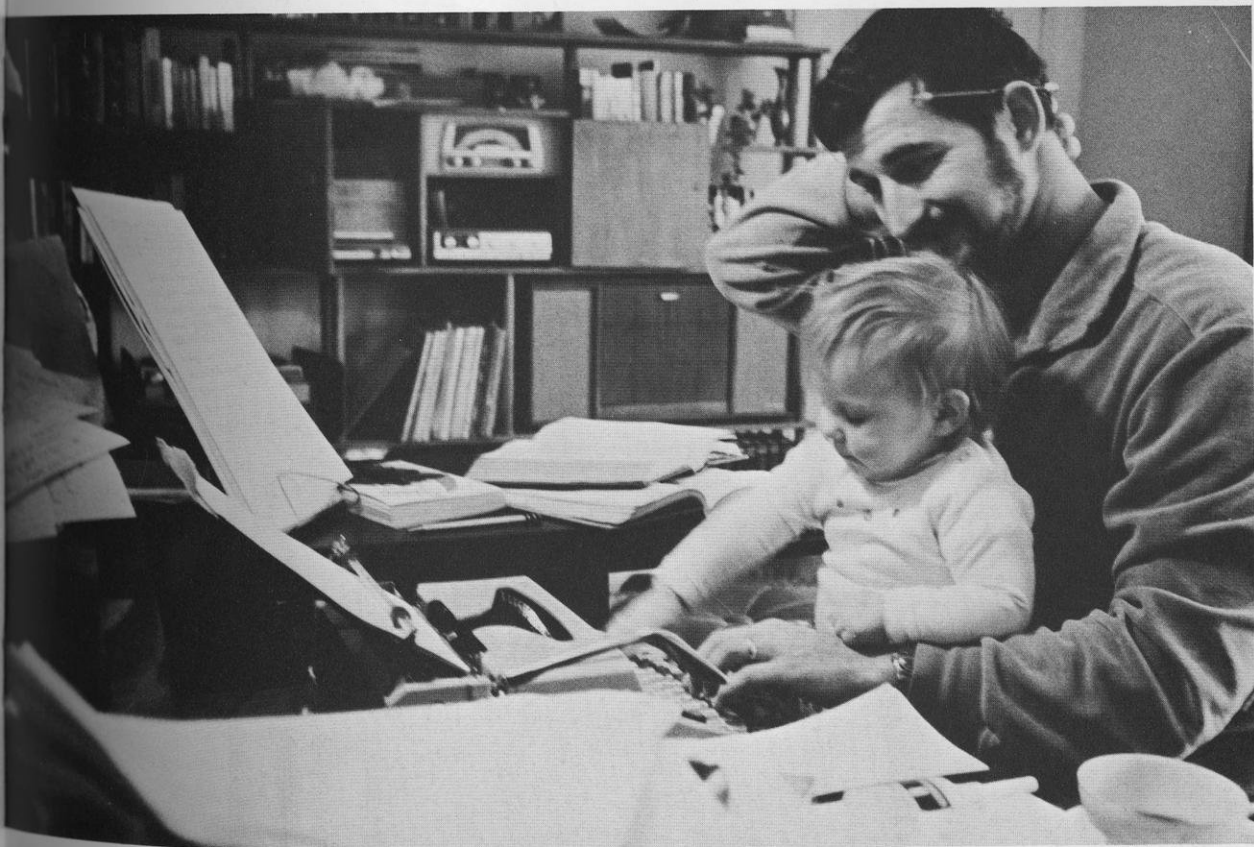
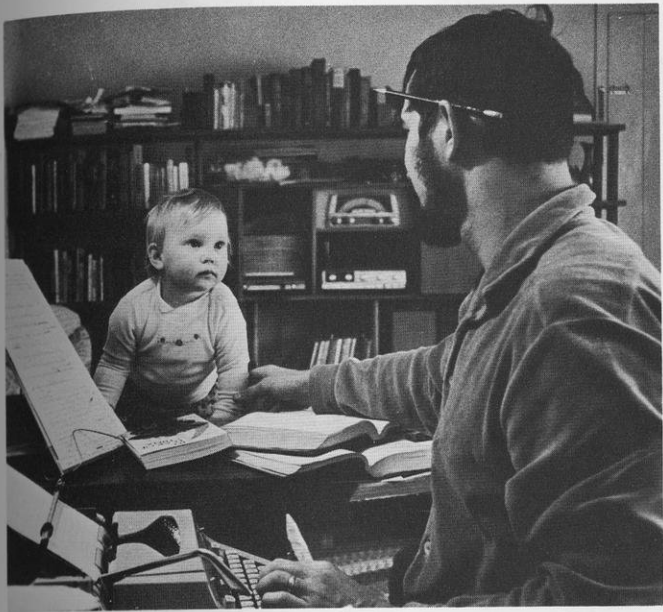


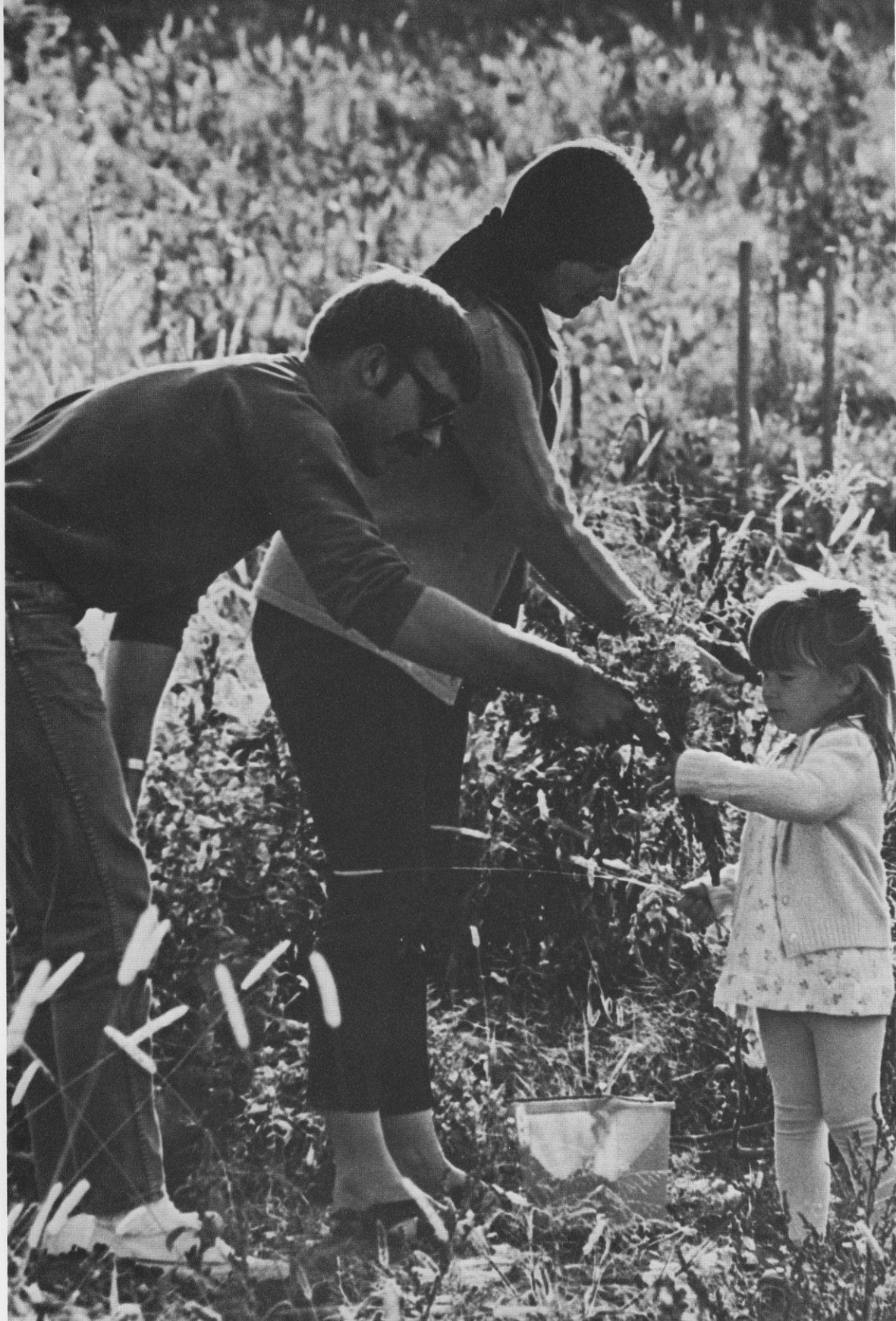
THE
UNIVERSITY
OF
WISCONSIN

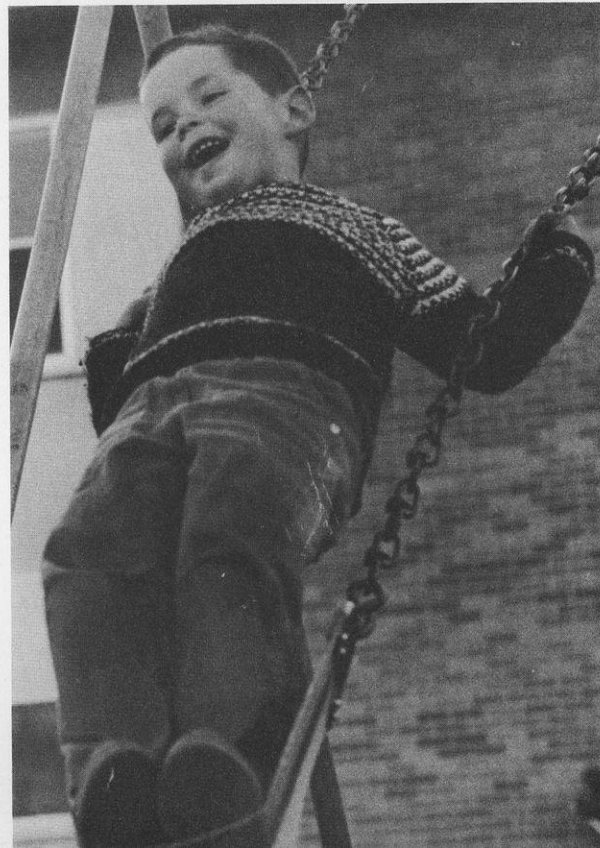
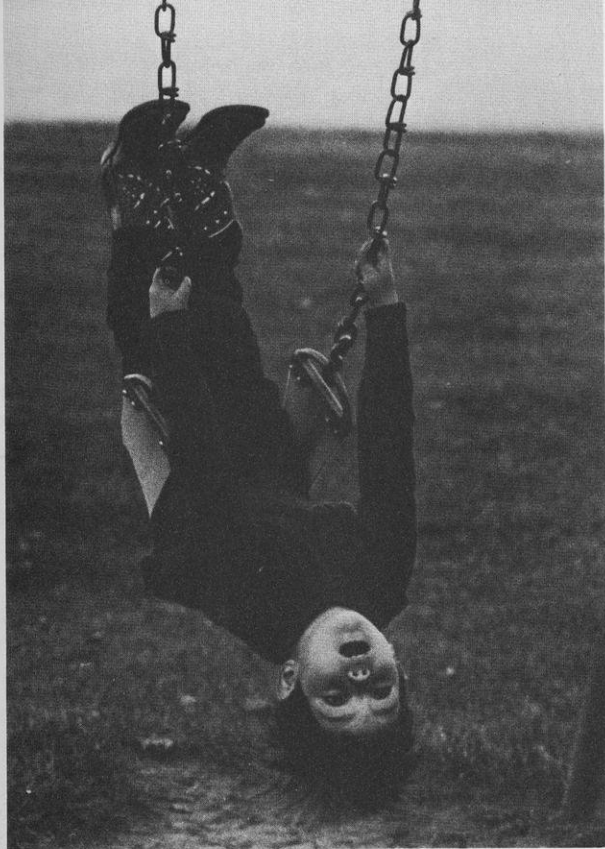
EAGLE HEIGHTS
APARTMENTS

← APTS. 101-109

APTS. 201-946 →









a flash of memory
in the midst of an idle hour,
mind recalling season's past,
wintry days

innocent eyes,
look out through frosted pane,
see naked trees stripped of leaves,
starving branches, bony limbs,
parched earth beneath,
bleakness shadowed in grey

behold the snow!
white wonder clothing drab,
pure form of nature

sky, look down on blanketed earth,
fresh and clean



eyes, see winter,
when early falls the night,
children from their bedroom windows
look up at cloudless sky,
twinkling stars to wish on

child's delight—
jolly snowman with carrot nose
and puckered mouth,
wing-ed angels in the snow,
sledder's tracks knived into hills

alas, tomorrow!
life treads on untouched snow,
soot falls from blackened chimney,
white wonder melts, alas!

ears, listen to winter's sound,
shrieking of wind,
strident noise of bustling city,
crackling of blazing fire,

calm and silence,
voices muffled in depths
of feathery snow

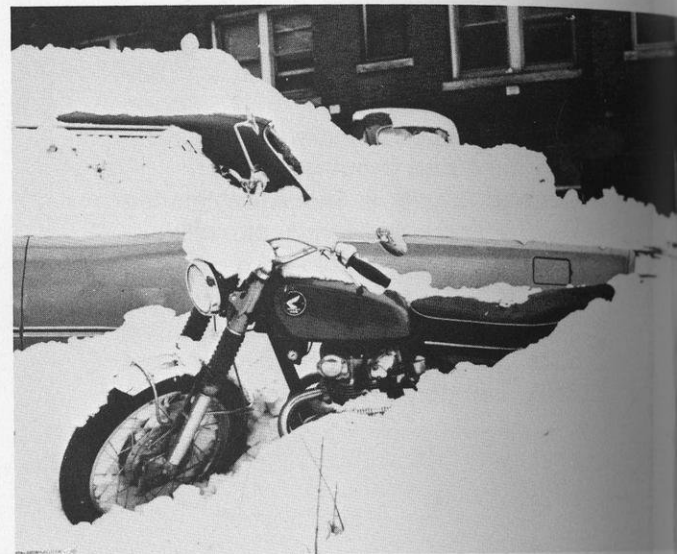
nose, smell winter,
burning wood and buttered corn
mouth, taste winter,
savor snowy air,
burning chocolate on the tongue

body, feel winter,
brushing winds nipping nose,
painted skin with chapped lines,
loosened scarf on naked neck,
falling flakes, sprinkled lashes,
drenched mittens, numbed fingers,
nose pressed on windowpane,
sun seeping through opened pores,

fire's warmth, burning embers,
warmth of soul, core of feelings,
warmth of security within



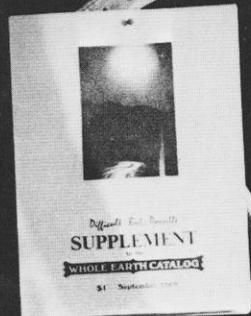
I was riding down Broadway to work
When the quietly approaching NE wind
Tripped in clumsiness
And sent the snow flying,
Silently landing on noses
The tops of trucks
Sticking in the streets
And filling up garbage cans.





WHOLE EARTH
COOP

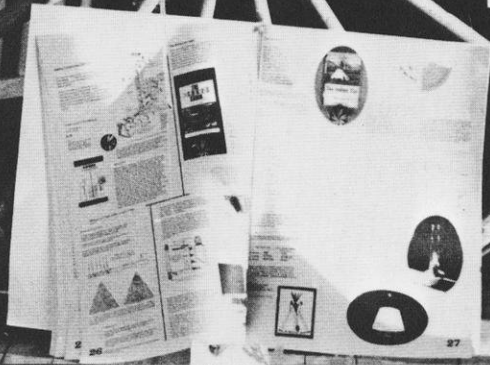
OPEN 100 TO 500



yogurt yogurt

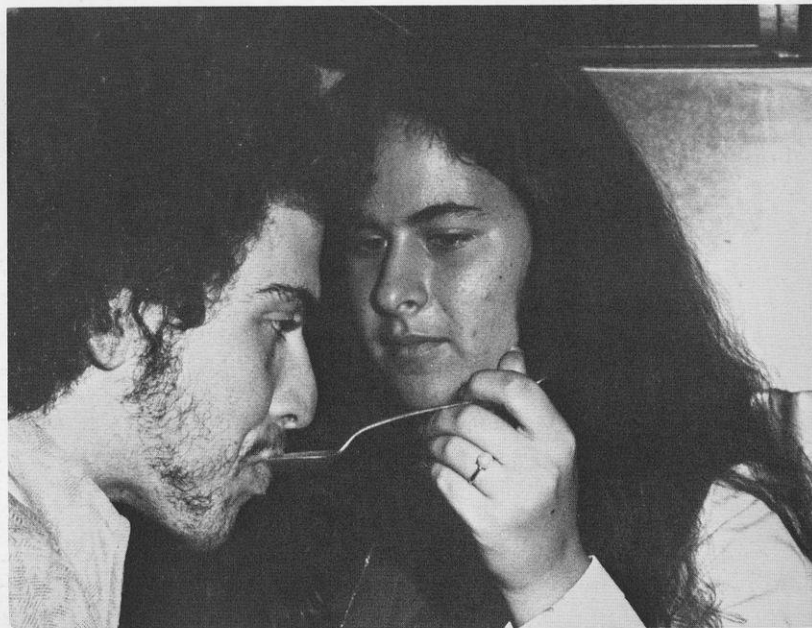
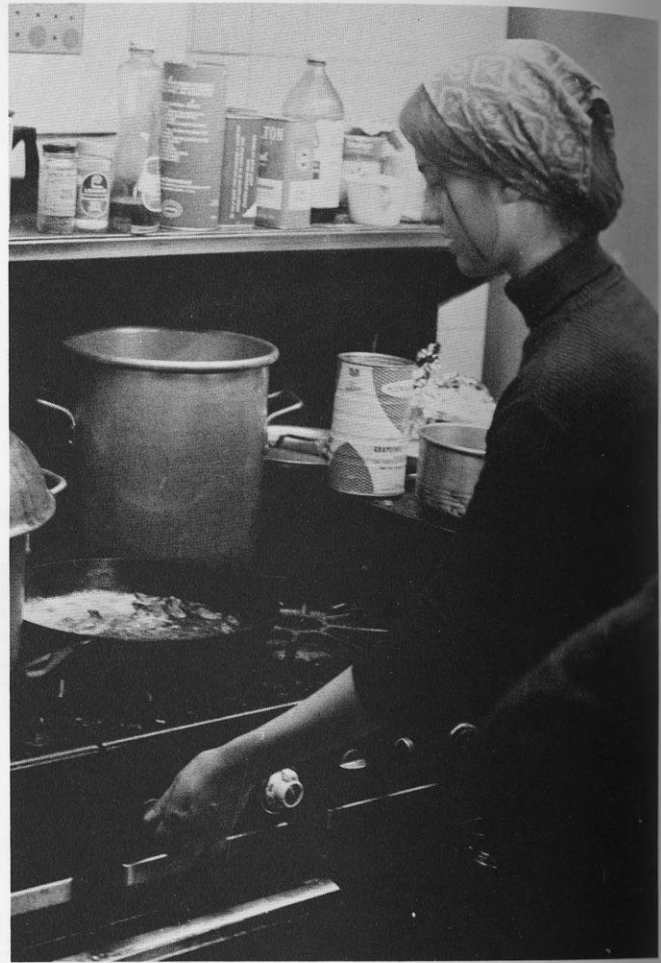


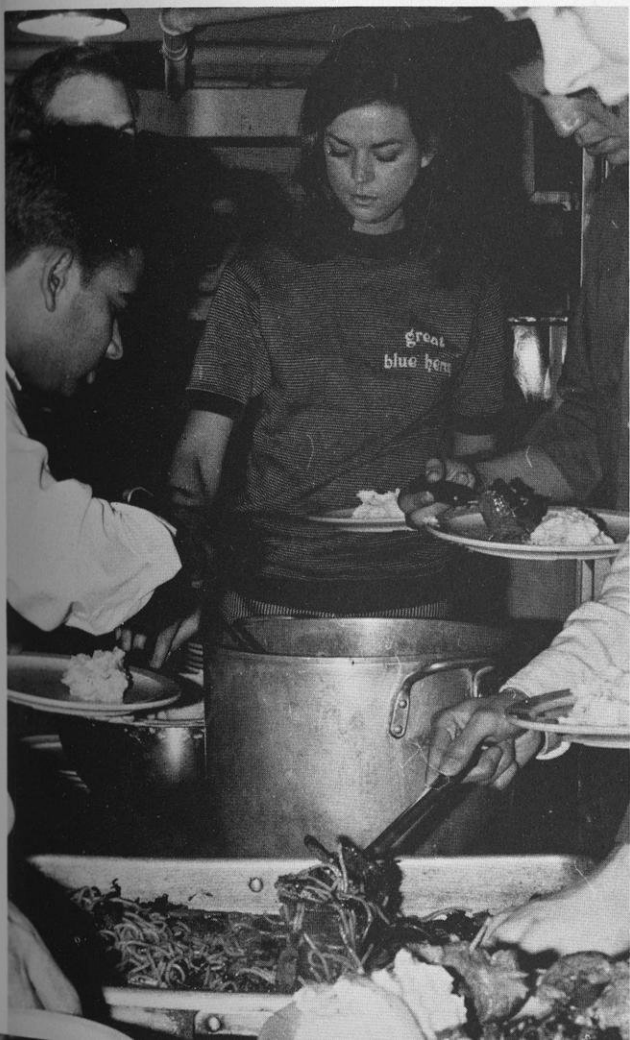
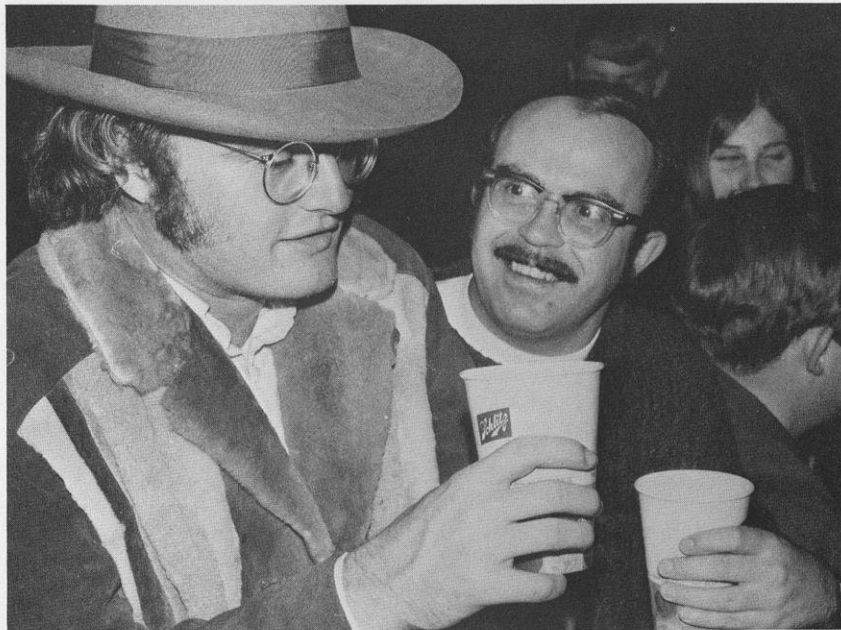
Radi
O
Free
People



Competition is the law of the jungle; cooperation is the law of civilization.
Eldridge Cleaver

The coop idea is simple: do away with landlords, hired help, and profits, and people will be able to live cheaply and comfortably, to the eternal benefit of everyone who matters. It's youth's cure-all answer to Madison fascism—but crises will arise: after hours of discussion at one house the allowable number of resident cats was set at seven; not all girls are born with an innate ability to cook; and garbage doesn't throw itself out. There was clandestine coed use of the kitchen stove, in clear violation of the cohabitation laws. Coop stores found shelves empty much faster than anyone is inclined to refill them. But there is still hope for the realization of the dream of a coop empire from the capitol to the end of University Avenue, the limits of civilization as we know it.

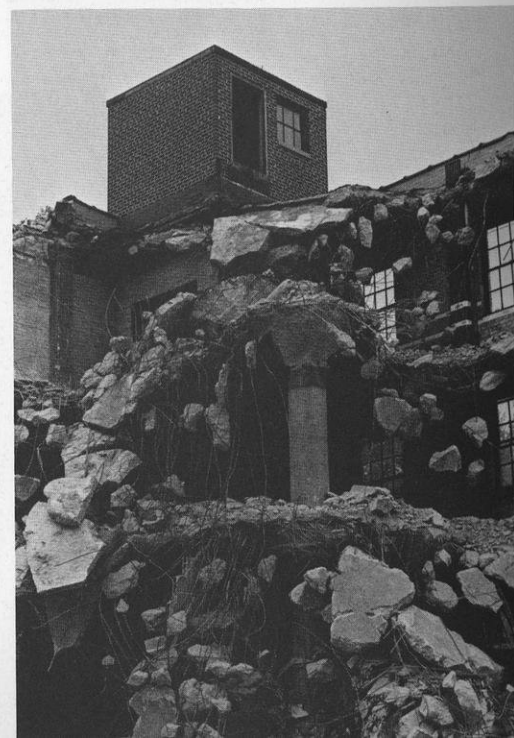
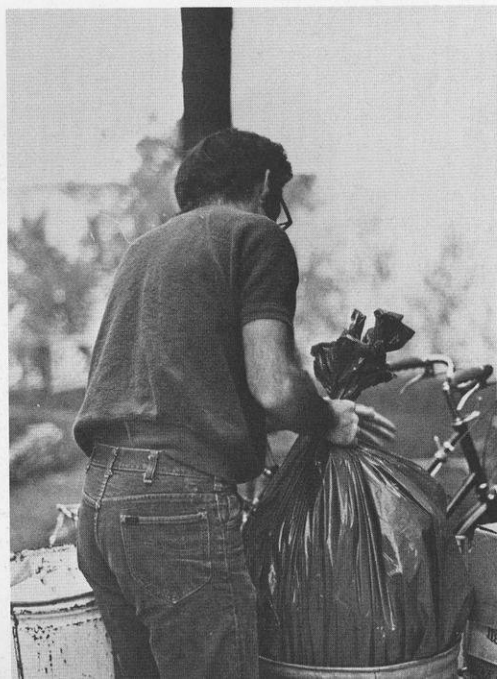


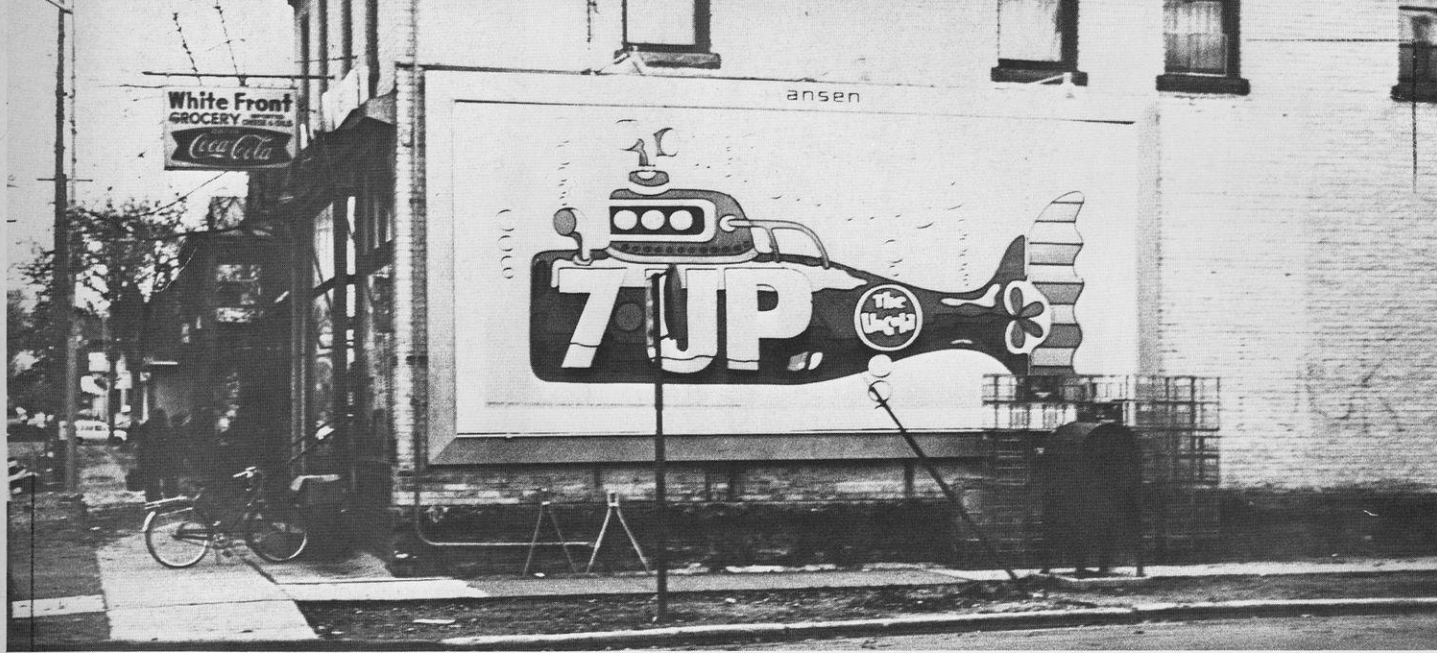


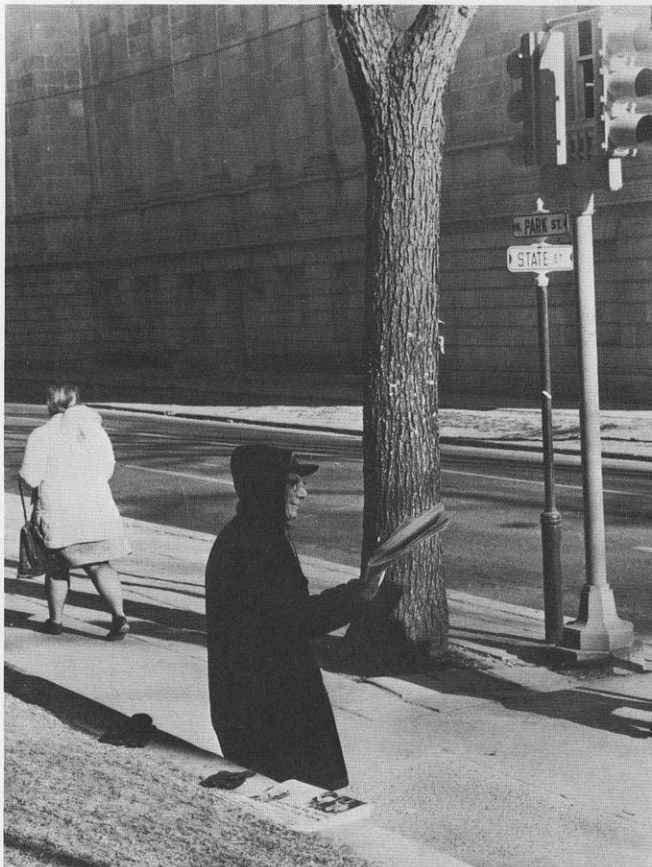


INTERNATIONAL
EATING CO-OP FOOD BILLS
ARE POSTED ON THE BULLETIN
BOARD. COLLECTION WILL
BE MADE AT DINNER:
SATURDAY,
SUNDAY,
& MONDAY.

PAY
YOUR
BILL!



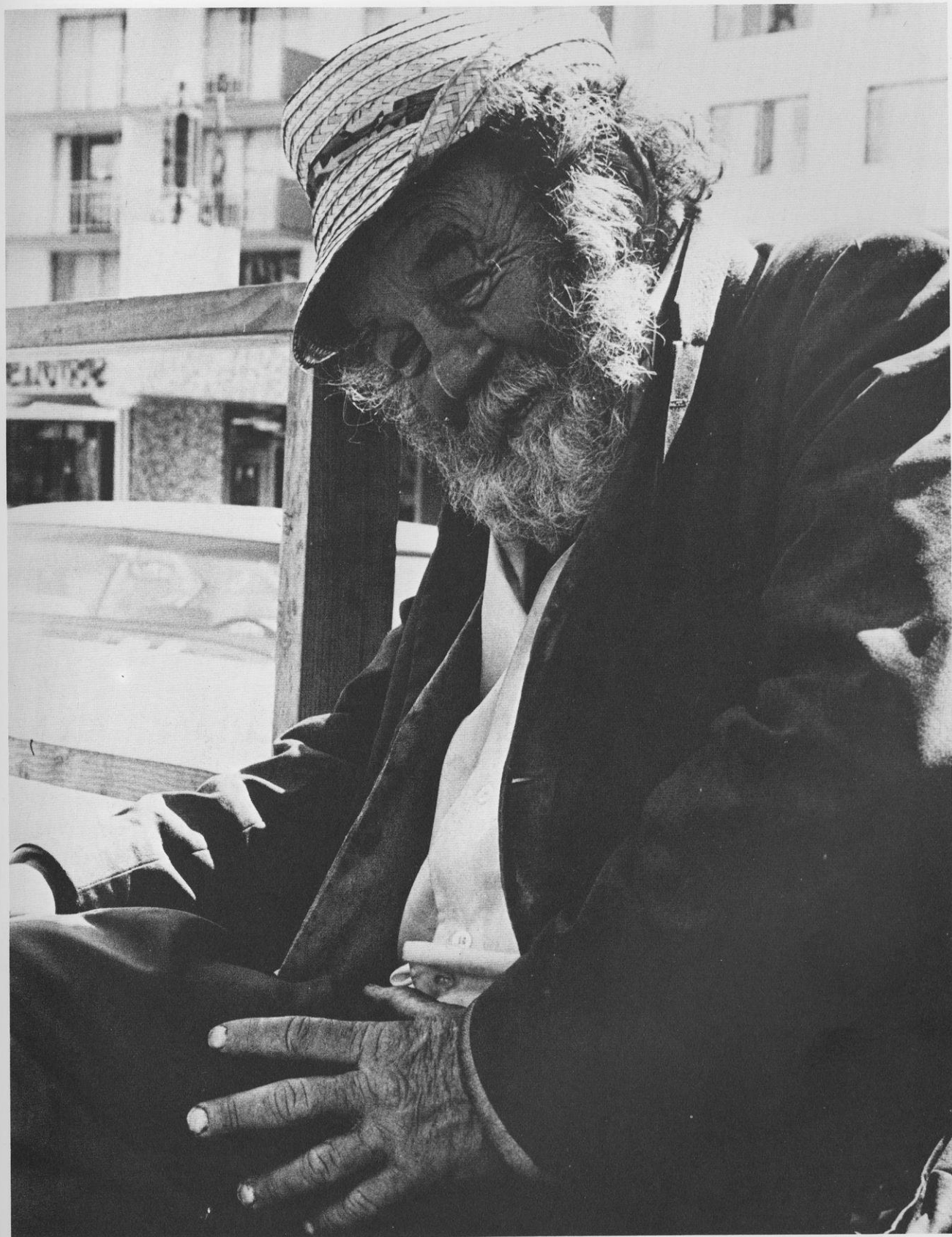




I discover that I am everybody, and that I discover myself in discovering my fellowman.

Erich Fromm





DUX

(with apologies to Joyce Kilmer)

*I think that I may write, with luck,
A poem worthy of a duck.*

*A duck whose hungry beak still quests
For frogs and bugs and other pests;*

*A duck that looks for bread all day
Below the boathouse on the quay.*

*A duck that may in winter tear
Through Lake Mendota's foggy air;*

*Upon whose lady falls the pain
Of laying eggs with might and main.*

*Poems are made with wit and pluck
But only ducks can make a duck.*





Pick-a-Quote

"An elephant's faithful—100%

Dr. Suess

"If President Nixon's war on pollution is as successful as President Johnson's war on poverty, pretty soon we're gonna find a lot of dirty, poor people on our hands."

Laugh-In, March 2, 1970

"While there is hunger and poverty in this country, much of it is exaggerated."

Spiro T. Agnew

"Victory in Vietnam will not determine who is right, only who is left."

Hy Steirman

"When you have seen one slum, you've seen them all."

Spiro T. Agnew

Blessed are the peacemakers, for they shall be known as the children of God.

The Bible

"We're on a course that is going to end this war."

President Nixon, 9-26-69

"We have stopped losing the war."

Robert McNamara, 10-65

"We are not about to send American boys nine or ten thousand miles from home to do what Asian boys ought to be doing for themselves."

President Johnson, 10-21-64





ΕΛΛΗΝΕΣ

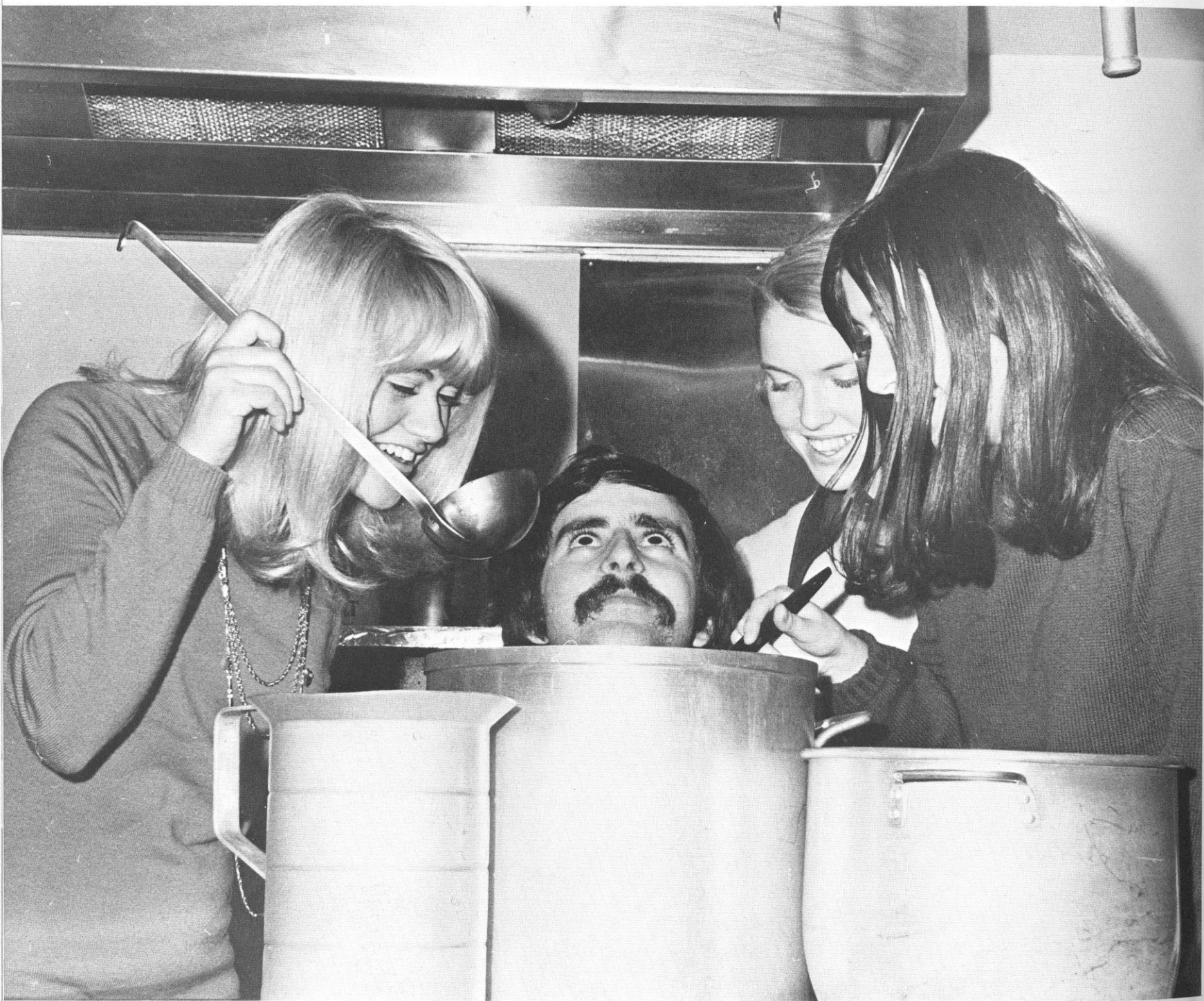
“Man everywhere and at all times, whoever he may be, has preferred to act as he chose and not in the least as his reason and advantage dictated. And one may choose what is contrary to one’s own interests, and sometimes one positively ought (that is my idea). One’s own free unfettered choice, one’s own caprice—however wild it may be, one’s own fancy worked up at times to frenzy—is that very “most advantageous advantage” which we have overlooked, which comes under no classification and against which all systems and theories are continually being shattered to atoms. And how do these wiseacres know that man wants a normal, a virtuous choice? What has made them conceive that man must want a rationally advantageous choice? What man wants is simply independent choice, whatever that independence may cost and wherever it may lead. And choice, of course, the devil only knows what choice. . . .”

Feodor Dostoevski













THIS YEAR'S $\tau\epsilon\phi$
EXPENDITURE FOR A
HOMECOMING FLOAT
WILL BE DONATED TO THE
NOV. 15, 1969
MARCH ON
WASHINGTON!





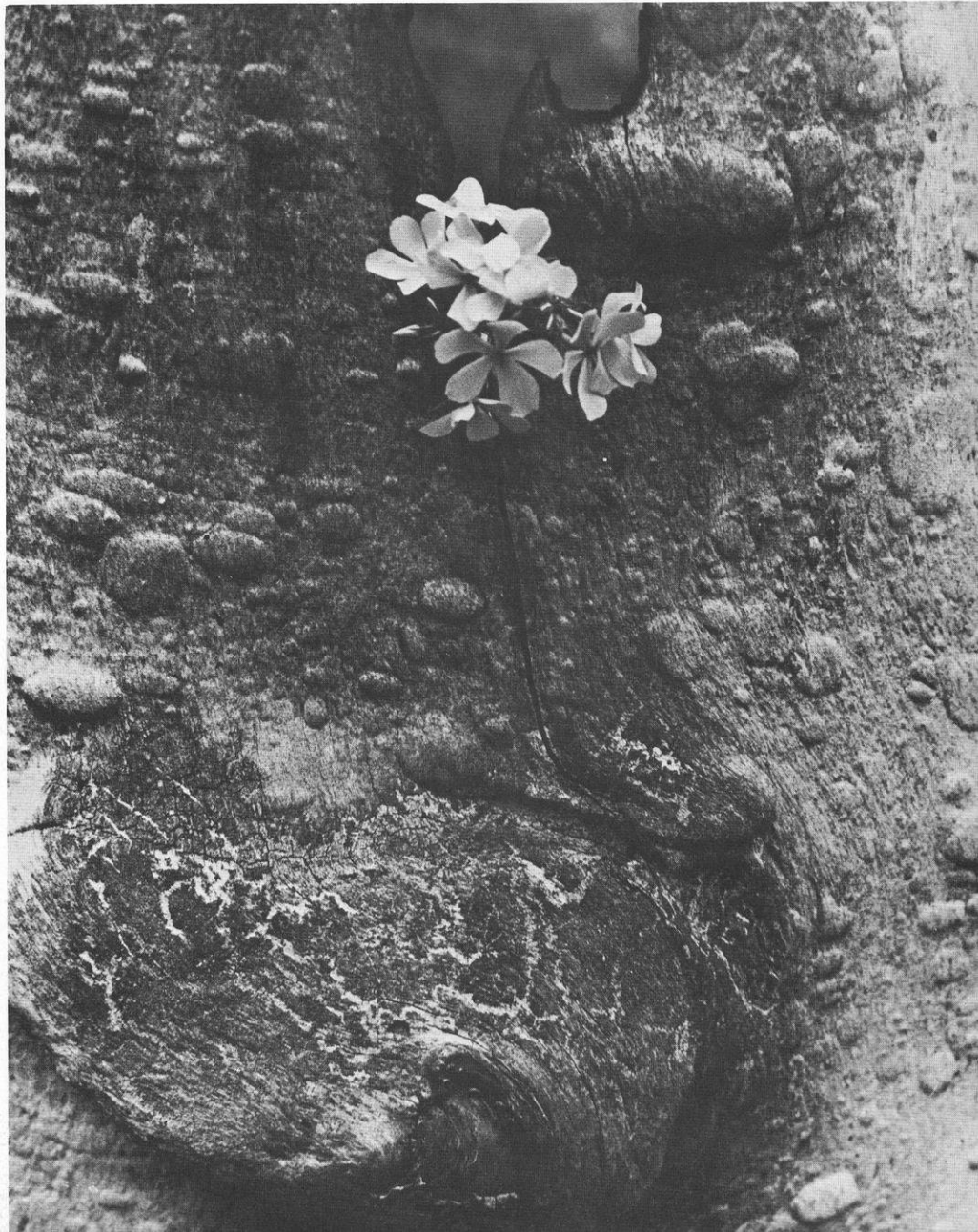
WAXWORK

She tallows herself in her own mind
And it gathers in mine like wax.
She's busy and wild and holy.

Dry summer, few flowers,
The bees flung back their heads
From aiming thoraxes
And shot straight upwards
To find a pollening cloud.
None; they dropped feet first
And hived just the same
For the holy queen.
She's a powerful thing
And wish-commands are lended to reality.

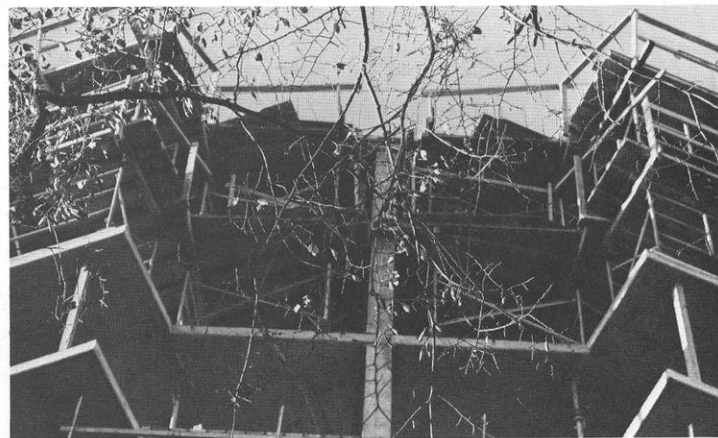
A candle burns in the church,
Near a spraying graceful white bouquet
Before a blue-robed sweetheart,
And the wax is slippery to touch
With a perspiring grip.
But squeeze and it's impressionable,
And only the reign of flame
Will melt away the traces of fingers
And a once-recorded passage
Of moments and movements
To leave it all there molded
Into a shallow, layered puddle.
All this speaks well of the Virgin—
Likewise, the wasted flowers.

