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Dems, G.O.P. Agree on U Investigation

By STEVIE TWIN
Cardinal Staff Writer

The 23 Republican state senators who late last week authored a resolution establishing a special joint committee to investigate the recent student strike and demonstrations at the University won unanimous support Tuesday from their Democratic colleagues.

An amendment introduced by Sen. Gerald Lorge (R-Bear Creek), however, functionally broadened the committee's scope to the extent of studying "disturbances and the potential of disturbances at other public higher educational institutions of this state." The November protests at Oshkosh State University, in which 90 black students were later expelled, may in this way be brought under the committee's scrutiny.

Before the committee can be formed and begin hearings, it needs the formal approval of the Assembly, which is expected to uphold the investigation.

A 20-minute caucus of both parties preceded the Senate's actual vote on the resolution. Upon returning to the floor, Lorge and Democratic Minority Leader Fred Risser (Madison) worked out a further amendment dealing with the proposed committee's size and party re-

presentation.

Originally the committee was to consist of nine members, four from the Senate and five from the Assembly, six of which would be Republicans. The Democrats were to be represented on the committee by one senator and two assemblymen.

(Of the 33-member Senate, Republicans hold a rather substantial majority of 23-10. In the 100 member Assembly, their lead is more tenuous, having only four members more than the Democrats.)

In response to Lorge's suggestion to change the committee's size to ten, Risser asked that the number of Democrats on the committee be increased to four by adding another Democratic senator. Lorge in turn proposed that the committee's size be enlarged to 12, including six senators and six assemblymen. Risser agreed and the amendment was adopted.

If the resolution as passed by the Senate is approved by the Assembly, Republicans will have eight of the twelve designated committee seats. One of these has already been promised to Sen. Gordon Roseliep (R-Darlington) as the result of a secret Republican senatorial caucus held last Wednesday. The hour-long caucus, in which the decision to launch the investigation

was made, was called after Roseliep introduced his second resolution of the session asking the University Board of Regents to fire Pres. Fred Harvey Harrington. Emerging from the caucus, Roseliep announced that he would withdraw his resolution, having been "promised by my cohorts that they will set up a program to take care of the problems at the University."

Risser told The Daily Cardinal Monday that he would vote in favor of the committee investigation for two reasons. First, he said, it would provide a forum for people on all sides of the issues and thereby become a source of information about the University. Secondly, he said that such a committee would allow the legislators time to "cool down" and reflect instead of hastily passing a rash of emotionally-provoked legislation.

The wording of the resolution points to the "increasingly disruptive disturbances" at the University which have "resulted in the decision by the Governor to activate units of the Wisconsin National Guard because of the danger to students, faculty and citizens generally."

As part of Lorge's amendment, the resolution also states that "these disruptive disturbances may spread and do now endanger the other public higher educational institutions of this state."

The Daily Cardinal

VOL. LXXIX, No. 85

University of Wisconsin, Madison, Wisconsin 53706, Wednesday, Feb. 19, 1969

5 CENTS

Strike Called Off Until Thurs.

By RON LEGRO
Night Editor

The strike in support of the thirteen demands of the black students was officially called off Tuesday by members of the black steering committee, but only until tomorrow morning.

Meanwhile, the administration continued with its move to bring charges against a number of students who allegedly violated a Board of Regents ruling that prohibits "intentional conduct that obstructs or seriously impairs university run or authorized activities of any campus, including activities

either outdoors or inside a classroom."

The announcement of the strike call-off was made at a Tuesday morning rally in the Union Great Hall, which attracted one of the smallest crowds since the strike was begun last week. Less than 250 persons attended.

As had been stated previously in a leaflet distributed on Monday night, black spokesman Willie Edwards said that the disruptive tactics were to be abandoned in favor of discussions with in classrooms concerning the demands, to be initiated by students

and to include faculty members.

Edwards said that the strike call-off was a "realistic" move, because it had appeared that some white students seemed to feel that "a week out striking was enough for the black cause." He said that many of the white supporters of the strike were going to classes between rallies and that they seemed more concerned with "getting good grades and staying in the University."

Edwards called the students who attended the rally "truly dedicated" to the blacks' cause. He told them that what must be done

now was to take the discussion of the strike into classrooms.

"Don't talk about literature or zoology, talk about the strike," Edwards urged.

The students were asked to talk particularly with faculty members who signed last week's petition of over 1300 names which supported the administration, and to have them clarify the position they took in regard to the strike.

Edwards emphasized that the strike was only to be called off until after tonight. "Blacks will carry on with the strike," he said. "We hope to go around to the dorms. But our next move will be determined on the basis of what the faculty does at its meeting."

The meeting referred to is scheduled for 3:30 today at the Memorial Union Theater. The faculty will concern themselves with six agenda items, including a report by the Thiede Committee on the feasibility of a black studies program.

Students in a number of classes did attempt to raise the issue of the black demands. Before Prof. J. R. Moore's 2:25 Oceanography class, a student who was later identified as Jeff Potkin, 18, entered and asked Moore for three minutes before the class started in which he might speak concerning the demands.

Moore refused, and began his class, ignoring Potkin. Potkin appealed to students in the class for

(continued on page 8)



RUT will retire in June

Track Coach Walter Retires

By TOM HAWLEY
Contributing Sports Editor

A surprisingly-timed retirement announcement was made yesterday afternoon by head track coach Charles "Rut" Walter. Following yesterday's practice the 62-year-old Walter informed the team of his decision and told them it would not go into effect until the completion of this year's outdoor season.

The retirement decision came at a critical time, and a high point, in Walter's coaching career. His team competed last weekend without the services of its black members, who boycotted a meet with Michigan State in sympathy with the black-organized strike.

Walter, however, decried any connection between the boycott—with which he was more sympathetic than anything else—and his decision. A brief statement said that his retirement announcement had "not been influenced by last Saturday's black boycott."

The news was only slightly less (continued on page 8)

Thiede Committee Report Suggests Black Studies

By RICHARD GUNDERSON
Cardinal Staff Writer

The Thiede Committee on Studies and Instruction in Race Relations will report to the faculty today and recommend the initiation of a Black Studies department.

Following is the statement that is being given to the faculty by the Thiede committee:

"While it should be made quite clear that we have not reached a total consensus on our proposals, the majority of members support the establishment of a Black Studies department at the University. There is considerable difference of opinion concerning questions of student and black control and the procedures for organizing the department."

Tuesday's meeting of the com-

mittee was an active example of racial conflicts on this campus, culminating in the resignation of assistant Prof. Donald Harris, economics.

According to Harris, his participation in the committee has helped to define and focus upon the substantive issues of form, purpose and control of a department of Black Studies as raised in the student demands."

"I have resigned because of my conviction that the committee can not and will not at this time provide a constructive resolution of these issues," Harris told The Daily Cardinal.

Wilson Thiede, chairman, said, "Don will be a real loss. Six months ago I didn't understand what he was getting at. I am now beginning to understand."

The original statement proposed by the Hayward sub-committee requested "that immediate action be taken towards the establishment of a Black Studies department within the College of Letters and Science."

The department would follow the form of other departments dealing with ethnic subjects, such as the Scandinavian Studies department and:

* Be organized by a steering committee composed of an equal number of students and faculty,

* In the first year the committee would serve as a search and screen unit for the hiring of professors to comprise the faculty of the new department. For the next three years it would serve as an evaluation committee, "reporting each year to the Letters and Science faculty on the activities, needs and problems of the department."

One of the committee's general recommendations is that steering committee members "shall be drawn primarily from the black faculty, staff, and students of the University." It was explained that this recommendation would allow blacks a significant voice in the department's formation.

According to the Hayward report, the steering committee would establish general guidelines and requirements for the "undergraduate major in black studies and be geared toward the establishment of a PhD program in the near future. The committee will also explore ways of implementing a major with at least two options, one in social studies and one in humanities."

Other options within the department will be courses of general interest to the University community, corollary majors, and strong minors for students who wish majors in other departments.

Parks, Jacobs Clash in Debate

By MAUREEN SANTINI
Copy Editor

Eugene Parks, who is campaigning for fifth ward alderman, and ward five incumbent George Jacobs clashed verbally Tuesday in a political debate at the YMCA.

Maybe it was just that Parks' supporters were more loyal about following him around to such rhetorically-oriented gatherings, but Ald. Jacobs was met by a mostly hostile audience, which didn't miss a chance to wage war against him, figuratively speaking. About half the audience were students.

Prefacing the debate, both candidates gave some introductory remarks. Jacobs told the group that he wanted to find out from them what the issues were. Parks referred to the present government--local, state and federal--as a "system" and attacked Jacobs as "unresponsive" to the needs of ward five residents.

A member of the audience then asked Jacobs, "After Parks' challenging comments, what do you have to say?" Jacobs replied "I am not here to defend the system."

The questioner pursued Jacobs with, "Then how are you going to justify your actions during your term as alderman?"

(continued on page 8)

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Faculty Raps On Demands

By JUDY SHOCKLEY
Cardinal Staff Writer

Following submission of petitions by more than ten faculty members to the secretary of the Faculty, a special all-campus faculty meeting has been arranged by the Chancellor and the University Committee for 3:00 today in the Memorial Union Theater.

