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Blacks Demand Reform, Students Stop Classes



One black student enumerated the black demands to a rally of about 450 students at the library mall yesterday.

—Cardinal Photo by Mickey Pfleger

The following report was compiled by Cardinal staff members Ron Legro, Judy Shockley, and Peter Greenberg.

Black students presented a list of fifteen demands to the Administration Friday, and said that they would keep the University closed by "disruption or destruction" until the demands are met.

To back up the threat, both white and black students disrupted afternoon classes on campus and held a large rally in the Union at which the demands were enumerated.

Demands included the establishment of an autonomous black studies program organized by black students and faculty, the addition of at least 500 black students to the enrollment by September, and the giving of power to black students to hire and fire administrators related to the black student curriculum. A complete list of the black students' demands appears on the editorial page.

An estimated crowd of over 1500 students watched the proceedings at the rally, either in person or via closed circuit television.

A spokesman for the black students claimed that "we're not asking the University to give us anything that's not rightfully ours -- we're demanding it."

"We're going to have complete disruption, and if that doesn't work, complete destruction," he said.

Another spokesman for the disrupting students said that what was really wanted was relevance, for black students and white students as well.

"We are all striving for one

goal: black and white liberation," the spokesman said. "We want to get rid of 'niggers.' We want relevance. Disrupt this university and close it down until it becomes relevant to everybody."

University Vice President Robert Taylor told The Daily Cardinal that the demands were presented to Vice-Chancellor for Student Affairs F. Chandler Young on Friday morning. Taylor said that at the same time as the demands were presented to Young, Willie Edwards, member of the Black People's Alliance, made an appointment with Chancellor Edwin Young for 2:30 the same day. Chancellor Young came and waited twenty minutes, but the black students did not arrive.

A black spokesman at the rally in Great Hall said that black students would meet with the Administration on Monday. Taylor was less certain. "At this time, all we expect is a meeting on Monday with the black students, but the students haven't told us

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The Daily Cardinal

University of Wisconsin, Madison, Wisconsin 53706, Saturday, February 8, 1969
VOL. LXXIX, No. 78

5 CENTS

"Black Revolution" Speeches Call For Unity Among Blacks

By RICH WENER
Cardinal Staff Writer

Black America must gain self respect, self awareness and must connect itself with its African heritage before it can move on from righting its own ailments to cleansing the evils of white America.

This was the basic theme espoused by black leaders on Friday, the final day of the conference on Black Revolution.

Speaking before an overflow crowd of several thousand the Reverend Jesse Jackson called racism "a congenital disease...in theory and practice, which goes deep into the bone marrow of white America."

Most of the leaders of the protests of earlier in the day were present at the speech, and the excitement of the protests lingered

in the hall.

"By letting sick men stand on our shoulders we made mean men meaner." That is finished, he said, "this is no longer a debate." Jackson, head of Operation Breadbasket, described racism as the result of the economic, political, and scientific workings of White America. The area where blacks live, he said, is not a ghetto, "it is a colony."

"We were colonized by plan... racism is not a pre-judgement, it is a post-judgement." The white man did not take away the black man's equality before he saw what he could do, Jackson proclaimed, but after. It was after Jesse Owens ruined Hitler's theory of racial superiority, and Joe Louis beat Smelling, and after George Washington Carver, and many other scientists, that the "white man still said that we are not men," he said.

"I am not a racist," said Jackson, "because I don't believe white people are by birth inferior to me. Their culture taught them that they are superior to me, therefore if I react to protect myself it is not out of disrespect for you but from respect for me."

Jackson said a realistic coalition must develop between black people and radical whites, but first Black America must connect itself to its history. "We are consumers, not producers," he said, and added that blacks must be prepared to produce, and to control communications and black banks.

None of the enthusiasm of the huge crowd dimmed, even after waiting for the Reverend Jackson who was one hour and forty-five minutes late. Many of the same listeners were in the Great Hall almost five hours earlier to hear Dr. Nathan Wright Jr. speak similarly about Black Power.

Dr. Wright, long a civil rights activist, saw the basic problem for black and whites as the need to become aware of their problems. "Everybody in the nation has a 'honkyfied' mind," he said, "including me. But some won't admit it."

White folks should not ask the black what they can do, he said. "White folks are good at organizing some things," he said. "At

least you got technique. Things white folks screwed up they should unscrew."

Wright felt white people should be thankful to black people as black power is "the most creative force for good in history."

He said that institutions, like the University, "do not inherently work to facilitate human fulfillment...a movement can't become an institution until it is committed to uphold the 'public morality.'"

Dr. Wright finished his speech early to join the rally on the hill because, he said, "when history is being made, if we are responsible people we must be a part of it."



Students at the rally listened and asked questions as the speaker attempted to clarify the direction blacks were going to take next week.

—Cardinal Photo by Mickey Pfleger

Prosecution Presents Evidence Linking Shaw With Oswald, Ferrie

By RICHARD LEVINE
and JAMES LESAR
Special to The Daily Cardinal

NEW ORLEANS, Feb. 7.—In today's proceedings at the Clay L. Shaw conspiracy trial, the state continued its assault on the defense's assertion that Shaw never met Lee Harvey Oswald or David W. Ferrie, alleged co-conspirators in the plot to murder John F. Kennedy.

An important prosecution witness, Vernon L. Bundy, testified that in early June, 1963, he observed a brief encounter between Shaw and Oswald at a deserted New Orleans lake front, and that Shaw handed Oswald what appeared to be a roll of money.

Bundy, an admitted narcotics addict, explained that he went to the quiet lake front area in order to shoot heroin. As he sat on a seawall preparing his fix, he saw a black limousine approach him and park nearby. After identifying this automobile as resembling the one which previous witnesses have associated with Shaw, Bundy went on to state that Shaw got out of the car and walked to a point not more than forty feet from where he was sitting.

Shortly thereafter, a second man whom Bundy identified as Oswald, joined Shaw on foot. A few words were exchanged between the two men. Bundy then saw Shaw give Oswald the alleged roll of bills. As the latter stuffed the money into his back pocket, several leaflets were dislodged and fell to the ground.

Bundy later picked up one of these leaflets. He identified it as similar to other literature dealing with Cuba which the state claims Oswald disseminated on several occasions during the summer of 1963.

The most dramatic moment in Bundy's testimony came when he requested permission of the court, the prosecution, and the defense to demonstrate how he was able to positively identify Shaw.

Having obtained consent, Bundy requested that Shaw walk towards him down one of the courtroom aisles. As the defendant complied, Bundy called to the court's attention a peculiar twisting motion of Shaw's left foot and said that the man at the lake front had displayed the same peculiar characteristic.

Defense counsel S. Irvin Dymond, devoted most of his cross examination of Bundy to an attempt to discredit his character and credibility. To accomplish this objective, Dymond cited Bundy's addic-

tion to narcotics and his prior conviction for theft. However, intensive interrogation failed to shake the salient points of Bundy's testimony.

The other major witness at this afternoon's session was Charles I. Spiese, a New York City accountant, who testified that in June 1963, he attended a party in the French Quarter at which Shaw and Ferrie were present. On this occasion a discussion took place concerning the desirability of killing President Kennedy and possible means to accomplish this end.

Spiese related that he had met Ferrie earlier the same evening in Lafitte's Blacksmith Shop, a French Quarter nightclub, and mistakenly thought he recognized him as someone he had flown with in Africa during W.W. II. Although Ferrie did not know Spiese, he invited him to a party being given later that evening.

Spiese accepted the invitation and arrived at the party with Ferrie, two women, and another man around 11:30 p.m. Ferrie then introduced Clay Shaw as the host.