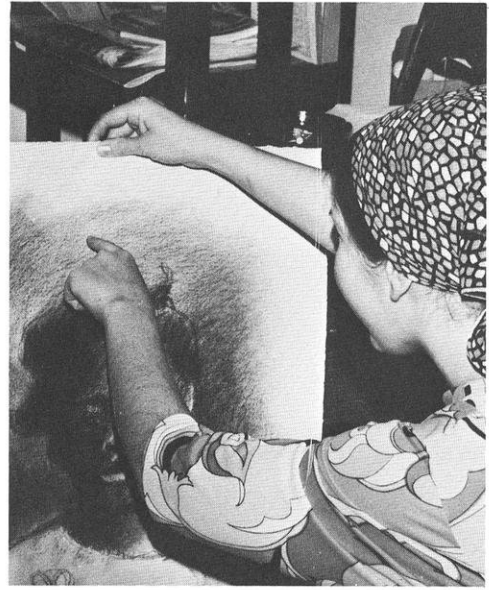
Bees in a dry summer are atheists
Despite the graces of their queen,
And flowers in church are sterile
Like my wild and holy love.

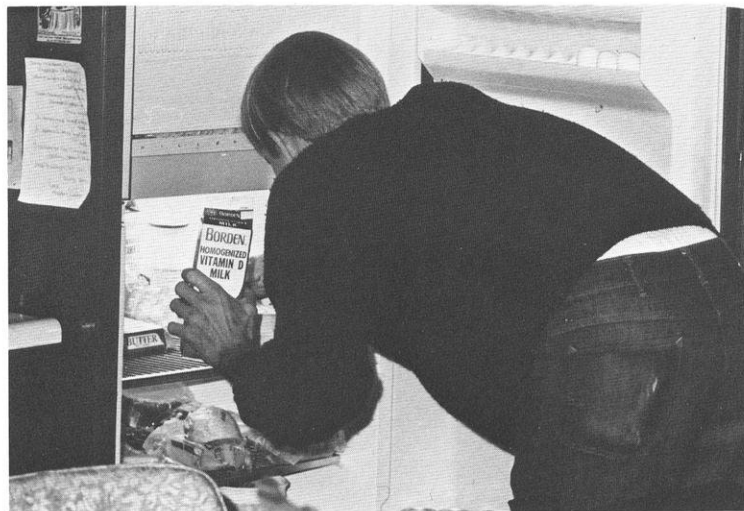


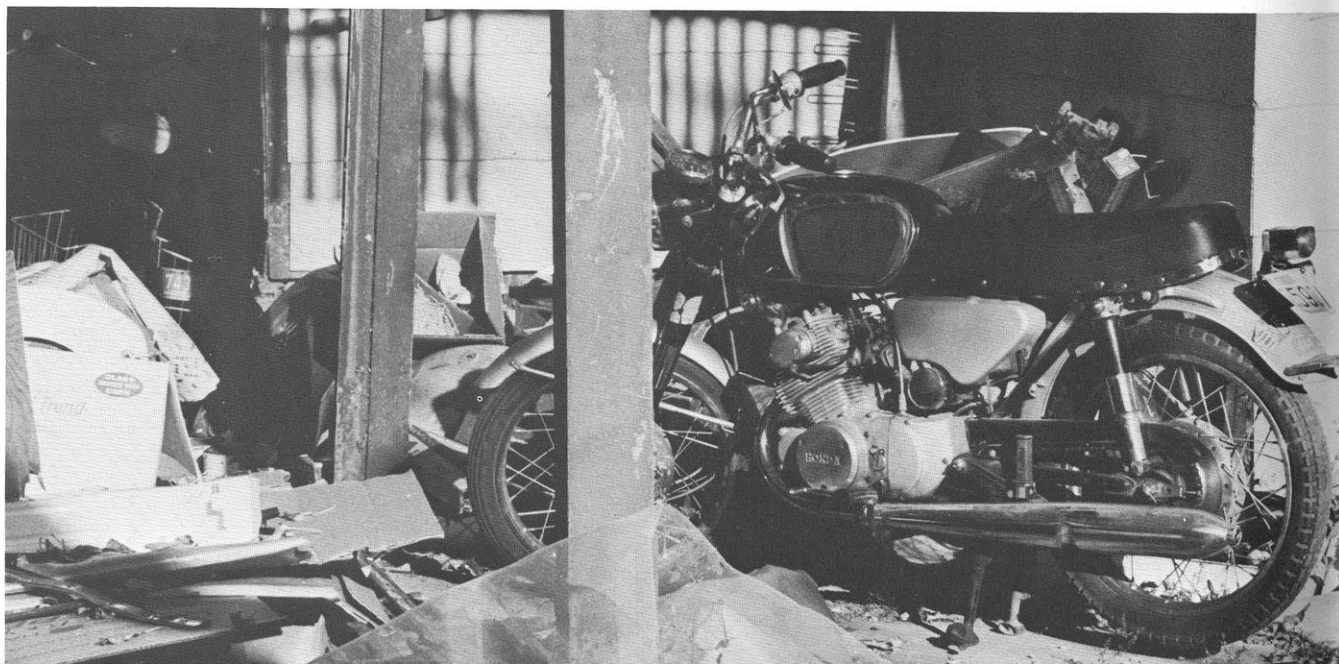


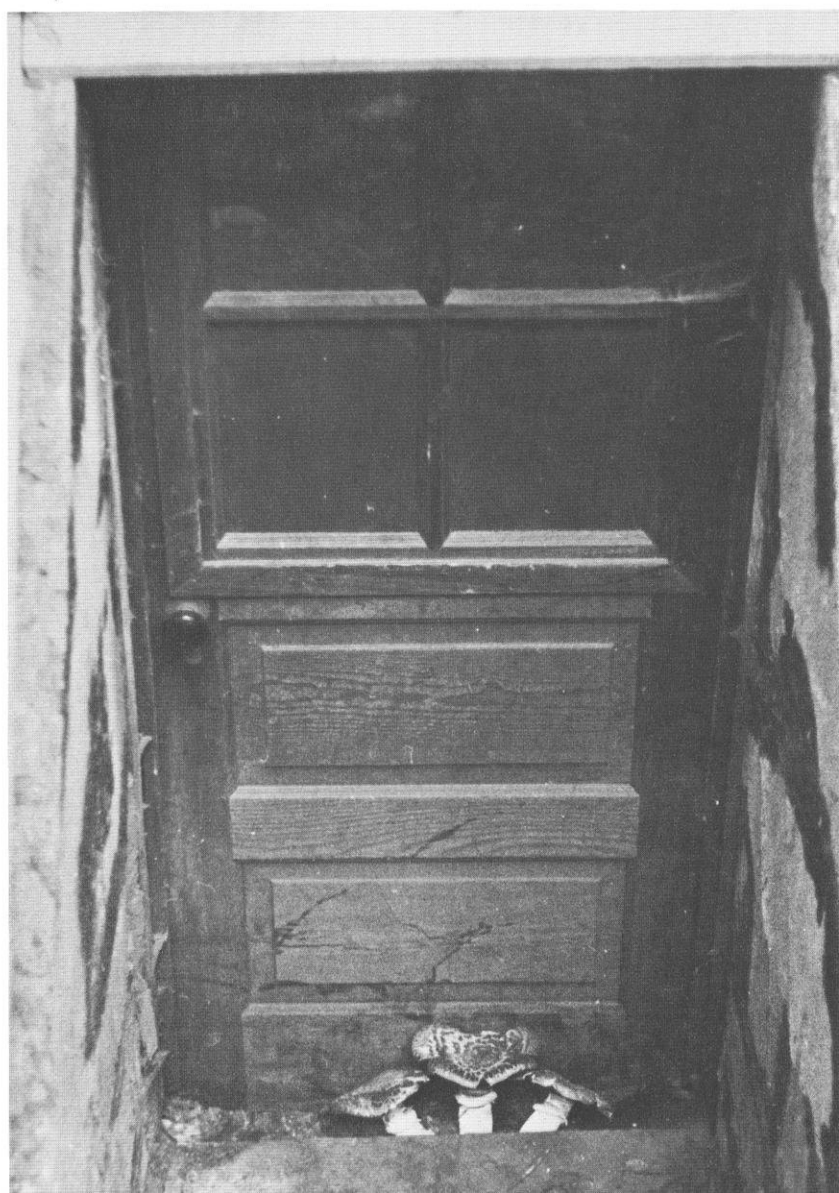
APARTMENTS



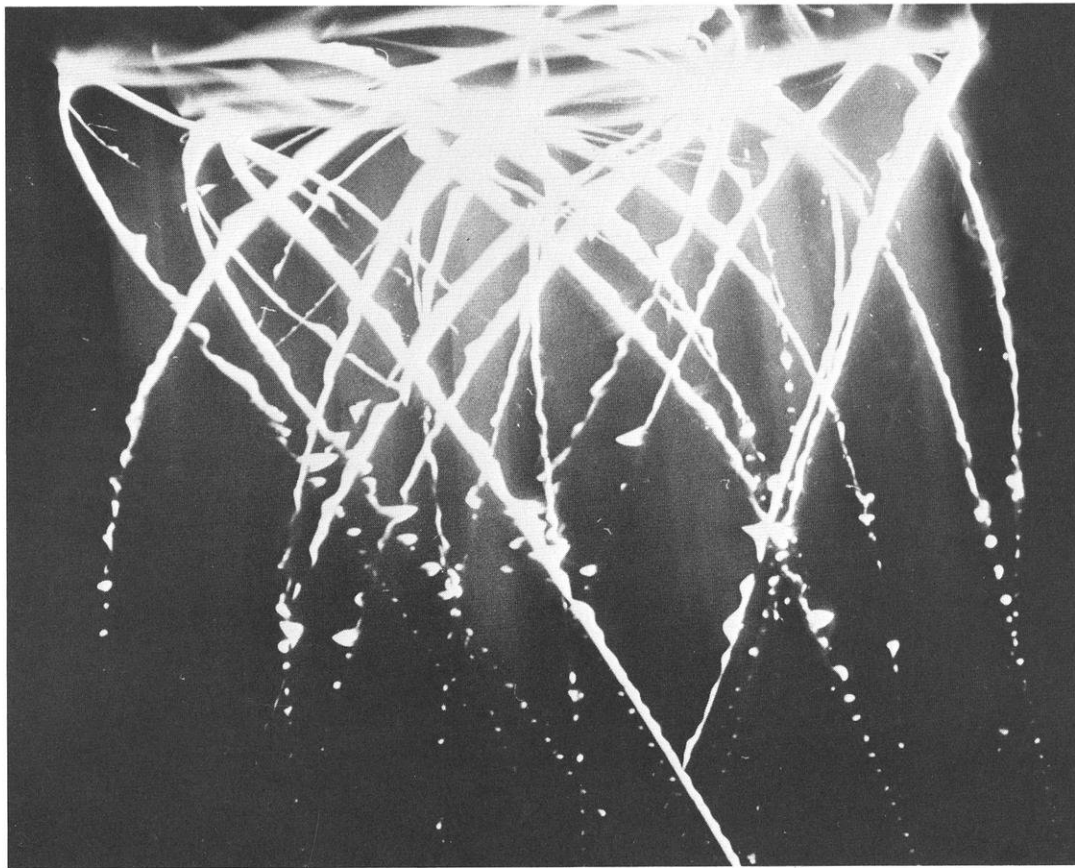












IN THE TIME OF UNKNOWNING

The wonder bites, the pulse is there and is,
Of things unmentioned free and tight and wet,
And cutting in the veins of life of his
When nothing proves, has base, nor flies unset.

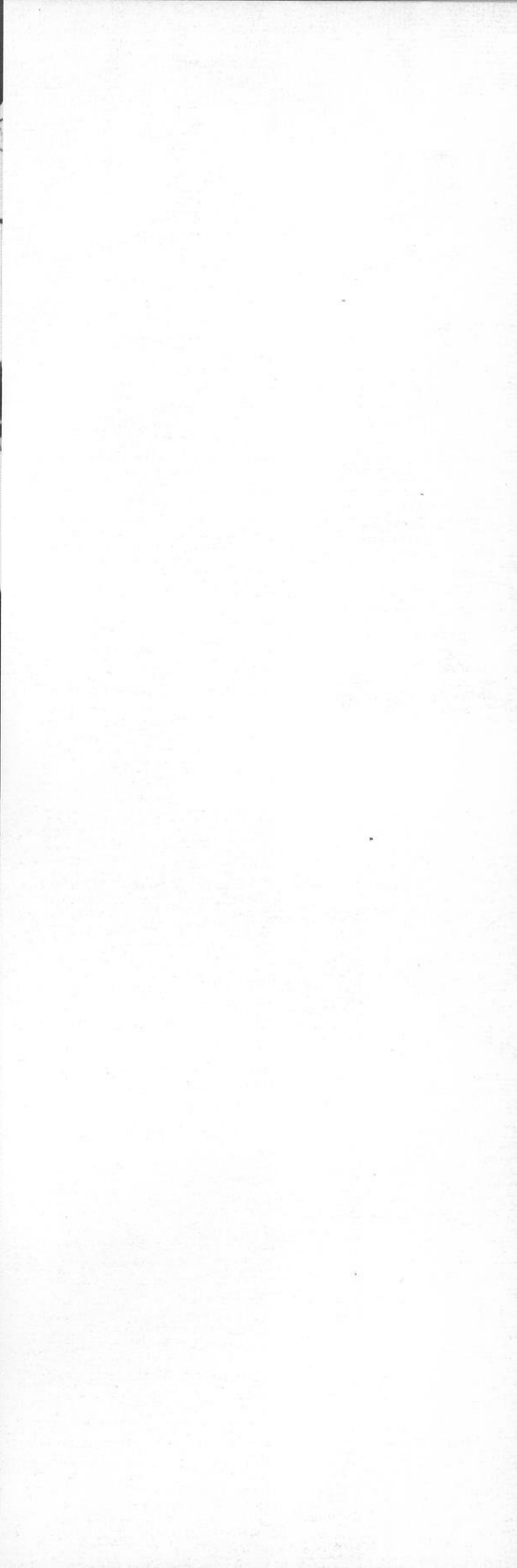
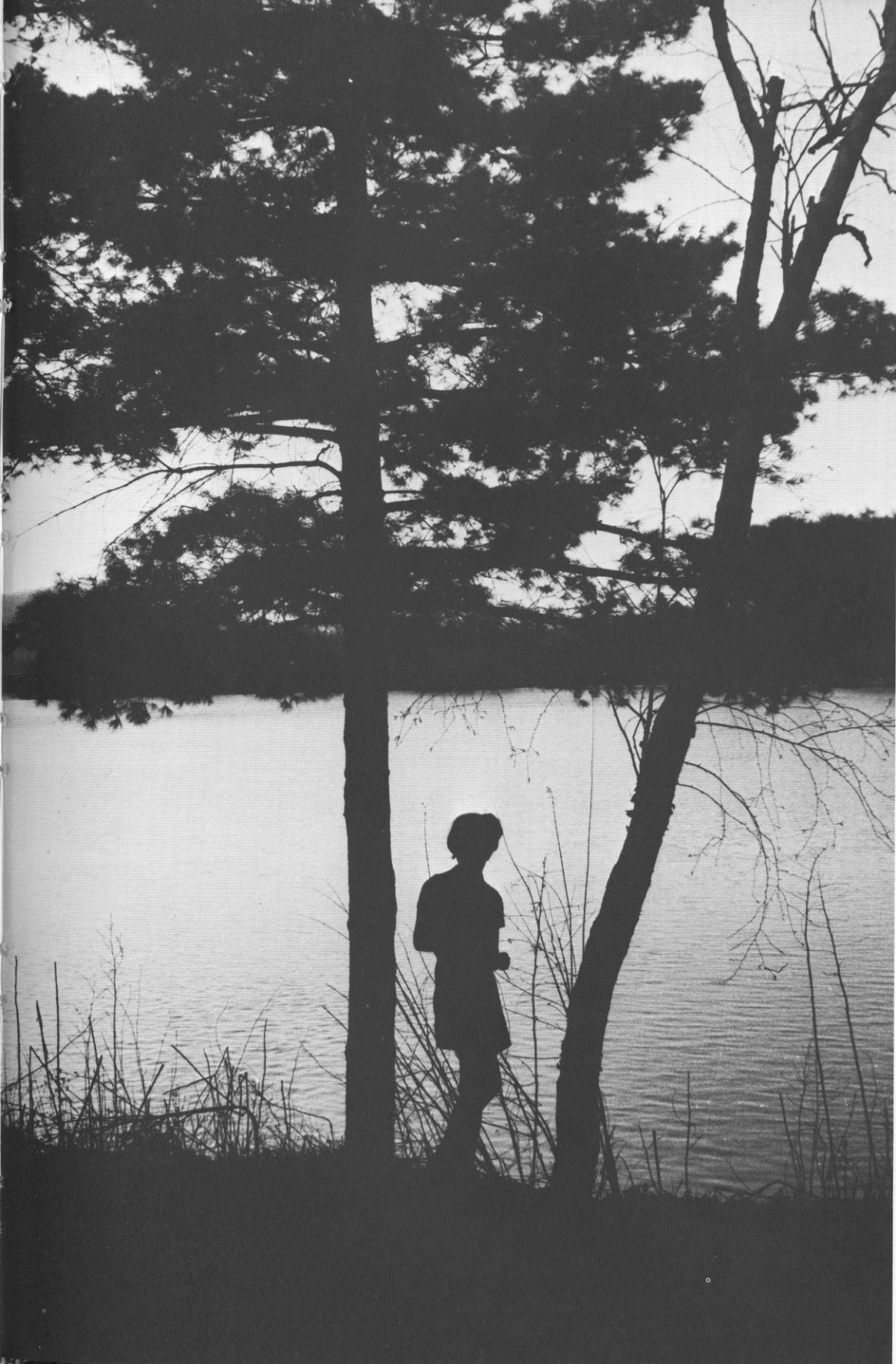
In two is split the soul of wit and tongue,
And paralyzed is mind, too weak for strong;
When of a sudden fleet of chords are wrung
In pain and grim'ce—then smile too soon 'ere long.

Oh bright is seen when light is struck through much;
Tight hold release, retain in pain of sight
Of that unseen but sensed refute of such
May chance to slip or fast to ooze a blight.

The word unspoken quick to cut and mend,
When heart is blurred and mind is its own friend.

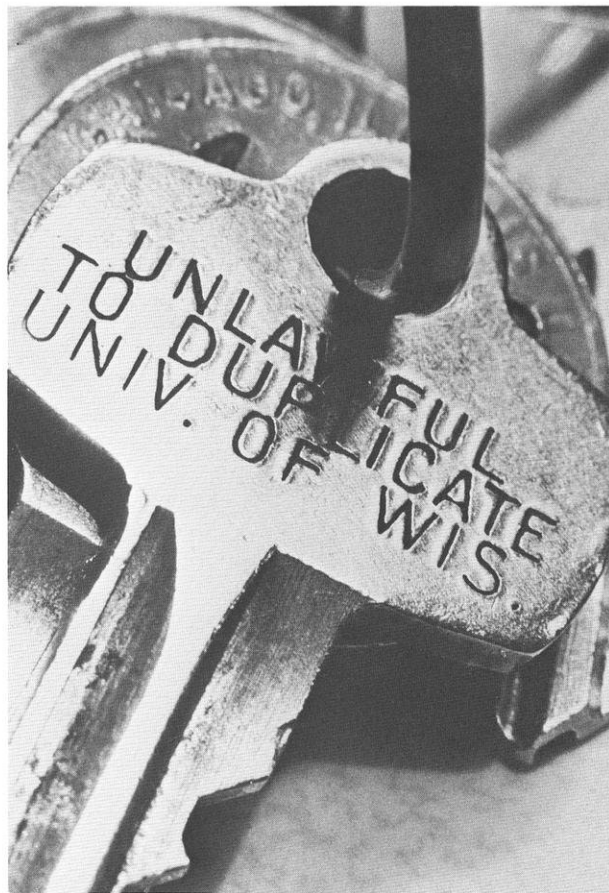


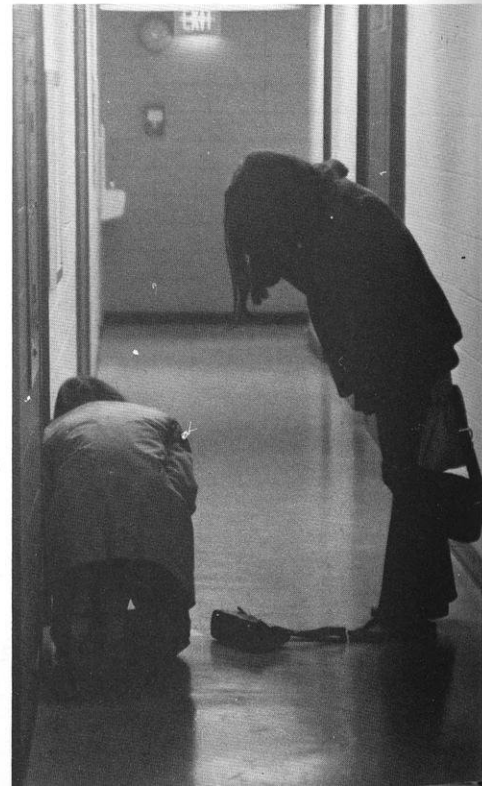
the young girl
with the burden of the sexual eye upon her,
the points of her newly swelling breasts,
blushes—
can't look you quite in the face,
embarrassed by and for,
and secretly envious of,
her innocently flat-chested friend.





DORMS



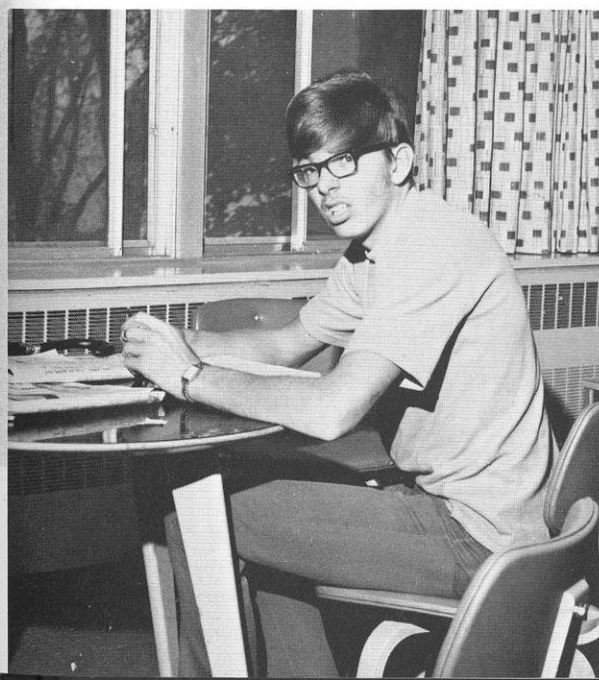


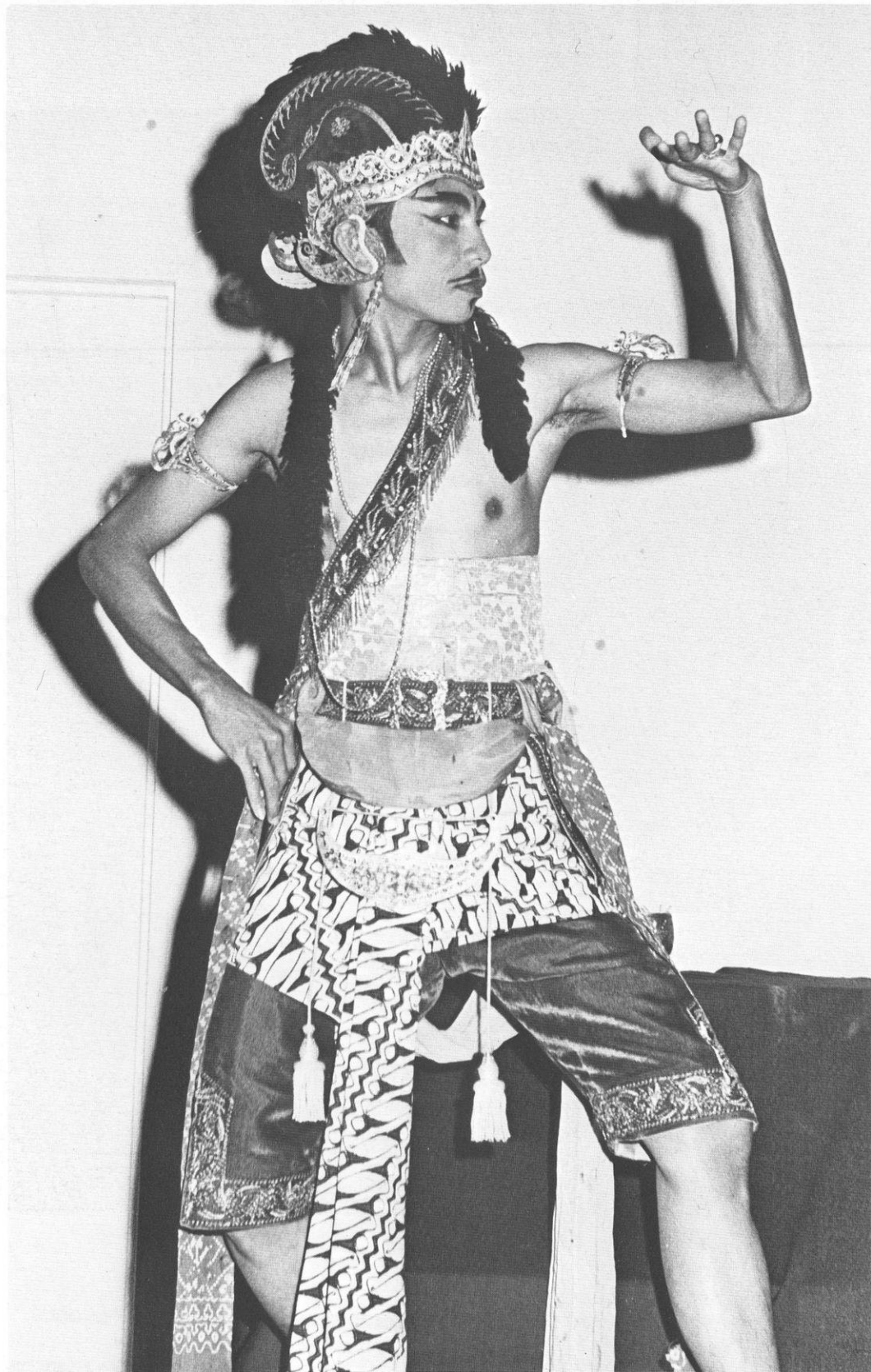


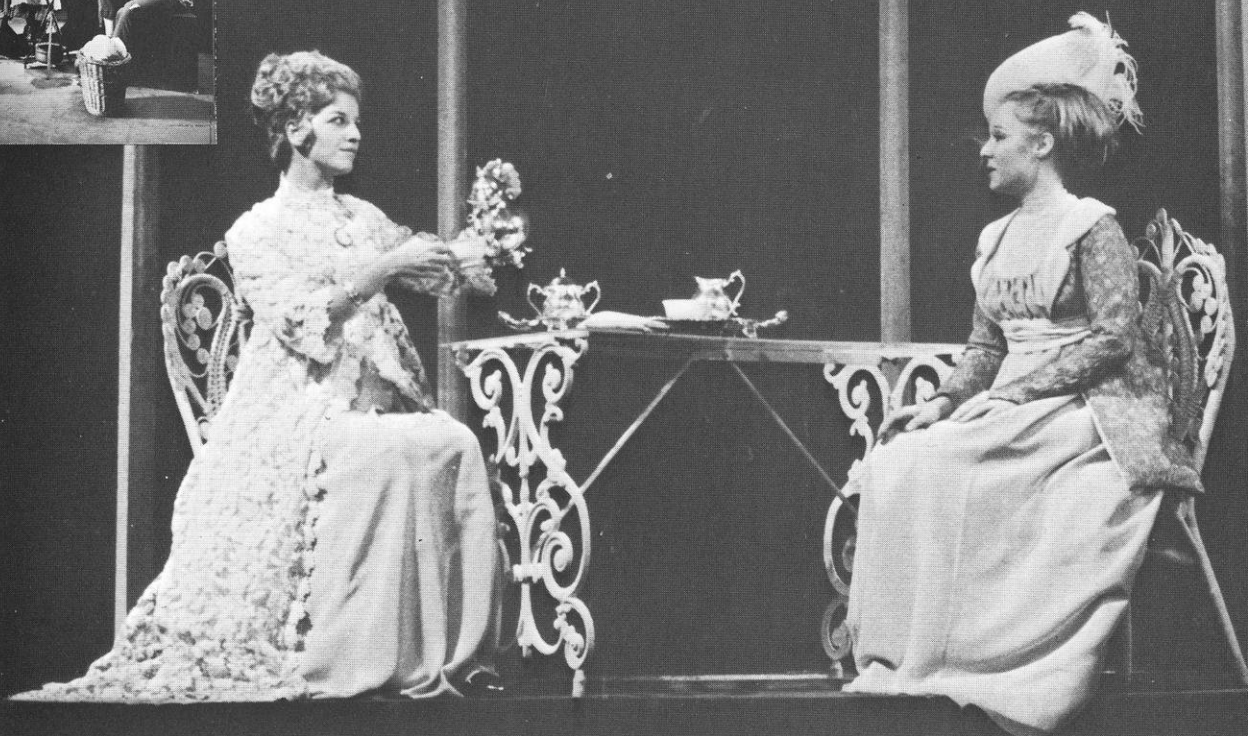




DIET
for
STEVE







Ode to an Actor

The void is pierced by the silence of sound
And the soft-still murmur of voice resounds,
Echoing as one the negation of self;
You are aloof and alone on a fathomless shelf.

Words and motions of the unreal
Are seen by no-one but glaring diamonds
Of coal, gentle in their bed of dew
And you respond, to them and with them, as them.



the easter of OUR lives

when the air smells like hyacinths the hyacinth-smelling air
and violets not violence
and the lake is lovely, love-ly
the lake is love
love is a lake
slake
great

the thirst is for water:

come, drink, this is my blood, my love,
poured out for YOU

drink the water of love

drink to excess

drink to get drunk

drink to think

the knowledge is in the drinking

the knowledge is of the body

to know = carnal knowledge

to know and thus to beget

beget

begotten

besotten

baptism in drunkenness

drunkenness to unconsciousness

to be revived, reborn, resurrected,

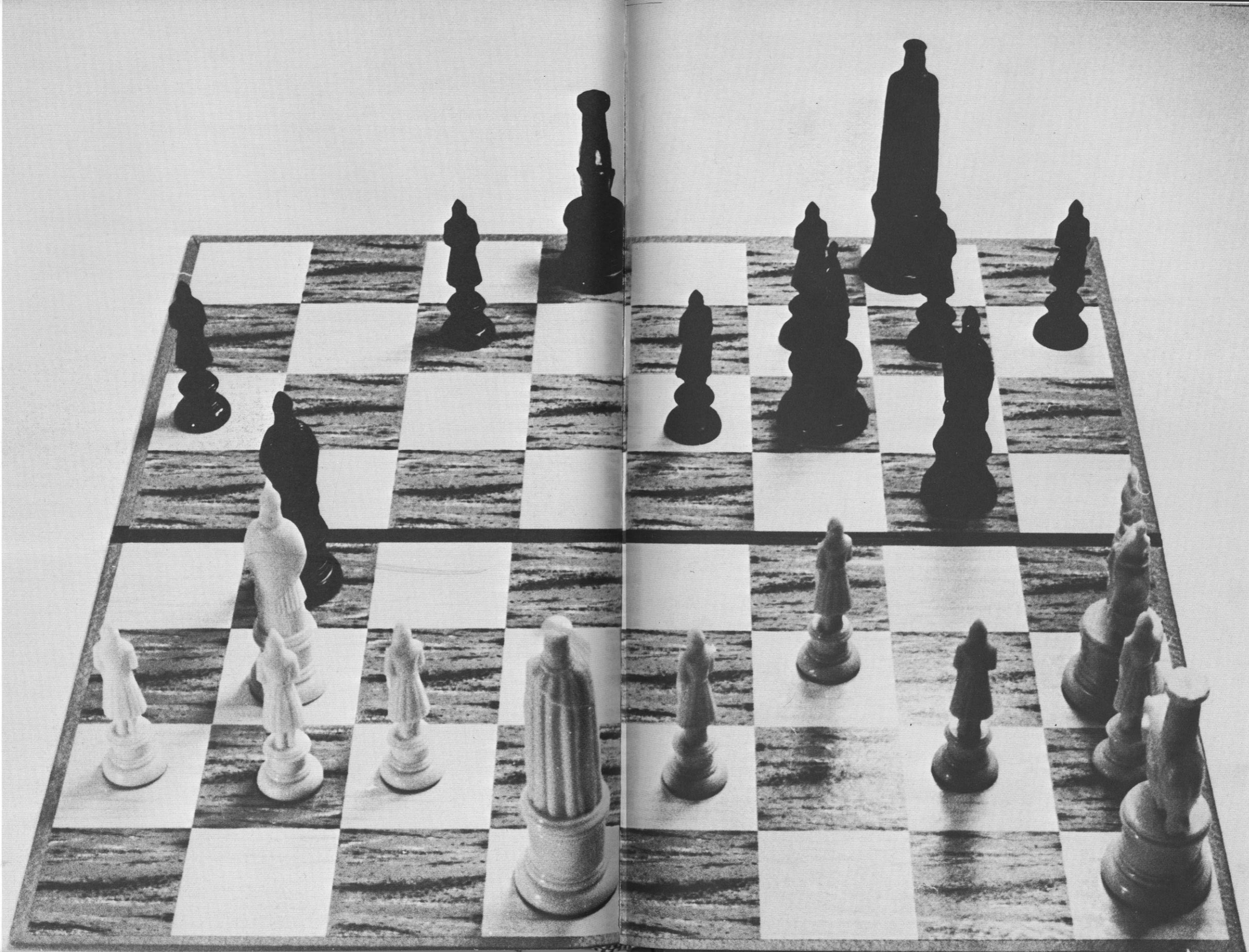
to become conscious of the smell of hyacinths—

the hyacinth-smelling air:

the incense of salvation

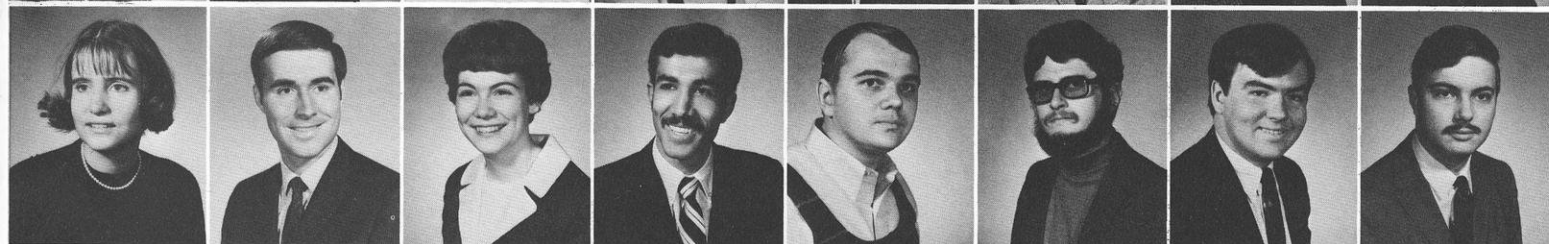


S
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 Adams, Kay
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 Adeney, Bernard
 Adler, Terence



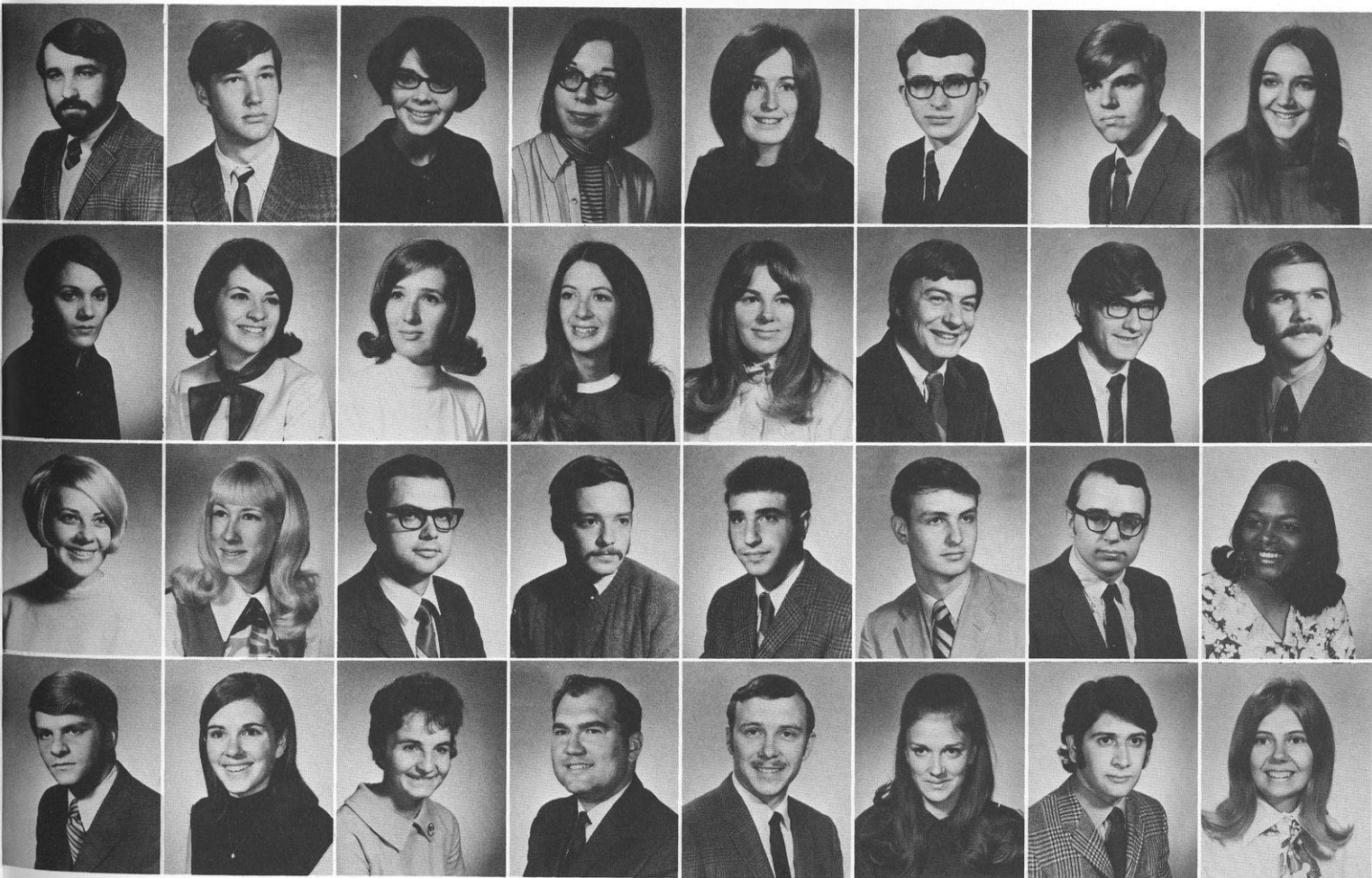
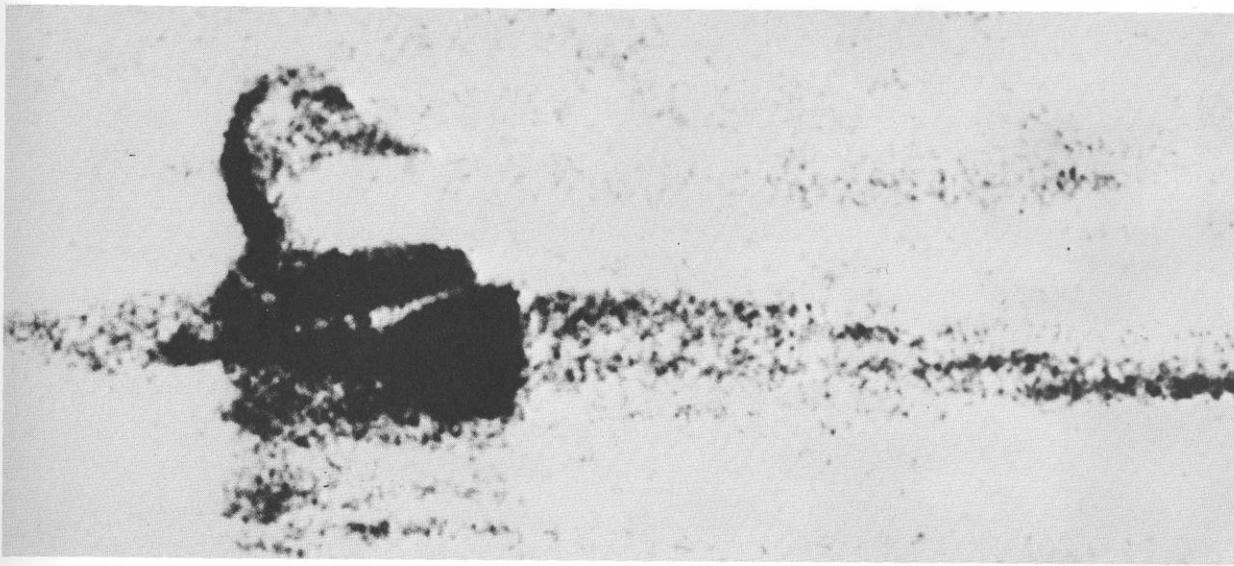
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 Alswager, Renae
 Altman, Kathy
 Ancell, Jan
 Anderegg, Helen
 Anderson, Barbara



Anderson, Barbara
 Anderson, Gary
 Anderson, Jerry
 Anderson, Jim
 Anderson, Jeffrey
 Anderson, Karen
 Anderson, Linda
 Anderson, Mike



Anderson, Phillip
Anderson, Tom
Andrews, Sally
Angle, Margaret
Angus, Leslie
Apperson, Larry
Appleyard, John
Arjomand, Maxine

Aroneck, Sherre
Arst, Tamara
Aschman, Mary
Ashton, Diane
Atkinson, Katherine
Atterberry, Cameron
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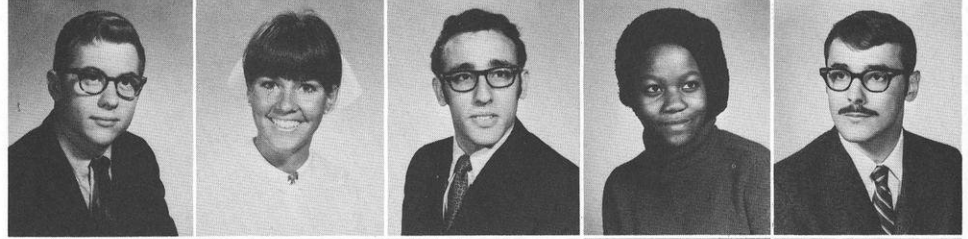
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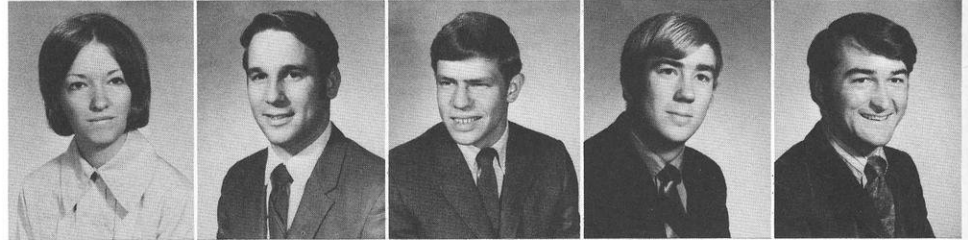
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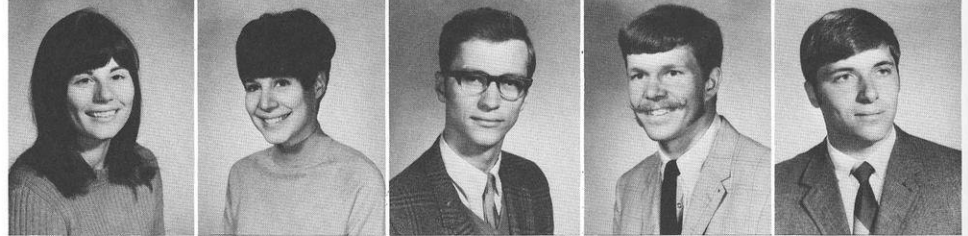
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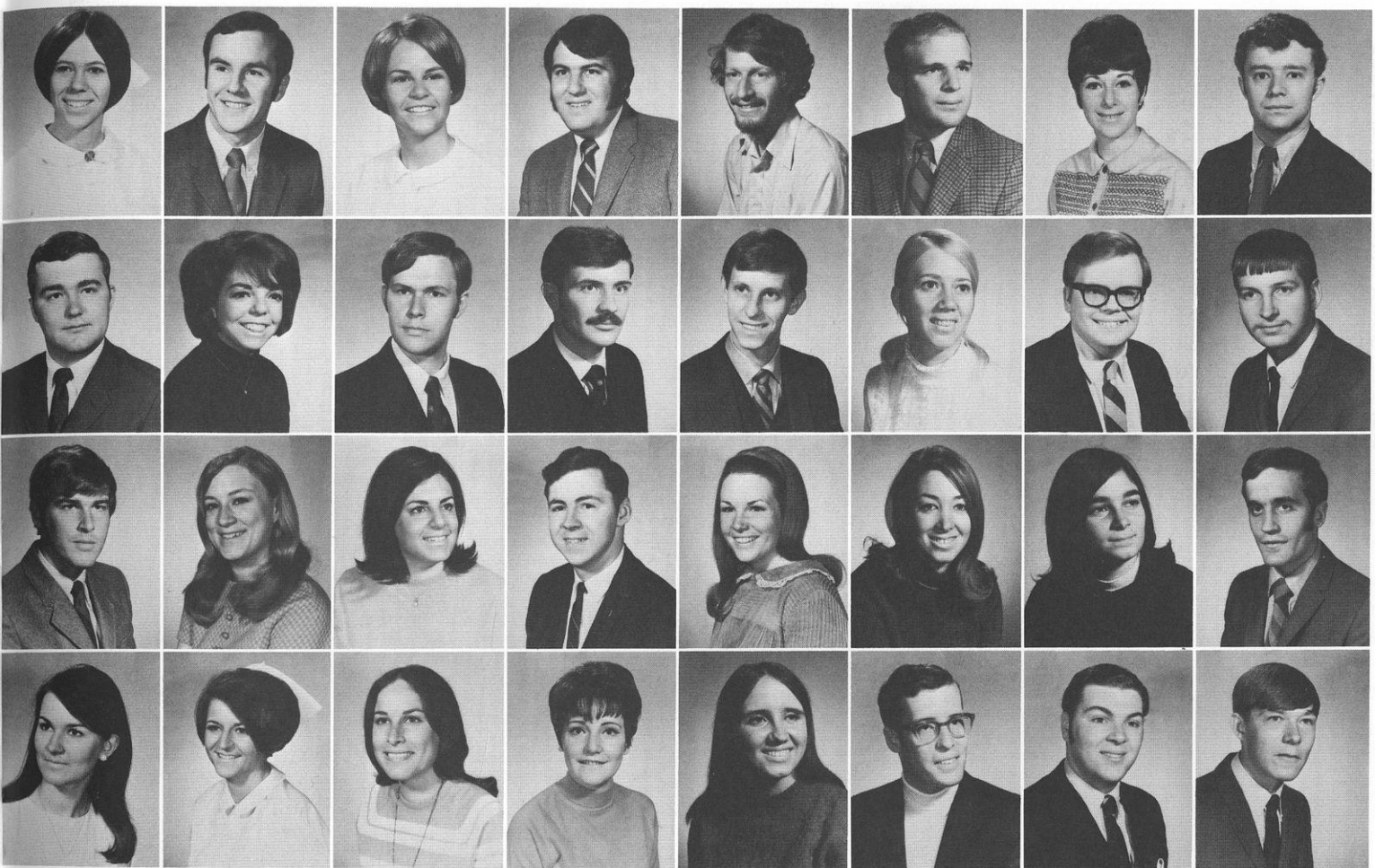