The blacks have temporarily halted their strike. Further action they may take will depend somewhat on the outcome of the faculty meeting today.

According to the agenda of the meeting, discussion will follow a number of reports.

Samuel Proctor, Dean for Special Projects, will report on programs and activities relative to needs of black students and Prof. Lloyd F. Bitzer, Chairman of the Human Rights Committee, will report on the applications of expelled Oshkosh students for admission to the University for the current semester.

Prof. Wilson Thiede will present the findings of his committee on the presently available courses in Black Studies and will also examine the feasibility and desirability of establishing a Black Studies program.

Prof. Robert Miller, Vice-Chancellor Chandler Young, and Prof. Michael Lipsky will present reports of facilities and race-related activities on the campus now and also the degree to which educational and financial needs of black students are being met by existing programs.

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Guard Defended By Knowles

By SUSAN GROBER

A report released by the governor's office Monday said that the National Guard was called to the campus last Wednesday to "keep the University open."

The report stated Col. Jack Downing, Madison Police Chief Wilbur Emery, University Chief Ralph Hanson, Dane County Sheriff Jack Leslie and University Chancellor Edwin Young agreed that outside help was needed to prevent demonstrators from forcing classes to close.

Chancellor Young said, "Radical white students are causing most of the difficulty."

From Feb. 8 to Feb. 12, Dane County police and University police were on constant call, with most men working 18 hour shifts. Mutual assistance pacts with surrounding communities were in effect to relieve local policemen. However, this increase in manpower was not sufficient to keep classrooms open for 95 per cent of the students wishing to attend, according to the report.

Chancellor Young was "determined to keep the University open to all students who wished to attend classes," according to the report. Gov. Warren Knowles supported the chancellor's views and called out the guard Wednesday afternoon.

According to Paul Hassett, executive secretary to the governor, University and public officials discussed the charge that calling out the guard might precipitate further trouble. However, local officials decided it was a chance they would have to take.

The governor's report cited "as a matter of interest" the University's efforts toward implementing programs for minority groups which are "not generally known. Although one might always say the University should have done more, the University has done much and is continuing to do more," according to Hassett.

Chancellor Young said, "If students understand what we are already doing, many of the (black) demands would melt away."

Hassett called several of the black demands "impossible to achieve." Chancellor Young said granting the questionable demands would be like "asking me to repeal the Constitution." He said the demands involved "racial discrimination," and cited the demand for a Black Studies department controlled by blacks. "This is illegal and unconstitutional."

Gov. Knowles called "thoughtful" and peaceful dissent a part of the educational process, but said violence has no place on the campus.

Professors Kill Student Voice At Meetings

By MIKE GONDEK
Cardinal Staff Writer

A motion granting students the right to speak freely at faculty meetings was defeated by a vote of 18-16 at the Curriculum and Instruction faculty meeting Monday.

The same motion had been tabled at the January faculty meeting.

An attempt to again table the motion on grounds that the presence of the National Guard on campus was not conducive to rational discussion of "student participation" was defeated although considerable support was voiced for "student participation."

Jack Calhoun, graduate student and member of the Education Students Association, spoke of the fear of many faculty members that allowing students to speak would greatly lengthen meetings. However, he said, since students would not vote, the faculty could close debate at any time.

Apparently, Calhoun went on, this was not a sufficient guarantee for any faculty (against student domination). Faculty members contended that only six students were present at the height of student interest in attending departmental meetings.

Discussion of the black students' demands was on the agenda, but the motion did not come up until a half hour before the meeting was adjourned. No action was taken.

Quality of American Life Challenged by Soc. Prof

By ROY CHUSTEK
and ROXANNE SOLOMON

A rap session attended by about 100 people in Great Hall Sunday featured Prof. Richard Hamilton, sociology, and other speakers in a dialectic on "The American Condition."

Prof. Hamilton presented a "State of the Union" message in which he gave examples of the quality of American life. He mentioned destruction of hogs by farmers because of low prices while starvation exists in the South as one indication.

"The average salary of a worker with three dependents is approximately \$90 a week," said Hamilton.

Concerning the world arms race, Hamilton said "The Israelis and Jordanians both drove to the war in 1967 in American tanks." A domestic arms race in which one half of all American families have a weapon in their home exists also, he said.

"There is a widespread sense that the Vietnam war is some sort of aberration," he said questioning the possibility of a "return to normalcy" in terms of making national wealth available for the betterment of citizens.

Hamilton also emphasized the importance of "gaining the trust of the potential counter-revolutionary army" which could arise as a reaction to the student movement. He urged the listeners to go out and speak to the "hinterlands."

Ed Boorstein, who spoke Saturday at the first of the two talk sessions, chronicled the expansion of institutionalized racism in America.

Boorstein, an economist, who spent two years in Cuba, attributed the rise of slavery to a labor shortage and illustrated the horrors of slavery by comparing them to his own army experience. "If life on a troop ship was bad, imagine how it was on a slave ship."

Boorstein stated that American democracy was flawed because "power was not in the hands of the people," and because the black man was not considered a citizen, not even human."

Boorstein pointed out that foreign corporations control natural resources in the Latin American countries, citing Standard Oil Company's control of oil in Venezuela. He drew an analogy between having a tiger as a guest in one's house and having Standard Oil in Venezuela. The tiger ultimately has control of the entire house.

If the U.S. dominates local markets in the less industrialized countries, they cannot industrialize on their own, said Boorstein.

Boorstein concluded by saying that the student and radical movements should "prepare themselves for a long pull."

The other speaker Saturday was Martin Glaberman, a labor economist who works for a Marxist publishing group in Detroit.

Glaberman said that the black man's revolt in this country is deeply imbedded in a more encompassing revolt of the working class in America.

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Dean Lauds Law Consensus

By DOUG OSTRAND
Cardinal Staff Writer

Gordon Baldwin, associate dean of the University law school, revealed Tuesday that there was almost complete consensus about the Negro demands in the law school faculty.

"Thirty-three people out of a possible thirty-five supported the faculty statement," Dean Baldwin said referring to a statement which related to the 13 black demands.

The statement, initiated and circulated by faculty members, stated that they believed "the nation, the state, and the University should do more than they have been doing, and with a greater sense of urgency."

The statement also said that because of the law faculty's commitment to "the resolution of conflict by rational and peaceable means, we find unacceptable both the notion of 'non-negotiable' demands and the disruptive methods that have brought the University to crisis and the National Guard to the campus."

Dean Baldwin said he was impressed by the strong support shown by faculty members for the

administration. "Only two faculty members did not sign the petition for personal reasons. I think it is amazing that the faculty members who circulated the petition could get 33 lawyers to agree on anything. It is even more amazing because it was organized completely by faculty members."

There is much the individual student can do according to Baldwin. Commenting on the use of force against people blocking doors of classrooms, he said, "it depends on the situation. There is a recognized right to go to class. If anyone infringes on this right you are allowed to use reasonable force to enter class."

There is a question, however, of what 'reasonable force' is," he continued. "It would have to be decided by a Dane County jury whether the amount of force was reasonable or not. 'Law' wouldn't require retreat to the wall," Dean Baldwin concluded.

* * *

Applications for officers for the Union can be picked up anytime in the office across from Great Hall in the Union. Anyone may apply. Applications are due Feb. 28.

EQUAL TIME OFFER
Equal time on WHA-TV (Channel 21) is available to qualified representatives of black students at the University.
Chancellor H. Edwin Young formalized the offer on a 90 minute telecast on the University Extension station Sunday night.
The offer had been extended informally within the past ten days, according to Richard J. Lutz, Channel 21 general manager. He said the station is anxious to have black students accept the invitation and that they should make arrangements by calling 262-9920.