Later on that evening, with eight to ten men remaining at the party, conversation turned to President Kennedy. Everyone present expressed intense antagonism to JFK. A disheveled, bearded man, somewhat resembling Oswald, declared during the course of this conversation "We oughta kill the son of a bitch".

Discussion then centered on how a hypothetical assassination could be successfully carried out. Spiese expressed the view that even if it could be accomplished the assassin would be killed immediately.

Shaw then allegedly turned to Ferrie and asked whether or not it would be possible to fly the assassin out. After some hesitation, Ferrie, a pilot, replied that it would be possible.

During cross examination by Dymond, Spiese confirmed that he had instituted a suit against the New York City Police Department and other individuals whom he alleged conspired to mentally torture and hypnotize him. The suit was dismissed on November 21, 1964.

Hoping to discredit Spiese's testimony about his client, Defense Attorney Dymond indicated his intention to pursue cross examination relating to this bizarre story tomorrow.

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Black Demands

(continued from page 1)
where or when they would like it."

One black student at the rally explained that the blacks at the University are not "oddities in a museum." He added, "You don't come here to look at the black people."

The black demands indicated that they wanted no more whites leading their population. A second spokesman explained that by having their own black studies department, blacks would be better able to relate to their own people. "We don't want an education of white man's values," he said.

If the demands for an increased black enrollment are met, the blacks at the University would number 1000 out of an enrollment of about 30,000.

"We don't even want to be one per cent," a speaker said. "We just want more of us so black people can get an education and uplift their black communities and their brothers."

According to black spokesmen at a separate press conference, University "buildings have been shut down; classes have been terminated." The spokesmen said their tactics will remain unknown, although earlier speakers said they would try to prevent property damage and suggested that somehow all students would be involved.

The blacks defined their demands as non-negotiable, saying they would accept them only on an all or none basis. They said

the black students plan was to meet with the Administration once every seven days to ask if their demands have been met.

Representatives explained that the blacks were unsatisfied with the "polka dot" black courses, and the "pacifier Afro-American studies" that are presently offered at the University. Whether the proposed black studies program or the black cultural center would be open to whites was not disclosed.

Spokesmen said that their demands had arisen out of the black students' frustration at the Administration's past neglect and broken promises. Their request to have the expelled Oshkosh students admitted if they sought admission, for example, was neglected, they claimed.

One black explained that the black college population was already too small a group to allow 94 blacks to be out of school with no place to go and nothing to do, when they should be getting an education to carry home to their brothers and sisters.

The disruptions began in buildings situated on Bascom Hill, notably Social Science and Van Vleck Hall. Most large classes were entered by both black and white students, who proclaimed that the classes were over, and then proceeded to list the black demands. South Hall was closed.

Reaction to the interruptions was varied in each class as the disrupters moved over and down the hill, their numbers increasing as some students from the classes

joined the ranks of the marchers. The students stopped for a brief rally on the Library Mall.

To cheers of "On strike, shut it down" the group of about 300 students marched from the library mall up State St. back into classrooms on Bascom Hill. The blacks appeared to be particularly organized at the rally and at the press conference, and were cautious with their words and actions.

Professor Harvey Goldberg's history 474 lecture was also disrupted. Before Goldberg could begin his lecture, one black marched to the stage and announced "this class is being disrupted."

White students protested when the speaker said that whites and not blacks could choose their direction at the University. One incident almost occurred when a white in the audience accused the speaker of being "anti-semitic." The tall black removed his coat and challenged the white, but other students cooled the tension.

Goldberg, after gaining permission from the blacks to speak, asked the class to complete an administrative matter before they left, at which point he drew laughter.

"I don't believe anyone will lose intellectually if I do not lecture today," said Goldberg. He said he sympathized with the black cause and then dismissed the class.

Ralph Hanson, head of University Protection and Security, said he received reports of some vandalism in Science Hall, but that no arrests were made, and that it seemed the students were harassing the classes rather than trying to occupy buildings. Protection and Security officers were present in Bascom Hall, mainly in anticipation of the unmaterialized meeting between Young and the students.

The Administration will make an announcement concerning its reactions to the demands on Saturday.

The Daily Cardinal

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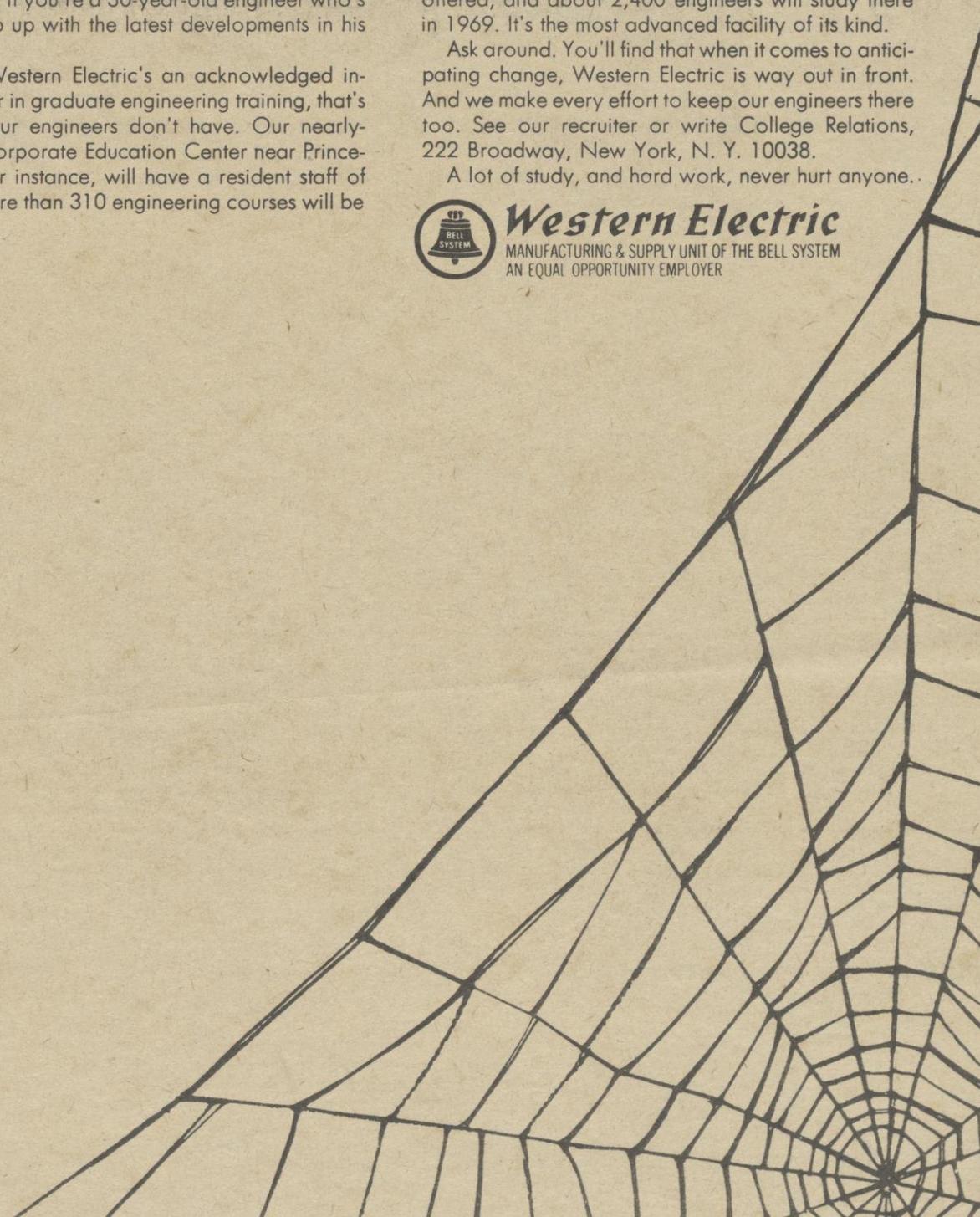
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SF State Professors Lose Jobs for Striking

San Francisco (CPS)—The administration of San Francisco State College has notified 199 striking professors that they have lost their jobs under California's five-day-rule.