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Beck, Connie



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Behrman, Jean
Beilfuss, Jeff
Belcher, Susan



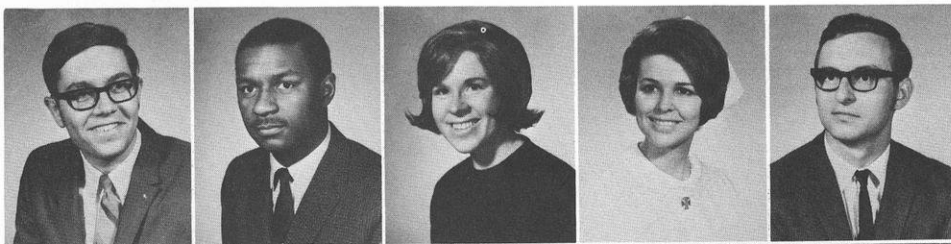


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 Bender, A. James
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 Bensman, Amy
 Benson, John
 Berg, Alan
 Berg, Charles
 Berg, Christine
 Berg, Francis
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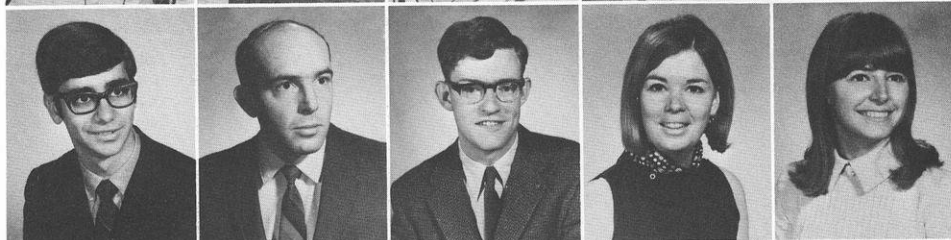
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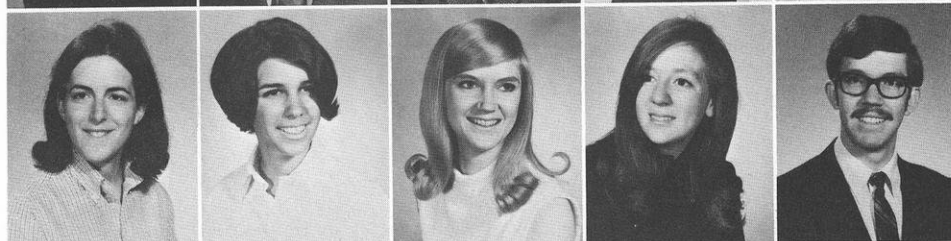
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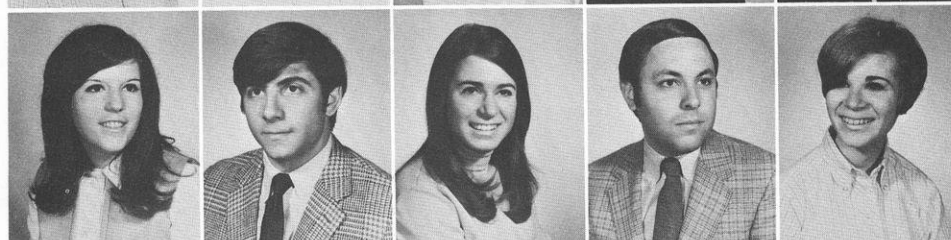
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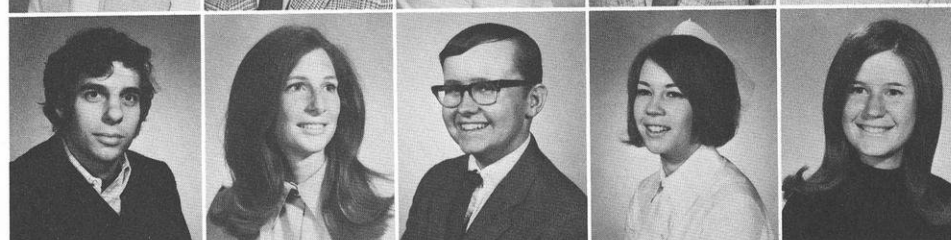
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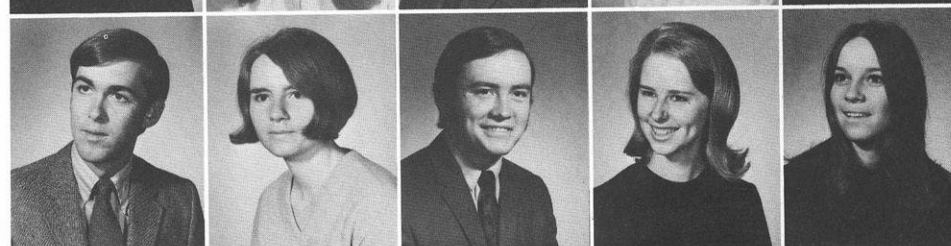
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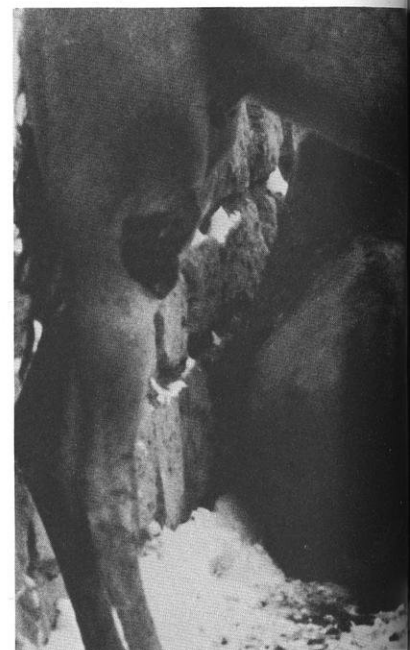
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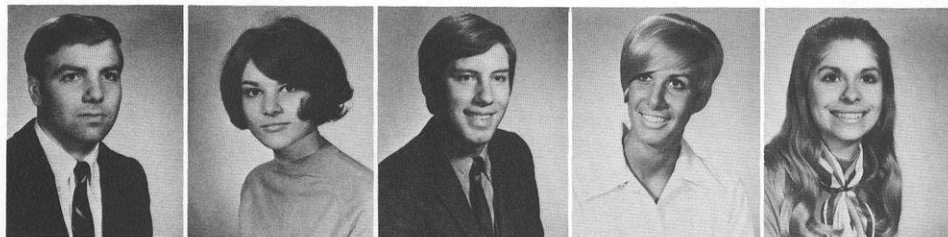
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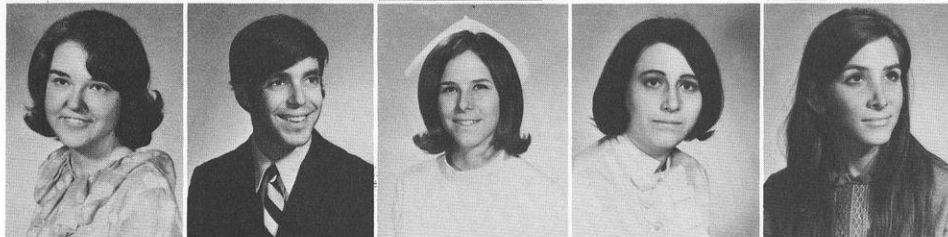
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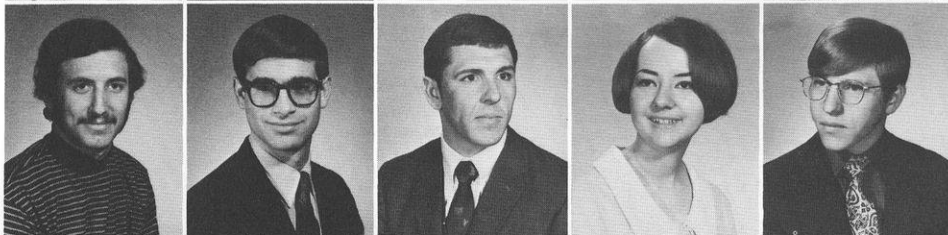
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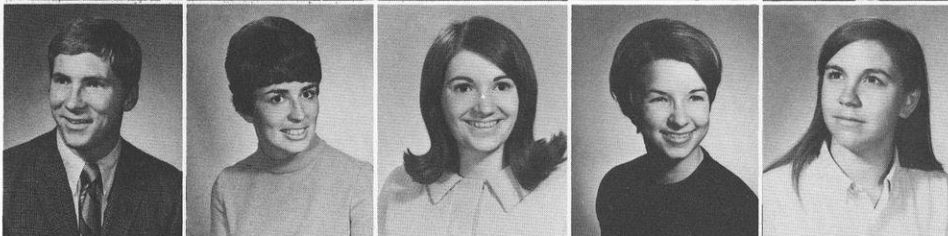
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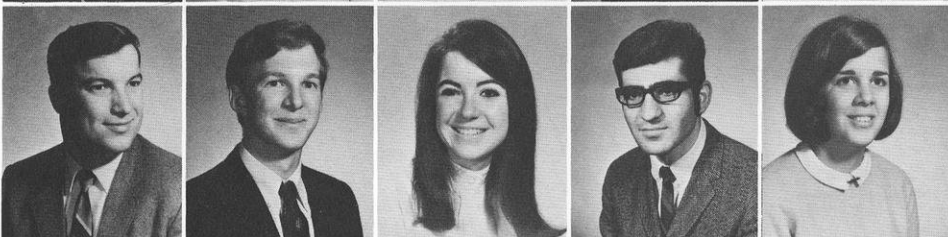
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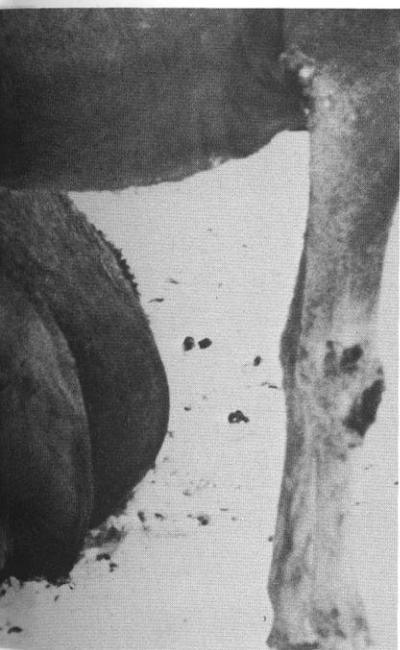
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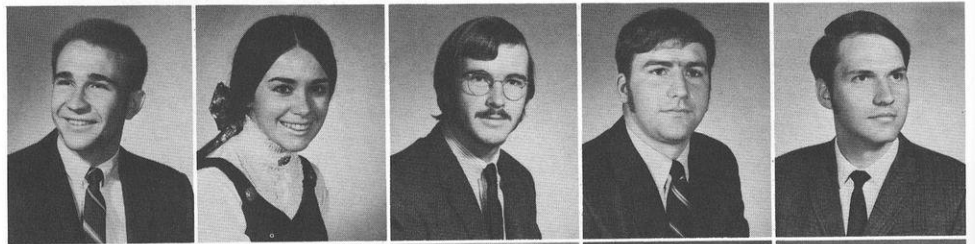
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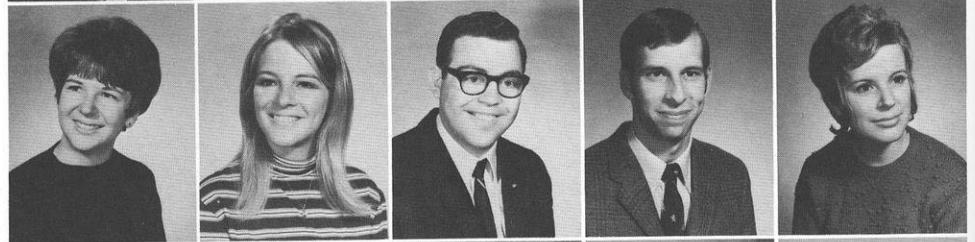
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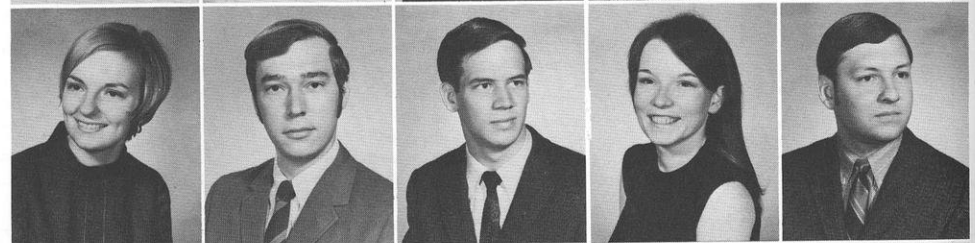
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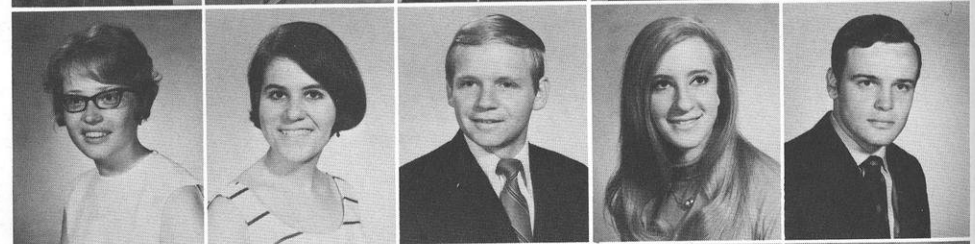
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Brothers, Pat
 Brown, Daryl
 Brown, Dorothy
 Brown, Douglas
 Brown, Mary K.



Brownlee, Margaret
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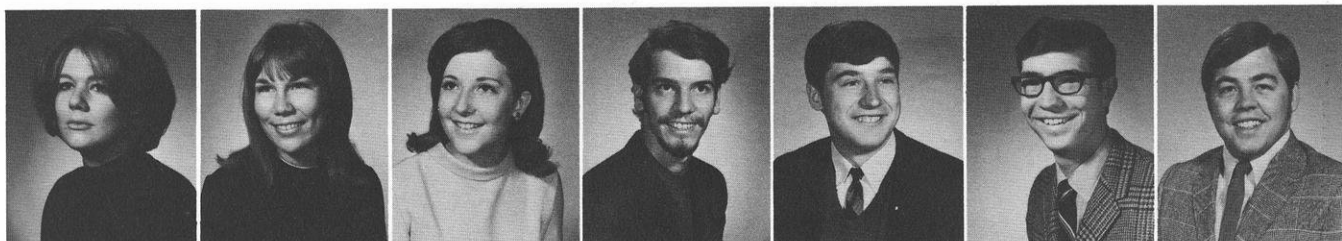
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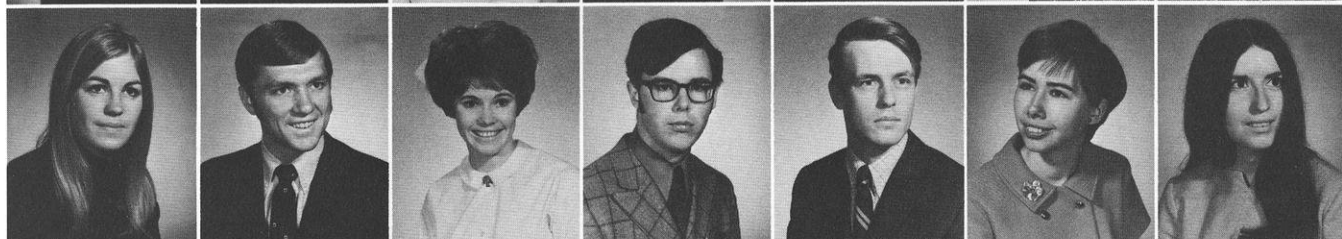
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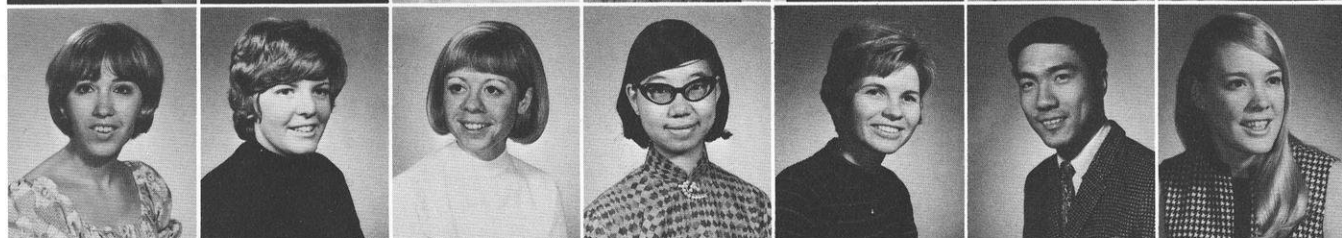
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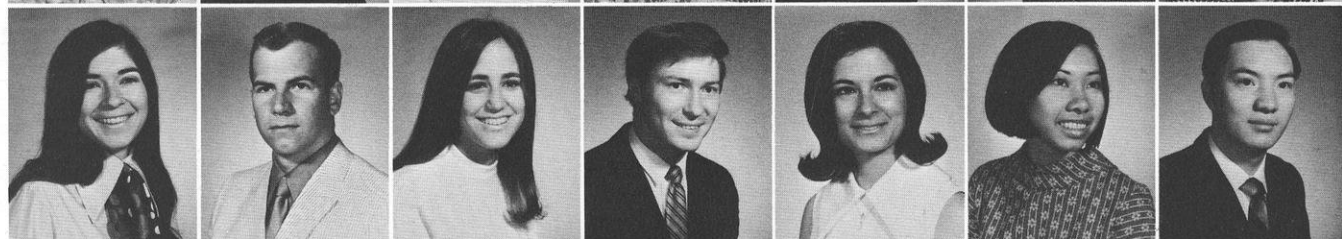
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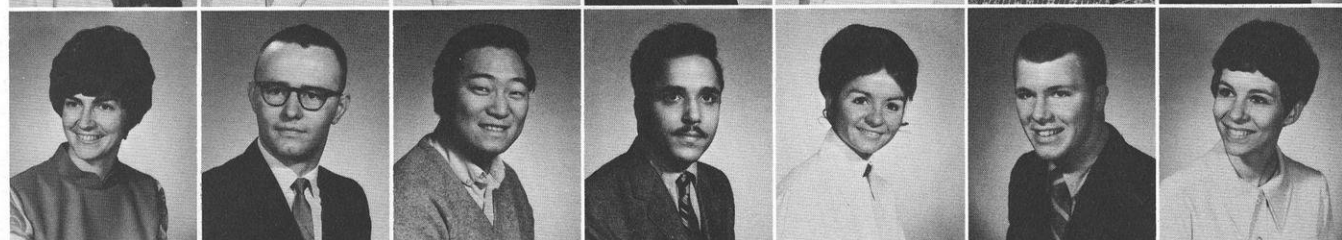
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 Chaudoir, Gary
 Chester, Iris
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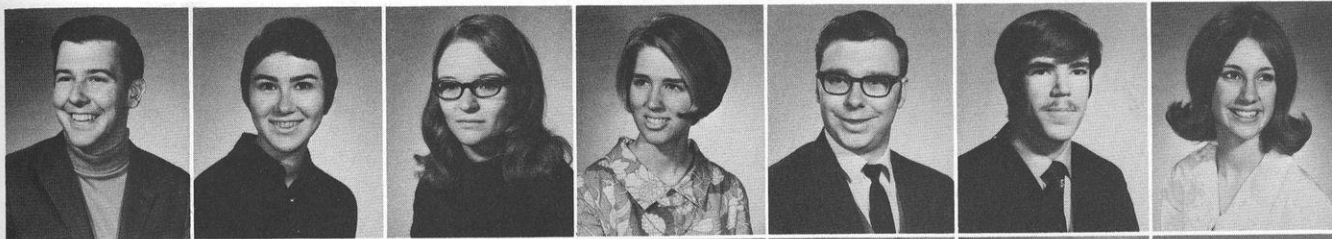


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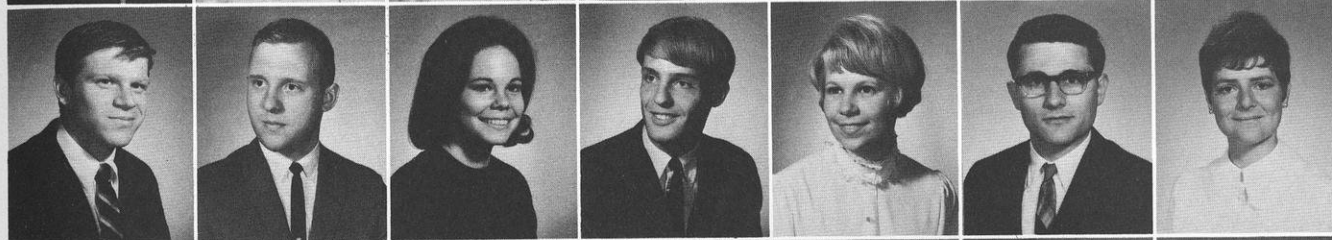




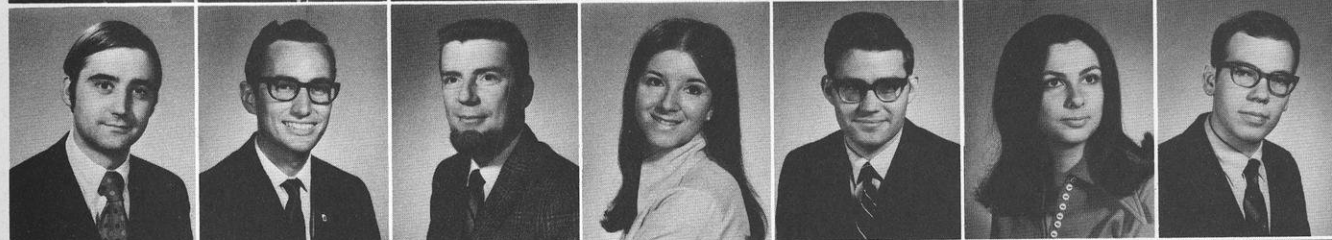
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Connelly, Patrick
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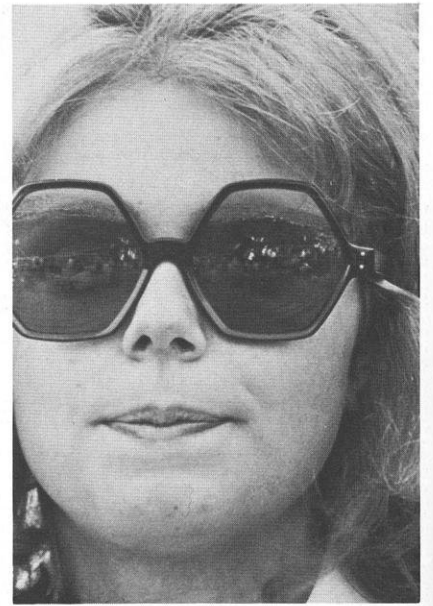
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Cutlip, George
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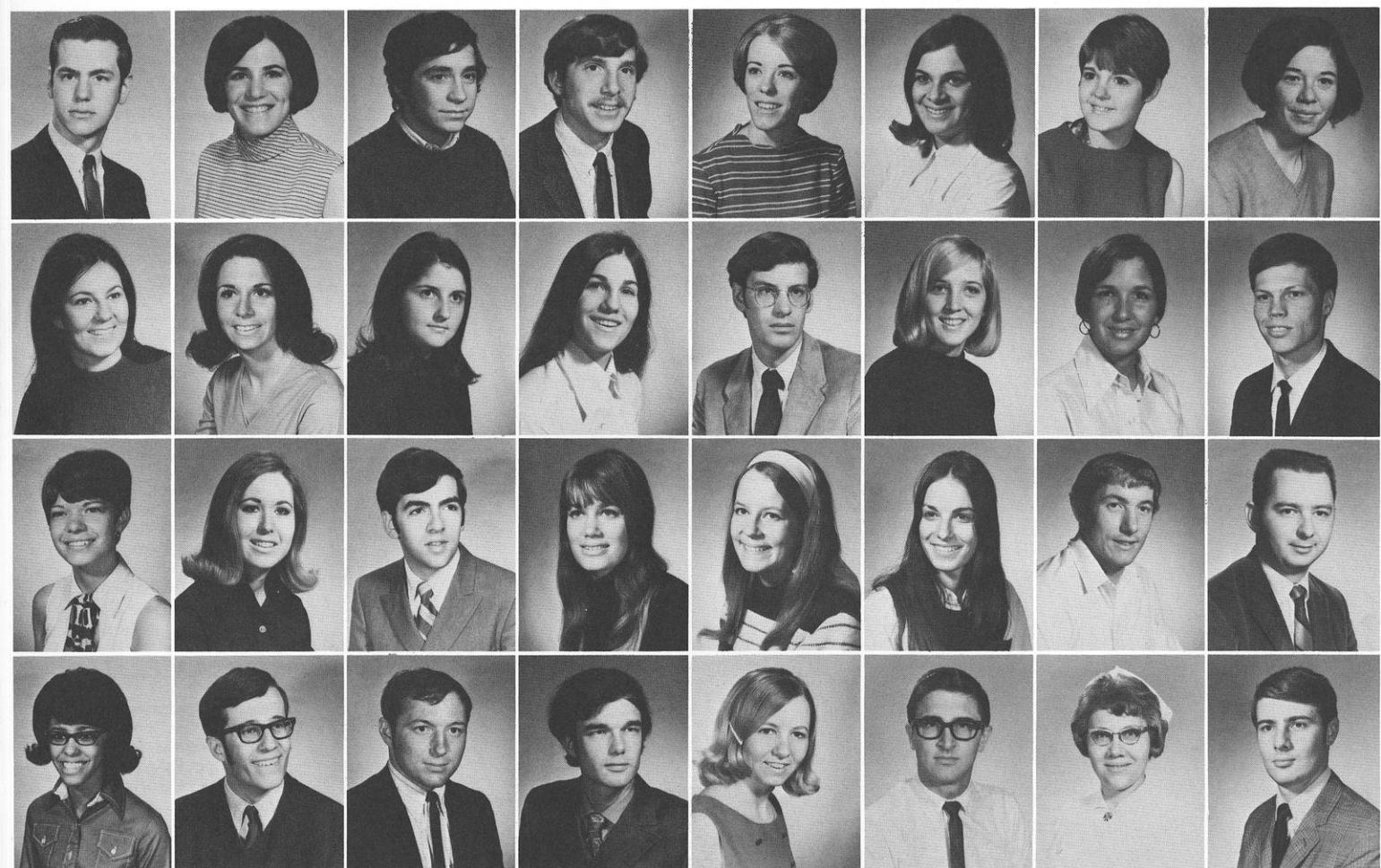


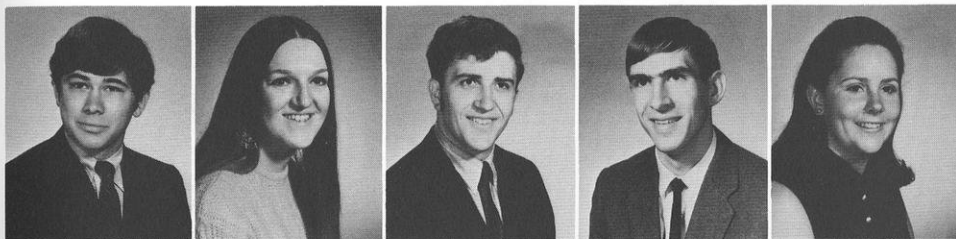
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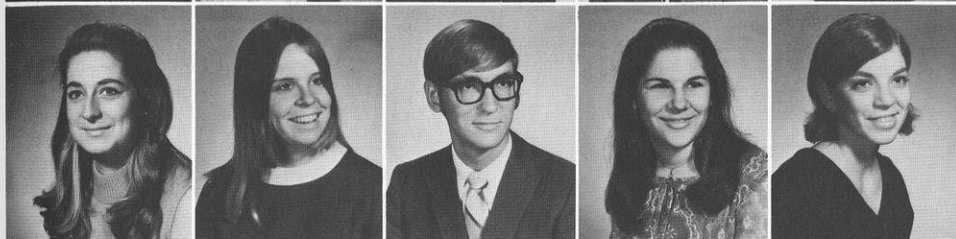
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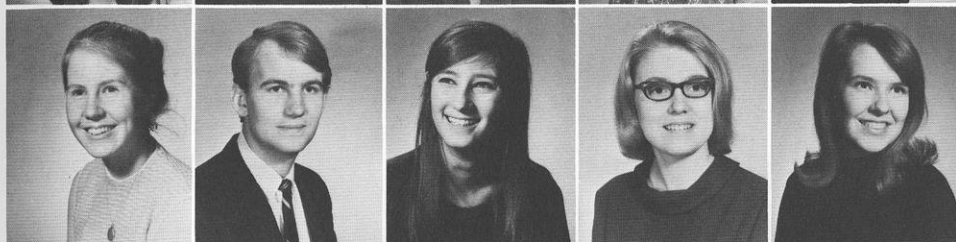




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Donahue, Kit



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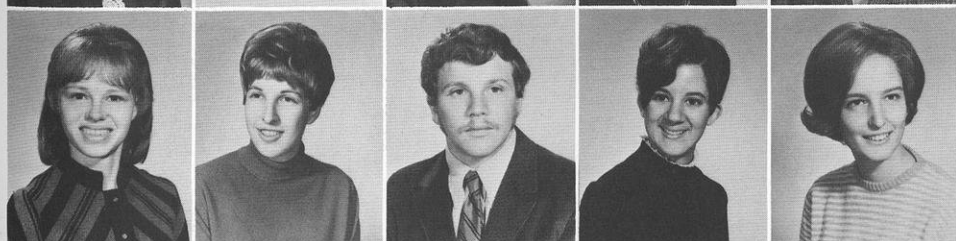
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Dunn, Deborah



Durst, Mary
Dvorachek, Deanna
Dvorachek, Susan
Dykstra, Gretchen
Eaton, Charles



Eaton, Cynthia
Edlebeck, Sylvia
Edelstein, Leo
Edlowitz, Jacklynn
Edwardson, Anne



Egner, Gerald
Ehrke, Alan
Ehrke, Patricia
Eisele, Joe
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 Elbein, Marilyn
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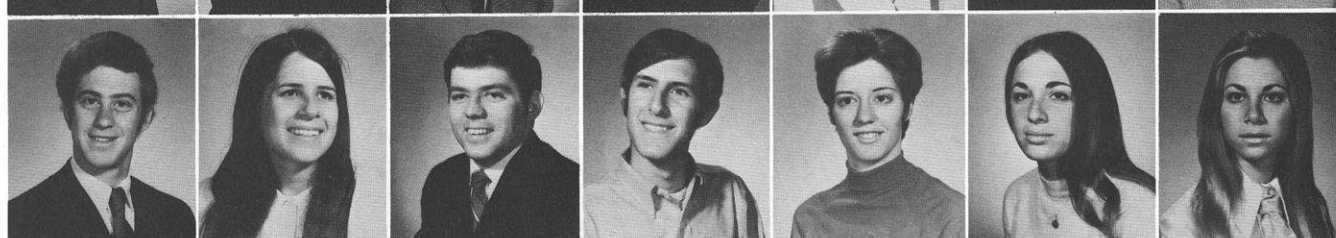
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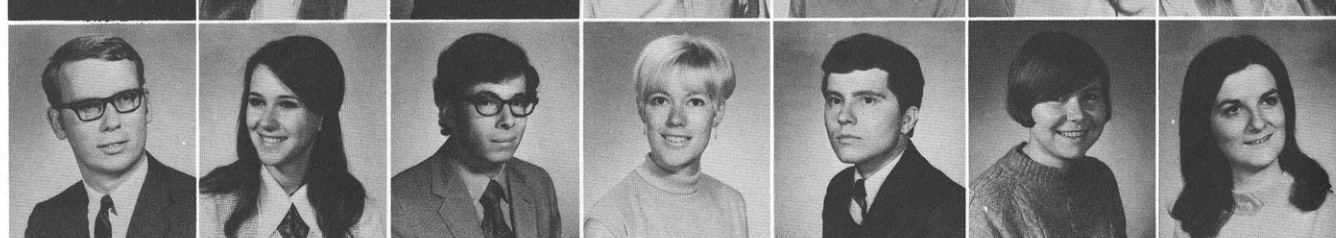
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 Falbo, Laura
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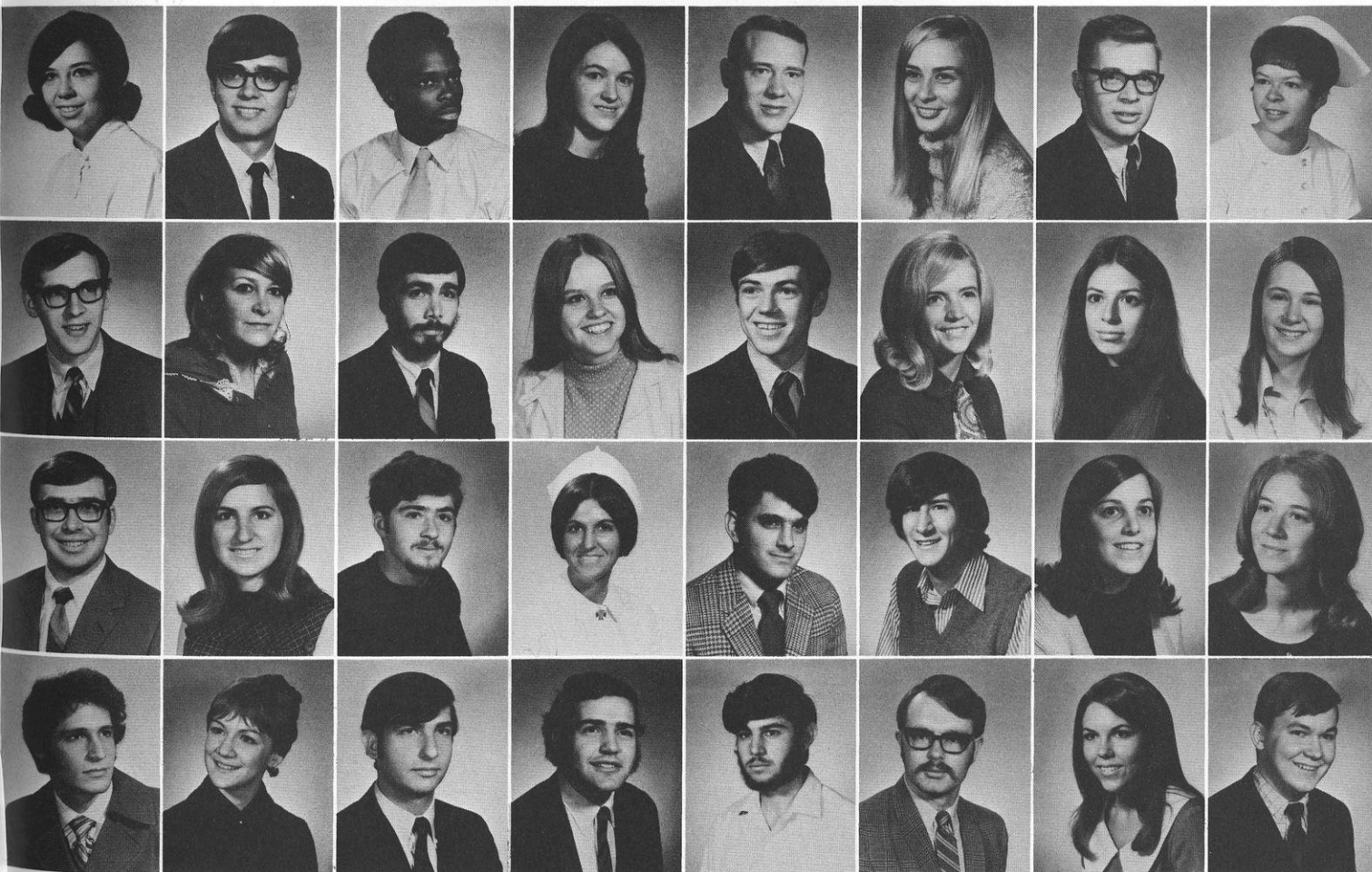
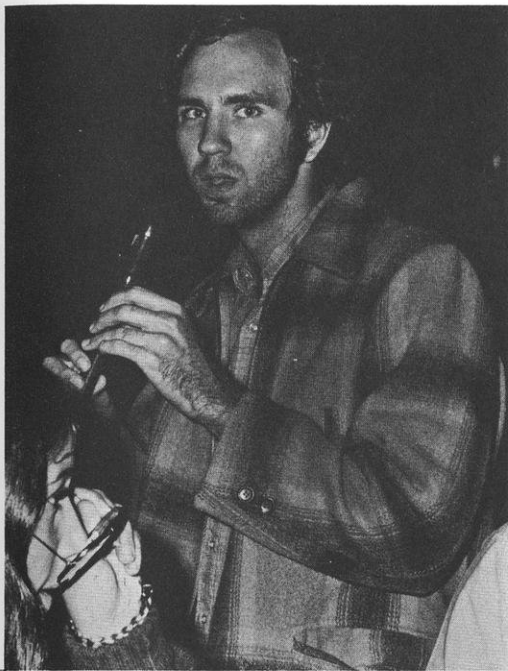


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 Fitzgibbon, John





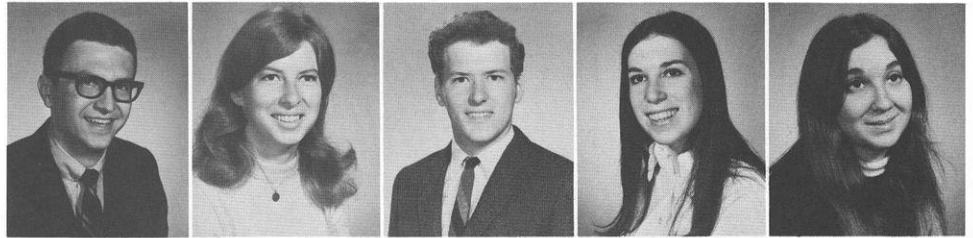
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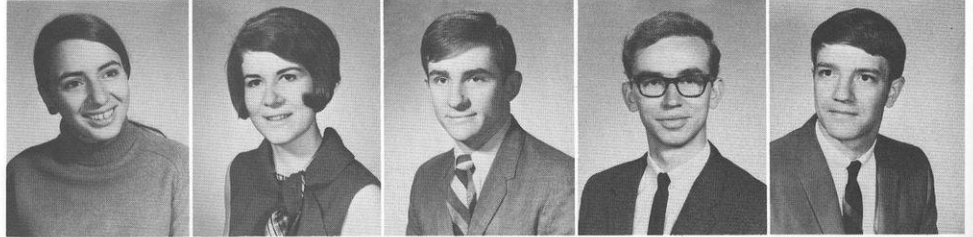
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 Franklin, Richard
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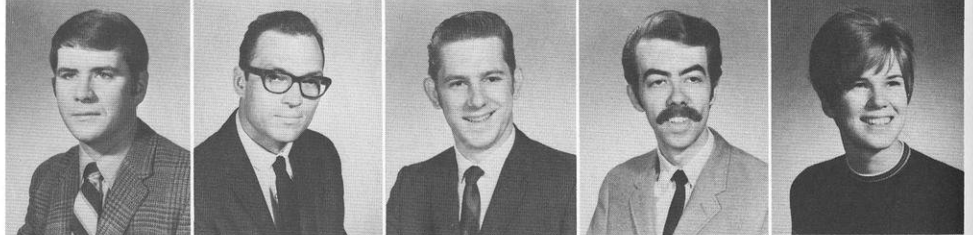
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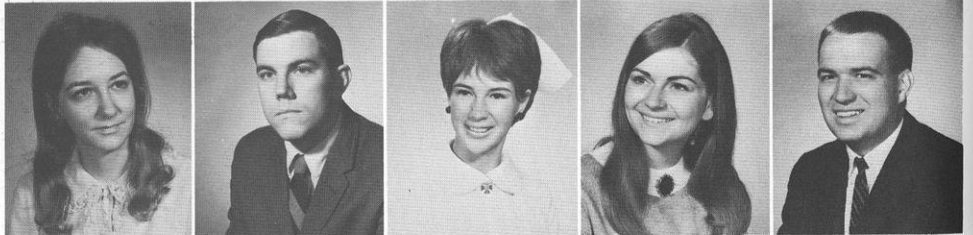
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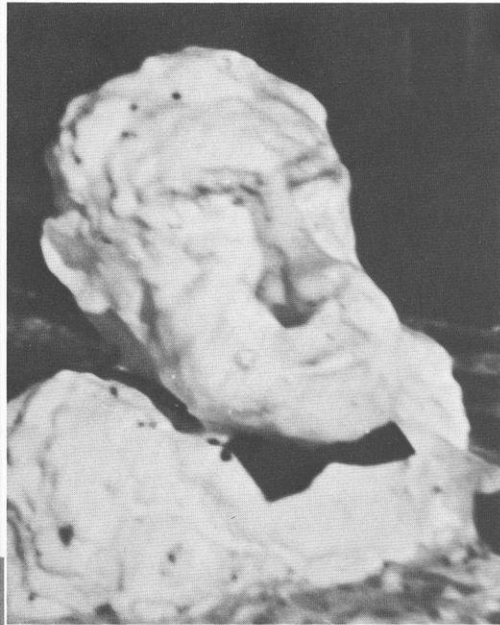
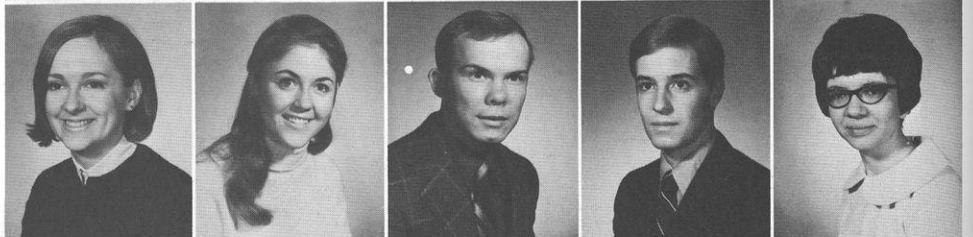
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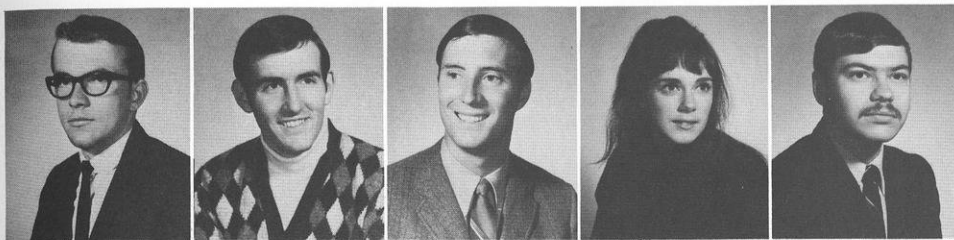


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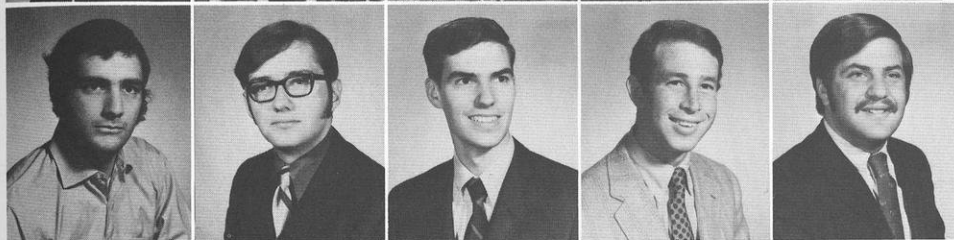