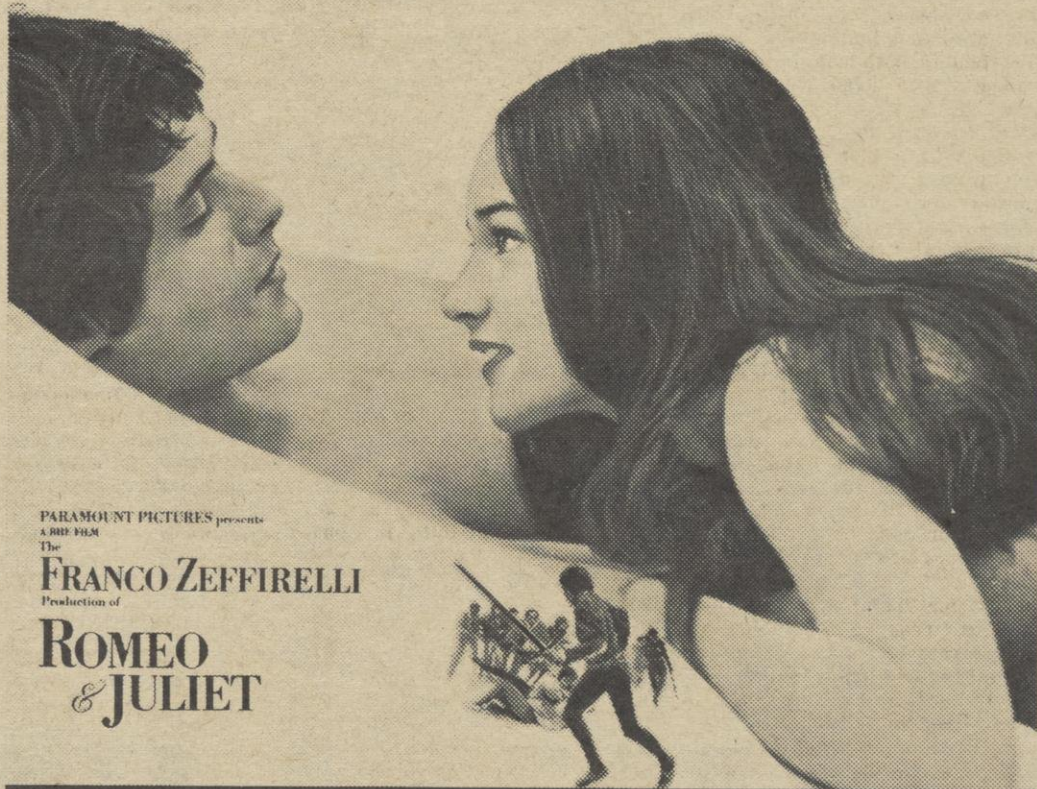
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Film: A Love Trilogy

By ELLIOT SILBERBERG
Fine Arts Co-Editor

Francois Truffaut's "Jules and Jim" is a study of love at once intense and playful, both profound in its thoroughness and honest in its admissions of ignorance. Its intelligence is primarily informed by this ignorance, a mood which sustains the notion that loving and living are gifts too precious merely to be understood.

The confidence which underlies this film and exudes from it comes out of the feeling that it is premised on a truly humane more than coldly esthetic vision. Truffaut avoids the banal formulas of most love stories. The film has no momentous decisions, only casual ones, no dramatic trauma, but a steady throb of strain and pain, no thundering finale, but quiet acceptance instead.

Truffaut is both humble enough to make a film about the kind of woman all men fear, and secure enough to do it in an intelligent and unmaulish manner. "Jules and Jim" is an inspiring film experience because one senses that the spontaneity here is Truffaut's own, that the act of making this film was at the same time an effort toward understanding its great tensions.

This is why, for all the hubbub about Catherine (Jeanne Moreau), the film remains an examination of the male sensibility. Jules the Austrian (Oskar Werner) and Jim the Frenchman (Henri Serre) do not understand Catherine and Truffaut does not either. Nor does he pretend to. He demonstrates her uncanny powers not for the benefit of our psychological insights, but in a way so as to preserve the integrity of her mysteriousness. What we get from her are quietly explosive enigmatic bursts: Catherine leaping into the Seine; Catherine listing millions of varieties of wine; Catherine taking Jim on that short last ride. She is inexplicable and fascinating and is meant to be.

What Truffaut does understand, and very well, is how men's minds work, and how men go about fantasizing women into goddesses. The film studies the myths that Jules and Jim are able to invent around Catherine, who is a woman lucky enough to have within her the set of sparks to inspire idolization. I would guess that women like the film less because of Catherine and her magic than because of Truffaut's frankness in showing that men can and do all the time become obsessive and crazy over women.

Catherine even seems to understand herself in only the most basic, elemental ways: as a creature used to the idea of being revered, as a woman who enjoys her power, as one who knows that feminine power involves the heart far more than the head. A neat bit of psychologizing might find her quite naturally turning from Jules's passivity and vulnerability to Jim's inner strength. As an artist, Jim's imaginative force and



flexibility is somewhat comparable to what he sees as Catherine's amazing "curiosity". But for all the ways he or we could rationalize them as right for one another, Catherine would eventually find a way to feel it as wrong. Catherine's lesson to Jules and Jim is that she cannot be understood psychologically, that she is a woman and not an abstraction. Her illusive femininity is continually asserted in defiance of the attempts of men to come to terms with her.

As an impetus for men to make myths, Catherine always maintains a sense of unreality. To think that you know her must always involve a leap of faith not assuredness, and the awareness of this is what make Jules and Jim need her so very much. She extends them, helps them define and fulfill themselves; she is the source of the very best in them, and for all the torment she must cause in her ultimate unattainability, she is still the embodiment of the best hopes and dreams of these two friends.

Catherine's strength resides not so much in what she does, but in the tendency of Jules and Jim to make so very much out of her actions. Her decisions are impulsive, her thoughts impressionistic and lyrical. Catherine is the song she sings, the tears she sheds, and the tomboy outfit she wears. But to Jules and Jim these seemingly harmless moods and actions bear heavy symbolic import. Every one of her feminine wiles is worth a world of masculine philosophizing, like the barrage of narration detailing Jim's thoughts when Catherine jumps into the Seine, like, now that I think of it, this review itself.

It is the narrator who becomes a central character in the film, for he embodies the masculine,

cerebral consciousness, the will to KNOW. He is the proper foil to Catherine, because by relating the thoughts Jules and Jim have of Catherine he actually preserves her womanhood; you can't put a woman in conceptual terms. So the visuals work at the ironic expense of the narration. As the abstractness of narration tells us just who and what Catherine is... why she turns her back, she rides off ahead on her bicycle, she drives off the end of an unfinished bridge.

Another visual strategy involves using Raoul Coutard's brilliant camera eyes to capture the masculine temperament by acting in a reflective, abstract manner. Those shots which freeze Catherine's face a moment as if caught in memory, and those sweeping shots which seem to rush by the three lovers or to study them at play from the distance are all nostalgic in tone and feeling. They distance us from the experience and from Catherine, and even perhaps convey a certain fatalism. They tell us that to men Catherine is a memory or a dream.

This same nostalgic air (wonderfully sustained by Georges Delerue's poignant but unsappy music) lends an implicit and anticipatory sense of tragedy to the action. A sense of history is there in the film, as is a sense of recreated time, places and events. This heady, all-encompassing mood allows the film to breathe, as it should, as more than just a love story.

For all the intensity of the cerebral focus on love, and for all the tension and futility it suggests, there is still a warm and fulfilling air of reconciliation and warmth, and a feeling that for

all the pain between men and women there is great beauty in the friction too. The film is really less about love than life and the fascination of consciousness itself.

Whether Catherine has that magic or Jules and Jim are manufacturing it is finally less important than the fact that they have the capacity to wonder about the question. And just as there is beauty in the gifts of consciousness and imagination, there is surely good in the quiet human delights of a friendship kept in spite of the threat of a goddess, in the laughter occasioned by Catherine dressed up as a thug, in Jim rolling down the hillside with Jules's child, and in the hilarious game of Village Idiot.

These scenes, like the ones of subdued irony when Jules savagely saws wood while Catherine and Jim make love, or when Jim runs off his sexual excitement in the fields after talking to Catherine, are the most truly ingratiating ones in the film. They are its most relaxed impulses, the human nerves of "Jules and Jim."

The most honest quality comes last, in the ability to laugh at and accept love itself. This is why the cremation scene takes place at the very end of the film, to Jules's relief not despair. Truffaut is able to capture a sense of the richness of both the joys and pains in life so effectually that the last laugh is at death itself. It was a pretty gutsy thing to do at the end of a film which so many of us take too seriously; but he pulls it off with the same tenderness and gentle irony of the film itself. It is

the final and nicest way for Truffaut to let us know how very good he feels about being alive.

* * *

"Romeo and Juliet" is very sticky cotton candy after "Jules and Jim," but taken on its own terms, as a story of love that is just THERE, not to be questioned, it is not a bad film. The problem I had with the film was my inability to relax; I kept wondering if and when director Franco Zeffirelli was going to make Shakespeare groan.

Essentially, he probably does not. Zeffirelli makes full advantage of Juliet's loveliness, and Romeo's almost-too-pretty good looks; and he uses a jumpy and agile camera to help establish the shyness and hesitancy between the two young lovers. The oppressiveness of the outer, real world is also well-handled, with lots of outdoor realism and physical action witnessed in spacial as well as verbal dimensions.

But for all the trying, this still looks like a strained and self-conscious effort to make a play into a film. The scenes are heavily cumbersome and self-enclosed, and the film as a whole lacks the fluidity of visual motion that is necessary for good cinema. In the end, this seems more like an adaptation of "West Side Story" than Shakespeare, and I think "Elvira Madigan" was a far better treatment of essentially the same theme. A more judicious piece on "Romeo" by Larry Cohen will appear soon.

* * *

"The Sergeant" is a woefully boring film, upsetting no expectations and raising not one eyebrow. It is overlong, slow, and lethargic, and there are too many scenes which repeat ideas when they should be exploring them. The film as a whole seems to bulge over, like Rod Steiger's stomach, so that you begin to feel sorry for it, as well as him. Even the straight love tryst between the All-American Crewcut and his French girlfriend is too gooey in conception, and their strolls through the woods are modeled right out of Salem commercials.