California law says any professor who misses five class days is considered to have automatically resigned.

The American Federation of Teachers has been on strike at San Francisco State since Jan. 6 in support of a student strike which began Nov. 6 and over the faculty's own grievances over salaries and teaching loads.

Acting President S.I. Hayakawa who had been reluctant to enforce the five-day-rule because he feared adverse reaction by organized labor which has sanctioned the AFT strike, said he would rehire any fired professor who applies by Monday. However, he said they would be rehired without tenure and other benefits.

He also suggested that they apply to the State Personnel Board

for full reinstatement and that the college administration would support such requests.

Those strikers who do not apply for either rehiring or full reinstatement will probably lose their jobs and be replaced by other teachers.

AFT President Gary Hawkins said Friday the AFT is advising its members to ask to be rehired and is investigating possible appeals to the State Personnel Board. "Not to do so," said Hawkins, "would in our opinion indicate that we have quit the college. We have not quit. We are on strike. Nor will we bear the responsibility of locking ourselves out and abandoning the college when it needs us most."

At San Jose State College 26 professors earlier lost their jobs under the same rule for participation in a strike supporting the San Francisco teachers.

"The only incident occurred when police broke up a picket line at the Sather Gate entrance. There were no arrests and no

violence.

The San Francisco State campus is closed for the break between semesters. It re-opens Feb. 17, when both the faculty and student strikes are expected to continue.

The Berkeley campus of the University of California, where a similar student strike is in progress, was also quiet Friday, although there were police on campus and students continued picketing the main campus entrance in support of their demand for a College of Ethnic Studies.

REAGAN Declares

"Extreme Emergency"

At the University of California at Berkeley there were no incidents during the first day of the "State of extreme emergency" declared on the campus by Gov. Ronald Reagan. More than 500 students picketed Sather Gate and then marched through several classroom buildings chanting "on strike, shut it down." They did no damage to the buildings and made no attempt to confront the

Saturday, Feb. 8, 1969

THE DAILY CARDINAL—3

Goldberg III, Cancels Talk

Illness has forced Arthur J. Goldberg to cancel a lecture scheduled for Feb. 10 at the University.

Goldberg, former ambassador to the United Nations and U.S. Supreme Court Justice, was to have discussed "Steps to Prevent Violence Among Nations" at the Union Theater.

His talk was scheduled as a part of the Wisconsin Symposium on Rational Approaches to the Crimes of Modern Society.

Prof. James L. McCamy, executive director of the symposium, indicated there is a possibility Goldberg's talk may be rescheduled for later in the year.

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—Daniel Webster

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Martin Luther King. He had a dream. A dream which he hoped to see become reality. But he is gone now, and one of the things most unforgiveable is this—death took him so suddenly, so violently, so needlessly, he was not given the chance to see his dream here on earth.

But it still lives. Spurred on by the tragedy of Martin Luther King, and by the desire to carry on his dream, some seven hundred inspired students formed a committee last year to organize the Martin Luther King Scholarship Fund. The work in honor of this great man had avid and active support, but this year it is virtually unknown with only several remaining committee members. What happened to the fervor for the Martin

Luther King Scholarship Fund? Surely there is still some spirit for him here at Wisconsin. Maybe you. If you're interested, contact the Wisconsin Student Association (WSA) at the Union.

This week, February 3 through 8, is the Mobilization Drive for the Martin Luther King Scholarship Fund. The committee has promised the University a large sum and it has a long way to go. You in your small way can carry on part of the dream of this great man. Make a contribution to the Martin Luther King Scholarship Fund in care of WSA of the Union. Any amount, even a small contribution of a dollar, would be greatly appreciated. Won't you help? "What a man does for others . . . gives him immortality."

"The strong man is the man who can stand up for his rights and not hit back."

—MARTIN LUTHER KING



Course Increases Reading Speed

Students Can Comprehend At 2,500 Words Per Minute

By ED SEJUD

Daily Illini Staff Writer

Speed reading does have its little problems.

As my hand hurried across the pages, making an audible "swishing" sound, I became aware of a certain stillness in the library. Looking up from my book, I confronted an assortment of stunned, bemused, disgusted and genuinely sympathetic countenances on the faces of my tablemates, all silently asking, "Hey fellas, what're you doing with your hand?"

"Speed reading!" I cried, jumping at my chance to show-off, "I can read 2,000 words per minute (wpm), comprehend more, get less tired, complete the assignment and STILL log more drinking time than ever before, FURTHERMORE . . . — and so the lecture continued, ending with . . . That's no brag — just plain fact."

"It's true however. Wednesday night the Reading Dynamics Institute graduated its first University class, boasting that its students had increased their average reading speed by five times and had made substantial increases in comprehension as well. Other classes will be graduated Thursday, Friday and into next week with similar results — it's the payoff on a gamble

that takes nine weeks to pan-out. First of Kind

The Evelyn Wood "Reading Dynamics" course is the first of its kind to be offered on the University campus. It works on a new principal which uses the reader's own hand as a "pacer," contending that you don't have to mentally repeat ("sub-vocalize") all that you read, but rather that you can, when properly instructed, open a direct channel between your mind and the printed page. In theory, a person can read (and comprehend!) as fast as he can see, with his top speed limited only by his ability to turn pages. Phenomenal results have been obtained by exceptional students, many attaining speeds in excess of 25,000 wpm — without sacrificing comprehension.

Students at the Reading Dynamics Institute learn to read DOWN the page rather than across it.

Their eyes flow across the pages in soft-focus rather than in the jerky and old-fashioned "single fixation" method.

Dynamic readers actually learn to read lines BACKWARDS as well as straight down! (At exceptionally high speeds, it doesn't matter what direction you read a line — backwards or forwards, it's all the

same.) Dynamic readers soon learn to read groups of lines at a single glance, often reading the second half of a paragraph before even seeing the first-half!

Greater Command

Reading dynamically, you obtain a greater overall command of the material, as especially evident in long novels where one often forgets the beginning of the story by the time he reaches the end.

Instead of bypassing "War and Peace," dynamic readers can only complain, "Oh hell, I'll have to waste two hours reading it!"

Ideally, such a concept offers printed material as if it were a painting, a sculpture, or other work of art. The reader considers it as a whole, as a complete, single entity rather than an agglomeration of pages, paragraphs or chapters. Because such readers make fewer eye-fixations and mental repetitions than ordinary readers, they are less susceptible to eye fatigue and the usual headaches and drowsiness.

Since it is a manual skill rather than a function of intelligence, it doesn't matter what the reader's IQ is. While P.E. majors still won't understand texts on nuclear physics, they'll be able to read non-technical material at speeds equal to their technically-oriented classmates.

Paul Wilcher, super-reader who conducts the course, is an instructor equal or better than any you'll find on the University payroll. His classes are cheerful and competent with an informality that offers welcome relief from the dreary University classes which students are so steoled against.

The price is a factor which discourages prospective students, but it's cheap by any standards.

If a student avails himself of all the facilities offered by the Institute and attends all the class sessions, the price boils down to only about \$2 an hour, cheaper than any private tutoring you'll ever find. Spread over four years, the course can save thousands of study hours and can probably affect a boost in a student's grade-point average. Assignments which once took days can be accomplished in a matter of hours, leaving more time for other pursuits (fun, drinking, girls, etc.). The Institute estimates that it can save average students 350 hours of study time each semester — probably an understatement.