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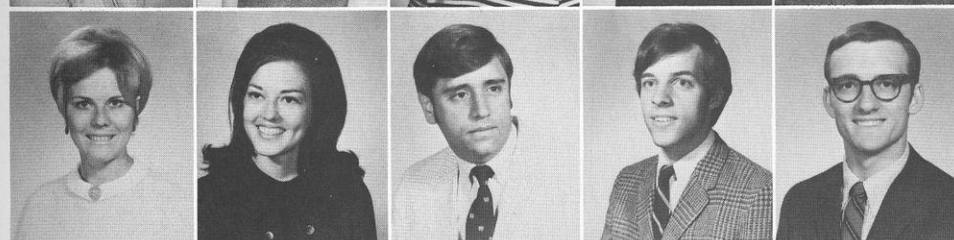
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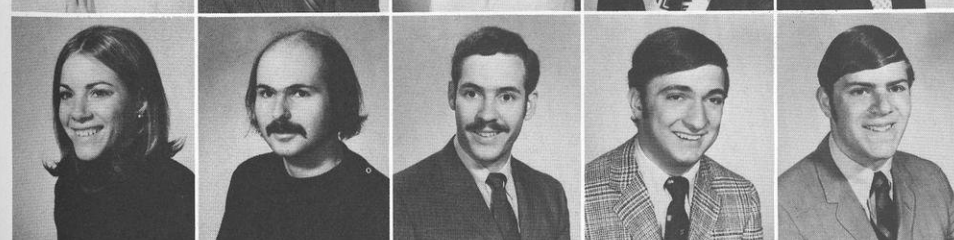
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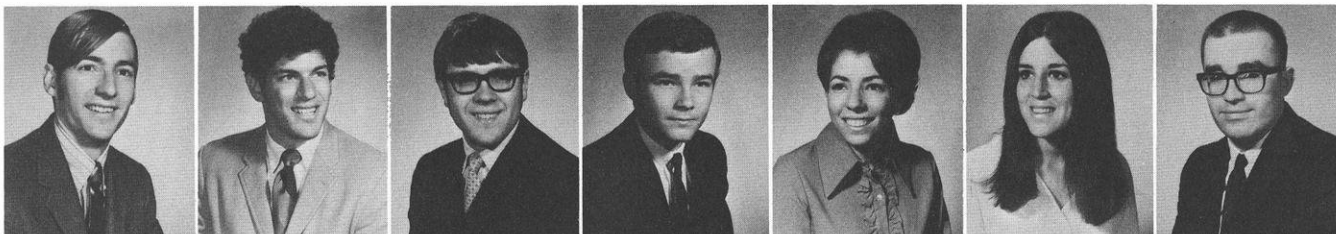


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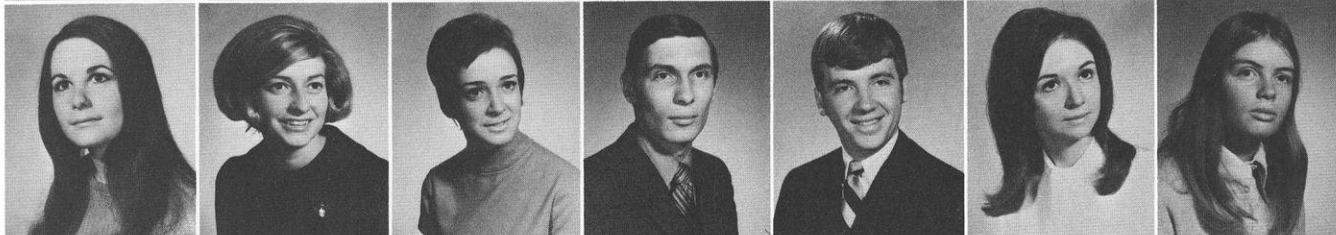
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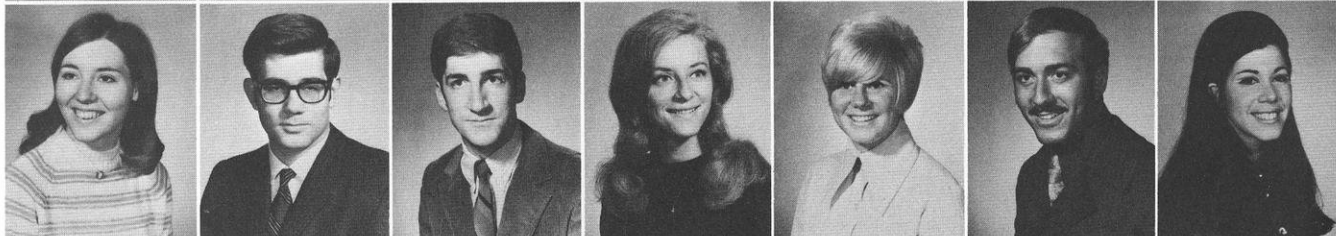
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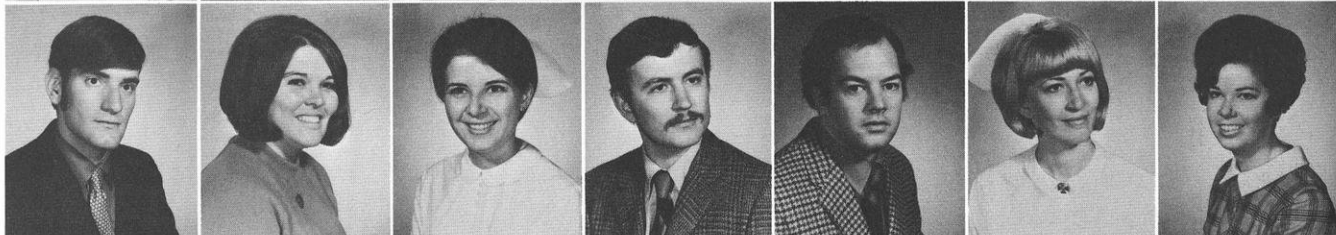
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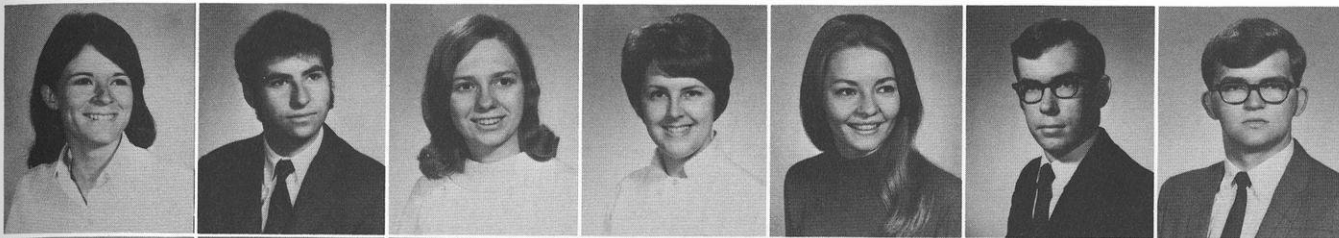


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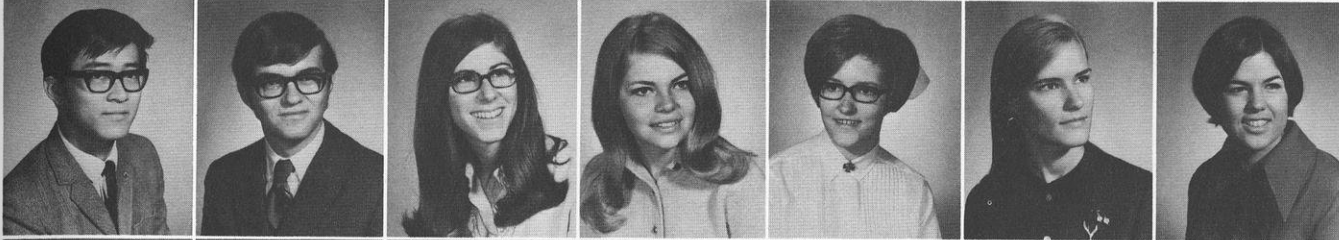


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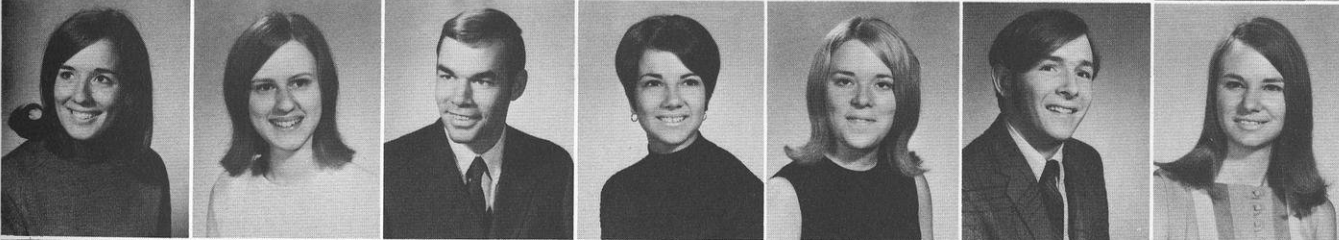
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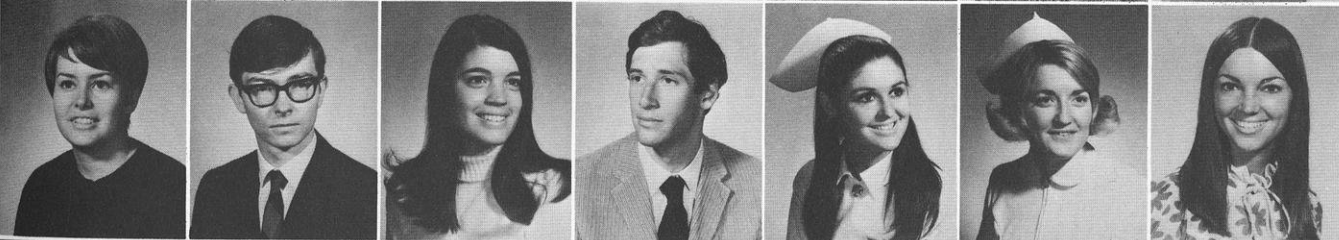
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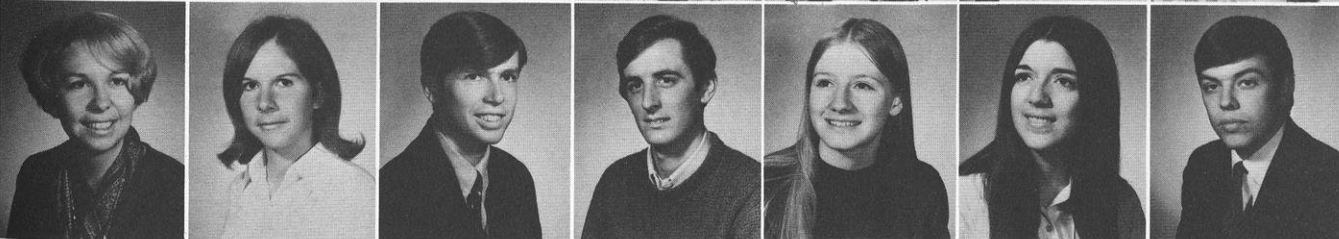
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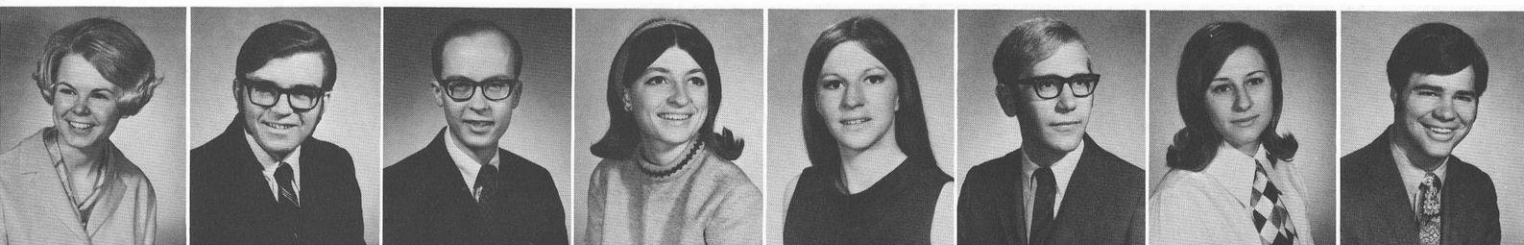
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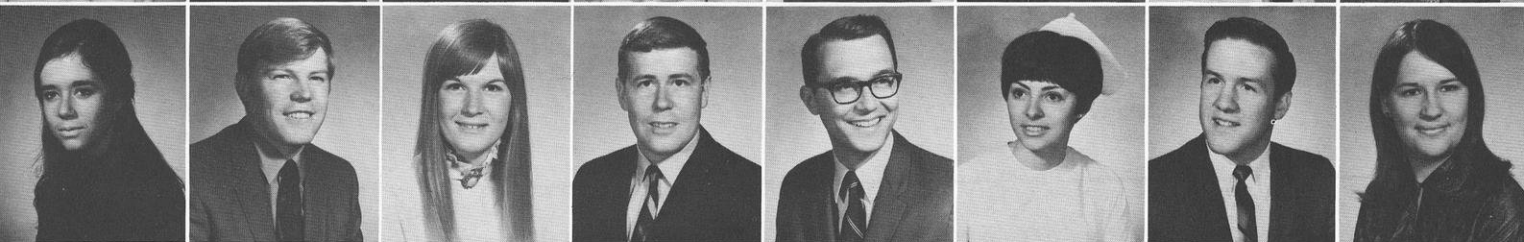
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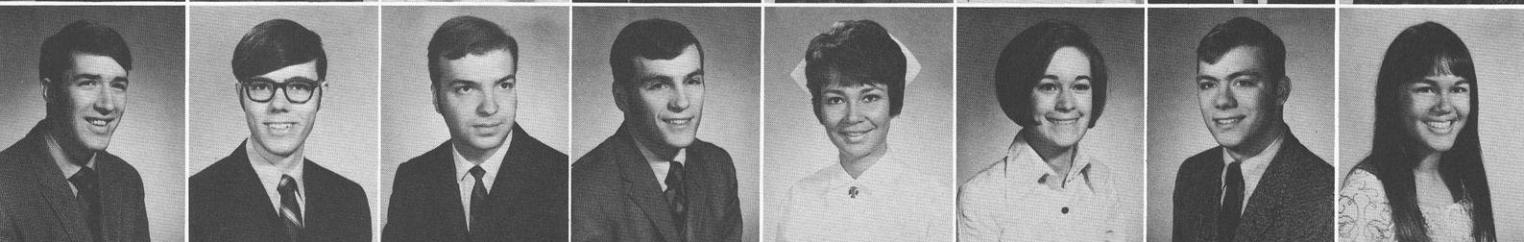
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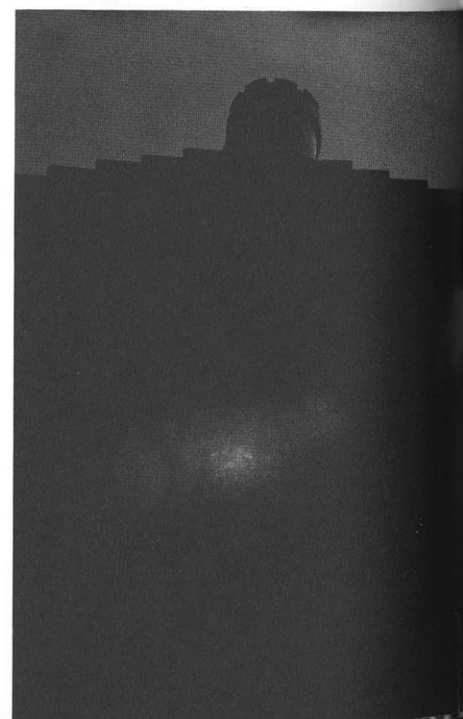
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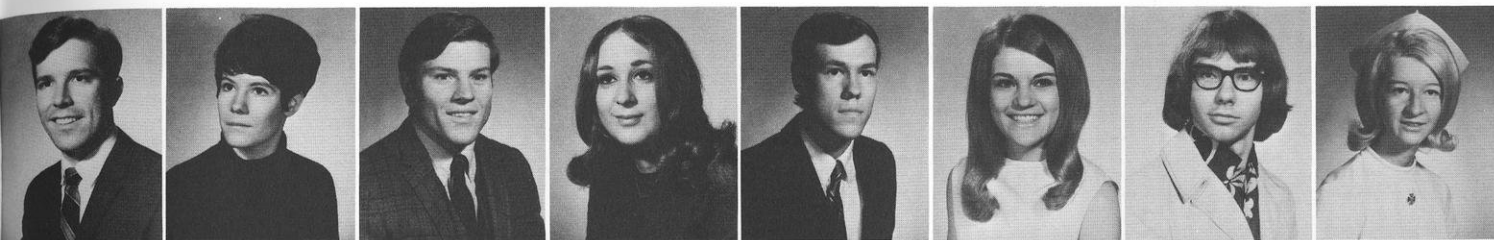


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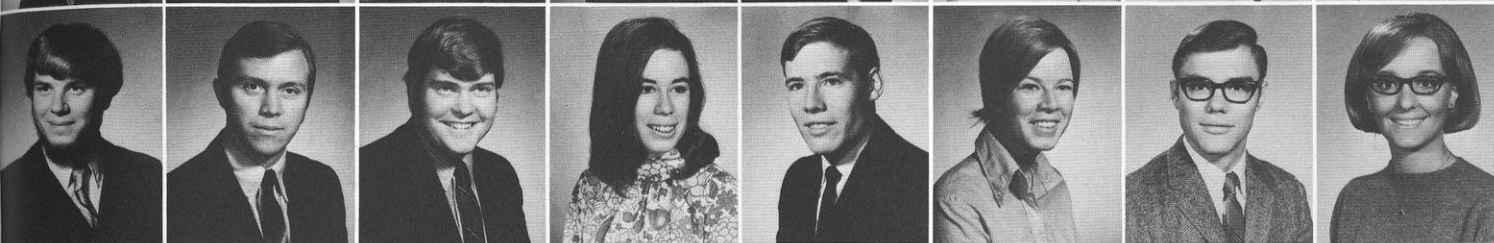


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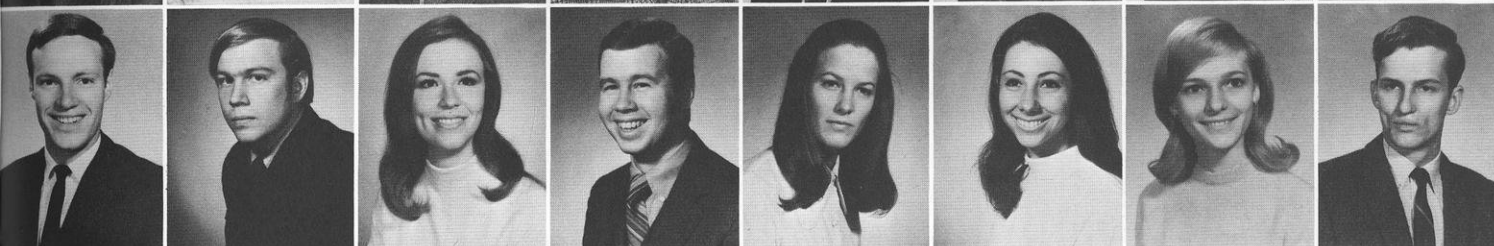
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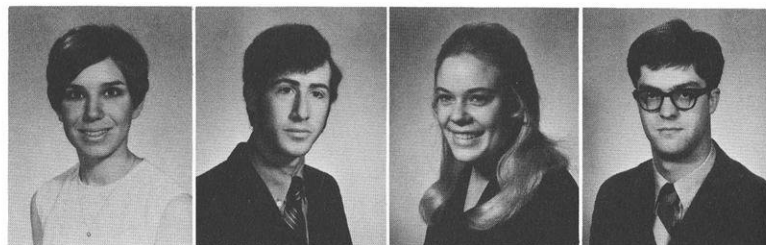
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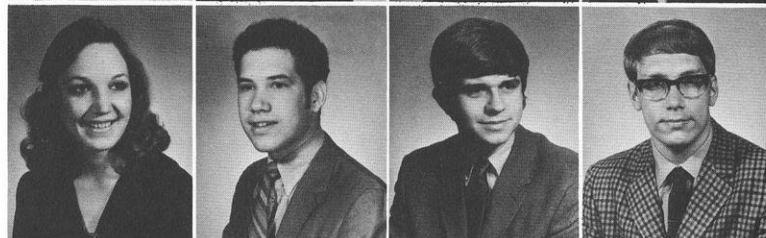
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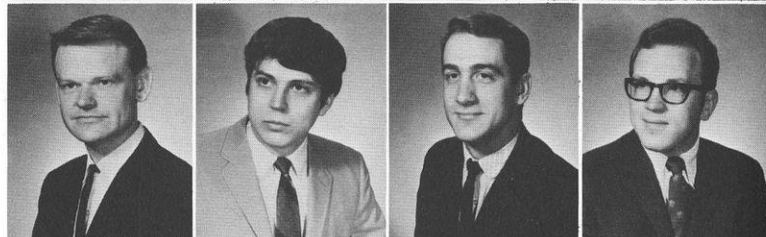
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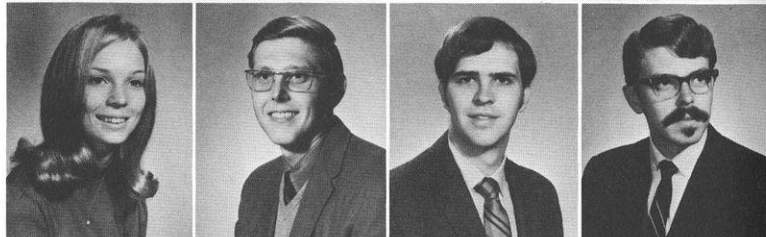
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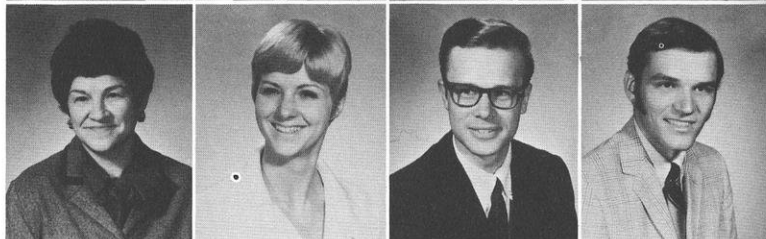
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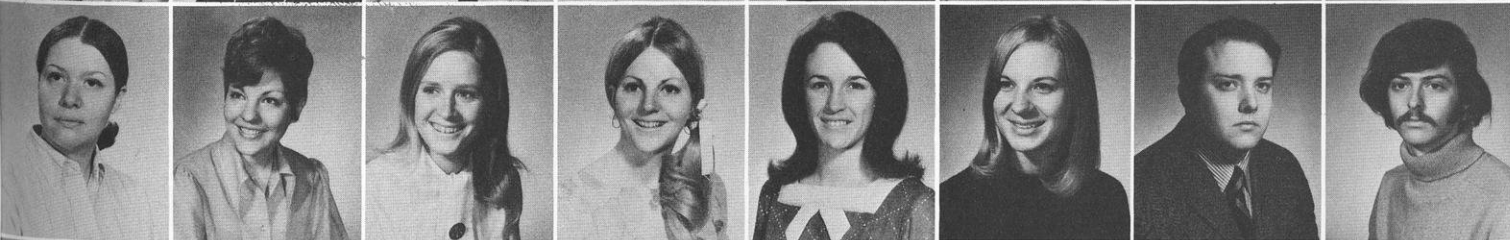
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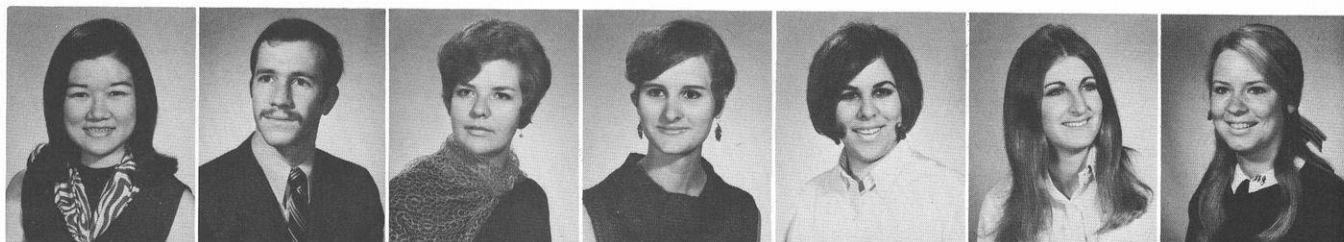


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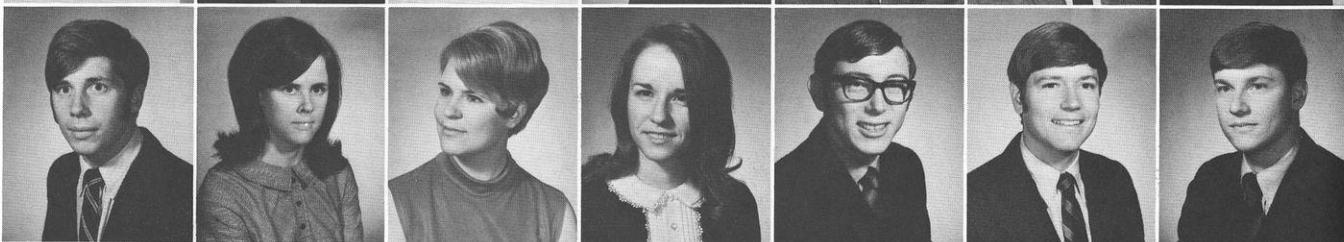
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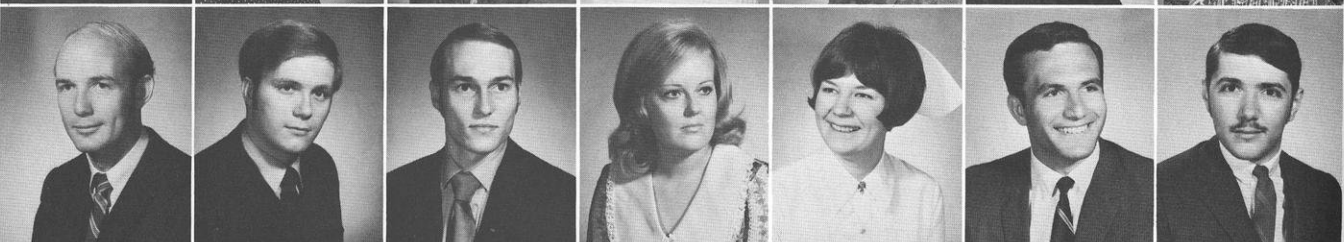
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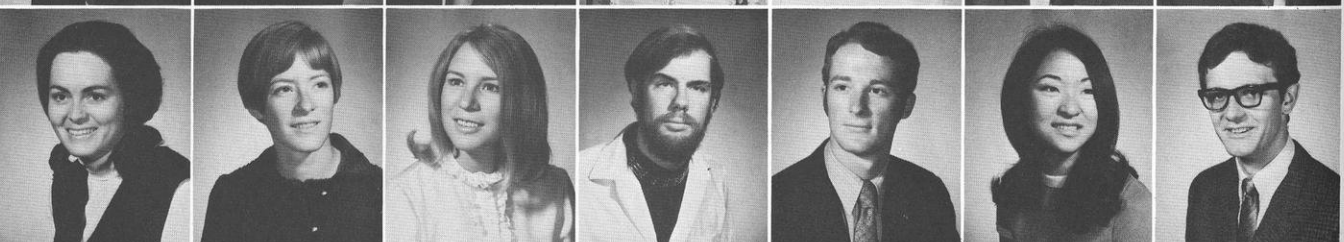
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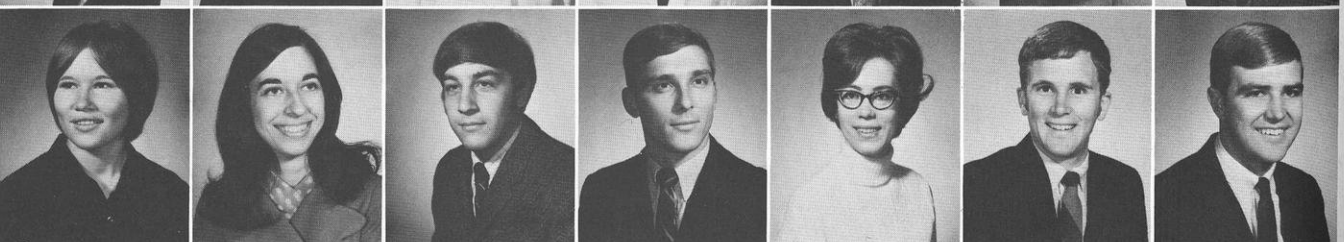
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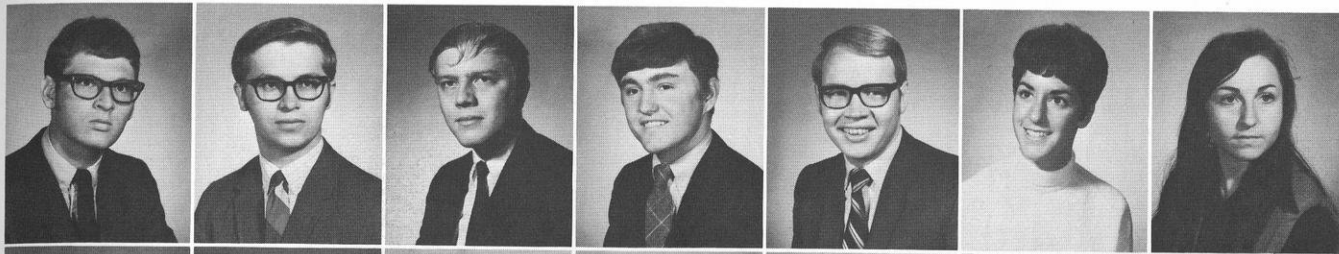


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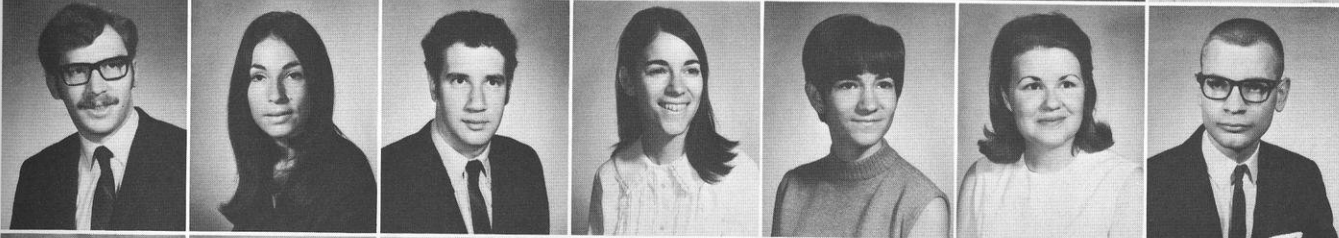




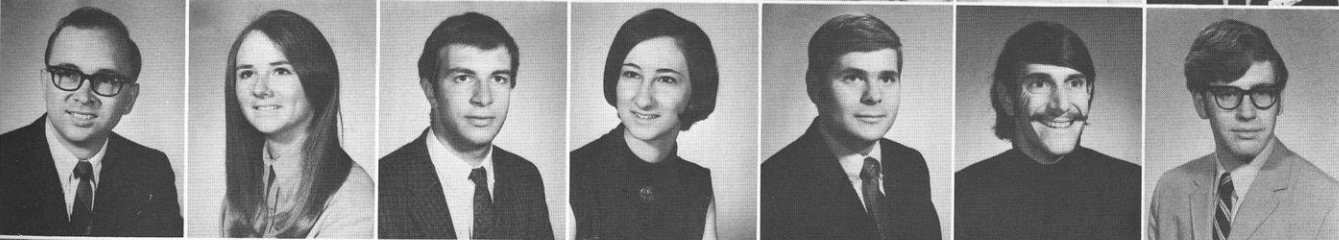
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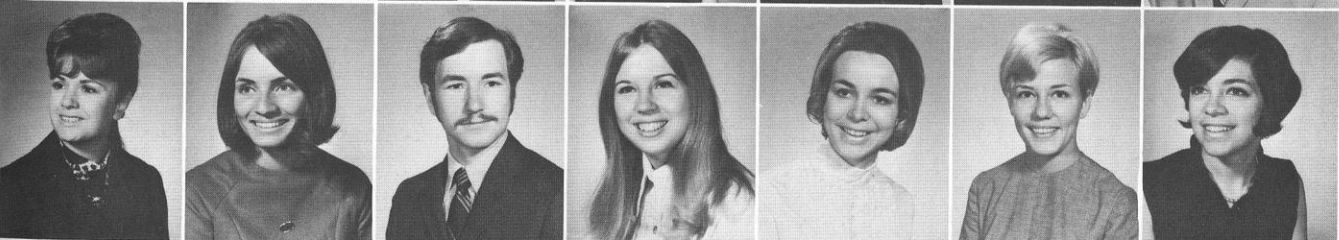
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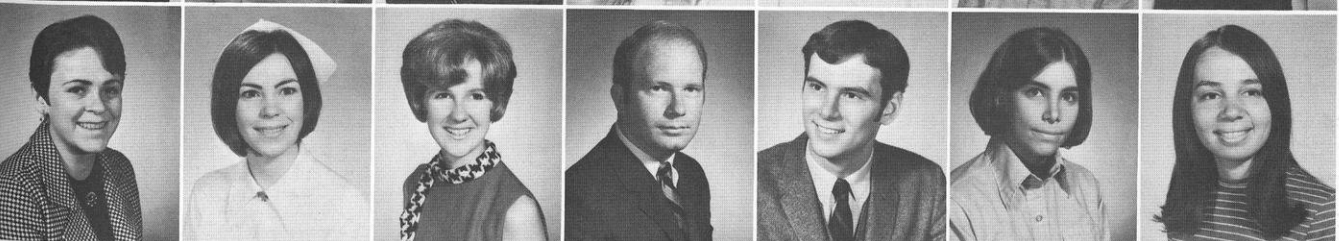
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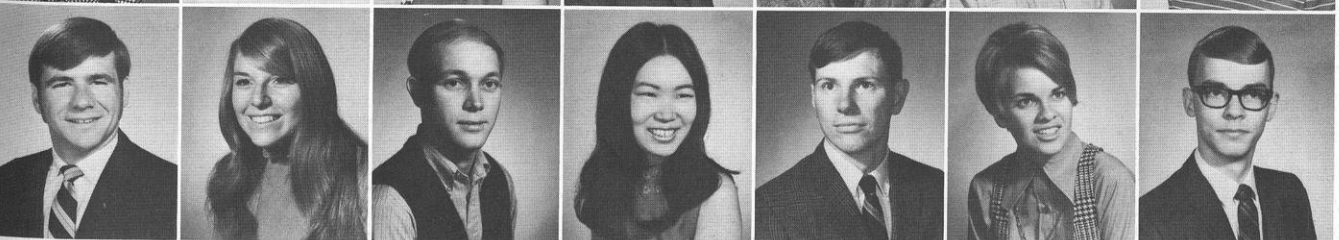
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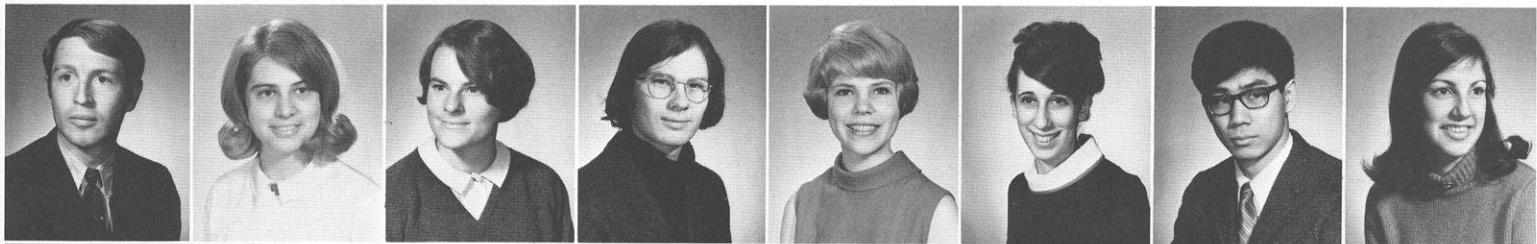
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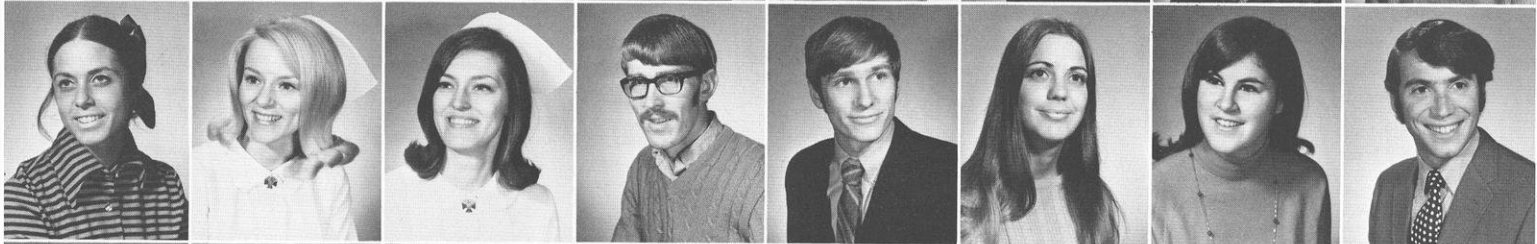
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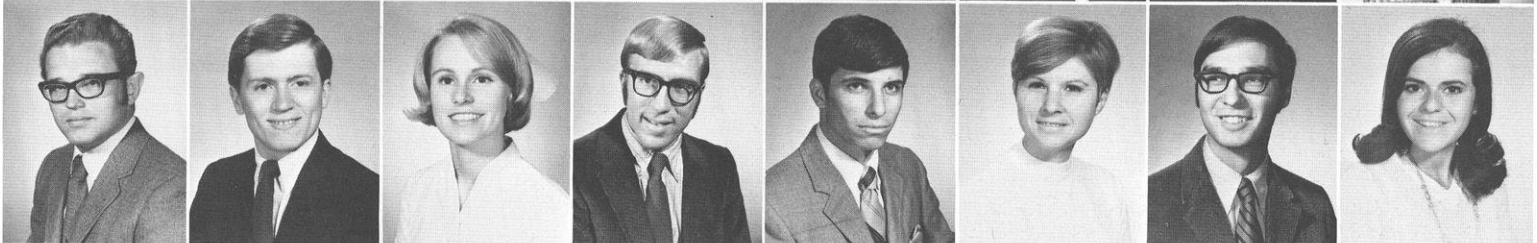
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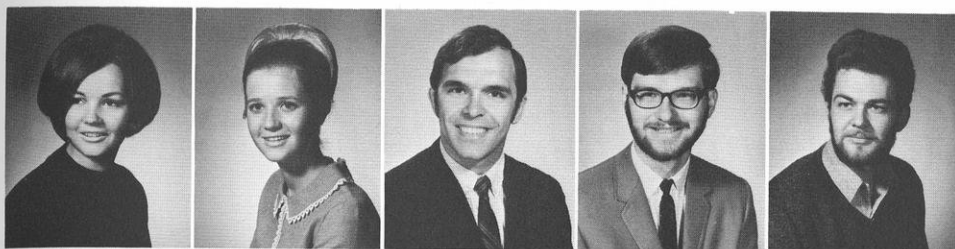
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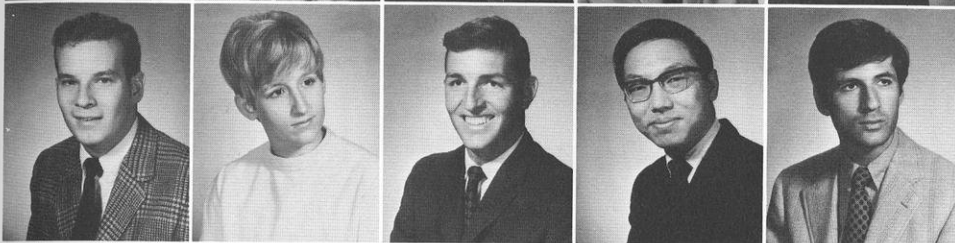
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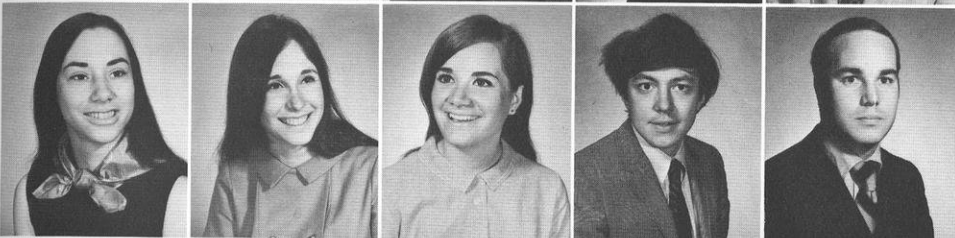
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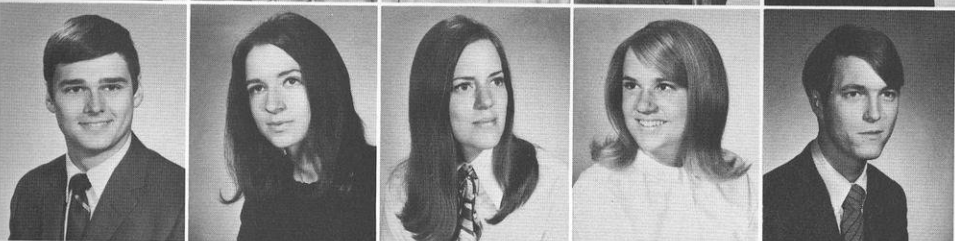
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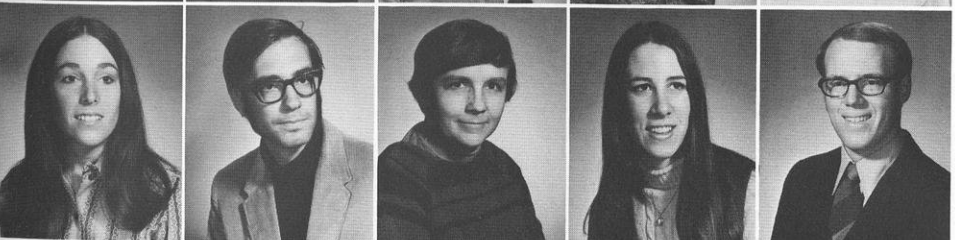
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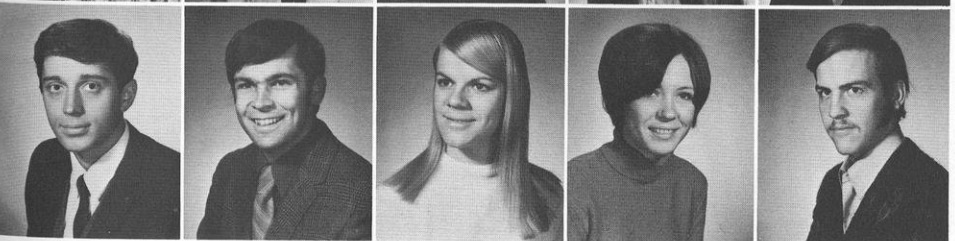
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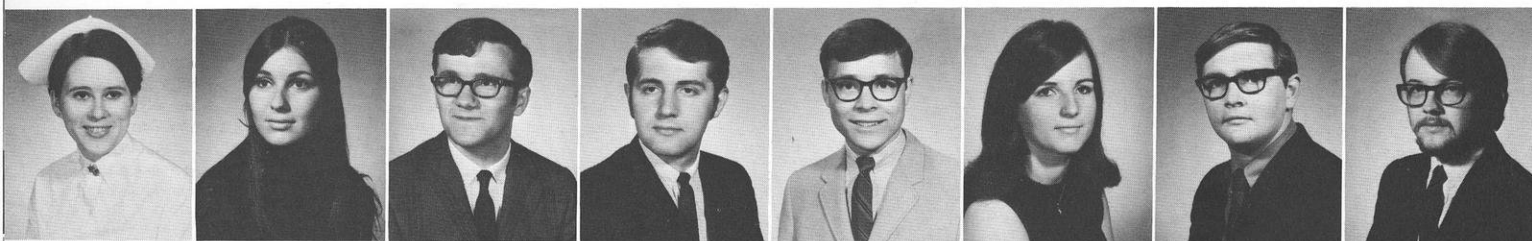
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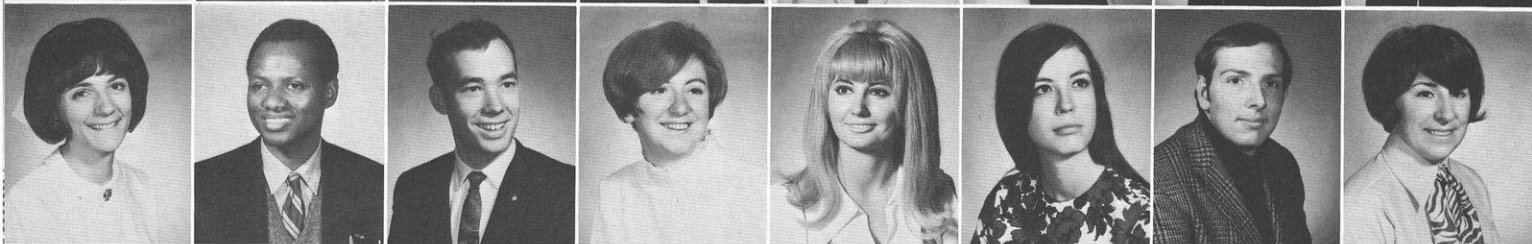
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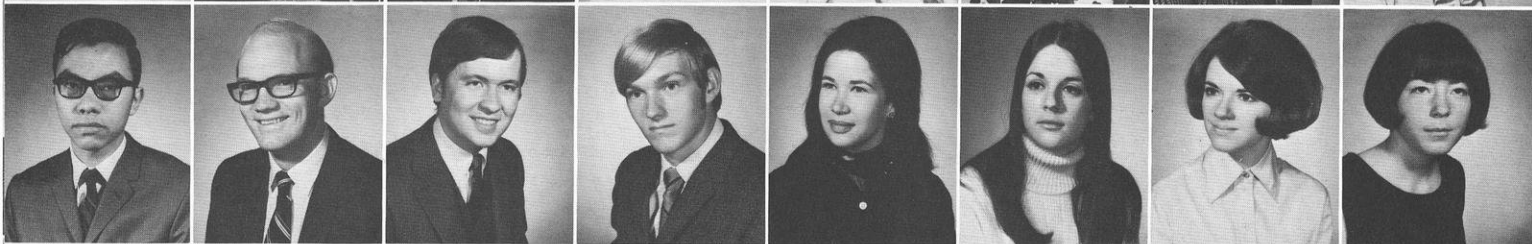
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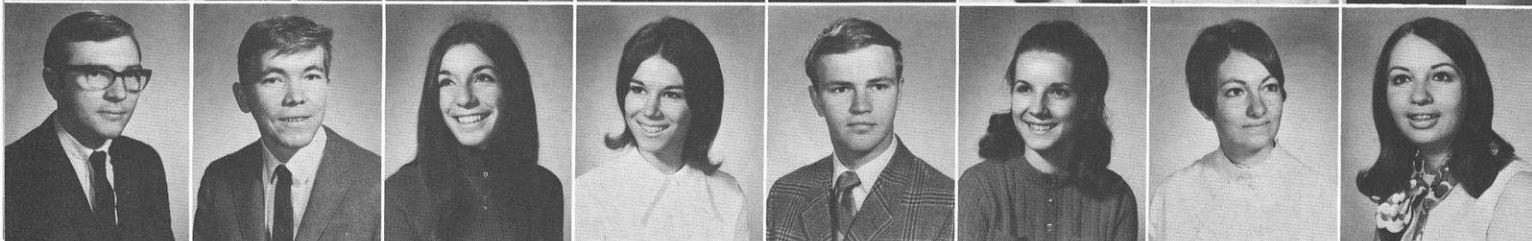
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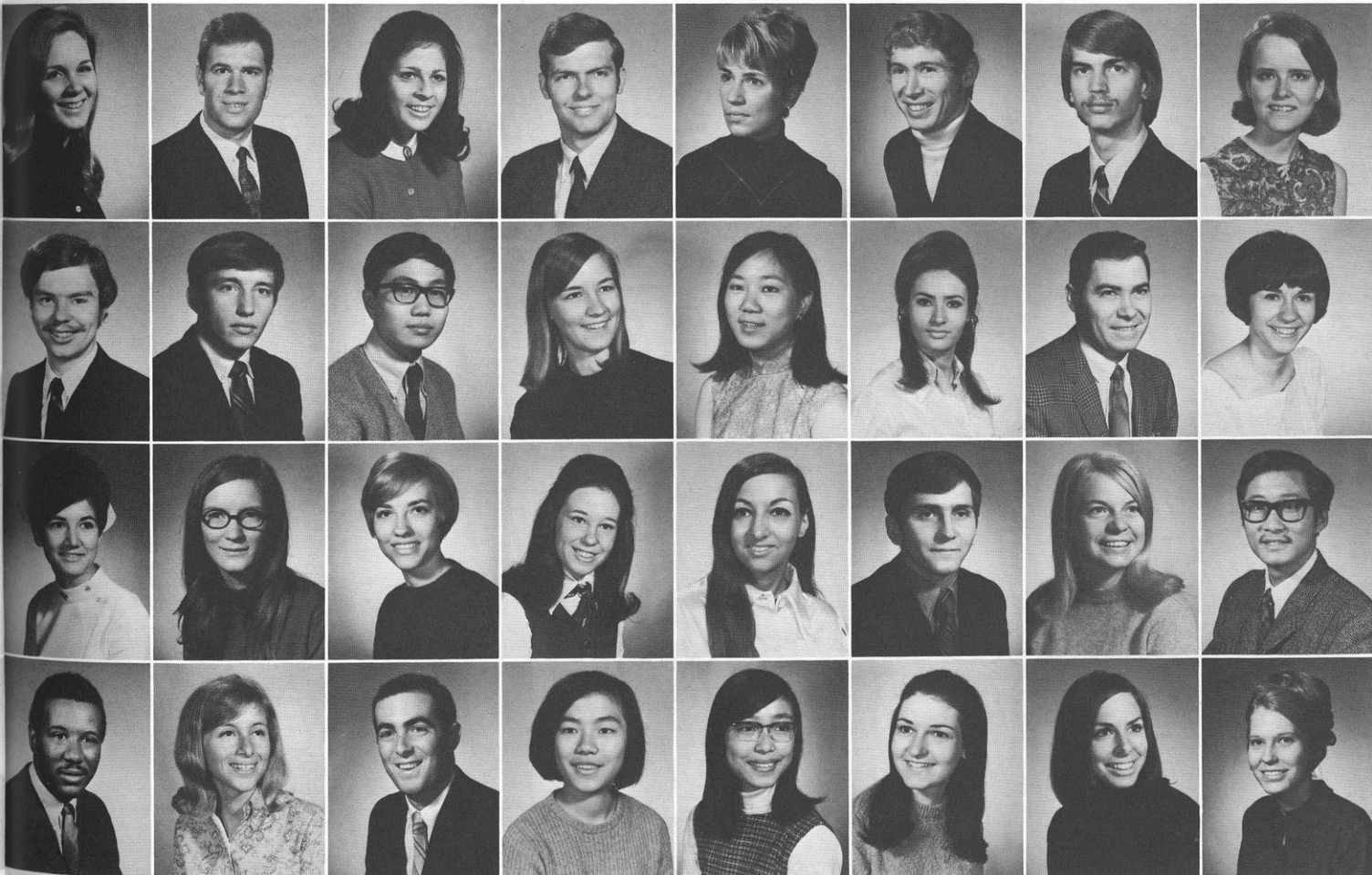
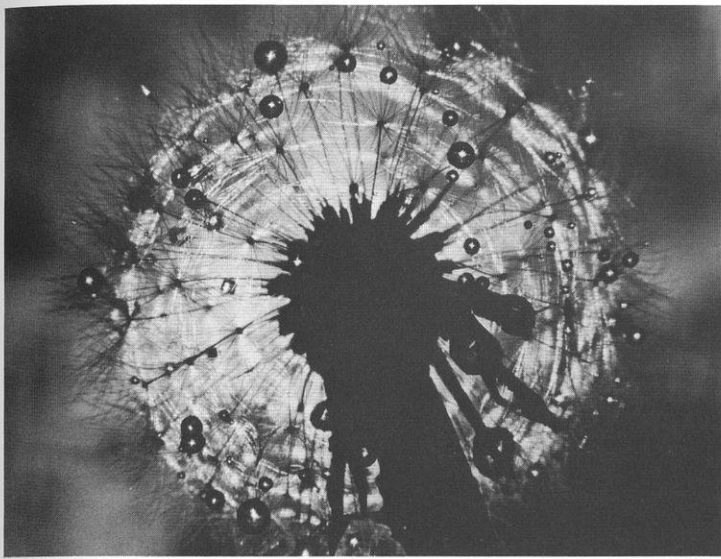
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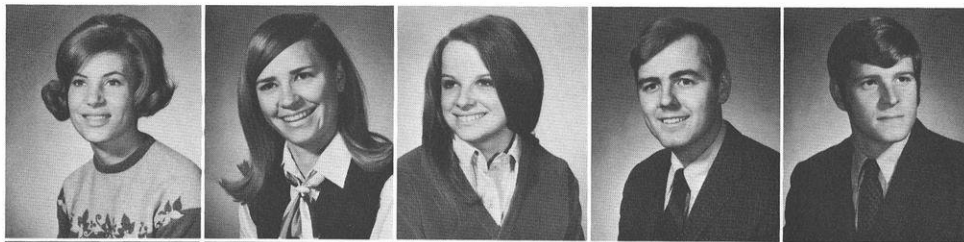