It might have been a good and serious film if it studied homosexuality instead of exploited it, if it had not taxed our intelligence by again and again showing us that we know more about the Sergeant than he knows about himself.

Another possibility which intrigues me is to have made it a real shocker: make Crewcut the homosexual after all, have him court-martialed by the sergeant, who then marries the French girl, only to find that she is a lesbian.

We all understand, after the past week, why sergeants can't be taken seriously; I even suspect I may have disliked the film out of feeling that sergeants can't possibly be interesting enough to be homosexual.



THE DAILY CARDINAL

a page of opinion

Statement from Black Students

Because of the failure to communicate and the different degrees of political awareness, we activists who have been involved since the beginning of this situation feel that it is extremely necessary to clarify the 13 demands presented to the administration by the Black students.

In reference to demand one, we conclude that in order to make Black educational and cultural values relevant to Blacks, Blacks must administer their own program. The necessity of this is obviously revealed in past blunders by whites showing Blacks the road to Blackness while all the time the whites (in the power structure) camouflaged their racist intentions to commit mass mental genocide.

In reference to number two, we conclude, as Black students, that a coordinator of this program must not be a Negro (defined as one who accepts as well as tolerates the racist oppression coming down on his people as well as himself). One doesn't have to be a Black student or faculty member to see the urgency for educational changes in this country's colleges and universities. Changes should come from faculty and students rather than capitalist business men who hide their bloodsucking fangs behind Ivy Towers.

In reference to three, we conclude that now that this system is going to be changed, it's safe to draw our brothers and sisters into a university that will allow them to continue to be Black and to grow in cultural identity. We deeply believe that these recruits, after their time is up here at the University, will go back to their community, rather than become mechanical Negroes.

In reference to four, we conclude that as we structure our program, the Black educators must be considered the essential segment. The administration has both the contact and the money to obtain 20 relevant educators (the number needed) upon urgency from Black students.

In reference to five, we conclude that a justified means should never be awarded by blind revenge.

In reference to six, we conclude a Black co-director of Student Financial Aids is necessary because of the lack of awareness the white director shows to our ever increasing unique economical background.

In reference to seven, we conclude that, just as above, we black students need more relevant people who are in positions to deal with black students.

In reference to eight, we conclude that it's now time that someone open the eyes of administrators to show them that human beings aren't to be exploited for capital gains at an institution of so-called learning or anywhere else.

No. nine is a technical demand which provides for the proper coordination of courses so that everything which deals with Black Studies will be under the soul control of black students and faculty. In reference to the recent trend to hire a few white-oriented Negroes, we feel it extremely necessary to be delegated the power to maintain black educators and administrators relevant to the needs of black students.

In reference to eleven, we conclude that it is a necessity for Black people to be in full control of our destiny, our culture, and our lives on campus, as well as in the outside world. In reference to twelve, we conclude that the Oshkosh students subject to the recent racist expulsion decision should be allowed to attend this university. This act would indicate that this campus doesn't condone racism and will do its share to negate it.

In reference to thirteen, we conclude that because of past attempts by the administration to appease the Blacks with tokenism and political jargon, we, the Black students, will determine if our demands have or have not been met.

Circle Game

Noninvolvement

Rob McMahan

One of the principle points which the strikers are attempting to assert is that the myth of non-involvement does not exist (and in this case will not exist). The basis of the strike is a thrust into the public consciousness of the demands of the university's black community, to create an awareness in such a way as to force each member of the university community to take a stand. In short the strike is aimed at destroying that over crowded middle of the road. The strikers are challenging the very right to hold such a position. The demands and actions of the present crisis have been asserted in such definite terms that a verbal compromise is impossible. Those who attempt to bridge the gap by accepting the demands but not the means are forced into an oppositional position by their refusal to support the strike action. To the strikers this is tantamount to not supporting the black demands. To those so prone to the ambivalence of non-involvement, the situation is critical. In reality the strikers are drawing a valid distinction into focus.

The middle-of-the-roader is hardly new to the scene. Adam for sure took an ambivalent stand between Eve's taste for apples and God's for vengeance. More recently middle-of-the-roads condemned police action in Chicago, but in actuality condoned it by their refusal to take effective action themselves. Today at the University many are attempting to remove themselves from the issue of force on the campus. It is impossible, however, for the presence of the means of coercion on both sides prevents it. What, in essence, most are objecting to is being forced to choose between two alternative means of coercion. In remaining silent they have, of course, sided with the force employed by the governor and the University, and are denying the black demands as defined by the strikers. Though one may personally object to the stands taken by the 1372 faculty members or the Young Americans for Freedom, one must commend them for the honesty to assert their opinions. Those who have remained silent, for all of their rhetorical qualifications, have taken what amounts to the same stand. This is not to imply that they do not support the principles behind the black demands, nor that they support the principles behind the University's action in opposing the strike. It does mean, however, that they oppose the strike, and to the strikers, the black demands.

Each of us, it is true, must for himself define his own terms of action. Many do support the black demands in other ways. But the fact remains that as the strikers have defined the present demands of the strike

(continued on page 7)

Part I

A Day in the Life

Prof. Gerald Marwell

We faculty are the men in the middle. The protagonists are the students, the legislators, the regents, the administrators, and the police. But the men in the middle of a fight get hurt. And if we hurt enough, the University is in trouble. The administrators know us well but there seems little understanding of the faculty among students, legislators, and regents. For those who are interested in what recent events have meant to one faculty member, I offer my diary of Monday, February 11.

8:15 am: I drop my son off at nursery school and begin my walk to the office. He is glad to be back in school after the long weekend away from his friends and the excitement of doing things with all the other children. The irony of contrast with what I expect today at the University can still be amusing. Columbia, San Francisco State, Berkeley, Chicago, and now, possibly, Wisconsin. We thought we were doing well. We had surely done more than any of those institutions. But the black students have called a strike. On Friday, some lectures were stopped. I am supposed to lecture at 2:25 and again at 3:30 this afternoon. How will I react if someone comes to disrupt my class? At the same time our department is faced with a potential strike over our not rehiring a "radical" assistant professor. Some of our students have threatened an "appropriate response" if we don't immediately (one day's notice) agree to give them equal power with the executive committee to hire, terminate, and promote. They also are asking for support of black students suspended from Oshkosh State University for "destructive demonstrations" and just refused admission here.

8:30: My secretary reminds me of several appointments and I dictate a message to be sent to my graduate students from last semester. I go to my office and pick up a piece of paper lying on top of an unruly pile on my desk. It is a list of the black students' 13 demands. I read them, crossing out the ones I don't like, rewriting, out of habit, the ones which seem possible. I think that they read like carbon copies of the San Francisco State demands. Some are impossible for me. The day the faculty give hiring and tenure power to students at this University, while other schools continue as at present, that's the day quality, research oriented men start leaving. I wouldn't like that. Those men are the reason I am here instead of at some other institution which pays more. On the other hand a Black Studies Department seems possible. So does a Black Cultural Center. I wish I knew more about the Oshkosh student issue.

9:00: I go and get the Saturday mail. It consists mostly of the latest draft of a student's dissertation. He's off teaching at another university and would like to be finished.

9:30: Might as well go over my notes for today's lecture. Thirteen pages of notes. If there is any interruption I'll never get through all of this. Can I afford to put any of it over to the next lecture? A colleague pops into the office. He is on the department's policy

committee. They had an emergency meeting yesterday and decided that tenured faculty who participated in the decision to terminate the "radical" professor should not attend today's student-called meeting. Junior faculty will go since they were not responsible for the decision. This seems reasonable. I had planned on going, but I am more than willing to go along with the committee's decision.

11:00: Phone call from publisher on contract problems.

11:45: Better get some lunch. I talk and joke in the hall with economists and other colleagues, heat up the lousy sandwiches, and gulp no-cal soda. Another colleague doing the same asks if I'm going to the meeting. I tell him about the policy committee decision. He tells me that the chairman has decided the opposite and is suggesting that everyone go to the meeting. The chairman will be there.

12:30: I go to the meeting. It's jammed. All that smoke. The faculty is well represented. Our poor chairman. Back in town for one day and into the middle of this. They don't need me. It's the students turn to talk. I'd probably jump up and start arguing. I might as well go back and work for a while and see if it breaks up.

1:00: Try to work out new training matrices for experiment.

1:45: Give up, decide to use the same old matrix. I take my notes for the 2:25 lecture and go back up to the meeting. Our department's most noted faculty radical is saying that the students are phony radicals. "It's easy to take on some impotent professors who are basically with you. Why don't you take over a bank." Cheering, laughter. I agree with him. They are only fighting us because we're easy and close at hand. The radicals have retreated from the real power structure. So they throw a tantrum at their fathers.

2:00: The issues are absurdly confounded. The students talk as if not giving the students hiring power is a sign of racism. They ask how do we "as individuals" stand on the Black strike? The question comes to me about fifth. "I'm against it. This institution has been about the most liberal of the Universities and the University is the societal institution most tolerant of new ideas, radicals and other deviants. Why do you want to destroy it? The strike will lead to repression by the conservative regents and legislature. You might turn one of the nation's ten or twelve great research institutions into the University of Wyoming or North Texas State. For a black studies program you'll get away? If not today then next year. Is it worth it to make this a worse place to learn for the thousands of black students who will come after you? I won't strike."