Class Sessions

Class sessions are two and a half hours long and are held once a week (for eight weeks) in Lando Place. Optional drill sessions are held free each day at noon in the YMCA, with private counseling

available as often as necessary. After the initial payment (which can be made in weekly installments) everything is provided by the Institute. The student brings only the essential apparatus — his hand.

I attended the course in my customary manner, coming late to classes, often without the assigned homework and without attending even a single optional drill session. Nonetheless, I managed to increase my reading rate by five times and can now read average material at about 2,000 wpm with good comprehension. More diligent students raised their reading rates by more than 10 times, with accompanying increases in comprehension.

You still feel a little silly in the library, but finishing half a semester's reserve-file readings at a crack is more than worth it. The course (which carries a money-back guarantee) seems a valuable investment for any student, or anyone with great reading demands, and will undoubtedly gain popularity as its reputation spreads.

By the way, an average dynamic reader could have read this article in about 30 seconds.

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Student Organizations Act on Black Demands

By DENISE SIMON
Cardinal Staff Writer

The Wisconsin Sociology Students Association, in accordance with demands of some blacks, are requesting an emergency faculty meeting of the Sociology department at 12:20 p.m. Monday.

The Anthropology Students Society (ASS) are also planning an emergency interdepartmental meeting to discuss possible actions in conjunction with the WSSA demands.

WSSA enumerated the following demands to be passed at the meeting:

* That the structure for student evaluation of hiring and promotion proposed by the WSSA at its Feb. 3 meeting be granted equal power with the executive committee, with final decisions mutually negotiated.

* That the faculty demand the administration to admit any of the 90 Oshkosh blacks wishing to enroll here, and that the faculty take other appropriate action to bring about their admission (call an emergency general faculty meeting).

* That the faculty condemn the emergency budget bill and agree to endorse and participate in any action the TAA takes, including a strike.

These demands were drawn up, according to the WSSA, in view of the firing of Prof. Michael Faia, Sociology, the financial crisis facing some 4000 University students following the legislation action which in effect cut TA pay by over \$400, and the failure of the administration to admit expelled Oshkosh students.

If these demands are not met, students are talking about decisive plans against the department.

At a Friday meeting of the Anthropology Students Society, students showed full support of WSSA plans, and spoke about coordinating their own plans should the demands of WSSA not be met.

The black students will no longer negotiate for a black student program--according to their demands, they will have one. Their demands include the admission of all expelled Oshkosh students, the control and organization by black students of a Black Studies department that would offer a degree in Black Studies, and control of the hiring and firing of all faculty and administration members involved in the program.

Should decisive actions not be taken by faculty members of Sociology and Anthropology departments, as well as University administrators, students are discussing immediate actions to see that their demands are met.

The History Students Association are also demanding a department faculty meeting Monday. HSA enumerated four issues to be discussed at the meeting, which include:

* Special transcript annotations of Assistant Prof. Robert Starobin's Civil War History course and Prof. Stanley Katz's American History 290 course;

* Admission of expelled Oshkosh blacks to the University;

* TA selection for Starobin's Black History course this semester; and

* Possible TA strike over hiked tuition for out-of-state TAs.

* More long-range resolution was also passed which stated that an ultimate goal of HSA would be to see that students vote on all matters in the History department with voting power at least equal to that of the faculty.

AFROTC Conclave Here

About 230 student members of the Arnold Air Society and Angel Flight, both honorary organizations of the Air Force ROTC, from seven midwestern universities, are holding their annual area conclave here Friday and Saturday, Feb. 7-8.

Host for the meeting is the AFROTC unit of the University. All sessions and social events will be held at the Park Motor Inn.

Madison Mayor Otto Festge and Col. Maurice Lien, Houston Air Force Association representative, gave welcoming addresses at the conclave's opening joint session Friday. Other speakers are Col. J. Tod Miserow, commandant of the UW AFROTC, and Col. William L. McKay, of the University of Nebraska.

WHAT ARE YOU DOING AFTER JUNE Consider: THE PEACE CORPS

February 10-14

IN

PLAYCIRCLE LOBBY OF UNION

9:00 a.m.—5:00 p.m.

Movie: "GIVE ME A RIDDLE"

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13-14—10:00 & 3:00

15—9:00; 10:00 & 11:00

IN STUDIO A

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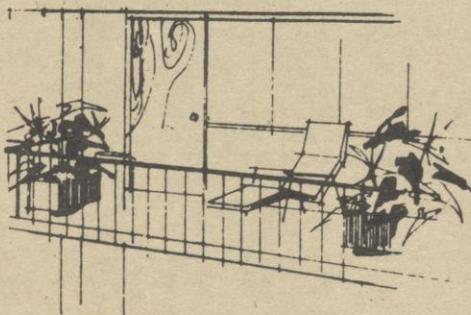
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**THE NEW
SURF**

THE DAILY CARDINAL

a page of opinion

Revolution, and Then . . .

We, in this community, confronted by Friday's black student demands, are a sudden move short of revolutionary checkmate.

We, as students, are niggers. We are stifled by an educational bureaucracy institutionally and ideologically counter to free educational and political dialogue. Tainted by societal racism, this institution, inflicts yet another layer of oppression on the black student.

The demands speak of this. They insist of this University, this microcosm of America, a negation of assumptions and priorities too deeply rooted in time and thought, to be laid bare.

In demands for a totally black organized, controlled, and staffed black cultural center, this institution is being told to do the impossible. In the calls for black control of hiring and firing of all administrators and faculty dealing with blacks, the impossible is also being demanded.

The black students know very well these facts. They know they are demanding that an institution destroy itself, and they threat-

en to destroy it themselves, if it does not. These are revolutionary conditions, harkening to France's May revolt when "Be a realist, demand the impossible" was the call-word.

The intellectual and moral stagnation of the society of which this University is a part is evident. And yet in the decadent situation in which we find ourselves, we find beauty. Some of that beauty does exist in the classrooms and institutions of this University. It is little, but it is there.

The acceptance of these demands by a student who is theoretically dedicated to freedom of the intellect and spirit would involve a sacrifice. A good teacher may be fired; a black history course may be unopen to whites; an idea, a question, may wallow in racial epithets; a freedom may be denied.

A system making us all niggers must and will be changed if there is to be peace. A new system may come where there is no nigger, only white and black, teacher and student. This must be the order of the post-revolutionary day. But this does not appear to be the new order offered by the revolution now facing us at the University.

ON LETTERS

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 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 On the Soapbox column, shorter letters are more likely to be printed.

Black Students at the University of Wisconsin will no longer negotiate for a Black Studies Program. They will have one. And that's that.

This is the consensus of Black Students on the campus.

"We feel that the Black studies programs, centered in a Black cultural center, are essential for us to function on the campus," said one spokesman for the students.

The demands that follow have been presented to the University administration at 11:00 a.m. Friday by Black Students.

The demands are:

1. Autonomous Black Studies department controlled and organized by Black students and faculty, which would enable students to receive a B.A. in Black Studies.
2. A Black chairman of the Black Studies department, who would be approved by a committee of Black students and faculty.
3. That 20 teachers be allocated for the initiation of the Black Studies department with the approval of Black students.
4. That amnesty (defined as no reprisal or chastisement) be given all students who participate in any boycotts or other such actions in reference to our demands.
5. That Black counselors be hired by the Student Financial Aids Office with the approval of Black students.
6. That scholarships be provided for Black athletes up until the time they receive their degree.
7. That the existing Black courses be transferred into the Black Studies department.
8. That it be established that Black students have the power to hire and fire all administrators and teachers who are involved in anything relating to Black students.
9. That it is established that control of the Black Cultural Center be in the hands of Black students.
10. That all expelled Oshkosh students who wish to attend U.W. be admitted immediately.
11. That proof (as defined by Black students) that the above demands have been met be given to Black students by the administration.