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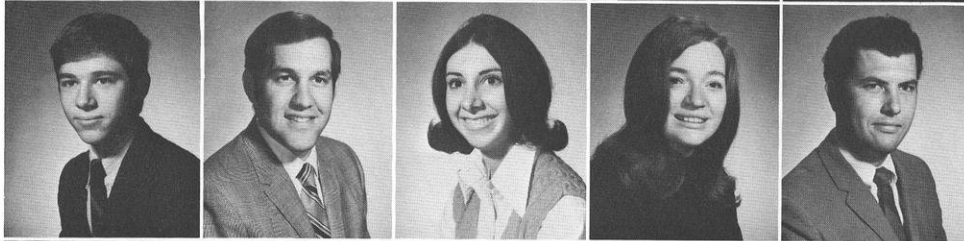
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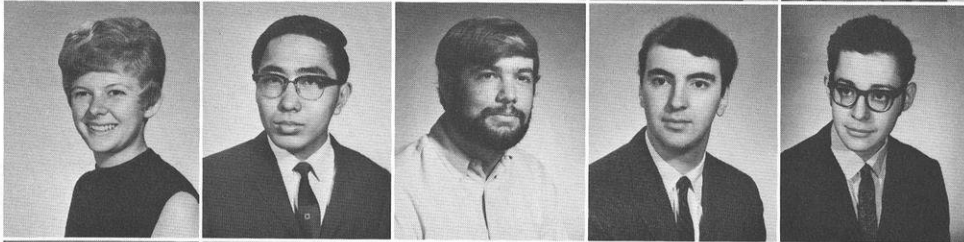
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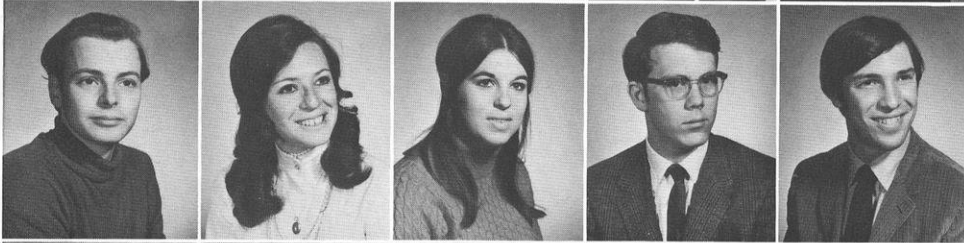
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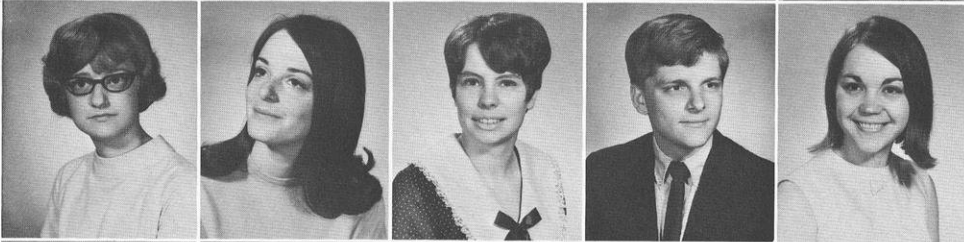
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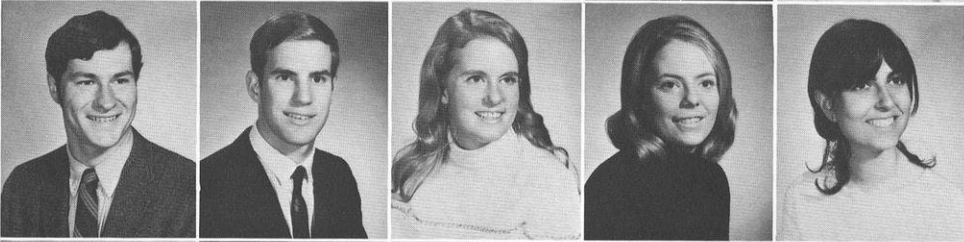
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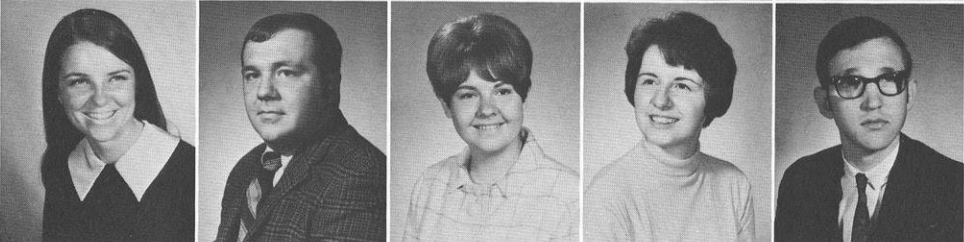
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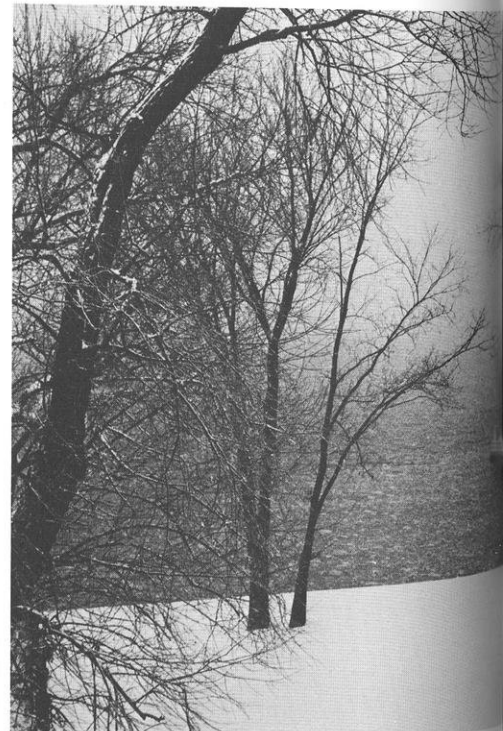
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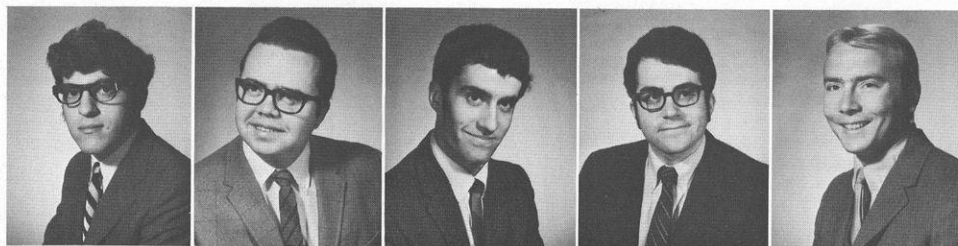
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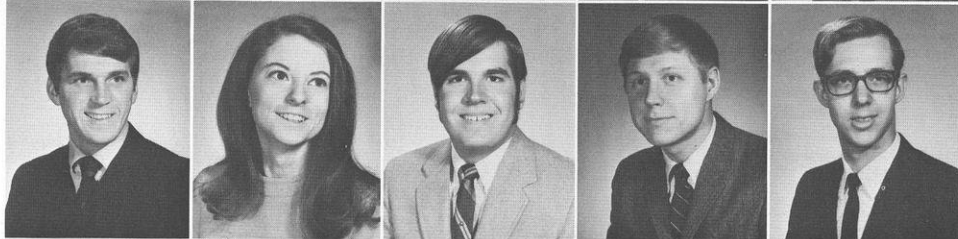
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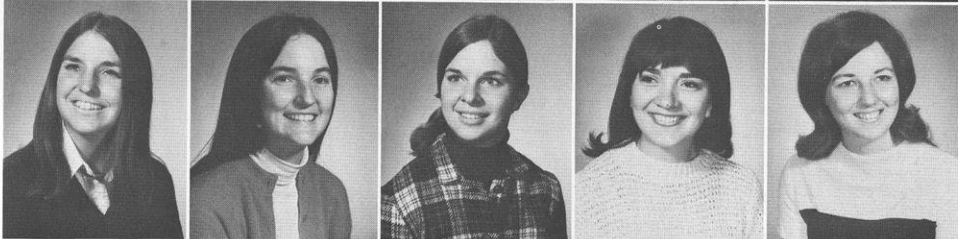
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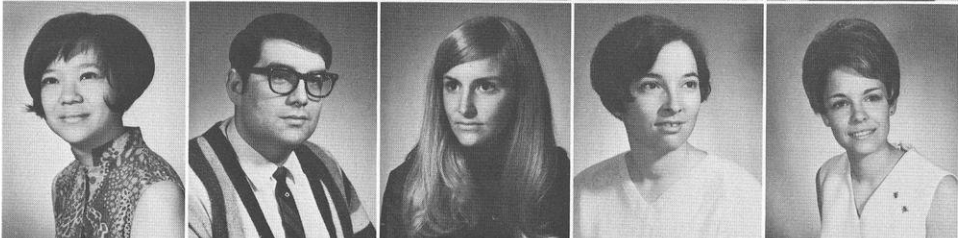
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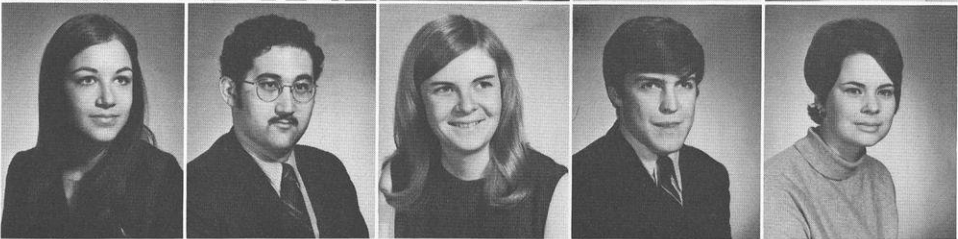
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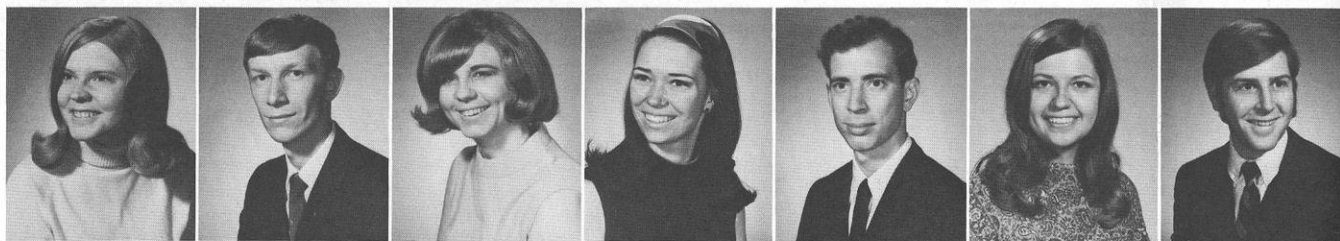
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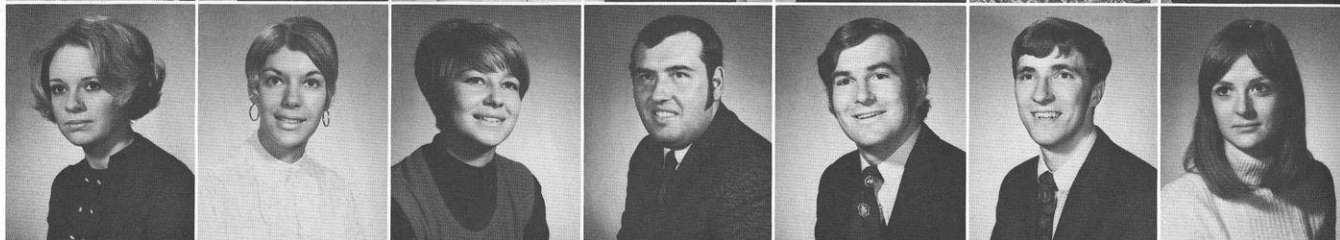
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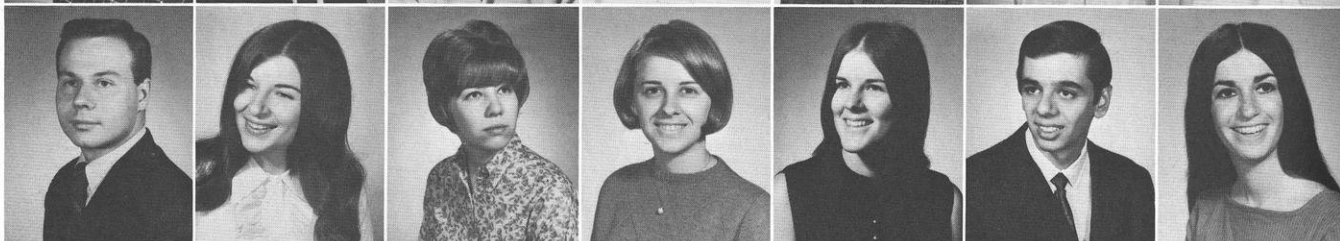
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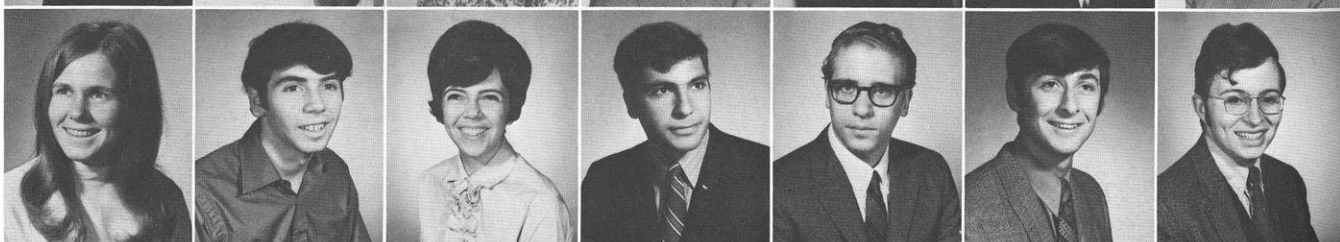
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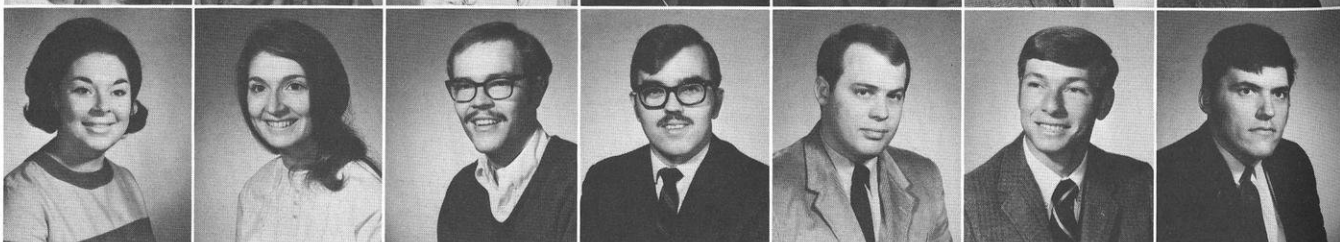
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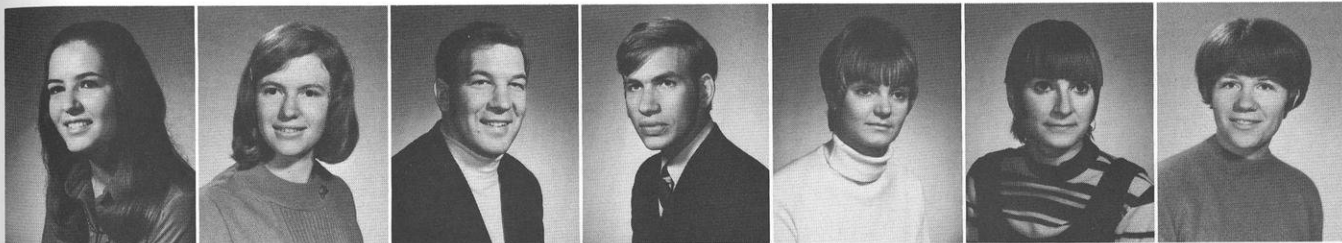


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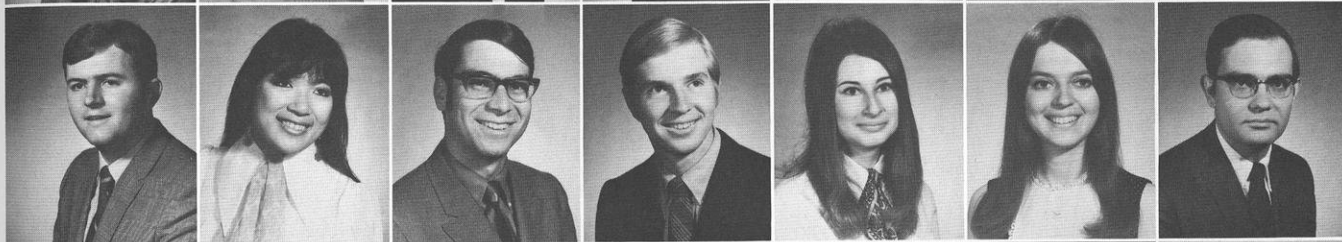


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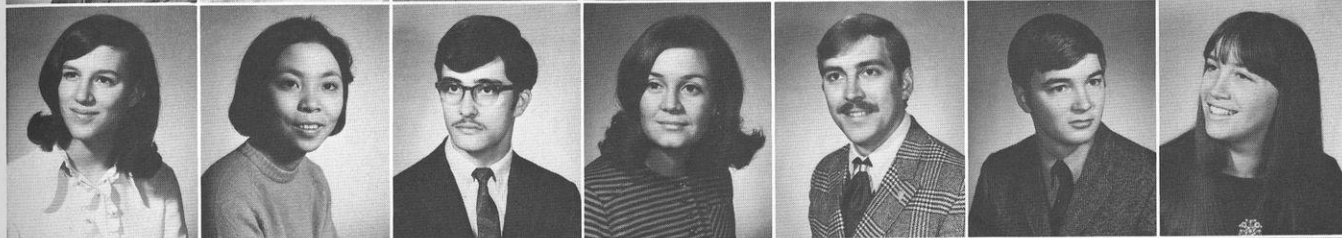




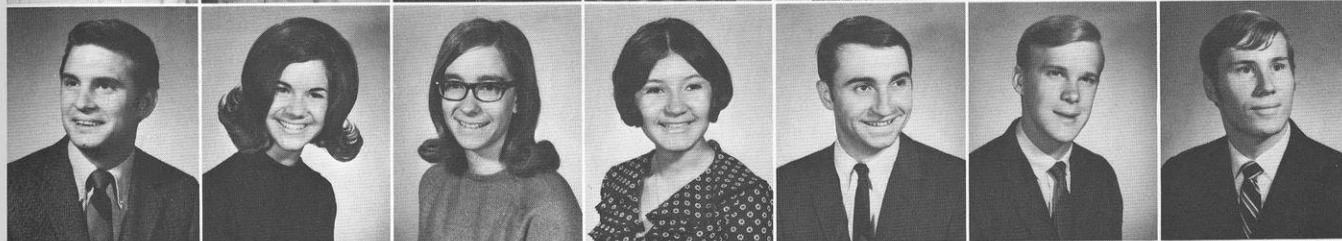
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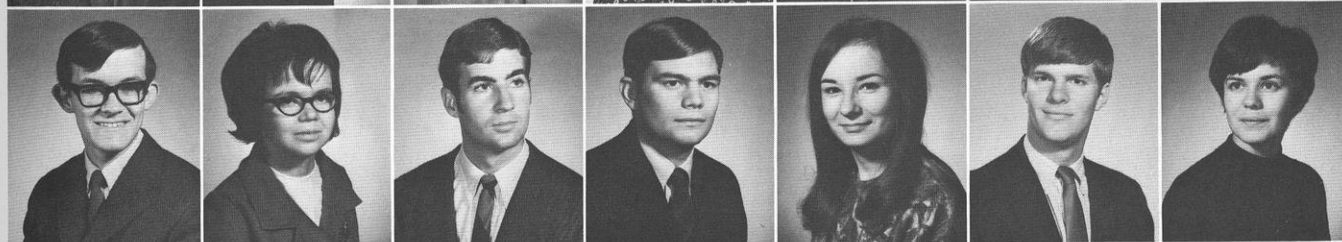
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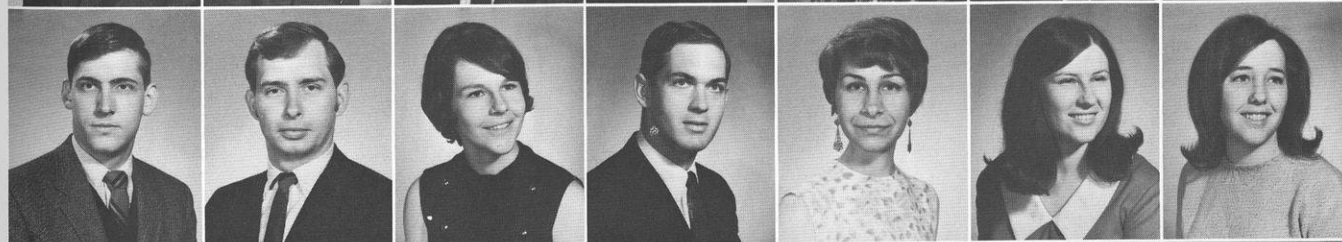
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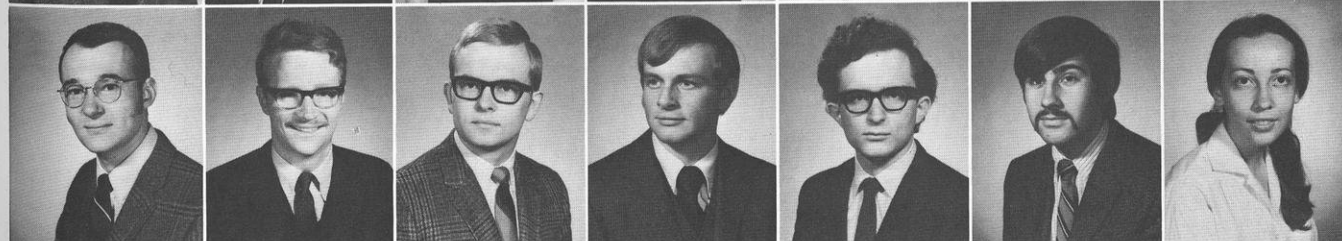
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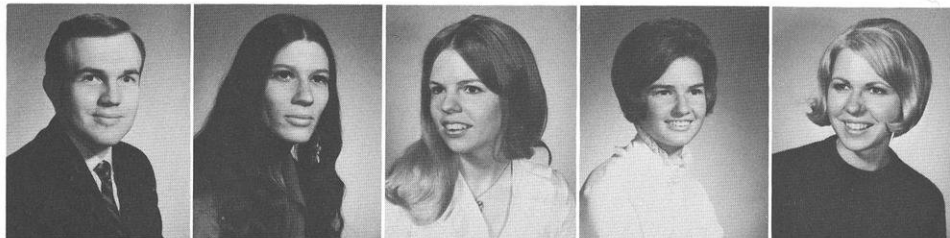


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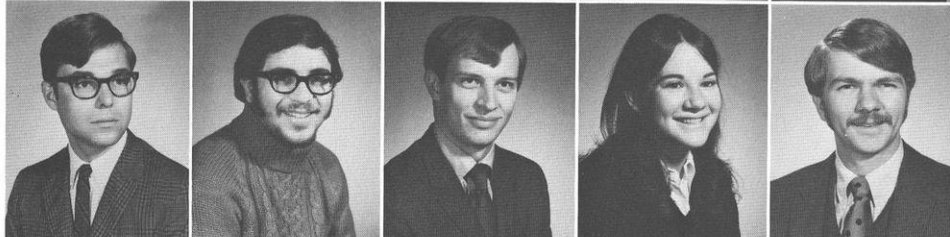


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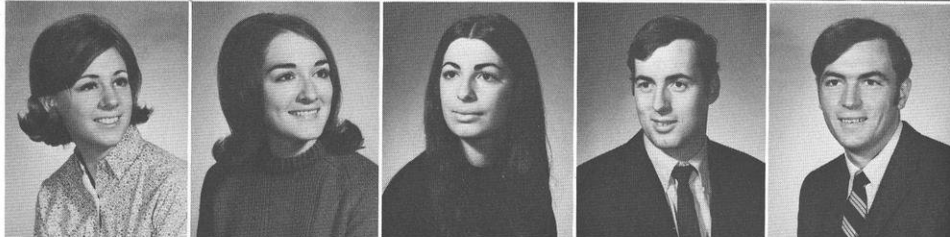
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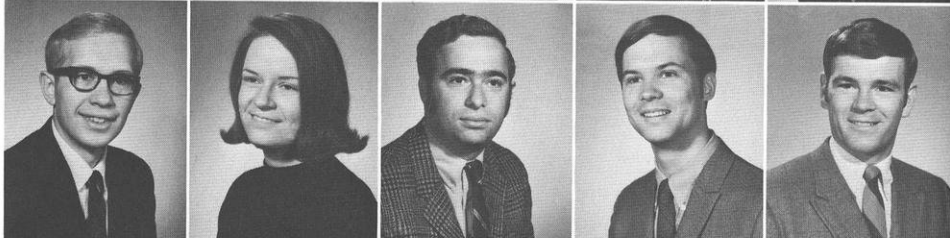
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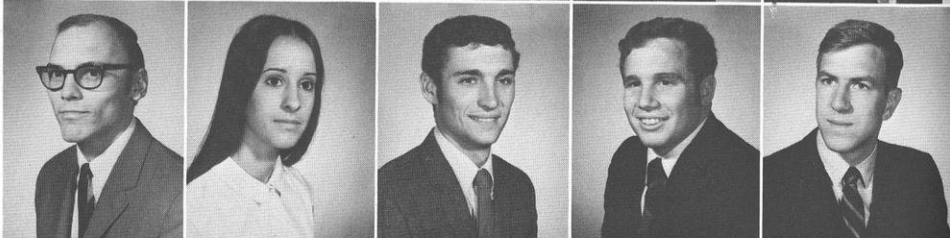
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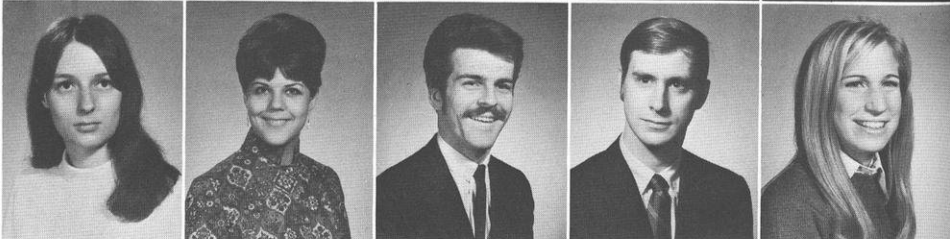
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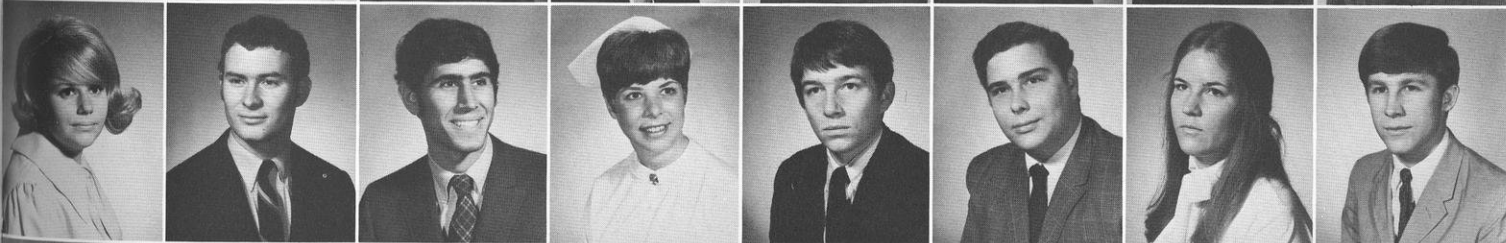


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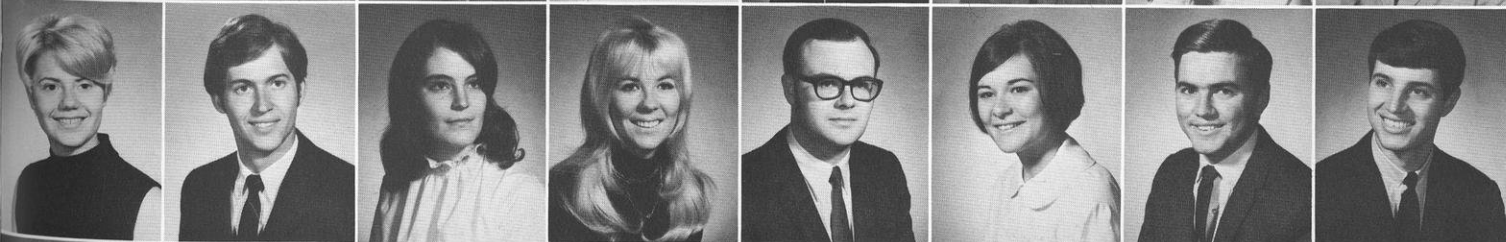




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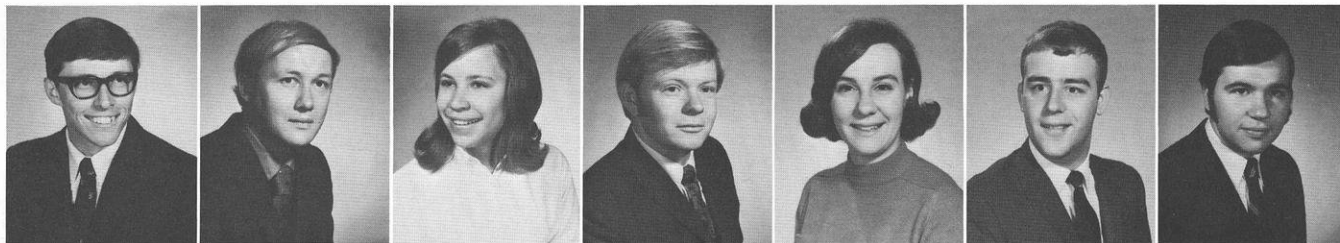
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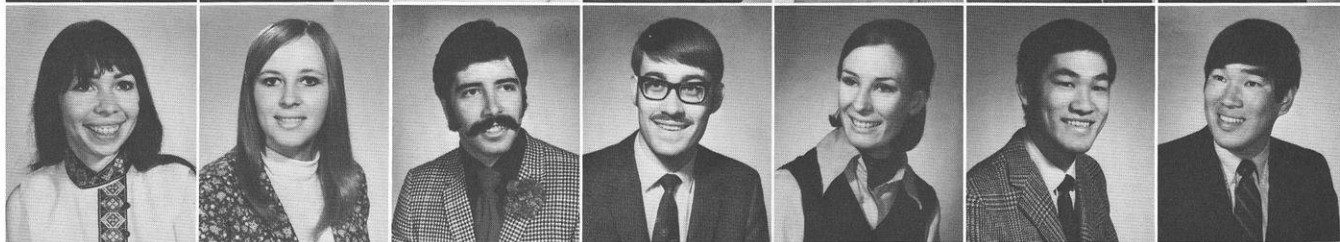
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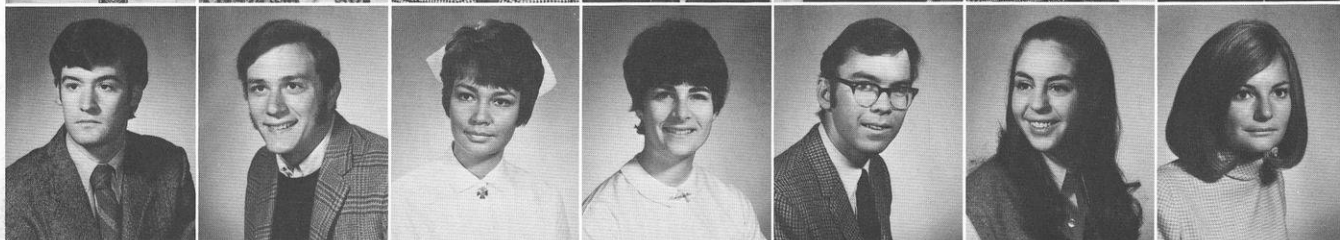
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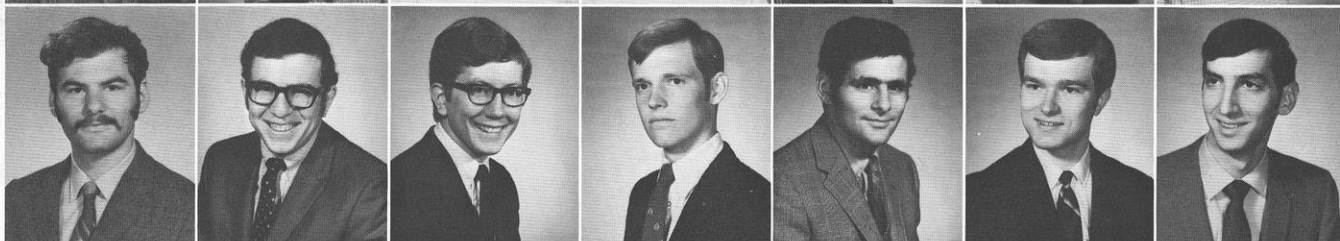
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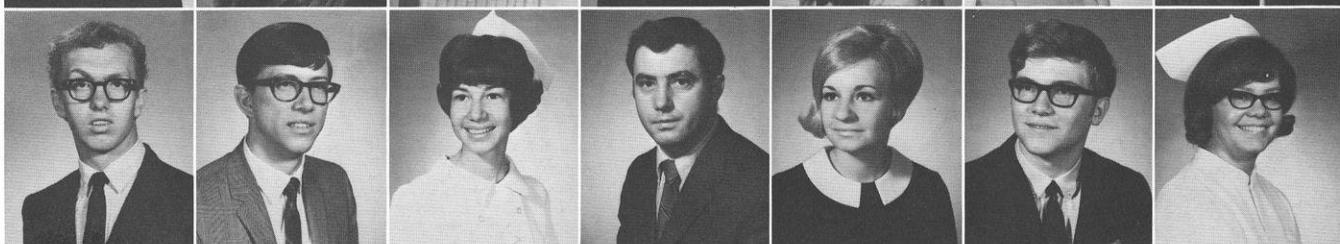
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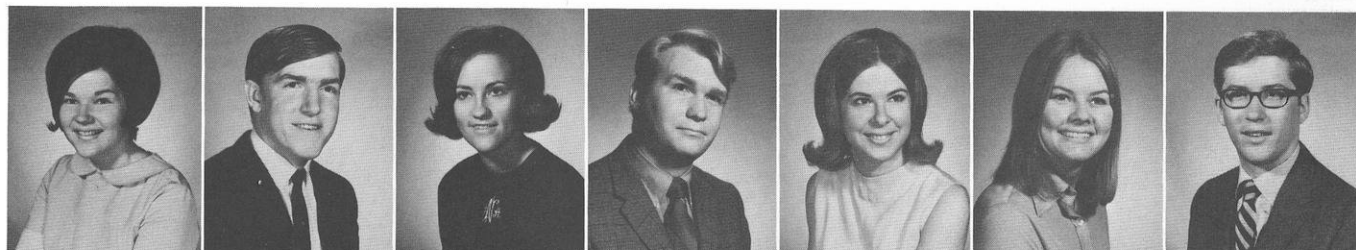


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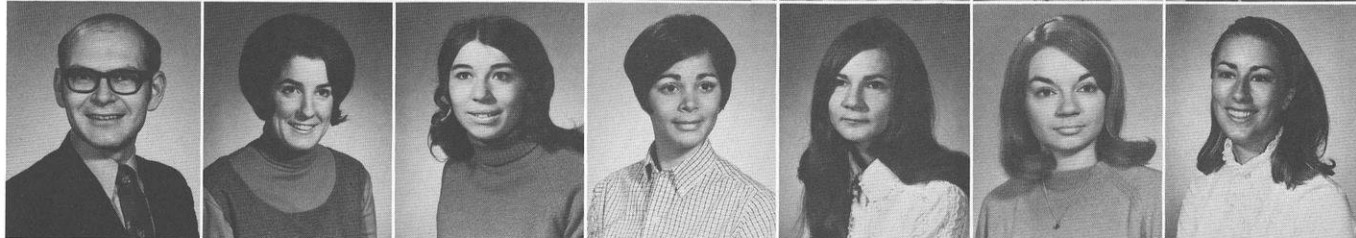