2:20: I take my boos, listen to the next guy, and leave for class. As I leave I hear my name. A girl says that I'm their real enemy. She looks sheepish when she sees me and then defiant. I grin, tell her she's right, and get on the elevator. I guess I'd better give a lecture on race and/or the university rather than George Herbert

Mead. I get there a minute late. "This is a raid. Anyone smoking pot is arrested." I get some laughs. Some 80% of the class is there. About what I expected. The strike is not really off the ground. Hands are raised even before I hit the platform. "May we have a forum on the strike?" A vote shows a majority for, and I invite speakers. They are earnest but boring. They go on and on, and generate more heat than light. They speak on both sides of the issue.

2:40: Four black students come in and ask to be allowed to answer questions. The girl leading the group is articulate and emotional. The issue for her is racism.

2:55: I open up and argue the merits of the strike repeating what I said at the meeting. She says "What do I care about the risks to the University? I risk this black hide every time I walk out in your community." The heat builds. I don't want to fight with them. I don't want to put them down. But I don't like this strike. I shut up and walk to the back of the room. The class is hot and fights the four in front. "Who the hell are you? Why should you have the power to hire? We don't. Why should a black who hasn't earned it get money before a poor white who's a better student?" They fight back. "You haven't been discriminated against for 300 years." The bell rings and small groups descend on the four to fight with and against. Another big group descends on me for the same reason. I guess some students learned. Perhaps more than in most classes. But how many classes can I spend this way?

3:30: The bell rings. I tear myself away and go to my next class. 80% there again. But no raised hands. I ask a vote for a forum and start the discussion myself by describing how I expect the faculty in general will react. More or less like me, I suppose. No hiring power. Maybe the other things. But I might be more liberal there.

3:40: A single black student, an athlete I recognize, walks into class and I invite him to speak. The first question is about a demand for five-year scholarships for athletes, and he is on home ground, explaining the athletes problems quite well. He is modest, humorous, quiet, and softens the demands of the black students, pointing out that "when you want a five dollar raise you always start by asking for ten." But he is also bitter against the administration. "Everything is negotiable if we could get anyone to even talk to us." He claims that the administration has lied to them in the past and are no longer much trusted by the blacks. Although he is soft-spoken, he goes down the line with the demands, feeling that all are right if not necessary. The class goes with him. There is a friendly discussion, and when I argue against a strike, he just acknowledges that I might have a point and calls on another speaker. When the bell rings the class applauds him and quickly leaves.

(To be continued)

—noninvolvement— (continued from page 6)

action compromise is impossible. A similar situation, of course, exists for a powerful country like the United States. If, like in Czechoslovakia, the United States does not take active steps to prevent or rectify the Russian occupation, it is indeed condoning it. Of course there are mitigating circumstances and a multitude of other considerations, but despite all of our rhetoric, we condone as a nation the Russian action. This was a major point of the Nuremberg trials, and this is why it can be said that in practical terms the majority of people in the United States support the war in Vietnam in practice.

There are many on campus today who feign non-involvement, whether it is faculty who remain silent or students who attend classes and then go march up State St. The strike is aimed at denying their right to hold this position by pointing out its non-existence. These people have the added distinction, aside from being self-styled middle-of-the-roads, of being hypocrites. It is a contradiction to think that one is supporting the strike action (or opposing the presence of the police and Guard) while one attends classes. Certainly, as with United States foreign policy, there are mitigating circumstances. Certainly the individuals involved can still support the black demands. But they cannot support the present strike action or the black demands as conceived by the strikers.

Many in the faculty have come out to state their views. 1372 have clearly expressed their support of the administration's action; others have conducted "teach-ins"; still others have issued statements which attempt compromise but implicitly deny or support the strike. For the majority, however, to remain silent is once again to exemplify their abdication of their essential role in the University community-intellectual leadership. As (nominally it seems) the intellectual leaders of the University community, the faculty and departments should be making their specific opinions clear. They should be publicly discussing the matter, presenting their objections and qualifications as well as their approval. They have in effect made their decision not to support the strike action, but they seek to remove themselves from the conflict and deny those involved the benefit of their views. History has shown (McCarthy hearings) that academicians are not overly anxious to get involved with unpleasant and distasteful situations. The Ivory tower is a convenient shelter when they want it to be.

The strike effects us all. To this extent the strikers have succeeded. As Chicago forced the issue of police violence into public, so the present strike has thrust the issue of students rights and power into this community. A point has come for us all to be involved. For us all to formulate our opinions. It is unfair for us to allow the governor and administration to do the dirty work which we in fact support. The issue is the strike. To the strikers it is the only way to achieve the black demands. There is no compromise.

Anyone who witnessed the arrest of a university student, Ross McIntosh, in front of the Social Science Building at about 1 P.M. on Feb. 17, or anyone who believes he has stills or movies of the arrest, is requested to call Ross immediately at 257-0949.

Letters Policy

The Daily Cardinal welcomes letters to the editor on any subject. Letters should be triple spaced with typewriter margins set at 10-70, and signed. Please give class and year although a name will be withheld by request. We reserve the right to edit letters for length, libel, and style. While long letters may be used for the On the Soapbox column, shorter letters are more likely to be printed.

Econ Faculty Statement

We, the undersigned faculty members of the Department of Economics, find ourselves in agreement on the following points:

1. We urge the Administration to speed up the normal procedures for review of requests for a Black Studies Department (Afro-American Studies Department) and to set up a specific timetable for the reporting of committees to the faculty, faculty voting on committee recommendations, and the reporting of the faculty recommendations to the Regents. We urge that for this extraordinary case, the time schedule for this process not exceed one month.

Further, we find the concept of a department offering a major in black studies leading to a Bachelor's degree within the College of Letters and Science acceptable in principle, and feel that substantial student participation in the formation of this department is desirable.

2. No racial segregation is to be sanctioned in any department, cultural center, dormitory, or other University facility.

3. We commend the Administration's adoption of a goal of admitting 500 more black students for the semester of September, 1969, and their efforts to attain or exceed that goal. In order to alleviate the financial difficulties of these students we are joining many others in contributing to scholarship funds created for this

purpose.


4. We regret the Central Administration's recent decision to deny admission to the three Oshkosh students recommended by the Admissions Committee. As private citizens, we will attempt to establish and finance a special educational program for these students this semester.

5. We support the University's efforts to protect the constitutional rights of free speech and assembly both in picket lines and in lecture halls. No disruption of normal University functions can be sanctioned. Although student protestors should be guaranteed vigorous defense of all their constitutional rights in any action against them, amnesty cannot be

offered in advance to anyone. All cases of alleged violations should be considered through ordinary due process.

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Debate (continued from page 1)

"What specific areas did you have in mind?" retorted Jacobs. He later made it clear that he expected the residents in ward five to bring up issues they were concerned about.

"People who are concerned about issues come forth. I can't sit

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around and say, for example, 'water pollution is an issue.' Until people come forth, it won't be an issue. The issue is there but we need someone to express it," Jacobs said.

Extensively discussed was the present student housing situation. Parks has named this problem and financing as central issues in his campaign. He said realtors lobbied to prevent the University from building low-cost units for students. "The University must get involved with building housing," he said.

On this issue, Jacobs said the only way to get student housing was through the General Neighborhood Renewal Project (GNRB). Jacobs termed the GNRB a "joint plan" between the city and University to make proposals of what might properly go into the ward five area. Its advisory committee is now studying the University traffic problem, stated Jacobs, and won't be able to plan for housing until a solution is found for the traffic problem.

Asked if he had any idea about when the GNRB might have occasion to study the housing problem, Jacobs said no, he didn't, and he didn't think the GNRB did either. After further questioning, Jacobs concluded that it would probably be quite a while before student housing was considered by the committee.

Jacobs said he voted in favor of the rezoning. "I don't feel we can develop by projects. We can't wait until someone puts together a project," said Jacobs in defense of his vote.

"Someone is perpetrating a myth about landlords not making money," said Parks. "I live in the Devine apartments. Devine isn't making a marginal income, he's making money?"

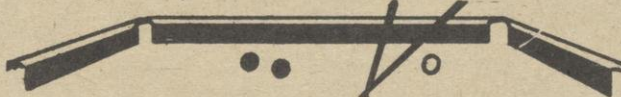
"I would like to ask Mr. Jacobs if he supports moves to bring adequately priced housing to the University," said Parks.

In reply, Jacobs reiterated that there hasn't been any such move except the GNRB.

"That is the point," said Parks. "Why hasn't there been?"

Jacobs replied, "I feel that the only way we will get housing is through the GNRB," and indicated that the land the University now owns, it plans to use for classrooms, offices and research centers, but not housing.

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Strike

(continued from page 1)

a vote on whether he should talk. Moore refused to allow this.