There will be a boycott in support of their demands starting Friday afternoon and going into full swing Monday.

JOIN US!

Abner Spence

A Proposal

Toward the Abolition of the Course System

The academic course is the basic functional and administrative unit of the university. In late summer, 1968, the "teaching contract" was proposed as an introductory reform in the structure and internal functioning of the course; recognizing that the learning relationship between student and teacher was distorted and damaged by an overlapping authoritarian power relationship, the proposal recommended a "general assembly of teacher and students at the beginning of the semester to decide what the curriculum and method of teaching in a given course will be. Both the teacher and the students will be free to make whatever proposals they desire. Neither will be permitted to 'dictate' terms to the other. The contract must be approved by both partners."

The "teaching contract" was proposed as a first step; it pointed in a direction—participatory democracy in education. I would like to push further in this direction and take this principle to its logical conclusion. I propose the elimination of the academic course in favor of the project.

The theory and practice of the course system can be defined as academic processing, the training of passive consumers through the imparting of "facts and skills." A given number of students are inducted and processed through a given quantity of prepackaged material within a given period of time. They are tested and graded on their degree of absorption by a given system of evaluation. All of these "givens" are determined by the teacher, who retains total power over choice of pedagogy and curriculum, over what is imparted and how it is imparted; in effect, the course is the private property of the teacher. The university is a hierarchy; no teacher is responsible to the students below for course structure or content, only to senior faculty and the administration above.

The inability of the academic course to fulfill what should be the goal of education—the realization of creative potential, individual and collective—is the direct result of the undemocratic structure, of the total exclusion of students from control

and participation. Within the course system as a whole, educational opportunity is limited to the number and assortment of courses offered; both are determined by a faculty and administration who are in no way responsible or accountable to the student body, to its interests, values, and needs. Course options are defined by those who "give" them, not by those who "take" them.

As within the course system as a whole, so also within each individual course, options are defined by the teacher, not the students. The overwhelming majority of participants are powerless, passive consumers of whatever data, interpretations, and techniques are imparted, in whatever way the teacher decides to impart them. The absence of collective democratic control insures the teacher total power to define the "lateral" student-student relationship as well as the "vertical" student-teacher relationship. The "lateral" relationship is one of mutual competition on terms defined by the teacher; the "vertical" relationship is one of submission and deference to the teacher.

The course has relatively little flexibility or provision for spontaneity; if the major function is to process, it can be no other way. To process requires passive submission, passive consumption. The tapping of creative potential, on the other hand, requires active involvement and participation, requires spontaneity as an essential ingredient of creativity. Primary, secondary, and higher education constitute an elaborate system of processing; spontaneity is systematically repressed and inhibited as a source of disorder and non-conformity. Rigid suppression of spontaneity is the precondition to effective processing.

Finally, the structure and internal functioning of the course work against the development of a self-critical consciousness within both the individual and the collective, self-critical in the sense of values. The processing function of the course tends to transmit the dominant values of the society as well as technical skills and data. The operational i-

deology of American higher education, functionalism, subjects means and methods to the most intense critical scrutiny while tacitly ignoring the larger values or purposes that these are designed to serve.

In direct opposition to the academic course, both in structure and function, I propose the project as the basic unit of the university, an alternative conception of the educational process involving participatory democracy, individual and collective self-determination of needs, goals, and methods. A conception requiring a fundamental redefinition of the conventional student-teacher power relationship, of the role and function of the teacher, and of the status of the "faculty" as a specialized professional staff. The project concept redefines the role of student and teacher into that of learner and more experienced learner, each with equal power to join together in a cooperative learning process in which the more experienced learner functions as a resource person on terms defined by all the participants in that specific joint effort.

How would a project work? A group of students with a mutual interest would join together on a voluntary, "one man, one vote" basis and collectively design a project in response to that interest. They would jointly determine the goals, strategy, organization, and timetable of the project. They would in consultation with the resource person or persons whose services might be required, determine at what point and to what degree that person should be involved in either the planning or operation of the project. They could at any point change the goals, strategy, organization, or timetable of the project. For example, the participants might decide to go off on a tangent and explore some specific issue in greater detail, prove its potential, and then perhaps return to the original plan. They could involve any number of resource persons in any order of participation—simultaneously, successively, progressively, etc. And they certainly would not have to limit the concept of "resource person" to those presently as faculty. Anyone with a particular skill

or kind of knowledge might be invited to participate. Finally, the project could break up into smaller projects or coalesce with others into a larger project.

All of the advantages of the project flow from democratic control. Both in structure and function the project promotes the realization of creative potential within its participants. Self-determination and self-implementation of goals, strategy, organization and timetable insures creative activity and participation, not passive consumption. Individually and collectively, students define their educational needs and create the appropriate organizational vehicles to meet those needs. Knowledge is actively sought in dynamic interaction between the individual and the environment, not passively absorbed in a static relationship.

The project maximizes the potential for spontaneity and creative innovation, both individual and collective, as opposed to the passive processing of the academic course. The project is dynamic, a structure in motion whose direction and organization are defined by its participants. The course is static, a rigid structure through which students are processed.

Both the individual project and the project system as a whole maximize flexibility to meet individual and group needs. Options are maximized, both within a given project and in the choice of projects, options which the student participates in defining and creating, thus insuring relevance to individual and collective interests and values.

Finally, the project permits the combination of research and action, the combination of theory and practice in order to break down the existing contradiction in academia between understanding and acting. The project can and should be as relevant as possible to the needs and goals of movements for social change in the larger society as well as within the university. In this way, we can move toward the goal of a critical university, a university in which values and purposes are subjected to as intense a critical scrutiny as means and methods.

Prof Starobin Denounces Apathetic Administration

By DOUG OSTRAND
Cardinal Staff Writer

Prof. Robert Starobin, History, said Thursday the administration has been totally apathetic to his course in Black History, despite enthusiasm exhibited by students.

Starobin blamed overcrowding in History on the lack of knowledge and interest of the Timetable office. "The teacher," said Starobin, "has no say in what room he gets. It was completely up to the Timetable office to decide what size room I'd get."

Many students were angered by the choice of 206 Soils for a class of 500 students.

After the first day, in which students sat in the aisles and stood in the back of the room to hear Starobin's lecture, the Negro History class was moved to Agriculture Hall.

"You might read something into the fact that we were put into the Agriculture campus, while most of the students are on the other side of the campus," commented Starobin on the choice of the new room.

The administration has completely ignored Starobin's class, despite the registration of 600 students for the course. "The Campus Special Committee on Racial Action never even contacted me about my class," said Starobin.

Seats are still available for interested students in the lecture. "Although the class has a junior standing prerequisite, I have made exceptions for interested students."

Despite the apathy of the administration and the antagonism of the Timetable office, according to many students Starobin's class in American Negro History has become one of the most popular courses.

Lawrence Davis, junior, said the overcrowding of Starobin's class was due to "a lack of consciousness by the University to student needs."

"Most people who take this course," continued Davis, "are those who would be attracted to Starobin's philosophy anyhow. I think that the University should make a concentrated effort to induce the more apathetic students to attend courses of this nature."

Group To End War in Vietnam To Sponsor Day of Solidarity

By FRANKLIN BERKOWITZ
Cardinal Staff Writer

Some 20 members of the Committee to End the War in Vietnam Thursday discussed plans for two upcoming spring demonstrations.