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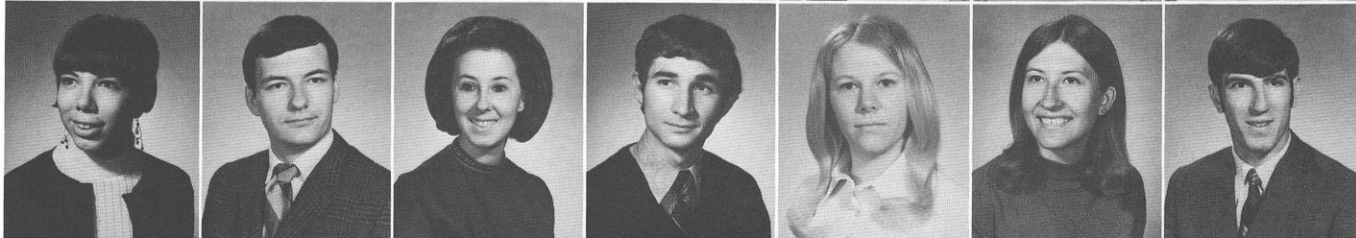
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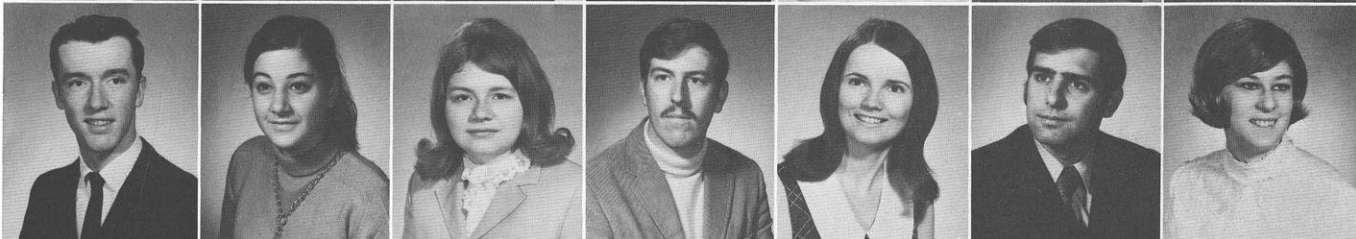
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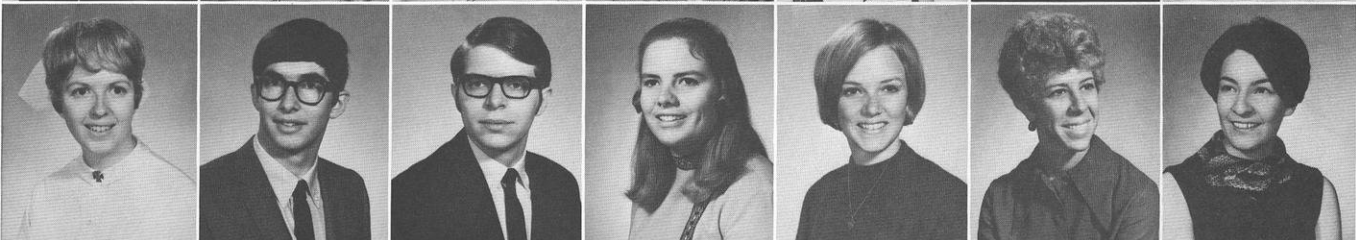
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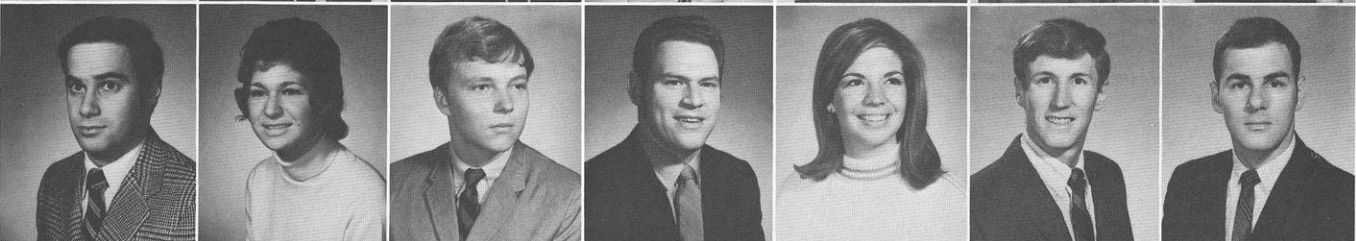
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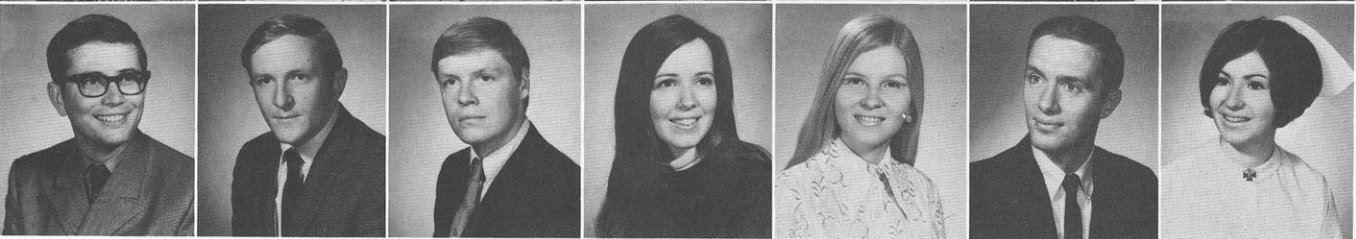
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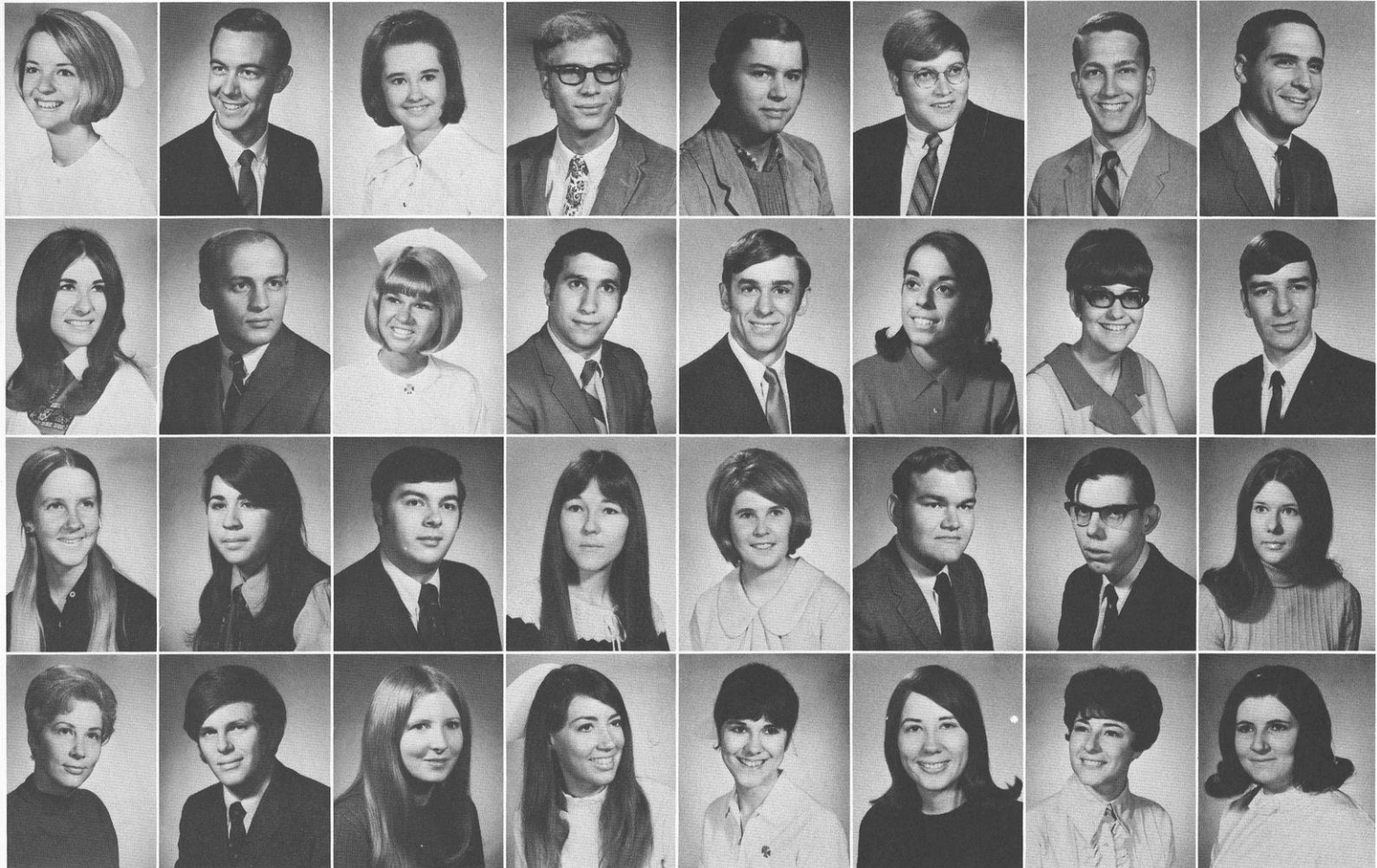


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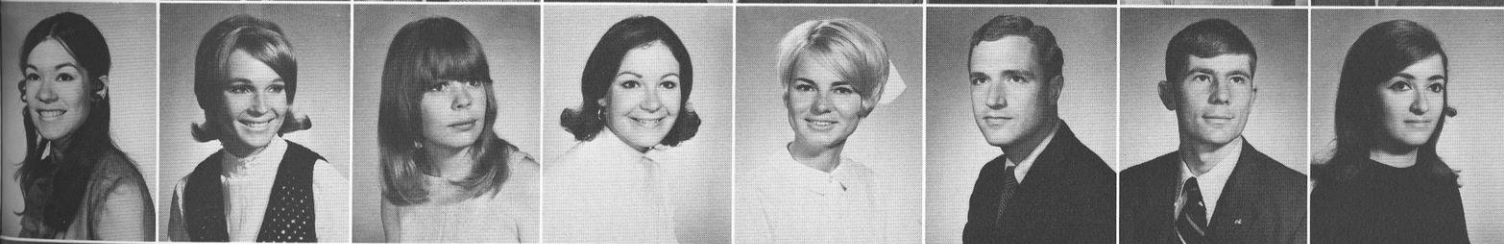
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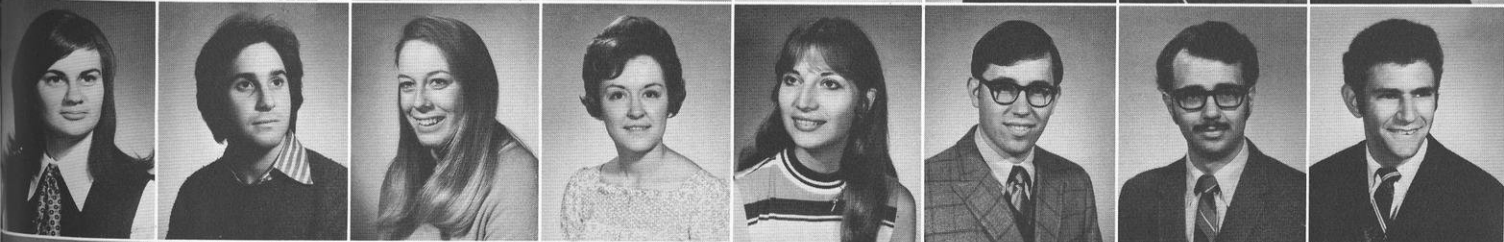
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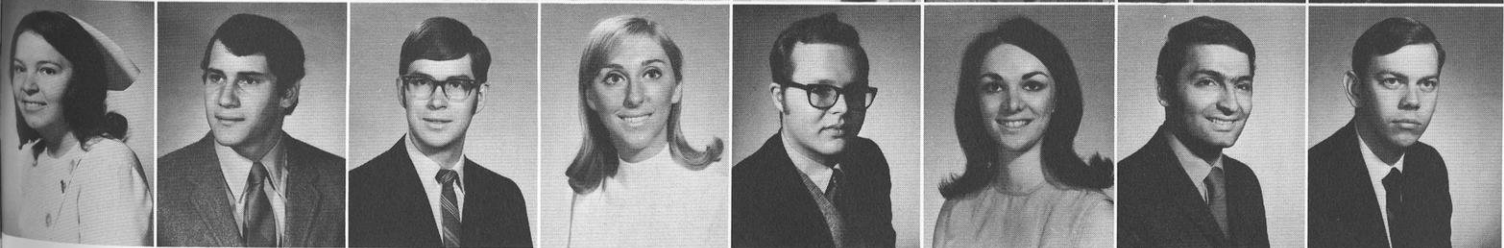
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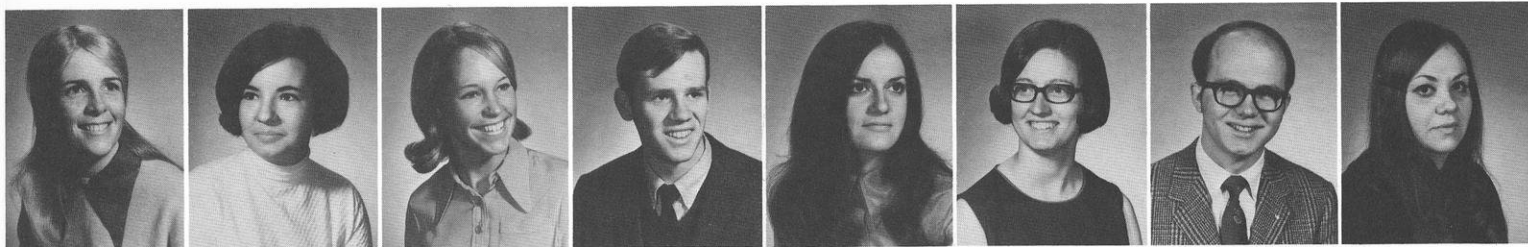
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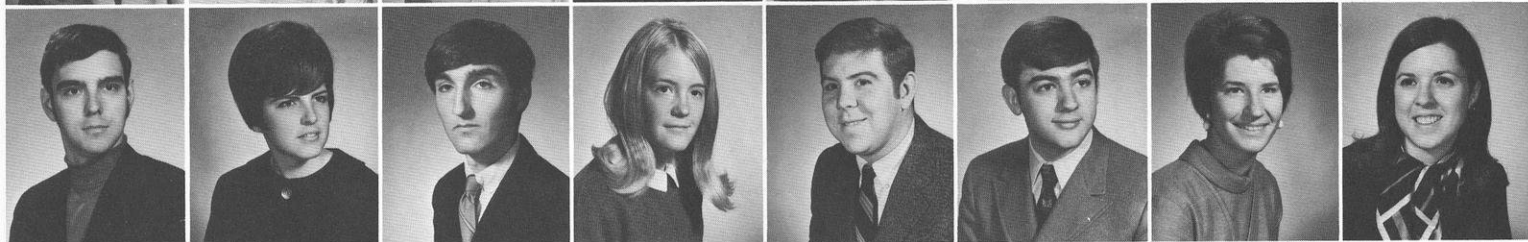
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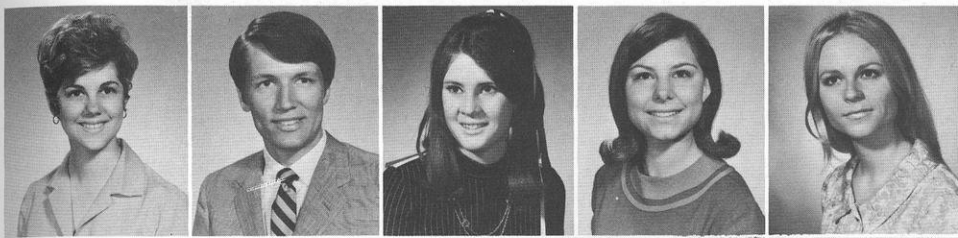
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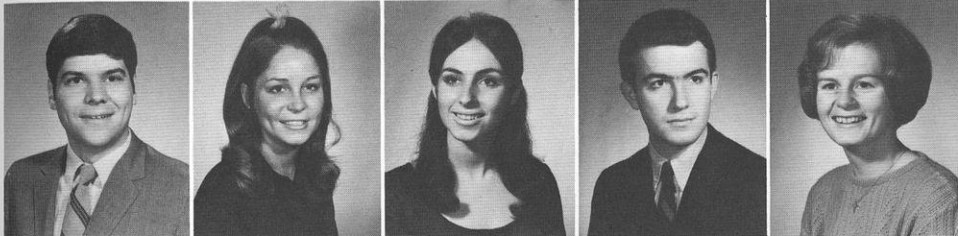
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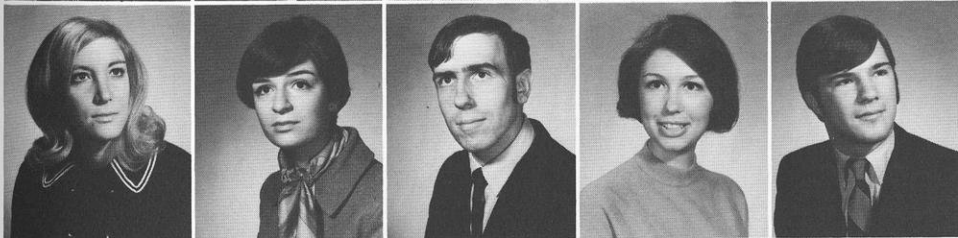
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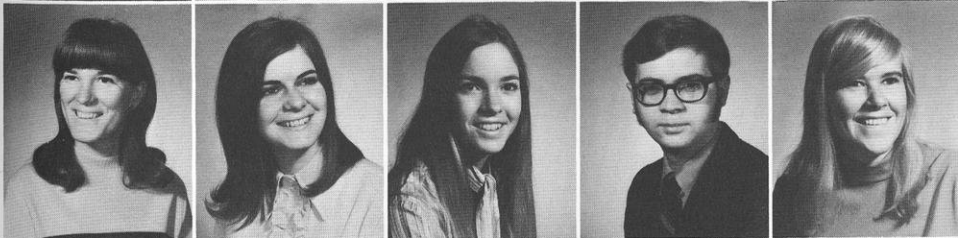
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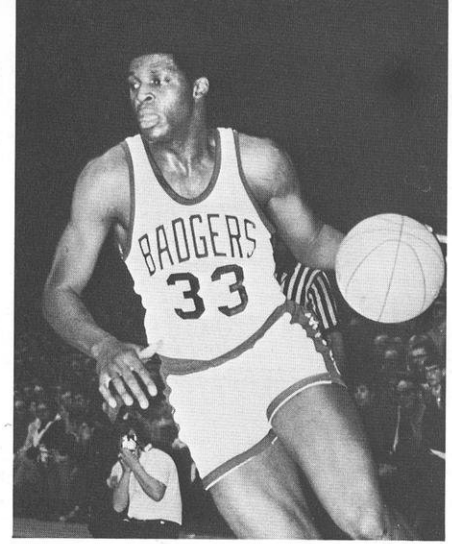
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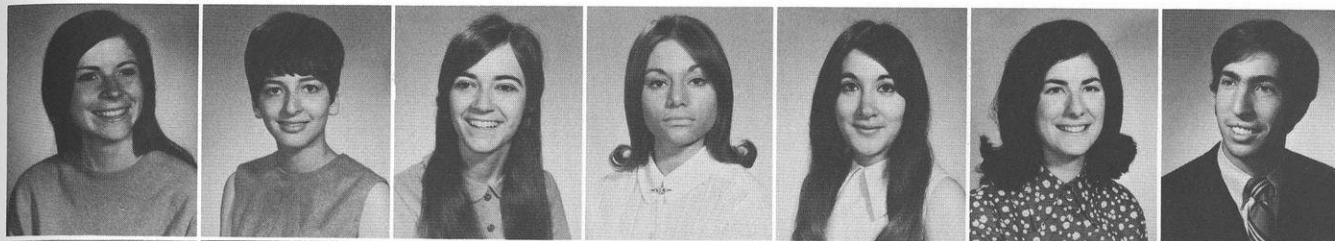


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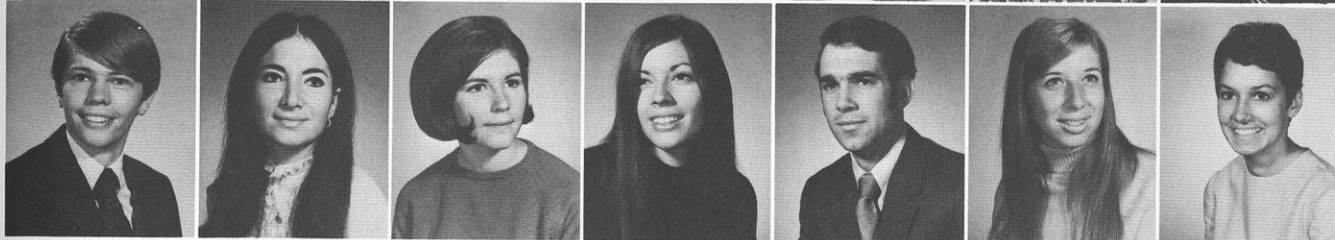
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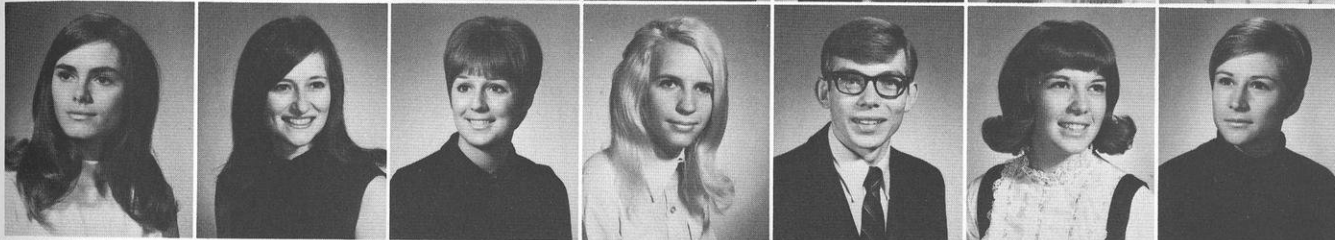
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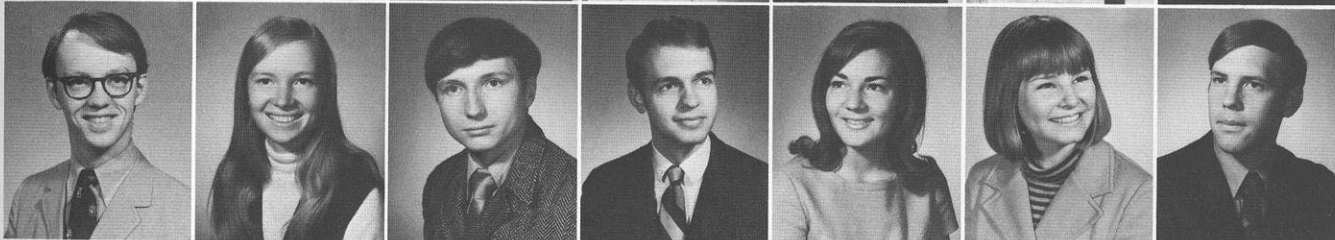
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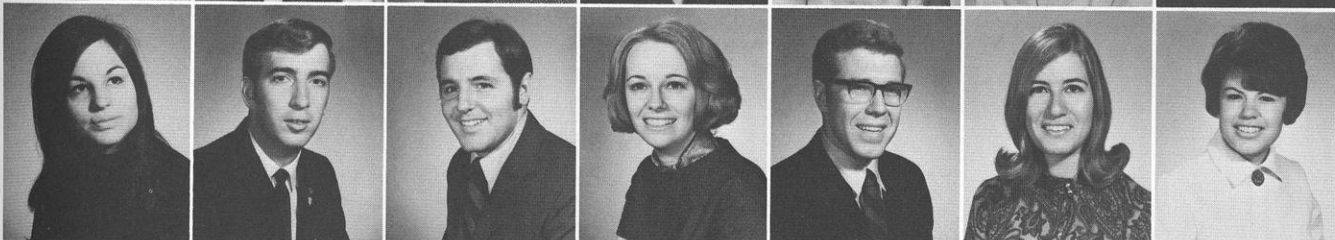
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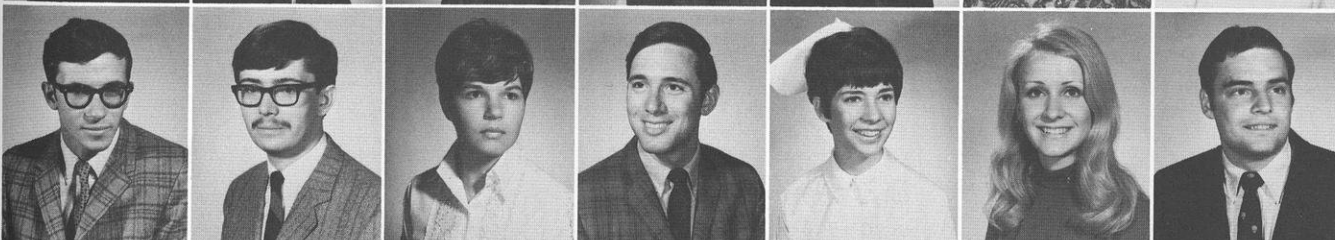
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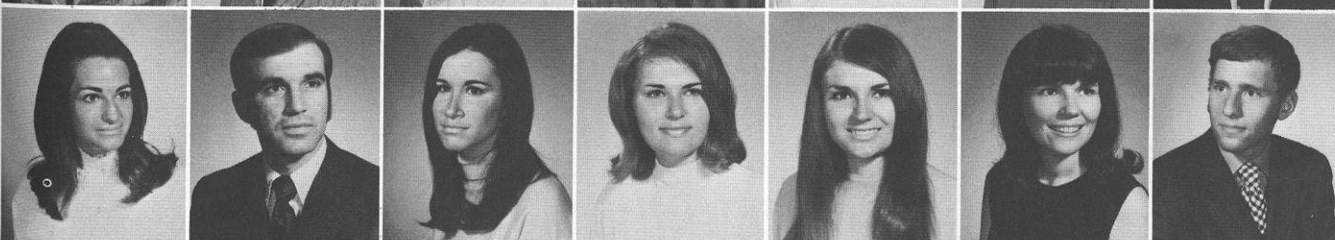
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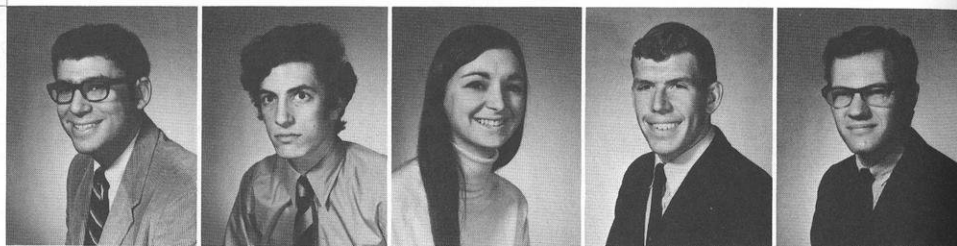


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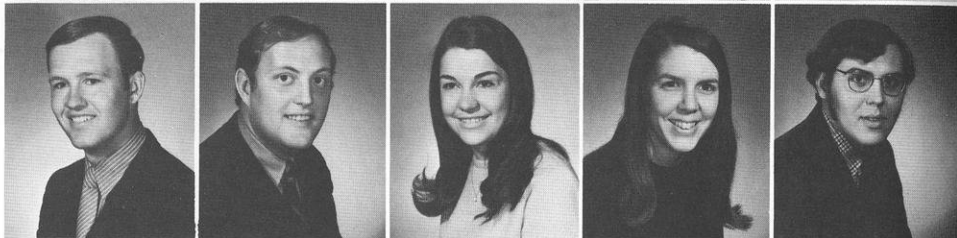
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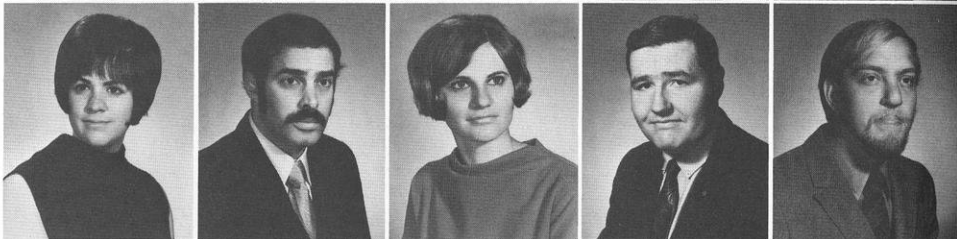
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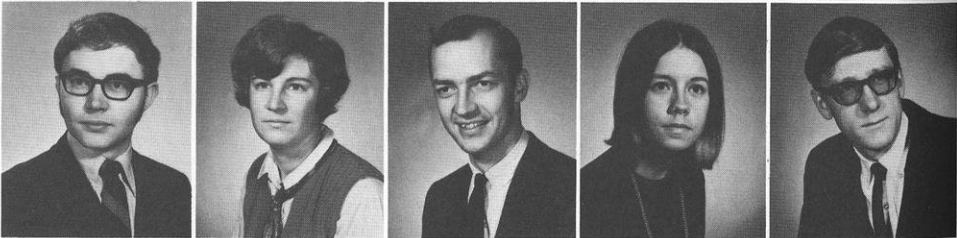
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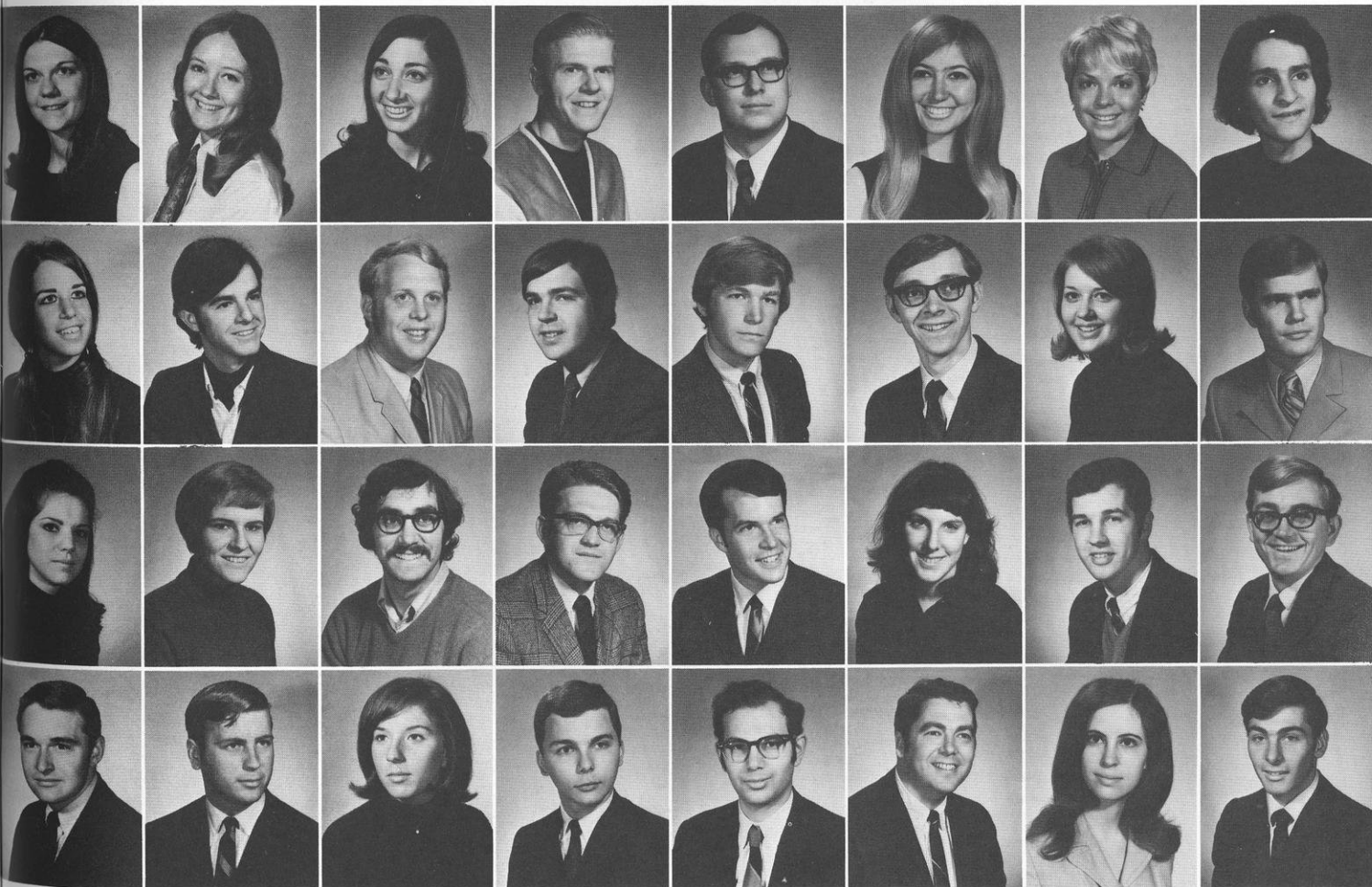
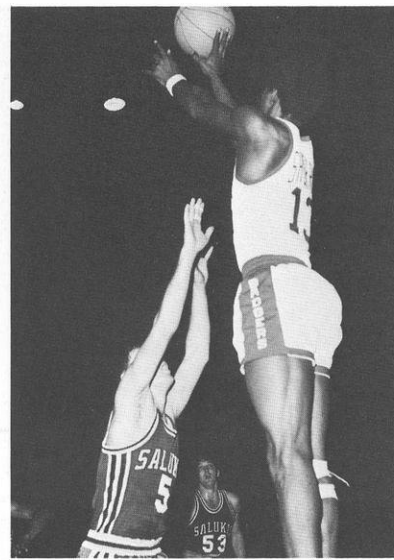
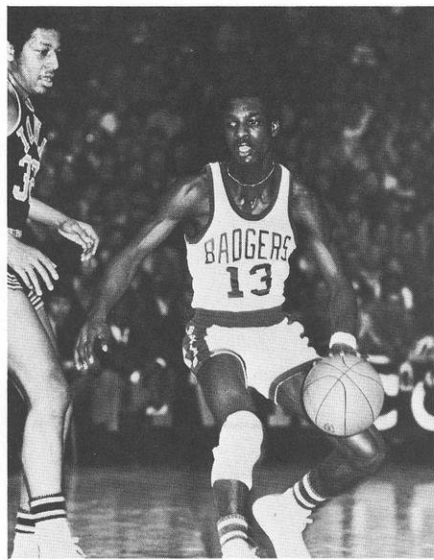
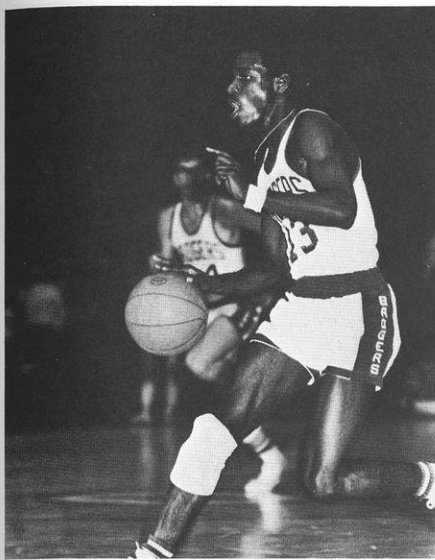


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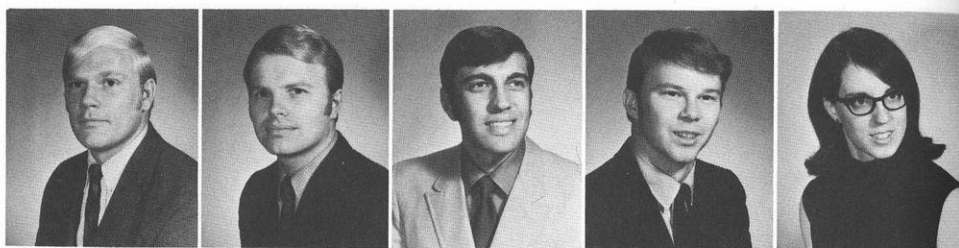
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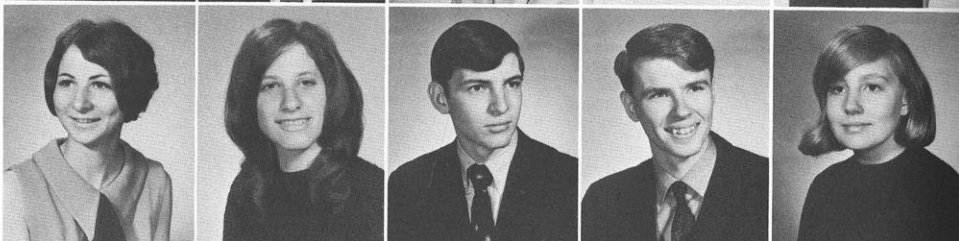
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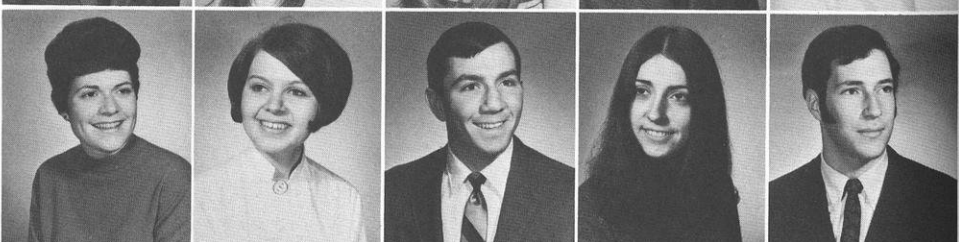
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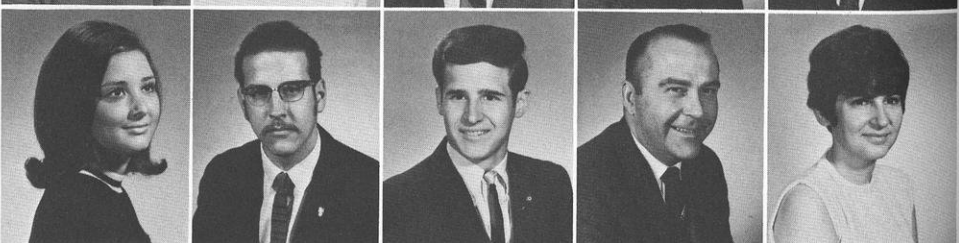
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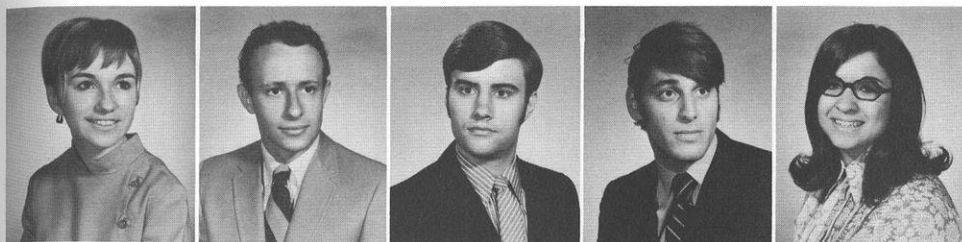


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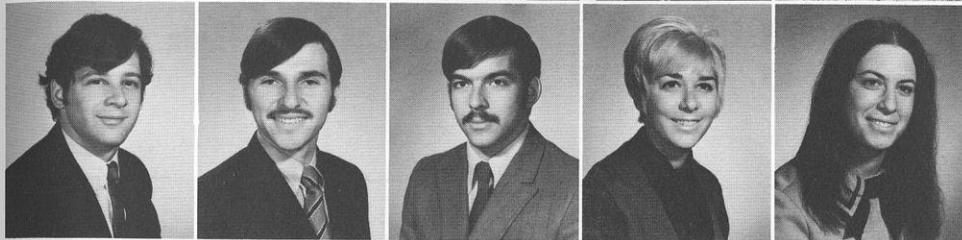


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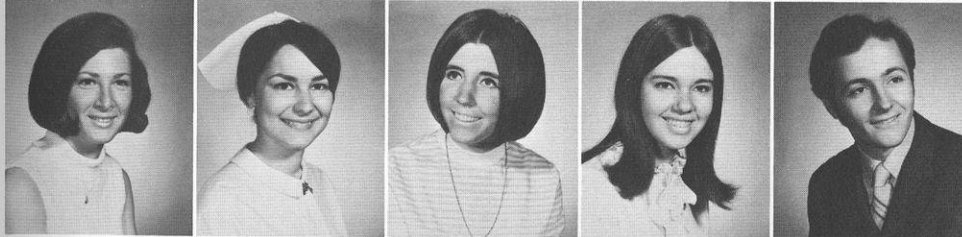




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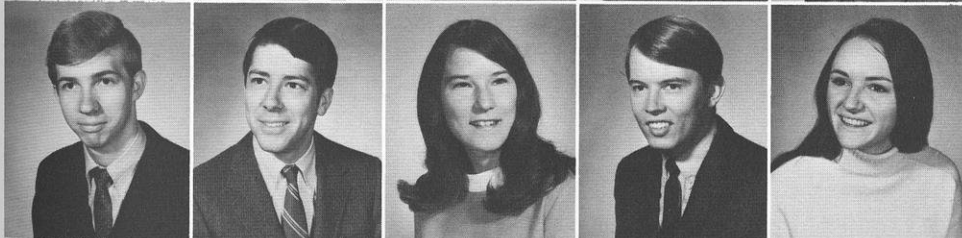
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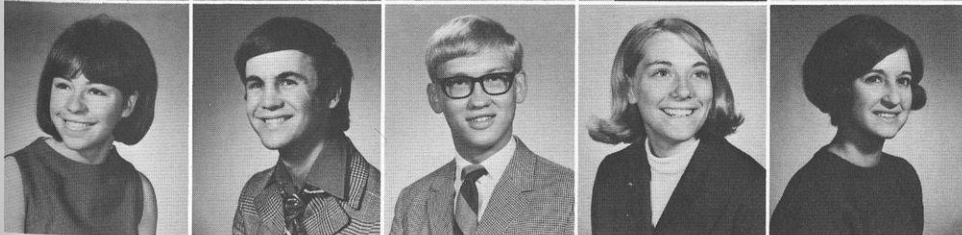
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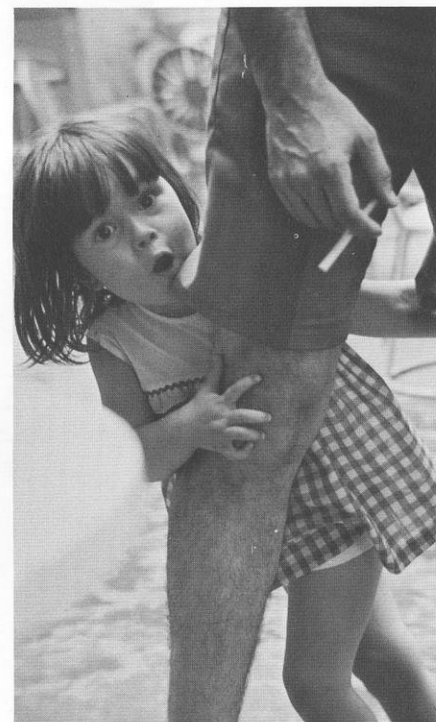
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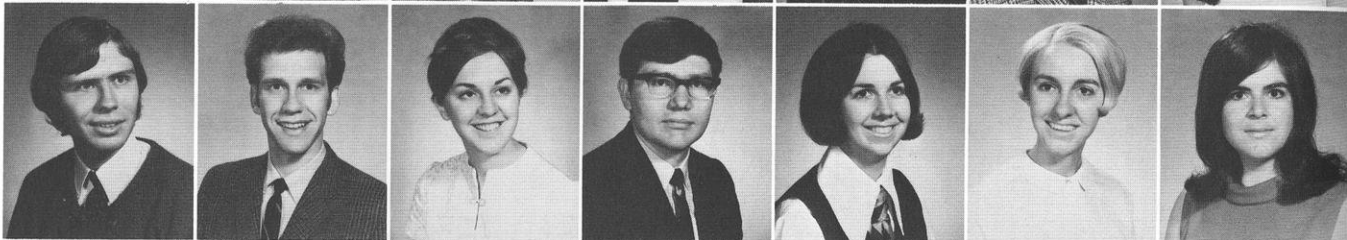
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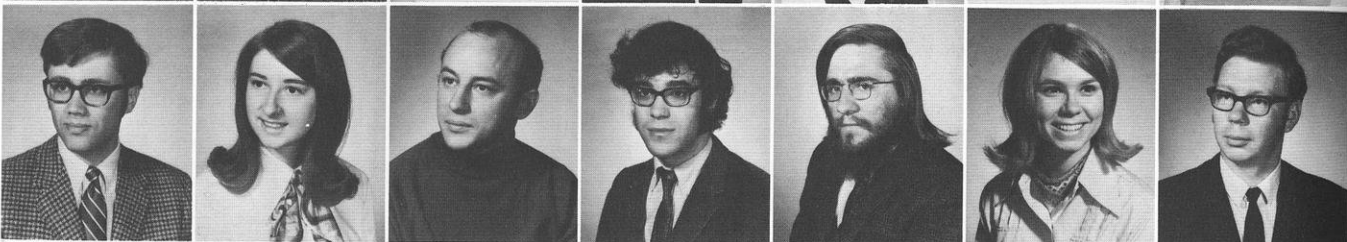
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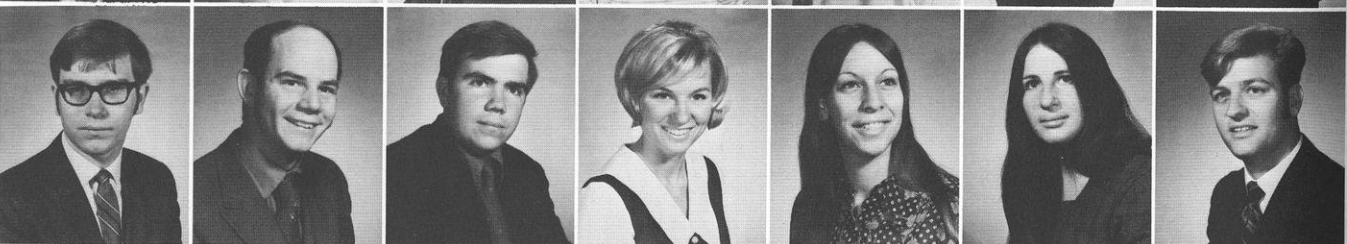
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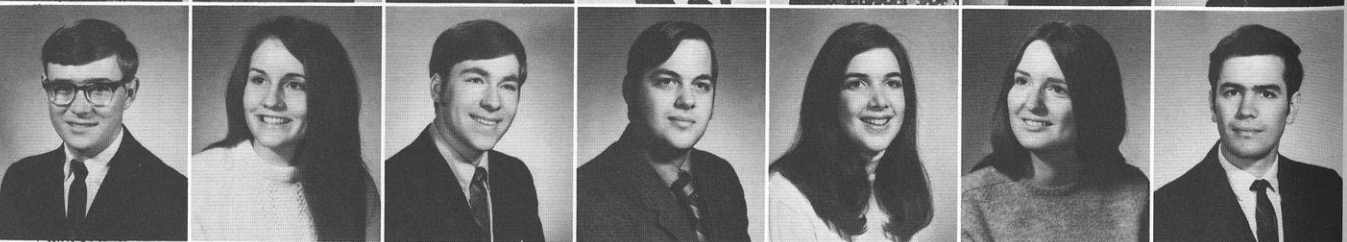
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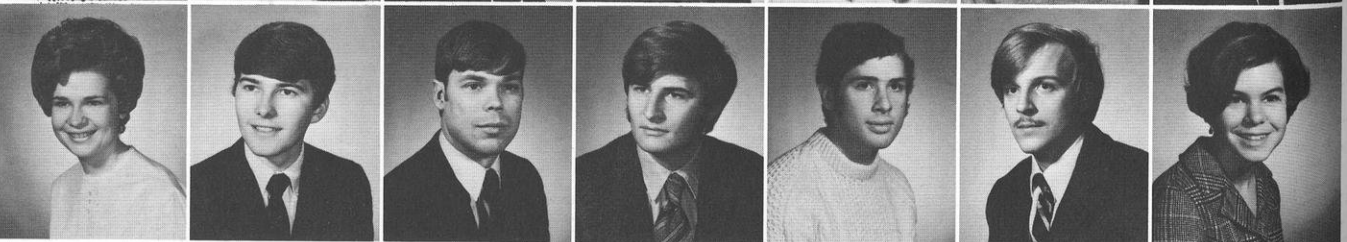
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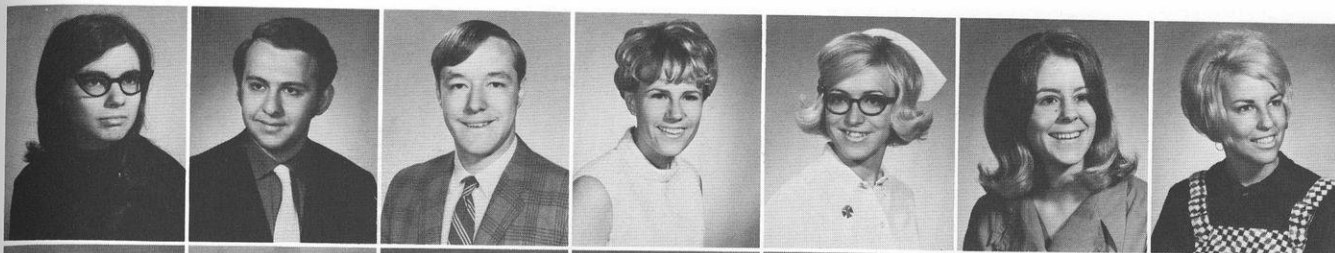