A majority of hands were raised in support of Potkin's wish to speak, but Moore would still not allow it. Another student in the class told Moore, "Maybe if you had respect for this student, your class would have respect for you," for which there was some applause. Potkin asked for and received silence from the students in order to speak, but Moore continued to lecture.

Two students got up and grabbed Potkin and attempted to throw him out, but were dissuaded by a sizeable number of boos. A few minutes earlier Potkin had pulled out the microphone plug on Moore, who had been continuing to lecture, as Potkin talked. Moore pushed Potkin down in an effort to keep the mike and then replaced it, continuing to ignore Potkin, who asked for reaffirmation of support by the students and received it.

Meanwhile, someone in the back of the class summoned three University police.

"You want him removed for disruption?" one officer reportedly asked Moore. Moore agreed. Potkin put up no argument, and went quietly. He was charged with disorderly conduct and was later released on bail.

How many students will be charged by the University in its action and who they were was not divulged by administration spokesmen. However, it was indicated that the first group which proceedings would be filed against would include students who were arrested during the week of strikes and who for the most part are presently on bail.

Campus trials will be held, and if found to have violated the regent ruling, a student could be suspended, expelled, or put on probation. The student may appeal the decision.

The administration may suspend a student from classes until his hearing if it so desires, although a spokesman has said that this is "unlikely" in the present situation.

The attorney general will prepare the charges, and will be supplied with information by the administration, including identification of some students who will be charged, and actual evidence against them.

Meanwhile, strike activity was nonexistent on the campus.

Walter

(continued from page 1)

surprising due to rumors which had been circulating through the Athletic Department to the effect that he would retire following this season, perhaps hinging on his success in winning the track "double"—both the Big Ten indoor and outdoor titles.

Following practice Walter made plans to spend the evening with friends and was not available for comment on his decision or its timing.

Hirsch

(continued from page 12)

been especially vocal and unanimous in his behalf. Some alumni are reportedly considering ways to sweeten Hirsch's financial offer if a straight salary bid is not sufficient.

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Left Group Ends Campus Existence

By MARION SWERDLOW
College Press Service

NEW YORK—The small office on New York's Lafayette Street is sparsely and haphazardly furnished. Most of the floor is covered by a shag rug which repeats the mint green of the walls in combination with every other unappetizing shade of green known to man.

The half-dozen people who staff the office of the Movement for a Democratic Society are not long out of college. None are paid for their services; the organization for which they work cannot afford salaried workers. It is financed solely by its members, principally by their ten and twenty dollar pledges.

Movement for a Democratic Society is the first new left organization to leave the campus. The idea of off-campus organizing and the name Movement for a Democratic Society had been a gleam in the eye of the New Left for nearly five years before "a few dozen non-students around SDS began the present MDS last October. They rented the office, brought in the rug, put in the new constantly busy phone and attacked the problems of structuring an off-campus Movement.

Membership has grown mainly through personal contacts among young radicals. It continues to grow fed by publicity from radical newspapers and radio stations. Reluctantly, one staffer, Ruth, admitted there are a mere four hundred members in New York City MDS. The question of national membership met with even more reticence. "We're very new, but we have chapters in a dozen cities. Of course New York is the oldest and largest." When pressed for a figure, Ruth said, "There are one thousand people who in one way or other consider themselves members of the Movement and its growing rapidly. It will double, triple very quickly . . . ten times that."

According to the office staffers, most of the Movement members are in their twenties or early thirties, and have had some college education. Many, they say, were "radicalized" by an unrewarding and frustrating job. Others are former campus radicals who have been capped, gowned and thrust into the "real world." Here they face a multiplicity of institutions which in their eyes limit their power of self-determination and decrease their quality of life.

For most, finding a satisfying job consistent with their beliefs is a desirable impossibility. Not everyone can live on the meager salary of a "movement job." The MDS work group is not a solution to this problem; it is simply the framework for the search for one. New York City MDS has work groups made up of teachers, of welfare workers, of city planners and of computer programmers. They are concerned with building alternative radical institutions—envisaging better educational systems, or more human ends for computer use. Most difficult, they are searching for the tactics with which to implement these changes.

At this stage in the Movement's development only one work group has actually created such an alternative institution. Meta Information Applications is a corporation owned by MDS members concerned with putting the computer to work for what it terms "human use." "Human use" would be such things as aiding the radical movement and providing jobs for those who don't wish to work for large

firms and the government. Right now MIA has two full-time workers, and the entire computer work group numbers 20.

In the future, MDS members hope that their organization will not limit itself to dealing with institutions with which their careers are involved. Their sole public action thus far was an "anti-car" demonstration in early December. The action had a strong Provo tinge: the demonstrators paraded in the Plaza at 59th street, then invaded the offices of automobile manufacturers nearby, and "milled-in" for several hours. Their cause was the banning of cars from Manhattan streets, an old but valid idea set forth by Paul Goodman, for one. But it is hard to see how, by an action like the mill-in, MDS promoted its end.

Decisions affecting the entire movement are made jointly by the co-ordinating committees representing each work group, and the full-time staff.

At the present time the groups are in the process of evolving alternatives and tactics consistent with the ethics espoused by the Left. Hopefully, action will follow. However, MDS members have decided that destructive action alone is worthless. "We must relate our actions to alternatives. We must not destroy," Ruth says earnestly, "we must liberate."

Yes, but the proposition of liberating institutions separated from the liberation of man is meaningless. And how do you liberate a human being?

Ruth thought awhile and explained that she was answering out of her own experience. "People must feel their own need for liberation."

"We must relate to people where they're at; to the problems they experience in their daily lives: pollution, frustration in their work, the half-felt feeling of emptiness with the half-stifled yearnings for freedom, for something meaningful and stimulating."

But this abstract statement seems unsatisfying. How to "relate?" Do we even have a language with which to speak? Haven't all our words been warped by their use as planks to prop up the rosy facade that is presented to us as our world? According to the advertisements in the magazines,

freedom is being able to choose maple-nut ice cream. How can MDS express their concept of freedom without misleading examples of fantastic-sounding rhetoric? How can the idea of the Good Society be imparted to a person

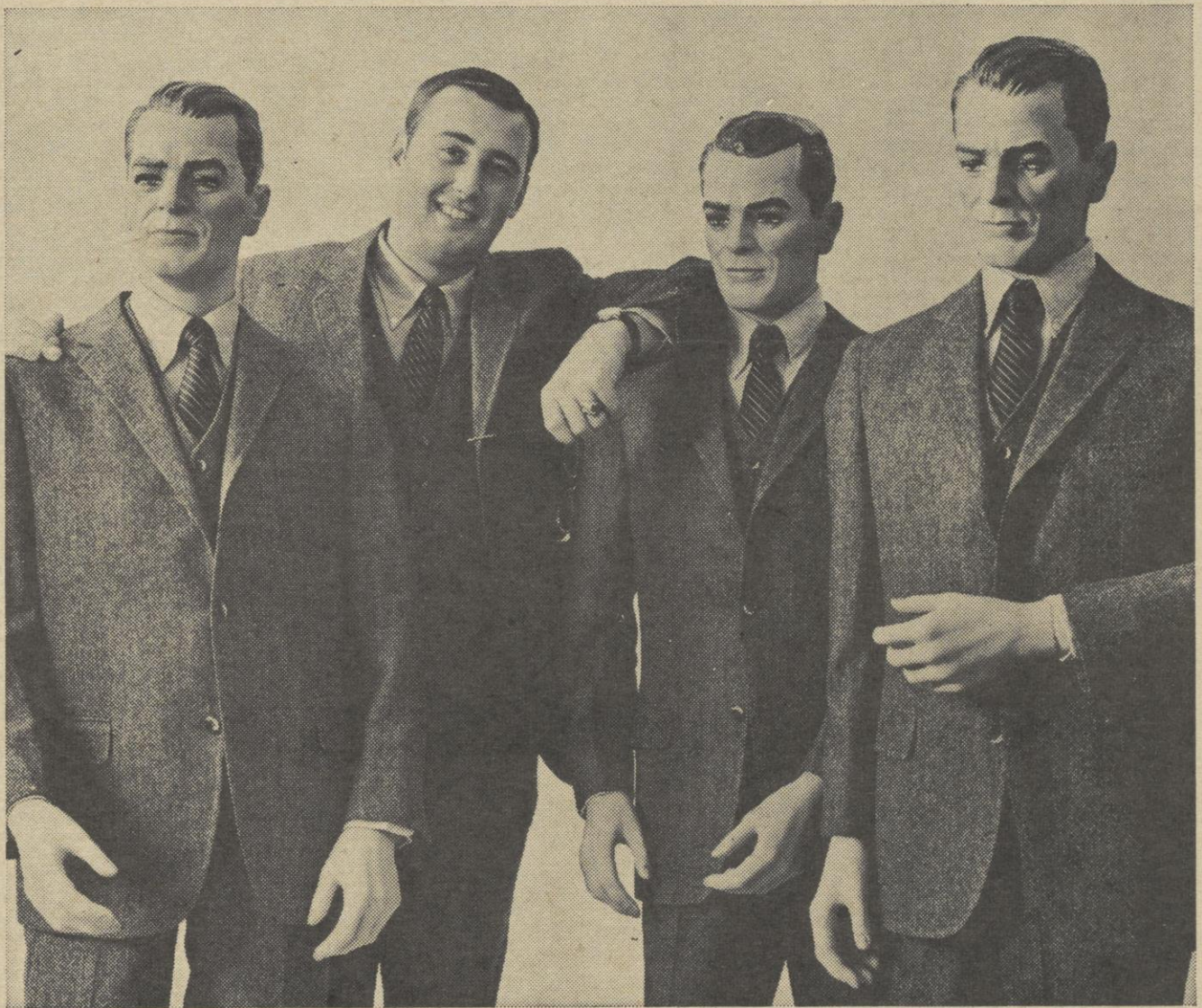
disillusioned with the Great Society?