The Madison CEWV will sponsor a national day of solidarity for American GI's in Vietnam on April 6, Easter Sunday. Simultaneous demonstrations are planned for Chicago, Atlanta, Austin, San Francisco, Seattle, and Los Angeles. Each city being either a disembarkation point or site of a military base, has some connection with the military.

Following the scheduled business, Lew Pepper, a senior at the University, told of his recent stay in Cuba.

Pepper, in Havana during Castro's tenth anniversary festivities, had the opportunity to speak with representatives from the National Liberation Front. According to Pepper the NLF wants the United States out of Vietnam at all costs and would even provide transportation home for US troops.

An NLF delegate Pepper said boasted that they control four-

fifths of the land and people in South Vietnam.

An ex-GI and veteran of the Vietnam conflict in the audience questioned Pepper's source, saying that the NLF claim was a major distortion. "No one controls the jungle, the jungle covers up the bombs. The jungle always wins," he added.

According to Pepper, Huynh Van Ba, of the South Vietnam NLF Mission in Havana stated that "the Paris peace talks are a victory for us. It is like a boxer being knocked down in the ring by another boxer. In this case, the downed boxer in an effort to save himself has asked the other boxer to negotiate with him instead of hitting him."

Guy Miller, a member of the Student Mobilization Committee, said that the new breed of GI's

are "more sophisticated than his old comrades." He also pointed out that the American soldier is, "aware that the politicians are behind him--12,000 miles behind him."

Miller mentioned many cases where GI's have strived to become independent and formed either anti-war demonstrations, newspapers, or organizations. He related that in almost every such case the "trouble maker" was properly dealt with by transferring him to another company or sending him overseas.

Such soldiers can be convicted under an "elastic" law which justifies a disciplinary action if "conduct is unbecoming a soldier." Miller said that some GI demonstrations are legally sanctioned and that this is the best arena the individual soldier has for the expression of anti-war sentiment.

Nager Urges Veto on Bill

Assemblyman Edward Nager (D-Madison) Friday urged Governor Knowles to "publicly denounce, repudiate and pledge to veto" a bill which would cripple the University and state university system.

He stated that the Governor "must also be aware of the ferment the bill has generated among the affected graduate students, an unrest and dismay shared by a large portion of the student body and an increasing number of faculty."

Nager was speaking of a bill offered by Assemblyman Shabaz (R-Waukesha) which would cut non-resident tuition remissions now granted teaching and research assistants at the state's universities as well as halt state medical assistance to the poor.

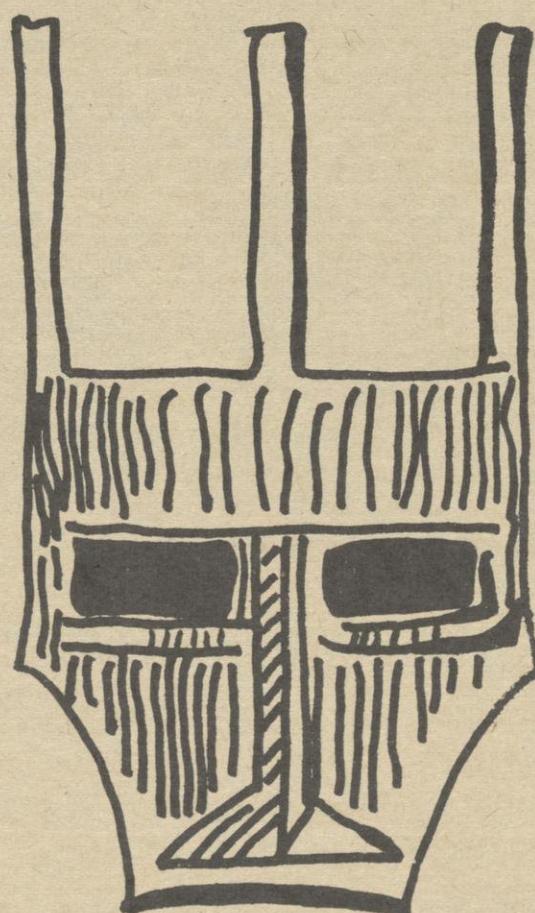
He told the Governor "what appeared to be an idle and irresponsible threat made by a conservative legislator" was now "a proposition which seriously menaces the system of higher education in Wisconsin."

Nager advised Knowles that "the present tension on campus will quickly escalate into direct action," if the bill is passed.

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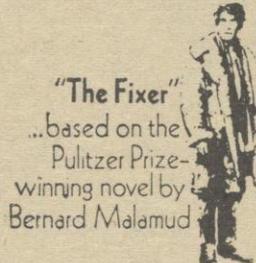
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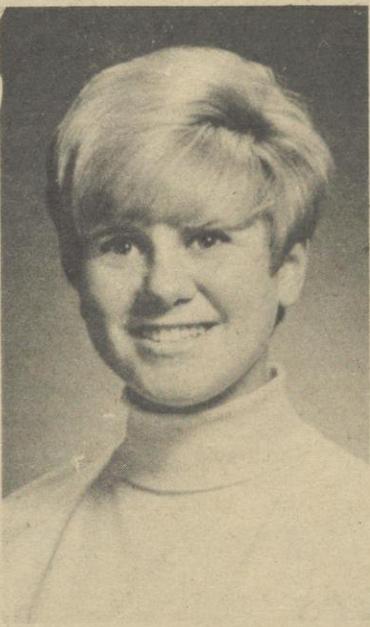
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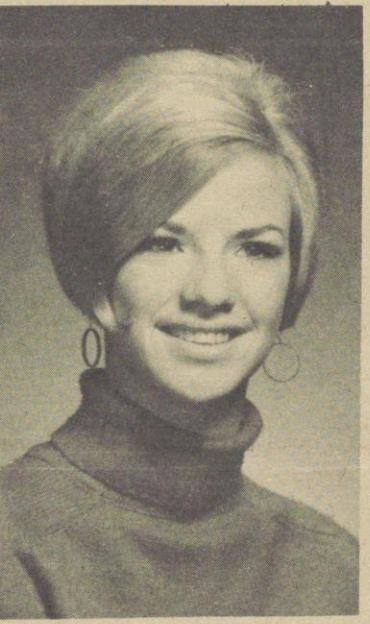
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LINDA MOCKRUD

SATURDAY, FEBRUARY 8
GREAT HALL
9 P.M.-MIDNIGHT

Campus Dateline:

Defense Planned for Michigan Play Cast

Compiled by LOWELL ROBINSON

ANN ARBOR, Mich.—The date set for the pre-trial examination for the ten member cast of "Dionysus In 69" was March 12.

The actors were arrested Jan. 26 on a charge of indecent exposure after a performance of an adaptation of Euripides' Greek tragedy, "The Bacchae."

Michigan prohibits "standing with privates naked and uncovered to the great scandal of those present and to the manifest corruption of their morals."

Six men and four women could get up to one year in jail and a \$500 fine. Richard Schechner, a professor at New York University and director of the acting company, plans to base his appeal upon the first amendment to the constitution, which guarantees the rights of free speech and expression, and upon the Michigan statute itself. Schechner said he would carry the case as far as possible.

A \$750 bond was paid by the actors themselves. There are no restrictions upon the defendants but they must appear in court March 12. Indecent exposure is a non-extraditable offense. There is no way to compel the performers to appear at the trial if they are out of state, according to Michigan law.

NEW HAVEN, Conn.—The faculty at Yale University voted to abolish ROTC as a course carrying academic credit. This decision in effect makes ROTC an extracurricular activity. The title of professor was also taken away from commanding officers of the program.