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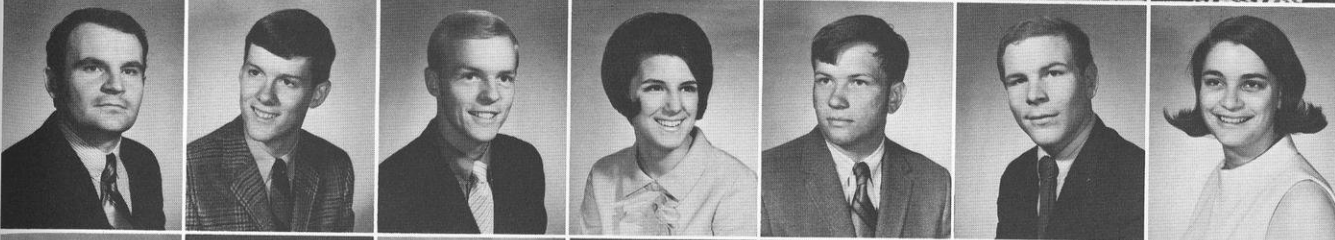


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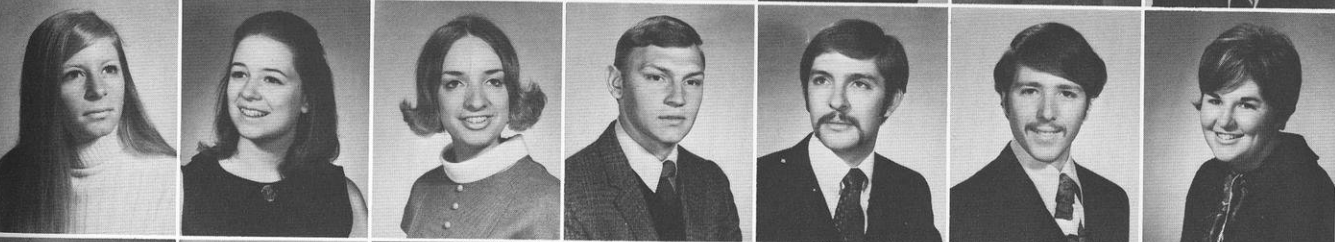
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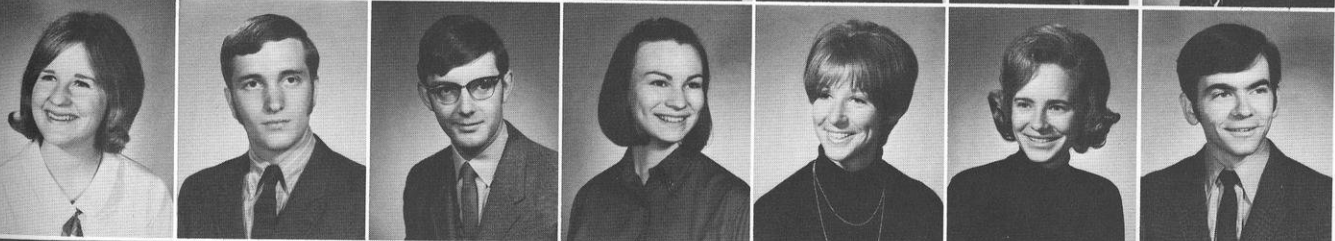
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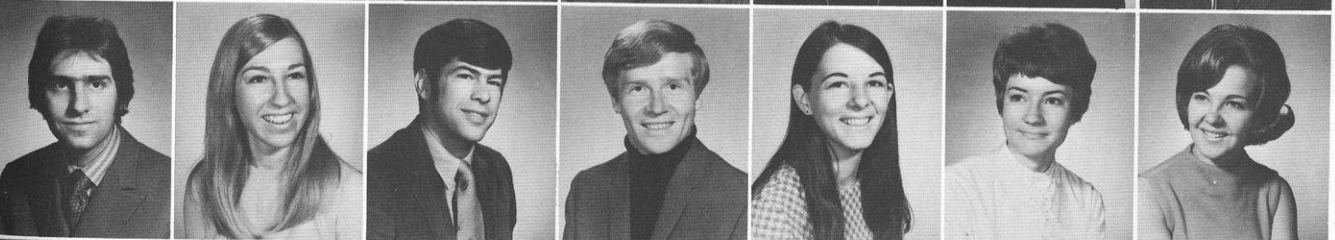
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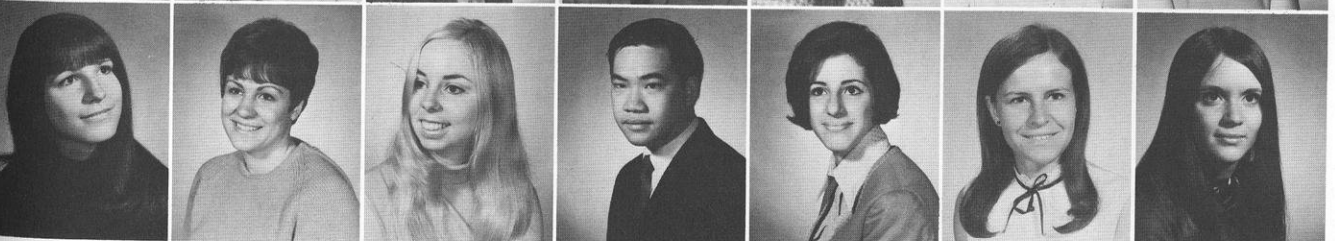
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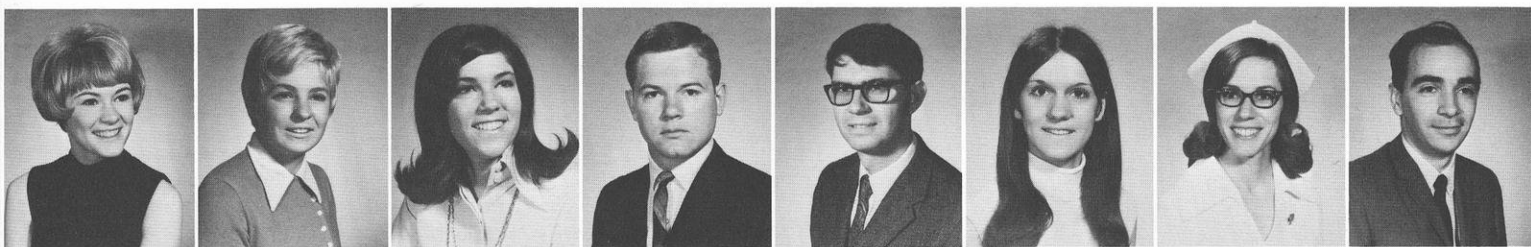
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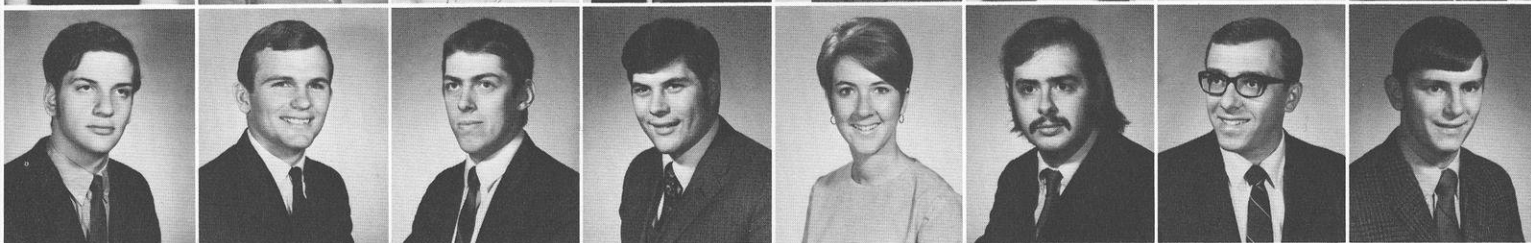
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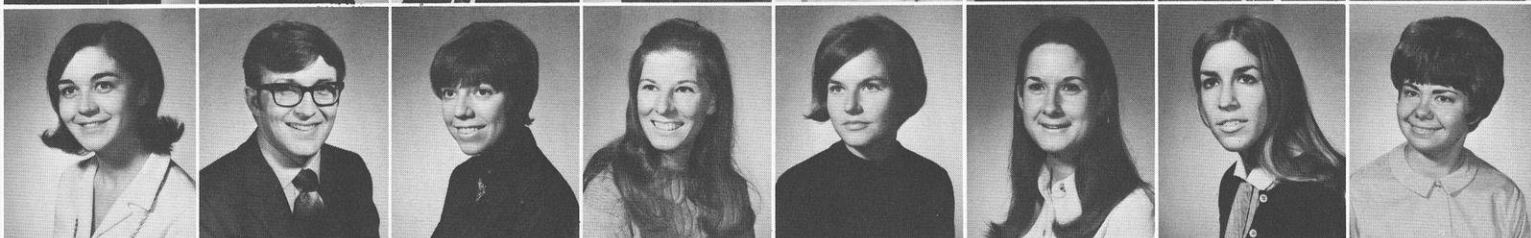
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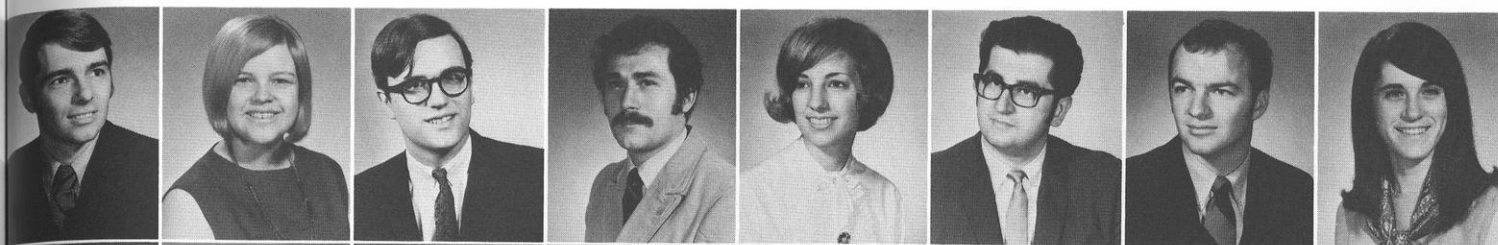


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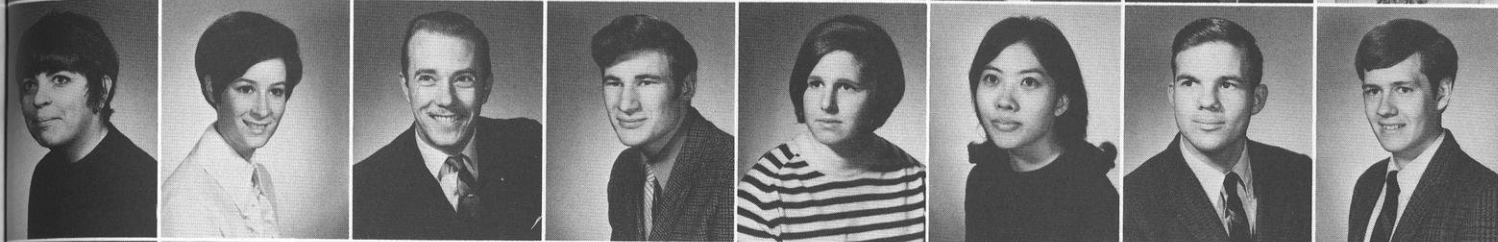


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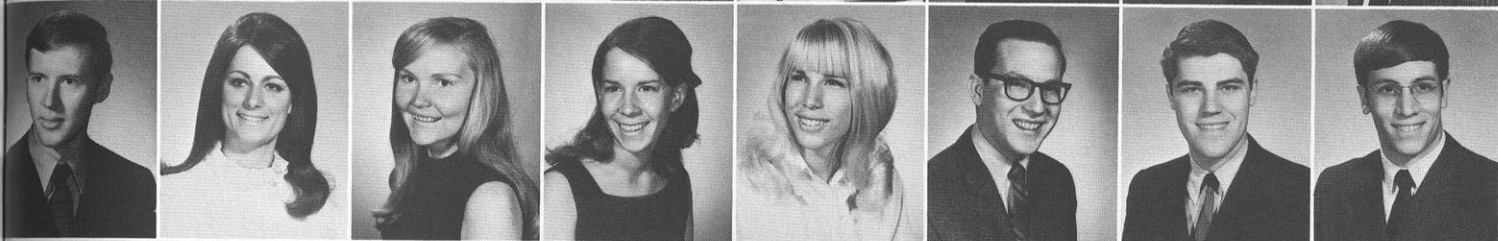




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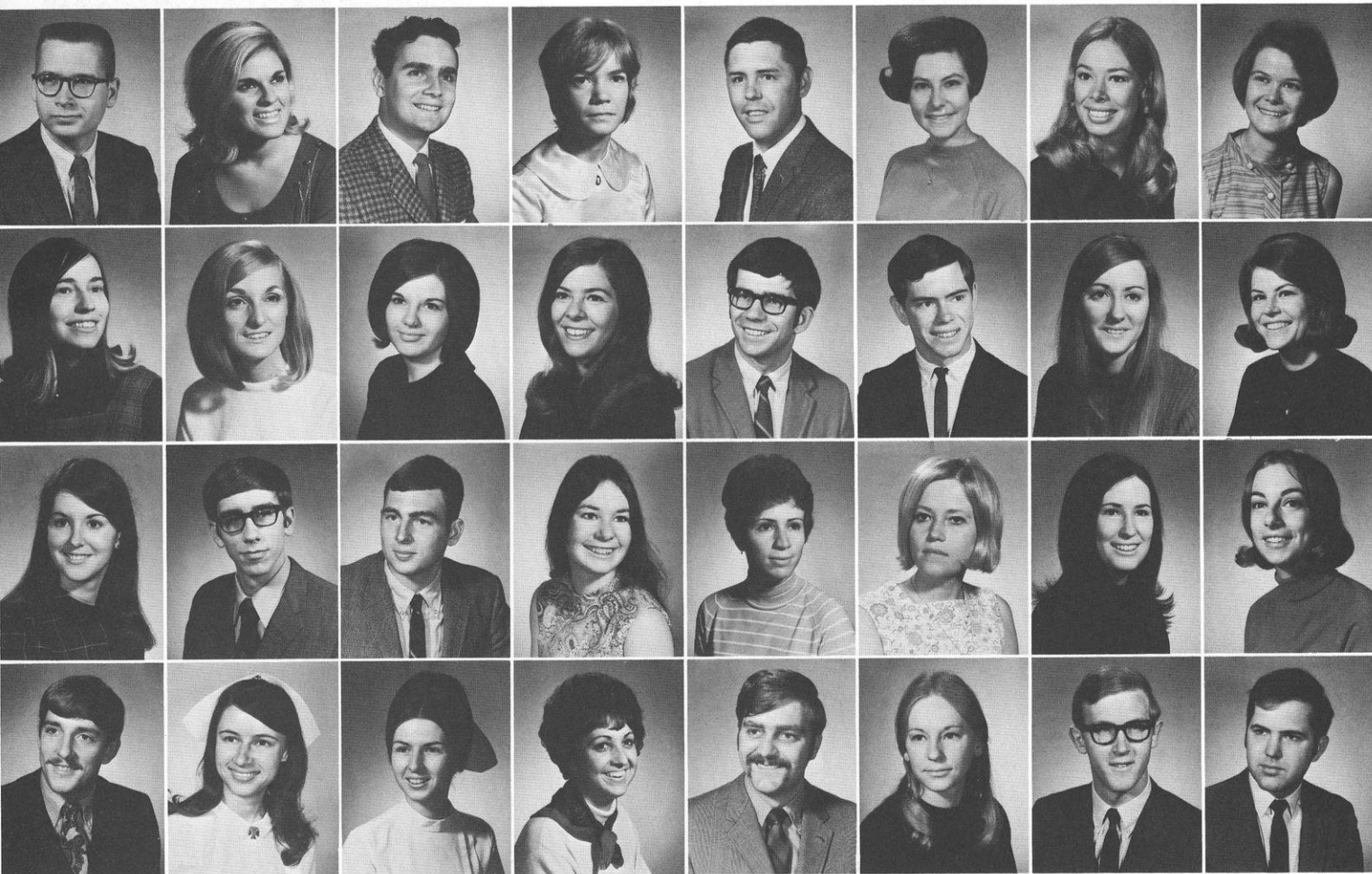
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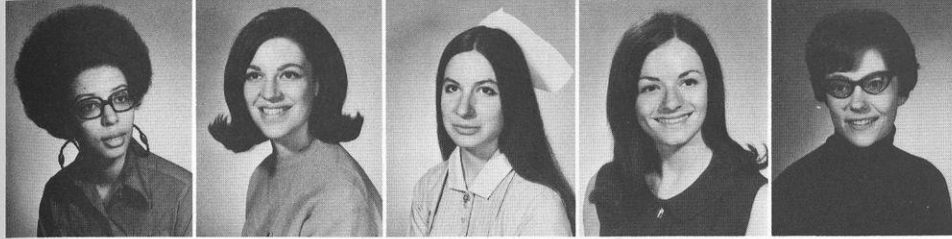
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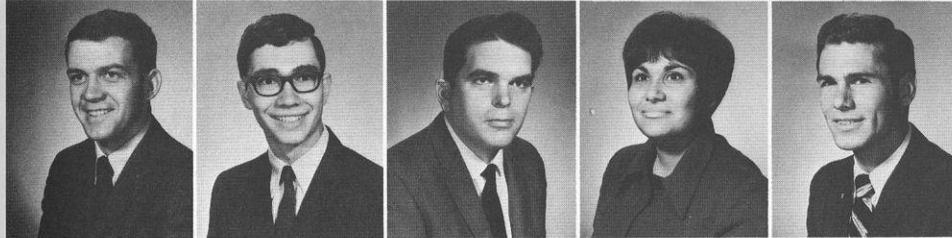
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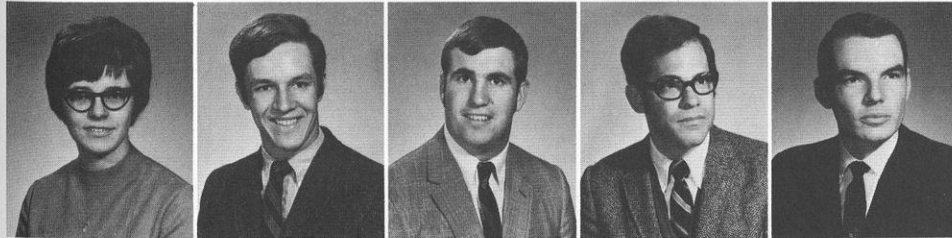
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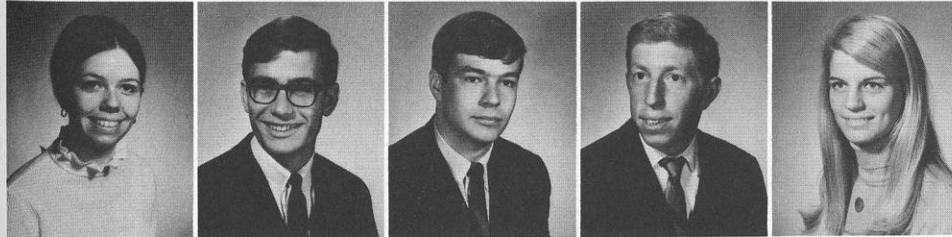
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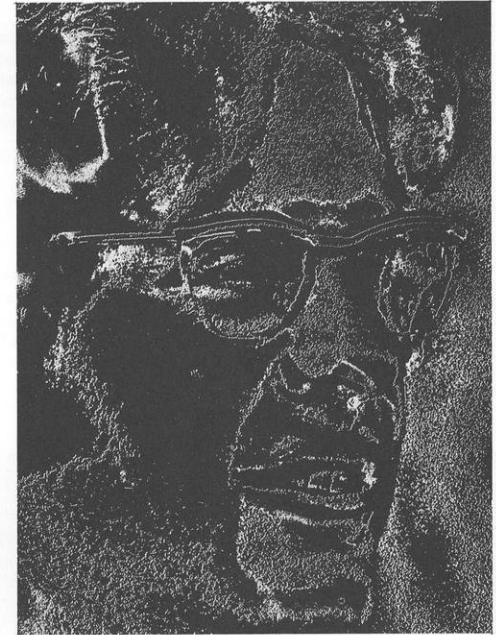
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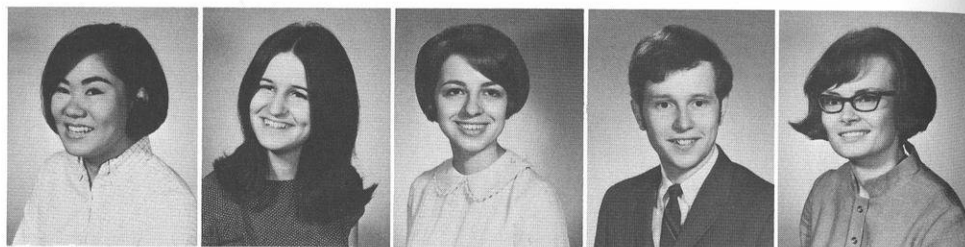
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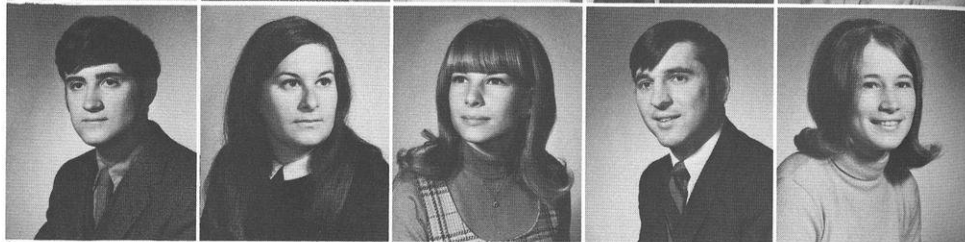
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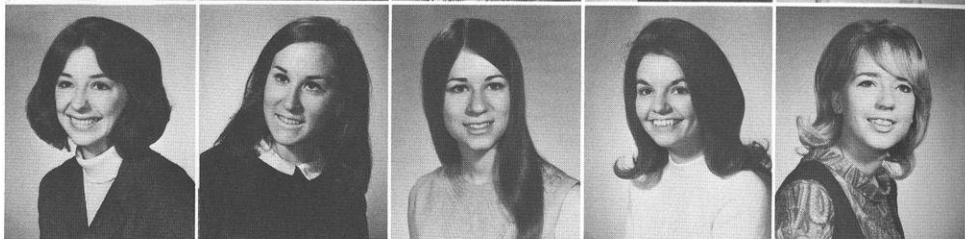
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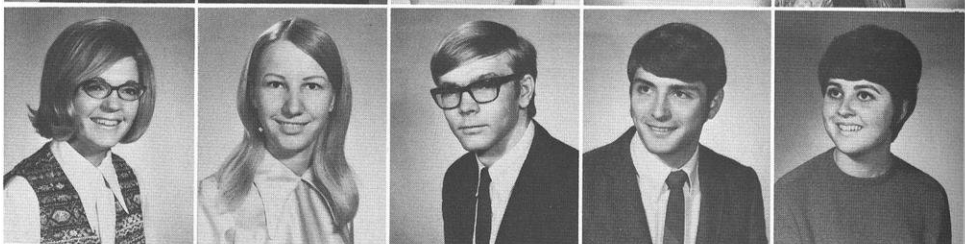
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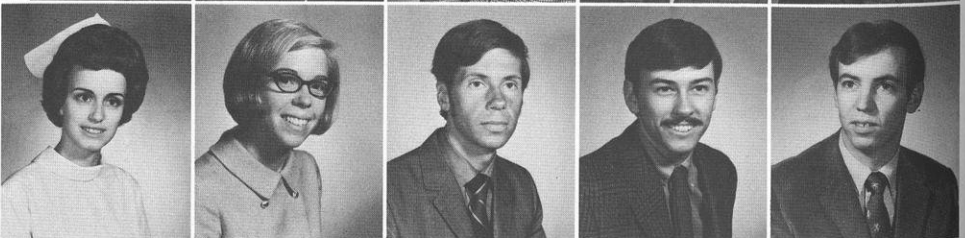
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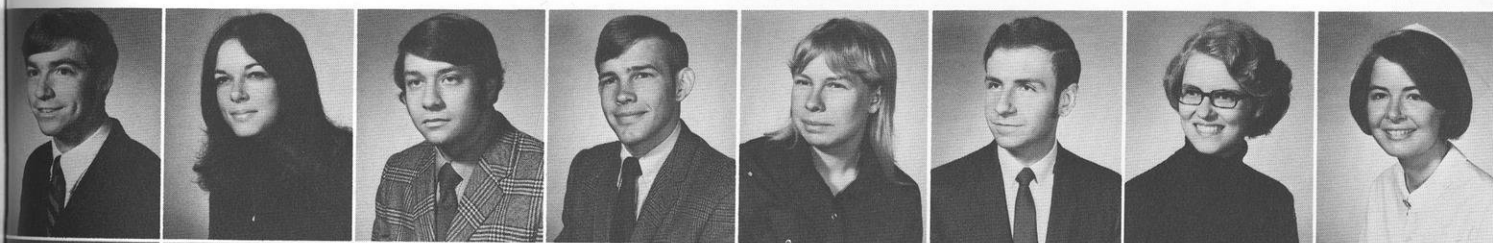


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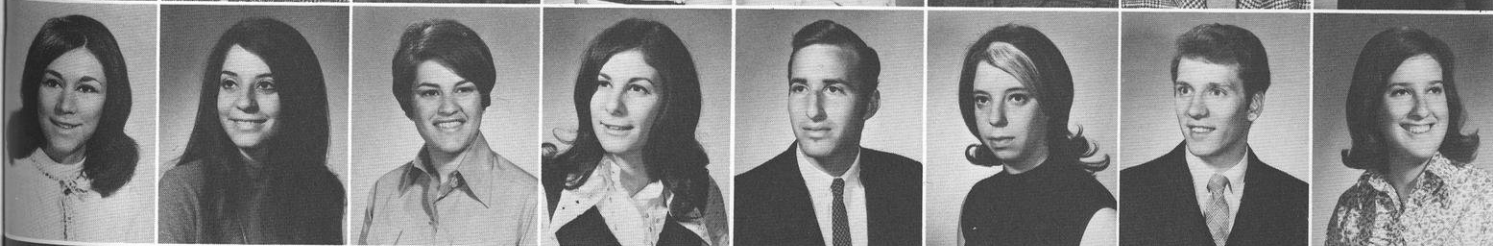




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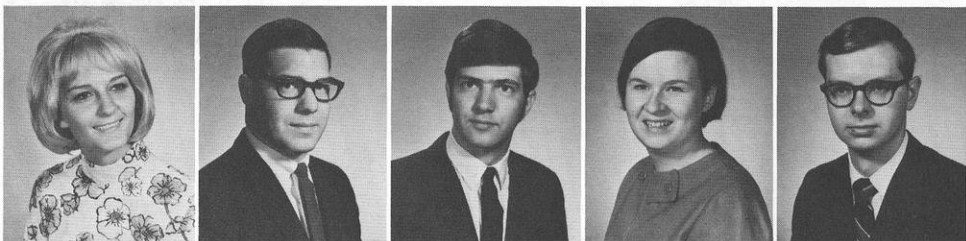
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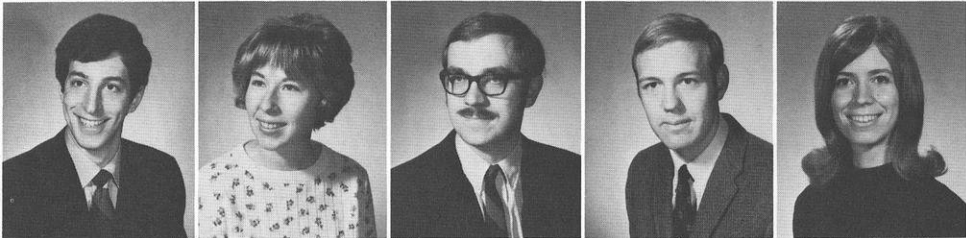
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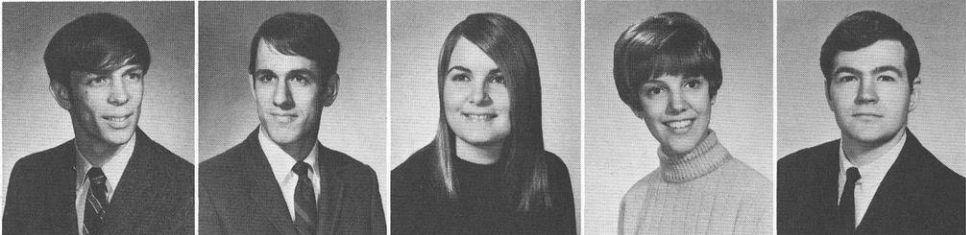
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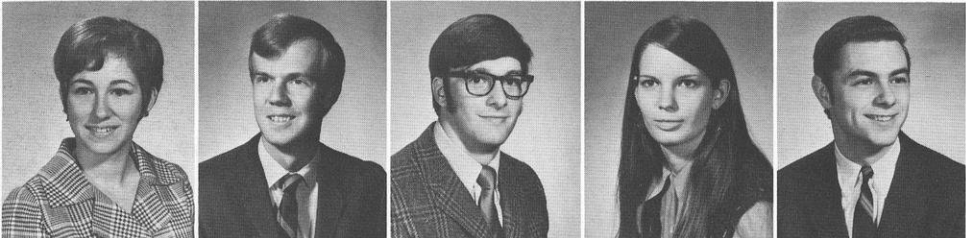
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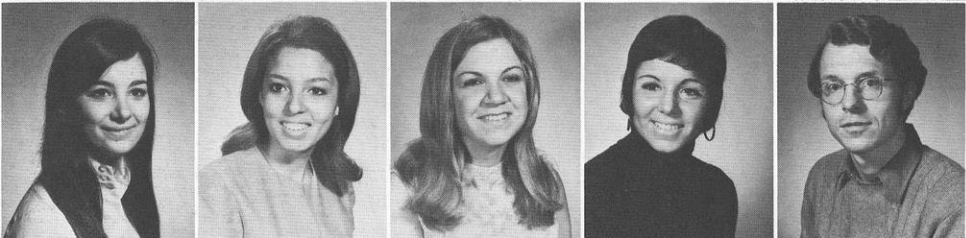
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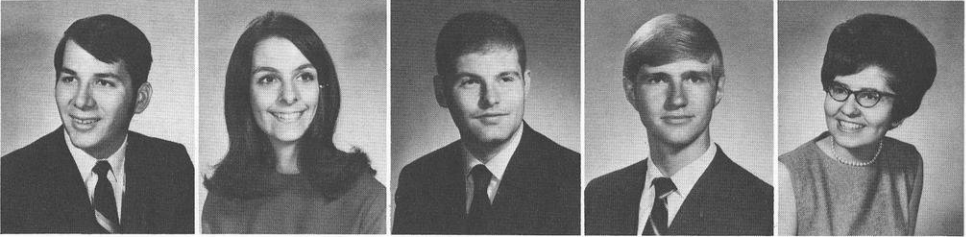
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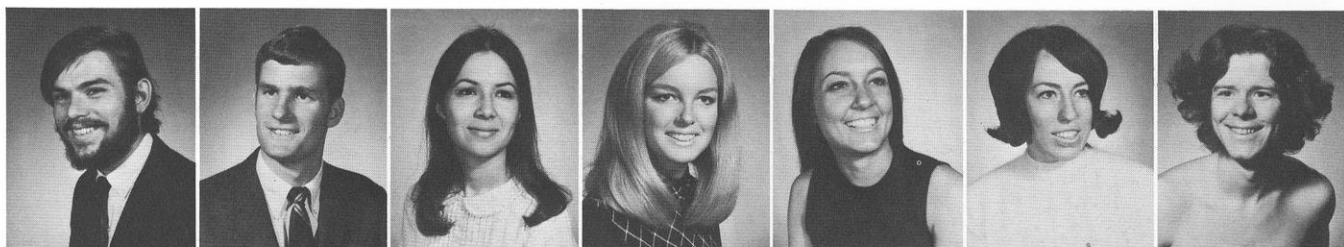
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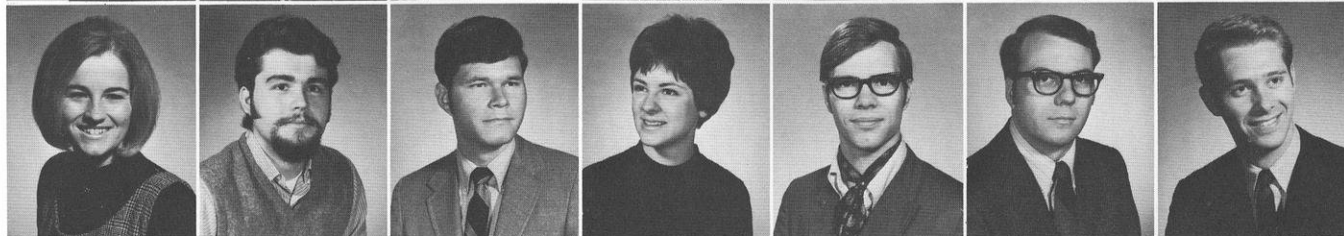
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Wiesner, H.K.
Wilkas, Lenore



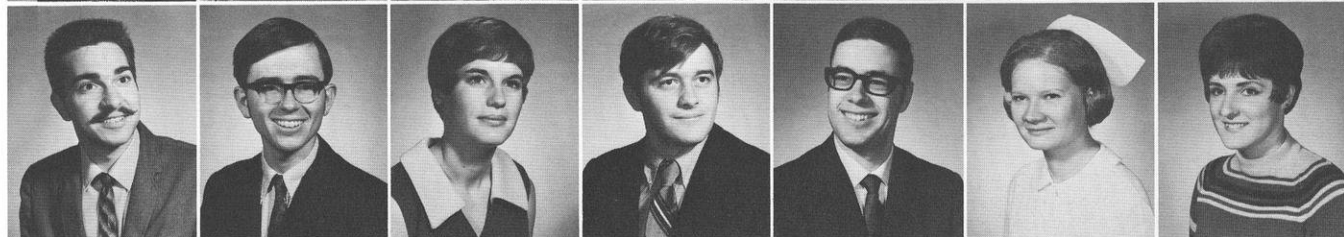
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 Williams, Cynthia
 Williams, Lesly
 Williams, Mary
 Williams, Philip



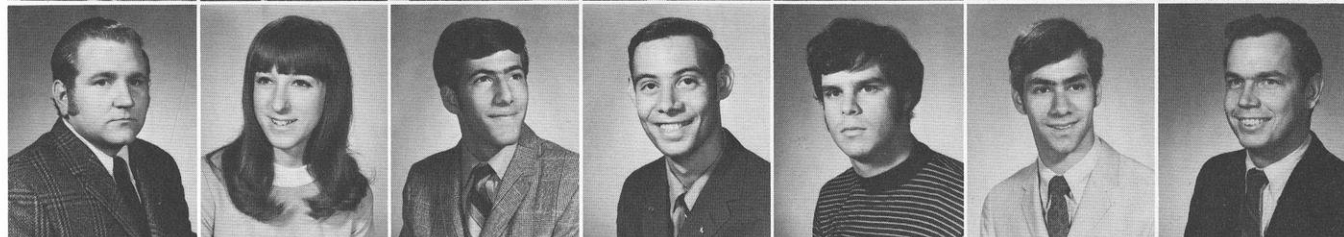
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 Wilson, Julie
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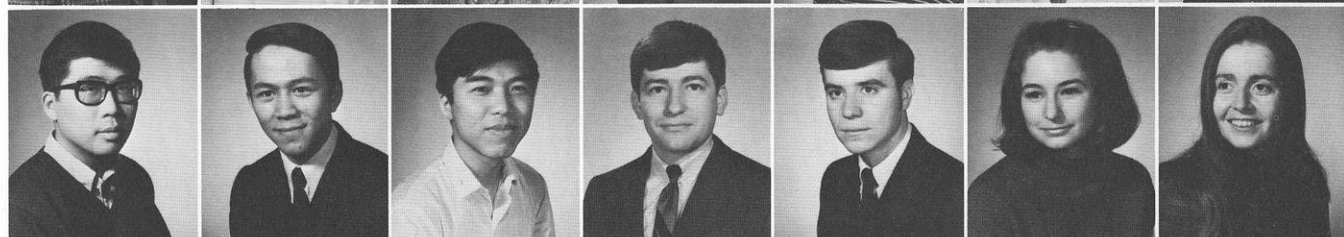
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 Wojnicz, Robin
 Wolf, Karen



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 Wolff, Richard
 Wolfman, Dennis
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 Wolske, James



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 Woods, Bryan
 Woolner, Kay
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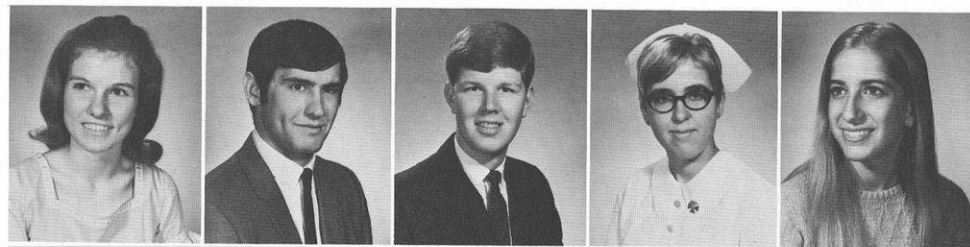


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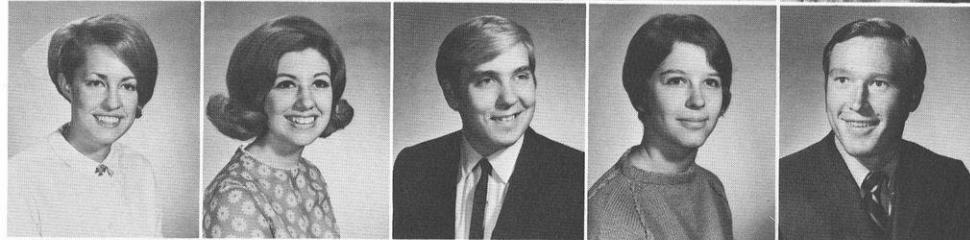


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 Zeeh, Peter
 Zeff, Susan





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Zeller, Peter
Zellmer, Jane
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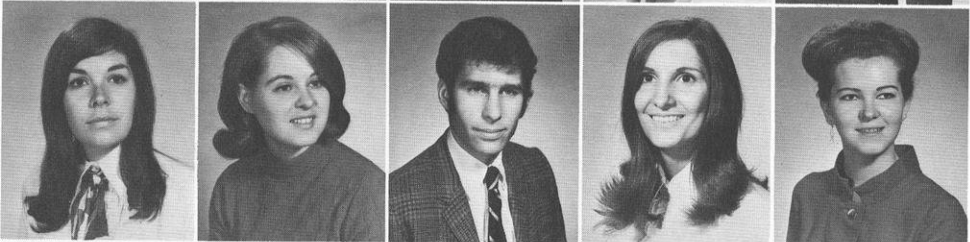
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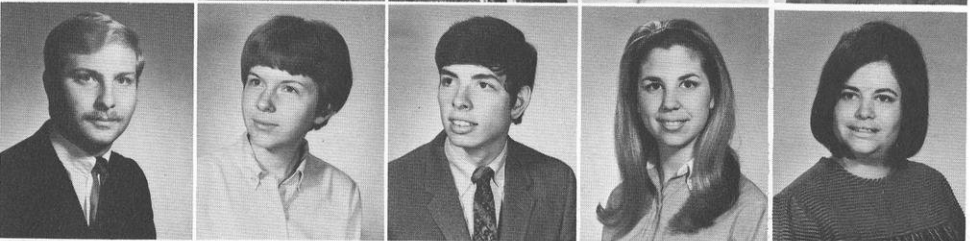
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Zinck, Gary



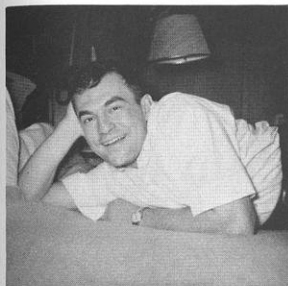
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Zipp, Joel
Zipperer, Anita
Zipperer, Joan



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Zucker, David
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Collette, Marion



Steven Weynand



Katherine Atkinson



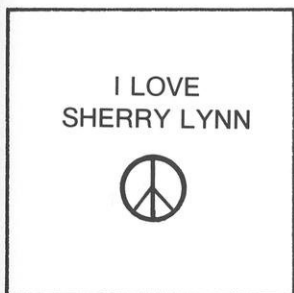
Jacquelyn Wallace



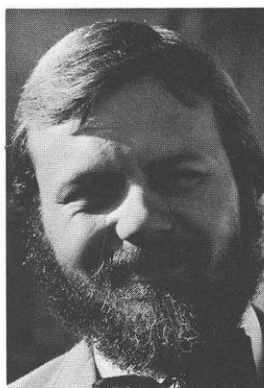
Jim Malveg



Hollyann Oakley-Brinen



Kenneth Steiner



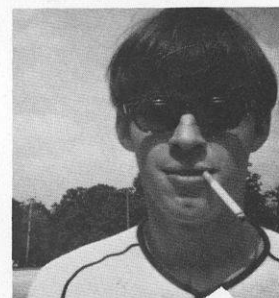
Heinrich Albért



Pam Ryan



Diane Mortwedt



Janice Walsh



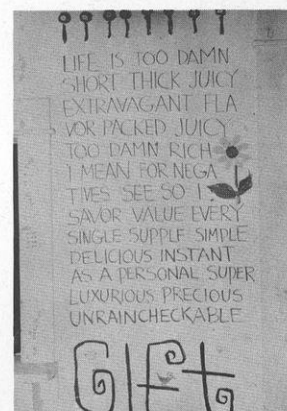
Suzanne Worth



J.B.