If Movement for a Democratic Society cannot find answers to these questions, it will meet the fate of the old left organizations—impotence and irrelevance.

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Duke U Meets Black Demands

By **LOWELL ROBINSON**
and **LAUREL FISHER**
Compiled from CPS

DURHAM, N.C.—Feb. 16—A Black Studies program will be established at Duke University next semester. The southern university consented also to give Negro students their own dormitory and hire an advisor acceptable to the black students and the administration.

After the decision was announced, a three-day boycott of classes was ended. The boycott began Friday, after police used tear gas to disperse a crowd of over 1,000 students. Twenty-six persons were injured in the clash with police which occurred outside the building which the black students had occupied during the day. The University also promised to increase the enrollment of blacks on campus to 29 per cent by 1973. There are now 100 blacks out of 8,000 students at Duke.

SANTA BARBARA, Cal.—Feb. 18—Five hundred students took over the student union at the University of California at Santa Barbara Monday and proclaimed a "new university."

The Santa Barbara students,

led by the black student union, union of Mexican American students, and students for a democratic society, said they would remain in the building indefinitely.

They held a complete schedule of classes inside the building, covering such topics as black nationalism, women's liberation, and social violence.

The students are demanding admission of more minority students, more non-white professors and other employees, reform of the educational process along the lines of the "new university," and an end to alleged harassment of black student leaders.

AMHERST, Mass.—Feb. 14—Thirty-three demonstrators were arrested at the University of Massachusetts administration building. The students were protesting the on campus recruitment of the Dow Chemical Company.

All 33 students pleaded not guilty to charges of trespassing and disturbing the peace. The trial date was set for Feb. 26.

ANN ARBOR, Mich.—Feb. 17—The curriculum committee of the University of Michigan liberal arts

college recommended that ROTC programs be stripped of academic credit. The action recommended is similar to that already taken at Stanford, Yale, and Harvard.

SAN FRANCISCO, CAL.—Feb. 17—S. I. Hayakawa, acting president of San Francisco State College, vowed that students and faculty members would be "protected by whatever means necessary" as the college reopened for the spring semester Monday.

The statement came in the wake of a Sunday morning bombing of the school's administration building. The incident injured a security officer, who was treated for ear injuries and shock, and shattered 18 windows of the administration building. The explosion could be heard for several miles.

This was the second bombing on the campus in four days. The bombing was "not at all a surprise," Hayakawa said. "It is characteristic of the neo-Facist methods used by some radical elements around here," he announced.

Hayakawa said he expected more bombings, class interruptions, and "shameless behavior" in the coming semester, but he intended to

stay "firmly in control."

Pres. Hayakawa also announced that he has suspended two black professors, Nathan Hare and Mel Stewart, for 30 days for their part in the disruption of the president's speech to the faculty Friday. Hayakawa said charges are being brought against the two and some unidentified part-time faculty members by 10-15 professors.

Hayakawa also said he doubts that Hare will remain chairman of the Black Studies department. He said the department will not operate this spring, although courses in black studies will be offered by other departments. Hare has refused to set up the department, a major issue in the student strike, until the strike is settled.

The college has also won a court order placing all student funds in receivership with the Bank of America until an Attorney General's investigation of student government finances can be completed.

The student government controls a budget of about \$400,000 from student fees and other sources. It supports the black stu-

dent union, third world liberation front, community tutorial projects, and two student newspapers. All these activities will be without funds, although the students may request the bank to release funds for activities.

NEW YORK—Feb. 17—Students attempted to disrupt classes today at City College of New York (CCNY). All attacks were committed by commando squads of from two to four students. Eight of 20 buildings were attacked and three small fires were set.

The disruption was to emphasize the failure of the administration to adequately approve a list of demands submitted by black and Puerto Rican students. The demands encompassed the establishment of a separate school of Black and Puerto Rican Studies and the admission of more minority group students.

HOUSTON—Feb. 15—The "Afro-Americans for Black Liberation" submitted ten demands to the president of the University of Houston here today. The demands issued are similar to those made on other college campuses this year. They include the hiring of at least 20 black faculty members and a black counselor, the establishment of a Department of Afro-American Studies, more financial aid to Negro students, and increased Negro enrollment.

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The Daily Cardinal will not be responsible for any classifieds appearing since we do not investigate these services.

No classifieds are taken by phone. We will be responsible only for 1st day's incorrect insertion.

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SMITH Corona Port. Typewriter. '63 model. Carol 256-2783. 4x20

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MALE to share w/3. The Regent. For info. 267-6641. 5x22

GIRL to share Apt. w/2. Single room. 257-6120 Avail. immed. 3x19

1 or 2 GIRLS for big bdrm. in house w/ 3. Campus-hospital area. 256-6202. 5x22

MALE Student to share lge. furn. apt. w/3. 221-1351 eves. 5x22

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UW-M Refuses To Register Oshkosh Black

By **ROY CHUSTEK**
Cardinal Staff Writer

A Wisconsin State University-Oshkosh student expelled after January's disorder on that campus and subsequently admitted to the University of Wisconsin-Milwaukee has had his registration there revoked by officials and has been denied continuance.

The student, Henry Brown, registered at the Milwaukee campus and attended the first week of classes before receiving a letter informing him of the revocation. He had planned to continue his attendance at the school.

Assistant Chancellor John Solon of UW-M said, "As far as I know he has been denied admission" to the University.

Solon indicated that on his application Brown had not informed admissions officials that he had been dismissed from WSU-Oshkosh. The chancellor said that Brown wrote that he had attended Oshkosh only through June.



Copr., The New Daily Cardinal Corporation, 1969
This picture, which appeared in the Feb. 14 issue of The Daily Cardinal will soon be available as a poster from The Daily Cardinal.

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daily campus wednesday, feb. 19

Dr. Horton To Discuss Arab-Israeli War and US

Dr. Alan Horton will discuss "The Arab-Israeli War: Implications for the United States" at 8 tonight in room 210 in the Wisconsin Center. Open to the public.

CHAMBER MUSIC RECITAL
Six Music School students will present a free public chamber music recital this evening at 8 in the Music Hall auditorium. The program will be presented by a trio, composed of Sherill Roberts, Nancy Breth and Miriam Schneider, and the Femme Arts Quartet composed of Valerie Purbin, Leslie Kurth, Barbara Schneider and Sherill Roberts. The program will include music of Brahms and Mendelssohn.

CANDIDATES ON RADIO
Third Ward Aldermanic candidates Donald Baszynski, John Giovannini, Robert Goodall, William Hall, and Samuel Priola will be interviewed by Bill Patrick on WIBA and WIBA-FM radio tonight from 8:10 to 10 p.m.

PORTUGUESE MEETING
The first Portuguese meeting of the semester will be held tonight at 7:45 p.m. in room 313 of the Wisconsin Center. In charge of the program will be Miss Tish Callanan and Miss Madeline Wright, both of whom spent two years in the Peace Corps in Brasilia. The emphasis of the program will be on the new capital of Brazil and its university. It will be illustrated with slides.

CAMP PLACEMENT DAY
The Union Special Services Committee is sponsoring a Camp Placement Day today from 12 to 4:30 p.m. and from 6:30 to 8:30 p.m. in Great Hall. Camp directors will be here to interview students for summer jobs in camps located in the United States, Wisconsin, and camps abroad.

INDIAN YOUTH COUNCIL
There will be a meeting of the Wisconsin Indian Youth Council and other interested American Indians on campus in the Union tonight at 7:30. Check "Today in the Union" for the room.

RIDING CLUB
Hoofers Riding Club will meet tonight at 7 p.m. in Hoofers Quarters at the Union. Can you help drive Hoofers out to a beginner riding lesson?

BIAFRA COMMITTEE
The Biafra Committee will hold its first general meeting of this semester tonight at 7:30 in the Union. Check "Today in the Union" for the room. At this time we will take stock of the present situation and decide how we can be most effective politically to bring an end to this civil war. Members of the Biafra Student Association will speak. Please come.

TRYOUTS
Tryouts for the Broom Street Theater's first production, Aristophanes' "Lisistrata" will be held today at 7 p.m. and Thursday at 3:30 and 7 p.m. at 401 W. Gorham above the Coop. We are casting acting and dancing parts. The director is Stuart Gordon.

ARGO
ARGO will be holding its platform meeting tonight at 7 in the Union. Join ARGO and help to determine its policy.