PHILADELPHIA, Penn.—Beginning with the class of 1970, no credit will be given for drills, tactics, and other military aspects of ROTC. The academic parts of the program, such as military math, will still be credited.

MINNEAPOLIS, Minn.—A fast was held at the University of Minnesota to encourage the United States to give aid to the starving Biafrans. Thirty-five students began the three day fast Jan. 28. By the end of the fast on Friday, over 100 additional students and faculty had joined. A rally ending the fast was held that evening.

BERKELEY, Cal.—A fire completely gutted Wheeler Hall, the main campus auditorium at the

Berkeley campus of the University of California. The fire occurred Jan. 22, a day after picketing by students and by the American Federation of Teachers for control over the ethnic studies auditorium. Damage was estimated at \$500,000.

AUSTIN, Texas -- A United States district court judge declared here that a law student at the University of Texas has the right to finish his academic year before being drafted. The judge said, "The right claimed by a petitioner to a 1-S deferment to finish out the academic year is a plain, unequivocal right given to him by statute.

Second year law student Albert Armendariz brought the suit on behalf of all graduate students. Armendariz had a 2-S deferment, which is good for 12 months. After he received an induction notice, he sought a 1-S deferment, which would permit him to complete the academic school year. Armendariz's local draft board denied him the 1-S because of General Hershey's April memorandum.

This decision applies only to Armendariz, not all graduate students. It will however, affect all graduate students currently eligible for induction, since similar suits will be brought, with Judge Roberts' decision being introduced as evidence.

GREENSBORO, N.C.—The faculty Senate committee at predom-

inately North Carolina Agricultural and Technical College conceded to the demands of the 125 students who were occupying the administration building. The demands included that all failing grades be removed from a student's transcript once the student has successfully repeated the course and to investigate any professor who failed 25 per cent of his students.

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Wrestling

(continued from page 12) feated Mike McInnes, who is out for the season. Both Hatch and McInnes suffered knee injuries.

The match pits the grapplers against two opponents whom they have faced before, Indiana and Illinois. Minnesota, posing a greater challenge, is rated by Coach George Martin at the top of the Big Ten.

Illinois and Indiana are currently fighting with the Badgers to stay out of the conference cellar. Wisconsin lost, 16-14 to Indiana last week and Martin felt "We could have won just as easily as we lost."

The Badgers outscored the Illini, 26-3, in a round-robin meet here last month.

Gymnastics

(continued from page 12) the squad's most consistent performer. He has performed exceptionally well in floor exercise, still rings, horizontal bar, long horse, and parallel bars. The injury will probably keep him out of action for the remainder of the campaign, with five dual meets, in addition to the Big Ten Championship, remaining on the schedule.

Badger coach George Bauer, who has been forced to alter his lineup for every meet thus far, will have to do so once again.

With the Badgers suffering from a severe lack of depth, the outlook for their remaining meets is anything but optimistic. Their final home meet will be next Saturday against the Ohio State Buckeyes.

UNREST

(continued from page 9)

Controversy arose over the approval of Bernard Forrester, a black student not present at the WSA meeting, as WSA representative on the Conduct Policy Committee. WSA Pres. David Goldfarb stated that "when someone has to talk about conduct policy at this university, like at Oshkosh, we need a black student on the committee." The bill was passed.

Senator Ed Cohen introduced a bill stating that WSA would urge the Civil Aeronautics Board not to cancel the special youth fares on the airlines. Cohen said that the National Student Association has hired a lawyer to represent the students at the hearings and is trying to raise money for a national campaign to get students to write to their congressmen." The Senate approved the bill.

In two separate bills WSA recommended that the Sociology Department immediately review its decision not to renew Prof. Michael Faia's contract, and also that the Athletic Department consider human relations as a prime consideration in choosing a new athletic director for the University. Senate said that an athletic director is necessary who is familiar with the race situation.

WSA passed a bill that condemned the administration for vetoing the admissions of Oshkosh students for racist and political reasons and for not considering their academic merits.

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TAA To Have Strike Fundraising Party

The Teaching Assistants Association is sponsoring a party at the Green Lantern to raise money for their strike fund. The fund provides money for publicity and lawyers' fees. The party will be tonight at 8 p.m. and is open to all Teaching Assistants and sympathetic students.

* * *

PATTERNS

A coffee house dedicated to serious communication will be open tonight from 8 p.m. to 1 a.m. on Lake St. at State. Free coffee and food. Serious raps. Sponsored by the Inter-varsity.

* * *

FILM SOCIETY

The Fertile Film Society presents Joseph Von Sternberg's "Morocco" starring Marlene Dietrich, Gary Cooper and Adolph Menjou. Showings tonight at 7 and 9 p.m. in B-10 Commerce.

* * *

sun., feb. 9

ALPHA PHI OMEGA

Action, Brotherhood, Service... Alpha Phi Omega, National service fraternity, will hold its rush smoker in the Union Reception Room Sunday at 2 p.m. and Wednesday at 7:30 p.m.

* * *

STRING QUARTET

The Pro Arte String Quartet will present a free public concert Sunday at 8 p.m. in the Music Hall auditorium. Included on the program is music of Haydn, Berg and Dvorak.

* * *

LITERARY COMMITTEE

The Union Literary Committee will hold another of its sessions in which students are able to read their literary works and discuss them with other student writers. The program will be held Sunday from 1:30 to 3:30 p.m. in the Union Popover Room.

* * *

CURRICULUM OF EDUCATION
Social Studies Curriculum of Education 900 will meet with Allen Stein in the Union Sunday at 4 p.m. Check the bulletin board for the room.

* * *

WISCONSIN THEATER FRONT
There will be a Wisconsin Theater Front meeting Sunday at 2 p.m. in the Union. All interested in theater are invited to attend. The major topics of business will be a petition concerning tenure based on publishing or perish in the dramatic arts. Workshops will be set up in mime, makeup and sound.

* * *

FILM SERIES

The Lutheran Campus Ministry's second Coffee House Film Series will begin with "The Ant-keeper" at 7 p.m. Sunday at Luther Memorial Church, 1021 University.

* * *

mon., feb. 10

ENGLISH STUDENT ASSOC.
There will be an open meeting of the English Student Association Monday at 8 p.m. in 302 Bascom.

* * *

SYMPOSIUM SEMINAR

WSA Interviews for Symposium Seminars with Clark Kerr, Saul Alinsky, and Sander Vanocur will be on Monday in the Union from 3:30 to 5:30 p.m. and from 7 to 9 p.m.

* * *

VOLUNTEER SERVICES
Mr. Julian Clark, head of Volunteer Services at Central Colony, will hold a meeting Wednesday at 7:30 p.m. in 113 Psychology. There will be a film and discussion. Student volunteers will have seminars with the Colony Staff.

LITERARY PROGRAM

The Union Literary Committee will sponsor a program featuring Louis McAdams reading his poetry, Monday at 8 p.m. in the Old Madison Room of the Union. McAdams is the author of *City Money*, *Poetry Room* and other works. This is part of a series of programs in which young American and European poets will appear. This year's series includes Fred Salatoro, Robert Bly, and Stuart Montgomery.

* * *

PROGRAM POSTPONED

The national student YWCA representative is unable to come on Monday to discuss summer projects. The rescheduled program will be announced in the future.

* * *

WSA INTERVIEWS

Interviews will be held Monday through Friday of next week for the Policy Selection Committee for the WSA teaching award. Call 262-1083 for an appointment.

* * *

COMMITTEE INTERVIEWS

Interviews for the WSA Course

and Evaluation Committee for Spring 1969 will be held Monday through Friday of next week. Call 262-1083 for an appointment.