Sandra Kray



Ed. Proctor



Yeshiwas Bekele

GROWING PAINS

Arriving just in time to welcome the class of 1970 to Madison for freshman year,

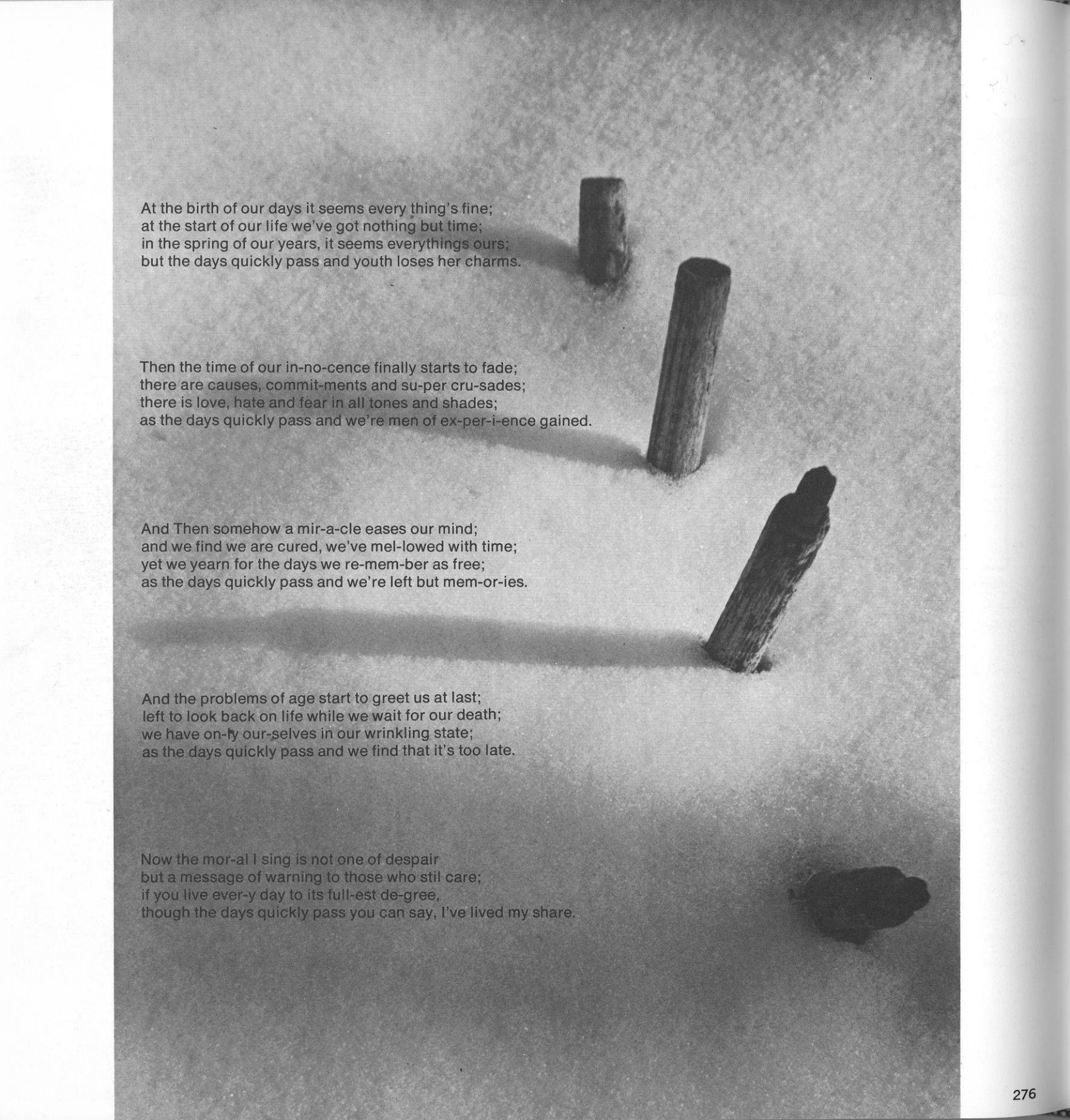


the first and only live-born zebra twins frisk with their mother.



Now only one twin is left, but he is alive and well and living in a new enclosure.

Randy Cary



At the birth of our days it seems every thing's fine;
at the start of our life we've got nothing but time;
in the spring of our years, it seems everythings ours;
but the days quickly pass and youth loses her charms.

Then the time of our in-no-cence finally starts to fade;
there are causes, commit-ments and su-per cru-sades;
there is love, hate and fear in all tones and shades;
as the days quickly pass and we're men of ex-per-i-ence gained.

And Then somehow a mir-a-cle eases our mind;
and we find we are cured, we've mel-lowed with time;
yet we yearn for the days we re-mem-ber as free;
as the days quickly pass and we're left but mem-or-ies.

And the problems of age start to greet us at last;
left to look back on life while we wait for our death;
we have on-ly our-selves in our wrinkling state;
as the days quickly pass and we find that it's too late.

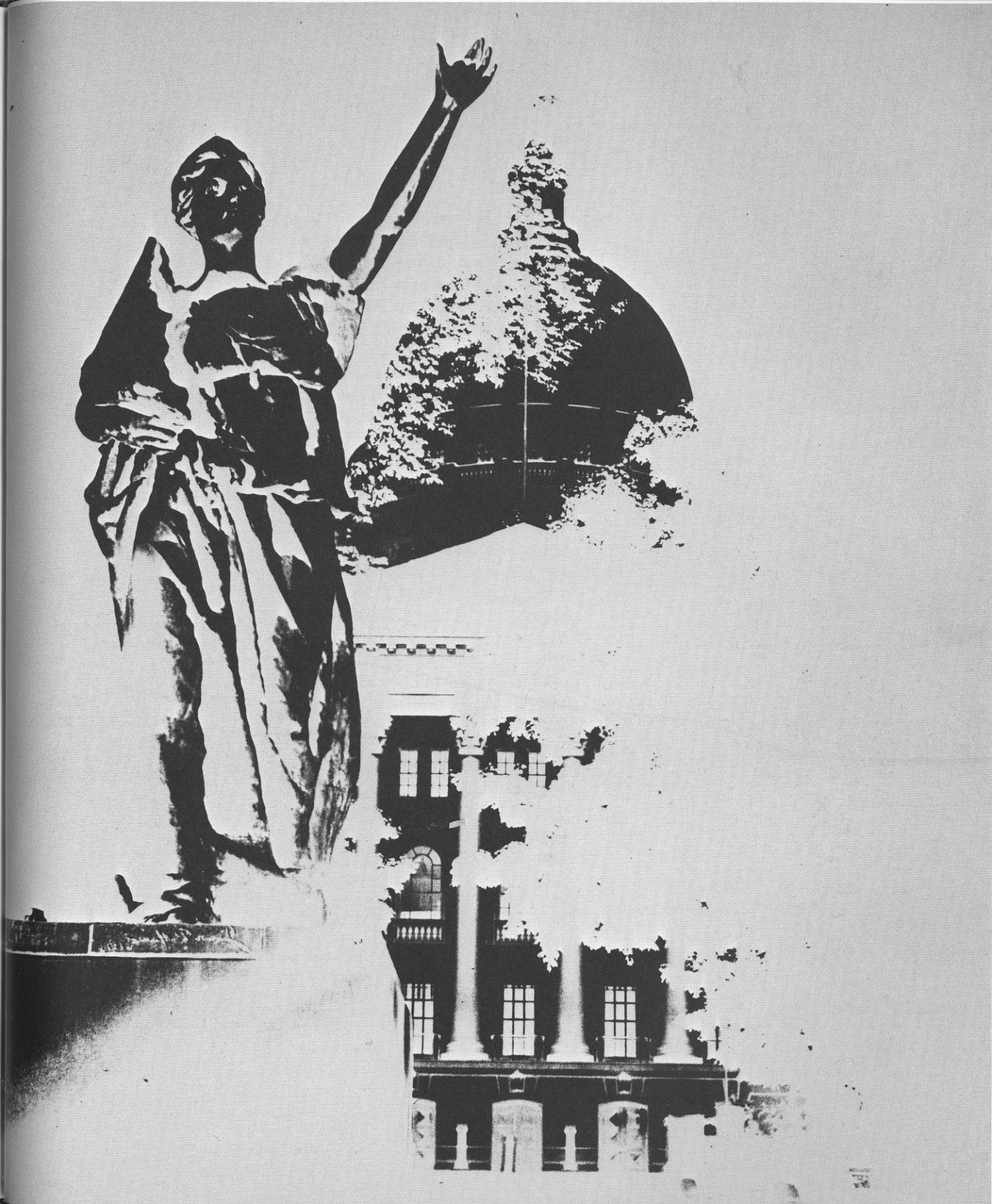
Now the mor-al I sing is not one of despair
but a message of warning to those who stil care;
if you live ever-y day to its full-est de-gree,
though the days quickly pass you can say, I've lived my share.











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Craig Laronge

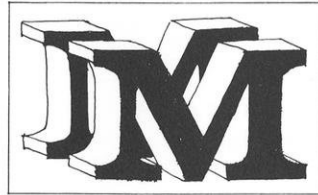
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Rules

Madison M*N*P*LY

Our rules are more or less those of the old capitalistic rainy day version we all know from childhood. If you don't remember all of the rules, be inventive. The game is based on actual situations, where most players do not play by the rules anyway.

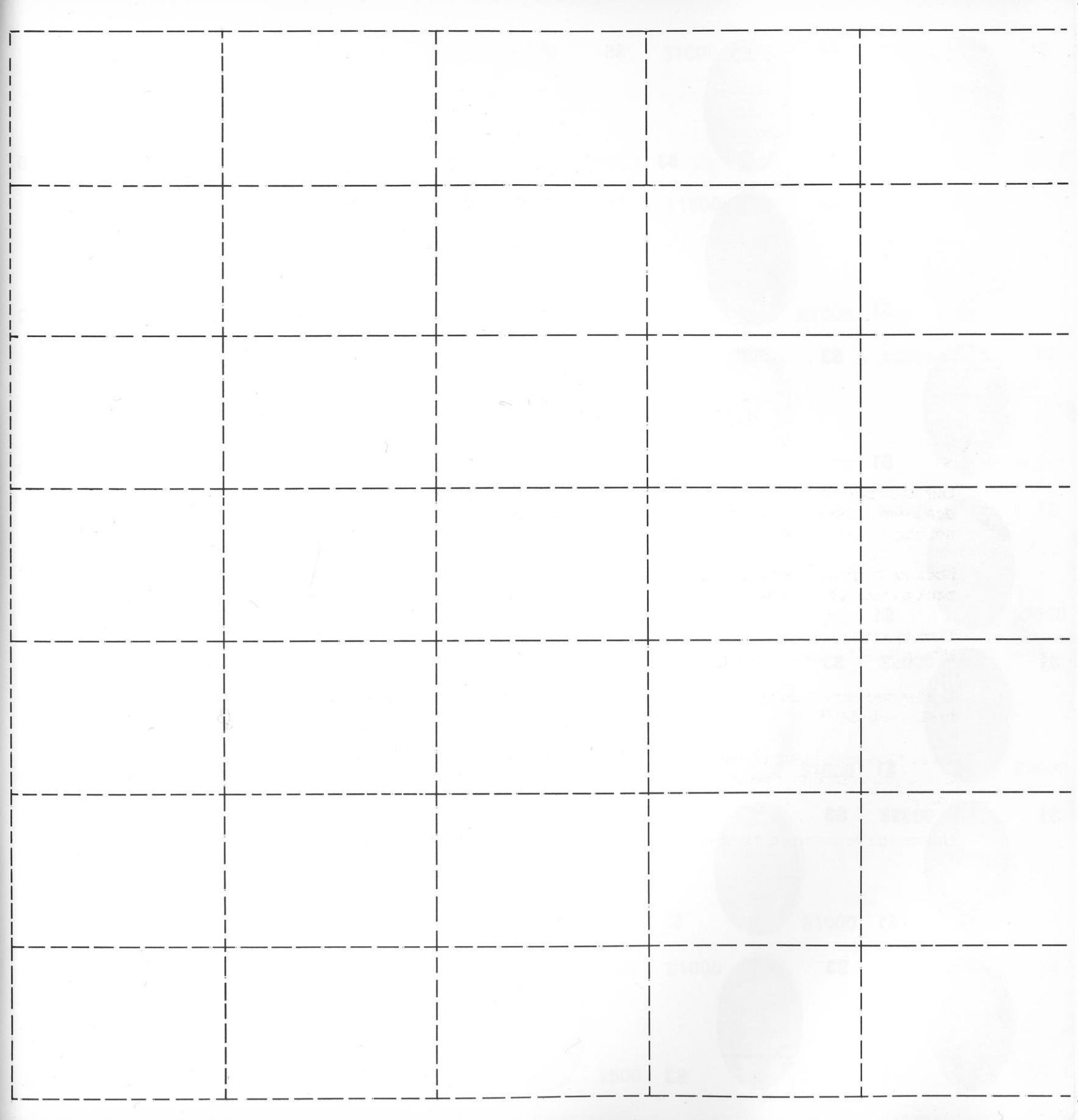
Look to the players around you. They are your enemies. The object of the game is to smile your way to the bank as you rob the other players blind.

Start by cutting out the money, cards, and deeds from the following pages, and use them to play Madison M*n*p*ly. A full sized board is in your multi media envelope in the back of your book.

If you need more money, just make some. We've included seven each of ten denominations. Each player is to start with \$4000.

If you pass enroll on an even throw of the dice, you will receive \$250 from the University in a scholarship. But, if you pass Enroll on an odd throw of the dice, you must pay the bank \$125 tuition. But you know the game.

Unless you're inventive, be prepared to pay out more money than you'll take in.



\$1



\$1

\$3



\$3

\$5



\$5

\$10



\$10

\$20



\$20

\$1



\$1

\$3



\$3

\$5



\$5

\$10



\$10

\$20



\$20

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\$1

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\$1



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\$3



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\$5



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\$20

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\$1

\$3



\$3

\$5



\$5

\$10



\$10

\$20



\$20

\$50



\$50

\$100



\$100

\$500



\$500

\$1000



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\$2000



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\$1000

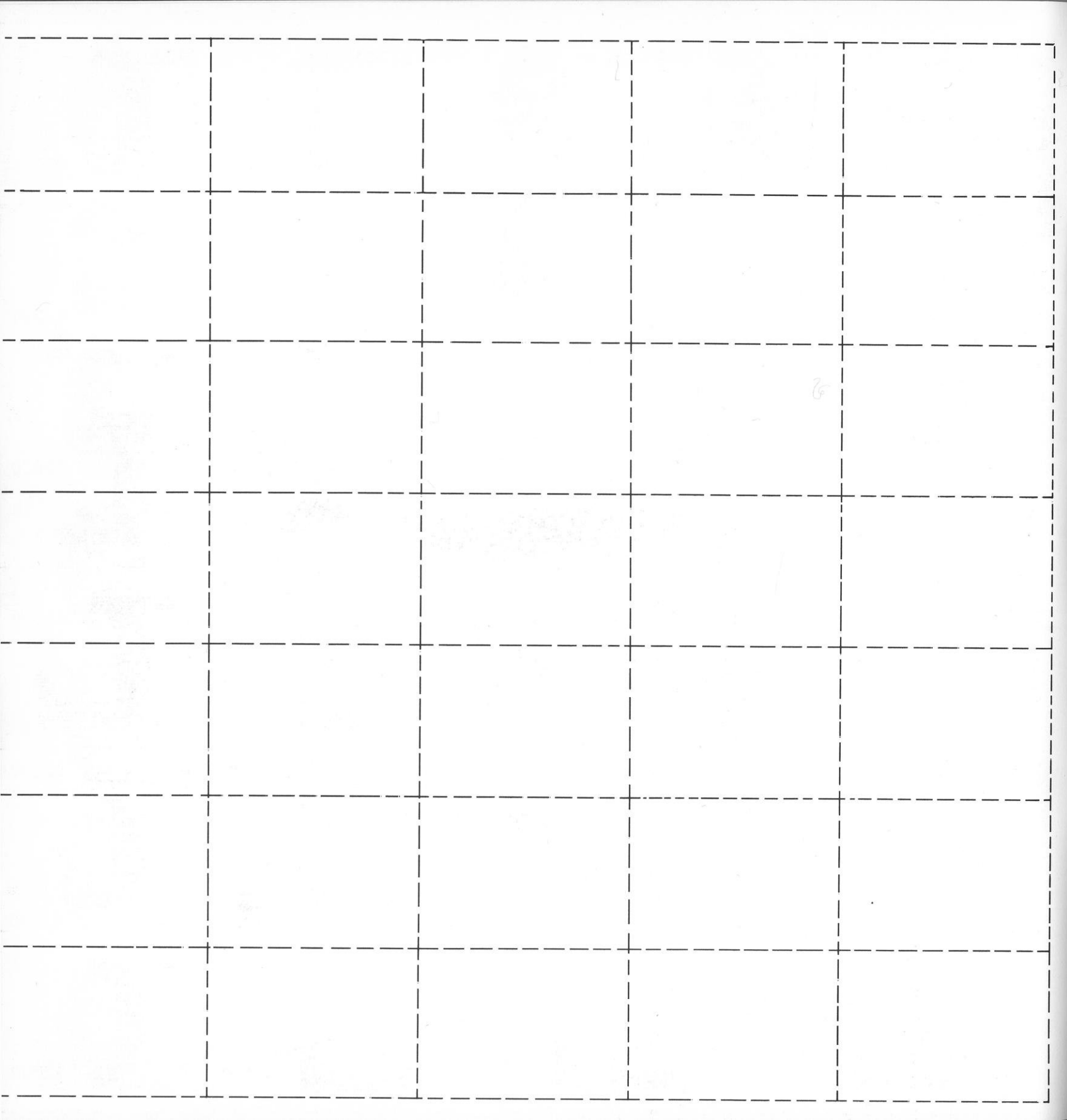


\$1000

\$2000



\$2000



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Sunday supper at
McDonald's followed by
emergency visit to student
health—pay \$10 for
medication

Stereo ripped off by smack
freak—collect \$200
insurance

From sale of \$50 worth of
books—collect \$10

Contribute to bail
fund—\$25

Registration—advance
slowly to enroll

Register for others—collect
\$10 from each player

Caught in registration
line—lose turn.

Summer job—earn \$250

Advance token to nearest
airline—pay half fare.

You have been elected
Homecoming queen—pay
off \$50 to each player

Pay \$500 to doctor for
getting you out of draft

Income tax refund—collect
\$30

Begin enrollment—pay \$50
fees

Receive \$40 pay as
part-time narc

Record store has sale—pay
\$15

Buy term paper—pay \$10

365 trips to Babcock—pay
\$40

Type thesis—receive \$20

Rushed for time—pay \$10
to have paper typed

Letter from home contains
money—receive \$20

Granted in-state
tuition—receive \$1000

Granted
fellowship—receive \$500

Roseliep and Froelich lose
election—all players
receive \$50

Assigned to Elm Drive—pay
\$25 bus fares

Bring your car to school—pay \$40 parking

Weekly snack bill—pay \$10

Disrupt classes—go directly to jail

Talk back to meter maid—go directly to jail

Riot damage to your property—pay \$40 repairs for each house or cash register, \$150 for each high rise or branch

WSA pays your bail—get out of jail free

Cannabis in your backyard matures—collect \$50

Win draft lottery—lose your turn, but receive \$75 tuition refund

GET OUT OF JAIL FREE

Seen at demonstration—go directly to jail

Caught in union without fee card—go directly to jail

Pledge a greek house—pay \$100 dues

Vacation coming—pay \$5 for a haircut

Your landlord returns your security deposit—receive \$50

You get your phone bill—pay \$25

Jaywalking ticket—pay \$5

Receive another parking ticket—pay \$20

Your father is an in-state Republican leader—Get out of jail free

Deal a kilo—make \$200

Sell records to get home—make \$30

Evening at the Pub—pay \$10

Make \$25 at union craft sale

Caught for Red Gym arson—go directly to jail

You've been drafted—sell out to other players to get Canadian grub stake



JM

JM

JM

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JM

MIFFLIN STREET

RENT \$50

With 1 House	\$200
With 2 Houses	600
With 3 Houses	1400
With 4 Houses	1700

With HIGHRISE \$2000

Mortgage Value \$30
Houses Cost each \$50
Highrises \$50
plus 4 houses

BASSETT STREET

RENT \$35

With 1 House	\$175
With 2 Houses	500
With 3 Houses	1100
With 4 Houses	1300

With HIGHRISE \$1500

Mortgage Value \$30
Houses Cost each \$50
Highrises \$50
plus 4 houses

UNIVERSITY AVENUE

RENT \$26

With 1 House	\$130
With 2 Houses	390
With 3 Houses	900
With 4 Houses	1,100

With HIGHRISE 1,275

Mortgage Value \$150
Houses Cost each \$200
Highrises \$200
plus 4 houses

HENRY STREET

RENT \$26

With 1 House	\$130
With 2 Houses	390
With 3 Houses	900
With 4 Houses	1,100

With HIGHRISE \$1,275

Mortgage Value \$60
Houses Cost each \$50
Highrises \$50
plus 4 houses

LANGDON STREET

PLEDGE DUES \$26

With 1 Fraternity	\$130
With 2 Fraternities	390
With 3 Fraternities	900
With 4 Fraternities	1,100

With Sorority \$1,275

Mortgage Value \$50
Frat Houses Cost each \$50
Sororities \$50
plus 4 frats

JOHNSON STREET

RENT \$24

With 1 House	\$120
With 2 Houses	360
With 3 Houses	850
With 4 Houses	1,025

With HIGHRISE \$1,200

Mortgage Value \$70
Houses Cost each \$100
Highrises \$100
plus 4 houses

MADISON GAS AND ELECTRIC COMPANY

If one "Utility is owned rent is 4 times amount shown on dice.

If both "Utilities" are owned rent is 10 times amount shown on dice.

Mortgage Value \$75

DAYTON STREET

RENT \$22

With 1 House	\$110
With 2 Houses	330
With 3 Houses	800
With 4 Houses	975

With HIGHRISE \$1,150

Mortgage Value \$70
Houses Cost each \$100
Highrises \$100
plus 4 houses

BROOM STREET

RENT \$22

With 1 House	\$110
With 2 Houses	330
With 3 Houses	800
With 4 Houses	975

With HIGHRISE \$1,150

Mortgage Value \$80
Houses Cost each \$100
Highrises \$100
plus 4 houses

NORTH CENTRAL AIRLINES

FARE \$25

If 2 lines are owned	50
If 3 lines are owned	100
If 4 lines are owned	200

Mortgage Value \$100

EAGLE HEIGHTS

RENT \$20

With 1 Room	\$100
With 2 Rooms	300
With 3 Rooms	750
With 4 Rooms	925

With BATH \$1100

Mortgage Value \$90
Rooms Cost each \$100
Baths \$100
plus 4 rooms

HENRY GILMAN

RENT \$18

With 1 Room	\$90
With 2 Rooms	250
With 3 Rooms	700
With 4 Rooms	875

With BATH \$1050

Mortgage Value \$90
Rooms Cost each \$100
Baths \$100
plus 4 rooms

LOWELL HALL

RENT \$18

With 1 Room	\$90
With 2 Rooms	250
With 3 Rooms	700
With 4 Rooms	875

With BATH \$1050

Mortgage Value \$100
Rooms Cost each \$100
Baths \$100
plus 4 rooms

BELT LINE

RENT \$16

With 1 House	\$80
With 2 Houses	220
With 3 Houses	600
With 4 Houses	800

With HIGHRISE \$1,000

Mortgage Value \$110
Houses Cost each \$150
Highrises \$150
plus 4 houses

PARK STREET

RENT \$14

With 1 House	\$70
With 2 Houses	200
With 3 Houses	550
With 4 Houses	750

With HIGHRISE \$950

Mortgage Value \$110
Houses Cost each \$150
Highrises \$150
plus 4 houses

FEIDLER LANE

RENT \$14

With 1 House	\$70
With 2 Houses	200
With 3 Houses	550
With 4 Houses	750
With HIGHRISE	\$950

Mortgage Value \$120
Houses Cost each \$150
Highrises \$150
plus 4 houses

OZARK AIRLINES

FARE \$25

If 2 lines are owned	\$50
If 3 lines are owned	\$100
If 4 lines are owned	\$200

Mortgage Value \$100

STOP AND STEAL

RENT \$12

With 1 Cash Register	\$60
With 2 Cash Registers	180
With 3 Cash Registers	500
With 4 Cash Registers	700
With BRANCH	\$900

Mortgage Value \$130
Cash Registers cost each \$150
Branches \$150
plus 4 cash registers

UNIVERSITY BOOKSTORE

RENT \$10

With 1 Cash Register	\$50
With 2 Cash Registers	150
With 3 Cash Registers	450
With 4 Cash Registers	625
With BRANCH	\$750

Mortgage Value \$130
Cash Registers Cost each \$150
Branches \$150
plus 4 cash registers

RENNEBOHM'S

If one "Utility" is owned rent is 4 times amount shown on dice.
If both "Utilities" are owned rent is 10 times amount shown on dice.

Mortgage Value \$75

MCDONALD'S

RENT \$26

With 1 Cash Register	\$30
With 2 Cash Registers	90
With 3 Cash Registers	270
With 4 Cash Registers	400
With BRANCH	\$550

Mortgage Value \$150
Cash Registers cost each \$200
Branches \$200
plus 4 cash registers

LORENZO'S

RENT \$8

With 1 Cash Register	\$40
With 2 Cash Registers	\$100
With 3 Cash Registers	300
With 4 Cash Registers	450
With BRANCH	\$600

Mortgage Value \$150
Cash Registers Cost each \$200
Branches \$200
plus 4 cash registers

PUB

RENT \$10

With 1 Cash Register	\$50
With 2 Cash Registers	150
With 3 Cash Registers	450
With 4 Cash Registers	625
With BRANCH	\$750

Mortgage Value \$140
Cash Registers Cost each \$150
Branches \$150
plus 4 cash registers

CHOCOLATE HOUSE

RENT \$6

With 1 Cash Register	\$30
With 2 Cash Registers	90
With 3 Cash Registers	270
With 4 Cash Registers	400
With BRANCH	\$550

Mortgage Value \$150
Cash Registers Cost each \$200
Branches \$200
plus 4 cash registers

BADGER BUS LINES

FARE \$25

If 2 lines are owned	50
If 3 lines are owned	100
If 4 lines are owned	200

Mortgage Value \$100

STATE STREET

RENT \$14

With 1 Store	\$20
With 2 Stores	60
With 3 Stores	180
With 4 Stores	320
With ENTIRE BLOCK	\$450

Mortgage value \$175
Stores Cost each \$200
Blocks \$200
plus 4 stores

STATE CAPITOL

BRIBE \$2

With 1 Legislator	\$10
With 2 Legislators	30
With 3 Legislators	90
With 4 Legislators	160
With ENTIRE COMMITTEE	\$250

Mortgage Value \$200
Legislators Cost each \$200
Committees \$200
plus 4 legislators

JM

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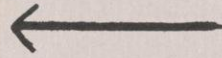
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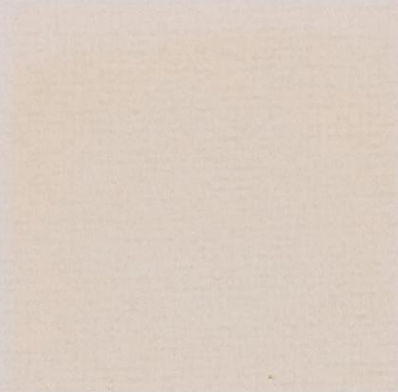
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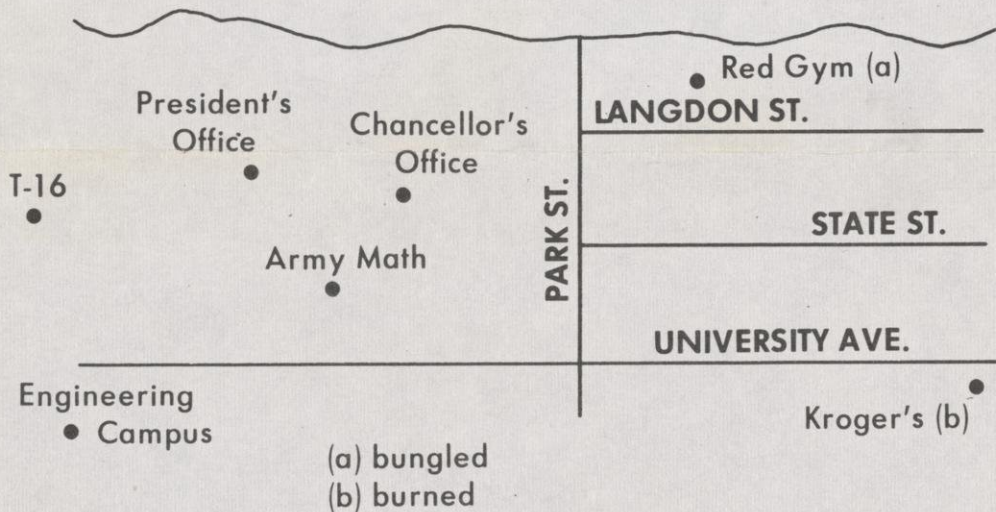
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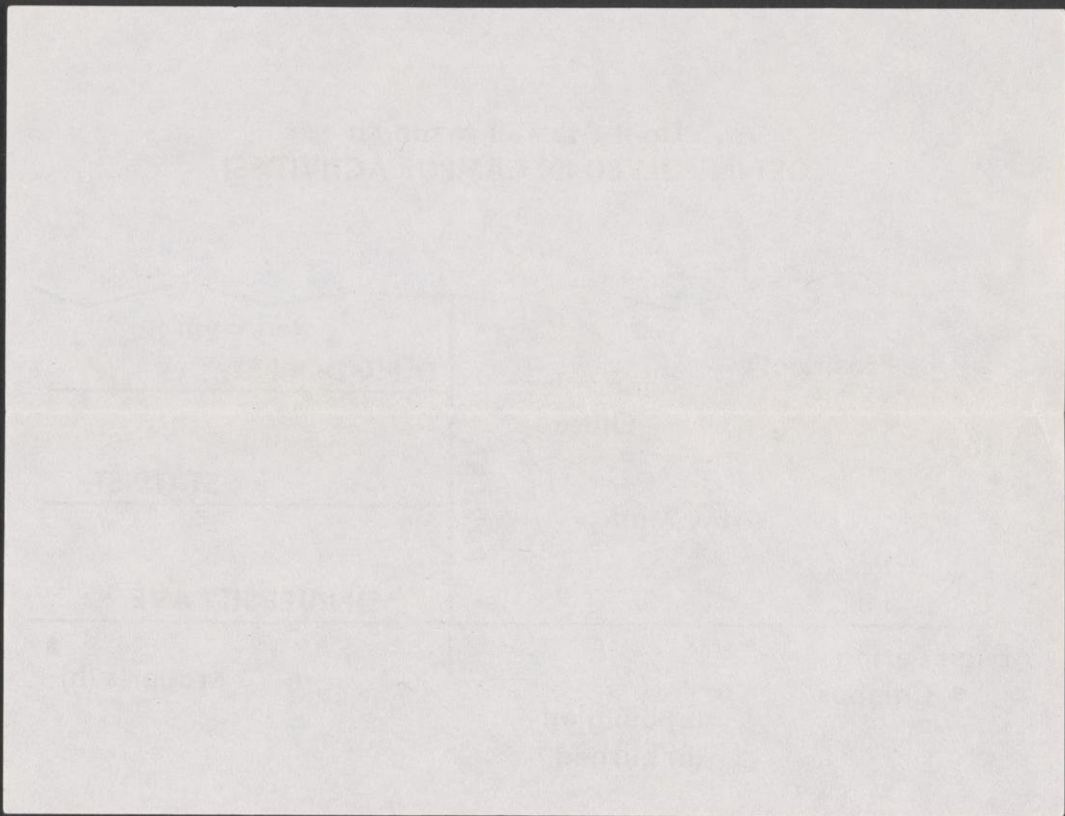
SCRATCH
HARD





Do-It-Yourself Arson Kit
GET INVOLVED IN CAMPUS ACTIVITIES!





THE WISCONSIN ART PORTFOLIO

SOUND EXPERIENCE

33 1/3
RPM

Stereo

Stereo

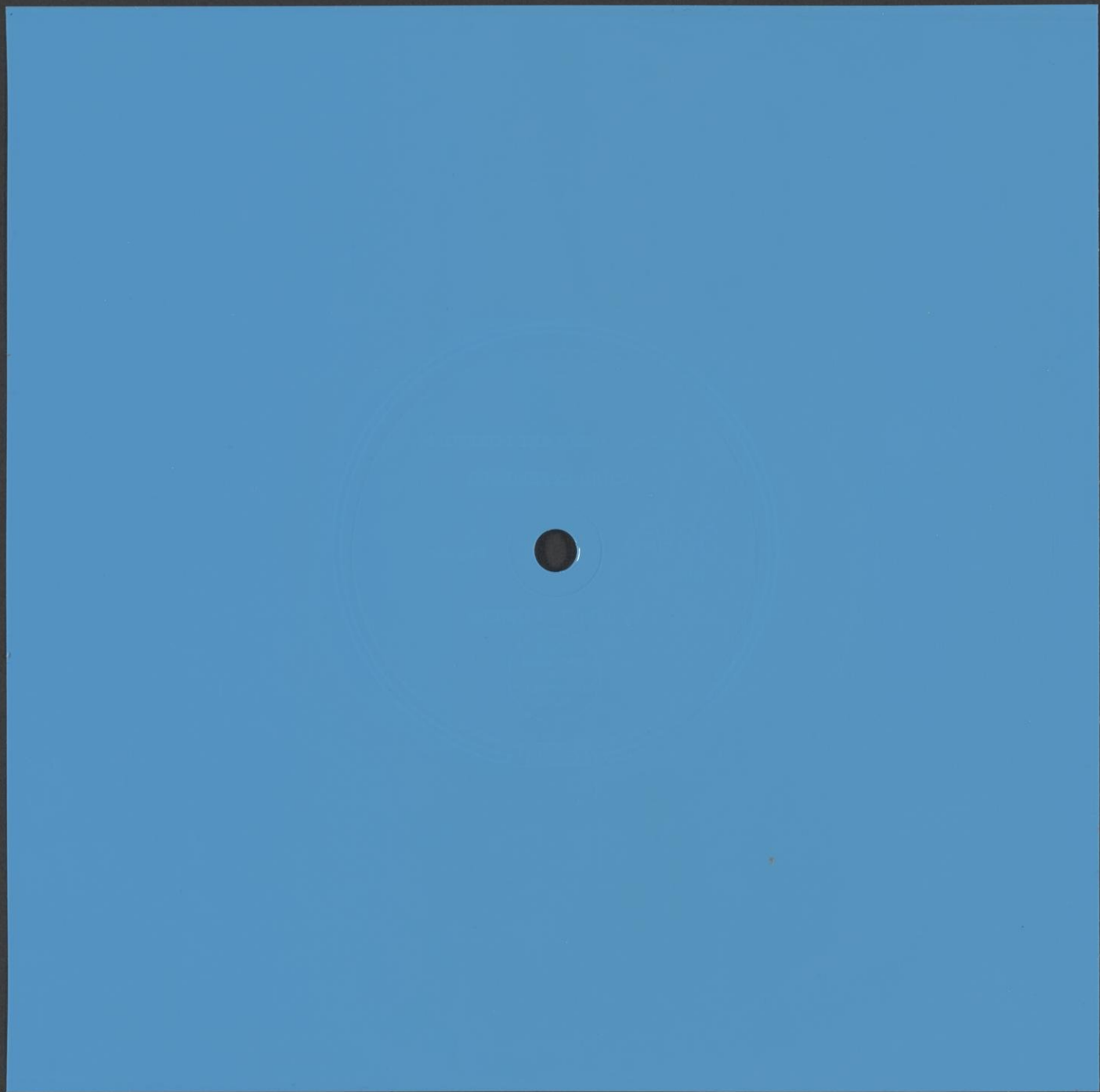
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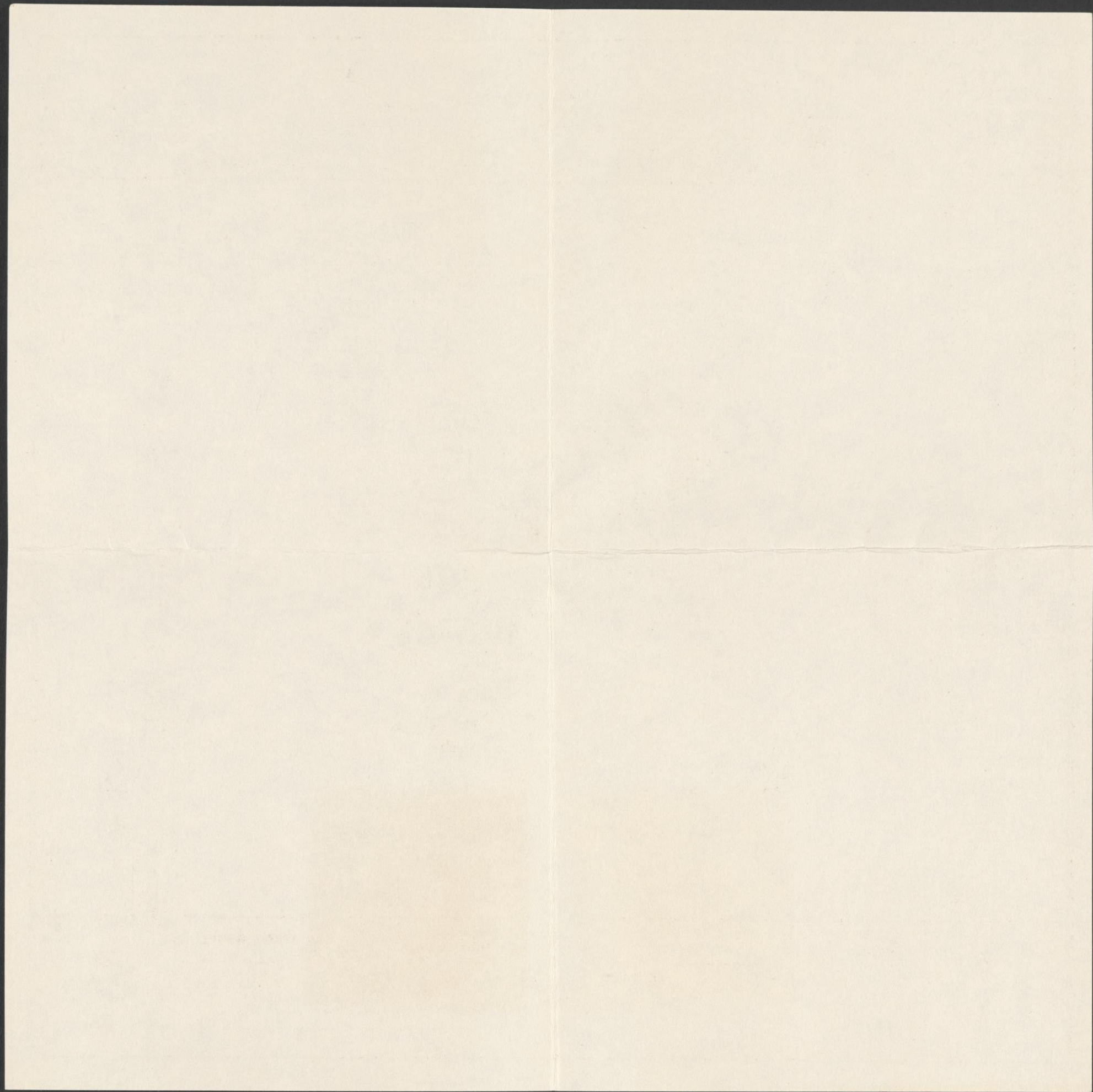
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COIN HERE
IF
SOUNDSHEET
SLIPS

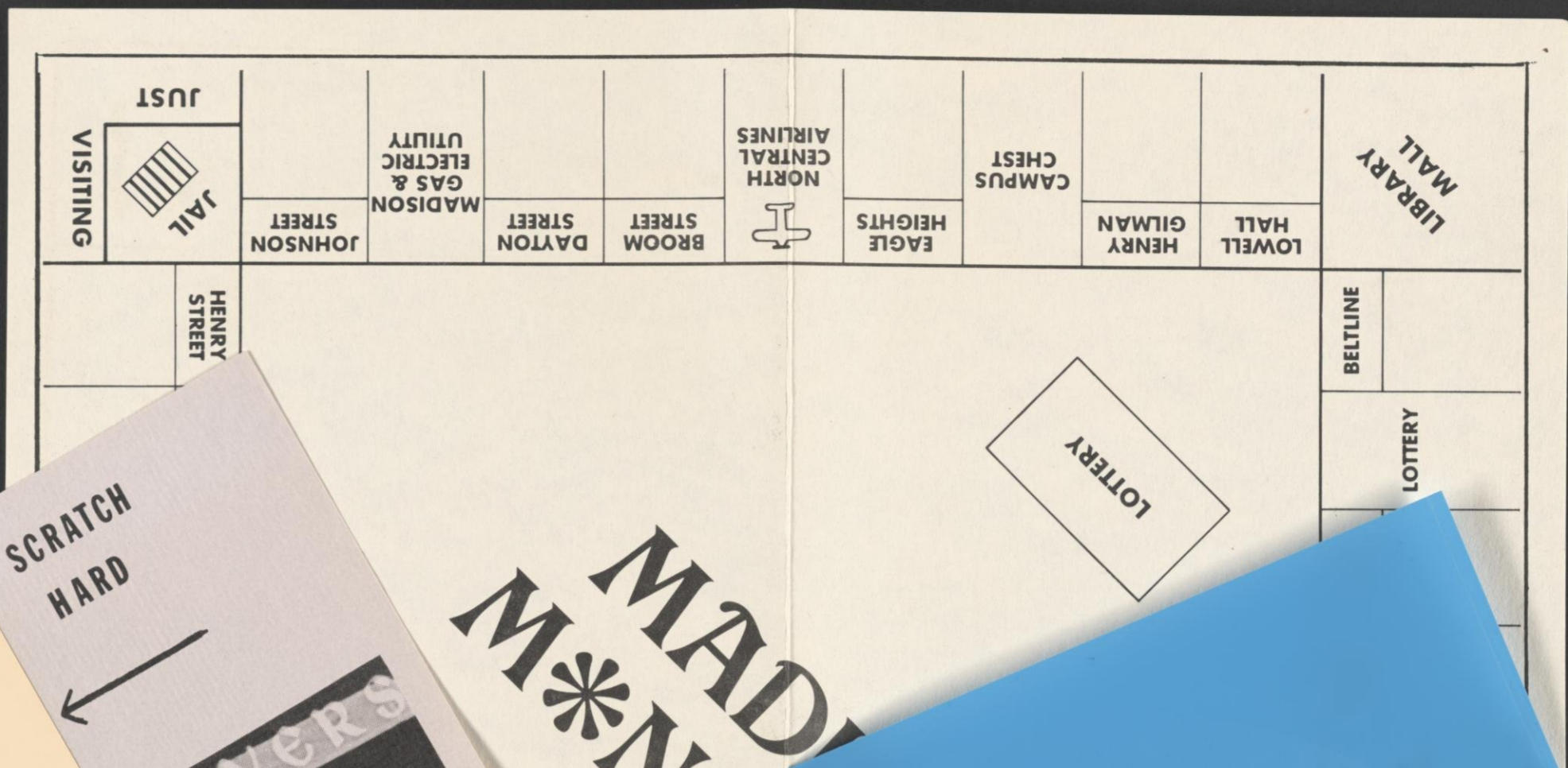
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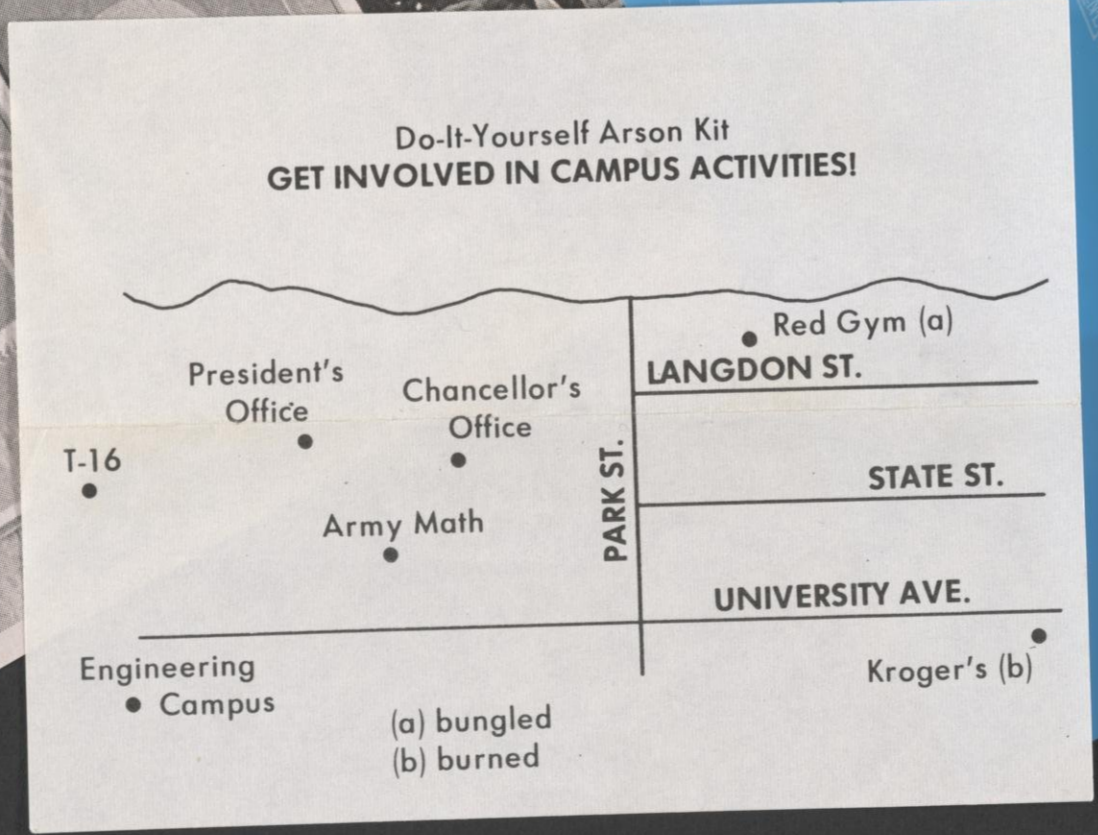
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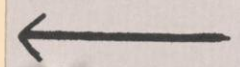


MADISON





SCRATCH
HARD



stovers

Do-It-Yourself Art
GET INVOLVED IN CAMP

Chancellor's
Office

PARK LINES	FIEDLER LANE	PARK STREET	LOTTERY		EAGLE HEIGHTS	NO CAMP AIR
			LOTTERY	BELTLINE	CAMPUS CHEST	
			LOWELL	HENRY GILMAN		