MENOMINEE INDIAN PROJECT
The Menominee Indian Project will meet today at 7:30 p.m. at the YMCA, 306 N. Brooks St.

CAMPUS CARNIVAL
The Campus Carnival Committee will meet at 7:30 p.m. tonight in the Union.

WRA ELECTIONS
Women's Recreation Association will hold their elections today and Thursday. Ballots are available either from your WRA representative or from the WRA office, at 101 Lathrop Hall. Ballots are due at 3:30 p.m. Thursday in the WRA office.

thurs., feb. 20

INTERNATIONAL FORUM
The International Club Forum presents "Non-violence as a Means of Settling Social Conflict" Thursday at 7:30 p.m. in the Union. This program will deal with the historical and ethical outline of Ghandi and his philosophy.

MENDOTA PROJECT
The YWCA needs volunteers to

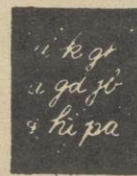
accompany adolescent girls from Mendota in group activities. A meeting for all interested will be held Thursday at 7:30 p.m. in the YWCA lounge. If you have any questions, please call 255-8212 after 5 p.m.

"THE SCARLET EMPRESS"
By popular demand there will be a repeat showing of "The Scarlet Empress" starring Marlene Dietrich, Thursday at 7:30 p.m. in 5208 Social Science.

DOLPHIN SWIM CLUB
The Dolphin Swim Club will meet Thursday at 7:30 p.m. in Lathrop's pool. Attendance required. Come prepared to swim.

TAA
The Teaching Assistants Association will meet at 7:30 p.m. Thursday in 1351 New Chemistry to discuss the fee remission issue currently up in the legislature and to consider revision of the constitution and reconstruction of the organization.

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I'll be late for class
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Hirsch Is Likely Choice For Wis. Athletic Director

By BARRY TEMKIN
Sports Editor

Elroy Hirsch is not the Wisconsin Athletic Director yet, but unless negotiations between the former Badger grid star and the Athletic Board hit a snag he probably will be soon.

Hirsch, currently Assistant to the President of the Los Angeles Rams, will arrive in Madison today and return to Los Angeles

Friday. In addition to meetings with the Athletic Board, Hirsch is scheduled for a press conference sometime during his visit.

Athletic Board chairman Prof. Frederick W. Haberman has indicated that the Hirsch's interview is the only one now scheduled among the four other candidates, two of whom rank with Hirsch in the top three. This has heightened beliefs that the board has set-

tled on Hirsch, and that his selection will be announced soon, if agreement on such matters as salary and the Athletic Director's powers is reached. If agreement with Hirsch is not possible, the board will probably interview the other two top candidates.

Hirsch has informed the board by letter that he is interested, and has said that he has an "open mind" concerning the post.

However, Hirsch's becoming director is not a certainty. "No vote has been taken and there is no veracity to reports that the board has chosen him," said Louis Katz, student representative to the board. "However, it is a valid assumption that he is a very strong candidate with a strong case."

Katz indicated that one member of the board has some specific questions which he wants to put to Hirsch, and that he himself wanted to quiz Hirsch about his lack of connection with an educational institution since graduation.

Support for Hirsch is strong in many quarters, and alumni have

(continued on page 8)

Buckeye Depth Defeats 'Nasts

By RICH SILBERBERG

Taking advantage of its superior depth, Ohio State's gymnastics team edged Wisconsin Saturday, 167.47-159.525. The meet was held in Gymnasium Number Four, and was witnessed by a substantial number of National Guardsmen, in addition to a sizable group of other spectators. By virtue of the defeat, the Badgers' sixth in their last seven starts, the squad fell below the .500 mark for the first time this season.

only able to pick up 16.45 team points, contrasted with 25.35 for the Buckeyes.

Wisconsin coach George Bauer expressed pessimism after the contest. "That's it," he said. "We don't win a Big Ten meet this year."

The Badgers' next meet will be against Ball State and Eastern Michigan Saturday at Ypsilanti, Michigan.

Fencers Win Twice

By JIM COHEN

The revived Badger fencers won two meets Saturday against the University of Chicago and the University of Illinois at Chicago by identical scores of 19-8.

The epee group won 17 of 18 bouts to convince coach Archie Simonson that last week's poor performance was a fluke. Simonson was especially pleased with newcomer Scott Bauman, who was 6-0 for the afternoon. Captain and all-American Dick Odders was 4-0 and Jim Cartwright was 5-1.

The foilers went 9-0 against Chicago, with both Shelly Berman and Barry Krieg winning three, former epeeman Larry Porsorske winning two and Wes Scheibel taking one. However, against Illinois the foilmen were 5-4, as only Berman, 1-0, was undefeated.

finish in the Big Ten.

On the negative side, epeeman Don Jackson is academically ineligible. However, Bauman's emergence as a top epeeman will prevent Jackson from being missed too much. Also, foilman Ted Kaiser will be lost shortly because of academic commitments. Kaiser's loss puts more pressure on Simonson's return, which could give Coach Simonson his strongest squad so far this season.

In floor exercise, junior Don Dunfield tied for the individual honors with an 8.5 mark, but the Buckeyes compiled a higher team score, 24.60-22.50.

Wisconsin came on strong in the side horse competition, scoring 26.65 team points to only 16.50 for the Buckeyes. Junior John Russo displayed his AAU Championship form, posting an outstanding 9.6 mark. Sophomore Larry Scully, who has performed exceptionally well all season, came through again with a fine 9.15 score.

Sophomore Dave Lantry helped the Badgers win the still rings event (25.45-24.65) with an 8.85 performance.

The Buckeyes, who sport one of the finest trampoline contingents in the nation, easily won that competition (26.15-21.25) despite an 8.45 performance by Dunfield.

Wisconsin dropped the long horse competition, 25.525-23.925. Once again, Dunfield was the high scorer for the Badgers with an 8.675 mark.

Ohio State then edged the Badgers in parallel bars, 24.70-23.50. Sophomore John Kugler was high man for Wisconsin with an 8.05 score.

Wisconsin came into the final event, horizontal bar, leading by a fraction of a point. This competition has been one of the Badgers' major shortcomings all year, and it spelled disaster for them in this meet. The squad was

As usual, one class had a bad day; and Saturday it was sabre, 2-7 against Chicago and 5-4 against Illinois. Welford Sanders fared the best, winning four of five bouts.

Now 9-6, the swordsmen are probably in their best shape this season. Sanders and Bauman, who are still rounding into shape, are fencing well, and foilman Chuck Simon, who has been sidelined since before Christmas with a case of hepatitis, is trying to ready himself for the Big Ten and NCAA meets. A healthy Simon could bring the Badgers a second place

Daily Cardinal Sports

Matmen Halt Slide; Hellickson Wins

By STUART WARREN

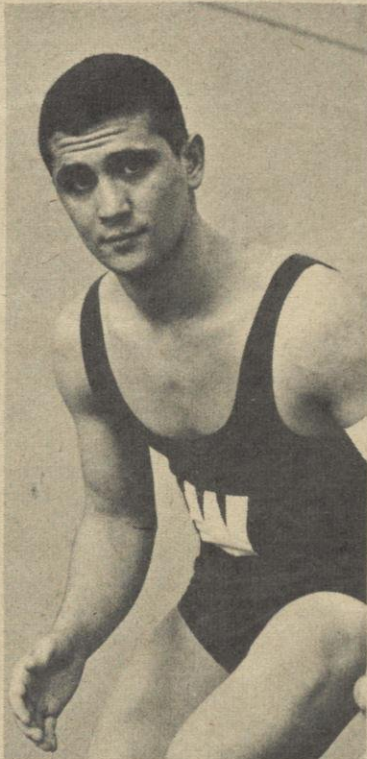
Russ Hellickson extended his winning streak to 14 victories as Wisconsin won two of three in a triple dual meet here Saturday. The grapplers beat Purdue, 22-11, and Ohio State, 21-8; but lost to a strong Iowa contingent, 25-6.

In each meet Hellickson beat his opponent decisively, shutting out two and pinning one, even though he was outweighed by an average of twenty pounds. Hellickson has beaten all six Big Ten heavyweights he has faced this season and should gain a high seed in the league championships at the end of the month. He is 8-0-1 in Big Ten competition and 14-0-1 overall.

Coach George Martin was pleased with the performance of the team, which had been experiencing a slump due to injuries in the lower weight classes. To remedy this situation, Martin used sophomores Greg Sage and Glen Scheiter in the 130 and 145 pound classes. Ray Knutilla, who had been wrestling in the 145 and 152 brackets, moved down to the 137 class, a weight at which he took fourth in the conference meet last year. Knutilla strung together three victories Saturday, two by margins exceeding seven points.

Bob Nicholas, at 152 pounds, Lud Kroner, at 160 pounds, and Ken Heine, at 177 pounds, also performed well in winning two of their three matches.

The team now has a 5-7-1 re-



BOB NICHOLAS
12-3 season record

cord, which places them seventh in the Big Ten. They conclude their dual meet season with a meet here Saturday against Northern Iowa, Northern Illinois, and Oshkosh.

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