* * *

ARTWORK FOR RENT

University students will be able to rent original artwork on Tuesday from 4 to 7 p.m. in the Top Flight Room of the Union. This program, sponsored by the Union Gallery Committee, allows students to rent out original artwork to enliven their rooms, dorm units, fraternity and sorority houses.

* * *

FRENCH CHAMBER MUSIC

Three Music School faculty members will present "An Evening of French Chamber Music" in Music Hall auditorium Wednesday at 8 p.m.

CAMPUS NEWS BRIEF POLICY

There will be no listing of any ticket sales. Listing of programs for which tickets or donations are being sold may appear ONLY when they are running concurrent advertising or a classified advertisement. Religious services are to be listed in the Religion on Campus section only.

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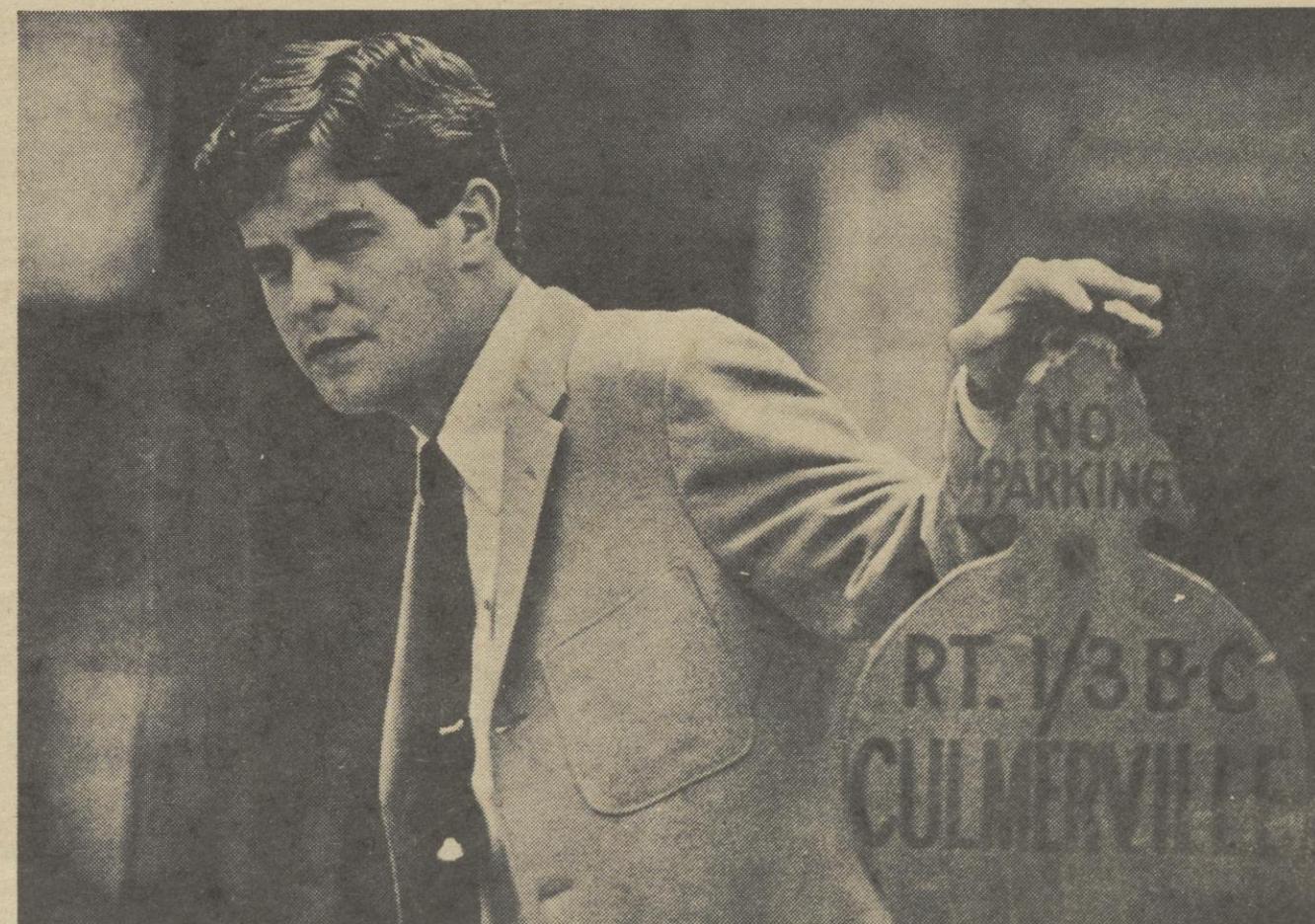
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Mermen Favored Over Minnesota and Purdue

By MARION TUCKER

The Wisconsin mermen meet Purdue and Minnesota in a double meet today in Minneapolis.

Wisconsin, sporting a 2-1 record, should repeat last year's performances in which they beat Minnesota, 77-46, and Purdue, 77-44 also in a double dual meet.

Purdue provides two of the fastest swimmers of either team. The Bollermaker's Dan Milne is the defending Big Ten champion in the 50 and 100 yard freestyle events. Last year Milne beat Badger captain Fred Hogan two of the three times that they competed, in the 50 and 100 yard freestyles. Hogan beat Milne at the NCAA Championships, and came very close to him the other two times. The confrontation of these two sprinters will make these events the meet's best.

The other Purdue swimmer worth noting is John Lee, a breast-stroker who got fifth at 100 yards and sixth at 200 yards in last year's Big Ten Championships.

Minnesota, not Purdue, should give the Badgers their stiffest competition. The Gopher's star swimmer is Martin Knight, a versatile swimmer, who might be

entered in any event, although he usually swims the 200 individual medley and the 200 yard backstroke. If he is entered in the backstroke, he will face the Badger's fine Dan Schwerin.

Wisconsin will be challenged by Minnesota's John Madura in diving, and by its 400 yard freestyle relay.

In the distance events, Badger Lee Chesneau will face two of

Matmen Go To Quadrangular

By STUART WARREN

Wisconsin's wrestlers travel to Minneapolis today for a round-robin meet with Illinois, Indiana, and Minnesota.

Coach George Martin will use the same lineup as in the Badgers' earlier matches with the exception of the 130 pound bracket, where Allen Page will replace recently-injured Bob Hatch at that spot. Hatch had replaced under-

(continued on page 10)

Inconsistent Duelers Host MSU, Iowa, Ind. Tech

By JIM COHEN

Sporting a 5-5 record, the Badger fencers host Iowa, Michigan State and Indiana Tech today in a bid to move themselves above the .500 level for the first time in a month. The quadrangular meet will start at 10:00 a.m. in Gymnasium 4 at the Natatorium.

Coach Arnie Simonson's fencers, after winning their first two meets, lost the next two and then split their next six to remain at .500. With three squads visiting

the Badgers today, they must either rise above or fall below this level.

Iowa, according to Simonson, is currently in a "rebuilding" stage while Indiana Tech lacks depth. Michigan State is composed of a large number of returnees from last year's team which was 6-8 and finished fifth in the Big Ten tournament. The Spartans are especially strong in the foil class where the Badgers have been very inconsistent this year. Michigan State will probably offer the Badgers their toughest competition of the day.

Simonson has been starting Wes Scheibel, Ted Kaiser and Shelly

Berman at foil, Preston Michie, Gordon Bartholomew and Mark Wegner at sabre, and Captain Dick Odders, Jim Cartwright and Tom Watt at epee. However, newcomers Don Jackson and Scott Bauman might also see action at epee.

Simonson is hoping that his fencers, who have been inconsistent often this year, will all have good days at once so that they may leave today with three victories under their belts. The three classes, foil, sabre and epee, have all been impressive at times, but often a bad day for one class has spelled defeat for the entire team.

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